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# National Longitudinal Transition Study 2012 Design Documentation

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This report is available on the NCEE website at <http://ies.ed.gov/ncee/>.

## Executive Summary

### **A. Purpose and design of the study**

The National Longitudinal Transition Study 2012 (NLTS 2012) is the third in the series of NLTS studies sponsored by the U.S. Department of Education to examine youth with disabilities receiving services under the Individuals with Disabilities Education Act (IDEA), a long-standing federal law last updated in 2004. Under IDEA, youth with disabilities can be eligible to receive special education and related services through an individualized education program (IEP). The NLTS studies have used survey and administrative data to describe the backgrounds of youth with an IEP and their functional abilities, activities in school and with friends, academic supports received from schools and parents, and preparation for life after high school. The first study, called the NLTS, focused on youth with an IEP ages 13 to 21 in the 1985–1986 school year. The second study, the NLTS 2, focused on youth with an IEP ages 13 to 16 in the 2000–2001 school year. The NLTS 2012 focused on youth with and without an IEP ages 13 to 21 during the 2011–2012 school year.

The NLTS 2012 was designed to address three sets of questions about youth with an IEP and their experiences. Each set of questions involve comparing different groups of youth. The first set of questions pertains to the nature and extent of *differences between youth with an IEP and other youth*. The NLTS 2012 is the first NLTS to permit direct comparisons of youth with and without an IEP, having included representative samples of both groups. Among the youth without an IEP is a representative set of students who receive accommodations through a plan developed under Section 504 of the Rehabilitation Act, another federal law pertaining to the rights and needs of youth with disabilities. The second set of questions focus on the extent of *differences among the disability groups recognized by IDEA*: autism, deafblindness, emotional disturbance, hearing impairment,<sup>1</sup> intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment. Critical to the study, and a driving force behind the sampling and weighting plans, is having nationally representative sets of youth from each of these disability groups. The third set of questions concern *differences between the current group of youth with an IEP and those in previous decades*. The NLTS 2012, when combined with the earlier NLTS and NLTS 2 surveys, provides information on the extent of changes over three decades in the characteristics and experiences of youth receiving special education services.

Three report volumes contain findings from the analysis of the NLTS 2012 data, each of which addresses one of these sets of questions. Volume 1 focuses on comparisons of youth with an IEP and youth without an IEP. Volume 2 focuses on comparisons of youth with an IEP across disability groups. Volume 3 focuses on comparisons of youth with an IEP across time. The publications will be available on the [Institute of Education Sciences website for the NLTS 2012](#) when published.

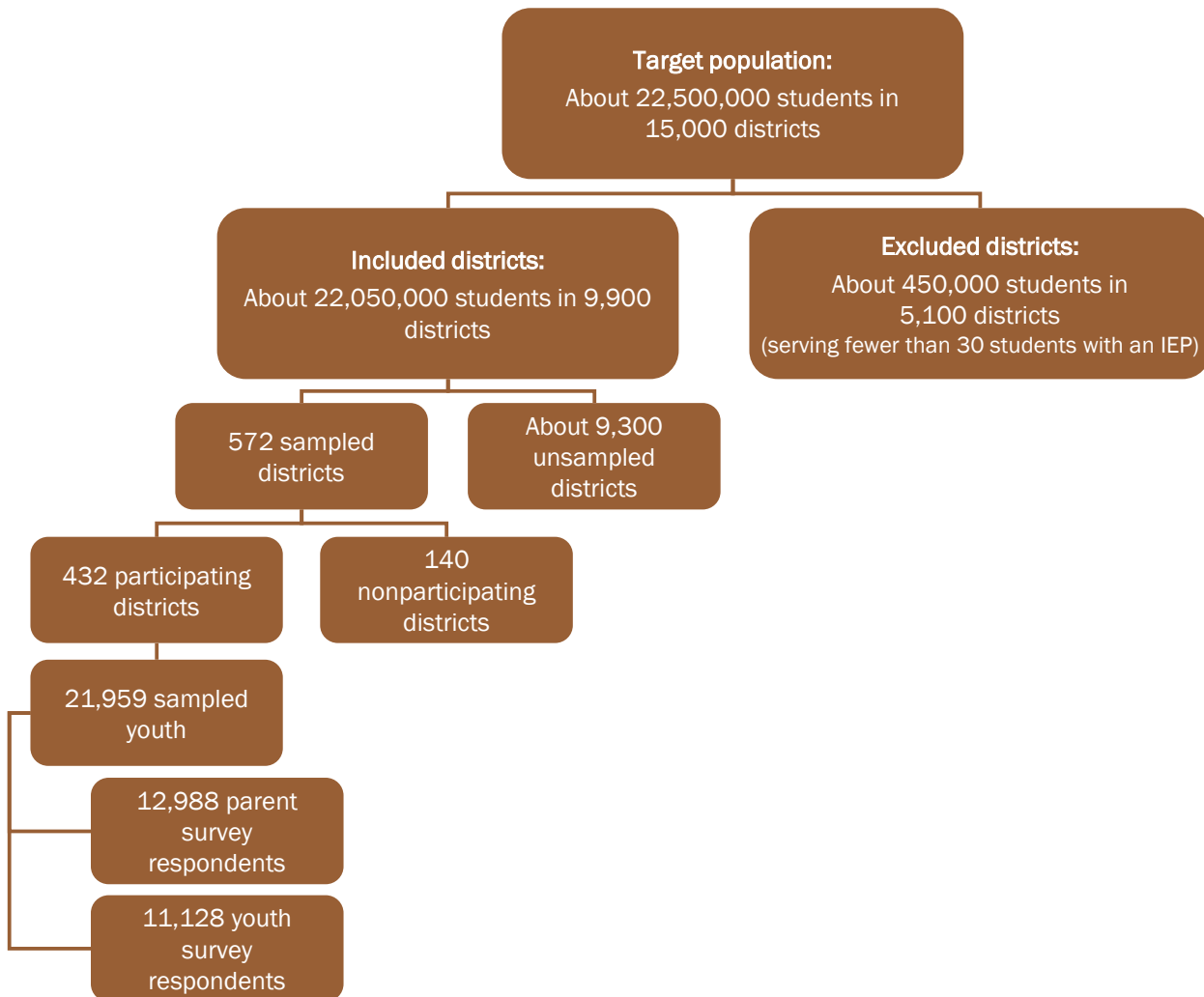
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<sup>1</sup> Because youth with deafness and hearing impairments are small groups, they have been combined into one group for this study.

## B. District and youth sample design

The NLTS 2012 used a two-stage national probability sample to produce precise, nationally representative estimates of the backgrounds and experiences of groups of secondary students. The most important groups were youth with an IEP in each of 12 disability groups recognized by IDEA, followed by groups of youth without an IEP, including those with a 504 plan and those with neither a 504 plan nor an IEP. The first stage consisted of selecting a stratified national probability sample of districts and then recruiting those districts to participate. Districts included local education agencies, charter schools that operate independently, and state-sponsored special schools that serve deaf and/or blind youth. The second stage consisted of selecting a stratified sample of youth from each of the districts that agreed to participate. The two-stage sample design resulted in a sample of 21,959 youth in 432 participating districts, who represent a target population of 22.5 million students in grades 7 through 12 or secondary ungraded classes in about 15,000 districts (figure ES1). More detail on data collection results is provided later in this summary.

**Figure ES1. NLTS 2012 sample selection and data collection results**



Source: National Longitudinal Transition Study 2012.

The sampling design for local education agencies and independent charter schools used three approaches to balance the objectives of generating precise disability group estimates with the efficient use of resources. First, these districts needed to serve a minimum of 30 youth with an IEP to be included in the study.<sup>2</sup> Second, groups of these districts were combined into district units based on size and geography, so that district units included sufficient youth with an IEP to support data collection. Third, district units were stratified into small, medium-sized, and large district unit strata based on their estimated number of age-eligible youth with an IEP. Study districts were selected as a stratified random sample of district units within each district unit size stratum. Large district units were sampled at a disproportionately higher allocation and small district units were sampled at a disproportionately lower allocation; the medium-sized district units were sampled in proportion to their estimated population size.

The study did not enforce a minimum size requirement for state-sponsored special schools or group them into district units. It selected these schools with certainty and assigned them to a fourth district stratum.

The first-stage sample included 521 local education agencies and charter schools from 300 district units, plus all 51 state-sponsored special schools serving deaf and blind students in the United States. Of the 572 total districts sampled, 432 (or 76 percent) ultimately participated (table ES1).

**Table ES1. District participation rate, by district sampling stratum**

District sampling stratum	Number of sampled districts	Number of participating districts	Percentage of districts that participated
Large district units	195	154	79
Medium-sized district units	125	90	72
Small district units	201	151	75
Special schools	51	37	73
<b>Total</b>	<b>572</b>	<b>432</b>	<b>76</b>

Note: Large, medium-sized, and small district unit strata include local education agencies and charter schools.

Source: National Longitudinal Transition Study 2012.

Participating districts provided a list of their youth attending grades 7 to 12, and their youth attending secondary ungraded classes who were ages 13 or older as of December 1, 2011. The study selected a stratified random sample of youth from the lists that participating districts provided. After the samples were selected, district staff provided student and parent contact information for each of the sampled youth. The 14 youth sample strata included the 12 IDEA disability groups, youth with a 504 plan but no IEP, and those with neither a 504 plan nor an IEP (table ES2). The 21,959 youth selected for the study sample included 17,476 youth with an IEP, 1,168 youth with a 504 plan but no IEP, and 3,315 youth with neither a 504 plan nor an IEP. For the IDEA disability groups, the study aimed to have larger respondent samples in the groups that are more prevalent in the student population.

<sup>2</sup> This criterion limited the costs of data collection and the burden on small districts. It led to the exclusion of districts with about 450,000 (2 percent) of all students in the target population (figure ES.1).

**Table ES2. Number of youth eligible and selected for the study sample, by youth sampling stratum**

Youth sampling stratum (disability groups)	Number of sampled youth
<b>All youth</b>	<b>21,959</b>
<b>IEP</b>	<b>17,476</b>
Autism	1,648
Deaf-blindness	191
Emotional disturbance	2,299
Hearing impairment	942
Intellectual disability	2,092
Multiple disabilities	1,610
Orthopedic impairment	797
Other health impairment	2,119
Specific learning disability	2,980
Speech or language impairment	1,899
Traumatic brain injury	470
Visual impairment	429
<b>No IEP</b>	<b>4,483</b>
504 plan but no IEP	1,168
Neither 504 plan nor IEP	3,315

Source: National Longitudinal Transition Study 2012.

### C. Content of youth and parent survey instruments

The parent and youth survey instruments used items from prior NLTS surveys as well as new items developed for the NLTS 2012 to address current policy-relevant issues.

*The parent survey.* The parent survey covered the following topics:

- **Disabilities and abilities**, including whether youth have a disability and, if so, what kind. It also covers whether they have had an IEP or a 504 plan, and their functional abilities.
- **School enrollment and service receipt**, including youth enrollment and graduation status, whether they were ever suspended or expelled, receipt of special education and related services, and other supports received through the school.
- **Parents' involvement in their children's education**, including whether parents attend school events, meet with teachers, help with homework, and participate in IEP and transition planning meetings.
- **Parents' expectations for their children's futures**, including how much education they think youth will obtain, challenges in furthering education and employment, and expected living arrangements and financial independence.
- **Background characteristics and socioeconomic status**, including household size; the primary language used at home; youths' race and ethnicity; parents' income, education, and marital status; and household receipt of federal financial assistance.



*The youth survey.* The youth survey covered the following topics:

- **Perceptions about school**, including coursework, relationships with staff, and experiences with bullying.
- **Receipt of academic supports through school**, including supplementary academic instruction outside of regular school hours.
- **Participation in IEP and transition-planning meetings**, including whether youth attended these meetings and their role in defining their educational goals.
- **Extracurricular and social activities**, including participation in school-sponsored sports and clubs, other organized activities outside of school, and interactions with friends.
- **Employment experiences**, including paid employment and school-sponsored work activities.
- **Expectations for the future**, including those for postsecondary education and independent living.
- **Indicators of self-determination**, including indicators of personal autonomy and self-direction.

The study refined the survey instruments three times. The most substantial change involved converting the survey from a telephone survey to a web questionnaire. The survey instruments indicate the refinements that the study made to them over time. The restricted-use data file (RUF) includes a variable indicating the version of the instrument used for each respondent.

#### **D. Data collection methods, procedures, and results**

Data collection was conducted from February through October 2012 and from January through August 2013. The study revised the data collection strategies and continued data collection in 2013 to address low response rates during 2012. Survey administration in 2012 was by computer-assisted telephone interviewing. In 2013, the study introduced a web survey option and field interviewers. In addition, parent survey respondents received a portion of their cash incentive payment in advance. During both years, the study needed to contact parents first for youth who were younger than 18. If a parent consented to the study, the parent was surveyed first and subsequently interviewers attempted to survey the youth. This procedure led to a higher response rate among parents than among youth.

Across the two years of data collection, 12,988 parent surveys were completed, representing a 59 percent unweighted response rate and a 57 percent weighted response rate (table ES3). A total of 11,128 youth surveys were completed (86 percent of the parent respondents), representing a 51 percent unweighted response rate and a 48 percent weighted response rate of the full youth sample (table ES4). Youth were ages 12 to 23 when interviews took place, with the vast majority (greater than 97 percent) ages 13 to 21. Less than two percent were 12 years old, and less than one percent were 22 or 23 years old. All students were enrolled in grades 7 through 12 or in a secondary ungraded class at the time of sampling.

**Table ES3. Parent survey response rates, by disability group**

Disability group	Total unweighted sample	Completed surveys (unweighted)	Unweighted response rate	Total weighted sample	Completed surveys (weighted)	Weighted response rate
<b>All youth</b>	<b>21,959</b>	<b>12,988</b>	<b>59%</b>	<b>22,161,451</b>	<b>12,670,711</b>	<b>57%</b>
<b>IEP</b>	<b>17,476</b>	<b>10,459</b>	<b>60%</b>	<b>2,579,497</b>	<b>1,531,665</b>	<b>59%</b>
Autism	1,648	1,078	65%	157,283	103,679	66%
Deaf-blindness	191	138	72%	632	447	71%
Emotional disturbance	2,299	1,231	54%	229,167	123,644	54%
Hearing impairment	942	568	60%	31,702	19,250	61%
Intellectual disability	2,092	1,331	64%	254,965	165,425	65%
Multiple disabilities	1,610	994	62%	67,970	42,078	62%
Orthopedic impairment	797	510	64%	25,359	16,724	66%
Other health impairment	2,119	1,273	60%	372,367	224,040	60%
Specific learning disability	2,980	1,701	57%	1,303,679	755,134	58%
Speech or language impairment	1,899	1,079	57%	110,383	65,192	59%
Traumatic brain injury	470	293	62%	14,634	8,841	60%
Visual impairment	429	263	61%	11,358	7,211	63%
<b>No IEP</b>	<b>4,483</b>	<b>2,529</b>	<b>56%</b>	<b>19,581,954</b>	<b>11,139,046</b>	<b>57%</b>
504 plan but no IEP	1,168	664	57%	355,401	198,616	56%
Neither 504 plan nor IEP	3,315	1,865	56%	19,226,553	10,940,430	57%

Note: The weighted response rates use the unit nonresponse adjusted weights.

Source: National Longitudinal Transition Study 2012.

**Table ES4. Youth survey response rates, by disability group**

Disability group	Total unweighted sample	Completed surveys (unweighted)	Unweighted response rate	Total weighted sample	Completed surveys (weighted)	Weighted response rate
<b>All youth</b>	<b>21,929</b>	<b>11,128</b>	<b>51%</b>	<b>22,038,063</b>	<b>10,521,016</b>	<b>48%</b>
<b>IEP</b>	<b>17,449</b>	<b>8,960</b>	<b>51%</b>	<b>2,575,964</b>	<b>1,302,251</b>	<b>51%</b>
Autism	1,647	954	58%	157,159	91,524	58%
Deaf-blindness	191	109	57%	632	341	54%
Emotional disturbance	2,287	1,052	46%	227,694	104,823	46%
Hearing impairment	941	466	50%	31,676	15,751	50%
Intellectual disability	2,090	1,146	51%	254,759	141,228	55%
Multiple disabilities	1,607	863	54%	67,863	36,428	54%
Orthopedic impairment	797	432	54%	25,359	14,040	55%
Other health impairment	2,116	1,078	51%	371,943	189,082	51%
Specific learning disability	2,977	1,442	48%	1,302,597	639,279	49%
Speech or language impairment	1,898	943	50%	110,311	56,135	51%
Traumatic brain injury	469	244	52%	14,613	7,371	50%
Visual impairment	429	231	54%	11,358	6,247	55%
<b>No IEP</b>	<b>4,480</b>	<b>2,168</b>	<b>48%</b>	<b>19,566,884</b>	<b>9,465,925</b>	<b>48%</b>
504 plan but no IEP	1,168	576	49%	355,401	1699,869	48%
Neither 504 plan nor IEP	3,312	1,592	48%	19,211,483	9,296,056	48%

Note: The weighted response rates use the unit nonresponse adjusted weights. The total sample for the youth survey is less than the study sample of 21,959 because the study team learned that 30 youth were institutionalized, incarcerated, deceased, or had joined the military after the parent survey was completed. The study retained these youth in the study sample as well as their completed parent surveys but treated them as ineligible for the youth survey.

Source: National Longitudinal Transition Study 2012.

The response rates by year suggest that the revised data collection strategies in 2013 were an improvement. First, the new strategies helped reach sample members not reached by the 2012 survey (tables ES5 and ES6). In 2012, the unweighted parent survey response rate was 36 percent of 18,258 students in the sample released that year, and the unweighted youth survey response rate was 30 percent. The 2013 data collection increased the response rates for the original 2012 sample by 24 percentage points for parents (to 60 percent) and by 22 percentage points for youth (to 52 percent).

Second, in 2013 the study also attempted to reach members of an additional sample release of 3,701 youth to increase the number of respondents in each disability group. The cases for the additional sample release came from the same student lists that districts had provided and that were used to generate the sample released for data collection during 2012. The response rates were 52 percent for parents and 47 percent for youth from the additional sample released in 2013, each more than 15 percentage points higher than for the sample released in 2012.

Altogether, the 2013 data collection accounted for about half of all surveys collected across 2012 and 2013. Specifically, the 6,366 responses to the parent survey and 5,684 responses to the youth survey obtained during 2013 totaled 49 percent and 51 percent, respectively, of all respondents.

**Table ES5. Unweighted parent survey response rates, by disability group and year**

Disability group	Sample released in 2012			Sample released in 2013
	Proportion responding in 2012	Proportion responding in 2013	Cumulative response rate in 2012+2013	Response rate in 2013
<b>All youth</b>	<b>36%</b>	<b>24%</b>	<b>60%</b>	<b>52%</b>
<b>IEP</b>	<b>37%</b>	<b>24%</b>	<b>61%</b>	<b>52%</b>
Autism	42%	23%	65%	71%
Deaf-blindness	45%	28%	73%	n/a
Emotional disturbance	33%	23%	56%	46%
Hearing impairment	36%	25%	61%	57%
Intellectual disability	40%	25%	65%	55%
Multiple disabilities	39%	24%	63%	56%
Orthopedic impairment	38%	25%	63%	66%
Other health impairment	38%	23%	61%	53%
Specific learning disability	35%	25%	60%	49%
Speech or language impairment	33%	24%	57%	54%
Traumatic brain injury	38%	24%	62%	n/a
Visual impairment	40%	21%	61%	n/a
<b>No IEP</b>	<b>32%</b>	<b>25%</b>	<b>57%</b>	<b>52%</b>
504 plan but no IEP	33%	23%	56%	59%
Neither 504 plan nor IEP	32%	26%	58%	51%

n/a = not applicable because the study did not release any sample for the disability group in 2013.

Note: The study released 18,258 cases for data collection in 2012 and 3,701 new cases in 2013.

Source: National Longitudinal Transition Study 2012.

**Table ES6. Unweighted youth survey response rates, by disability group and year**

Disability group	Sample released in 2012			Sample released in 2013
	Proportion responding in 2012	Proportion responding in 2013	Cumulative response rate in 2012+2013	Response rate in 2013
<b>All youth</b>	<b>30%</b>	<b>22%</b>	<b>52%</b>	<b>47%</b>
<b>IEP</b>	<b>31%</b>	<b>22%</b>	<b>53%</b>	<b>47%</b>
Autism	36%	21%	57%	69%
Deaf-blindness	35%	23%	58%	n/a
Emotional disturbance	27%	21%	48%	40%
Hearing impairment	27%	23%	50%	50%
Intellectual disability	33%	23%	56%	51%
Multiple disabilities	33%	23%	56%	45%
Orthopedic impairment	31%	22%	53%	66%
Other health impairment	31%	20%	51%	47%
Specific learning disability	28%	22%	50%	44%
Speech or language impairment	28%	21%	49%	50%
Traumatic brain injury	31%	21%	52%	n/a
Visual impairment	35%	19%	54%	n/a
<b>No IEP</b>	<b>27%</b>	<b>22%</b>	<b>49%</b>	<b>48%</b>
504 plan but no IEP	28%	20%	48%	57%
Neither 504 plan nor IEP	26%	22%	48%	46%

n/a = not applicable because the study did not release any sample for the disability group in 2013.

Note: The study released 18,258 cases for data collection in 2012 and 3,701 new cases in 2013.

Source: National Longitudinal Transition Study 2012.

Because youth in the study had a wide range of disabilities and needs, the study offered them the following accommodations to help them respond to the survey, if needed:

- Option to participate in the survey by web, by telephone, or in person
- Ability to take breaks, and, if longer breaks were needed, to complete the survey at different points in time
- Use of any assistive technology the youth normally use (for example, optical devices to enlarge print, hearing aids, sign language, or lip reading)
- Option to take the survey in English or Spanish
- Option to have a parent or other household adult translate the survey for youth who do not speak English or Spanish, or to act as a sign language interpreter

Reflecting in part the use of these accommodations, the sampled youth completed most youth surveys (84 percent, table ES7). The study permitted the parent survey respondents to act as proxies when youth were unable to provide their own responses even with accommodations (16 percent). Proxy responses were most common among youth with deaf-blindness (52 percent) and least common among youth with neither a 504 plan nor an IEP (3 percent). In addition, a small number of independent youth who were at least age 18 (9 respondents) provided their own consent to participate in the study and therefore acted as parent proxies, responding to both the parent and youth surveys. Proxy respondents, whether for the parent or the youth survey, received abbreviated

surveys that omitted questions based on personal opinions, since one person cannot respond from the perspective of another person.

**Table ES7. Proxy responses in the youth survey, by disability group**

Disability group	Proxy respondents (percentage)	Total respondents
<b>All youth</b>	<b>16</b>	<b>11,128</b>
<b>IEP</b>	<b>19</b>	<b>8,960</b>
Autism	33	954
Deaf-blindness	52	109
Emotional disturbance	8	1,052
Hearing impairment	19	466
Intellectual disability	34	1,146
Multiple disabilities	48	863
Orthopedic impairment	31	432
Other health impairment	8	1,078
Specific learning disability	4	1,371
Speech or language impairment	6	943
Traumatic brain injury	16	244
Visual impairment	9	231
IEP, unspecified disability	6	71
<b>No IEP</b>	<b>4</b>	<b>2,168</b>
504 plan but no IEP	6	576
Neither 504 plan nor IEP	3	1,592

Source: National Longitudinal Transition Study 2012.

## E. Weighting

Two sets of weights are available, each of which has a different use. Each set consists of a weight for the parent survey and one for the youth survey. These two sets of weights, as well as the populations they represent and their intended uses, are as follows:

- All youth weights.** These weights are designed for analyses using the full respondent sample. They are particularly appropriate for analyzing measures that do not depend on youth age or grade at the time of the survey. All 12,988 parent survey respondents and 11,128 youth survey respondents have a positive value for these weights. These weights were poststratified so that the weighted count of sample members by age at sample selection (fall 2011) matches the count of all youth (ages 13 to 21) enrolled in public schools during the 2011–2012 school year. The poststratification counted students younger than age 13 as 13-year-olds, and students older than age 21 as 21-year-olds.
- Enrolled youth weights.** These weights are designed for analyses using the population of youth who were enrolled in school in the reference school year (the 2011–2012 school year for those surveyed in 2012 and the 2012–2013 school year for those surveyed in 2013). They are particularly appropriate for analyzing measures where youth age or grade at the time of the survey is important for interpreting the response. There are 11,853 parent survey respondents and 10,144 youth respondents with a positive value for these weights. These weights were poststratified so that the weighted count of sample members by age at interview matches

the count of all youth (ages 13 to 21) enrolled in public schools during the 2011–2012 school year. This approach addressed the differences among disability groups in the extent to which respondents completed the surveys in 2012 versus 2013. The poststratification counted students younger than age 13 as 13-year-olds, and students older than age 21 as 21-year-olds. The three NLTS 2012 report volumes use these weights.

## F. Unit nonresponse bias analysis

Addressing the potential for bias caused by nonresponse has become more important over the past decade because of the downward trend in response rates to surveys. Although low response rates do not necessarily increase nonresponse bias, they do create the potential for such bias (Groves, 2006). The National Center for Education Statistics (NCES) Statistical Standards specify that a nonresponse bias analysis be conducted whenever unit response at any stage of sample selection is less than 85 percent (Standard 4-4-1). The response rates for the parent and youth surveys fell below that threshold, making a nonresponse analysis appropriate.

The study used three methods to assess the potential for nonresponse bias in the NLTS 2012 parent and youth surveys, described in the list that follows. Together, the results from applying these methods suggested that nonresponse adjustments to the weights succeeded in limiting the potential for bias.

1. **Using administrative data to examine and adjust for nonparticipation of districts and nonresponse to the surveys.** This approach assessed whether nonresponse adjustments to the sampling weights achieved the goal of reducing differences between participants and the full sample on measures available from administrative records for the full sample. The study conducted this analysis both at the district level and at the youth level. At the district level, there were no statistically significant differences between participating and nonparticipating districts on any of the measures examined before or after adjustments to the district sampling weights. At the youth level, the nonresponse adjustments to the youth sampling weights substantially reduced the number of differences between respondents and the full sample. The proportion of variables where a statistically significant difference remained was no larger than what would be expected by chance.
2. **Conducting a follow-up survey of nonrespondents to compare parent survey respondents to the full sample on some survey measures.** This approach involved conducting a short survey to secure responses to selected survey items from a subsample of parents who had not responded to the NLTS 2012 parent survey. This Nonrespondent Follow-Up Survey (NFS) provided a basis for comparing parent survey respondents to the full sample, including respondents and nonrespondents. The analysis of the NFS pointed to one variable with the greatest potential for bias—the age at which youth first received special education services. Specifically, parent survey respondents appeared to be more likely than nonrespondents to report that their child first received special education at a younger age. The NFS suggested other smaller differences between respondents and nonrespondents in variables that might be correlated with reduced likelihood of receiving special education services before age 8.
3. **Generating an alternative set of weights using responses from the NFS as a sensitivity analysis to gauge whether potential bias in the age youth first received services could appreciably affect the NLTS 2012 report findings.** This approach examined how the potential bias in the age at which youth first receive special education services may have affected the measures and intergroup comparisons presented in the NLTS 2012

Volume 1 and 2 reports (Lipscomb et al., 2017a, 2017b). The respondent sample was reweighted so that the distribution of age at which youth first received special education was the same in the respondent sample as in the combined NFS and respondent samples. The analyses in Volumes 1 and 2 were then re-conducted, and the results compared with those reported in the two volumes. The NFS-reweighted sensitivity analysis indicated that this potential source of nonresponse bias does not appreciably affect the main findings in Volumes 1 and 2. While the sensitivity analysis did not specifically examine the Volume 3 findings, that volume includes a subset of the variables covered in Volumes 1 and 2 and hence the results are likely to apply to that volume as well.

## G. Imputation of variables

Two variables critical for analyzing household background characteristics and nonresponse bias had missing values that the study replaced with imputed values. They are described below.

- **A binary variable that indicates whether the youth sample member is from a low-income household.** This variable is defined as household income below 185 percent of the federal poverty level. Missing values were imputed due to associations between low household income, IEP status, and subsequent outcomes as youth transition to life after high school. The study used a hot deck imputation procedure to impute values for the variable, using other variables that were most highly correlated with whether the household's income was above or below 185 percent of the federal poverty level, as determined from logistic regression models. Just over 7 percent of parent survey respondents have imputed values for this variable.
- **The age when the youth first received special education services.** Missing values were imputed because of the variable's importance for the unit nonresponse bias analysis. This imputation was based on youth's disability group and when the disability was identified. About 6 percent of parent survey respondents have imputed values for this variable.

## H. Disclosure risk analysis and protection

The NLTS 2012 RUF contains data on all sampled youth in the study. Each record represents a sampled youth and contains information from administrative records and, for survey respondents, data from the parent and youth surveys.

The RUF omits certain data items to protect sample members' confidentiality. These items include birth dates (consolidated into age groups), names of respondents, respondents' contact information, district identifiers, and open-ended responses (transformed into categorical variables). In addition, some less frequent categories of the categorical variables for school type, household language, and race were consolidated. Information from the parent survey question on household income was converted into a categorical variable consisting of \$20,000 income ranges. Some school-level variables, including the percentage of youth with an IEP and math and reading proficiency rates, were collapsed into categorical indicators. For one variable, data were swapped between records within gender and age group to protect the identity of parent and youth survey respondents, as required for disclosure review board approval.

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## **Chapter 1. Introduction**

The National Longitudinal Transition Study 2012 (NLTS 2012) is the third in the series of NLTS studies sponsored by the U.S. Department of Education to examine youth with disabilities receiving services under the Individuals with Disabilities Education Act (IDEA), a long-standing federal law last updated in 2004. Under IDEA, youth with disabilities can be eligible to receive special education and related services through an individualized education program (IEP). The NLTS studies have used survey and administrative data to describe the backgrounds of youth with an IEP and their functional abilities, activities in school and with friends, academic supports received from schools and parents, and preparation for life after high school. The first study, called the NLTS, focused on youth with an IEP ages 13 to 21 in the 1985–1986 school year. The second study, the NLTS 2, focused on youth with an IEP ages 13 to 16 in the 2000–2001 school year. The NLTS 2012 focuses on youth with and without an IEP ages 13 to 21 during the 2011–2012 school year.

The NLTS 2012 was designed to address three sets of questions about youth with an IEP and their experiences. Each set of questions involves comparing different groups of youth. The first set of questions pertains to the nature and extent of *differences between youth with an IEP and other youth*. The NLTS 2012 is the first NLTS to permit direct comparisons of youth with and without an IEP, having included representative sets of both groups. The second set of questions focus on the extent of *differences among the disability groups recognized by IDEA*. Critical to the study, and a driving force behind the sampling and weighting plans, is having nationally representative sets of youth from each of these disability groups. The third set of questions concern *differences between the current group of youth with an IEP and those in previous decades*. The NLTS 2012, when combined with the NLTS and NLTS 2 surveys, provides information on the extent of changes over three decades in the characteristics and experiences of youth receiving special education services.

Three report volumes contain findings from the analysis of the NLTS 2012 data, each of which addresses one of these sets of questions (see box 1). Together, the volumes are designed to inform efforts by educators and policymakers to address the needs of youth in special education.

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### **Box 1. Three volumes reporting findings from the National Longitudinal Transition Study 2012**

#### **Preparing for life after high school: The characteristics and experiences of youth in special education**

**Volume 1: Comparisons of youth in special education with other youth** examines the characteristics of youth in special education overall and how these youth are faring relative to their peers. Comparisons are made between youth with and without an IEP, and within the latter group, those with a disability under Section 504 of the Rehabilitation Act. The findings highlight the distinctive features of the characteristics and experiences of youth with an IEP.

**Volume 2: Comparisons of youth in special education across disability groups** describes the characteristics of youth in 12 disability groups based on IDEA 2004 definitions and how these groups of youth are faring relative to one another. The findings highlight the diversity of needs and challenges faced by youth in special education.

**Volume 3: Comparisons of youth in special education over time** identifies trends in the characteristics and experiences of youth in special education over the past three decades. The findings highlight the extent of progress students in special education are making.

*Note:* The three volumes will be available on the [Institute of Education Sciences website for the NLTS 2012](#) when published.

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The NLTS 2012 comprises nearly 13,000 youth, including youth with an IEP (81 percent) and youth without an IEP (19 percent). These students were chosen to be representative of all students with and without an IEP in the United States in grades 7 through 12 (or ungraded secondary classes). Among the youth with an IEP are students who represent each of 12 disability categories recognized by IDEA 2004: autism, deaf-blindness, emotional

disturbance, hearing impairment,<sup>3</sup> intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment. Among the youth without an IEP is a representative set of students who receive accommodations through a plan developed under Section 504 of the Rehabilitation Act (called a *504 plan*), another federal law pertaining to the rights and needs of youth with disabilities (5 percent of the nearly 13,000 youth).<sup>4</sup> The sample also includes a representative set of youth who have neither a 504 plan nor an IEP. The study surveyed youth and their parents in 2012 or 2013 when the vast majority of youth (97 percent) were 13 to 21 years old. It spans multiple ages and grades to provide a broad view of students' school experiences at a point in time.

This design documentation describes how the NLTS 2012 data were constructed and prepared for analyses. Specifically, it provides information on the NLTS 2012 sample design, the data collection instruments and procedures, and the preparation of the data and analytic weights. It also includes findings from analyses of the potential for nonresponse bias. This report does not cover the ways the NLTS 2012 data were reweighted and combined with data from the NLTS and the NLTS 2 to examine trends for youth with an IEP. The Volume 3 report provides this information, including more detail on steps to make analytic variables and samples comparable, response rates across the studies, and weighting adjustments.

The chapters of this report document the following key information about the NLTS 2012:

- **Chapter 2.** The sample design, including how districts and youth were selected for the study
- **Chapter 3.** The content of survey instruments administered to parents and youth
- **Chapter 4.** An overview of the data collection methods, procedures, and results
- **Chapter 5.** The preparation and processing of the data
- **Chapter 6.** The development of weights to maintain a representative sample
- **Chapter 7.** An analysis of the potential for youth-level nonresponse bias
- **Chapter 8.** An analysis of the potential for item-level nonresponse bias, summary of the imputation procedures, and an overview of the disclosure protection procedures
- **Chapter 9.** The selection of analytic variables and development of indices and measures that involve administrative data
- **Appendix A.** The parent survey instrument
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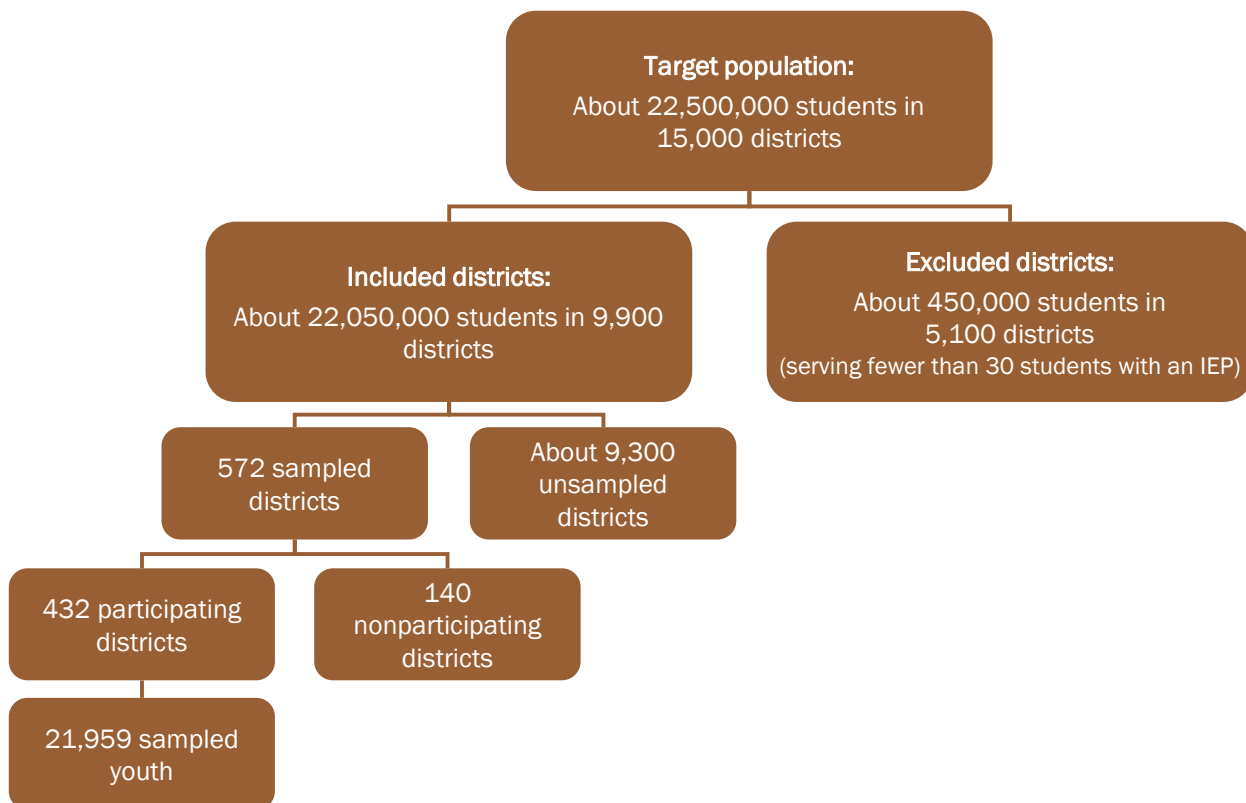
<sup>3</sup> Because youth with deafness and hearing impairments are small groups, they have been combined into one group for this study.

<sup>4</sup> Section 504 is a civil rights statute that bars the exclusion of individuals from programs and activities that receive federal assistance based on having (or having a history of) a physical or mental impairment that substantially limits major life activities. The definition of a disability is broader under Section 504 than under IDEA, which requires disabilities to adversely affect students' educational performance.

## **Chapter 2. District and youth sample design**

The National Longitudinal Transition Study 2012 (NLTS 2012) used a two-stage national probability sample. The sample design enabled the study to produce precise, nationally representative estimates of the backgrounds and experiences of secondary school students with an individualized education program (IEP) in each of the 12 disability groups recognized by the Individuals with Disabilities Education Act (IDEA) of 2004, students with a 504 plan but no IEP, and students with neither a 504 plan nor an IEP. The first stage consisted of selecting a stratified national probability sample of districts and then recruiting those districts to participate. The second stage consisted of selecting a stratified sample of youth from each of the districts that agreed to participate. The two-stage sample design resulted in a sample of 21,959 youth in 432 participating districts; those youth represent a target population of 22.5 million students in grades 7 through 12 or secondary ungraded classes in about 15,000 districts (figure 1).

**Figure 1. NLTS 2012 sample selection**



Source: National Longitudinal Transition Study 2012.

This chapter describes the sample design. The first section provides an overview of the target population and sample design objectives. The next two sections describe the process for selecting and recruiting districts, and for sampling youth from the participating districts.

## A. Overview of target population and sample design objectives

The target population consists of the approximately 22.5 million public school students in the United States in grades 7 through 12 or secondary ungraded classes (table 1).<sup>5</sup> The focal group within this population consists of the 2.8 million students (ages 13 to 21) who had an IEP, giving them access to special education and related services funded under Part B of IDEA. The target population includes students older than 18 because IDEA permits youth in special education who are unable to complete high school with their same-age peers to remain in school and to continue receiving special education and related services through the year they turn 21. The numbers of youth in the IDEA disability groups varied widely, from about 1.5 million with specific learning disabilities to 750 with deafblindness. Of the 19.7 million students without an IEP, approximately 450,000 (2 percent) had 504 plans.<sup>6</sup>

**Table 1. Number and percentage of students in the target population, by disability group**

Disability group	Number of students in the target population	Percentage of all students in the target population
<b>All youth</b>	<b>22,500,000</b>	<b>100.00</b>
<b>IEP</b>	<b>2,780,000</b>	<b>12.36</b>
Autism	95,000	0.42
Deaf-blindness	750	0.003
Emotional disability	280,000	1.24
Hearing impairment	34,000	0.15
Intellectual disability	303,000	1.35
Multiple disabilities	73,200	0.33
Orthopedic impairment	27,500	0.12
Other health impairment	318,000	1.41
Specific learning disability	1,508,000	6.70
Speech or language impairment	113,200	0.50
Traumatic brain injury	13,900	0.06
Visual impairment	12,200	0.05
<b>No IEP</b>	<b>19,720,000</b>	<b>87.64</b>
504 plan but no IEP	450,000	2.00
Neither 504 plan nor IEP	19,270,000	85.64

Source: Data on total enrollment are for grades 7 to 12 and secondary ungraded from *Digest of Education Statistics*, 2009, table 35, “Enrollment in public elementary and secondary schools by level, grade, and state or jurisdiction: fall 2007” (Snyder & Dillow, 2010). Data on counts of youth with an IEP are from table 1-7, “Children and students served under IDEA Part B in the U.S. and outlying areas by age and disability category, Fall 2007,” retrieved from [www.idea.org](http://www.idea.org) in June 2010. Data on youth with a 504 plan are estimated based on Holler & Zirkel (2008).

The sample design had several objectives. The most important objective was to obtain precise estimates of students’ experiences, based on responses to surveys, for each of the 12 IDEA disability groups. Other priorities

<sup>5</sup> The NLTS 2012 did not include about 300,000 students who attended schools run by the Department of Defense, the Bureau of Indian Affairs, or in the territories. Total enrollment data are for the 2007-2008 school year.

<sup>6</sup> National data on the number of students with 504 plans available from the U.S. Department of Education Office of Civil Rights do not separately identify students by grade or age range in a way that would support an estimate of students in this group who are 13 to 21. The estimate of 2 percent is based on the findings of a survey reported in Holler & Zirkel (2008).



were to obtain estimates with acceptable precision for youth with a 504 plan but no IEP and for other youth without an IEP (those with neither a 504 plan nor an IEP).

The target sample size was 12,000 youth, including 9,600 youth with an IEP and 2,400 youth without an IEP (table 2). Of those without an IEP, the target sample was 600 youth with a 504 plan and 1,800 youth with neither a 504 plan nor an IEP. The specific level of precision varied across disability groups based on their population sizes. For example, a 95 percent confidence interval around a proportion of 0.50 for the 12 IDEA disability groups ranged from plus or minus 0.026 for youth with specific learning disabilities to plus or minus 0.104 for youth with deaf-blindness.

**Table 2. Target sample size and precision, by disability group**

Disability group	Target sample size	Half-width of 95% confidence level at selected proportions	
		.50	.10
<b>All youth</b>	<b>12,000</b>	<b>0.011</b>	<b>0.007</b>
<b>IEP</b>	<b>9,600</b>	<b>0.018</b>	<b>0.010</b>
Autism	1,000	0.033	0.020
Deaf-blindness	100	0.104	0.062
Emotional disturbance	1,200	0.030	0.018
Hearing impairments	520	0.046	0.027
Intellectual disabilities	1,200	0.030	0.018
Multiple disabilities	900	0.035	0.021
Orthopedic impairments	450	0.049	0.030
Other health impairments	1,200	0.030	0.018
Specific learning disabilities	1,600	0.026	0.016
Speech or language impairments	1,000	0.033	0.020
Traumatic brain injury	230	0.069	0.041
Visual impairments	200	0.073	0.044
<b>No IEP</b>	<b>2,400</b>	<b>0.022</b>	<b>0.013</b>
504 plan but no IEP	600	0.043	0.026
Neither 504 plan nor IEP	1,800	0.025	0.015

Source: National Longitudinal Transition Study 2012.

## B. District sample selection

The first stage of sampling was to select districts to recruit for the study. The study considered districts to include local education agencies, charter schools that operate independently, and state-sponsored special schools that serve deaf and/or blind youth. The district sampling frame was the 2008–2009 Common Core of Data (CCD), augmented to include 51 state-sponsored special schools. As discussed in the following discussion, district sampling included four strata, three for local education agencies and charter schools and a fourth for special schools.

The sampling design for local education agencies and independent charter schools used three approaches to balance the objectives of generating precise disability group estimates with the efficient use of resources. First, as discussed in the following discussion, local education agencies and charter schools needed to serve at least 30 youth with an IEP to be included in the study. Second, groups of these districts were combined into district units

based on size and geography, so that district units included sufficient youth with an IEP to support data collection. Third, district units were stratified into small, medium-sized, and large district unit strata based on their estimated number of age-eligible youth with an IEP. Large district units were sampled at a disproportionately higher allocation and small district units were sampled at a disproportionately lower allocation; the medium-sized district units were sampled in proportion to their estimated population size.

- **Minimum district size.** The study included local education agencies and charter schools serving an estimated count of at least 30 age-eligible youth. This cutoff was based on an analysis of potential decision rules, balancing efficiency objectives with a desire to cover as much of the target populations of youth as possible. Imposing this cutoff excluded 29 percent of districts serving youth in grades 7 to 12 and 81 percent of the charter schools, but retained approximately 98 percent of the age-eligible youth with an IEP in local education agencies and 65 percent of the age-eligible youth with an IEP in charter schools.<sup>7</sup> The cutoff rule also resulted in retaining approximately 98 percent of the age-eligible youth with an IEP in districts in rural areas and 82 percent of the youth with an IEP in districts in areas characterized as distant rural and remote rural using the National Center for Education Statistics (NCES) District Urban-Centric Locale Code.<sup>8</sup>
- **Formation of district sampling units.** Local education agencies and charter schools were combined based on geographic proximity to other districts so that greater numbers of youth in the low-prevalence disabilities would be available to sample within each unit. Small district units included 30 to 199 youth with an IEP, medium-sized district units included 200 to 374 youth with an IEP, and large district units included 375 or more youth with an IEP. Most large district units consisted of a single large district, although in some metropolitan areas, charter schools were combined with a large district to form a geographically contiguous district unit.
- **Stratification by district size.** The three district unit size groups (large, medium-sized, and small) constituted strata for district sampling. Among age-eligible youth with an IEP attending schools grouped into these strata, approximately 62 percent were in the large district unit stratum, 16 percent were in the medium-sized district unit stratum, and 22 percent were in the small district unit stratum.

Study districts were selected as a stratified random sample of district units within each district unit size stratum. This stratification implicit stratification was based on geographic region and degree of urbanicity to ensure that the sample reflected the national distribution of youth along these dimensions. Implicit stratification involves sorting the frame by specified background characteristics within strata before sampling and then using a sequential sampling technique. By selecting the sample using implicit stratification within explicit strata, the study ensured that the sample resembled the population covered by the sample frame in terms of these background characteristics.

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<sup>7</sup> The study was not designed to make separate estimates for charter schools.

<sup>8</sup> “Rural, distant” is a Census-defined rural area that is more than 5 miles but fewer than or equal to 25 miles from an urbanized area and is more than 2.5 miles but fewer than or equal to 10 miles from an urban cluster. “Rural, remote” is a Census-defined rural area that is more than 25 miles from an urbanized area and is more than 10 miles from an urban cluster (Sable and Plotts, 2010).

The sampling rates were based on a composite size measure that is a function of the estimated number of youth with and without an IEP. The composite size measure results in nearly equal probability samples of youth within the disability groups in each size stratum (Folsom et al., 1987). The size measure for the district unit  $d$  is:

$$(2.1) S_d = \varphi_{IEP} * N_{d,IEP} + \varphi_{NIEP} * N_{d,NIEP}$$

where  $\varphi_{IEP}$  is the global sampling rate for youth with an IEP,  $\varphi_{NIEP}$  is the global sampling rate for youth without an IEP,  $N_{d,IEP}$  is the number of youth with an IEP in the district unit, and  $N_{d,NIEP}$  is the number of youth without an IEP in the district unit. The study sampled eight large districts with certainty.

Because there are few youth with deafness and/or blindness, the study augmented the sample design with 51 special schools that serve such students. To find these special schools, the study conducted a search for all such schools in the United States. The study did not enforce a minimum size requirement for special schools or group them into district units. It selected these schools with certainty and assigned them to a fourth district stratum.

The first-stage (district) sample included 572 total districts (table 3). These districts included 521 local education agencies and charter schools from 300 selected district units plus all 51 state-sponsored special schools serving deaf and blind students in the United States.

**Table 3. Number of districts selected, by district sampling stratum**

District sampling stratum	Number of sampled districts
Large district units	195
Medium-sized district units	125
Small district units	201
Special schools	51
<b>Total</b>	<b>572</b>

Note: Large, medium-sized, and small district unit strata include local education agencies and charter schools.

Source: National Longitudinal Transition Study 2012.

### C. District recruitment and participation

The study began to recruit districts in June 2011, following sampling. The study considered districts to have participated in the study if they agreed to participate, provided youth sampling frame data, provided contact information, and permitted data collection without extraordinary encumbrances.<sup>9</sup> Of the 572 districts sampled from the four district sampling strata, 432 participated (table 4). The district participation rate was 76 percent overall and ranged from 72 to 79 percent across the district sampling strata (table 5).

**Table 4. Number of districts and special schools at each step toward district participation status**

Step to district participation	Number of districts
Sampled	572
Agreed to participate (as of December 2011)	493
Provided youth sampling frame data	479
Provided contact information	445
Permitted data collection without extraordinary encumbrances (number ultimately participating)	432

Source: National Longitudinal Transition Study 2012.

**Table 5. District participation rate, by district sampling stratum**

District sampling stratum	Number of sampled districts	Number of participating districts	Percentage of districts that participate
Large district units	195	154	79
Medium-sized district units	125	90	72
Small district units	201	151	75
Special schools	51	37	73
<b>Total</b>	<b>572</b>	<b>432</b>	<b>76</b>

Note: Large, medium-sized, and small district unit strata include local education agencies and charter schools.

Source: National Longitudinal Transition Study 2012.

In the large district unit stratum, six participating districts are among the eight that the study sampled with certainty. For analysis purposes (versus sampling purposes), these six districts function as their own strata and do not contribute to the variance. The variance contribution from these primary sampling units (PSUs) is based on the variation among the youth selected from them (that is, the ultimate sampling units). The NLTS 2012 restricted-use data file (RUF) provides analysis stratum and analysis PSU variables that data file users should use in analyses to estimate standard errors correctly. These variables are called *c\_astatum* and *c\_apsu*, respectively. For the certainty PSUs, the value for *c\_astatum* corresponds to the certainty PSU and *c\_apsu* corresponds to the youth.

<sup>9</sup> Some districts had special requirements for student and school participation, such as requiring active parental consent before the district would provide contact information, which would have substantially depressed response rates. Rather than having an unacceptably low response rate in a district, the study treated those districts as nonparticipating and computed an adjustment to the district weights to address district nonparticipation (see chapter 6).

## D. Youth sample selection

The study selected youth from participating districts using a two-step process. First, each district provided a list of all youth in the study's target population. Second, the study selected a stratified random sample of youth from each list, and asked districts to provide youth and parent contact information for these youth. The youth sample was selected using 14 strata: the 12 IDEA disability groups, youth with a 504 plan, and other youth without an IEP. Ultimately, 21,959 youth were selected for the study sample, including 17,476 youth with an IEP, 1,168 youth with a 504 plan, and 3,315 other youth without an IEP.

### 1. *Constructing the youth sample frame using district lists*

To comply with IDEA federal reporting requirements, all districts maintain lists of youth receiving special education services by IDEA disability group. In addition, based on information from the U.S. Department of Education's Office of Civil Rights, most districts also maintain a list of youth with a 504 plan.

Participating districts provided a list of their youth attending grades 7 to 12, and their youth attending secondary ungraded classes who were ages 13 or older as of December 1, 2011. Districts included the following youth:

- Youth residing in the district service area and attending a district school
- Nonresident youth attending a school in a different district under a sending/receiving relationship with the sampled district
- Nonresident youth whose parents or sending districts paid tuition to the sampled district
- District youth placed in a private school by the district administration
- District youth attending a state school

Districts were asked to include the following data items for each youth sample member: a district-generated unique identification number, as well as the sample member's gender, race, Hispanic ethnicity, date of birth, school or schools attended as of December 2011, grade level or ungraded status at the beginning of the 2011–2012 school year, IEP status, IDEA disability group (if relevant), and 504 plan status. The data from participating districts were transmitted through a secure website.

The data was checked and edited to conform to a standardized format. District staff were contacted as needed to resolve data anomalies or other issues involving items critical to sample selection, such as IEP status, IDEA disability category, 504 plan status, and age. It was frequently necessary to contact district staff to map locally used disability codes to the federal IDEA categories. If more than one IDEA disability group was indicated, district staff were contacted to determine each youth's primary disability. In the 196 cases in which a primary disability could not be established, the code corresponding to the smallest disability group nationally was applied as the primary disability.

The study categorized two groups of youth as having specific learning disabilities in addition to youth categorized by their district as belonging to this group: (1) youth with developmental delays and (2) youth whose district did not have any information on their disability group (table 6). Developmental delay is an IDEA disability category that is supposed to be used only with students up to age 9, after which they are categorized into one of the 12 groups if they still need special education and related services. The study treated these youth as having specific

learning disabilities because this disability group is the largest by far, and districts provided no other information to determine into which other groups they may be reclassified. Similarly, when the district did not have any information on the youth’s disability group, the youth was coded as “unknown primary disability.” These youth were categorized in the specific learning disability stratum for sampling purposes and throughout this design documentation. However, the NLTS 2012 report volumes do not include these youth in making estimates for youth with specific learning disabilities (although they are included in estimates for all youth with an IEP).

**Table 6. District-reported disability categories, by disability group**

Disability group	District-reported disability categories
Autism	Autism
Deaf-blindness	Deaf-blind
Emotional disturbance	Emotional disturbance
Hearing impairment	Deaf, hearing impaired
Intellectually disability	Intellectually disabled
Multiple disabilities	Multiple disabilities
Orthopedic impairment	Orthopedic impairment
Other health impairment	Other health impairment
Specific learning disability	Developmentally delayed, specific learning disability, unknown primary IDEA
Speech or language impairment	Speech or language impairment
Traumatic brain injury	Traumatic brain injury
Visual impairment	Visual impairment

Note: Gifted youth and those with a functional delay but no IEP were considered to not have an identified disability.

Source: National Longitudinal Transition Study 2012.

## 2. *Selecting the youth sample*

The youth sample was selected in several rounds between late 2011 and spring 2013. The initial rounds were conducted in late 2011 and early 2012, as districts returned contact information over a period of several months. In spring 2013, the study selected additional sample members for selected disability strata because an insufficient number of parents and youth responded during the spring 2012 data collection.

The sampling design stratified youth by: (1) district stratum (large district units, medium-sized district units, small district units, and special schools) and (2) disability group. Within each district stratum, the study defined target sample sizes for the number of completed interviews for each of the 14 disability group strata (the 12 IDEA disability groups, youth with a 504 plan, and youth with neither a 504 plan nor an IEP). For the IDEA disability groups, the study aimed to have larger respondent samples in the groups that are more prevalent in the student population.<sup>10</sup>

Within a disability group and district unit size stratum, the target sample size was estimated by dividing the target number of respondents by the estimated response rate for that disability group. The response rates were estimated using a universal response rate in the first round of data collection and projected response rates in subsequent

<sup>10</sup> Sampling larger numbers of youth from disability groups that are more prevalent in the population also helped to obtain precise estimates for the overall population of youth with an IEP, relative to sampling equal numbers of youth across groups regardless of their prevalence.

rounds based on the data collected. The target sample size for a group of youth was then proportionally allocated across the participating districts according to each district’s weighted total count of students in that group. This process achieved nearly equal selection rates within youth sampling strata in each district unit size stratum.

For disability groups with lower prevalence—deaf-blindness, hearing impairment, multiple disabilities, and visual impairment—the sampling rates were high and the sample size allocated sometimes exceeded the total number of students in the disability group. In such cases, the study sample included all youth in the group. For disability strata with higher prevalence (such as specific learning disabilities, intellectual disabilities, and autism), this procedure did not require any adjustments. Most districts had enough students in their disability groups so that the district’s allocation of the sample would not exceed the total number of students in the disability group.

After each round of sample selection, districts provided administrative records on the youth sampled. These data included contact information and background characteristics (table 7).

**Table 7. Contact information and background characteristics provided by districts for sampled youth**

Type of administrative record
<b>Contact information (2011–2012 school year)</b>
Youth’s district ID
Youth’s first, last, and middle names
Each youth’s email address
Primary school each youth attended
An indicator for whether each youth is in one of the following statuses: (1) the youth still attends a school in the district, (2) district funds are used to pay for out-of-district placement, (3) the youth has moved to another district or the district no longer funds the youth’s school, or (4) the youth no longer attends school (has dropped out or graduated)
Parents’ or legal guardians’ names, telephone numbers, mailing addresses, and email addresses
Primary language spoken in the home
<b>Background characteristics (2011–2012 school year)</b>
Number of expulsions
Number of times (not days) suspended during the 2011–2012 school year
English language learner status
Eligibility status for free or reduced-priced lunch at the beginning of the 2011–2012 school year

Source: National Longitudinal Transition Study 2012.

Some cases were classified as ineligible for the study based on the data districts provided. Cases (both youth and their parents) were ineligible if the study found that the youth were ineligible based on age or were institutionalized, incarcerated, in active military service, or deceased. Youth were considered age ineligible if they were not in grades 7 to 12, or, if they were in a secondary ungraded class, they were not at least age 13 as of December 1, 2011. Altogether, 124 cases (less than 1 percent of the sample) were ineligible for the study. The NLTS 2012 study sample included 21,959 youth, net of the 124 ineligible cases (table 8, see RUF variable *d\_y\_disability*).

An additional 30 youth survey respondents were found to be institutionalized, incarcerated, in active military service, or deceased when the study team attempted to contact them after the parent survey was completed. The study retained the parents of these 30 youth in the pool of eligible parents (largely because they had shared useful information), but treated the youth as ineligible for the youth survey. As a result, response rates for the youth survey are based on a sample of 21,929 rather than a sample of 21,959. Chapter 4 provides more detail on sample releases, data collection, and response rates.

**Table 8. Number of youth eligible and selected for the study sample, by youth sampling stratum**

Youth sampling stratum (disability groups)	Number of sampled youth
<b>All youth</b>	<b>21,959</b>
<b>IEP</b>	<b>17,476</b>
Autism	1,648
Deaf-blindness	191
Emotional disturbance	2,299
Hearing impairment	942
Intellectual disability	2,092
Multiple disabilities	1,610
Orthopedic impairment	797
Other health impairment	2,119
Specific learning disability	2,980
Speech or language impairment	1,899
Traumatic brain injury	470
Visual impairment	429
<b>No IEP</b>	<b>4,483</b>
504 plan but no IEP	1,168
Neither 504 plan nor IEP	3,315

Note: The specific learning disability sampling stratum group includes 196 youth with an IEP but unspecified disability. The restricted-used data file variable *d\_y\_disability* reports these 196 youth separately.

Source: National Longitudinal Transition Study 2012.



## **Chapter 3. Parent and youth surveys**

The study administered parent and youth surveys to collect data for the National Longitudinal Transition Study 2012 (NLTS 2012). In general, the parent or guardian of the sampled youth completed the parent survey; in about 0.1 percent of cases, the youth completed it themselves if they had no guardian. Likewise, the youth generally completed the youth survey directly. In 16 percent of cases, a parent or guardian acted as a proxy for youth who could not respond, even with accommodations.

This chapter describes the content of these two survey instruments.

### **A. Parent survey**

The parent survey instrument used items from prior NLTS surveys as well as new items developed through a review of the literature and in consultation with a technical working group of experts. It consisted of the following nine sections, and is included in appendix A:

- **Section A.** Information on the respondent's identity, including contact information for the respondent and the youth sample member, as well as the respondent's consent for the parent and youth surveys and for future data collections.
- **Section B.** The experiences of the youth sample member in school, including enrollment and graduation status, reasons why the youth left school (if applicable), and whether the youth was ever suspended or expelled.
- **Section C.** Information on the respondent's involvement in the youth's school, such as attending school events, meeting with teachers, helping with homework, and talking about school with the youth sample member.
- **Section D.** Youth's abilities, disabilities, and services received. Topics included whether the youth sample member had a disability, an individualized education program (IEP), or a 504 plan; any visual, hearing, physical, or communication impairments; any special education and related services that the youth received; and other supports received through the school.
- **Section E.** Information on IEP and transition-planning meetings at school, including the ways in which the respondent and the youth sample member participated in these meetings.
- **Section F.** The respondent's expectations for the youth sample member's future, including how much education the youth is expected to obtain, challenges in furthering education and employment, and expected living arrangements and financial independence at age 30.
- **Section G.** Youth demographics, including race and ethnicity, health insurance coverage, and who the youth sample member lived with during the past school year.
- **Section H.** Respondent and household demographics, including the size of the household and the respondent's marital status, education level, and employment status. Other questions in this section included household income and receipt of Temporary Assistance for Needy Families, Supplemental Nutrition Assistance Program benefits, and Supplemental Security Income benefits.

- **Section I.** Additional contact information for the respondent and other people who would know how to contact the respondent or the youth sample member in the future.

## **B. Youth survey**

The youth survey was designed to be a continuation of the parent survey (and thus starts with section J). Like the parent survey, it used a combination of items from the prior NLTS youth instrument and new items. The instrument contained the following nine sections, and is included in appendix B.

- **Section J.** An introduction to the study and a request for the respondent's assent for each data collection.
- **Section K.** Enrollment and experiences at school, including opinions of classes, relationships with school staff, experiences with teasing and other forms of bullying, and accommodations and services received.
- **Section L.** Youth respondent's participation in IEP and transition-planning meetings.
- **Section M.** Activities and experiences out of school, including after-school and nonschool activities, getting together and communicating with friends, and computer use.
- **Section N.** Employment status and history, including school-sponsored paid and unpaid positions and other paid positions; as well as hours of work and earnings, transportation to a job, whether the youth sample member had disclosed any disabilities to the employer, and accommodations at work.
- **Section O.** Activities that indicate independent living, such as having money to spend, having savings and checking accounts, having bills to pay, having a driver's license, and being registered to vote.
- **Section P.** Activities that indicate self-determination, including personal autonomy and self-direction.
- **Section Q.** Expectations for the future, including the amount of education the youth respondent expects to obtain, expected living arrangements and financial independence at age 30, and challenges in deciding what to do after high school.
- **Section R.** Other contact information for the respondent and others who would know how to contact the respondent in the future.

## **C. Modifications to the parent and youth surveys**

The parent and youth surveys, originally designed for computer-assisted telephone interviewing, were modified three times between May 2012 and January 2013, resulting in four versions of each instrument. The unified parent questionnaire and a unified youth questionnaire in appendices A and B are combinations of the four versions, and contain notes on the differences between the survey versions. Chapter 4 provides more detail on the data collection process and the number of parent and youth survey respondents for each version.

1. **Section B change.** This section of the parent instrument was modified in May 2012 to correct skip logic programming that had caused inadvertent skips of specific items for certain groups of respondents. The skip

logic programming errors affected data on reasons youth left school for 3 to 6 percent of the parent respondent sample (see appendix C for more detail).

2. **Moving consent questions.** Many respondents hesitated to participate in the survey when asked at the beginning of the survey whether they consented to participate in future study components. In consultation with the Institute of Education Sciences (IES), the study further modified the instruments in August 2012, moving these consent questions from the beginning of the parent and youth surveys to the end.
3. **Expanded data collection modes.** The most significant change occurred in January 2013, when a self-administered web-based survey and field follow-up were introduced. Although the parent and youth surveys did not change appreciably in content, switching to a self-administered web-based survey required minor changes to some questions to account for respondents reading the questions themselves rather than interviewers reading the questions to the respondents. Instructions were modified for the same reason. For example, the telephone-mode version of the instruments instructed interviewers to “Code all that apply” on particular items, whereas the self-administered web-based survey instructed respondents to “Mark all that apply.” If respondents did not complete the self-administered web-based survey, then field staff contacted them to conduct the survey either in person or by telephone.

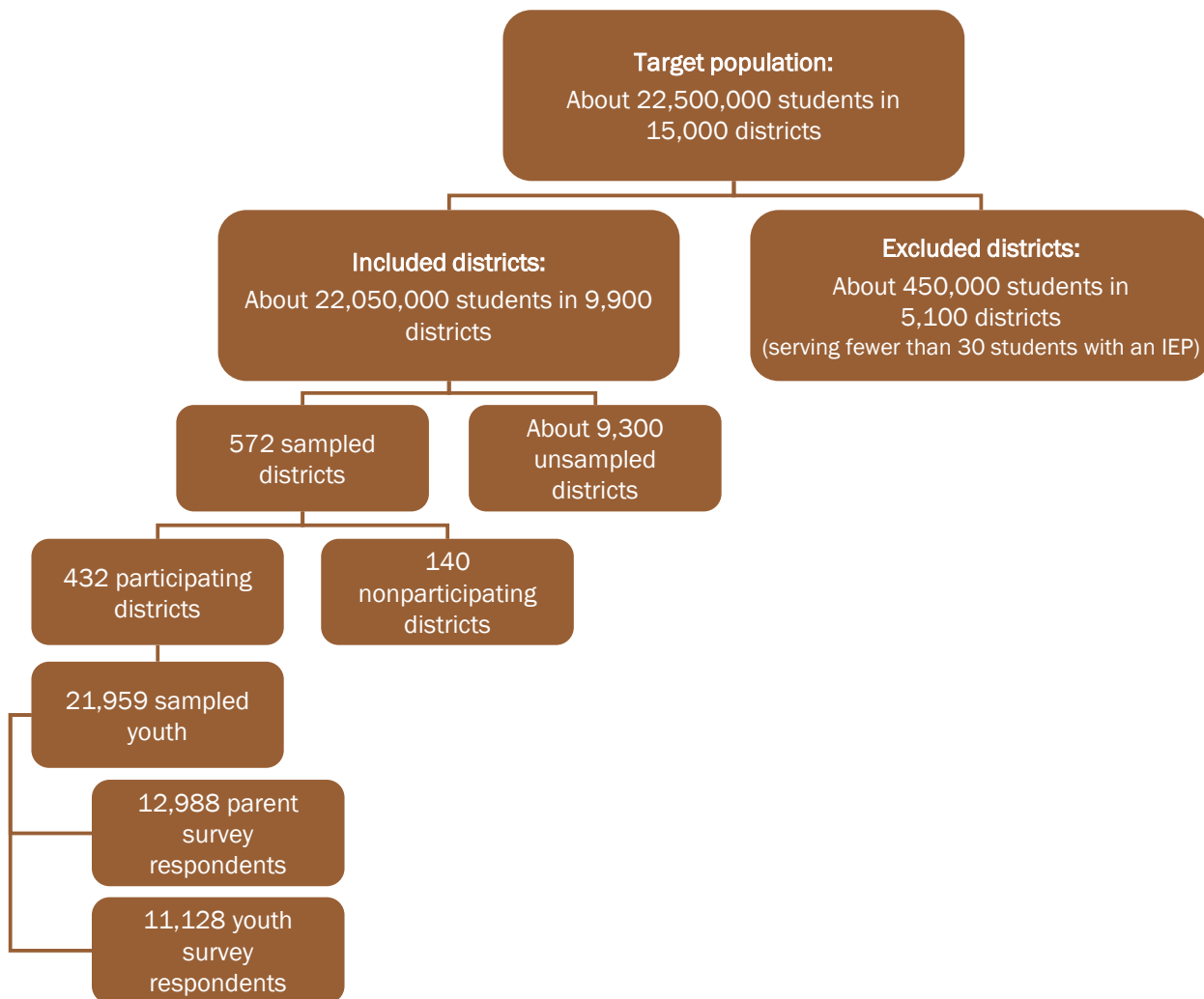
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## **Chapter 4. Data collection methods, procedures, and results**

Data collection was conducted in two phases, February through October 2012 (Phase I) and January through August 2013 (Phase II). The study revised the data collection strategies and continued data collection in 2013 to address low response rates during 2012. Across Phases I and II, the study fielded a total sample of 21,959 cases to obtain a nationally representative sample of youth in each disability group. Surveys were completed for 12,988 parents and 11,128 youth (figure 2).

This chapter discusses the data collection methods and procedures in each phase including the reasons for the changes. The chapter then provides detailed information on the response rates for the parent and youth surveys.

**Figure 2. NLTS 2012 sample selection and data collection results**



Source: National Longitudinal Transition Study 2012.

## **A. Data collection methods and procedures in 2012 (Phase I)**

During Phase I, the study attempted to survey a total of 18,258 cases. To minimize the potential for nonresponse bias, the study attempted to locate any sample member with incorrect or insufficient contact information using professional locating services, locating databases such as Accurant, sending letters to nonrespondents, and follow up with schools.

One parent of each youth sample member was asked to complete a 35-minute questionnaire with a professional interviewer via computer-assisted telephone interviewing (CATI). Parents had the option to complete the survey in English or Spanish. The CATI system was designed to reduce the potential for interviewer error. For example, it included an online help feature so interviewers could access more detailed explanations or definitions for selected items in the surveys.

After the parent survey was completed and consent provided for the youth interview, the youth respondent was asked to complete a 30-minute CATI questionnaire. Some youth had disabilities that made it difficult to complete the survey by telephone. In these cases, the interviewer could use alternative modes, such as secure instant messaging or video relay. In some cases, parents acted as proxies if the youth could not respond for themselves even with accommodations. Youth also had the option to complete the survey in English or Spanish.

During summer 2012, the study team conducted a small pilot test of using field interviewers to increase the number of responses. The field interviewers used the CATI instrument and secured 161 total responses.

The survey team followed modified procedures for youth ages 18 or older who were living independently, without a parent or guardian. Because they were old enough to consent for themselves, they received an abbreviated version of the parent survey to collect key variables typically asked of parents. In addition, these youth were asked to complete the full youth survey.

Whenever a respondent refused to complete the interview, the interviewer attempted to determine the reason for the refusal and recorded it. Interviewers also rated the strength of the refusal as mild, firm, or adamant. Interviewers re-contacted any mild or firm refusal cases. After three refusals, no matter the strength, the interviewers recoded the case as adamant and did not contact the respondent again.

Of the 4,794 parents and 506 youth in Phase I who initially refused to complete the surveys, some (806 or 17 percent for parents and 148 or 29 percent for youth) ultimately completed it. Most cases were coded either as a final refusal after refusing participation multiple times or given a nonresponse status code after interviewers called on varying days and time slices and were unable to make contact.

## **B. Data collection methods and procedures in 2013 (Phase II)**

Phase II of parent and youth data collection began in January 2013, and field, web, and telephone follow-up continued through August 2013. During Phase II, interviewers attempted to contact a total of 13,977 parents. The study sample included 10,276 cases from the original group who had not responded during Phase I, as well as 3,701 new cases to achieve the targeted number of completed surveys in each stratum.

## *1. Changes in survey procedures between 2012 and 2013*

Between the 2012 Phase I data collection and the 2013 Phase II, important changes occurred that affected various components of the 2013 data collection activities. These changes included:

- **Enhancing and expanding data collection modes.** In 2013, the survey team introduced a self-administered web survey with an in-person field follow-up for parents and youth who did not respond to the web surveys. As in Phase I, the parent survey consisted of a 35-minute questionnaire available in English or Spanish. After the parents completed the survey and provided consent, the youth were asked to complete a 30-minute questionnaire. Adding a web survey provided another mode to participate for many youth with disabilities because they could complete the survey themselves at their own pace; for some, such as those with hearing impairments, this mode was more comfortable and accessible. Parents and youth could also request to complete the surveys over the telephone with an interviewer if they preferred. Although the parent and youth surveys did not change in content, switching to a web-based survey required the study team to change some questions. For example, phrases from the CATI version such as “please tell me whether you agree ...” were changed to “please choose whether you agree ...” in the web version. Also, some of the open-ended items became closed-ended because it was possible to provide a long list of answer choices in the web survey.
- **Use of a cash prepay incentive.** To attempt to engage parents in the survey, instead of paying them \$20 after they completed the survey, a \$5 cash incentive was paid in advance and an additional \$15 incentive was offered to respondents when they completed the survey.

## *2. Data collection in Phase II*

The web-based data collection began on January 15, 2013, for both the parent and youth surveys. Field interviewing followed, beginning in February. Field interviewers first attempted to locate the parents by telephone. If they were successful, they attempted to conduct the surveys by telephone. If they could not contact parents and complete the interviews by telephone, the field interviewers then attempted to find the sample members’ homes and administer the survey in person. Field interviewers often administered the survey by reading aloud the questions and entering the responses into the web survey for the respondents. During in-person visits, if respondents wanted to complete the survey on their own, the interviewers would give the tablet to the respondents. For the surveys completed in person, interviewers provided incentives while they were in respondents’ homes.

To ensure the quality of the field data collected in Phase II, the study randomly selected completed cases and confirmed the data were valid. A random sample of about 10 percent of each interviewer’s completed cases was validated by contacting respondents by telephone or postcard. Respondents confirmed that the interview indeed took place, that they received their incentive, and that the interviewer behaved appropriately.

## C. Completed parent and youth surveys and response rates

This section first describes the definition of a completed survey for each instrument. It then summarizes the response rates to the parent and youth surveys, and the number of completes by survey version.

### 1. *Definition of a completed parent or youth survey*

In consultation with Institute of Education Sciences (IES), the study identified 10 critical items in each of the parent and youth surveys. A respondent's survey was considered "completed" if at least 9 of the 10 items were not missing (or there was a logical skip).

The 10 critical items for the parent survey were as follows:

- B1. Youth's enrollment in school status
- B13. Youth ever held back a grade
- One of C1a-C1d. Parent involvement in a general school meeting, school or class event, volunteer activity at school, or parent/teacher conference
- D1. Professional identified youth as having a physical, sensory, learning, or other disability or problem
- D21. Youth's general health status
- One of D32a-c. Youth participation in catch-up courses or double-dosing of classes, or in supplemental instruction or tutoring outside the school day
- E2. Parent met with teachers to set goals youth will achieve after high school (e.g. a transition plan)
- F5. Parent's expectation of how far youth will get in his/her education
- G1. Language other than English used in home
- H2. Number of people age 18 or over in the household

The 10 critical items for the youth survey were as follows:

- K1. Youth's enrollment in school status
- K9a1. Youth received supplemental academic instruction before or after school
- L1. Youth participated in an individualized education program (IEP) meeting
- M1. Youth participated in school activities outside of class
- M2. Youth participated in nonschool activities
- M3. How often youth usually gets together with friends outside of school
- Any of O1a-O1c. Whether youth has allowance, savings account, or checking account
- Section P: Any of the self-determination items P1a-g, P2-8, or P9a-g.
- Q1. Youth's expectation of how far will get in his/her education
- Section N. Youth's participation in paid work and school-sponsored paid or unpaid work



## 2. Response rates

Across the two years of data collection, 12,988 parent surveys were completed for a 59 percent unweighted response rate and a 57 percent weighted response rate (table 9). The weighted response rates, which used the unit nonresponse adjusted weights (see chapter 6), ranged from 54 to 71 percent by youth sampling stratum. A total of 11,128 youth surveys were completed, which is 86 percent of the parent respondents. This total translates to a 51 percent unweighted response rate and a 48 percent weighted response rate (table 10). The weighted response rates ranged from 46 to 58 percent by youth sampling stratum.<sup>11</sup>

**Table 9. Parent survey response rates, by disability group**

Disability group	Total unweighted sample	Completed surveys (unweighted)	Unweighted response rate	Total weighted sample	Completed surveys (weighted)	Weighted response rate
<b>All youth</b>	<b>21,959</b>	<b>12,988</b>	<b>59%</b>	<b>22,161,451</b>	<b>12,670,711</b>	<b>57%</b>
<b>IEP</b>	<b>17,476</b>	<b>10,459</b>	<b>60%</b>	<b>2,579,497</b>	<b>1,531,665</b>	<b>59%</b>
Autism	1,648	1,078	65%	157,283	103,679	66%
Deaf-blindness	191	138	72%	632	447	71%
Emotional disturbance	2,299	1,231	54%	229,167	123,644	54%
Hearing impairment	942	568	60%	31,702	19,250	61%
Intellectual disability	2,092	1,331	64%	254,965	165,425	65%
Multiple disabilities	1,610	994	62%	67,970	42,078	62%
Orthopedic impairment	797	510	64%	25,359	16,724	66%
Other health impairment	2,119	1,273	60%	372,367	224,040	60%
Specific learning disability	2,980	1,701	57%	1,303,679	755,134	58%
Speech or language impairment	1,899	1,079	57%	110,383	65,192	59%
Traumatic brain injury	470	293	62%	14,634	8,841	60%
Visual impairment	429	263	61%	11,358	7,211	63%
<b>No IEP</b>	<b>4,483</b>	<b>2,529</b>	<b>56%</b>	<b>19,581,954</b>	<b>11,139,046</b>	<b>57%</b>
504 plan but no IEP	1,168	664	57%	355,401	198,616	56%
Neither 504 plan nor IEP	3,315	1,865	56%	19,226,553	10,940,430	57%

Note: The weighted response rates use the unit nonresponse adjusted weights.

Source: National Longitudinal Transition Study 2012.

<sup>11</sup> The RUF variable *c\_complete* distinguishes survey respondents and nonrespondents. Values of 1 and 2 indicate parent survey respondents, and values of 1 and 3 indicate a youth survey respondents.

**Table 10. Youth survey response rates, by disability group**

Disability group	Total unweighted sample	Completed surveys (unweighted)	Unweighted response rate	Total weighted sample	Completed surveys (weighted)	Weighted response rate
<b>All youth</b>	<b>21,929</b>	<b>11,128</b>	<b>51%</b>	<b>22,038,063</b>	<b>10,521,016</b>	<b>48%</b>
<b>IEP</b>	<b>17,449</b>	<b>8,960</b>	<b>51%</b>	<b>2,575,964</b>	<b>1,302,251</b>	<b>51%</b>
Autism	1,647	954	58%	157,159	91,524	58%
Deaf-blindness	191	109	57%	632	341	54%
Emotional disturbance	2,287	1,052	46%	227,694	104,823	46%
Hearing impairment	941	466	50%	31,676	15,751	50%
Intellectual disability	2,090	1,146	55%	254,759	141,228	55%
Multiple disabilities	1,607	863	54%	67,863	36,428	54%
Orthopedic impairment	797	432	54%	25,359	14,040	55%
Other health impairment	2,116	1,078	51%	371,943	189,082	51%
Specific learning disability	2,977	1,442	48%	1,302,597	639,279	49%
Speech or language impairment	1,898	943	50%	110,311	56,135	51%
Traumatic brain injury	469	244	52%	14,613	7,371	50%
Visual impairment	429	231	54%	11,358	6,247	55%
<b>No IEP</b>	<b>4,480</b>	<b>2,168</b>	<b>48%</b>	<b>19,566,884</b>	<b>9,465,925</b>	<b>48%</b>
504 plan but no IEP	1,168	576	49%	355,401	1699,869	48%
Neither 504 plan nor IEP	3,312	1,592	48%	19,211,483	9,296,056	48%

Note: The weighted response rates use the unit nonresponse adjusted weights. The total sample for the youth survey is less than the study sample of 21,959 because the study team learned that 30 youth were institutionalized, incarcerated, deceased, or had joined the military after the parent survey was completed. The study retained these youth in the study sample as well as their completed parent surveys, but treated them as ineligible for the youth survey.

Source: National Longitudinal Transition Study 2012.

The response rates by year suggest that the revised data collection strategies in 2013 were an improvement. First, the new strategies helped reach sample members not reached by the 2012 survey (tables 11 and 12). In 2012, the unweighted parent survey response rate was 36 percent of 18,258 students in the sample released that year, and the unweighted youth survey response rate was 30 percent. The 2013 data collection increased the response rates for the original 2012 sample by 24 percentage points for parents (to 60 percent) and by 22 percentage points for youth (to 52 percent).

Second, in 2013 the study also attempted to reach members of an additional sample release of 3,701 youth to increase the number of respondents in each disability group. The cases for the additional sample release came from the same student lists that districts had provided and that were used to generate the sample released for data collection during 2012. The response rates were 52 percent for parents and 47 percent for youth from the additional sample released in 2013, each more than 15 percentage points higher than for the sample released in 2012.

Altogether, the 2013 data collection accounted for about half of all surveys collected across 2012 and 2013. Specifically, the 6,366 responses to the parent survey and 5,684 responses to the youth survey obtained during 2013 totaled 49 percent and 51 percent, respectively, of all respondents.

**Table 11. Unweighted parent survey response rates, by disability group and year**

Disability group	Sample released in 2012			Sample released in 2013
	Proportion responding in 2012	Proportion responding in 2013	Cumulative response rate in 2012+2013	Response rate in 2013
<b>All youth</b>	<b>36%</b>	<b>24%</b>	<b>60%</b>	<b>52%</b>
<b>IEP</b>	<b>37%</b>	<b>24%</b>	<b>61%</b>	<b>52%</b>
Autism	42%	23%	65%	71%
Deaf-blindness	45%	28%	73%	n/a
Emotional disturbance	33%	23%	56%	46%
Hearing impairment	36%	25%	61%	57%
Intellectual disability	40%	25%	65%	55%
Multiple disabilities	39%	24%	63%	56%
Orthopedic impairment	38%	25%	63%	66%
Other health impairment	38%	23%	61%	53%
Specific learning disability	35%	25%	60%	49%
Speech or language impairment	33%	24%	57%	54%
Traumatic brain injury	38%	24%	62%	n/a
Visual impairment	40%	21%	61%	n/a
<b>No IEP</b>	<b>32%</b>	<b>25%</b>	<b>57%</b>	<b>52%</b>
504 plan but no IEP	33%	23%	56%	59%
Neither 504 plan nor IEP	32%	26%	58%	51%

n/a = not applicable because the study did not release any sample for the disability group in 2013.

Note: The study released 18,258 cases for data collection in 2012 and 3,701 new cases in 2013.

Source: National Longitudinal Transition Study 2012.

**Table 12. Unweighted youth survey response rates, by disability group and year**

Disability group	Sample released in 2012			Sample released in 2013
	Proportion responding in 2012	Proportion responding in 2013	Cumulative response rate in 2012+2013	Response rate in 2013
<b>All youth</b>	<b>30%</b>	<b>22%</b>	<b>52%</b>	<b>47%</b>
<b>IEP</b>	<b>31%</b>	<b>22%</b>	<b>53%</b>	<b>47%</b>
Autism	36%	21%	57%	69%
Deaf-blindness	35%	23%	58%	n/a
Emotional disturbance	27%	21%	48%	40%
Hearing impairment	27%	23%	50%	50%
Intellectual disability	33%	23%	56%	51%
Multiple disabilities	33%	23%	56%	45%
Orthopedic impairment	31%	22%	53%	66%
Other health impairment	31%	20%	51%	47%
Specific learning disability	28%	22%	50%	44%
Speech or language impairment	28%	21%	49%	50%
Traumatic brain injury	31%	21%	52%	n/a
Visual impairment	35%	19%	54%	n/a
<b>No IEP</b>	<b>27%</b>	<b>22%</b>	<b>49%</b>	<b>48%</b>
504 plan but no IEP	28%	20%	48%	57%
Neither 504 plan nor IEP	26%	22%	48%	46%

n/a = not applicable because the study did not release any sample for the disability group in 2013.

Note: The study released 18,258 cases for data collection in 2012 and 3,701 new cases in 2013.

Source: National Longitudinal Transition Study 2012.

Because youth in the study had a wide range of disabilities and needs, the study offered them the following accommodations to help them respond to the survey, if needed:

- Option to participate in the survey by web, by telephone, or in person
- Ability to take breaks, and, if longer breaks were needed, to complete the survey at different points in time
- Use of any assistive technology the youth normally use (for example, optical devices to enlarge print, hearing aids, sign language or lip reading)
- Option to take the survey in English or Spanish
- Option to have a parent or other household adult translate the survey for youth who do not speak English or Spanish, or to act as a sign language interpreter

Reflecting in part the use of these accommodations, the sampled youth completed most youth surveys (84 percent, table 13). The study permitted the parent survey respondents to act as proxies when youth were unable to provide their own responses even with accommodations (16 percent). Proxy responses were most common among youth with deaf-blindness (52 percent) and least common among youth with neither a 504 plan nor an IEP (3 percent). In addition, a small number of independent youth who were at least age 18 (9 respondents) provided their own consent to participate in the study and therefore acted as parent proxies, responding to both the parent and youth surveys. Proxy respondents, whether for the parent or the youth survey, received abbreviated surveys that omitted questions based on personal opinions, since one person cannot respond from the perspective of another person.

**Table 13. Proxy responses in the youth survey, by disability group**

Disability group	Proxy respondents (percentage)	Total respondents
<b>All youth</b>	<b>16</b>	<b>11,128</b>
<b>IEP</b>	<b>19</b>	<b>8,960</b>
Autism	33	954
Deaf-blindness	52	109
Emotional disturbance	8	1,052
Hearing impairment	19	466
Intellectual disability	34	1,146
Multiple disabilities	48	863
Orthopedic impairment	31	432
Other health impairment	8	1,078
Specific learning disability	4	1,371
Speech or language impairment	6	943
Traumatic brain injury	16	244
Visual impairment	9	231
IEP, unspecified disability	6	71
<b>No IEP</b>	<b>4</b>	<b>2,168</b>
504 plan but no IEP	6	576
Neither 504 plan nor IEP	3	1,592

Source: National Longitudinal Transition Study 2012.

As discussed in chapter 3, the surveys were modified three times during the study. Table 14 reports the number of parent and youth respondents who completed each of the four versions of the surveys (RUF variable *p\_version*).

**Table 14. Number of parent and youth respondents, by survey version**

Survey version	Mode and date range of completed surveys	Parent survey respondents	Youth survey respondents
Launch	CATI: February 20, 2012, to May 16, 2012	3,968	3,438
Section B change	CATI: May 17, 2012, to August 15, 2012	2,146	1,661
Moving consent questions	CATI: August 16, 2012, to November 30, 2012	508	345
Expanded data collection modes	WEB: January 1, 2013, to June 30, 2013	6,366	5,684
<b>Total</b>		<b>12,988</b>	<b>11,128</b>

Note: The mode of the first three versions of the survey instruments was a computer-assisted telephone interview (CATI). The “expanded data collection modes” version of the survey instruments was a self-administered web survey and included an in-person follow-up for initial nonrespondents.

Source: National Longitudinal Transition Study 2012.

Finally, table 15 shows the number of parent completes by disability group and youth age at the time of the survey (RUF variable *p\_y\_age*). Youth were ages 12 to 23 when interviews took place, with the vast majority (greater than 97 percent) ages 13 to 21. Specifically, less than two percent were 12 years old, and less than one percent were 22 or 23 years old. All students were enrolled in grades 7 through 12 or in a secondary ungraded class at the time of sampling.

**Table 15. Number of completed parent surveys, by disability group and youth age**

Disability group	Age 14 or younger	Age 15 to 18	Age 19 or older	Total completes
<b>All youth</b>	<b>3,450</b>	<b>7,762</b>	<b>1,776</b>	<b>12,988</b>
<b>IEP</b>	<b>2,748</b>	<b>6,119</b>	<b>1,592</b>	<b>10,459</b>
Autism	303	631	144	1,078
Deaf-blindness	31	73	34	138
Emotional disturbance	292	794	145	1,231
Hearing impairment	149	335	84	568
Intellectual disability	262	720	349	1,331
Multiple disabilities	214	523	257	994
Orthopedic impairment	132	282	96	510
Other health impairment	335	817	121	1,273
Specific learning disability	427	1,067	207	1,701
Speech or language impairment	482	547	50	1,079
Traumatic brain injury	59	172	62	293
Visual impairment	62	158	43	263
<b>No IEP</b>	<b>702</b>	<b>1,643</b>	<b>184</b>	<b>2,529</b>
504 plan but no IEP	188	423	53	664
Neither 504 plan nor IEP	514	1,220	131	1,865

Note: Youth age is reported at the time of the parent survey.

Source: National Longitudinal Transition Study 2012.

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## **Chapter 5. Data preparation**

After the survey and administrative data were collected, the study implemented several procedures to enhance the quality of the data. This chapter first describes the file preparation and data editing procedures and then the procedures for coding specific data items.

### **A. File preparation and data editing procedures**

The data editing process began with the programming of the surveys, continued throughout data collection, and culminated with standardizing and then reviewing the final data files. This section provides information on how data items collected through the surveys were (1) standardized across the different versions of the survey instruments, (2) checked for data quality and completeness during data collection, (3) cleaned and checked for data quality following data collection, and (4) adjusted for missing data due to a programming error.

#### ***1. Standardization of variables across the different versions of the instruments***

Before data collection started, the study determined the ranges for closed-ended responses for the parent and youth surveys. For questions without predetermined ranges, such as wages or age (open-ended responses), ranges were created before data collection and programmed into the survey instruments for consistency. The study standardized variable names and response codes in the parent and youth surveys across the multiple versions of the survey (see chapter 3).

#### ***2. Checks for data quality and completeness during data collection***

To help ensure the quality of responses during data collection, the parent and youth survey instruments contained several soft and hard range data checks. These checks activated when a respondent provided answers outside the range of what would be expected of the average respondent. Soft checks triggered when a response was outside the typical range, but was allowable, and they required the respondent to reenter the response before advancing in the survey. Hard checks did not allow the respondent to advance in the survey until the response fit in an acceptable range or predetermined response category.

The surveys included logic checks that were designed to minimize the burden on respondents and avoid illogical responses. The survey instrument contained checks for internal consistency between some responses. In the computer-assisted telephone interviewing (CATI) version of the survey, these checks triggered a pop-up box when a response directly conflicted with a previous answer or appeared unlikely based on previous items. The pop-up box prompted interviewers to return to previous items and confirm the answers. For example, suppose parents reported that their child was expelled or suspended from school in a higher grade than the child's current grade, as reported at the start of the survey. In this example, the survey would prompt the interviewer to check the responses because the responses were not compatible. For the web survey, the logic checks were removed because the cross-checks and warnings could add extensive burden and cause frustration for respondents, who might refuse to complete the survey. Team members cross-checked these items after data collection and found that four cases violated the logic checks. During the cleaning process, the discrepant items were set to missing.

### *3. Data cleaning after data collection*

After preparing the unified parent and youth data files and completing the status code reconciliation, the team created a cleaning program to output data inconsistent with the skip logic patterns in the parent and youth survey files. Data preparation team members reviewed the frequency distributions of individual items and cross-tabulations of related items one by one to confirm that the items followed a uniform and appropriate skip pattern. Some questions in the instruments were asked only of respondents who provided a particular response to a prior question. Data cleaning processes checked that the correct number of responses and appropriate skips occurred for each question based on the intended programming logic specifications.

### *4. Addressing missing data due to skip logic errors*

During the final phase of data collection checks, the study team discovered that a programming error sometimes led to inadvertent skips of specific items for some respondents to the original and web-based versions of the parent survey. The error affected 14 items in the parent and youth surveys. All of the affected items were in the parent survey except for one—whether youth ages 16 and above reported having met with school staff to develop a transition plan. For this item, data are missing for 16 year olds who responded to the youth survey in 2012.

Typically, errors affected at most 6 percent of the respondents. One exception was an item that asked parents whether they expected the youth would be enrolled in secondary school next year. This item affected 16 percent of respondents. Missing values due to skip logic errors are denoted with a “.v” in the data file. Appendix C, table C-1 indicates the question numbers affected by unintentional skips (including the error in Section B of the first version of the instrument, which is described in chapter 3), along with the number of cases affected.

## **B. Coding**

The survey instruments included data on several variables that required coding after data collection ended. These were all closed-response items with an “other, specify” option. This section describes the types of data that required coding and the coding process, including the quality control procedures used during coding.

### *1. Types of data that required coding*

Twenty-seven questions from the parent survey and 12 questions from the youth survey allowed respondents to enter an “other, specify” response. These questions pertain to youth experiences in school; youth disability status and accommodations; plans for the future; and youth, parent, and household demographics. To standardize the application of the “other, specify” responses, the study coded the data collected in Phases I and II at the same time. New codes were incorporated into the data file when five or more responses were the same and if that new category constituted a specific response to the question. Open-ended responses to some youth survey items that pertained broadly to indecision were not coded into a separate category. The new codes are indicated in the instrument versions in appendices A and B.



## *2. The coding process*

The coding process was designed to maximize accurate, consistent coding across coders. The surveys included applications that allowed respondents or telephone interviewers to code text strings to existing options. All text strings not coded during the interview were coded as part of data processing. Staff were trained to implement the following standard processes to ensure best coding practices:

- **Frequency report quality check.** The study reviewed the frequency distribution for each question containing an “other, specify” response weekly for high rates of noncodable responses. If an item had 20 percent or more noncodable responses it was flagged for review to determine whether to add new categories.
- **10 percent quality check.** To evaluate the quality of the coding completed by the coding team, a random sample of 10 percent of the “other, specify” responses and codes was selected to be independently coded by a team member. A recoded response was verified as correct if the second coding yielded the same result. The quality assurance coders verified that 98 percent of the reviewed responses were correct. Codes that were not correct were discussed with the coding team to ensure the accuracy of the coded items in the final database.

For both the parent and youth surveys, the coding process classified 85 percent of “other, specify” responses into numerically-coded categories. The remaining 15 percent could not be coded. Newly created codes or response options are indicated with an asterisk (\*) in the parent survey instrument (appendix A) and the youth survey instrument (appendix B).

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## **Chapter 6. Development of analysis weights**

Analysis weights were generated for each completed parent and youth survey, consistent with the sampling probabilities and then adjusted to compensate for sampled districts, parents, and youth that did not participate in the surveys. This chapter first provides a brief description of two alternative sets of weights available in the restricted-use data file (RUF) and their intended uses. It then describes the weight development process. Finally the chapter describes the standard errors and design effects associated with the weight adjustments.

### **A. Overview of two sets of analysis weights**

The RUF includes two sets of weights. Each set consists of a weight for the parent survey and one for the youth survey. The two sets of weights differ based on (1) whether they include a positive weight for youth not enrolled in high school at the time of the survey, and (2) how the weights were poststratified (that is, adjusted so that the weighted number of youth for a group of sample members matches known values for the target population). The two sets of weights, as well as the populations they represent and their intended uses, are as follows:

- **All youth weights.** These weights (for both parent and youth survey data) are designed for analyses using the full respondent sample. They are particularly appropriate for analyzing measures that do not depend on youth age or grade at the time of the survey. For example, it would be appropriate to use these weights to tabulate a measure such as the percentage of youth who are female. All 12,988 parent survey respondents and 11,128 youth survey respondents have a positive value for these weights. These weights were poststratified so that the weighted count of sample members by age at sample selection (fall 2011) matches the count of all youth (ages 13 to 21) enrolled in public schools during the 2011–2012 school year. Students younger than age 13 or older than age 21 were counted as 13 or 21 year olds, respectively, in the weighting. The RUF variables for these parent and youth weights are *p\_weight\_allyouth* and *y\_weight\_allyouth*, respectively.
- **Enrolled youth weights.** These weights (for both parent and youth survey data) are designed for analyses using the population of youth who were enrolled in school in the reference school year (the 2011–2012 school year for those surveyed in 2012 and the 2012–2013 school year for those surveyed in 2013). They are particularly appropriate for analyzing measures where youth age or grade at the time of the survey is important for interpreting the response. For example, it would be appropriate to use these weights to tabulate a measure such as the percentage of youth who took a college entrance or placement test. There are 11,853 parent survey respondents and 10,144 youth respondents with a positive value for these weights. These weights were poststratified so that the weighted count of sample members by age at interview matches the count of all youth (ages 13 to 21) enrolled in public schools during the 2011–2012 school year. Students younger than age 13 or older than age 21 were counted as 13 or 21 year olds, respectively, in the weighting. The three NLTS 2012 report volumes use these weights. The RUF variables for these parent and youth weights are *p\_weight\_enrolledyouth* and *y\_weight\_enrolledyouth*, respectively.

Table 16 shows, for each set of weights, the unweighted sample counts for groups of students based on age, race/ethnicity, gender, and disability group and their weighted percentage of the population.

**Table 16. Number of observations and weighted percentages of the population for groups of youth based on demographic characteristics and disability group, by type of analysis weight and survey respondent**

Youth group	All youth weights				Enrolled youth weights			
	Parent survey		Youth survey		Parent survey		Youth survey	
	Number of observations	Weighted percentage	Number of observations	Weighted percentage	Number of observations	Weighted percentage	Number of observations	Weighted percentage
<b>All youth</b>	<b>12,988</b>	<b>100.0</b>	<b>11,128</b>	<b>100.0</b>	<b>11,853</b>	<b>100.0</b>	<b>10,144</b>	<b>100.0</b>
<b>Demographic characteristic</b>								
14 years old or younger	5,186	45.5	4,585	45.7	3,414	45.4	3,011	45.4
15 to 18 years old	7,028	53.6	5,907	53.4	7,391	53.6	6,281	53.6
19 years old or older	774	0.9	636	0.9	1,048	1.0	852	1.0
Black	2,765	17.2	2,352	17.1	2,507	17.4	2,125	17.5
Hispanic	3,031	24.7	2,600	24.8	2,784	24.8	2,386	24.8
White/other	7,192	58.1	6,176	58.1	6,562	57.8	5,633	57.7
Male	8,140	51.2	6,938	50.8	7,430	51.0	6,325	50.9
Female	4,848	48.8	4,190	49.2	4,423	49.0	3,819	49.1
<b>Disability group</b>								
<b>IEP</b>	<b>10,459</b>	<b>11.6</b>	<b>8,960</b>	<b>11.6</b>	<b>9,549</b>	<b>11.7</b>	<b>8,167</b>	<b>11.7</b>
Autism	1,078	0.7	954	0.7	1,008	0.7	890	0.7
Deaf-blindness	138	0.003	109	0.003	124	0.003	97	0.003
Emotional disturbance	1,231	1.0	1,052	1.0	1,103	1.0	950	1.0
Hearing impairment	568	0.1	466	0.1	515	0.1	422	0.1
Intellectual disability	1,331	1.1	1,146	1.1	1,198	1.1	1,024	1.1
Multiple disabilities	994	0.3	863	0.3	901	0.3	778	0.3
Orthopedic impairment	510	0.1	432	0.1	457	0.1	384	0.1
Other health impairment	1,273	1.7	1,078	1.7	1,182	1.7	1,002	1.7
Specific learning disability	1,701	5.9	1,442	5.9	1,526	5.9	1,292	5.9
Speech or language impairment	1,079	0.5	943	0.5	1,026	0.5	896	0.5
Traumatic brain injury	293	0.1	244	0.1	262	0.1	216	0.1
Visual impairment	263	0.1	231	0.1	247	0.1	216	0.1
<b>No IEP</b>	<b>2,529</b>	<b>88.4</b>	<b>2,168</b>	<b>88.4</b>	<b>2,304</b>	<b>88.3</b>	<b>1,977</b>	<b>88.3</b>
504 plan but no IEP	664	1.6	576	1.6	616	1.8	534	1.7
Neither 504 plan nor IEP	1,865	86.8	1,592	86.8	1,688	86.6	1,443	86.6

Note: Age is reported at the time of sampling.

Source: National Longitudinal Transition Study 2012.

## B. Weight development process

The analysis weights account for several factors: the probability that a district was selected and participated in the study, the probability that a youth was selected for the sample from among the participating districts, and the probability that the parent and youth respondent completed the surveys. For both the parent and youth surveys, the weights were developed using a five-step process:

1. Compute the district-level weight
2. Compute the youth-level base weight using the district weight and youth selection rate
3. Adjust the youth-level base weights for parent and youth nonresponse
4. Poststratify the weights based on total counts of youth enrolled
5. Identify and adjust extreme-valued weights

Each of these steps are described in the sections that follow.

### 1. *Compute the district-level weight*

The district-level weight accounted for the probability that each district was selected, the exclusion of districts serving small numbers of youth with an individualized education program (IEP), and nonparticipation by some sampled districts. It was then poststratified to match the count of all age-eligible students in the original sampling frame (the 2008–2009 Common Core of Data [CCD] file).

Specifically, as discussed in chapter 2, districts were selected for the study with probability proportional to a district size measure. The district-level base weight is equal to the inverse of their probability of selection. The study then poststratified the base weight to account for the exclusion of districts with fewer than 30 youth with an IEP. This poststratification (the first of two poststratifications for the district-level weights) was designed to match the total count of students in the districts in the original sampling frame by categories of enrollment size, urbanicity in the area served, and geographic region.

The study then adjusted the district weights for district nonparticipation. As described in chapter 2, 76 percent (432 of 572) of the sampled districts agreed to participate in the study. The nonparticipation weight adjustment was based on three progressively sophisticated analyses:

- **Cross-tabulations.** An initial set of cross-tabulations identified some differences in response across groups of districts by district characteristics (table 17). The bivariate analysis was expanded based on interactions exhibited among variables shown by the multivariate analysis described next.
- **Chi-square Automatic Interaction Detect (CHAID) multivariate analysis.** This analysis identified more fine grained subgroups—defined based on interactions of district characteristics—with different response propensities.<sup>12</sup>

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<sup>12</sup> The CHAID procedure iteratively segments a sample, creating a hierarchy of subgroups that are distinguished based

- **Logistic regressions.** These regressions further isolated factors associated with response using a multivariate analysis method. The regressions dropped factors that had been identified by CHAID but were no longer associated with response after controlling for the other factors. Forward and backward stepwise logistic regressions identified a pool of possible variables for the final logistic regression model.<sup>13</sup>

**Table 17. Measures used to adjust district-level weights for district nonparticipation**

Measure	Level	Source
Indicator for large, medium-sized, and small district units	District	CCD
U.S. Department of Education region of the district	District	CCD
Number of students who are grade-eligible for the study	District	CCD
Number of students with an IEP	District	CCD
Number of students without an IEP	District	CCD
Number of students who are nonwhite	District	CCD
Number of students who are white	District	CCD
Estimated percentage of related children ages 5 to 17 in families in poverty	District	U.S. Census Bureau
Percentage of students who are black	School	CCD
Percentage of students who are Hispanic	School	CCD
Percentage of students who are white	School	CCD
Percentage of students eligible for free lunch	School	CCD
Percentage of students eligible for reduced-price lunch program	School	CCD
Percentage of students eligible for free or reduced-price lunch program	School	CCD
School eligibility for Title I programs	School	CCD
Types of Title I programs in school	School	CCD
NCES urban-centric locale code	School	CCD
Total number of students	School	CCD
IDEA disability category, Section 504 status	Youth	Participating districts
Limited English proficiency indicator	Youth	Participating districts
Eligibility for free or reduced-price lunch program	Youth	Participating districts
Number of times suspended	Youth	Participating districts
Gender	Youth	Participating districts
Grade	Youth	Participating districts
Hispanic	Youth	Participating districts

District unit = cluster of one or more adjacent school districts and charter schools; CCD = Common Core of Data.

Note: Districts consist of local education agencies, charter schools that operate independently, and state-sponsored special schools that serve deaf and blind youth.

Source: National Longitudinal Transition Study 2012.

on their response rates (Biggs et al., 1991; Kass, 1980).

<sup>13</sup> This logistic regression minimized the distance between the observed response (scored as a 1-0 variable) and the estimated propensity scores (a continuous variable between 0.0 and 1.0). This is done using (1) a lower level (alpha = 0.30) for testing whether an estimated coefficient is significantly different from zero (effectively “overfitting” the model by including more variables in the model), and (2) the Hosmer-Lemeshow test of goodness of fit to evaluate among alternative models.

The CHAID analysis and logistic analyses identified three main factors associated with district participation rates, which were used to adjust the weights: district urbanicity, the percentage of related children ages 5 to 17 in families in poverty, and the percentage of enrolled students who are not white. The participation-adjusted district-level weight was the product of the district base weight and the district participation adjustment.

Finally, the participation-adjusted district-level weight was poststratified to the number of students in districts by enrollment, urbanicity, and region. This poststratification used counts of age-eligible students from the 2008–2009 CCD so that the sum of the weighted number of students matched the total number of students in the CCD (including in districts with less than an estimated 30 age-eligible students with an IEP). For the special schools the participation adjustment factor was the inverse of the participation rate.

## *2. Compute the youth-level base weight using the district weight and youth selection rate*

The youth-level base weight is the inverse of the sampled youth selection probability. This weight accounts for both the selection of the district and the selection of the youth from lists provided by the district. As described in chapter 2, districts were asked to provide lists of youth enrolled in the 2011–2012 school year. The youth samples were selected independently within each district and within the 12 disability groups as well as the two strata of youth without an IEP. The unadjusted base weight for each sampled youth is the product of the nonparticipation-adjusted district-level sampling weight and the within-district youth sampling weight.

The unadjusted base weight was poststratified so that the weighted numbers of youth equaled population counts provided by the U.S. Department of Education. For youth with an IEP, the base weight was poststratified to the number of enrolled students ages 13 to 21 for each of the 12 Individuals with Disabilities Education Act (IDEA) categories of disabilities during the 2011–2012 school year. The number of students with an IEP by disability group came from ED*Facts* data.<sup>14</sup> No enrollment numbers were available for the population of youth without an IEP by age. The weighted number of youth without an IEP was set equal to the difference between the number available for all enrolled youth in the relevant age range in the CCD for the 2011–2012 school year and the number of youth with an IEP. The number of students used for the poststratification are given by age in table 18 and by gender, race/ethnicity, and urbanicity in table 19.

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<sup>14</sup> ED*Facts* is an ED initiative to collect and promote the use of high quality, kindergarten through grade 12 (K–12) performance data for use in education planning, policymaking, and management and budget decision making to improve outcomes for students.

**Table 18. Population of students used for poststratification of parent and youth base weights, by age**

Disability group	13 years or younger	14 years	15 years	16 years	17 years	18 years	19 years or older	All ages
<b>All youth</b>	<b>5,996,578</b>	<b>4,084,387</b>	<b>3,797,723</b>	<b>3,566,357</b>	<b>3,308,308</b>	<b>1,222,820</b>	<b>218,072</b>	<b>22,194,246</b>
<b>IEP</b>	<b>468,476</b>	<b>451,362</b>	<b>445,915</b>	<b>441,951</b>	<b>418,363</b>	<b>234,366</b>	<b>131,485</b>	<b>2,591,918</b>
Autism	30,475	27,609	25,027	23,084	20,967	13,771	16,853	157,786
Deaf-blindness	88	68	98	103	115	64	119	655
Emotional disturbance	35,465	38,246	41,231	43,748	41,885	21,117	10,137	231,829
Hearing impairment	5,633	5,463	5,258	5,283	5,191	3,133	1,831	31,792
Intellectual disability	34,550	34,391	35,483	36,500	37,780	30,798	40,229	249,731
Multiple disabilities	9,793	9,598	9,601	9,496	9,664	7,713	12,740	68,605
Orthopedic impairment	4,143	4,250	4,049	4,114	3,875	2,455	2,744	25,630
Other health impairment	70,844	69,965	69,133	66,294	59,679	28,390	9,410	373,715
Specific learning disability	237,751	233,581	233,993	234,575	222,977	119,050	33,587	1,315,514
Speech or language impairment	35,573	24,025	17,728	14,324	11,838	5,392	1,712	110,592
Traumatic brain injury	2,190	2,229	2,404	2,521	2,539	1,478	1,317	14,678
Visual impairment	1,971	1,937	1,910	1,909	1,853	1,005	806	11,391
<b>No IEP</b>	<b>5,528,102</b>	<b>3,633,025</b>	<b>3,351,808</b>	<b>3,124,406</b>	<b>2,889,945</b>	<b>988,454</b>	<b>86,587</b>	<b>19,602,328</b>

Source: Mathematica computations using counts from EDFacts and CCD databases.



**Table 19. Population of students used for poststratification of parent and youth base weights, by gender, race/ethnicity, and urbanicity**

Disability group	Gender			Race/ ethnicity			Urbanicity			
	Total	Female	Male	Neither black nor Hispanic	Black	Hispanic	City	Town	Suburb	Rural
<b>All youth</b>	<b>22,194,246</b>	<b>10,825,075</b>	<b>11,369,171</b>	<b>13,735,764</b>	<b>3,553,652</b>	<b>4,904,830</b>	<b>6,552,388</b>	<b>2,441,773</b>	<b>8,346,636</b>	<b>4,853,449</b>
<b>IEP</b>	<b>2,591,918</b>	<b>859,601</b>	<b>1,732,317</b>	<b>1,505,378</b>	<b>533,968</b>	<b>552,572</b>	<b>770,105</b>	<b>298,586</b>	<b>956,391</b>	<b>566,836</b>
Autism	157,786	24,247	133,539	111,995	21,211	24,579	46,600	14,995	67,347	28,844
Deaf-blindness	655	298	357	446	64	145	205	78	266	105
Emotional disturbance	231,829	56,163	175,666	136,032	63,278	32,518	74,365	25,230	86,843	45,391
Hearing impairment	31,792	14,736	17,056	18,389	4,862	8,541	12,064	3,411	10,756	5,561
Intellectual disability	249,731	102,733	146,998	131,319	71,337	47,075	81,339	32,805	75,653	59,934
Multiple disabilities	68,605	25,745	42,860	44,452	13,231	10,921	17,494	7,927	29,466	13,718
Orthopedic impairment	25,630	10,034	15,596	15,861	3,153	6,617	9,382	2,714	9,223	4,311
Other health impairment	373,715	108,042	265,673	255,101	67,986	50,628	93,866	41,655	147,877	90,317
Specific learning disability	1,315,514	471,172	844,342	707,366	267,969	340,179	391,414	157,339	471,953	294,807
Speech or language impairment	110,592	36,277	74,315	67,346	16,674	26,572	35,894	9,561	46,703	18,434
Traumatic brain injury	14,678	5,195	9,483	9,932	2,354	2,392	3,630	1,483	6,458	3,107
Visual impairment	11,391	4,960	6,431	7,138	1,848	2,405	3,851	1,386	3,846	2,307
<b>No IEP</b>	<b>19,602,328</b>	<b>9,965,474</b>	<b>9,636,854</b>	<b>12,230,386</b>	<b>3,019,684</b>	<b>4,352,258</b>	<b>5,782,283</b>	<b>2,143,187</b>	<b>7,390,246</b>	<b>4,286,612</b>

Source: Mathematica computations using counts from EDFacts and CCD databases.

### 3. Adjust the youth-level base weights for parent and youth nonresponse

The next step was to adjust the base weights to account for nonresponse to the parent and youth surveys. The purpose of this nonresponse adjustment is to reduce the potential for nonresponse bias in weighted survey estimates. The nonresponse adjustments were done separately for each of the 12 strata based on the IDEA disability categories and the 2 strata of youth without an IEP. In addition, separate nonresponse adjustments were performed for the parent survey weights and the youth survey weights. The sections that follow describe the process for (1) identifying youth and parent characteristics associated with nonresponse, and (2) adjusting the weights using these characteristics.

The first step of the nonresponse adjustment process is to identify factors or combination of factors associated with the propensity to respond. As with the district-level analysis, the youth analysis consisted of analyzing cross-tabulations, CHAID multivariate analysis, and logistic regressions. These three analyses were conducted for youth in each of the 14 IDEA disability groups and separately for the parent and youth surveys, a total of 28 logistic regressions. The variables used to identify groups with different propensity to respond separately for the parent and youth survey are those listed in table 17.

Following estimation of the 28 logistic regression models, the primary factors associated with response were:

- District-level characteristics (total number of students, number of youth with an IEP, percentage of students who are nonwhite, geographic region, and level of urbanicity)
- Youth-level characteristics (race, grade, and eligibility for free or reduced-price lunch program)

The goal in applying nonresponse adjustments to the final weights is to minimize the potential for nonresponse bias, while also minimizing the sampling variance. Effective nonresponse compensation procedures can achieve both objectives. To compute the nonresponse adjustment, the study multiplied the base weight by a nonresponse adjustment factor corresponding to the inverse of the individual's propensity to respond. The probability of responding is computed using the estimated coefficients of a response propensity logistic regression model and the characteristics associated with the specific youth.

Denoting the youth-level base weight for the  $i^{\text{th}}$  youth as  $W_{i,h,youth}$ , where  $h$  is the disability group ( $h = 1, 2, \dots, 14$ ) and the nonresponse adjustment for youth  $i$ 's weight as  $a_{i,h,youth}$ , the response-adjusted weight  $AW_{i,h,youth}$  can be written as:

$$(6.1) \quad AW_{i,h,youth} = a_{i,h,youth} \times W_{i,h,youth} \quad \text{for all responding youth} \\ = 0 \quad \text{for all other sample members}$$

For the parent weight, the study used a similar weight computation based on the logistic model to calculate the estimated probability of the parent of youth  $i$  responding (that is, using the inverse of the estimated propensity scores for the nonresponse adjustment).

#### *4. Poststratify the weights based on total counts of youth enrolled*

The two sets of weights (the all youth weights and the enrolled youth weights) have different analytic populations and required separate poststratification adjustments to population counts, as described in the sections that follow.

*All youth weights.* The objective for poststratifying the all youth weights was to match the weighted numbers of youth based on their age at sampling with national totals of youth enrolled in school during 2011–2012, the school year in which the sampling frame was constructed. The weights were poststratified separately for parent and youth respondents by disability classification, age at sampling, gender, district, urbanicity, and race/ethnicity. The poststratification counted students age 12 as 13 year olds, and students ages 22 and 23 as 21 year olds.

*Enrolled youth weights.* The objective for poststratifying the enrolled youth weights was to match the weighted numbers of enrolled youth based on their age at the time of their interview with national totals of youth enrolled in school during the 2011–2012 school year. The procedure accounted for the fact that the surveys were administered over two school years. Youth who responded in 2013 were about one year older, on average, than their counterparts surveyed in 2012. Although nearly all respondents (99.5 percent) in 2012 had been enrolled in school during the reference school year for their survey (2011–2012), about 12 percent of those interviewed in 2013 had not attended school during the reference school year for their survey (2012–2013). Overall, about half of respondents were interviewed during each of the two data collection years, but this percentage varied by disability group (for example, the percentage completing the interview in 2012 ranged from approximately 40 to 55 percent). The weighting approach needed to address the differences in the extent to which each group responded to the survey in 2012 versus 2013, which otherwise could distort comparisons among them.

The enrolled youth weights were adjusted in two ways: (1) zero weights were assigned to youth not enrolled in school in their school reference year, and (2) they were poststratified so that the weighted counts equaled the population count of enrolled youth in the 2011–2012 school year for groups defined by their age at the time of their interview. This approach addressed the differences across disability groups in the extent respondents completed the surveys in 2012 versus 2013. Poststratifying based on the age of youth at the time of their interview implicitly assumes that conditions in schools were approximately the same on average for youth enrolled in the two school years. It further assumes that youth interviewed in 2013 had the same characteristics and experiences as youth of the same age in 2012. As with the all youth weights, the poststratification was separate for parent and youth respondents and was also conducted by disability classification, gender, district, urbanicity, and race/ethnicity. The poststratification counted students age 12 as 13 year olds, and students ages 22 and 23 as 21 year olds.

#### *5. Identify and adjust the extreme-valued weights*

The weight adjustments described above led to a few weights that were substantially larger than the others. These large weights could reduce the precision for estimates. The trimming of a few weights with extreme values has been shown to improve the precision and introduce negligible bias in the survey estimates (Potter, 1990). Extreme weights were identified using an algorithm based on the average of the squared value of the individual weights and the percentile. For the all youth weights, the weights were trimmed for 40 youth (0.4 percent) and 41 parents (0.4 percent). For the enrolled youth weights, the weights were trimmed for 31 youth (0.3 percent) and 17 parents (0.1 percent).

## C. Variance estimation

The sample design for the NLTS 2012 included multiple stages of sampling and stratification with different selection rates of youth across disability groups. Analyses with the NLTS 2012 data should use statistical software with the capabilities of accounting for the complex design. To support the variance estimation, the study developed variance estimation parameters that permit the computation of variance estimates through a Taylor series approximation using only the analytic weight. Many standard software packages calculate estimates under the assumption of a simple random sample design as in traditional mathematical statistics and do not account for the clustering of students within schools. Assuming that the NLTS 2012 is a simple random sample design is not correct and can lead to estimated variances and confidence intervals that are too small. Underestimating the width of confidence intervals can incorrectly lead to conclusions that two groups differ by a statistically significant margin when they do not.

This section first details the procedures to construct these design variables. It then discusses the variance inflation associated with the clustered NLTS 2012 sample design in comparison to an unclustered design, quantified in the design effect.

### 1. Standard errors

For the NLTS 2012, the study developed a variance estimation protocol based on Taylor series linearization. Variance estimation based on Taylor series linearization requires software that incorporates a first-order Taylor-series approximation of the statistic being analyzed (for example, a percentage) as well as data identifying the analysis stratum, the analysis PSU, and the analysis weight (Binder, 1983; Wolter, 2007; Woodruff, 1971). As mentioned in chapter 2, the analysis strata and analysis PSUs are different from those used for sampling and should not be confused.

Various software packages have survey data analysis capability that permits the linearization variance estimation. These include SUDAAN, survey data analysis procedures in SAS, and Stata.<sup>15</sup> Boxes 2 and 3 provide example program code from SUDAAN and from Stata for producing estimated means and standard errors (the square root of the sampling variance) with the NLTS 2012 RUF.

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<sup>15</sup> See <http://www.rti.org/sudaan/>, the current version of the SAS/STAT User's Guide at <http://support.sas.com/software/products/stat/index.html>, and <http://www.stata.com>.

---

**Box 2. Example SAS-SUDAAN code to produce means and linearization standard errors**

```
PROC SORT DATA=<filename>;                                *File sorted by nest variables;
  BY C_ASTRATUM C_APSU;
RUN;

PROC DESCRIPT DATA=<filename> FILETYPE=SAS DESIGN=WR;
  NEST C_ASTRATUM C_APSU;                                *Analysis stratum and PSU;
  WEIGHT <weightname>;                                  *Weight for each set of analysis;
  SUBPOPN D_Y_DISABILITY = <level>;                    *Subset to reporting domain;
  VAR <analysis variable>;                              *Analysis variable;
  PRINT MEAN SEMEAN / STYLE=NCHS;                       *Mean and standard error;
RUN;
```

Source: National Longitudinal Transition Study 2012.

---

---

**Box 3. Example Stata code to produce means and linearization standard errors**

```
use <filename>, clear

svyset c_apsu [pweight = <weightname>], strata(c_astratum)
svy, subpop(if d_y_disability == <level>): mean <analysis variable>
```

Source: National Longitudinal Transition Study 2012.

---

## 2. Design effects

A design effect (*deff*) is a measure of the efficiency of a sample design for specific data items collected in the survey. Kish (1965) defined the design effect as the ratio of the variance of an estimate under the complex sample design,  $\hat{V}_d(\hat{\theta})$ , to the variance of the same estimate from a simple random sample of the same size,  $\hat{V}_s(\hat{\theta})$ , for an estimated variable  $\hat{\theta}$ :

$$(6.2) \quad deff = \frac{\hat{V}_d(\hat{\theta})}{\hat{V}_s(\hat{\theta})},$$

The design-based variance in the numerator reflects the effects of stratification, clustering, differential sampling of subpopulations, and differential nonresponse. For the NLTS 2012, youth were clustered in districts and then stratified by disability group for sample selection. The selection rate for each of the disabilities groups was different based on the size of the subpopulation and the sample size desired for that group. For example, youth with neither a 504 plan nor an IEP were selected at a rate of approximately one in 10,000. In contrast, youth with specific learning disabilities were selected at a rate of approximately one in 1,000 and youth with autism were selected at a rate of approximately one in 100. Youth with traumatic brain injuries or deaf-blindness were selected at even higher rates. For this reason, the *deff* for youth in specific disability categories is lower than the *deff* for youth with an IEP overall or for all youth.

A total of 119 estimates from the NLTS 2012 were used to analyze the design effects for groups of youth. These estimates come from seven parent and youth survey measures that are highlighted in the executive summary of Volume 2 as indicators linked with success after high school. These items are also central to the analysis in Volume 1.

1. Percentage of youth who perform activities of daily living well (parent survey)
2. Percentage of youth who usually got together with friends outside of school at least weekly in the past year (youth survey)
3. Percentage of youth who participated in a school sport or club in the past year (youth survey)
4. Percentage of youth who have received an out-of-school suspension (parent survey)
5. Percentage of youth who have taken a college entrance or placement test (youth survey)
6. Percentage of youth who have had paid work experience in the past year (youth survey)
7. Percentage of parents who expect their child to be living independently by age 30 (parent survey)

For each of these measures, the study calculated the design effect and square root of the design effect separately for 17 disability groups of youth (all youth, all youth with an IEP, youth within each of the 12 IDEA disability groups, all youth without an IEP, youth with a 504 plan but no IEP, and youth with neither a 504 plan nor an IEP).

Table 20 reports the average design effect and the average root design effect across the seven measure for each group of youth. Appendix D provides the design effects and root design effects for each measure and group.

**Table 20. Average design effects and root design effects, by disability group**

Disability group	Average design effect	Average root design effect
<b>All youth</b>	7.65	2.76
<b>IEP</b>	3.32	1.82
Autism	1.27	1.13
Deaf-blindness	2.99	1.71
Emotional disability	1.47	1.21
Hearing impairment	1.45	1.20
Intellectual disability	1.66	1.28
Multiple disabilities	2.04	1.42
Orthopedic impairment	1.91	1.36
Other health impairment	1.41	1.18
Specific learning disability	1.45	1.20
Speech or language impairment	1.70	1.30
Traumatic brain injury	1.96	1.38
Visual impairment	1.44	1.20
<b>No IEP</b>	2.00	1.41
504 plan but no IEP	1.91	1.38
Neither 504 plan nor IEP	1.52	1.23

*Note:* The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The average design effect and root design effect are based on seven key indicators that are linked with post-high school outcomes from Volume 2. See appendix D for more detail on design effects for these seven measures.

*Source:* National Longitudinal Transition Study 2012.

## **Chapter 7. Analysis of the potential for unit-level nonresponse bias**

Addressing the potential for bias caused by nonresponse has become more important over the past decade because of the downward trend in response rates to surveys. Although low unit response rates do not necessarily increase nonresponse bias, they do create the potential for such bias (Groves, 2006). The National Center for Education Statistics (NCES) Statistical Standards specify that a nonresponse bias analysis be conducted whenever unit response at any stage of sample selection is less than 85 percent (Standard 4-4-1).

This chapter presents the findings from an analysis of the potential for nonresponse bias in the National Longitudinal Transition Study 2012 (NLTS 2012) parent and youth surveys. As described in chapter 3, sampled youth were selected in two stages: districts were selected first, then youth in participating districts. The NLTS 2012 study obtained first-stage participation of 76 percent of districts selected. Among participating districts, response rates on the parent and youth surveys were approximately 60 and 50 percent, respectively, across youth disability groups (see chapter 4).

This chapter focuses on unit-level nonresponse at the second stage of sample selection (participation of parents and youth in the surveys), although section B includes an analysis of unit-level nonresponse at the first stage (district participation).

### **A. Summary of three unit-level nonresponse bias analyses**

The study used three methods to assess the potential for unit-level nonresponse bias, described in the list that follows. Together, these methods suggested that the nonresponse adjustments to the weights described in chapter 6 succeeded in limiting the potential for bias.

- 1. Using administrative data to examine and adjust for nonparticipation of districts and nonresponse to the surveys.** This approach, discussed in section B, assessed whether nonresponse adjustments to the sampling weights achieved the goal of reducing differences between participants and the full sample on measures available from administrative records for the full sample. The study conducted this analysis both at the district level and at the youth level. At the district level, there were no statistically significant differences between participating and nonparticipating districts on any of the measures examined, either before or after adjustments to the district sampling weights. At the youth level, the nonresponse adjustments to the youth sampling weights substantially reduced the number of differences between respondents and the full sample. The proportion of variables where a statistically significant difference remained was no larger than what would be expected by chance.
- 2. Conducting a follow-up survey of nonrespondents to compare parent survey respondents to the full sample on some survey measures.** This approach, discussed in section C, involved conducting a short survey to secure responses to selected survey items from a subsample of parents who had not responded to the NLTS 2012 parent survey. This Nonrespondent Follow-Up Survey (NFS) provided a basis for comparing parent survey respondents to the full sample, including respondents and nonrespondents. The analysis of the NFS pointed to one variable with the greatest potential for bias—the age at which youth first received special education services. Specifically, parent survey respondents appeared to be more likely than nonrespondents to report that their child first received special education at a younger age. The NFS suggested

other smaller differences between respondents and nonrespondents in variables that might be correlated with reduced likelihood of receiving special education services before age 8.

3. **Generating an alternative set of weights using responses from the NFS as a sensitivity analysis to gauge whether potential bias in the age youth first received services could appreciably affect the NLTS 2012 report findings.** This approach, discussed in section D, examined how the potential bias in the age at which youth first receive special education services may have affected the measures and intergroup comparisons presented in the NLTS 2012 Volume 1 and 2 reports (Lipscomb et al., 2017a, 2017b). The respondent sample was reweighted so that the distribution of age at which youth first received special education was the same in the respondent sample as in the combined NFS and respondent samples. The analyses in Volumes 1 and 2 were then conducted again and the results compared with those reported in the two volumes. The NFS-reweighted sensitivity analysis indicated that this potential source of nonresponse bias does not appreciably affect the main findings in Volumes 1 and 2. While the sensitivity analysis did not specifically examine the Volume 3 findings, that volume includes a subset of the variables covered in Volumes 1 and 2; hence the results are likely to apply to that volume as well.

The next three sections of this chapter provide more detail on these three lines of analysis respectively.

## **B. Using administrative data to examine and adjust for nonparticipation of districts and nonresponse to the surveys**

This nonresponse bias analysis uses administrative data that are available for the full sample to examine and adjust for nonparticipation among districts and nonresponse to the surveys. The methods are described first, and then applied to assess the potential for bias at both the district level and at the parent- or youth-survey level. In the context of the district-level analysis, the term nonresponse refers to district nonparticipation.

### **1. Methods for evaluating nonresponse bias**

Both the district-level analysis and the youth-level analysis rely on two estimates of bias—one that does not include any nonresponse adjustments to the weights and another that includes nonresponse-adjusted weights. The analyses assess the extent to which the nonresponse-adjusted weights reduce the potential for bias among participating districts and among survey respondents, making the findings more representative. The methods follow those implemented for NCES surveys, particularly the High School Longitudinal Survey (HSLs).<sup>16</sup>

Nonresponse bias,  $B(\bar{\theta})$ , is the difference between a sample mean and the true population mean:

$$(7.1) B(\bar{\theta}) = \bar{\theta} - \mu$$

where  $\bar{\theta}$  is the mean estimated from a sample and  $\mu$  is the true population mean.

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<sup>16</sup> The HSLs base-year data file documentation provides more detail (Ingels et al., 2011).



An alternative measure of nonresponse bias, called relative bias, standardizes bias relative to the population mean. The equation for relative bias is:

$$(7.2) \quad R(\bar{\theta}) = \frac{\bar{\theta} - \mu}{\mu}$$

These expressions were used to calculate the bias estimates, described in the following discussion, which appear in tables 21 and 22, and in appendix E.

**Estimate of bias before nonresponse adjustments.** The first estimate of bias is a comparison of the sample mean among respondents ( $\theta = \bar{y}_R$ ) to the sample mean among respondents and nonrespondents prior to making any nonresponse adjustments. The sample means use the base youth sampling weights that account for the probability of selection into the sample. This measure of bias is equal to the nonresponse rate times the difference between the means for respondents and nonrespondents (or between participants and nonparticipants in the case of the district-level analysis). To show this measure, first note that the population mean can be estimated as:

$$(7.3) \quad \hat{\mu} = (1 - \hat{\eta})\bar{y}_R + \hat{\eta}\bar{y}_{NR},$$

where  $\hat{\eta}$  is the weighted unit nonresponse rate, and  $\bar{y}_{NR}$  is the mean estimated from nonrespondents. Substituting this equation into (7.1), nonresponse bias can be estimated as:

$$(7.4) \quad \begin{aligned} \hat{B}(\bar{y}_R) &= \bar{y}_R - [(1 - \hat{\eta})\bar{y}_R + \hat{\eta}\bar{y}_{NR}] \\ &= \bar{y}_R - \bar{y}_R + \hat{\eta}\bar{y}_R - \hat{\eta}\bar{y}_{NR} \\ &= \hat{\eta}\bar{y}_R - \hat{\eta}\bar{y}_{NR} \\ &= \hat{\eta}(\bar{y}_R - \bar{y}_{NR}) \end{aligned}$$

Based on the measure of bias, relative bias can be calculated as follows.

$$(7.5) \quad \hat{R}(\bar{y}_R) = \frac{\hat{B}(\bar{y}_R)}{\hat{\mu}} = \frac{\hat{\eta}(\bar{y}_R - \bar{y}_{NR})}{(1 - \hat{\eta})\bar{y}_R + \hat{\eta}\bar{y}_{NR}}$$

**Estimate of bias after nonresponse adjustments.** The second estimate of bias is a comparison of the sample mean among respondents after making nonresponse adjustments ( $\theta = \bar{y}_A$ ) to the same (unadjusted) sample mean among respondents and nonrespondents from the first measure. That is, estimated bias equals:

$$(7.6) \quad \begin{aligned} \hat{B}(\bar{y}_A) &= \bar{y}_A - \hat{\mu} \\ &= \bar{y}_A - (1 - \hat{\eta})\bar{y}_R + \hat{\eta}\bar{y}_{NR} \end{aligned}$$

And, the measure of relative bias is:

$$(7.7) \quad \hat{R}(\bar{y}_A) = \frac{\hat{B}(\bar{y}_A)}{\hat{\mu}} = \frac{\bar{y}_A - [(1 - \hat{\eta})\bar{y}_R + \hat{\eta}\bar{y}_{NR}]}{(1 - \hat{\eta})\bar{y}_R + \hat{\eta}\bar{y}_{NR}}$$

## *2. The potential for district-level unit nonresponse bias*

This section applies the methods described above to the analysis of district-level nonresponse bias. The analysis focuses on the following district-level data characteristics drawn from the Common Core of Data (CCD):

- District sampling stratum (small, medium-sized, and large district units, and special schools)
- Geographic region (using the four Census regions)
- Degree of urbanicity (using the District Urban-Centric Locale Code from the CCD)
- Number of students grade-eligible for the study (enrolled in grades 7 to 12)
- Percentage of students with an individualized education program (IEP)
- Percentage of students who were classified as white and not Hispanic or Latino
- Percentage of students who were classified as black or African American and not Hispanic or Latino
- Percentage of students who were classified as Hispanic or Latino
- Percentage of students who were classified as eligible for free lunch
- Percentage of students who were classified as eligible for reduced-price lunch
- Percentage of students who were classified as eligible for free or reduced-price lunch

The results of this nonresponse bias analysis indicate that the potential for bias at the district level is low both before and after the adjustments for district nonparticipation were applied to the weights. There were no statistically significant differences between either (1) the characteristics of the student population in participating and nonparticipating districts before adjusting base district weights, or (2) the characteristics of youth in participating districts and the student population in the full sample after the adjustments were applied. Table 21 shows these comparisons.

Examining the first row of table 21 provides an example of how to interpret the table entries. When using the base district weights before adjustment for nonparticipation, the percentage of students in small districts is 63.5 percent for the total sample, 62.8 percent for participating districts, and 66.0 percent for nonparticipating districts. The estimated bias in the percentage of student population in small districts is -0.8 percentage points. This figure is the difference between 62.8 and 66.0 percent (-3.2 percent) multiplied by the nonparticipation rate of 0.24 (see equation 7.4). The relative bias is the estimated bias expressed as a percentage of the estimate for the full population. In this case, the relative bias for the percentage of students in small districts is -1.2 percent.

The estimated bias after weight adjustment for district nonparticipation (-2.1 percentage points) is the difference between the estimate using participating districts after the weight adjustments (61.4 percent) and the estimate using the full sample (63.5 percent). Relative bias after weight adjustment for nonparticipating districts is calculated as estimated bias after adjustment divided by the estimate for the full sample (-3.3 percent).

**Table 21. District unit nonresponse bias before and after adjustments to the base district weight**

District characteristics	Before adjustments for district nonparticipation (base district weight <sup>1</sup> )						After adjustments for district nonparticipation (nonresponse-adjusted district weight <sup>2</sup> )			
	Overall percent	Participating districts percent	Nonparticipating districts percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Small districts <sup>6</sup>	63.5	62.8	66.0	-0.8	No	-1.2	61.4	-2.1	No	-3.3
Medium-sized districts <sup>6</sup>	18.3	17.8	19.9	-0.5	No	-2.8	19.4	1.0	No	5.7
Large districts <sup>6</sup>	17.6	18.9	13.5	1.3	No	7.4	18.8	1.2	No	6.6
Special schools <sup>6</sup>	0.5	0.5	0.6	#	No	-4.5	0.4	-0.1	No	-24.4
In the Northeast	21.5	21.6	21.0	0.2	No	0.7	24.6	3.1	No	14.6
In the Midwest	39.0	39.1	38.7	0.1	No	0.3	40.2	1.1	No	2.9
In the South	25.2	25.7	23.6	0.5	No	2.0	24.5	-0.7	No	-2.6
In the West	14.3	13.6	16.7	-0.8	No	-5.3	10.7	-3.6	No	-25.4
In city areas <sup>7</sup>	11.0	10.2	13.4	-0.8	No	-7.2	10.3	-0.7	No	-6.0
In suburb areas <sup>7</sup>	23.6	22.8	26.2	-0.8	No	-3.5	25.3	1.6	No	6.9
In town areas <sup>7</sup>	21.5	21.5	21.4	#	No	0.2	20.9	-0.6	No	-2.6
In rural areas <sup>7</sup>	43.9	45.5	39.0	1.6	No	3.6	43.5	-0.4	No	-1.0
Less than 500 eligible students	33.2	31.0	40.0	-2.2	No	-6.6	31.0	-2.1	No	-6.4
At least 500 and less than 1,500 eligible students	35.4	35.9	33.8	0.5	No	1.4	35.9	0.5	No	1.3
At least 1,500 and less than 5,000 eligible students	23.6	24.8	20.0	1.1	No	4.9	25.5	1.9	No	7.8
At least 5,000 eligible students	7.7	8.2	6.0	0.5	No	6.9	7.6	-0.2	No	-2.0
Missing number of eligible students	0.1	0.1!	0.1!	#	No	-4.2!	0.1!	#	No	-24.2!
Less than 10% of students with an IEP	10.0	9.5	11.5	-0.5	No	-4.8	8.7	-1.2	No	-12.3
At least 10% and less than 15% of students with an IEP	43.6	45.8	36.8	2.2	No	4.9	45.5	1.9	No	4.3
At least 15% and less than 20% of students with an IEP	30.0	28.2	35.7	-1.8	No	-6.0	29.3	-0.7	No	-2.4
At least 20% of students with an IEP	9.9	10.0	9.7!	0.1!	No	0.8!	11.5	1.5	No	15.2
Missing number of students with an IEP	6.5	6.5	6.3!	#	No	0.7!	5.1	-1.4	No	-21.8
Less than 40% white, not Hispanic or Latino students	15.4	15.9	13.9	0.5	No	3.3	14.1	-1.4	No	-9.0
At least 40% and less than 70% white, not Hispanic or Latino students	17.8	18.5	15.6	0.7	No	4.0	18.3	0.5	No	2.7
At least 70% and less than 90% white, not Hispanic or Latino students	26.9	24.6	34.1	-2.3	No	-8.5	26.1	-0.7	No	-2.7
At least 90% white, not Hispanic or Latino students	39.8	40.8	36.4	1.1	No	2.7	41.4	1.7	No	4.2

Table 21 (continued)

District characteristics	Before adjustments for district nonparticipation (base district weight <sup>1</sup> )						After adjustments for district nonparticipation (nonresponse-adjusted district weight <sup>2</sup> )			
	Overall percent	Participating districts percent	Nonparticipating districts percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing number of white, not Hispanic or Latino students	0.1	0.1!	0.1!	#	No	-4.2!	0.1!	#	No	-24.2!
Less than 1.5% black, not Hispanic or Latino students	38.8	40.3	34.2	1.5	No	3.8	38.8	-0.1	No	-0.2
At least 1.5% and less than 6% black, not Hispanic or Latino students	27.0	26.4	28.9	-0.6	No	-2.1	27.1	0.1	No	0.4
At least 6% and less than 20% black, not Hispanic or Latino students	16.5	14.4	23.1	-2.1	No	-12.8	14.9	-1.5	No	-9.4
At least 20% black, not Hispanic or Latino students	17.6	18.8	13.8	1.2	No	6.9	19.1	1.6	No	8.8
Missing number of black, not Hispanic or Latino students	0.1	0.1!	0.1!	#	No	-4.2!	0.1!	#	No	-24.2!
Less than 1.5% Hispanic or Latino students	33.2	32.6	35.0	-0.6	No	-1.7	33.4	0.2	No	0.7
At least 1.5% and less than 20% Hispanic or Latino students	50.8	50.3	52.4	-0.5	No	-1.0	52.0	1.1	No	2.3
At least 20% and less than 60% Hispanic or Latino students	10.6	11.3	8.3	0.7	No	6.7	10.3	-0.3	No	-3.1
At least 60% Hispanic or Latino students	5.3	5.7	4.1!	0.4!	No	6.9!	4.3	-1.0	No	-19.5
Missing number of Hispanic or Latino students	0.1	0.1!	0.1!	#	No	-4.2!	0.1!	#	No	-24.2!
Less than 20% of students eligible for free lunch program	33.0	33.0	32.9	#	No	0.1	33.5	0.5	No	1.6
At least 20% and less than 30% of students eligible for free lunch program	23.3	21.5	28.9	-1.8	No	-7.7	22.1	-1.1	No	-4.9
At least 30% and less than 50% of students eligible for free lunch program	27.1	28.2	23.6	1.1	No	4.1	28.4	1.4	No	5.0
At least 50% of students eligible for free lunch program	16.0	16.5	14.4	0.5	No	3.2	15.1	-1.0	No	-6.0
Missing number of students eligible for free lunch program	0.6!	0.8!	0.3!	0.1!	No	19.2!	0.9!	0.2!	No	33.3!
Less than 5% of students eligible for reduced-price lunch program	20.2	18.7	25.0	-1.5	No	-7.5	19.5	-0.7	No	-3.5
At least 5% and less than 7% of students eligible for reduced-price lunch program	13.3	14.5	9.9!	1.1!	No	8.3!	14.2	0.8	No	6.2
At least 7% and less than 10% of students eligible for reduced-price lunch program	31.5	30.6	34.2	-0.9	No	-2.8	30.7	-0.8	No	-2.6
At least 10% of students eligible for reduced-price lunch program	34.3	35.5	30.6	1.2	No	3.4	34.8	0.5	No	1.4
Missing number of students eligible for reduced-price lunch program	0.6!	0.8!	0.3!	0.1!	No	19.2!	0.9!	0.2!	No	33.3!
Less than 25% of students eligible for free or reduced-price lunch program	25.4	24.3	28.6	-1.0	No	-4.1	24.8	-0.6	No	-2.4
At least 25% and less than 40% of students eligible for free or reduced-price lunch program	29.9	29.2	32.2	-0.7	No	-2.5	29.8	-0.1	No	-0.4

Table 21 (continued)

District characteristics	Before adjustments for district nonparticipation (base district weight <sup>1</sup> )						After adjustments for district nonparticipation (nonresponse-adjusted district weight <sup>2</sup> )			
	Overall percent	Participating districts percent	Nonparticipating districts percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
At least 40% and less than 60% of students eligible for free or reduced-price lunch program	28.6	30.1	24.0	1.5	No	5.1	30.4	1.8	No	6.5
At least 60% of students eligible for free or reduced-price lunch program	15.5	15.7	14.9	0.2	No	1.2	14.2	-1.4	No	-8.7
Missing number of students eligible for free or reduced-price lunch program	0.6!	0.8!	0.3!	0.1!	No	19.2!	0.9!	0.2!	No	33.3!

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

<sup>1</sup> The base district weight is the sampling weight for each district in the sample and is poststratified to population counts of students, both those with an IEP and those without an IEP.

<sup>2</sup> The nonresponse-adjusted district weight adjusts the base district weight for district nonresponse and is poststratified to population counts of students, both those with an IEP and those without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted responding and nonresponding district sample percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30–199 age-eligible students with an IEP. Medium-sized districts contained an estimated 200–374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008–2009 Common Core of Data from the U.S. Department of Education’s National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind or deaf.

<sup>7</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

Source: National Longitudinal Transition Study 2012, data from Common Core Data for school year 2008–2009.

### 3. *The potential for youth-level nonresponse bias*

This nonresponse bias analysis at the youth level used administrative data at the district, school, and youth levels to define 87 subgroups of youth. For each subgroup, the study first compared the percentages of responding and nonresponding parents and youth before nonresponse adjustments (that is, using the base youth weights). The study then compared the percentages of responding parents and youth with the full samples (respondents and nonrespondents) after nonresponse weighting adjustments. The nonresponse-adjusted weights used were the all youth weights described in chapter 6 (restricted-use data file variables *p\_weight\_allyouth* and *y\_weight\_allyouth*).

Separate nonresponse bias analyses were completed for 17 groups defined by the youth's disability status: all youth, youth with an IEP, youth without an IEP, youth in the 12 IDEA disability groups, youth with a 504 plan but no IEP, and youth with neither a 504 plan nor an IEP. In total, 1,479 nonresponse bias estimates were calculated per survey (87 subgroups multiplied by 17 disability groups) before and after adjustment of the weights for youth-level nonresponse.

The results of this analysis for both the parent and youth survey data indicate that the nonresponse adjustments reduced the incidence of statistically significant differences between the full sample and respondents to a level expected only by chance. Overall, the difference between the estimates for the full sample and the nonresponse-adjusted estimates for responding parents or youth are statistically significant for about 3 percent of bias estimates across all measures available for respondents and nonrespondents and the 17 disability groups.

The discussion that follows first describes the detailed results for a representative set of the findings—those for all youth with an IEP from the parent survey—and then summarizes the findings across disability groups and surveys. Appendix E presents the detailed results for all the disability groups and for each survey.

*Detailed results for all youth with an IEP from the parent survey.* The parent survey results for all youth with an IEP are shown in table 22. To clarify how to interpret the table, the following discussion summarizes the results in the first row, which pertains to the percentage of youth in small districts:

- **Bias before nonresponse adjustment for all youth with an IEP.** The weighted percentage of youth in districts selected from the stratum of small districts is 20.6 percent for the total sample, 21.4 percent for respondents, and 19.3 percent for nonrespondents. The estimated bias in the percentage of student population in small districts is 0.8 percentage points, which is the product of the nonresponse rate of 0.404 and the difference between 21.4 and 19.3 percent. The estimated bias in this example is not statistically significant. The relative bias is the estimated bias divided by the full sample mean, or 4.1 percent.
- **Bias after nonresponse adjustment for all youth with an IEP.** Following nonresponse adjustment, the estimated bias (-0.3 percentage points) is less than half as large in absolute value and continues to not be statistically significant. The relative bias after adjustment is -1.5 percent.

Across the 87 subgroups formed by district, school, and youth characteristics, the bias after nonresponse adjustment for the group of all youth with an IEP is statistically significant in four instances, or 4.6 percent of the comparisons in the parent survey. This result is no larger than the expected proportion of statistically significant differences due to chance (5 percent).

**Table 22. Parent survey unit nonresponse bias before and after adjustments to the base youth weight: youth with an IEP**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base youth weight <sup>1</sup> )						After adjustments for parent nonresponse (all youth weight <sup>2</sup> )			
	Overall percent	Respondent percent	Nonrespondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	20.6	21.4	19.3	0.8	No	4.1	20.3	-0.3	No	-1.5
In medium-sized districts <sup>6</sup>	16.1	15.2	17.4	-0.9	Yes	-5.4	16.1	-0.1	No	-0.3
In large districts <sup>6</sup>	63.2	63.2	63.1	#	No	#	63.5	0.4	No	0.6
In special schools <sup>6</sup>	0.1	0.1	0.1	#	No	0.4	0.1	#	No	-3.3
In Northeast districts	21.2	20.1	22.8	-1.1	Yes	-5.1	20.9	-0.3	No	-1.5
In Midwest districts	25.9	26.3	25.3	0.4	No	1.6	26.2	0.3	No	1.0
In South districts	34.7	35.2	34.0	0.5	No	1.4	35.1	0.4	No	1.1
In West districts	18.2	18.4	17.9	0.2	No	1.0	17.8	-0.3	No	-1.9
In districts with less than 10% of students with an IEP	11.2	12.6	9.2	1.4	Yes	12.1	12.0	0.8	Yes	7.1
In districts with at least 10% and less than 13% of students with an IEP	31.3	31.2	31.3	#	No	-0.1	31.2	#	No	-0.1
In districts with at least 13% and less than 16% of students with an IEP	29.3	27.8	31.4	-1.4	Yes	-4.9	28.6	-0.7	No	-2.3
In districts with at least 16% of students with an IEP	25.3	25.7	24.6	0.5	No	1.9	25.6	0.4	No	1.4
Missing number of students with an IEP	3.0	2.6	3.5!	-0.4!	No	-11.9!	2.5	-0.4	No	-15.0
<b>School characteristics</b>										
Attending a charter school	2.4	2.3	2.4!	#	No	-1.6!	2.5	0.1	No	2.9
Not attending a charter school	84.5	86.6	81.5	2.1	Yes	2.4	84.5	#	No	#
Missing or nonapplicable charter school information	13.1	11.1	16.0	-2.0	Yes	-15.4	13.0	-0.1	No	-0.4
In regular schools	87.7	90.5	83.6	2.8	Yes	3.2	88.4	0.7	No	0.8
In special education schools	2.1	2.1	2.1	#	No	-0.5	2.0	-0.1	No	-4.7
In vocational education schools	1.0!	0.8!	1.3!	-0.2!	No	-18.6!	0.9!	-0.1!	No	-7.6!
In an alternative school or other	2.0	1.8	2.3	-0.2	No	-11.0	1.7	-0.3	Yes	-13.0
In schools with a reportable program <sup>7</sup>	0.1!	0.1!	#	#	No	58.7!	0.1!	#	No	40.0!
Missing school type	7.1	4.7	10.7	-2.4	Yes	-34.3	6.9	-0.3	No	-3.9
In schools with less than 200 age-eligible students	7.3	7.5	7.0	0.2	No	2.7	7.1	-0.2	No	-2.3
In schools with 201 to 650 age-eligible students	27.4	28.4	26.1	0.9	Yes	3.3	27.3	-0.1	No	-0.5
In schools with 651 to 1,000 age-eligible students	16.4	16.9	15.7	0.5	No	3.1	16.8	0.3	No	2.0
In schools with 1,001 to 1,750 age-eligible students	20.3	21.1	19.1	0.8	No	4.0	20.5	0.2	No	1.2

Table 22 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base youth weight <sup>1</sup> )						After adjustments for parent nonresponse (all youth weight <sup>2</sup> )			
	Overall percent	Respondent percent	Nonrespondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with 1,751 to 2,500 age-eligible students	15.7	16.0	15.2	0.4	No	2.2	15.5	-0.1	No	-0.9
In schools with more than 2,500 age-eligible students	5.3	5.0	5.7	-0.3	No	-5.1	5.4	0.1	No	1.7
Missing number of age-eligible students	7.6	5.1	11.3	-2.5	Yes	-33.2	7.4	-0.2	No	-2.7
In schools in city areas <sup>8</sup>	28.6	28.9	28.2	0.3	No	0.9	28.5	-0.1	No	-0.4
In schools in suburb areas <sup>8</sup>	33.5	33.0	34.1	-0.4	No	-1.3	33.8	0.3	No	1.0
In schools in town areas <sup>8</sup>	11.7	12.2	10.9	0.6	No	4.8	11.7	#	No	-0.2
In schools in rural areas <sup>8</sup>	26.2	25.8	26.8	-0.4	No	-1.5	26.0	-0.2	No	-0.8
In schools with less than 25% white, not Hispanic or Latino students	22.6	24.1	20.5	1.5	Yes	6.6	22.6	-0.1	No	-0.2
In schools with at least 25% and less than 60% white, not Hispanic or Latino students	23.0	23.3	22.7	0.2	No	1.1	23.0	-0.1	No	-0.2
In schools with at least 60% and less than 80% white, not Hispanic or Latino students	19.3	19.8	18.6	0.5	No	2.5	19.3	#	No	0.2
In schools with at least 80% white, not Hispanic or Latino students	27.5	27.8	27.0	0.3	No	1.1	27.7	0.3	No	1.0
Missing number of white, not Hispanic or Latino students	7.6	5.1	11.3	-2.5	Yes	-33.2	7.4	-0.2	No	-2.7
In schools with less than 2% black, not Hispanic or Latino students	24.0	25.8	21.3	1.8	Yes	7.6	24.7	0.7	No	2.9
In schools with at least 2% and less than 7% black, not Hispanic or Latino students	21.9	21.6	22.4	-0.3	No	-1.4	21.3	-0.6	No	-2.8
In schools with at least 7% and less than 25% black, not Hispanic or Latino students	23.6	23.8	23.4	0.2	No	0.7	23.5	-0.2	No	-0.6
In schools with at least 25% black, not Hispanic or Latino students	22.9	23.7	21.6	0.8	No	3.7	23.2	0.3	No	1.2
Missing number of black, not Hispanic or Latino students	7.6	5.1	11.3	-2.5	Yes	-33.2	7.4	-0.2	No	-2.7
In schools with less than 3% Hispanic or Latino students	24.1	24.8	23.1	0.7	No	2.9	24.3	0.2	No	0.7
In schools with at least 3% and less than 10% Hispanic or Latino students	24.1	24.2	23.9	0.1	No	0.5	23.8	-0.3	No	-1.2
In schools with at least 10% and less than 30% Hispanic or Latino students	20.0	19.9	20.1	-0.1	No	-0.5	20.2	0.2	No	1.1
In schools with at least 30% Hispanic or Latino students	24.2	26.0	21.6	1.8	Yes	7.4	24.3	0.1	No	0.4
Missing number of Hispanic or Latino students	7.6	5.1	11.3	-2.5	Yes	-33.2	7.4	-0.2	No	-2.7
In schools with less than 25% of students eligible for free or reduced-price lunch program	22.9	22.7	23.1	-0.2	No	-0.8	22.6	-0.3	No	-1.1
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	18.4	18.3	18.5	-0.1	No	-0.4	18.4	#	No	-0.1
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	28.2	29.9	25.8	1.7	Yes	6.0	28.7	0.5	No	1.6
In schools with at least 65% students eligible for free or reduced-price lunch program	22.8	23.9	21.1	1.1	Yes	4.9	22.8	#	No	0.2



Table 22 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base youth weight <sup>1</sup> )						After adjustments for parent nonresponse (all youth weight <sup>2</sup> )			
	Overall percent	Respondent percent	Nonrespondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing number of students eligible for free or reduced-price lunch program	7.7	5.2	11.4	-2.5	Yes	-32.9	7.5	-0.2	No	-3.0
In schools eligible for Title I targeted assistance (TAS) but provide no Title I program	12.0	12.3	11.5	0.3	No	2.7	12.4	0.4	No	3.3
In schools eligible for Title I TAS and provide Title I TAS program	10.0	10.1	9.8	0.1	No	1.0	9.7	-0.3	No	-2.8
In schools eligible for Title I school-wide program (SWP) and provide Title I TAS program	0.4!	0.4!	0.4!	#	No	3.0!	0.4!	#	No	-0.3!
In schools eligible for Title I SWP but provide no Title I program	15.8	16.3	15.1	0.5	No	3.1	16.0	0.2	No	1.3
In schools eligible for Title I SWP and provide Title I SWP	23.5	24.9	21.4	1.4	Yes	6.0	23.2	-0.3	No	-1.3
In schools eligible for either Title I TAS or SWP	23.3	23.3	23.3	#	No	#	23.3	-0.1	No	-0.2
Missing Title I programs information	15.0	12.7	18.4	-2.3	Yes	-15.4	15.1	#	No	0.3
<b>Youth characteristics</b>										
Grade 7	15.9	16.8	14.6	0.9	Yes	5.8	16.1	0.2	No	1.3
Grade 8	15.6	15.8	15.4	0.2	No	1.1	15.2	-0.4	No	-2.7
Grade 9	18.8	18.8	18.8	#	No	-0.1	18.9	0.1	No	0.7
Grade 10	17.2	17.3	17.0	0.1	No	0.7	17.5	0.4	No	2.2
Grade 11	15.2	15.2	15.3	-0.1	No	-0.4	15.6	0.4	No	2.5
Grade 12 or ungraded	16.3	15.5	17.4	-0.8	Yes	-4.9	16.0	-0.3	No	-1.8
Other qualifying grade, not eligible, or missing grade	1.0!	0.7!	1.5!	-0.3!	No	-34.2!	0.6!	-0.4!	No	-37.8!
Male	66.0	66.2	65.9	0.1	No	0.2	66.2	0.1	No	0.2
Female	32.6	32.5	32.7	-0.1	No	-0.2	32.5	-0.1	No	-0.2
Missing	1.4!	1.3!	1.4!	#	No	-3.5!	1.3!	-0.1!	No	-4.4!
White, not Hispanic or Latino	64.6	64.9	64.1	0.3	No	0.5	65.0	0.4	No	0.7
Black, not Hispanic or Latino	20.3	20.3	20.3	#	No	0.1	20.3	#	No	#
Multiracial/other races	2.5	2.5	2.6	-0.1	No	-2.1	2.5	#	No	-1.0
Hispanic or Latino	8.6	8.8	8.3	0.2	No	2.4	8.6	-0.1	No	-0.7
Missing	4.0	3.5	4.7!	-0.5!	No	-12.1!	3.6	-0.3	No	-8.6
0 suspensions <sup>9</sup>	70.2	71.4	68.4	1.2	Yes	1.7	70.9	0.7	No	1.0
1 suspension	5.6	5.7	5.6	#	No	0.7	5.7	0.1	No	2.4
2 or more suspensions	6.3	6.2	6.4	-0.1	No	-1.8	6.2	#	No	-0.6
Missing	17.9	16.8	19.6	-1.1	No	-6.3	17.2	-0.8	No	-4.4
Not classified as limited English proficient	79.8	80.6	78.6	0.8	No	1.0	80.8	1.1	Yes	1.3

Table 22 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base youth weight <sup>1</sup> )						After adjustments for parent nonresponse (all youth weight <sup>2</sup> )			
	Overall percent	Respondent percent	Nonrespondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Limited English proficient	8.1	9.2	6.3	1.2	Yes	14.7	8.1	#	No	0.6
Missing	12.2	10.2	15.1	-2.0	Yes	-16.3	11.1	-1.1	Yes	-9.2
Not eligible for free or reduced-price lunch	33.4	32.4	34.9	-1.0	No	-3.1	34.0	0.6	No	1.7
Eligible for free lunch	33.3	35.1	30.5	1.9	Yes	5.7	33.2	-0.1	No	-0.2
Eligible for reduced-price lunch	4.3	4.8	3.7	0.5	Yes	10.4	4.5	0.2	No	4.0
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	9.1	9.7	8.2	0.6	No	6.7	9.0	#	No	-0.5
Missing	19.9	18.0	22.7	-1.9	Yes	-9.6	19.3	-0.6	No	-3.2

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable.

<sup>1</sup> The base youth weight is the sampling weight for each youth and is poststratified to population counts of youth with an IEP in each IDEA disability category and of youth without an IEP.

<sup>2</sup> The all youth weight adjusts the base youth weight for parent survey nonresponse and is poststratified to population counts of youth with an IEP in each IDEA disability group and of youth without an IEP. Chapter 6 for more detail on the construction of this weight.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and nonrespondent percent. Values of estimated bias that are different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30–199 age-eligible students with an IEP. Medium-sized districts contained an estimated 200–374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008–2009 Common Core of Data from the U.S. Department of Education’s National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008–2009.

*Summary of results by disability group and survey.* For nearly all disability groups in each survey, the nonresponse adjustment reduces the number of statistically significant differences to a number that would be expected by chance (table 23). In particular:

- **Parent survey estimates of the potential for bias by disability group.** Nonresponse adjustments to the parent survey weights reduced the proportion of statistically significant bias estimates from 19 to 3 percent. The number of statistically significant bias estimates after adjustment ranged from zero for youth with autism, deaf-blindness, hearing impairments, or traumatic brain injuries to eight for youth with a 504 plan. Youth with a 504 plan but no IEP were the only group for which the number of statistically significant bias estimates exceeded the four to five expected by chance.
- **Youth survey estimates of the potential for bias by disability group.** Nonresponse adjustments to the youth survey weights reduced the proportion of statistically significant bias estimates from 18 to 3 percent. The number of statistically significant bias estimates after adjustment ranged from zero for youth with hearing impairments, orthopedic impairments, or other health impairments to nine for youth with speech or language impairments. It exceeded the four to five expected by chance for all youth with an IEP and for youth with speech or language impairments (six and nine statistically significant bias estimates, respectively).

**Table 23. Summary of the reduction in the potential for youth-level nonresponse bias in the parent and youth surveys based on nonresponse adjustments to the weights**

Disability group	Number of statistically significant bias estimates			
	Parent survey		Youth survey	
	Before nonresponse adjustment	After nonresponse adjustment	Before nonresponse adjustment	After nonresponse adjustment
<b>Total for all 17 disability groups</b>	<b>280 (18.9%)</b>	<b>37 (2.5%)</b>	<b>265 (17.9%)</b>	<b>41 (2.8%)</b>
<b>All youth</b>	<b>22</b>	<b>2</b>	<b>23</b>	<b>2</b>
<b>IEP</b>	<b>28</b>	<b>4</b>	<b>31</b>	<b>6</b>
Autism	20	0	15	5
Deaf-blindness	2	3	3	3
Emotional disturbance	26	1	27	1
Hearing impairment	7	0	7	0
Intellectual disability	15	3	18	1
Multiple disabilities	19	4	15	3
Orthopedic impairment	23	4	15	0
Other health impairment	17	1	9	0
Specific learning disability	21	1	23	2
Speech or language impairment	19	2	19	9
Traumatic brain injury	4	0	4	1
Visual impairment	3	2	6	2
<b>No IEP</b>	<b>23</b>	<b>1</b>	<b>23</b>	<b>1</b>
504 plan but no IEP	10	8	6	4
Neither 504 plan nor IEP	21	1	21	1

Note: The findings for each disability group are based on bias estimates calculated for 87 subgroups given by district, school, and youth characteristics (1,479 total bias estimates across the 17 disability groups). These counts are aggregated from statistics in table 22 and those in appendix E.

Source: National Longitudinal Transition Study 2012.

## C. Nonrespondent Follow-Up Survey

The NLTS 2012 Nonrespondent Follow-Up Survey (NFS) provided an additional method to analyze the potential for unit-level nonresponse bias in the parent and youth surveys. Conducted in summer 2013, the NFS targeted a sample of parents who had not responded to the parent survey by June 2013. It was designed to compare youth whose parent had responded to the parent survey with those whose parent had not responded.

### 1. Survey design and implementation

The goal of the NFS was to survey parents who had not responded to the NLTS 2012 parent survey to determine whether their children had different characteristics or experiences, on average, than those of youth whose parents had responded. Obtaining responses to the NFS would be challenging because the NFS sample was parents who had already not responded to the parent survey. Several survey modes had already been used on the parent survey to try to secure a response, including computer-assisted telephone interviewing in 2012 and a combination of web survey with decentralized in-person follow-up by field interviews in 2013. It was not possible to add a new survey mode to elicit a response from those who were reluctant to participate.

The strategy for the NFS was to focus only on parents and condense the parent survey instrument to a short 5-minute survey covering a subset of key characteristics and experiences. By keeping the survey short, the NFS was designed to make it easy for parents to respond. To efficiently reach parents, the NFS sample was restricted to public school districts and charter schools operating as school districts in large and medium-size district sampling units. Students selected from the small district unit stratum and from state-sponsored special schools were not included in the NFS sampling frame.

The NFS sample was designed to support separate analysis of two groups: all youth with an IEP and all youth without an IEP. Table 24 shows the number of NLTS 2012 parent survey nonrespondents by disability group who were selected for and completed the NFS. The response rate was 45 percent overall, 45 percent among parents of sampled youth with an IEP, and 43 percent among parents of sampled youth without an IEP.

**Table 24. Nonrespondent Follow-Up Survey: Number of parents selected, number of respondents, and response rate, by disability group**

Disability group	Number of parent survey nonrespondents selected for the NFS	Number of respondents to the NFS	Unweighted response rate (percentage)
<b>Total sample (all youth)</b>	<b>1,658</b>	<b>737</b>	<b>44.5</b>
<b>IEP</b>	<b>1,386</b>	<b>621</b>	<b>44.8</b>
Autism	143	66	46.2
Emotional disturbance	146	56	38.4
Intellectual disability	198	98	49.5
Multiple disabilities	169	71	42.0
Other health impairment	185	96	51.9
Specific learning disability	198	83	41.9
Speech or language impairment	170	74	43.5
Less prevalent disability groups <sup>1</sup>	177	77	43.5
<b>No IEP</b>	<b>272</b>	<b>116</b>	<b>42.6</b>

<sup>1</sup>The NFS combined youth with deaf-blindness, hearing impairments, orthopedic impairments, traumatic brain injuries, and visual impairments.

Source: National Longitudinal Transition Study 2012.

## 2. *Method for evaluating nonresponse bias*

The NFS analysis assessed the potential for youth-level nonresponse bias using the measures of estimated bias described in section B. Specifically, the study first compared NLTS 2012 parent survey respondents with nonrespondents who had completed the NFS. Base weights (the inverse of each sample member's probability of selection) were used to calculate estimates for parent survey respondents. A set of nonresponse-adjusted weights were developed for the parent survey nonrespondents who completed the NFS, so that weighted estimates for that group could generalize to the population of all those who did not respond to the parent survey.

The study then compared NLTS 2012 parent survey respondents using the nonresponse-adjusted weights and the full sample (defined to include parent survey respondents plus nonrespondents who completed the NFS). The nonresponse-adjusted weights used were the all youth weights described in chapter 6 (restricted-use data file variable *p\_weight\_allyouth* and *y\_weight\_allyouth*). To assess the statistical significance of the difference between each pair of estimates, the study generated t-test statistics for binary variables and chi-square test statistics for multilevel categorical variables.<sup>17</sup>

Differences between the parent survey and the much shorter NFS may make it harder to interpret or rely on comparisons between the two. In particular:

- **The survey questions differed for some topics.** Respondents to the parent survey were asked several times in different ways whether their child had a disability or received special education services, but the NFS asked a single question about whether the child had ever received special education services.<sup>18</sup> Similarly, the respondents in the parent survey were asked separate questions about current enrollment in school and receipt of instruction in other settings, but these questions were simplified and consolidated for the NFS. Finally, there were several opportunities in the main survey to report that a youth transition planning meeting had occurred and these were consolidated to a single item in the NFS.
- **The periods during which the surveys were administered and the reference periods covered by the survey differed.** Survey respondents in spring and summer 2012 were asked to report on school experiences in school year 2011–2012, and respondents in spring and summer 2013 reported on school year 2012–2013. Approximately half of NLTS 2012 respondents completed the survey in each year. In contrast, all NFS respondents completed the survey in summer 2013 and reported on school year 2012–2013. Therefore, on average, the NFS respondents have older children than the main respondent sample, and their children are thus further along in their transition from school. This sample also includes a larger proportion of youth

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<sup>17</sup> The comparisons between the response-adjusted estimates of parent survey respondents and respondents plus nonrespondents are tests to determine whether the confidence intervals of two estimates overlap. One of the groups being compared (respondents to the parent survey) is a subgroup of the other group being compared in the test (respondents to the parent survey plus respondents to the NFS). The code to conduct these tests in SAS-SUDAAN is similar to box 2, except that the data are stacked (observations for parent survey respondents stacked on top of observations for parent survey respondents plus nonrespondents who completed the NFS) and the CONTRAST option is specified within the PROC DESCRIPT command.

<sup>18</sup> In both surveys, parents who indicated their child had received special education services were also asked when they first received these services.

who have left high school. To facilitate comparisons that control for these differences, separate estimates are presented for the parent sample who responded in 2012 and for those who responded in 2013.

### *3. The potential for youth-level nonresponse bias*

The most serious potential for nonresponse bias suggested by the NFS analysis is the age at which youth with an IEP first received special education services. For youth with an IEP, nonrespondents to the parent survey were less likely than respondents to report their child had first received special education services before age 8, as opposed to age 8 or later, or that they never received services. For youth without an IEP, several differences between respondents and nonrespondents were statistically significant, but none was large enough or affected a large enough proportion of the population to raise similar concerns about the potential for nonresponse bias across a broad range of study estimates.

This section describes the findings for youth with an IEP in detail and then summarizes the findings for youth without an IEP. The description of each set of findings first discusses any differences between parent survey respondents and nonrespondents who completed the NFS, and then discusses differences between respondents and the full sample.

#### *3a. Findings for youth with an IEP*

*Differences between parent survey respondents and the nonrespondents who completed the NFS.* The analysis revealed several statistically significant differences between parent respondents and nonrespondents of youth with an IEP (table 25):

- The largest, and potentially most important, difference was that nonrespondents were less likely than respondents to report their child first received special education services before age 8.<sup>19</sup> Thirty percent of nonrespondents reported their child received special education services before age 8, compared with 48 percent of respondents, a difference of 18 percentage points. Consistent with this finding, nonrespondents were more likely to report their child first received special education services at age 8 or later (59 versus 48 percent) or never received these services (10 versus 4 percent).
- Nonrespondents were more likely than respondents to report their child had greater abilities to perform activities of daily living. Specifically, 44 percent of nonrespondents, compared to 33 percent of respondents, indicated their child's daily living abilities were in the high range.
- Nonrespondents were more likely than respondents to expect their child will complete trade school or two years of college (40 versus 28 percent). Smaller percentages of nonrespondents believed that their child would, at most, obtain a high school credential or not obtain a high school diploma (33 versus 39 percent) or that their child would complete a four-year college degree or higher (27 versus 34 percent).
- Children of nonrespondents were more likely than children of respondents to live with a parent or guardian at least part of the school year, although the difference is small (96 versus 94 percent).

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<sup>19</sup> This variable includes imputed values for 6 percent of parent survey respondents (see chapter 8).

- Respondents and nonrespondents differed on several measures of their children’s school enrollment status, but this difference was driven by differences in survey timing rather than by differences in the experiences of same-age youth in the two groups. Because they were a year older, children of nonrespondents were less likely than children of respondents to be enrolled in school (81 versus 91 percent). Among those enrolled, children of nonrespondents were less likely to be in grade 8 or lower grades (15 versus 27 percent). However, for each of these measures, the differences between nonrespondents and respondents in 2013 were smaller: 81 percent of nonrespondents and 83 percent of respondents had children who were enrolled; 15 percent of nonrespondents and 19 percent of respondents had children in grade 8 or lower.
- Nonrespondents were more likely than respondents to report participating in a transition-planning meeting for their child. Federal guidance specifies that, by age 16, a transition plan be developed for each youth with an IEP to guide course selections and other preparations for leaving school. Approximately 84 percent of parent nonrespondents with children age 16 or older who were currently receiving special education services reported participating in a meeting with school staff to help youth make plans for what they would do after high school, compared with 60 percent of all respondents and 62 percent of 2013 respondents. The difference is difficult to interpret because of differences in the two surveys, which affect both the numerator and denominator of the estimated percentage of parents participating in a transition meeting for their child.

There were no statistically significant differences between NLTS 2012 parent survey respondents and nonrespondents on six measures of youth characteristics, family status, and educational experience:

1. Youth’s health is fair, poor, or good.
2. Respondent is sample member’s parent.
3. Responding parent’s highest level of education.
4. Parent has a paid job.
5. Youth ever repeated a grade.
6. Youth currently receiving special education services (among youth enrolled in school).

*Differences between parent survey respondents and the full sample.* Forty-seven percent of NLTS 2012 parent survey respondents reported that their child first received special education services before age 8, compared with 41 percent for the full sample (combining parent survey respondents and nonrespondents who completed the NFS), a difference of 6 percentage points (table 25). Because youth receiving special education services early may have different capabilities, experiences, and expectations for the future when they reach transition age, this difference in age at which youth first received special education services is a significant source of potential nonresponse bias in the NLTS 2012 parent survey.

There were a few other statistically significant differences between the estimates for the full sample and the parent respondent sample. Relative to children of respondents, the full sample of youth appears to be more likely to:

- Have functional skills scale scores in the high range (37 versus 34 percent, a difference of 3 percentage points)
- Live with a parent during the current school year (95 versus 94 percent, a difference of 1 percentage point)

- Have a parent who expected the youth will complete trade school or two years of college (33 versus 28 percent, a difference of 5 percentage points) with a corresponding lower percentage of the full sample expecting the youth to complete four-year college (31 versus 34 percent, a difference of 3 percentage points)
- Have a parent or other adult household member who attended a transition meeting (69 versus 59 percent, a difference of 10 percentage points)

In addition, youth in the full sample were less likely than youth of parent survey respondents to be:

- Enrolled in school in the survey school year (87 versus 90 percent, a difference of 3 percentage points)
- In grade 8 or lower, if enrolled (23 versus 26 percent, a difference of 3 percentage points)

### *3b. Findings for youth without an IEP*

*Differences between respondents to the NLTS 2012 parent survey and nonrespondents who completed the NSF.* For youth without an IEP, there were fewer statistically significant differences between nonrespondents and respondents (table 26). Nonresponding parents were more likely to assess their child's ability to perform three everyday tasks in the low range of a simple functional abilities scale, and they were less likely to expect their child would attain 4 or more years of college:

- Fourteen percent of nonrespondents provided an assessment of the youth's functional skills that placed the youth in the low category, compared to 6 percent of respondents, a difference of 9 percentage points.
- Fifty-eight percent of nonrespondents expected their youth to attain at least a four-year college degree, compared to 75 percent of respondents, a difference of 17 percentage points. In addition, 33 percent expected their child to complete trade school or a two-year college degree, compared with 15 percent of respondents, a difference of 18 percentage points.

Other differences between nonrespondents and respondents among youth without an IEP were generally small, and none was statistically significant.

*Differences between full sample and respondents.* There were fewer and smaller differences between the full sample and respondents among youth without an IEP than was the case for youth with an IEP. There were small, but statistically significant, differences on the functional abilities scale:

- Nine percent of the full sample was in the low range of the functional abilities scale, compared to 5 percent of the respondent sample, a difference of 4 percentage points.
- Sixty-eight percent of the full sample expected their youth to attain 4 or more years of college, compared to 75 percent of the respondent sample, a difference of 7 percentage points.



**Table 25. Estimates of key survey measures for NLTS 2012 parent survey respondents and nonrespondents who completed the NFS: Youth with an IEP in medium-sized and large primary sampling units**

Survey measure	NLTS 2012 parent survey respondent sample (base weights)	Nonrespondent Follow-Up Survey (nonresponse-adjusted weights)	NLTS 2012 parent survey respondent sample in 2012 (base weights)	NLTS 2012 parent survey respondent sample in 2013 (base weights)	Combined respondent plus nonrespondent sample (nonresponse-adjusted weights)	NLTS 2012 parent survey respondent sample (nonresponse-adjusted weights)
<b>Youth characteristics and living arrangements</b>						
General health of youth is poor, fair, or good	30.6	29.1	33.6*	27.6	30.0	29.9
Youth's functional skills score	^		^			
High (12 to 15)	33.0*	43.5	30.8*	35.1	37.3*	34.0
Medium (7 to 11)	48.2	43.1	50.6*	45.9	46.1	47.9
Low (3 to 6)	18.8*	13.4	18.6	19.0	16.6	18.1
Youth lived with parent or legal guardian during current (or immediate prior) school year	94.0*	96.2	94.3	93.6	94.8*	93.9
<b>Respondent characteristics and relationship to youth sample member</b>						
Respondent is youth's parent	91.4	90.1	91.5	91.4	90.9	91.5
Parent's highest level of education			^			
4-year college or higher (or other)	20.7	19.1	23.8*	17.4	20.1	21.7
Technical or trade school or 2-year college	17.9	18.2	16.4*	19.4	18.0	18.1
High school diploma or GED	39.3	44.1	37.2*	41.5	41.1	39.5
Less than high school	22.1	18.7	22.6	21.7	20.8	20.8
Parent has a paid job now, among youth who lived with parent	62.3	64.3	61.8	62.7	63.0	63.1
<b>Educational experiences and expectations</b>						
Youth enrolled or receiving instruction in current school year	90.7*	81.2	98.7*	82.6	86.9 *	90.3
Grade enrolled in current school year	^		^			
8 or below	27.0*	15.0	34.0*	18.5	22.6*	25.9
9 to 11	54.1	56.9	50.0*	59.0	55.1	54.6
12 or higher (or other)	18.9	28.0	16.0*	22.5	22.3	19.5
Youth not enrolled because they had graduated or received diploma	6.1*	12.0	0.8*	11.5	8.5	6.5
Youth who ever repeated a grade	35.7	32.6	34.7	36.8	34.5	35.7
Youth who ever received special education services	95.7*	90.0	95.9	95.6	93.3*	95.5

Table 25 (continued)

Survey measure	NLTS 2012 parent survey respondent sample (base weights)	Nonrespondent Follow-Up Survey (nonresponse-adjusted weights)	NLTS 2012 parent survey respondent sample in 2012 (base weights)	NLTS 2012 parent survey respondent sample in 2013 (base weights)	Combined respondent plus nonrespondent sample (nonresponse-adjusted weights)	NLTS 2012 parent survey respondent sample (nonresponse-adjusted weights)
Age when youth first received special education services	^		^			
Before age 8	47.8*	30.4	51.1*	44.6	40.7*	46.8
Age 8 or later	47.9*	59.4	44.6*	51.1	52.6*	48.6
Parent said youth never received special education services	4.4*	10.2	4.4	4.3	6.7*	4.6
Youth who currently receive special education services, among youth enrolled in school or receiving Instruction	89.7	83.0	93.0*	86.3	87.3	89.3
Youth whose parent or other adult household member attended a transition meeting, among youth receiving special education and are 16 or older	59.5*	83.9	56.4	62.0	68.8*	59.3
Parent's educational expectations for youth	^		^			
4-year college or higher	33.6*	26.8	35.5*	31.9	30.9*	33.8
Trade school or 2-year college	27.5*	40.0	24.3*	30.5	32.6*	27.8
High school or less (includes GED or certificate of completion or attendance)	38.9	33.1	40.2	37.6	36.5	38.4
<b>Total observations in data set</b>	<b>8,768</b>	<b>580</b>	<b>4,610</b>	<b>4,158</b>	<b>9,348</b>	<b>8,768</b>

Key: ^: significant ( $p \leq 0.05$ ) chi-squared test, \*: significant t-test for tests between adjacent pairs of columns. For categorical variables, t-tests on individual categories are conducted only if a chi-squared test of all categories is significant.

Source: National Longitudinal Transition Study 2012.

**Table 26. Estimates of key survey measures for NLTS 2012 parent survey respondents and nonrespondents who completed the NFS: Youth without an IEP in medium-sized and large primary sampling units**

Survey measure	NLTS 2012 parent survey respondent sample (base weights)	Nonrespondent Follow-Up Survey (nonresponse-adjusted weights)	NLTS 2012 parent survey respondent sample in 2012 (base weights)	NLTS 2012 parent survey respondent sample in 2013 (base weights)	Combined respondent plus nonrespondent sample (nonresponse-adjusted weights)	NLTS 2012 parent survey respondent sample (nonresponse-adjusted weights)
<b>Youth characteristics and living arrangements</b>						
General health of youth is poor, fair, or good	15.1	20.9	18.9	12.1	17.4	14.7
Youth's functional skills score	^					
High (12 to 15)	50.3	46.5	51.1	49.7	48.7	51.5
Medium (7 to 11)	44.2	39.1	44.7	43.8	42.1	43.1
Low (3 to 6)	5.5*	14.4	4.2	6.5	9.2*	5.4
Youth lived with parent or legal guardian during current (or immediate prior) school year	95.6	95.8	97.2*	94.4	95.7	95.7
<b>Respondent characteristics and relationship to youth sample member</b>						
Respondent is youth's parent	94.6	94.2	95.2	94.1	94.5	94.7
Parent's highest level of education	^					
4-year college or higher (or other)	30.4	19.9	33.3*	28.1	26.2*	31.5
Technical or trade school or 2-year college	17.4	24.7	16.0	18.5	20.3	17.3
High school diploma or GED	34.3	38.5	30.9*	37.0	35.9	34.5
Less than high school	18.0	16.9	19.9	16.5	17.6	16.8
Parent has a paid job now, among youth who lived with parent	70.4	77.4	70.6	70.2	73.1	70.3
<b>Educational experiences and expectations</b>						
Youth enrolled or receiving instruction in current school year	91.8	85.6	99.5*	85.8	89.3	91.2
Grade enrolled in current school year	^					
8 or below	26.7	23.6	34.8*	19.4	25.5	25.4
9 to 11	53.8	47.8	52.2	55.2	51.5	53.7
12 or higher (or other)	19.5	28.6	13.0*	25.4	22.9	20.9
Youth not enrolled because they had graduated or received diploma	6.3	8.7	0.7*	10.6	7.2	6.8
Youth who ever repeated a grade	11.0	19.4	12.5	9.9	14.4	10.8
Youth who ever received special education services	9.3	10.9	10.8	8.0	9.9	9.2
Age when youth first received special education services						
Before age 8	3.1	4.7	3.2	3.1	3.8	3.2
Age 8 or later	4.3	6.2	3.1	5.3	5.1	4.3

Table 26 (continued)

Survey measure	NLTS 2012 parent survey respondent sample (base weights)	Nonrespondent Follow-Up Survey (nonresponse-adjusted weights)	NLTS 2012 parent survey respondent sample in 2012 (base weights)	NLTS 2012 parent survey respondent sample in 2013 (base weights)	Combined respondent plus nonrespondent sample (nonresponse-adjusted weights)	NLTS 2012 parent survey respondent sample (nonresponse-adjusted weights)
Parent said youth never received special education services	92.5	89.1	93.7	91.7	91.1	92.6
Youth who currently receive special education services, among youth enrolled in school or receiving Instruction	4.4	6.2	4.6	4.2	5.1	4.3
Youth whose parent or other adult household member attended a transition meeting, among youth receiving special education and are 16 or older	60.6*	‡	33.9*	72.2	67.1	61.5
Parent's educational expectations for youth	^					
4-year college or higher	75.3*	58.0	75.7	74.9	68.2*	75.5
Trade school or 2-year college	14.9*	33.2	13.0	16.3	22.8*	14.8
High school or less (includes GED or certificate of completion or attendance)	9.9	8.9	11.3	11.3	9.5	9.7
<b>Total observations in data set</b>	<b>2,161</b>	<b>110</b>	<b>998</b>	<b>1,163</b>	<b>2,271</b>	<b>2,161</b>

Key: ^: significant ( $p \leq 0.05$ ) chi-squared test, \*: significant ( $p \leq 0.05$ ) t-test for tests between adjacent pairs of columns. For categorical variables, t-tests on individual categories are conducted only if a chi-squared test of all categories is significant. ‡ indicates that reporting standards not met.

## D. How potential nonresponse bias affects the NLTS 2012 findings

The findings from comparing the NLTS 2012 parent survey respondents and the nonrespondents who completed the NFS suggest the potential for nonresponse bias in the analysis of the parent and youth surveys. Specifically, the apparent overrepresentation of youth with an IEP receiving special education services before age 8 could generate biased findings.

The study conducted an NFS-reweighted sensitivity analysis to assess the potential extent of this bias. A new set of weights were developed to reflect the estimated distribution of ages when the full sample first received special education services, drawing on both the NLTS 2012 parent survey and the NFS. The NFS-reweighted sensitivity analysis used these weights instead of the study analytic weights to re-estimate group means for all the parent and youth survey variables contained in Volumes 1 and 2. The study then compared the NFS-reweighted estimates with those presented in Volumes 1 and 2 to assess the robustness of the findings in each volume.<sup>20</sup> The NFS-reweighted sensitivity analysis did not examine estimates in Volume 3 but the findings reported in this discussion nevertheless apply broadly to that volume as well because nearly all the variables analyzed in that volume are drawn from Volumes 1 and 2.

The findings from the NFS-reweighted sensitivity analysis indicate that the potential bias associated with the age when youth first received special education services changes few of the estimates presented in Volumes 1 and 2, and would not appreciably alter key conclusions. The main findings, which are discussed further in the text that follows, are as follows:

- **Nearly all NFS-reweighted sensitivity estimates differed from those in Volumes 1 and 2 only by small amounts.** In each volume, 95 percent of estimates changed by at most 1 percentage point.
- **Nearly all of the main tests of statistical significance reported in Volumes 1 and 2 are unchanged using the NFS-reweighted estimates.** For Volume 1, only 2 percent of the approximately 1,200 between-group hypothesis tests changed in the sensitivity analysis from statistically significant to not statistically significant or vice versa. For Volume 2, only 3 percent of approximately 1,900 between-group hypothesis tests changed in terms of statistical significance.
- **None of the key conclusions in Volumes 1 and 2 were affected.** The changes in point estimates did not materially affect the highest-level study conclusions presented in the executive summaries of Volumes 1 and 2 of the NLTS 2012 report.

The rest of this section presents additional detail on the methods and findings.

### *1. Method for evaluating nonresponse bias*

The first step to determine how overrepresentation of youth with an IEP who receive services before age 8 might affect study findings was creating a new set of weights that incorporated information from the NFS. These weights adjusted the study's enrolled youth weights (see chapter 6) so that the distribution of ages when youth first receive special education services among the weighted NLTS 2012 respondent sample enrolled in

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<sup>20</sup> The set of comparisons were based on all results provided in the appendices of these two report volumes.

school matched that of the full sample, estimated by combining the nonrespondent data from the NFS with the respondent data from the NLTS 2012 parent survey. The NFS-reweighted sensitivity analysis included only youth whose parent reported they were enrolled in an educational program during the school year covered by the survey to maintain the same sample that was used in the analyses for Volumes 1 and 2 (in contrast to the nonresponse bias analyses described earlier in this chapter, which included youth who were and were not enrolled in school the year of the survey).

The weighting adjustments based on the NFS were made only for sample members with an IEP according to the school district. Specifically, among sampled youth whose district reported they had an IEP, three groups were formed, separately for both parents and youth respondents: (1) youth whose parents reported the student first received special education before age 8, (2) those who first received special education at age 8 or older, and (3) those whose parent reported the youth never received special education. The enrolled youth weights were then modified so they had the same weighted distribution across these three groups as the combined sample of NLTS 2012 parent survey respondents and the NFS respondents.

Next, the study used the sensitivity analysis weights to recalculate all point estimates and standard errors presented in the NLTS 2012 report, Volumes 1 and 2. Finally, the new estimates were compared with the report estimates to assess the size and statistical significance of the differences.

The validity of this approach relies on two important assumptions:

- **The weighted data from respondents to the NFS accurately reflect the distribution of all nonrespondents to the NLTS 2012 parent survey in terms of the age when youth first received special education services.** However, the NFS may not be representative of all NLTS 2012 parent survey nonrespondents because it was limited to the strata of medium-sized and large district units, and it had a parent response rate of approximately 40 percent.
- **The effects of any potential for nonresponse bias in the estimates in the NLTS 2012 report can be addressed by realigning the weighted distributions of parents and youth based on the variable capturing when youth first received special education services.** In other words, the analysis assumes that the characteristics and experiences of respondents in each category of age-at-first-IEP are representative of the nonrespondents in the corresponding category.

The study did not use separate adjustment factors for individual IDEA disability groups because doing so would have increased the variance of the estimates, given the limited sample sizes in the NFS. The value for the adjustment factor was heavily influenced by the results for students in 4 of the 12 IDEA disability categories, which together represent more than 80 percent of students with an IEP. These four IDEA disability categories are specific learning disability (51 percent), other health impairment (14 percent), and intellectual disability and emotional disturbance (each around 9 percent). This approach reduced the variation in the sensitivity analysis weights and potentially increased the precision for the reweighted estimates for all youth with an IEP. However, this approach might make the reweighted estimates for some IDEA disability groups less accurate.

For the parent survey, the NFS-reweighted sensitivity weights reduced the average weight for parents of youth who first received special education before age 8 and increased the average weight for parents of youth identified later or never (table 27, columns 1 and 2). Columns 3 and 4 show the approximate percentage change in the average weight of each group based on age at first receipt of special education due to the

addition of the NFS respondents, and the weight adjustment factor. For example, including NFS respondents reduced the average weight for youth who first received special education services before age 8 by 11.8 percent. Including these respondents increased the average weights for youth who first received special education services at age 8 or never by 6.5 and 65.0 percent, respectively.

**Table 27. Average weight and adjustment factors based on parent report of age at which youth first received special education, for youth with an IEP and enrolled in school during the year of interview**

Variable	Average weight			
	NLTS 2012 parent survey respondents <sup>1</sup> (percentage)	Combined NLTS 2012 parent survey respondents and NFS respondents <sup>2</sup> (percentage)	Change in average weight (percentage)	Weight adjustment factor
<b>Parent survey</b>				
Before age 8	48.0	42.3	-11.8	0.882
Age 8 or older	48.2	51.3	+6.5	1.065
Youth never received special education services	3.9	6.4	+65.0	1.650
<b>Youth survey</b>				
Before age 8 (based on parent report)	47.7	48.5	+1.7	1.017
Age 8 or older	48.3	47.7	-1.3	.987
Youth never received special education services	4.0	3.9	-4.0	.960

<sup>1</sup> The estimates are computed using the nonresponse-adjusted weights for survey respondents (that is, the enrolled youth weights).

<sup>2</sup> The estimates for the combined NLTS 2012 parent survey respondents and the NFS respondents are computed using the unadjusted weights for NLTS 2012 parent survey respondents and the nonresponse-adjusted weights for the NFS respondents.

Source: National Longitudinal Transition Study 2012.

For the youth survey, the sensitivity weights had smaller effects on the distribution of the age when youth first received special education services than was the case for the parent survey (lower panel of table 27). Consequently, the weight adjustment factors for the youth survey were close to 1. Specifically, the average weight for youth who first received special education services before age 8 was 1.7 percent higher under the sensitivity weight than under the enrolled youth weight. It was 1.3 and 4.0 percent lower, respectively, for youth who first received special education services at age 8 or later or who never received them.

After applying the appropriate adjustment factor to the enrolled youth weight of each sample member with an IEP, survey measures reported in Volumes 1 and 2 were re-estimated using the sensitivity weight. The measures considered in each volume include indicators of personal, family, and school characteristics; health, functional abilities, and independence; engagement in school and with friends; academic services and supports received through school and at home; and preparation for the future. The resulting sensitivity estimates were compared with those reported in the two volumes as follows:

- **NFS-reweighted sensitivity analyses for Volume 1.** The sensitivity analyses focused on comparisons between youth with an IEP and three groups of other youth: all youth without an IEP, youth with a 504 plan but no IEP, and youth with neither a 504 plan nor an IEP.
- **NFS-reweighted sensitivity analyses for Volume 2.** The sensitivity analyses focused on comparisons between each of the 12 IDEA disability groups and the average for all youth with an IEP.

Because the goal of the NFS-reweighted sensitivity analysis is to determine whether nonresponse bias could affect the findings reported in Volumes 1 and 2, the analysis follows the convention used in those reports. A difference is designated as statistically significant if the hypothesis of no difference is rejected using a two-

tailed t-test with a 95 percent confidence level. Because of the large number of comparisons made and to call attention to substantive and policy relevant findings, the volumes highlight only the statistically significant differences that are at least 5 percentage points—referred to in this design documentation as “substantial” differences.

In the NFS-reweighted sensitivity analysis results, a between-group comparison is counted as having changed statistical significance status if it shifted across one of the following three categories:

1. Not statistically significant (and magnitude of between-group differences is not evaluated)
2. Statistically significant and less than 5 percentage points (not substantial)
3. Statistically significant and at least 5 percentage points (substantial)

## 2. NFS-reweighted sensitivity analysis findings

*Nearly all estimates for all youth with an IEP and for each IDEA disability group only changed by a small amount using the sensitivity analysis weights, leading to few changes.* In terms of magnitudes, 95 percent of the estimates in Volumes 1 and 2 shifted by 1.0 percentage points or less (table 28). No estimate changed by more than 1.6 percentage points in Volume 1, and no estimate changed by more than 2.6 percentage points in Volume 2. In addition, at least 80 percent of the estimates in each report changed by, at most, 0.5 percentage points (88 percent for Volume 1 and 80 percent for Volume 2).

**Table 28. Changes in magnitude for estimates of study measures for all youth with an IEP and for each IDEA disability group when NFS-reweighted estimates are used**

Report volume/domain (appendix)	Percentage of changes within the indicated absolute value range				
	C < 0.05	C ≤ 0.1	C ≤ 0.5	C ≤ 1.0	C ≤ 1.5
<b>Volume 1/domain (appendix)</b>					
Background characteristics (B)	16.2	37.8	89.2	100.0	100.0
Health, functional abilities, and independence (C)	14.6	38.7	76.7	86.9	98.6
Engagement in school and with friends (D)	32.3	64.6	98.1	100.0	100.0
Academic supports (E)	32.5	62.5	100.0	100.0	100.0
Preparation for life after high school (F)	4.3	26.0	69.5	95.6	99.9
Cumulative percentage less than or equal to indicated range	23.1	50.8	88.4	95.2	99.5
<b>Volume 2/domain (appendix)</b>					
Background characteristics (B)	17.1	42.2	90.6	99.7	100.0
Health, functional abilities, and independence (C)	17.3	37.3	74.0	92.7	98.3
Engagement in school and with friends (D)	21.3	50.4	91.5	98.2	100.0
Academic supports (E)	12.1	31.1	74.8	94.9	100.0
Preparation for life after high school (F)	12.9	26.5	68.8	92.6	99.6
Cumulative percentage less than or equal to indicated range	16.7	38.7	80.3	95.5	99.5

C=Absolute value of change measured in percentage points.

Source: National Longitudinal Transition Study 2012.



*Changes in whether estimates of group means differed by statistically significant or substantial amounts occurred for a small percentage of the between-group comparisons presented in the NLTS 2012 report.* In Volume 1, only 3 percent of estimates of differences in group means changed status as statistically significant and substantial (exceeding 5 percentage points), statistically significant but not substantial, or not statistically significant (table 29, column 3). Furthermore, only 2 percent changed solely in terms of whether they were statistically significant or not, irrespective of magnitude (column 4). These findings are based on approximately 1,200 comparisons between all youth with an IEP and the three groups of youth without an IEP (all, those with a 504 plan, and those without a 504 plan) contained in the appendices of the NLTS 2012 report Volume 1. The 1,200 comparisons are across all levels of 151 study measures. That is, each categorical level of each measure in the volume (e.g., agree a lot, agree a little, disagree a little, disagree a lot) provides a set of three comparisons between groups of youth.

In Volume 2, only 4 percent of estimates of mean differences changed status as statistically significant and substantial, statistically significant but not substantial, or not statistically significant. Furthermore, only 3 percent changed solely in terms of whether they were statistically significant or not, irrespective of magnitude. These findings are based on approximately 1,900 comparisons between each of the 12 IDEA disability groups and the average for all youth with an IEP on nearly the same set of study measures.<sup>21</sup>

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<sup>21</sup> Unlike the case in Volume 1, the appendices to Volume 2 only analyze dichotomized versions of many categorical variables because of the larger number of groups being compared. This is the primary reason why the number of between-group comparisons in Volume 2 is not dramatically larger than in Volume 1. For example, the Volume 2 analysis of several survey items about youth perceptions of school focuses on the proportions of youth who “agree a lot or a little” compared with responses of “disagree a lot or a little.”

**Table 29. Number and percentage of between-group comparisons made in the NLTS 2012 report Volumes 1 and 2 that result in a different hypothesis test outcome using the NFS-reweighted sensitivity estimates**

Report volume/domain	Between-group comparison level					Study measure level		
	Number of comparisons <sup>4</sup> (total)	Different result for whether two means differ by a statistically significant or substantial margin <sup>2</sup>		Different result for whether two means differ by a statistically significant margin regardless of magnitude <sup>3</sup>		Measures where at least one comparison involving the measure changes in status as statistically significant and/or substantial <sup>5</sup>		
		Comparisons affected (total)	Comparisons affected (percentage)	Comparisons affected (total)	Comparisons affected (percentage)	Number of measures <sup>4</sup> (total)	Measures affected (total)	Measures affected (percentage)
<b>Volume 1 domain (appendix)</b>								
Background characteristics (B)	111	5	4.5	5	4.5	20	3	15.0
Health, functional abilities, and independence (C)	411	12	2.9	6	1.5	46	8	17.4
Engagement in school and with friends (D)	483	13	2.7	7	1.4	51	6	11.8
Academic supports (E)	120	4	3.3	4	3.3	11	2	18.2
Preparation for life after high school (F)	69	0	0.0	0	0.0	23	0	0.0
<b>Total</b>	<b>1,194</b>	<b>34</b>	<b>2.8</b>	<b>22</b>	<b>1.8</b>	<b>151</b>	<b>19</b>	<b>12.6</b>
<b>Volume 2 domain (appendix)</b>								
Background characteristics (B)	324	17	5.2	10	3.1	27	12	44.4
Health, functional abilities, and independence (C)	564	18	3.2	14	2.5	47	15	31.9
Engagement in school and with friends (D)	456	19	4.2	15	3.3	38	16	42.1
Academic supports (E)	336	9	2.7	3	0.9	28	7	25.0
Preparation for life after high school (F)	264	13	4.9	6	2.3	22	8	36.4
<b>Total</b>	<b>1,944</b>	<b>76</b>	<b>3.9</b>	<b>48</b>	<b>2.5</b>	<b>162</b>	<b>58</b>	<b>35.8</b>

<sup>1</sup> Indicates the sum across all the levels of all the measures examined in the volumes, multiplied by the number of between-group comparisons per measure. The number of between-group comparisons per measure is 3 for Volume 1 and 12 for Volume 2.

<sup>2</sup> Indicates the number and percentage of comparisons where the outcome of the hypothesis test changes between the following statuses: (1) not statistically significant, (2) statistically significant and magnitude of difference is less than 5 percentage points, or (3) statistically significant and magnitude of difference is at least 5 percentage points.

<sup>3</sup> Indicates the number and percentage of comparisons where the outcome of the hypothesis test changes between the following statuses: (1) not statistically significant or (2) statistically significant.

<sup>4</sup> Indicates the sum across all the measures examined in the volumes, treating different levels of a measure as the same measure.

<sup>5</sup> Indicates the number and percentage of measures where the outcome of at least one hypothesis test involving the measure changes between the following statuses: (1) not statistically significant, (2) statistically significant and magnitude of difference is less than 5 percentage points, or (3) statistically significant and magnitude of difference is at least 5 percentage points.

Source: National Longitudinal Transition Study 2012.

*Changes in estimates used for comparing youth with and without an IEP do not alter key findings presented in Volume 1.* To provide a more concrete understanding of how the NFS-reweighted sensitivity estimates may affect specific key study findings and conclusions, table 30 lists the 105 variables that are included in the main body of Volume 1 (drawn from 151 total measures included in its appendices). The table shows the value of these key variables for all youth with an IEP using the enrolled youth analysis weights, the change in the value due to the NFS-reweighted sensitivity analysis weights, and an indication of whether the sensitivity analysis result changed the statistical and/or substantive significance of each difference between all youth with an IEP and all youth without an IEP.

All but 6 of the 105 estimates for youth with an IEP change by an amount less than or equal to 1.0 percentage point in absolute value. In all six cases that do change by more than 1.0 percentage point, the conclusion about whether there was a statistically significant and/or substantive difference between all youth with IEP and all youth without an IEP was unaffected.

Two of the 105 estimates (about 2 percent) of comparisons between youth with and without an IEP resulted in a different hypothesis test outcome:

- **Percentages of youth who are limited English language proficient (NLTS 2012 report, Volume 1, figure 5).** The point estimate for youth with an IEP increased by 0.3 percentage points using the sensitivity analysis weights. The difference between youth with an IEP and all youth without an IEP changes from “not statistically significant” to “statistically significant but not substantial.”
- **Percentages of youth attending a lower-performing school (NLTS 2012 report, Volume 1, figure 7).** The point estimate for youth with an IEP increased by 0.4 percentage points using the simulation weights. The difference between youth with an IEP and all youth without an IEP changes from “not statistically significant” to “statistically significant but not substantial.”

*Changes in estimates used for comparing specific IDEA disability groups and all youth with an IEP do not alter key findings presented in Volume 2.* The executive summary of the Volume 2 report presents data on seven key measures for youth in each IDEA disability group that are associated with positive post-high school outcomes among youth with an IEP. The seven key measures are (1) above or below average on the activities of daily living index, (2) gets together weekly with friends, (3) participates in a school sport or club, (4) has never been suspended, (5) has taken a college entrance or placement test, (6) has recent paid work experience, and (7) parent expects youth to live independently. As an example of how the NFS-reweighted sensitivity analysis would affect a set of key findings in Volume 2, the study examined whether it would alter the overall designation of each disability group as, on average, “higher risk than all youth with an IEP” or “similar or lower risk than all youth with an IEP.” The NFS-reweighted results do not affect which disability groups are placed in the two risk categories based on the seven key measures.

In particular, youth with autism, deaf-blindness, intellectual disabilities, multiple disabilities, or orthopedic impairments appear to be at higher risk based on at least three of the measures under both the enrolled youth analysis weights and the NFS-reweighted sensitivity analysis weights. The other disability groups have similar or lower risk, on average, than all youth with an IEP under both sets of weights.<sup>22</sup>

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<sup>22</sup> Similar or lower risk than all youth with an IEP is defined in Volume 2 as not being at higher risk on at least three of the seven measures.

Although the NFS-reweighted sensitivity analysis weights do not affect the overall risk designations, some designations on the individual measures changed for two disability groups:

- **For youth with hearing impairments, two of the seven key measures in Volume 2 change.** First, instead of the proportion who get together with friends weekly being close to the average for all youth with an IEP, the proportion in the sensitivity analysis is below average (higher risk than all youth with an IEP). Second, instead of parents of youth with hearing impairments being more likely than parents of all youth with an IEP to expect their child to live independently by age 30, the proportion with this expectation in the sensitivity analysis is not statistically different from that of all youth with an IEP on average. Because youth with hearing impairments are not at higher risk based on any of the other five key measures, these two changes (particularly the first one) do not elevate the group's overall risk status.
- **For youth with other health impairments, one of the seven key measures in Volume 2 changes.** Specifically, the proportion of parents who expect their child to live independently changes from being larger than that of youth with an IEP on average by a statistically significant margin exceeding 5 percentage points to being larger by a statistically significant margin that is smaller than 5 percentage points. This change does not elevate the overall risk status of youth with other health impairments; they remain at similar or lower risk than youth with an IEP overall.

In summary, reweighting to compensate for the greater nonresponse of parents who reported their child first received special education services at age 8 or later or never received services produced changes in some estimates for youth with an IEP. However, these changes were small compared with the differences between youth with and without an IEP, and did not materially affect conclusions about differences in their characteristics or experiences. Changes in point estimates and estimates of between-group differences were similarly small and infrequently statistically significant for the comparisons of each IDEA disability group to all youth with an IEP.

**Table 30. Key estimates for youth with an IEP from the NLTS 2012 report Volume 1 and their sensitivity due to reweighting based on age at which youth first received special education services**

Domain/measure	Volume 1 estimate for youth with IEP <sup>1</sup>	Change in Volume 1 estimate for youth with IEP due to NFS reweighting <sup>2</sup>	Change in significance status of difference between youth with IEP and youth without an IEP (using NFS reweighting) <sup>3</sup>	Volume 1 appendix table
<b>Background and school characteristics of youth (chapter 2, appendix B)</b>				
Figure 1. Percentages of youth who live in low-income households	57.6	0.4		B-1
Table 1. Percentages of youth that received federal benefits through three federal assistance programs for low-income households in the past two years				
Supplemental Nutrition Assistance Program	34.7	0.1		B-3
Temporary Assistance for Needy Families	10.1	0.1		B-4
Supplemental Security Income	22.2	-0.9		B-5
Figure 2. Percentages of youth whose parent or parent's spouse has a 4-year college degree or higher	26.3	-0.2		B-6
Figure 3. Percentages of youth whose parent or parent's spouse has a job	79.9	0.0		B-7
Figure 4. Percentages of youth whose parent is not married or in a marriage-like relationship	37.1	-0.1		B-11
Figure 5. Percentages of youth who are male	66.7	-0.3		B-13
Table 2. Percentages of youth who are black, Hispanic, or another race or ethnicity				B-14
Black and non-Hispanic (average)	19.0	0.1		
Hispanic (average)	23.6	0.8		
Neither black nor Hispanic (average)	57.4	-0.8		
Figure 6. Percentages of youth with limited English proficiency	9.6	0.3	Not=>Sig	B-15
Table 3. Percentages of youth in three age groups				B-16
13 to 14 years old	35.5	-0.2		
15 to 18 years old	59.4	0.4		
19 to 22 years old	5.1	-0.2		
Figure 7. Percentages of youth who attend a lower-performing school	26.7	0.4	Not=>Sig	B-17
Table 4. Percentages of youth who attend a school in a city, suburb, or town or rural area				
City	28.2	0.3		B-18
Suburb	33.8	-0.1		
Town or rural	38.0	-0.3		
Figure 8. Percentages of youth who attend a school in the highest national quartile of students with an IEP	34.4	-0.2		B-19
<b>Challenges related to health, functional abilities, and Independence (chapter 3, appendix C)</b>				
Figure 9. Percentages of youth who do not have very good general health	29.7	-0.5		C-1
Figure 10. Percentages of youth who have a chronic physical or mental health condition	28.1	-1.1		C-2
Figure 11. Percentages of youth who use prescription behavioral medicine	27.3	-0.8		C-3
Table 5. Percentages of youth who have trouble communicating and understanding what other people say to them				
Trouble communicating by any means	28.6	-1.3		C-4
Trouble understanding what other people say to them	43.7	-1.5		C-5

Table 30 (continued)

Domain/measure	Volume 1 estimate for youth with IEP <sup>1</sup>	Change in Volume 1 estimate for youth with IEP due to NFS reweighting <sup>2</sup>	Change in significance status of difference between youth with IEP and youth without an IEP (using NFS reweighting) <sup>3</sup>	Volume 1 appendix table
Table 6. Percentages of youth who have trouble seeing, hearing, using arms and hands, and using legs and feet				
Trouble seeing with glasses or contacts	22.5	-0.5		C-8
Trouble hearing with a hearing aid	5.4	-0.2		C-9
Trouble using arms and hands	10.1	-0.4		C-10
Trouble using legs and feet	8.6	-0.4		C-11
Table 7. Percentages of youth who complete activities of daily living without help at least pretty well or usually				
Using an ATM or cash machine	37.1	1.3		C-13
Making appointments	30.4	1.4		C-14
Getting to places outside the home	84.8	0.9		C-15
Fixing their own breakfast or lunch	52.2	0.5		C-16
Doing laundry	29.6	0.7		C-17
Straightening up their own room or living area	48.2	0.6		C-18
Buying a few things at the store that they need	39.9	0.9		C-19
Table 8. Percentages of youth who are gaining experience managing money				
Has a savings or checking account	44.5	-0.1		C-21
Has an allowance or other money they can decide how to spend	61.3	0.1		C-22
Figure 12. Percentages of youth who have a driver's license or learner's permit	27.9	0.4		C-23
Table 9. Percentages of youth who report pursuing activities that demonstrate personal autonomy at least most of the time				
Choosing with friends the activities they want to do	56.1	0.3		C-25
Writing letters, texts, or talk on phone to friends and family	62.1	0.4		C-26
Choosing gifts to give to family and friends	48.8	0.1		C-27
Planning weekend activities that they like to do	51.5	0.3		C-28
Going to restaurants that they like	48.6	0.1		C-29
Going to movies, concerts, and dances	38.5	0.1		C-30
Volunteering in activities of interest	41.0	0.2		C-31
Table 10. Percentages of youth who report a positive sense of self-direction according to two indicators				
Knows how to make good choices	94.4	0		C-33
Confident in own abilities	92.0	0.1		C-34
<b>Youth engagement in school and with friends (chapter 4, appendix D)</b>				
Table 13. Percentages of youth who have positive views about their school environment				
Feel part of this school	83.5	0.0		D-1
Feel close to people at school	80.1	-0.1		D-2
Feel happy to be at this school	83.3	0.0		D-3

Table 30 (continued)

Domain/measure	Volume 1 estimate for youth with IEP <sup>1</sup>	Change in Volume 1 estimate for youth with IEP due to NFS reweighting <sup>2</sup>	Change in significance status of difference between youth with IEP and youth without an IEP (using NFS reweighting) <sup>3</sup>	Volume 1 appendix table
Feel safe at school	89.0	0.0		D-4
Teachers encourage students to do their best	92.2	0.0		D-5
An adult at the school listens to me when I have something to say	91.8	-0.1		D-6
An adult at the school believes I will be a success	93.9	0.1		D-7
An adult at the school tells me when I do a good job	93.6	0.0		D-8
Table 14. Percentages of youth who are having trouble with coursework				
Class work is hard to learn	53.9	-0.5		D-13
Has trouble keeping up with homework	47.3	-0.4		D-14
Needs more help from teachers	50.4	-0.4		D-15
Figure 13. Percentages of youth who have repeated a grade	32.2	-0.1		D-17
Figure 14. Percentages of youth who participated in a school sport or club in the past year	63.5	0.3		D-18
Figure 15. Percentages of youth who participated in a sport or club organized outside of school in the past year	54.6	0.2		D-26
Figure 16. Percentages of youth who usually got together with friends outside of school at least weekly in the past year	51.8	0.6		D-33
Percentages of youth who communicate daily with friends using texts and social media				
Texting	54.4	0.5		D-34
Facebook, twitter, and social media	43.3	0.5		D-35
Table 16. Percentages of youth who report types of bullying experiences during the school year				
Teased or called names at school	37.0	-0.4		D-39
Students made up something about me to make others not like me	26.8	-0.1		D-40
Physically attacked or in fights at school or on their way to or from school	14.0	-0.1		D-41
Someone said I would not be their friend unless I did something for them	11.7	-0.2		D-42
Teased or threatened through email, texts, or other electronic methods	12.0	-0.1		D-43
Had things stolen from my locker, desk, or other place at school	21.6	0.2		D-44
Table 17. Percentages of youth who were tardy or skipped class at least weekly during the school year				
Late for class	20.1	0.0		D-45
Cut or skipped class	3.8	0.0		D-46
Late for school	9.0	0.1		D-47
Figure 17. Percentages of youth who have received an out-of-school suspension	29.0	0.0		D-49
Figure 18. Percentages of youth who have been expelled from school	8.1	0.0		D-50
Figure 19. Percentages of youth who have been arrested in the past two years	5.7	0.0		D-51
<b>Academic supports that youth receive (chapter 5, appendix E)</b>				
Table 20. Percentages of youth who received types of school-based academic support during the school year				

Table 30 (continued)

Domain/measure	Volume 1 estimate for youth with IEP <sup>1</sup>	Change in Volume 1 estimate for youth with IEP due to NFS reweighting <sup>2</sup>	Change in significance status of difference between youth with IEP and youth without an IEP (using NFS reweighting) <sup>3</sup>	Volume 1 appendix table
Academic help outside school hours	72.0	0.5		E-1
Guidance on what courses to take in high school	73.0	0.4		E-2
Took catch-up courses during regular school hours	14.3	0.4		E-5
Figure 20. Percentages of youth whose parent or another adult in the household attended a parent-teacher conference during the school year	84.3	-0.4		E-6
Figure 21. Percentages of youth whose parent or another adult in the household helped them with homework at least once a week during the school year	61.9	0.0		E-7
Table 21. Percentages of youth whose parent or another adult in the household who were involved in school or class activities during the school year				
Parent attended a school or class event	57.8	-0.1		E-9
Parent attended a general school meeting	74.6	-0.3		E-10
Parent volunteered at school	21.6	0.1		E-11
<b>How youth are preparing for life after high school (chapter 6, appendix F)</b>				
Figure 22. Percentages of youth who expect to obtain postsecondary education	76.1	0.5		F-1
Table 24. Percentages of youth who expect to obtain various levels of postsecondary education				
4-year college degree or higher	51.0	0.8		F-2
2-year college or technical or trade school	25.1	-0.3		F-3
High school diploma or GED	22.2	-0.4		F-4
Will not get a high school diploma or GED	1.7	-0.1		F-5
Table 25. Percentages of parents who expect their children to obtain postsecondary education				
Some postsecondary education	61.4	0.8		F-6
4-year college degree or higher	34.3	1.0		F-7
2-year college or technical or trade school	27.1	-0.2		F-8
Table 26. Percentages of youth whose parents perceive issues for their children with obtaining postsecondary education				
Youth is not academically or socially ready	42.7	-0.9		F-9
Youth needs to work after high school	60.2	0.0		F-10
Not sure how to get financial aid or help paying for school	36.2	0.1		F-11
Not have enough information about education and training options	42.1	-0.1		F-12
Figure 23. Percentages of youth who have taken a college entrance or placement test	41.7	0.8		F-16
Figure 24. Percentages of youth who have taken a course for college credit during high school	9.0	0.4		F-17
Figure 25. Percentages of youth who received help from school staff with the college application process during the school year	54.4	0.3		F-18
Figure 26. Percentages of youth who have had paid work experience in the past year	40.2	0.2		F-20



Table 30 (continued)

Domain/measure	Volume 1 estimate for youth with IEP <sup>1</sup>	Change in Volume 1 estimate for youth with IEP due to NFS reweighting <sup>2</sup>	Change in significance status of difference between youth with IEP and youth without an IEP (using NFS reweighting) <sup>3</sup>	Volume 1 appendix table
Table 28. Percentages of youth who had a school-sponsored work activity and paid work experience that was not school sponsored in the past year				
School-sponsored work activity	11.5	-0.3		F-21
Paid work experience that is not school sponsored	38.2	0.4		F-22
Table 29. Percentages of parents who perceive challenges for their children with getting a job after high school				
Potential loss of Supplemental Security Income or other benefits	19.3	-0.9		F-23
School staff have not provided enough information about career planning and job opportunities	34.2	-0.3		F-24
Figure 27. Percentages of youth whose parent expects them to be living independently at age 30	78.1	1.1		F-27

<sup>1</sup> Estimate for all youth with an IEP presented in Volume 1.

<sup>2</sup> Difference between the estimate for all youth with an IEP using the sensitivity analysis weights and the Volume 1 estimate based on the enrolled youth analysis weight.

<sup>3</sup> Indicates that the mean difference between all youth with an IEP and all youth without an IEP using the sensitivity analysis weights results in a different hypothesis test outcome, compared with the hypothesis test outcome using the enrolled youth analysis weights. A blank in the cell entry indicates there was not a change in statistical and/or substantive significance status.

Sub => Sig From statistically significant and at least 5 percentage points to statistically significant and less than 5 percentage points.

Sig => Not From statistically significant and less than 5 percentage points to not statistically significant.

Sub => Not From statistically significant and at least 5 percentage points to not statistically significant.

Not => Sig From not statistically significant to statistically significant and less than 5 percentage points.

Not => Sub From not statistically significant to statistically significant and at least 5 percentage points.

Source: National Longitudinal Transition Study 2012.

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## **Chapter 8. Item nonresponse, imputation, and disclosure protection**

This chapter describes the procedures used to analyze item-level nonresponse, impute the missing values of the selected variables, and protect confidential data. Section A describes the methods and results of the item-level nonresponse analysis. Section B summarizes the procedures used for imputing the missing values of two variables. Section C outlines the steps taken to guard against disclosure of individually identifiable information in the restricted-use data file (RUF).

### **A. Analysis of the potential for item-level nonresponse bias**

A comprehensive assessment of the potential for nonresponse bias must consider the possibility of bias because some study participants do not answer specific survey questions, even though they are counted as respondents. Item nonresponse analysis complements unit nonresponse analysis by focusing on the additional potential for bias due to low rates of response to specific survey items.

Item nonresponse analysis starts by identifying survey items with a low response rate. The item response rate is defined as the percentage of survey respondents who were asked to respond to a specific question and provided a valid response. After items with high item nonresponse have been identified, the characteristics of item-respondents and item-nonrespondents are compared, using measures calculated from data available for both groups. As in the unit nonresponse analysis, the characteristics available for both item-respondents and item-nonrespondents are proxies for the survey items considered. Statistically significant differences between item respondents and nonrespondents in the distributions of the measured characteristics may indicate a higher potential for nonresponse bias. Because different study participants may decline to respond to different survey items, the item nonresponse rate and composition of the respondent and nonrespondent groups may differ across survey items.

The first section that follows provides details on how items with high nonresponse are identified, and which measures are used to gauge the potential for nonresponse bias for survey items with high nonresponse rates. The second presents the findings on which parent survey and youth survey items have high nonresponse rates. The third section summarizes findings on the extent and patterns of difference between item respondents and nonrespondents. Appendix F provides tables comparing the characteristics of respondents and nonrespondent for each high nonresponse item.

#### ***1. Method for evaluating item nonresponse bias***

***Identifying high nonresponse survey items.*** Consistent with National Center for Education Statistics (NCES) statistical standards, the item nonresponse analysis focuses on survey items for which less than 85 percent of respondents (weighted) provided valid data. The weights used in the item nonresponse calculations adjust for unit-level nonresponse. For items with a weighted response rate of 85 percent or higher, the potential for nonresponse bias is expected to be less of a concern, although the potential for nonresponse bias may remain if nonresponse is concentrated in a sector of the population. The item response rate is calculated as:

$$(8.1) \quad R_k = \frac{V_k}{N - NA_k}$$

where  $V_k$  is the weighted number of valid responses for survey item  $k$ ,  $N$  is the weighted total number of responding survey cases at a unit level, and  $NA_k$  is the weighted number of cases for which item  $k$  was not applicable or legitimately skipped. For example, all respondents to the parent survey were asked whether their youth was enrolled in elementary, middle, or high school during the current (or immediately preceding) school year. If a parent responded “no” to this gateway question, they were not asked follow-up questions about the grade or type of school attended. These cases would be recorded as “not applicable/legitimate skip” and excluded from the denominator and numerator of the item response rate for the items “grade in school” and “type of school attended”.

Data were edited for internal consistency before calculating the item response rate. The weighted item response rates for all parent and youth survey items were computed using the all youth weights (see chapter 6) because item nonresponse bias is a potential problem for all youth in the sample, not just those enrolled in school at the time of the survey. These weights differ from those used for the NLTS 2012 main reports, which used the enrolled youth weights instead because the focus of the analysis was limited to youth who were enrolled in school when the survey was completed.

*Estimating the potential for nonresponse bias for survey items with high nonresponse rates.* Evaluation of the potential for item nonresponse bias adapts the methods described in section B of chapter 7 for evaluating the potential for nonresponse bias at the youth level. Estimated bias focuses on the difference between survey item respondents and item nonrespondents on a set of characteristics measures available for all youth sample members who completed or whose parent completed the appropriate survey. This difference is multiplied by the item-nonresponse rate to calculate estimated bias. The expression for estimating item nonresponse bias is

$$(8.2) \quad \hat{B}_{kj} = R_k \left[ \hat{Y}_{Rkj} - \hat{Y}_{NRkj} \right]$$

where  $k$  is the survey item being evaluated,  $j$  is the measure used to define population characteristics for purposes of evaluating potential bias, and  $R_k$  is the weighted item nonresponse rate for item  $k$ .  $\hat{Y}_{Rkj}$  and  $\hat{Y}_{NRkj}$  are estimates of the means for item  $k$  respondents and nonrespondents in the subpopulations defined by characteristic  $j$ , respectively. As in the evaluation of unit nonresponse, the variables  $j$  used to define the subpopulations for the estimates of  $\hat{Y}_{Rkj}$  and  $\hat{Y}_{NRkj}$  should be correlated with the survey items and available for all or nearly all survey respondents.

A set of measures defining key groups for which findings are reported in the first two volumes of the NLTS 2012 report are used (essentially as independent variables) for evaluating the potential for item nonresponse bias on high nonresponse survey items. The following groups were defined based on youth and family characteristics and school characteristics (weighted item response rate for these variables shown in parenthesis):

### *Youth and family characteristics*

- **Youth disability group.** Individualized education program (IEP), no IEP, 504 plan but no IEP, neither 504 plan nor IEP (100%). Estimates of “no IEP” are based on the combined “504 plan but no IEP” and “neither 504 plan nor IEP” groups.
- **Household income.** Low income below 185 percent of the federal poverty level) and higher income (100% with imputation)
- **Race/ethnicity.** Black, Hispanic, neither (100%)
- **Gender.** Female, male (100%)
- **Age at parent interview.** 13 to 14 years old, 15 to 18 years old, and 19 to 22 years old (100%)
- **Parent’s perception of youth’s functional abilities.** Lower (youth is below the mean for all youth with an IEP on a composite measure of the youth’s ability to perform typical teenage tasks) and higher (99%)

### *School characteristics*

- **Academic proficiency.** Bottom quartile in a state (school’s average math and reading academic proficiency rate is in the lowest quartile in the state or the top three quartiles) or top three quartiles in the state (95%)
- **Locale from the Common Core of Data (CCD).** City, suburb, town or rural (97%)
- **Share of students who have an IEP.** Bottom three quartiles in the United States (percentage of students in youth’s school who have an IEP is in the bottom three quartiles) or highest quartile in the United States (96%)

This set of variables was chosen to allow users of the NLTS 2012 reports to assess the extent to which item-level nonresponse bias might have affected specific study findings.

## *2. Survey items with high nonresponse rates*

Approximately 9 percent (50 of 548) of items on the parent survey and 2 percent (9 of 462) of items on the youth survey had a weighted item response rate of less than 85 percent. Table 31 lists these items for the parent survey, presenting data on percentages of the full respondent sample in three response categories (valid, not applicable, and missing) and the weighted and unweighted item response rates. Response rates for these items ranged from 3 to 84 percent. Among these 50 items, the high nonresponse related to leaving school (B5 to B11) and age or grade at which the youth’s disability was identified and special education services initiated (D4\_Age to D4a\_Grade) were partly the result of problems with the skip logic, which created some missing data. The weighted response rate for the following 36 of the 50 parent survey items was 70 percent or lower:

- Consent to acquire administrative data about youth’s experiences after leaving high school (including college enrollment and employment) (A7): 60 percent
- Specific “other reason” why youth left school (B5a\_01 – B5a\_99): 21 percent
- Whether out-of-school youth had taken courses or tests to earn a high school diploma (B7): 45 percent

- Number of months and number of years since youth had received instruction (B9\_MonthsAgo and B9\_LongAgoYr): 3 percent
- Month and year youth last received instruction in school subjects (B9\_mon and B9\_year): 34 percent. Months since youth received instruction in school subjects (B9MonthsAgo): 35 percent.
- Age when the disability became apparent (D4\_Age): 42 percent. Grade when disability became apparent (D4\_Grade): 52 percent. 64 percent of parents provided one of these two measures.

**Table 31. NLTS 2012 parent survey items with weighted response rate less than 85 percent**

Variable	Variable name	Percentage of cases with valid data	Percentage of cases with legitimate skip/not applicable	Percentage of cases with missing data	Unweighted item response rate	Weighted item response rate
A14a_CheckBox	P1: A14a checkbox not In school	0.6	99.1	0.2	74.8	79.8
A7	P1: Parent consent for administrative records	52.9	0.0	47.1	52.9	59.9
B11	P1: Expect youth will be enrolled in school in the fall	58.0	25.5	16.5	77.8	71.0
B5	P1: Reason youth not in school now	11.0	85.3	3.8	74.3	80.0
B5a_01	P1: Reasons for leaving school: academic difficulty	1.0	95.2	3.8	20.7	21.6
B5a_02	P1: Reasons for leaving school: dislike of school experiences	1.0	95.2	3.8	20.7	21.6
B5a_03	P1: Reasons for leaving school: school too dangerous	1.0	95.2	3.8	20.7	21.6
B5a_04	P1: Reasons for leaving school: failed req test, grad exam	1.0	95.2	3.8	20.7	21.6
B5a_05	P1: Reasons for leaving school: lack of appropriate curriculum	1.0	95.2	3.8	20.7	21.6
B5a_06	P1: Reasons for leaving school: poor relationships with teachers	1.0	95.2	3.8	20.7	21.6
B5a_07	P1: Reasons for leaving school: poor relationship with students	1.0	95.2	3.8	20.7	21.6
B5a_08	P1: Reasons for leaving school: language difficulty	1.0	95.2	3.8	20.7	21.6
B5a_09	P1: Reasons for leaving school: problems with behavior	1.0	95.2	3.8	20.7	21.6
B5a_10	P1: Reasons for leaving school: economic reasons	1.0	95.2	3.8	20.7	21.6
B5a_11	P1: Reasons for leaving school: lack of child care	1.0	95.2	3.8	20.7	21.6
B5a_12	P1: Reasons for leaving school: lack of transportation	1.0	95.2	3.8	20.7	21.6
B5a_13	P1: Reasons for leaving school: substance abuse	1.0	95.2	3.8	20.7	21.6
B5a_14	P1: Reasons for leaving school: illness/disability	1.0	95.2	3.8	20.7	21.6
B5a_15	P1: Reasons for leaving school: pregnancy	1.0	95.2	3.8	20.7	21.6
B5a_16	P1: Reasons for leaving school: entered criminal justice system	1.0	95.2	3.8	20.7	21.6
B5a_17	P1: Reasons for leaving school: needed at home	1.0	95.2	3.8	20.7	21.6
B5a_18	P1: Reasons for leaving school: religion	1.0	95.2	3.8	20.7	21.6
B5a_19	P1: Reasons for leaving school: moved	1.0	95.2	3.8	20.7	21.6
B5a_20	P1: Reasons for leaving school: parent/guardian influence	1.0	95.2	3.8	20.7	21.6
B5a_21	P1: Reasons for leaving school: friends were dropping out	1.0	95.2	3.8	20.7	21.6
B5a_22	P1: Reasons for leaving school: marriage	1.0	95.2	3.8	20.7	21.6
B5a_23	P1: Reasons for leaving school: military, joined armed forces	1.0	95.2	3.8	20.7	21.6
B5a_24	P1: Reasons for leaving school: employment	1.0	95.2	3.8	20.7	21.6
B5a_26	P1: Reasons for leaving school: death in family (BC)	1.0	95.2	3.8	20.7	21.6
B5a_99	P1: Reasons for leaving school: other specify	1.0	95.2	3.8	20.7	21.6
B7	P1: Youth taken any courses/tests to earn high school diploma	3.0	93.5	3.4	46.7	44.5
B8	P1: Type of diploma received	8.5	88.0	3.5	71.1	80.6
B9_LongAgoMn	P1: Number months since youth last received instruction in school subjects	0.2	92.1	7.6	3.0	2.6

Table 31 (continued)

Variable	Variable name	Percentage of cases with valid data	Percentage of cases with legitimate skip/not applicable	Percentage of cases with missing data	Unweighted item response rate	Weighted item response rate
B9_LongAgoYr	P1: Number years since youth last received instruction in school subjects	0.3	92.1	7.6	3.2	2.6
B9_mon	P1: Month youth last received instruction in school subjects	3.9	88.2	7.9	33.2	33.6
B9_year	P1: Year youth last received instruction in school subjects	4.1	88.2	7.6	35.1	34.4
B9MonthsAgo	P1: Months since youth received instruction in school subjects (calculated)	4.1	88.0	7.9	34.3	34.7
D25a	P1: Independent living skills without help: dress	31.1	62.6	6.3	83.1	71.4
D25b	P1: Independent living skills without help: feed oneself	31.1	62.6	6.3	83.2	71.4
D25c	P1: Independent living skills without help: read/understand signs	31.0	62.6	6.4	82.9	71.3
D25d	P1: Independent living skills without help: count change	31.0	62.6	6.4	82.9	71.3
D25e	P1: Independent living skills without help: use phone	30.9	62.6	6.4	82.8	71.2
D4_Age	P1: Age when apparent youth had a disability	45.4	48.6	6.0	88.3	41.9
D4_Grade	P1: Grade when apparent youth had disability	34.9	58.7	6.4	84.5	52.4
D4a_Age	P1: Age when youth first received SPED services	42.5	51.1	6.4	86.9	71.5
D4a_Grade	P1: Grade when youth first received SPED services	31.9	61.1	7.0	82.0	74.3
E3	P1: Transition plan meeting by youth's school occurred	13.9	82.7	3.4	80.5	75.3
F3	P1: College credit for career courses	18.9	77.5	3.6	84.1	83.5
I14	P1: Assistive technology needed in youth interview	54.2	40.2	5.6	90.7	83.6
c_consent_admin	Youth who consented and whose parent consented to provide administrative data	49.3	0.0	50.7	49.3	55.8

Note: Weighted item response rates are calculated with all youth weights for the parent survey.

Source: National Longitudinal Transition Study 2012.



Youth survey items with weighted response rates below 85 percent are shown in table 32. The weighted response rates for these 9 items ranged from 48 to 84 percent. Among these items, the high nonresponse related to attending a transition planning meeting (L2) were the result of problems with the skip logic, which created missing data. Due to the skip patterns in the youth survey, the error also led to lower response rates for youth's role in the transition planning meeting (L2a), whether staff made a short summary of meeting goals (L3), and whether you provided at least some input (y\_y\_goalsomeinput). The following three items had response rates less than 70 percent:

- Whether a youth with a child had received child care for the child at school (K9k1): 66 percent
- Whether the youth expected to be financially independent by age 30 (Q3): 48 percent
- Consent to acquire administrative data about the youth's experiences after leaving high school (c\_consent\_admin): 61 percent

**Table 32. NLTS 2012 youth survey items with weighted response rate less than 85 percent**

Variable	Variable name	Percent of cases with valid data	Percent of cases with legitimate skip/not applicable	Percent of cases with missing data	Unweighted item response rate	Weighted item response rate
K9k1	Y1: Received child care for youth's child	0.8	98.6	0.7	53.5	66.1
L2	Y1: Youth met with adults at school re: transition plan	40.0	52.8	7.2	84.7	74.7
L2a	Y1: Youth's role in transition planning	39.2	52.2	8.6	82.1	83.6
L3	Y1: Staff made short summary of goals	5.1	94.7	0.2	96.3	73.3
N48	Y1: How much youth was paid at this paid job	0.6	99.4	0.0	95.8	76.2
N48_Per	Y1: How much youth was paid at this paid job category	0.6	99.4	0.0	94.4	76.0
Q3	Y1: Youth's expectations: likelihood financial independence by 30	28.3	48.3	23.4	54.7	48.3
c_consent_admin	Youth who consented and whose parent consented to provide administrative data	54.1	0.0	45.9	54.1	61.2
y_y_goalsomeinput	Youth who provided at least some input in the transition planning meeting	39.2	41.0	19.8	66.5	74.9

Note: Weighted item response rates are calculated with all youth weights for the youth survey.

Source: National Longitudinal Transition Study 2012

### *3. Summary of findings on the potential for item nonresponse bias*

Users of the NLTS 2012 parent and youth surveys should interpret estimates based on items with high nonresponse rates cautiously. As a proxy for the potential for bias, the study examined differences between the characteristics of item respondents and nonrespondents on the set of measures available for both groups listed above. If the proportions of respondents and nonrespondents with a particular characteristic differ, this difference indicates a greater potential for nonresponse bias on that survey item. However, actual bias in the item depends on the size of the difference between what respondents reported and the unobserved responses of the nonrespondents. Therefore, the estimates should be considered indicators of the potential for nonresponse bias, rather than firm evidence of nonresponse bias.

Estimated bias was computed for each item with a high item nonresponse rate for each of 27 groups formed using the 59 variables (50 parent survey items and 9 youth survey items). Table 33 illustrates this item-level analysis for the parent survey item B7 (whether the youth has taken any course or tests to earn college credit). The percentage of youth in each IEP status group did not differ between respondents and nonrespondents to this item. In contrast, the negative estimated bias estimate for the age 15 to 18 group indicates that nonrespondents to item B7 are more likely to have children who are ages 15 to 18 than are respondents to the item. Similarly, nonrespondents are more likely than respondents to report that their children have higher functional abilities. Results for each of these 59 items are shown in a separate table in appendix F.

For the parent survey, 1,350 bias estimates were calculated and 26 percent were statistically significant (table 34). Because of the number of tests computed, one would expect 5 percent of the tests would be statistically significant by random chance. The 26 percent that were statistically significant exceeds this 5-percent level. Statistically significant differences were most common when comparing respondent and nonrespondents based on the youth's age group (19 to 22 years old, 88 percent) and whether the youth's household income was below 185 percent of the federal poverty level (68 percent).

For the youth survey, the overall percentage of bias estimates that were statistically significant was similar to the parent survey, although different groups had the highest percentages. A total of 243 differences in proportions were tested and the estimated bias was statistically significant in 69 of these tests or 28 percent (table 35). Statistically significant differences between respondents and nonrespondents were most common based on youth's age group (15 to 18 years old, 67 percent of tests), disability status (IEP, no IEP, neither 504 plan nor IEP, 63 percent), and whether the youth was in a lower-performing school (56 percent).

**Table 33. Comparison of item respondents and nonrespondents for parent survey item B7 (P1: Youth taken any courses or tests to earn high school diploma)**

Characteristic	Overall percent	Respondent percentage	Nonrespondent percentage	Estimated bias	Statistically significant
<b>Youth NLTS 2012 group</b>					
IEP	21.8	22.8	21.1	0.9	No
No IEP	78.2	77.2	78.9	-0.9	No
504 plan but no IEP	1.6	1.5!	1.7!	-0.1!	No
Neither 504 plan nor IEP	76.5	75.7	77.2	-0.9	No
<b>Household income</b>					
Low income	59.5	66.2	54.2	6.7	No
High income	39.7	32.4	45.6	-7.3	No
<b>Race/ethnicity</b>					
Black	20.2	15.0!	24.3	-5.2!	No
Hispanic	23.3	25.9	21.2	2.6	No
Neither	56.5	59.1	54.4	2.6	No
<b>Gender</b>					
Female	37.2	35.2	38.8	-2.0	No
Male	62.8	64.8	61.2	2.0	No
<b>Age</b>					
14 years old or younger	3.2!	7.2!	0.0	4.0!	Yes
15 to 18 years old	81.2	67.9	91.9	-13.3	Yes
19 years old or older	15.6	24.9	8.1!	9.3!	Yes
<b>Functional abilities index</b>					
Lower	19.9	28.3	13.2	8.4	Yes
Higher	77.4	66.9	85.8	-10.5	Yes
Missing	2.7!	4.8!	1.0!	2.1!	No
<b>School academic proficiency</b>					
Bottom quartile in state	27.9	30.5	25.9	2.5	No
Top three quartiles in state	66.2	60.4	70.8	-5.7	No
<b>School locale</b>					
City	30.0	29.5	30.4	-0.5	No
Suburb	30.7	32.6	29.1	1.9	No
Town or rural	39.3	37.8	40.4	-1.4	No
<b>School share of youth with an IEP</b>					
Bottom three quartiles in U.S.	65.5	66.1	64.9	0.7	No
Highest quartile in U.S.	30.2	28.1	31.9	-2.1	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and nonrespondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and nonrespondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table 34. Parent survey: Number and percentage of item-level bias estimates that were statistically significant**

Characteristic	Number of t tests	Percentage of t tests that are statistically significant	Average of relative bias	Median of relative bias	Average of absolute relative bias	Median of absolute relative bias
<b>Total</b>	<b>1350</b>	<b>26.4</b>	<b>8.3</b>	<b>0.3</b>	<b>26.6</b>	<b>11.2</b>
<b>Youth NLTS 2012 group</b>						
IEP	50	30.0	4.5	-1.1	8.3	1.1
No IEP	50	30.0	-4.2	0.3	5.0	0.3
504 plan but no IEP	50	26.0	-8.9	-3.3	11.6	3.3
Neither 504 plan nor IEP	50	30.0	-4.5	0.4	5.5	0.4
<b>Household income</b>						
Low income	50	68.0	24.9	39.5	25.9	39.5
Higher income	50	66.0	-37.7	-62.5	38.4	62.5
<b>Race/ethnicity</b>						
Black	50	6.0	-22.2	-35.2	27.1	35.2
Hispanic	50	4.0	-0.6	-1.1	4.3	1.1
Neither	50	10.0	8.8	14.5	10.4	14.5
<b>Gender</b>						
Female	50	14.0	-8.3	-14.3	13.0	14.3
Male	50	14.0	4.9	8.9	8.5	8.9
<b>Age</b>						
14 years old or younger	50	12.0	31.6	64.9	47.4	64.9
15 to 18 years old	50	74.0	-7.9	-16.0	12.8	16.0
19 years old or older	50	88.0	62.3	108.6	70.6	108.6
<b>Functional abilities index</b>						
Lower	50	26.0	25.5	38.2	28.2	38.2
Higher	50	26.0	-6.7	-7.6	7.1	7.6
<b>School academic proficiency</b>						
Bottom quartile in state	50	4.0	32.7	47.4	35.3	47.4
Top three quartiles in state	50	58.0	-18.7	-29.3	20.1	29.3
<b>School locale</b>						
City	50	0.0	9.3	16.5	10.7	16.5
Suburb	50	2.0	6.0	0.4	8.0	0.4
Town or rural	50	6.0	-12.4	-15.4	14.2	15.4
<b>School share of youth with an IEP</b>						
Bottom three quartiles in U.S.	50	8.0	-3.6	-3.6	4.8	3.6
Highest quartile in U.S.	50	4.0	1.7	-8.0	11.4	8.0

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: The relative bias is calculated as the estimated bias divided by the estimated value. The absolute relative bias is the absolute value of the relative bias.

Source: National Longitudinal Transition Study 2012.

**Table 35. Youth survey: Number and percentage of item-level bias estimates that were statistically significant**

Characteristic	Number of t tests	Percentage of t tests that are statistically significant	Average of relative bias	Median of relative bias	Average of absolute relative bias	Median of absolute relative bias
<b>Total</b>	<b>243</b>	<b>28.4</b>	<b>-0.4</b>	<b>0.8</b>	<b>14.5</b>	<b>6.6</b>
<b>Youth NLTS 2012 group</b>						
IEP	9	66.7	10.0	12.5	15.6	13.2
No IEP	9	66.7	-18.0	-7.4	23.4	7.6
504 plan but no IEP	9	22.2	-26.4	-11.6	27.7	11.6
Neither 504 plan nor IEP	9	66.7	-17.6	-7.4	24.1	7.6
<b>Household income</b>						
1% to 185% of the poverty level	9	0.0	2.2	2.2	4.0	2.5
Above 185% of the poverty level	9	11.1	-3.5	-3.1	10.0	4.9
Legitimate skip	9	33.3	4.5	18.3	30.8	26.5
<b>Race/ethnicity</b>						
Black and non-Hispanic	9	11.1	-2.5	3.7	13.7	8.6
Hispanic	9	0.0	1.3	2.8	5.7	4.5
Neither black nor Hispanic	9	33.3	4.6	-1.3	8.3	3.8
<b>Gender</b>						
Female	9	0.0	-9.0	-0.3	14.1	5.8
Male	9	0.0	2.5	0.2	6.4	3.4
<b>Age</b>						
14 years old or younger	9	55.6	-23.1	-29.1	37.7	30.1
15 to 18 years old	9	66.7	0.8	4.6	11.3	11.8
19 years old or older	9	55.6	7.8	10.0	18.3	11.4
<b>Functional abilities index</b>						
Below the IEP mean	9	22.2	2.7	4.7	19.6	11.7
At or above the IEP mean	9	22.2	-2.4	-2.7	5.0	5.5
<b>School academic proficiency</b>						
Bottom quartile in state	9	55.6	-0.7	4.1	15.5	9.4
Top three quartiles in state	9	44.4	3.9	-1.2	8.8	3.3
<b>School locale</b>						
City	9	22.2	-7.9	0.3	10.0	4.8
Suburb	9	33.3	8.5	1.7	13.5	1.7
Town or rural	9	0.0	4.2	-0.6	10.1	3.9
<b>School share of youth with an IEP</b>						
Bottom three quartiles in U.S.	9	33.3	-5.7	-3.6	7.3	4.7
Highest quartile in U.S.	9	22.2	8.7	10.1	12.7	13.8

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: The relative bias is calculated as the estimated bias divided by the estimated value. The absolute relative bias is the absolute value of the relative bias.

Source: National Longitudinal Transition Study 2012.

## B. Imputing missing data procedures for variables

Two variables critical for analyzing household background characteristics and nonresponse bias had missing values that the study replaced with imputed values. They are described below.

*A binary variable that indicates whether the youth sample member is from a low-income household.* This variable is defined as household income below 185 percent of the federal poverty level. It was imputed due to associations between low household income, IEP status, and subsequent outcomes as youth transition to life after high school. The nonimputed values of this variable are based on the survey completion date, household size, household income, and state of residence questions in the questionnaire. Values for the variable were imputed when household size, household income, or state of residence was missing or if the household size was zero. This imputation occurred for just over 7 percent of the parent survey respondents. It was not imputed for cases in which the respondent was not asked the income question, which occurred for just over 1 percent of the parent respondents. These legitimate skips could occur if (1) the youth sample member did not live with the parent survey respondent at least some of the time or (2) the living situation of the youth sample member was unknown. The variable was imputed using the following hot deck procedure:

- After excluding the cases with legitimate skips, the remainder of cases were separated into (1) those without missing data (“donors”), and (2) those with missing data where the variable needed to be imputed (“recipients”). Donors and recipients were grouped into homogeneous cells called imputation classes, and within each imputation class, nonmissing values of the variable for the donor were assigned to a similar recipient.
- The variables used to define the imputation classes were those most highly correlated with whether the household’s income was above or below 185 percent of the federal poverty level, as determined from logistic regression models with the indicator for a low-income household as the dependent variable. These variables included receipt of Supplemental Nutrition Assistance Program benefits, Temporary Assistance for Needy Families, or Supplemental Security Income; parent’s education and marriage status; ethnicity and youth’s English proficiency; and youth’s disability and overall health status. Different models were fit and different hot deck imputations were processed based on the covariates available for each case with missing data.
- Within each imputation class, donors and recipients were sorted together based upon other variables related to household income status, so that donors and their respective recipients were similar based upon these variables. The sorting variables were generally less correlated with the response variable than the classing variable, and were listed in order of importance. The variables were a mix of administrative variables and survey variables, and the approach required 11 separate imputation models.

*The age when the youth first received special education services.* This variable contains imputed values for about 6 percent of parent respondents. Missing values were imputed because of its importance for the unit nonresponse bias analysis. The imputed values are based on a regression of the age when the youth first received special education services on indicators for youth disability groups, the age when their disability was identified, and the interactions between the disability group indicators and the age when their disability was identified.<sup>23</sup>

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<sup>23</sup> The imputation model uses age-equivalents when parent respondents provide the youth’s grade instead of the age.

### **C. Disclosure risk analysis and protection**

The NLTS 2012 RUF contains data on all sampled youth in the study. Each record represents a sampled youth and contains information from administrative records and, for survey respondents, data from the parent and youth surveys. The RUF comes with separate data file documentation (Bloomenthal et al., 2017).

The RUF omits certain data items to protect respondents' confidentiality. These items include birth dates (which were consolidated into age groups), names of respondents, respondents' contact information, district identifiers, and open-ended responses (which were transformed into categorical variables). In addition, some less frequent categories of the categorical variables for school type, household language, and race were consolidated. Information from the parent survey question on household income was converted into a categorical variable consisting of \$20,000 income ranges. Some of the school-level variables were collapsed into categorical indicators, including the percentage of youth with an IEP and math and reading proficiency rates. Data for one variable were swapped between data records within gender and age group to protect the identity of study participants, as required for disclosure review board approval.

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## **Chapter 9. Selection of analytic variables and development of indices and measures that involve administrative data**

This chapter describes the variables that were used in the NLTS 2012 report Volumes 1 and 2. It then discusses the construction of indices used in the analysis, as well as constructed measures that involve administrative data.

### **A. Selection of analytic variables**

The study used information collected through the parent and youth surveys, and from administrative sources, to address five broad questions of interest to policymakers, educators, and other stakeholders. These questions are listed below, as they appear in Volumes 1 and 2 (Lipscomb et al., 2017a, 2017b). As in other IES reports, not every measure from the surveys is included in the report. Measures that were not relevant to the five questions below are not included.<sup>24</sup>

- What are the background characteristics of youth and the schools they attend?
- What challenges do youth face relating to health, functional abilities, and independence?
- How engaged are youth in school and with friends?
- What academic supports do youth receive?
- How are youth preparing for life after high school?

The full set of analytic variables used in Volumes 1 and 2 are provided in table 36, organized by the five questions addressed in each volume. The table indicates the variable name from the RUF, the appendix table, and whether the variable appears in the main body. Volume 3 uses a subset of these variables that are comparable across the NLTS and/or the NLTS 2. More detail on the analytic variables used in Volume 3 are provided in that volume.

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<sup>24</sup> For example, the report excludes measures on the reasons youth left school for those who had because the analyses focus on youth still enrolled in secondary education. It also excludes parent-reported youth disabilities because the report uses information provided by the districts instead (although these measures affect skip logic in the surveys).

**Table 36. Variables used in the NLTS 2012 report, volumes 1 and 2**

Description	Variable name	Volume 1		Volume 2	
		Appendix table number	Included in main body	Appendix table number	Included in main body
<b>What are the background characteristics of youth and the schools they attend?</b>					
Household income relative to 185 percent of the federal poverty level	p_h_pov185	B-1	Yes	B-1	Yes
Household income categories	p_h_income	B-2	No	B-2	No
Youth in household that received SNAP benefits in the past two years	p_h_snap	B-3	Yes	B-3	Yes
Youth in household that received TANF or state welfare benefits in the past two years	p_h_tanf	B-4	Yes	B-4	Yes
Youth received SSI benefits in the past two years	p_y_ssi	B-5	Yes	B-5	Yes
Highest education level attained by the parent or parent's spouse	p_h_ed	B-6	Yes	B-6, B-7	Yes
Youth in household in which the parent or parent's spouse has a paid job	p_h_employed	B-7	Yes	B-8	Yes
Youth has any health insurance	p_y_inshealth	B-8	No	B-9	No
Youth has private health insurance	p_y_inshealthpriv	B-9	No	B-10	No
Youth has government-assisted or public health plan	p_y_inshealthother	B-10	No	B-11	No
Youth's parent is neither married nor in a marriage-like relationship	p_p_notmarried	B-11	Yes	B-12	Yes
Number of adults in the household	p_h_nadult	B-12	No	B-13	No
School's academic proficiency (groups based on proficiency within state)	sch_pctprof_q4	B-17	Yes	B-14	Yes
School's locale	sch_locale	B-18	Yes	B-15, B-16, B-17	Yes
Type of school that youth attends	p_y_school	B-20	No	B-18	Yes
School's share of youth with an IEP (groups based on all schools in US)	sch_pctiep_q4	B-19	Yes	B-19	No
Youth age in years at the time of the parent interview	p_y_age	B-16	Yes	B-20, B-21, B-22	Yes
Youth gender	p_y_male	B-13	Yes	B-23	Yes
Youth race-ethnicity	p_y_raceeth3	B-14	Yes	B-24, B-25, B-26	Yes
Youth limited English proficient status	p_y_lep	B-15	Yes	B-27	Yes
<b>What challenges do youth face relating to health, functional abilities, and independence?</b>					
Youth general health status	p_y_health	C-1, C-47, C-49	Yes	C-1, C-48, C-50, C-52	Yes
Youth has a chronic physical or mental health condition	p_y_chronic	C-2	Yes	C-2	Yes
Youth uses prescription behavioral medicines	p_y_medicine	C-3	Yes	C-3	Yes
How well youth communicates by any means	p_y_communicate	C-4	Yes	C-4	Yes
How well youth understands what people say to them	p_y_understand	C-5	Yes	C-5	Yes

Table 36 (continued)

Description	Variable name	Volume 1		Volume 2	
		Appendix table number	Included in main body	Appendix table number	Included in main body
How well youth speaks clearly	p_y_speak	C-6	No	C-6	No
How well youth carries on an oral conversation	p_y_converse	C-7	No	C-7	No
How well youth sees (with glasses or contacts if used)	p_y_see	C-8	Yes	C-8	Yes
How well youth hears (with a hearing aid if used)	p_y_hear	C-9	Yes	C-9	Yes
How well youth uses arms and hands	p_y_armshands	C-10	Yes	C-10	Yes
How well youth uses legs and feet	p_y_legsfeet	C-11	Yes	C-11	Yes
Youth functional abilities index score (0 is low, 3 is high)	p_y_func_index	C-12	No	C-12	No
How well youth uses an ATM or cash machine	p_y_useatm	C-13	Yes	C-13	Yes
How well youth makes appointments	p_y_makeappt	C-14	Yes	C-14	Yes
How well youth gets to places outside the home	p_y_getplace	C-15	Yes	C-15	Yes
Frequency youth fixes own meals	p_y_fixmeal	C-16	Yes	C-16	Yes
Frequency youth does laundry	p_y_dolaundry	C-17	Yes	C-17	Yes
Frequency youth straightens up own room or living area	p_y_cleanroom	C-18	Yes	C-18	Yes
Frequency youth buys a few things needs at the store	p_y_buything	C-19	Yes	C-19	Yes
Youth activities of daily living index score (0 is low, 3 is high)	p_y_daily_index	C-20	No	C-20	No
Youth with higher activities of daily living index scores	p_y_daily_index_group	C-48, C-50	Yes	C-21, C-49, C-51, C-53	Yes
Youth has a driver's license or learner's permit	y_y_havelicense	C-23	Yes	C-22	Yes
Youth is registered to vote	y_y_registervote	C-24	No	C-23	Yes
Youth has a savings or checking account	y_y_haveaccount	C-21	Yes	C-24	Yes
Youth has an allowance or other money that can decide how to spend	y_y_haveallowance	C-22	Yes	C-25	Yes
How often youth chooses activities to do with friends	y_y_chooseactivity	C-25	Yes	C-26	Yes
How often youth writes letters, texts, or talks on phone to friends and family	y_y_writefriend	C-26	Yes	C-27	Yes
How often youth chooses gifts to give to family and friends	y_y_givegift	C-27	Yes	C-28	Yes
How often youth plans weekend activities that s/he likes to do	y_y_planweekend	C-28	Yes	C-29	Yes
How often youth goes to restaurants that s/he likes	y_y_restaurant	C-29	Yes	C-30	Yes
How often youth goes to movies, concerts, and dances	y_y_attendevent	C-30	Yes	C-31	Yes
How often youth volunteers in activities of interest	y_y_volunteertime	C-31	Yes	C-32	Yes
Youth personal autonomy index score (0 is low, 3 is high)	y_y_autonomy_index	C-32	No	C-33	No

Table 36 (continued)

Description	Variable name	Volume 1		Volume 2	
		Appendix table number	Included in main body	Appendix table number	Included in main body
Youth knows how to make friends	y_y_knowfriend	C-37	No	C-34	Yes
Youth is able to make friends in new situations	y_y_ablefriend	C-39	No	C-35	Yes
Youth tells people when can do things that others say s/he cannot do	y_y_assertability	C-40	No	C-36	Yes
Youth knows how to make up for own limitations	y_y_cancompensate	C-45	No	C-37	Yes
Youth feels loved because gives love	y_y_givelove	C-46	No	C-38	Yes
Youth believes that trying hard in school helps to get a good job	y_y_tryjob	C-35	No	C-39	No
Youth keeps trying even after getting something wrong	y_y_trywrong	C-36	No	C-40	No
Youth knows how to make good choices	y_y_goodchoice	C-33	Yes	C-41	No
Youth is able to make choices that are important to him or her	y_y_importantchoice	C-38	No	C-42	No
Youth knows what s/he does best	y_y_knowself	C-41	No	C-43	No
Youth likes him/herself	y_y_likeself	C-42	No	C-44	No
Youth is confident in own abilities	y_y_isconfident	C-34	Yes	C-45	No
Youth is liked by others	y_y_isliked	C-43	No	C-46	No
Youth believes that it is better to be yourself than to be popular	y_y_issecure	C-44	No	C-47	No
<b>How engaged are youth in school and with friends?</b>					
How much youth agrees that feels part of the school	y_y_belongsatschool	D-1	Yes	D-1	Yes
How much youth agrees that feels close to people at school	y_y_closeatschool	D-2	Yes	D-2	Yes
How much youth agrees that feels happy to be at school	y_y_happyatschool	D-3	Yes	D-3	Yes
How much youth agrees that feels safe in school	y_y_feelsafe	D-4	Yes	D-4	Yes
How much youth agrees that teachers encourage students to do their best	y_y_tchencourage	D-5	Yes	D-5	Yes
How much youth agrees that a school adult tells him/her when does a good job	y_y_adultpraise	D-8	Yes	D-6	Yes
How much youth agrees that a school adult listens to him/her	y_y_adultlisten	D-6	Yes	D-7	Yes
How much youth agrees that a school adult believes in him/her	y_y_adultbelieve	D-7	Yes	D-8	Yes
How much youth agrees that teachers treat students fairly	y_y_treatedfairly	D-9	No	D-9	No
How much youth agrees that a school adult cares about him/her	y_y_adultcare	D-10	No	D-10	No
How much youth agrees that a school adult notices when s/he is not there	y_y_adultnotice	D-11	No	D-11	No
How much youth agrees that a school adult wants him/her to do their best	y_y_adultencourage	D-12	No	D-12	No
How much youth agrees that class work is hard to learn	y_y_hardclasswork	D-13	Yes	D-13	Yes

Table 36 (continued)

Description	Variable name	Volume 1		Volume 2	
		Appendix table number	Included in main body	Appendix table number	Included in main body
How much youth agrees that has trouble keeping up with homework	y_y_troublehomework	D-14	Yes	D-14	Yes
How much youth agrees that needs more help from teachers than is getting	y_y_needmorehelp	D-15	Yes	D-15	Yes
Number of hours of homework per week	y_y_hourshomework	D-16	No	D-16	No
Youth has repeated a grade	p_y_heldback	D-17	Yes	D-17	Yes
Youth participated in a school sport or club in the past year	y_y_schactany	D-18, D-53, D-57	Yes	D-24, D-40, D-44, D-48	Yes
Youth participated in a school sports team in the past year	y_y_schactsports	D-19	No		No
Youth participated in a school fine arts club in the past year	y_y_schactarts	D-20	No		No
Youth participated in student government in the past year	y_y_schactgov	D-21	No		No
Youth participated in a school academic club in the past year	y_y_schactacademics	D-22	No		No
Youth participated in a school vocational or career club in the past year	y_y_schactcareer	D-23	No		No
Youth participated in a school volunteer group in the past year	y_y_schactvolunteer	D-24	No		No
Youth participated in another school club in the past year	y_y_schactother	D-25	No		No
Youth participated in a nonschool sport or club in the past year	y_y_nonactany	D-26	Yes	D-25	Yes
Youth participated in a nonschool sports team in the past year	y_y_nonsports	D-27	No		No
Youth participated in a nonschool fine arts club in the past year	y_y_nonactarts	D-28	No		No
Youth participated in a nonschool religious youth group in the past year	y_y_nonactrel	D-29	No		No
Youth participated in nonschool math/science/computer lessons in the past year	y_y_nonacademics	D-30	No		No
Youth participated in a nonschool volunteer group in the past year	y_y_nonactvolunteer	D-31	No		No
Youth participated in another nonschool activity in the past year	y_y_nonactother	D-32	No		No
Number of days a week youth got together with friends in the past year	y_y_seefriends	D-33, D-54, D-58	Yes	D-18, D-41, D-45, D-49	Yes
How often youth uses text messages to communicate with friends	y_y_textfriends	D-34	Yes	D-19	Yes
How often youth uses social media to communicate with friends	y_y_socmediafriends	D-35	Yes	D-20	Yes
How often youth uses a telephone to communicate with friends	y_y_callfriends	D-38	No	D-21	Yes
How often youth uses instant messages to communicate with friends	y_y_imfriends	D-36	No	D-22	No
How often youth uses email to communicate with friends	y_y_emailfriends	D-37	No	D-23	No
Youth was teased or called names at school during the school year	y_y_teased	D-39, D-55, D-59	Yes	D-26, D-42, D-46, D-50	Yes
Youth experienced students making up something to make others not like them	y_y_rumors	D-40	Yes	D-27	Yes

Table 36 (continued)

Description	Variable name	Volume 1		Volume 2	
		Appendix table number	Included in main body	Appendix table number	Included in main body
Youth was attacked or in fights at school or on their way to or from school	y_y_attacked	D-41	Yes	D-28	Yes
Youth was told to do something in order to be friends with someone	y_y_manipulated	D-42	Yes	D-29	Yes
Youth was teased or threatened by electronic methods	y_y_cyberbullied	D-43	Yes	D-30	Yes
Youth had items stolen from their locker, desk, or other place at school	y_y_robbed	D-44	Yes	D-31	Yes
How often youth was late to class this school year	y_y_lateclass	D-45	Yes	D-32	Yes
How often youth cut or skipped class this school year	y_y_cutclass	D-46	Yes	D-33	Yes
How often youth was late for school this school year	y_y_lateschool	D-47	Yes	D-34	Yes
Youth has received an out-of-school suspension	p_y_suspended	D-49, D-52, D-56	Yes	D-35, D-39, D-43, D-47	Yes
Youth has been expelled from school	p_y_expelled	D-50	Yes	D-36	Yes
How often youth got in trouble for acting out this school year	y_y_actout	D-48	No	D-37	No
Youth has been arrested in the past two years	p_y_arrested	D-51	Yes	D-38	Yes
<b>What academic supports do youth receive?</b>					
Youth received more time to take tests in the past year	p_y_accsrv_testtime		No	E-1	Yes
Youth received more time to complete assignments in the past year	p_y_accsrv_worktime		No	E-2	Yes
Youth received a computer or calculator when others did not in the past year	p_y_accsrv_computer		No	E-3	Yes
Youth received books in an alternate format in the past year	p_y_accsrv_materials		No	E-4	Yes
Youth took summer school	p_y_summerschool	E-4	No		No
Youth received assistance from a reader or interpreter in the past year	p_y_accsrv_reader		No	E-5	Yes
Youth received modified or alternate tests or assessments	p_y_accsrv_testcontent		No	E-6	Yes
Youth received shorter or different assignments	p_y_accsrv_workcontent		No	E-7	Yes
Youth received tutoring services at school	p_y_tutor		No	E-8	Yes
Youth received assistance from an aide	p_y_accsrv_aid		No	E-9	Yes
Youth received any therapeutic services in the past year	p_y_therapservornurs		No	E-10	Yes
Youth received psychological or mental health services in the past year	p_y_accsrv_mental		No	E-11	Yes
Youth received speech and language therapy in the past year	p_y_accsrv_lang		No	E-12	Yes
Youth received special transportation assistance in the past year	p_y_accsrv_transp		No	E-13	Yes
Youth received physical or occupational therapy in the past year	p_y_accsrv_phys		No	E-14	Yes
Youth received orientation and mobility services in the past year	p_y_accsrv_mob		No	E-15	Yes

Table 36 (continued)

Description	Variable name	Volume 1		Volume 2	
		Appendix table number	Included in main body	Appendix table number	Included in main body
Youth received nursing care in the past year	p_y_accsrv_nurse		No	E-16	Yes
Youth received audiology services in the past year	p_y_accsrv_hear		No	E-17	Yes
Youth received vision services in the past year	p_y_accsrv_see		No	E-18	Yes
Youth received school-based academic help outside school hours	y_y_supp	E-1, E-12, E-14	Yes	E-19, E-30, E-32, E-34	Yes
Youth received guidance on what courses to take	y_y_guidecoursesnow	E-2	Yes	E-20	Yes
Youth received school academic help outside school hours according to parents	p_y_supp	E-3	No	E-21	No
Youth took catch-up courses or double-dosed classes during school hours	p_y_catchup	E-5	Yes	E-22	Yes
How often parents or another household adult went to a parent-teacher conference	p_p_schconf	E-6	Yes	E-23	Yes
Parent/household adult attended an IEP meeting in the past two years	p_p_iepmeet		No	E-24	Yes
How often parents or another household adult helped with homework	p_p_helphomework	E-7, E-13, E-15	Yes	E-25, E-31, E-33, E-35	Yes
How often parents or another household adult talked with youth about school	p_p_talksch	E-8	No	E-26	No
How often parents or another household adult attended a school or class event	p_p_schevent	E-9	Yes	E-27	Yes
How often parents or another household adult attended a general school meeting	p_p_schmeet	E-10	Yes	E-28	No
How often parents or another household adult volunteered at school	p_p_schvolunteer	E-11	Yes	E-29	No
<b>How are youth preparing for life after high school?</b>					
Youth attended an IEP meeting the past two years	y_y_iepmeet17, y_y_iepmeet		No	F-1, F-2	Yes
Youth attended a transition-planning meeting	y_y_tpmeet		No	F-3	Yes
Parent/household adult attended a transition-planning meeting	p_p_tpmeet		No	F-4	Yes
Staff from a community service agency attended the transition-planning meeting	p_p_transagency		No	F-5	Yes
Parent was invited to the transition-planning meeting	p_p_tpinvite		No	F-6	No
Youth was invited to the transition-planning meeting	p_y_tpinvite		No	F-7	No
Youth's interests/strengths/preferences discussed at transition-planning meeting	p_y_tpinterests		No	F-8	Yes
Youth got information on life after high school at transition-planning meeting	p_y_tpinfo		No	F-9	Yes
Youth provided at least some input in IEP and transition-planning	p_y_goalsomeinput		No	F-10, F-36, F-41, F-46	Yes
Youth provided at least some input in IEP and transition-planning	y_y_goalsomeinput		No	F-11	No
Youth played at least an equal part in developing plan goals	p_y_goals		No	F-12	No

Table 36 (continued)

Description	Variable name	Volume 1		Volume 2	
		Appendix table number	Included in main body	Appendix table number	Included in main body
Youth's educational expectations	y_y_edexpect	F-1, F-2, F-3, F-4, F-5, F-28, F-32	Yes	F-13, F-14, F-37, F-42, F-47	Yes
Parent's educational expectations for youth	p_y_edexpect	F-6, F-7, F-8	Yes	F-15, F-16	Yes
Parent thinks readiness will be an issue for youth in furthering education	p_y_edissueprep	F-9	Yes	F-17	Yes
Parent thinks need to work will be an issue for youth in furthering education	p_y_edissuework	F-10	Yes	F-18	Yes
Parent thinks paying for school will be an issue for youth in furthering education	p_y_edissueaid	F-11	Yes	F-19	Yes
Youth whose parent thinks a lack of information will be an issue	p_y_edissueinfo	F-12	Yes	F-20	Yes
Youth took a college entrance or placement test	y_y_anyplacetest	F-16, F-29, F-33	Yes	F-21, F-38, F-43, F-48	Yes
Youth took a course for college credit during high school	p_y_collegecredit	F-17	Yes		No
Youth received help from school staff with the college application process	y_y_helpany	F-18	Yes	F-22	Yes
Youth had any work experience in the past year	y_y_anyjob	F-19	Yes		No
Youth had a paid work experience in the past year	y_y_anypaidjob	F-20, F-30, F-34	Yes	F-23, F-39, F-44, F-49	Yes
Youth had a paid or unpaid school-sponsored work activity in the past year	y_y_schjob	F-21	Yes	F-24	Yes
Youth had non-school-sponsored paid work experience in the past year	y_y_othjob	F-22	Yes		No
Youth knows what further education is needed for jobs might want	y_y_knowedjob	F-13	Yes	F-25	Yes
Youth knows where to get help paying for postsecondary education	y_y_knowedaid	F-14	Yes	F-26	Yes
Youth gets enough school help with identifying future schools	y_y_helpschool	F-15	Yes	F-27	Yes
Parent thinks lack of information will be an issue for youth getting a job	p_y_jobissueinfo	F-24	Yes	F-28	Yes
Parent thinks keeping SSI eligibility will be an issue for youth getting a job	p_y_jobissuebenefits	F-23	Yes	F-29	Yes
Youth knows what kinds of jobs he or she would like or be good at doing	y_y_knowjob	F-25	Yes	F-30	Yes
Youth gets enough help from school staff about careers	y_y_issuehelp	F-26	Yes	F-31	Yes
Parent expects youth to be living independently at age 30	p_y_livingexp	F-27, F-31, F-35	Yes	F-32, F-40, F-45, F-50	Yes
Youth expects to be living independently at age 30	y_y_livingexp		No	F-33	No
Parent expects youth to be financially self-supporting by age 30	p_y_finanexp		No	F-34	No
Youth expects to have had a job by age 30	y_y_jobexporanyjob		No	F-35	No

Source: National Longitudinal Transition Study 2012.



## B. Indices and constructed measures that involve administrative data

This section describes indices and constructed measures the study developed based on administrative data. Administrative sources included school district records provided as part of the sample frame and records maintained by the U.S. Department of Education’s Common Core of Data, ED*Facts*, and Office of Civil Rights. Brief descriptions of all analytic variables can be found in the note and source fields below each table or figure. In addition, detailed descriptions of each variable are provided to users of the NLTS 2012 data in the NLTS 2012 RUF documentation (Bloomenthal, et al. 2017).

### 1. Indices

- Functional abilities index (*p\_y\_func\_index*).** This index is a measure of the prevalence and degree of functional limitations. The index comprised eight parent-reported categorical measures of the youth’s abilities drawn from the NLTS 2: the ability to communicate, the ability to speak clearly, the ability to carry on an oral conversation, the ability to understand what people say, the ability to see, the ability to hear, the ability to use arms and hands, and the ability to use legs and feet. Each component measure has categorical values from 0 to 3 (table 37). The index is the average of parent ratings on each of the eight component measures and has values ranging from 0 to 3, with higher values representing greater functional abilities index scores. The internal consistency is 0.79.<sup>25</sup> The analysis focuses on whether youth have an index value at or above (versus below) the average for all youth with an IEP. The study team used this level as an approximation of higher and lower functional abilities (less complex and more complex functional needs). In addition to the challenges that physical limitations can pose, research finds a link, particularly among youth with severe disabilities, between being able to communicate and understand others without trouble and a greater likelihood of being employed after high school (Carter et al., 2012).

**Table 37. Components of the functional abilities index**

Components of the index	Response categories for components
How well does {youth}:	
<ul style="list-style-type: none"> <li>Communicate by any means</li> <li>Speak clearly</li> <li>Carry on an oral conversation</li> <li>Understand what others say to them</li> <li>See with glasses or contacts</li> <li>Hear with a hearing aid</li> </ul>	How well does {youth}: (3 points) Normally (2 points) Has a little or mild amount of trouble (1 point) Has a lot or moderate amount of trouble (0 points) Does not at all or has a severe to profound amount of trouble
Does {youth} use both of the following normally:	Does {youth} use both of the following normally:
<ul style="list-style-type: none"> <li>Arms and hands</li> <li>Legs and feet</li> </ul>	(3 points) Yes (1 point) No (0 points) Has no use of one or both

Note: For this report, a response of “No” in reference to whether youth have normal use of both arms and hands, or of both legs and feet, has been interpreted as “No (but has some use of both)”. The NLTS 2012 parent survey does not fully define the difference between responses of “No” and “Has no use of one or both,” and parent survey respondents may have interpreted the response categories in different ways. The only instruction in the survey is that youth who were missing an arm/hand or a leg/foot should be counted as having no use of one or both.

Source: National Longitudinal Transition Study 2012

<sup>25</sup> Internal consistency is an indicator of how closely related the components of an index are to each other. It is measured by Cronbach’s alpha, a value between 0 and 1 where higher values indicate greater internal consistency.

- Activities of daily living index (*p\_y\_daily\_index*)**. This index is a measure of the extent of youth abilities to complete several typical teenage tasks independently, based on both the number of tasks completed and how well or often youth complete them. The index comprised seven categorical measures drawn from the NLTS 2: how well the youth uses an ATM without help, how well the youth makes appointments without help, how well the youth gets to nearby places without help, frequency the youth fixes a meal when needed without help, frequency the youth does laundry when needed without help, frequency the youth cleans rooms when needed without help, frequency the youth buys things when needed without help. Each component measure has categorical values from 0 to 3 (table 38). The index is the average of parent ratings on each of the seven component measures and has values ranging from 0 to 3, with higher values representing greater activities of daily living index scores. The internal consistency is 0.82. The analysis focuses on whether youth have an index value at or above (versus below) the average among all youth with an IEP. The study team used this level as an approximation of higher and lower task performance. Research studies have found that youth with an IEP who perform these activities of daily living were more likely to be employed after high school and to report higher quality of life (Carter et al., 2012; Roessler, Brolin, & Johnson, 1990).

**Table 38. Components of the activities of daily living index**

Components of the index	Response categories for components
How well does {youth} do each of the following without help: <ul style="list-style-type: none"> <li>• Use an ATM or cash machine</li> <li>• Make appointments, such as with a doctor, dentist, or potential employer</li> <li>• Get to places outside the home, like to school, to a nearby store or park, or to a neighbor's house</li> </ul>	How well does {youth} do each of the following without help: (3 points) Very well (2 points) Pretty well (1 point) Not very well (0 points) Not at all well or not allowed
When the following chores need doing, about how often does {youth} do the following: <ul style="list-style-type: none"> <li>• Fix own breakfast or lunch</li> <li>• Do laundry</li> <li>• Straighten up own room or living area</li> <li>• Buy a few things at the store</li> </ul>	When the following chores need doing, about how often does {youth} do the following: (3 points) Always (2 points) Usually (1 point) Sometimes (0 points) Never

Source: National Longitudinal Transition Study 2012.

- Personal autonomy index (*y\_y\_autonomy\_index*)**. This index is a measure of the extent youth report acting according to their preferences, interests, and abilities. The index comprised seven categorical measures: frequency the youth chooses his or her activities with friends; frequency that the youth communicates with friends and family; frequency the youth chooses gifts to give family and friends; frequency the youth goes to restaurants that he or she likes; frequency the youth goes to movies, concerts, and dances; frequency the youth plans weekend activities that he or she likes to do; and frequency the youth volunteers in activities of interest. Each component measure has categorical values from 0 to 3 (table 39). These measures come from the autonomy subscale of the Arc Self-Determination Scale. The index is the average of youth ratings on each of the seven component measures and has values ranging from 0 to 3, with higher values representing greater personal autonomy index scores. The internal consistency is 0.78. The analysis examines this index as a continuous measure rather than through assigning cutoffs. Many disability experts view youths' sense of self-determination, and particularly their sense of autonomy, as important for their success in adulthood (Shogren, Wehmeyer, Palmer, Rifenburg, & Little, 2015; Shogren & Shaw, 2016).

**Table 39. Components of the personal autonomy index**

Components of the index	Response categories for components
<ul style="list-style-type: none"> <li>• My friends and I choose activities that we want to do</li> <li>• I write letters, texts, or talk on the phone to friends and family</li> <li>• I go to restaurants that I like</li> <li>• I choose gifts to give to family and friends</li> <li>• I go to movies, concerts, and dances</li> <li>• I plan weekend activities that I like to do</li> <li>• I volunteer in things I am interested in</li> </ul>	<ul style="list-style-type: none"> <li>(3 points) I do every time I have the chance</li> <li>(2 points) I do most of the time I have the chance</li> <li>(1 point) I do sometimes, when I have the chance</li> <li>(0 points) I do not do, even if I have the chance</li> </ul>

Source: National Longitudinal Transition Study 2012.

To assess whether the indices measure distinct domains, the study also examined the correlation among each pair of indices (table 40). Highly correlated indices may be measuring the same underlying construct. For all pairs among the three indices, the correlation coefficients are at most .52, suggesting that the indices are not measuring the same construct.

**Table 40. Pairwise correlations between indices**

Index	Functional abilities	Performance on activities of daily living	Personal autonomy
Functional abilities	1.00		
Performance on activities of daily living	0.52	1.00	
Personal autonomy	0.12	0.18	1.00

Source: National Longitudinal Transition Study 2012.

## 2. *Constructed measures that involve administrative data*

- **Youth disability group (*d\_y\_disability*)**. This variable indicates the youth’s primary disability group as reported by school districts. The categories are autism, deaf-blindness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, IEP but unspecified disability, 504 plan but no IEP, neither 504 plan nor IEP.
- **Youth age (*p\_y\_age*)**. This variable indicates the youth’s age in years at the time the parent survey respondent completed the parent survey. School districts provided the birth date information used in the study, which parents either confirmed or corrected in the survey.
- **Youth gender (*p\_y\_gender*)**. This variable indicates whether the youth is male or female. The variable relies on district-reported data when parent-reported data is missing.
- **Youth race/ethnicity (*p\_y\_raceeth3*)**. This variable indicates whether the youth is Black (not Hispanic); Hispanic; or White, Asian, or other race (not Hispanic). Black includes African American. Hispanic includes Latino. Other race includes American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander. The variable relies on district-reported data when parent-reported data is missing.
- **Youth limited English proficiency status (*d\_y\_lep*)**. This variable indicates whether the youth is limited English proficient or not, as reported by the school district.

- **School's academic performance based on math and reading proficiency rates (*sch\_pctprof\_q4*).** This variable is based on the academic proficiency rate of the school the youth attended at sampling, using ED*Facts* data for 2011-2012. Academic proficiency is expressed as the average of each school's rate of proficiency in math and in reading. The distribution of schools within each state was divided into quarters based on the average math and reading proficiency rate in each school. This variable has categorical values from 1 (lowest-performing quarter) to 4 (highest-performing quarter) to indicate a school's academic performance.
- **School's locale (*sch\_locale*).** This variable indicates whether the school the youth attended at sampling is located in a city, suburb, or town or rural area, as indicated by the Common Core of Data for 2011-2012 or the Private School Survey for 2009-2010.
- **School's share of students with an IEP (*sch\_pctiep\_q4*).** This variable is based on the percentage of students who have an IEP at the school the youth attended at sampling. The percentage of students who have an IEP at a school is calculated by dividing the count of students with an IEP from ED*Facts* by all students from the Common Core of Data for 2011-2012 or from the Private School Survey for 2009-2010 (expressed as a percentage). If any data were missing, then the variable was set equal to the school percentage of students with an IEP from the U.S. Department of Education's Office for Civil Rights. The distribution of schools nationwide was divided into quarters based on the percentage of students in each school who received services under an IEP. This variable has categorical values from 1 (lowest national quarter) to 4 (highest national quarter).

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**Appendix A. Parent baseline questionnaire**

# National Longitudinal Transition Study 2012 (NLTS2012)

## Parent Baseline Questionnaire: Unified Survey Specifications

*Unless specified, “Don’t Know”/“Refused” were only options in 2012 CATI and “No Response” was only an option in 2013 WEB*

*Responses with \* are categories created after coding other specify responses*

*Reference year was “this school year”, referencing 2011-2012 for cases completed in 2012 and 2012-2013 for cases completing in 2013. Cases that completed in August 2012-November 2012 had slightly revised language in questions so that respondents during this time always referenced the 2011-2012 school year.*

***Text in bold and italics was displayed on the web, but was a probe or interviewer instruction in CATI.***

*Text in italics (not bold) was a probe/interview instruction in CATI only, and was not displayed on the web.*

**Responses in bold were read aloud in CATI and displayed on the web. Otherwise (non-bolded/non-italicized text), the responses were displayed on the web, but were not read aloud in CATI.**

**(omitted)=variable not included in file**



**A. INTRODUCTION AND CONSENT**

ALL

**A1.** *(omitted)* **The U.S. Department of Education is sponsoring the National Longitudinal Transition Study. Through this important project, we hope to learn more about issues youth face today as they transition from school to adult life and how schools can better support students in reaching their goals.**

CONTINUE .....1 GO TO A2  
WANTS MORE INFO .....4 GO TO MOREINFO  
NO RESPONSE .....m GO TO A2

A1 = 4

**<MoreInfo.>** *(omitted)* **People who create policies and run programs for schools want to know more about how to help students be prepared for life after high school. To collect this information, the U.S. Department of Education is sponsoring this study. The data will be used to improve the ways schools help students become productive adults. As a parent, your opinions and experiences are critical to the success of this study.**

CODE ONE ONLY  
BEGIN SURVEY .....1 GO TO A2

ALL

**A2.** **[YOUTH] is one of 18,000 students across the country being asked to take part in this voluntary study.**

*(omitted)* **You will be paid [TOTAL INCENTIVE AMOUNT] total for each survey completed over the web. We will send you [POSTPAY AMOUNT] after this survey is complete.**

**You will be contacted for another survey in 2014, to see what may have changed. You will be asked about [YOUTH]’s experiences at school, hopes for the future, and some basic information about your household. This survey will take 30 to 35 minutes. We would also like to complete a survey with [YOUTH] for about 30 minutes. That survey has questions about experiences in and out of school and plans for the future. You can help your child answer questions or answer for [him/her], if needed. Students will be contacted for another survey in 2014. [YOUTH] will get a \$10 gift card for each survey completed.**

**All the information collected about [YOUTH] will be kept confidential and not shared with others. All reports will be in summary form only. Your child’s name will never be used. There are no special risks to you or [YOUTH] from taking part in this study. If you or your child feels uncomfortable answering any of the questions, you can stop without penalty. We will mail you a letter describing this information, so you will have it for your records. Do you give your permission for these surveys?**

**If you have any questions please call: 1-866-964-7962**

AGREE .....1  
DO NOT AGREE .....2 TERMINATE.  
NO RESPONSE .....m

ALL

**A11. I need to begin by asking a few questions about {YOUTH} to make sure I ask questions that apply only to certain groups. Is {YOUTH} male or female? (NLTS2 A1, rev)**

- A11** MALE ..... 1
- FEMALE ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r
- NO RESPONSE ..... m

d\_y\_dob\_month <> C AND d\_y\_dob\_year <> C

**A12. I have {YOUTH}'s month and year of birth as {FILL FROM SAMPLE}? Is that correct? (NLTS2 A2A, REV)**

- A12** YES ..... 1 GO TO A13
- NO ..... 0
- DON'T KNOW ..... d GO TO A13
- REFUSED ..... r GO TO A13
- NO RESPONSE ..... m GO TO A12A

A12=0 or M OR WHERE Samp\_DOBMonth and Samp\_DOBYear = ".M"

**A12a. What is {YOUTH}'S month and year of birth? (NLTS2 A2B, REV)**

*(omitted)* |\_|\_| / |\_|\_|\_|\_|\_|  
*(omitted)* MONTH YEAR

- DON'T KNOW ..... d
- REFUSED ..... r

ALL

**A13. What is your relationship to {YOUTH}?**

- A13** MOTHER/**STEPMOTHER** ..... 1
- FATHER/**STEPFATHER** ..... 2
- OTHER RELATIVE ..... 3
- FOSTER PARENT ..... 4
- OTHER LEGAL GUARDIAN ..... 5
- \*YOUTH IS OWN GUARDIAN<sup>1</sup> ..... 6
- OTHER (SPECIFY) ..... 99
- DON'T KNOW ..... d
- REFUSED ..... r
- NO RESPONSE ..... m

<sup>1</sup> If A13=6, Abbrev\_P=1, indicating the youth conducted an abbreviated version of the parent survey.

**B. STUDENT'S EXPERIENCE AT SCHOOL**

**B1\_INTRO**     The next questions are about {YOUTH}'s school experiences during the 2012/2012-2013} school year.

d\_y\_schname <> "UNKNOWN"

**A14.**            Our records from the school district show the name of [YOUTH]'s school in {2011-2012/2012-2013} was [SCHOOL NAME], is that correct?

- A14**            YES .....1     GO TO A15  
                   NO .....0  
                   DON'T KNOW.....d     GO TO A15  
                   REFUSED.....r     GO TO A15  
                   NOT IN SCHOOL .....2     GO TO B5  
                   NO RESPONSE .....m

A14=0 OR .M OR d\_y\_schname IS "UNKNOWN"

**A14a.**            What was the name of [YOUTH]'s school in {2011-2012/2012-2013}?

- (omitted)*       SPECIFY: \_\_\_\_\_  
                   DON'T KNOW.....d  
                   REFUSED.....r

VERSION=4 AND ((A14=0 OR .M) OR (d\_y\_schname IS "UNKNOWN")) AND A14A=MISSING (A14A\_CHECKBOX WILL BE A .L WHEN A14A WAS SPECIFIED)

**A14a\_Checkbox**

- NOT IN SCHOOL .....1 GO TO B5

ALL EXCEPT WHERE A14=2 OR A14a=1

**A15.**            What city and state is this school located in?

*(omitted)*       \_\_\_\_\_  
                   CITY

*(omitted)*       \_\_\_\_\_  
                   STATE/TERRITORY

- DON'T KNOW.....d  
                   REFUSED.....r  
                   NO RESPONSE .....m

(A14 = 1, 0, D, OR L) AND (A14a\_CheckBox = M OR L)

**B1. Is {YOUTH} enrolled in an elementary, middle, junior or senior high school this school year? (NLTS D1A)**

**B1** YES.....1  
NO .....0 GO TO BOX B4  
DON'T KNOW.....d GO TO BOX B4  
REFUSED.....r GO TO BOX B4  
NO RESPONSE .....m

B1 = 1 OR M

**B2. What grade {is/was} {YOUTH} in during this school year? (NLTS D10)**

**CODE ONE ONLY**

**B2** UNGRADED CLASS .....0  
\*ELEMENTARY LEVEL .....5  
SIXTH GRADE .....6  
SEVENTH GRADE .....7  
EIGHTH GRADE .....8  
NINTH GRADE .....9  
TENTH GRADE .....10  
ELEVENTH GRADE .....11  
TWELFTH GRADE .....12  
THIRTEENTH GRADE .....13  
MULTI-GRADE .....14  
OTHER (SPECIFY) .....99  
\*POST HIGH PROGRAM .....15  
\*TRANSITIONAL GRADE IN HIGH SCHOOL.....16  
\*GRADUATED .....17  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m GO TO B3

B1 = 1 OR M

**B3.** Which of the following best describes the school {he/she} attends this year?  
*If your child attended more than 1 school this year, please select the most recent school. If your child attended more than 1 school at the same time, please select the school where [he/she] spent the most time.* (NLTS D1B)

**CODE ONE ONLY**

- B3**
- A REGULAR SCHOOL THAT SERVES A WIDE VARIETY OF STUDENTS, .....1**
  - A SCHOOL THAT SERVES ONLY STUDENTS WITH DISABILITIES, .....2**
  - A MAGNET SCHOOL THAT SPECIALIZES IN A PARTICULAR SUBJECT AREA OR THEME,.....3**
  - A VOCATIONAL/TECHNICAL SCHOOL (VOC-TECH), .....4**
  - A CHARTER SCHOOL, .....5**
  - AN ALTERNATIVE SCHOOL.....6**
  - HOME INSTRUCTION BY A PROFESSIONAL .....7**
  - HOME SCHOOLING BY A PARENT .....8**
  - MEDICAL FACILITY, CONVALESCENT HOSPITAL, INSTITUTION FOR PEOPLE WITH DISABILITIES, OR MENTAL HEALTH FACILITY .....9**
  - MENTAL HEALTH FACILITY<sup>2</sup> .....10**
  - CORRECTIONAL OR JUVENILE JUSTICE FACILITY .....11**
  - OTHER (SPECIFY) .....99**
    - \*POST HIGH SCHOOL PROGRAM .....12**
    - \*ONLINE HIGH SCHOOL PROGRAM .....13**
  - DON'T KNOW.....d**
  - REFUSED.....r**
  - NO RESPONSE .....m GO TO BOX B4**

**BOX B4**

THIS LOGIC SKIPS PARENTS OF YOUTH IN SETTINGS OTHER THAN REGULAR SCHOOLS TO QUESTION B4c and FILLS B4-B4b WITH INFORMATION WE KNOW FROM RESPONSES TO B3.

IF B3 = 1-6, GO TO B4.

IF B3 = 7-13, 99, CODE B4 = 1 AND CODE APPROPRIATE SETTINGS IN B4b based on B3, THEN GO TO B4c. (These should not go to box B4a along the way.)

IF B3 = D,R, M GO TO B4c.

IF B1 = 0, D, R, M and B3 NOT EQUAL TO D,R,M GO TO B4.

<sup>2</sup> For respondent privacy concerns, these responses grouped with code 9 in file.

(B3 = 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 99, OR L) AND (A14 = 1, 0, D, OR L) AND (A14a\_CheckBox = M OR L)

**B4. Has {he/she} received any elementary, middle, junior or senior high school level instruction in any other setting during this school year? For example, that could include instruction in a hospital, correctional facility, or a home school. (NLTS D2A)**

**B4** YES.....1 GO TO BOX B4A  
 NO .....0 GO TO BOX B4A  
 DON'T KNOW.....d GO TO BOX B4A  
 REFUSED.....r GO TO BOX B4A  
 NO RESPONSE .....m GO TO BOX B4A

**BOX B4A**

IF B1 ≠ 1 (NOT ENROLLED) AND B4 = 1 (ENROLLED, NOT REGULAR SCHOOL), GO TO B4a.  
 IF B3 = 1-6 (ENROLLED, REGULAR SCHOOL) AND B4 = 1 (ENROLLED, NOT REGULAR SCHOOL), GO TO B4B.  
 IF B1 = 1 AND B3 = 1-6 AND B4 = 0,D,R,M GO TO B4C.  
 IF B1= 0,D,R, M AND B4 = 0,D,R,M GO TO B5  
 ELSE, GO TO BOX B5.

B4 = 1 AND (B1 = 0, D, OR L)

**B4a. What grade is {YOUTH} in this year? (NLTS D10)**

**CODE ONE ONLY**

**B4a** UNGRADED CLASS .....0  
 FIRST GRADE.....1  
 SECOND GRADE .....2  
 THIRD GRADE .....3  
 FOURTH GRADE.....4  
 FIFTH GRADE.....5  
 SIXTH GRADE .....6  
 SEVENTH GRADE.....7  
 EIGHTH GRADE .....8  
 NINTH GRADE .....9  
 TENTH GRADE.....10  
 ELEVENTH GRADE .....11  
 TWELFTH GRADE.....12  
 THIRTEENTH GRADE .....13  
 MULTI-GRADE .....14  
 OTHER (SPECIFY) .....99  
     \*POST HIGH PROGRAM .....15  
     \*GOING FOR/COMPLETED GED.....16  
     \*GRADUATED .....17  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

B4 = 1

**B4b. Which of the following best describes the setting where {YOUTH} received this instruction? Was it... (NLTS D2B)**

*If your child received instruction in more than one setting, please select the most recent.*

**CODE ONE ONLY**

- B4b** Home instruction by a professional, .....1
- Home schooling by a parent, .....2
- A hospital or hospital school, .....3
- A medical facility convalescent hospital or institution for people with disabilities, .....4
- A mental health facility<sup>3</sup>, .....5
- A correctional or juvenile justice facility, or .....6
- Another kind of place? (SPECIFY) .....99
  - \*A specialized learning or tutoring center .....7
  - \*A regular school that serves a wide variety of student ..8
  - \*A school that serves only student with disabilities .....9
  - \*A magnet school that specializes in a particular subject area of theme .....10
  - \*A vocational/technical school .....11
  - \*A charter school .....12
  - \*An alternative school .....13
  - \*Post high school program .....14
  - \*Online high school program .....15
  - \*Transition to work/Work .....16
  - \*Working towards GED/completed GED .....17
  - \*Graduated .....18
- DON'T KNOW .....d
- REFUSED .....r
- NO RESPONSE .....m

B1 = 1 OR B4 = 1

**B4c. Is {he/she} receiving instruction now, that is, is (he / she) currently enrolled in any school setting at this time? (NLTS D2C, REV)**

*By “enrolled” we mean receiving instruction in any setting.*

- B4c** YES .....1 GO TO BOX B5
- NO .....0 GO TO BOX B5
- DON'T KNOW .....d GO TO BOX B5
- REFUSED .....r GO TO BOX B5
- NO RESPONSE .....m GO TO BOX B5

<sup>3</sup> For respondent privacy concerns, these responses grouped with code 4 in file.

BOX B5

IF (CURAGE < 16 AND (B1 = 1 OR B4 = 1 ) AND B2 NOT in (12, 13) AND B4A NOT in (12, 13)) GO TO B10.  
 ELSE IF (B1 = 0, M, D, R AND B4 = 0, M,D, R) OR (B4C = 0) OR (A14=2 OR A14aCheckbox=1) GO TO B5.  
 ELSE GO TO B6.

((((B1 = 0, D, M, OR R) AND (B4 = 0, D, M, OR R)) OR B4c = 0 OR A14 = 2 OR A14a\_CheckBox = 1) AND NOT (CURAGE < 16 AND (B1 = 1 OR B4 = 1) AND (B2 <> 12 AND 13) AND (B4a <> 12 AND 13))

**B5. Is {he/she} not in school now because {he/she}... (NLTS D2D)**

**CODE ONE ONLY**

- B5**
- Is on school vacation, .....1 GO BACK AND FIX B1
  - Is on school vacation, .....1 GO TO B6
  - Graduated, .....2 GO TO B8
  - Took a test and received a diploma or a certificate without taking all of {his/her} high school classes, .....3 GO TO B8
  - Dropped out or just stopped going, .....4
  - Was suspended (temporary), .....5 GO TO B6
  - Was expelled (permanent), .....6 GO TO B6
  - Was older than the school age limit, or .....7 GO TO B6
  - Some other reason? (SPECIFY) .....99 GO TO B6
    - \*Still enrolled in school .....8 GO TO B6
  - DON'T KNOW .....d GO TO B6
  - REFUSED .....r GO TO B6
  - NO RESPONSE .....m GO TO B6
  - VERSION MISSING .....v



**B5a. What were {his/her} reasons for leaving? (NLTS D2F)**

**CODE ALL THAT APPLY**

<b>B5a_01</b>	SCHOOL: ACADEMIC DIFFICULTY; POOR GRADES/NOT DOING WELL .....	1
<b>B5a_02</b>	SCHOOL: DISLIKE OF SCHOOL EXPERIENCE .....	2
<b>B5a_03</b>	SCHOOL: SCHOOL TOO DANGEROUS .....	3
<b>B5a_04</b>	SCHOOL: FAILED REQUIRED TEST/FAILED GRADUATION EXAM.....	4
<b>B5a_05</b>	SCHOOL: LACK OF APPROPRIATE CURRICULUM .....	5
<b>B5a_06</b>	SCHOOL: POOR RELATIONSHIPS WITH TEACHERS AND SCHOOL STAFF .....	6
<b>B5a_07</b>	SCHOOL: POOR RELATIONSHIP WITH FELLOW STUDENTS .....	7
<b>B5a_08</b>	SCHOOL: LANGUAGE DIFFICULTY .....	8
<b>B5a_09</b>	SCHOOL: PROBLEMS WITH BEHAVIOR.....	9
<b>B5a_10</b>	FINANCIAL: ECONOMIC REASONS.....	10
<b>B5a_11</b>	FINANCIAL: LACK OF CHILD CARE.....	11
<b>B5a_12</b>	FINANCIAL: LACK OF TRANSPORTATION .....	12
<b>B5a_13</b>	HEALTH: SUBSTANCE ABUSE.....	13
<b>B5a_14</b>	HEALTH: ILLNESS/DISABILITY .....	14
<b>B5a_15</b>	HEALTH: PREGNANCY .....	15
<b>B5a_16</b>	PERSONAL: ENTERED THE CRIMINAL JUSTICE SYSTEM.....	16
<b>B5a_17</b>	PERSONAL: NEEDED AT HOME .....	17
<b>B5a_18</b>	PERSONAL: RELIGION .....	18
<b>B5a_19</b>	PERSONAL: MOVED .....	19
<b>B5a_20</b>	RELATIONSHIPS: PARENT/GUARDIAN INFLUENCE.....	20
<b>B5a_21</b>	RELATIONSHIPS: FRIENDS WERE DROPPING OUT .....	21
<b>B5a_22</b>	RELATIONSHIPS: MARRIAGE.....	22
<b>B5a_23</b>	WORK: MILITARY, JOINED ARMED FORCES.....	23
<b>B5a_24</b>	WORK: EMPLOYMENT, SOUGHT OR ACCEPTED JOB.....	24
<b>B5a_26</b>	*REASONS FOR LEAVING SCHOOL: DEATH IN FAMILY .....	26
<b>B5a_99</b>	OTHER (SPECIFY).....	99
	DON'T KNOW .....	d
	REFUSED .....	r
	NO RESPONSE.....	m
	VERSION MISSING.....	v

(B5 = 1, 4, 5, 6, 7, 8, 99, D, R, OR M) OR ((B1 = 1 OR B4 = 1) AND ((B2 = 12 OR 13) OR (B4A = 12 OR 13) OR (((B2 = 0, 14, 15, 16, 17, 99, D, R, OR M) OR (B4A = 0, 14, 15, 16, 17, 99, D, R, OR M)) AND CURAGE ≥16))) OR ((B4c = 1, D, R, OR M) AND CURAGE ≥16)) AND NOT ((CURAGE < 16 AND (B1 = 1 OR B4 = 1) AND (B2 <> 12 AND 13) AND (B4A <> 12 AND 13)) OR (B5 = 2 OR 3))

**B6. Do you expect that {he/she} will graduate or finish school before the start of the {2012-2013/2013-2014} school year? (NLTS D2G1)**

- B6** YES.....1 GO TO BOX B7  
 NO .....0 GO TO BOX B7  
 DON'T KNOW.....d GO TO BOX B7  
 REFUSED.....r GO TO BOX B7  
 NO RESPONSE .....m GO TO BOX B7  
 VERSION MISSING .....v GO TO BOX B7

BOX B7  
 IF B5 = 4-7,8, 99,D,R,M,V GO TO B7.  
 IF B5=2,3 GO TO B8,  
 ELSE GO TO B10.

B5 = 4, 5, 6, 7, 8, 99, D, M, R, OR V

**B7. In the past school year has {YOUTH} taken any courses or tests to earn a high school diploma or its equivalent since {dropping out/being suspended/being expelled}? (NLTS D3A)**

- B7** YES.....1  
 NO .....0 GO TO B9  
 DON'T KNOW.....d GO TO B9  
 REFUSED.....r GO TO B9  
 NO RESPONSE .....m GO TO B9  
 VERSION MISSING .....v

B7 = 1 OR (B5 = 2, 3, OR V)

**B8. Has {YOUTH} earned a diploma, GED, or certificate of completion? (NLTS D2E REV)**

**CODE ONE ONLY**

- B8** NO DIPLOMA EARNED .....0  
 REGULAR DIPLOMA .....1  
 GED .....2  
 CERTIFICATE OF COMPLETION .....3  
 MODIFIED DIPLOMA .....4  
 OTHER (SPECIFY) .....99  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m  
 VERSION MISSING .....v

(((B1 = 0, D, R, OR M) AND (B4 = 0, D, R, OR M)) OR (B5 = 4, 5, OR 6) OR A14 = 2 OR A14a\_Checkbox = 1) AND (B7 = 1, L, OR V)

**B8.5. Is {YOUTH} taking any courses this year at a 2-year or community college, a career, business, or trade school, or a 4-year college?**

**B8\_5** YES.....1  
 NO .....0 GO TO B9  
 DON'T KNOW.....d GO TO B9  
 REFUSED.....r GO TO B9  
 NO RESPONSE .....m GO TO B9

B8.5 = 1

**B8.5a. Which type of post-secondary program is {YOUTH} attending in [2011-2012/2012-2013]?**

**CODE ONE ONLY**

**B8\_5a** 2-YEAR OR COMMUNITY COLLEGE.....1 GO TO B12  
 CAREER, BUSINESS OR TRADE SCHOOL .....2 GO TO B12  
 4-YEAR COLLEGE.....3 GO TO B12  
 DON'T KNOW.....d GO TO B12  
 REFUSED.....r GO TO B12  
 NO RESPONSE .....m GO TO B12

(((B1 = 0, D, R, M, OR L) AND (B4 = 0, D, R, M, OR L)) OR B4C = 0) AND B8\_5 <> 1 AND NOT (CURAGE < 16 AND (B1 = 1 OR B4 = 1) AND (B2 <> 12 AND 13) AND (B4A <> 12 AND 13))

**B9. When did {he/she} last attend school or receive instruction in school subjects? (NLTS D5A)**

**B9\_mon** |\_\_|\_| / |\_\_|\_|\_|\_|\_|  
**B9\_year** MONTH YEAR  
 OR

**B9\_LongAgoMn** |\_\_|\_| MONTHS and YEARS AGO

**B9\_LongAgoYr**

**B9MonthsAgo**

NEVER .....0  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m  
 VERSION MISSING .....v

*In Version 1,2,3: Respondents answered either months and year or months or years ago.*

*In Version 4: Respondents could answer both months and year and months or years ago.*

(B1 = 1 OR B4 = 1 OR (B5 = 1, 2, OR 3) OR (B9\_year = 2012 OR 2013) OR ((B4C = 1, D, R, OR M) AND CURAGE <16)) AND B8\_5 <> 1

**B10.** Did {YOUTH} attend summer school in the summer of [2011/2012]?  
(NLTS D7A)

**CODE ONE ONLY**

**B10** YES.....1  
NO .....0  
IN YEAR ROUND SCHOOL.....2  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B5 <> 2, 3, AND 7) AND B6 <> 1 AND (B8 = 0, L, OR V) AND B8\_5 <> 1

**B11.** Do you expect that {YOUTH} will be enrolled in elementary, middle, junior, or senior high school in the fall? That is during the {2012-2013/2013-2014} school year (NLTS D5E)

**B11** YES.....1 GO TO B13  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m  
VERSION MISSING .....v

(B11 = 0, D, M, OR R) OR B8 = 1

**B12. What are {YOUTH'S} plans for the fall? That is the [2012-2013/2013-2014] school year? (NLTS D6A)**

*IF R SAYS "GO TO SCHOOL": Does {YOUTH} plan to go to a 2-year, junior, or community college; a 4-year college or university; a vocational or business school; a GED program; or another kind of school or program?*

**CODE ALL THAT APPLY**

<b>B12_01</b>	HAS NO PLANS/JUST HANG OUT .....	1
<b>B12_02</b>	LOOK FOR WORK/GET A JOB .....	2
<b>B12_03</b>	CONTINUE WORKING .....	3
<b>B12_04</b>	GO TO A 2-YEAR, JUNIOR/COMMUNITY/ TECHNICAL COLLEGE .....	4
<b>B12_05</b>	GO TO A 4-YEAR COLLEGE/UNIVERSITY .....	5
<b>B12_06</b>	GO TO A VOCATIONAL OR BUSINESS SCHOOL OR JOB TRAINING PROGRAM .....	6
<b>B12_07</b>	GED PROGRAM .....	7
<b>B12_08</b>	GO TO ANOTHER SCHOOL (UNSPECIFIED) .....	8
<b>B12_09</b>	GO TO AN ADULT DAY PROGRAM .....	9
<b>B12_10</b>	GO TO AN ADULT RESIDENTIAL PROGRAM .....	10
<b>B12_11</b>	TRAVEL .....	11
<b>B12_12</b>	DO VOLUNTEER WORK .....	12
<b>B12_13</b>	GET MARRIED .....	13
<b>B12_14</b>	HAVE A BABY .....	14
<b>B12_15</b>	MOVE .....	15
<b>B12_16</b>	GET OWN APARTMENT/HOUSING ARRANGEMENT .....	16
<b>B12_17</b>	JOIN THE MILITARY .....	17
<b>B12_18</b>	INCARCERATED .....	18
<b>B12_99</b>	OTHER (SPECIFY) .....	99
<b>B12_20</b>	*CONTINUE CURRENT SCHOOL .....	20
	DON'T KNOW .....	d
	REFUSED .....	r
	NO RESPONSE .....	m

ALL

**B13. Since {he/she} entered kindergarten, has {he/she} ever been held back a grade in school? (NLTS D7D)**

<b>B13</b>	YES .....	1
	NO .....	0 GO TO B14
	DON'T KNOW .....	d GO TO B14
	REFUSED .....	r GO TO B14
	NO RESPONSE .....	m GO TO B14

B13 = 1

**B13a. What grade or grades was {he/she} held back? (NLTS D7E)**

**CODE ALL THAT APPLY**

**B13a\_K** KINDERGARTEN .....97  
**B13a\_01** FIRST GRADE.....1  
**B13a\_02** SECOND GRADE .....2  
**B13a\_03** THIRD GRADE .....3  
**B13a\_04** FOURTH GRADE .....4  
**B13a\_05** FIFTH GRADE.....5  
**B13a\_06** SIXTH GRADE .....6  
**B13a\_07** SEVENTH GRADE .....7  
**B13a\_08** EIGHTH GRADE .....8  
**B13a\_09** NINTH GRADE .....9  
**B13a\_10** TENTH GRADE .....10  
**B13a\_11** ELEVENTH GRADE .....11  
**B13a\_12** TWELFTH GRADE .....12  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

B5 <> 6

**B14. Has {he/she} ever been expelled from school? (NLTS D7H REV)**

**B14** YES.....1  
NO .....0 GO TO B15  
DON'T KNOW.....d GO TO B15  
REFUSED.....r GO TO B15  
NO RESPONSE .....m GO TO B15

B14 = 1 OR B5 = 6

**B14a. From what grade or grades was {he/she} expelled? (NLTS D7I REV)**

**CODE ALL THAT APPLY**

<b>B14a_PK</b>	PRE-KINDERGARTEN .....	98
<b>B14a_K</b>	KINDERGARTEN .....	97
<b>B14a_01</b>	FIRST GRADE.....	1
<b>B14a_02</b>	SECOND GRADE .....	2
<b>B14a_03</b>	THIRD GRADE .....	3
<b>B14a_04</b>	FOURTH GRADE .....	4
<b>B14a_05</b>	FIFTH GRADE.....	5
<b>B14a_06</b>	SIXTH GRADE .....	6
<b>B14a_07</b>	SEVENTH GRADE.....	7
<b>B14a_08</b>	EIGHTH GRADE .....	8
<b>B14a_09</b>	NINTH GRADE .....	9
<b>B14a_10</b>	TENTH GRADE .....	10
<b>B14a_11</b>	ELEVENTH GRADE .....	11
<b>B14a_12</b>	TWELFTH GRADE .....	12
	DON'T KNOW.....	d
	REFUSED.....	r
	NO RESPONSE .....	m

ALL

**B15. Did {he/she} ever have an out-of-school suspension? (NLTS D7H REV)**

<b>B15</b>	YES.....	1	
	NO .....	0	GO TO B16
	DON'T KNOW.....	d	GO TO B16
	REFUSED.....	r	GO TO B16
	NO RESPONSE .....	m	GO TO B16

B15 = 1

**B15a. From what grade or grades was {he/she} suspended out of school? (NLTS D7I REV)  
CODE ALL THAT APPLY**

<b>B15a_PK</b>	PRE-KINDERGARTEN .....	98
<b>B15a_K</b>	KINDERGARTEN .....	97
<b>B15a_01</b>	FIRST GRADE.....	1
<b>B15a_02</b>	SECOND GRADE .....	2
<b>B15a_03</b>	THIRD GRADE .....	3
<b>B15a_04</b>	FOURTH GRADE .....	4
<b>B15a_05</b>	FIFTH GRADE.....	5
<b>B15a_06</b>	SIXTH GRADE .....	6
<b>B15a_07</b>	SEVENTH GRADE.....	7
<b>B15a_08</b>	EIGHTH GRADE .....	8
<b>B15a_09</b>	NINTH GRADE .....	9
<b>B15a_10</b>	TENTH GRADE.....	10
<b>B15a_11</b>	ELEVENTH GRADE .....	11
<b>B15a_12</b>	TWELFTH GRADE.....	12
	DON'T KNOW.....	d
	REFUSED.....	r
	NO RESPONSE .....	m

ALL

**B16. Has {YOUTH} been arrested in the past two years? (NLTS, U8a)**

*This excludes traffic citations, other citations (such as littering or loitering), testifying, or being questioned by the police. An arrest includes being arrested with charges, being arrested without charges, or being arrested with charges dropped. An arrest is any time someone is taken into custody by police or legal authority.*

<b>B16</b>	YES.....	1
	NO .....	0
	DON'T KNOW.....	d
	REFUSED.....	r
	NO RESPONSE .....	m



**C. PARENT INVOLVEMENT AT SCHOOL**

**C\_INTRO** The next set of questions is about your involvement in {YOUTH}'s experience at school. There are no right or wrong answers to these questions – only your experiences.

AbbrevP = 0

**C1.** Since the beginning of this school year have you or another adult in the household done any of the following at {YOUTH'S} school? (NLTS2, E1 - REV)

**C1a - C1d** *FOR HOMESCHOOLERS, ACTIVITIES WITH OTHER HOMESCHOOLERS OR EDUCATION GROUPS MAY BE INCLUDED HERE.*

**C2.** [IF C1=YES, ASK:] About how many times has that happened? Would you say 1-2 times, 3-4 times, 5-6 times, or more than that?

**C2a - C2d**

	C1				C2						
	YES	NO	DK	REF	1-2 TIMES	3-4 TIMES	5-6 TIMES	MORE THAN 5- 6 TIMES	DK	REF	NO RESP.
<b>a. Attended a general school meeting, for example, back to school night, or a meeting of a parent-teacher organization? .....</b>	1	0	d	r	1	2	3	4	.d	.r	.m
<b>b. Attended a school or class event, such as a play, sports event, or science fair? This can include visits to the school for other children in the family who are at this school.....</b>	1	0	d	r	1	2	3	4	.d	.r	.m
<b>c. Volunteered at the school, for example, chaperoning a class field trip, or serving on a committee? .....</b>	1	0	d	r	1	2	3	4	.d	.r	.m
<b>d. Gone to a parent/teacher conference with {YOUTH}'s teacher? ...</b>	1	0	d	r	1	2	3	4	.d	.r	.m

AbbrevP = 0

**C3. Adults differ in how much they talk to children about school. During this school year, did you or another adult in the household talk with {YOUTH} about {his/her} experiences in school? Would you say... (NLTS2, E7)**

**C3** Not at all,.....0  
Rarely,.....1  
Occasionally, or.....2  
Regularly? .....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

AbbrevP = 0

**C4. During this school year, how often did you or another adult in the household help {YOUTH} with {his/her} homework? Would you say... (NLTS2, E8)**

**C4** Never,.....0  
Less than once a week,.....1  
1-2 times a week, .....2  
3-4 times a week, or .....3  
5 or more times a week? .....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

**D. ABILITIES, DISABILITIES, AND SERVICES**

**D\_INTRO** The next set of questions are about {YOUTH'S} abilities and disabilities.

ALL

**D1.** Has a professional ever identified {YOUTH} as having a physical, sensory, learning, or other disability or problem? (NLTS B1A REV)

**D1** YES.....1  
NO .....0 GO TO BOX D2 IF  
SAMP\_IEP=1. ELSE GO TO D3  
DON'T KNOW.....d GO TO BOX D2 IF  
SAMP\_IEP=1. ELSE GO TO D3  
REFUSED.....r GO TO BOX D2 IF  
SAMP\_IEP=1. ELSE GO TO D3

**D1a. With what physical, sensory, learning, or other disabilities or problems has {YOUTH} ever been identified by a professional as having? (NLTS B1A REV)**

*PROBE: Any other disabilities or learning problems? That could include a speech problem.*

*IF DISABILITY SPECIFIED IS NOT LISTED BELOW, PROBE: What condition was [YOUTH] diagnosed by a professional as having?*

**CODE ALL THAT APPLY**

	NEVER HAD A PROBLEM/DISABILITY .....	0	GO BACK - CORRECT D1
<b>D1a_01</b>	ASTHMA.....	1	
<b>D1a_02</b>	ATTENTION DEFICIT DISORDER (ADD or ADHD).....	2	
<b>D1a_03</b>	AUTISM SPECTRUM DISORDERS (AUTISTIC DISORDER, ASPERGER'S SYNDROME, RETT'S DISORDER, PERVASIVE DEVELOPMENTAL DISORDER, PERVASIVE DEVELOPMENTAL DISORDER NOT OTHERWISE SPECIFIED).....	3	
<b>D1a_04</b>	BLINDNESS (COMPLETE BLINDNESS) .....	4	
<b>D1a_05</b>	CEREBRAL PALSY.....	5	
<b>D1a_06</b>	DEAFNESS .....	6	
<b>D1a_07</b>	DEAFNESS AND BLINDNESS .....	7	
<b>D1a_08</b>	DOWN SYNDROME .....	8	
<b>D1a_09</b>	DYSLEXIA .....	9	
<b>D1a_10</b>	EMOTIONAL DISTURBANCE/BEHAVIOR DISORDER (ED, BD, SED) .....	10	
<b>D1a_11</b>	HARD OF HEARING/HEARING IMPAIRMENT .....	11	
<b>D1a_12</b>	HEALTH IMPAIRMENT (SPECIFY DISEASE) .....	12	
<b>D1a_13</b>	LEARNING DISABILITY (LD).....	13	
<b>D1a_14</b>	INTELLECTUAL DISABILITY .....	14	
<b>D1a_15</b>	PHYSICAL OR ORTHOPEDIC IMPAIRMENT.....	15	
<b>D1a_16</b>	SPEECH IMPAIRMENT/COMMUNICATION IMPAIRMENT .....	16	
<b>D1a_17</b>	SPINA BIFIDA .....	17	
<b>D1a_18</b>	TRAUMATIC BRAIN INJURY (TBI).....	18	
<b>D1a_19</b>	VISUAL IMPAIRMENT/PARTIAL SIGHT .....	19	
<b>D1a_20</b>	DEVELOPMENTAL DELAY .....	20	
<b>D1a_99</b>	OTHER (SPECIFY) .....	99	
	DON'T KNOW.....	d	GO TO BOX D2
	REFUSED.....	r	GO TO BOX D2
	NO RESPONSE .....	m	GO TO BOX D2

D1a=1-3, 9-16, 18-20, OR 99 (See line by line)

**D1b. Does a professional identify {YOUTH} as having any of the following disabilities now?**

**CODE ALL THAT APPLY**

<b>D1b_01</b>	<b>IF D1a_01=1, ASTHMA</b> .....	1
<b>D1b_02</b>	<b>IF D1a_02=2: ATTENTION DEFICIT DISORDER (ADD or ADHD)</b> .....	2
<b>D1b_03</b>	<b>IF D1a_03=3: AUTISM SPECTRUM DISORDERS (AUTISTIC DISORDER, ASPERGER'S SYNDROME, RETT'S DISORDER, PERVASIVE DEVELOPMENTAL DISORDER, PERVASIVE DEVELOPMENTAL DISORDER NOT OTHERWISE SPECIFIED)</b> .....	3
<b>D1b_09</b>	<b>IF D1a_09=9: DYSLEXIA</b> .....	9
<b>D1b_10</b>	<b>IF D1a_10=10: EMOTIONAL DISTURBANCE/BEHAVIOR DISORDER (ED, BD, SED)</b> .....	10
<b>D1b_11</b>	<b>IF D1a_11=11: HARD OF HEARING/HEARING IMPAIRMENT</b> .....	11
<b>D1b_12</b>	<b>IF D1a_12=12: HEALTH IMPAIRMENT (SPECIFY DISEASE)</b> .....	12
<b>D1b_13</b>	<b>IF D1a_13=13: LEARNING DISABILITY (LD)</b> .....	13
<b>D1b_14</b>	<b>IF D1a_14=14: INTELLECTUAL DISABILITY</b> .....	14
<b>D1b_15</b>	<b>IF D1a_15=15: PHYSICAL OR ORTHOPEDIC IMPAIRMENT</b> .....	15
<b>D1b_16</b>	<b>IF D1a_16=16: SPEECH IMPAIRMENT/COMMUNICATION IMPAIRMENT</b> .....	16
<b>D1b_18</b>	<b>IF D1a_18=18: TRAUMATIC BRAIN INJURY (TBI)</b> .....	18
<b>D1b_19</b>	<b>IF D1a_19=19: VISUAL IMPAIRMENT/PARTIAL SIGHT</b> .....	19
<b>D1b_20</b>	<b>IF D1a_20=20: DEVELOPMENTAL DELAY</b> .....	20
<b>D1b_99</b>	<b>IF D1a_99=99: OTHER (SPECIFY)</b> .....	99
<b>D1b_98</b>	NONE OF THESE IDENTIFIED NOW .....	98
	DON'T KNOW.....	d
	REFUSED.....	r
	NO RESPONSE .....	m

Two OR more positive responses total in D1a (4-8, 17) AND D1b (1-3, 9-16, 18-20, 99) combined

**D1c. Which of those disabilities or problems that you told me about is {YOUTH}'s main problem or disability? (NLTS B1B)**

**D1c**

**CODE ONE ONLY**

ASTHMA.....	1
ATTENTION DEFICIT DISORDER (ADD or ADHD).....	2
AUTISM SPECTRUM DISORDERS (AUTISTIC DISORDER, ASPERGER'S SYNDROME, RETT'S DISORDER, PERVASIVE DEVELOPMENTAL DISORDER, PERVASIVE DEVELOPMENTAL DISORDER NOT OTHERWISE SPECIFIED).....	3
BLINDNESS (COMPLETE BLINDNESS) .....	4
CEREBRAL PALSY.....	5
DEAFNESS .....	6
DEAFNESS AND BLINDNESS .....	7
DOWN SYNDROME .....	8
DYSLEXIA .....	9
EMOTIONAL DISTURBANCE/BEHAVIOR DISOR- DER (ED, BD, SED) .....	10
HARD OF HEARING/HEARING IMPAIRMENT .....	11
HEALTH IMPAIRMENT (SPECIFY DISEASE) .....	12
LEARNING DISABILITY (LD).....	13
INTELLECTUAL DISABILITY.....	14
PHYSICAL OR ORTHOPEDIC IMPAIRMENT.....	15
SPEECH IMPAIRMENT/COMMUNICATION IM- PAIRMENT .....	16
SPINA BIFIDA .....	17
TRAUMATIC BRAIN INJURY (TBI).....	18
VISUAL IMPAIRMENT/PARTIAL SIGHT .....	19
DEVELOPMENTAL DELAY .....	20
OTHER (SPECIFY) .....	99
EQUALLY SEVERE .....	22
DON'T KNOW.....	d
REFUSED.....	r
NO RESPONSE .....	m

**BOX D2**

IF SAMP\_IEP=1 AND D1=0, D, R GO TO D2\_INTRO1  
ELSE CONTINUE TO D2.

Samp\_IEP = 1 AND (D1 = 0, D, OR R)

**D2\_Intro1**      **Records from the school or school district indicate that at the beginning of the 2011-2012 school year, {YOUTH} received special education services. Is that correct?** (NLTS-BCINTRO, REV)

- D2\_Intro1**      YES.....1
- NO .....0      GO TO D3
- DON'T KNOW.....d      GO TO D3
- REFUSED.....r      GO TO D3
- NO RESPONSE .....m      GO TO D3

D2\_Intro1 = 1

**D2\_Intro3**      **What did {YOUTH} receive special education services for?**

- D2\_Intro3\_01**    ASTHMA.....1
- D2\_Intro3\_02**    ATTENTION DEFICIT DISORDER (ADD or ADHD).....2
- D2\_Intro3\_03**    AUTISM SPECTRUM DISORDERS (AUTISTIC DISORDER, ASPERGER'S SYNDROME, RETT'S DISORDER, PERVASIVE DEVELOPMENTAL DISORDER, PERVASIVE DEVELOPMENTAL DISORDER NOT OTHERWISE SPECIFIED) .....3
- D2\_Intro3\_04**    BLINDNESS (COMPLETE BLINDNESS) .....4
- D2\_Intro3\_05**    CEREBRAL PALSY.....5
- D2\_Intro3\_06**    DEAFNESS .....6
- D2\_Intro3\_07**    DEAFNESS AND BLINDNESS .....7
- D2\_Intro3\_08**    DOWN SYNDROME .....8
- D2\_Intro3\_09**    DYSLEXIA .....9
- D2\_Intro3\_10**    EMOTIONAL DISTURBANCE/BEHAVIOR DISORDER (ED, BD, SED) .....10
- D2\_Intro3\_11**    HARD OF HEARING/HEARING IMPAIRMENT .....11
- D2\_Intro3\_12**    HEALTH IMPAIRMENT (SPECIFY DISEASE) .....12
- D2\_Intro3\_13**    LEARNING DISABILITY (LD).....13
- D2\_Intro3\_14**    INTELLECTUAL DISABILITY .....14
- D2\_Intro3\_15**    PHYSICAL OR ORTHOPEDIC IMPAIRMENT .....15
- D2\_Intro3\_16**    SPEECH IMPAIRMENT/COMMUNICATION IMPAIRMENT .....16
- D2\_Intro3\_17**    SPINA BIFIDA .....17
- D2\_Intro3\_18**    TRAUMATIC BRAIN INJURY (TBI).....18
- D2\_Intro3\_19**    VISUAL IMPAIRMENT/PARTIAL SIGHT .....19
- D2\_Intro3\_20**    DEVELOPMENTAL DELAY .....20
- D2\_Intro3\_99**    OTHER (SPECIFY) .....99
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

See line by line, based on responses at D1a or D1b depending on type of disability.

**D2. As of the beginning of the [2011-12/2012-2013] school year, did {YOUTH} receive special education services for...** (NLTS B1C, rev)

**D2\_01 – D2\_99**

	YES	NO	NEVER DID	DK	REF	NR
1. <b>IF D1b_01=1:</b> ASTHMA.....	1	0	99	.d	.r	.m
2. <b>IF D1b_02=2:</b> ATTENTION DEFICIT DISORDER (ADD or ADHD).....	1	0	99	.d	.r	.m
3. <b>IF D1b_03=3:</b> AUTISM SPECTRUM DISORDERS (AUTISTIC DISORDER, ASPERGER'S SYNDROME, RETT'S DISORDER, PERVASIVE DEVELOPMENTAL DISORDER, PERVASIVE DEVELOPMENTAL DISORDER NOT OTHERWISE SPECIFIED).....	1	0	99	.d	.r	.m
4. <b>IF D1a_04=4:</b> BLINDNESS (COMPLETE BLINDNESS).....	1	0	99	.d	.r	.m
5. <b>IF D1a_05=5:</b> CEREBRAL PALSY.....	1	0	99	.d	.r	.m
6. <b>IF D1a_06=6:</b> DEAFNESS.....	1	0	99	.d	.r	.m
7. <b>IF D1a_07=7:</b> DEAFNESS AND BLINDNESS.....	1	0	99	.d	.r	.m
8. <b>IF D1a_08=8:</b> DOWN SYNDROME.....	1	0	99	.d	.r	.m
9. <b>IF D1b_09=9:</b> DYSLEXIA.....	1	0	99	.d	.r	.m
10. <b>IF D1b_10=10:</b> EMOTIONAL DISTURBANCE/BEHAVIOR DISORDER (ED, BD, SED).....	1	0	99	.d	.r	.m
11. <b>IF D1b_11=11:</b> HARD OF HEARING/HEARING IMPAIRMENT.....	1	0	99	.d	.r	.m
12. <b>IF D1b_12=12:</b> HEALTH IMPAIRMENT (SPECIFY DISEASE).....	1	0	99	.d	.r	.m
13. <b>IF D1b_13=13:</b> LEARNING DISABILITY (LD)	1	0	99	.d	.r	.m
14. <b>IF D1b_14=14:</b> INTELLECTUAL DISABILITY.....	1	0	99	.d	.r	.m
15. <b>IF D1b_15=15:</b> PHYSICAL OR ORTHOPEDIC IMPAIRMENT.....	1	0	99	.d	.r	.m
16. <b>IF D1b_16=16:</b> SPEECH IMPAIRMENT/COMMUNICATION IMPAIRMENT.....	1	0	99	.d	.r	.m
17. <b>IF D1a_17=17:</b> SPINA BIFIDA.....	1	0	99	.d	.r	.m
18. <b>IF D1b_18=18:</b> TRAUMATIC BRAIN INJURY (TBI).	1	0	99	.d	.r	.m
19. <b>IF D1b_19=19:</b> VISUAL IMPAIRMENT/PARTIAL SIGHT.....	1	0	99	.d	.r	.m
20. <b>IF D1b_20=20:</b> DEVELOPMENTAL DELAY.....	1	0	99	.d	.r	.m
99. <b>IF D1b_99=99:</b> OTHER.....	1	0	99	.d	.r	.m



((D2\_X = 0, 99, D, M, R, OR L FOR ALL D2\_01-D2\_99) AND D2\_Intro1 <> 1) OR (D2\_Intro1 = 0, D, M, OR R) OR ((Samp\_IEP = 0 OR M) AND (D1 = 0, D, OR R))

**D3. Did {YOUTH} ever receive special education services or have an IEP (Individualized Education Program)?**

*“IEP” stands for an Individualized Education Program. An IEP is a written statement for each student with a disability that sets goals for the student in school, says how progress will be measured, describes the special education and related services the school will provide, how much the student will be in the regular class with nondisabled students, and lists accommodations or modifications needed to measure what the student knows through tests. After a student turns 16, the IEP must also include goals for what the student will do after high school and services needed to help the student reach those goals.*

**D3** YES.....1  
 NO .....0  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

D1 = 1 OR D2\_Intro1 = 1 OR D3 = 1

**D4. At what point in {YOUTH}'s life did it become apparent that {he/she} had a disability, problem, or condition?**

*IF NEEDED: About how old was {YOUTH} when {he/she} started having this difficulty or condition? (NLTS B2A, REV)*

*If it's easier to remember {YOUTH's} grade level at that time, please give me that information. If [Youth] was less than 1 year old, select 0 from the dropdown list.*

**D4\_Age** |\_\_|\_\_| AGE (0-21)  
**D4\_Grade** |\_\_|\_\_| GRADE LEVEL (0-13, 98<sup>4</sup>)  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m  
 VERSION MISSING .....v

<sup>4</sup> Code 0=Kindergarten Code 98=PreKindergarten

D2\_Intro1 = 1 OR ANY D2\_01-D2\_99 = 1 OR D3 = 1

**D4a. About how old was {YOUTH} when {he/she} started receiving special education services from a professional?**

*If it's easier to remember {YOUTH's} grade level at that time, please give me that information. If [Youth] was less than 1 year old, select 0 from the dropdown list.*

**D4a\_Age** |\_\_|\_\_| AGE (0-21)

**D4a\_Grade** |\_\_|\_\_| GRADE LEVEL (0-13, 98<sup>5</sup>)

DON'T KNOW.....d

REFUSED.....r

NO RESPONSE .....m

VERSION MISSING .....v (IF Version=4 and D2\_Intro1=1)

D3 = 1

**D5. As of the beginning of the [2011-12/ 2012-2013] school year, did {YOUTH} still receive special education services and have an IEP?**

**D5** YES.....1 GO TO D6

NO .....0

DON'T KNOW.....d GO TO D6

REFUSED.....r GO TO D6

NO RESPONSE .....m GO TO D6

D5 = 0

**D5a. About how old was {YOUTH} when the IEP and special education services ended?**

*If it's easier to remember {YOUTH's} grade level at that time, please give me that information. If [Youth] was less than 1 year old, select 0 from the dropdown list.*

**D5\_Age** |\_\_|\_\_| AGE (0-21)

**D5\_Grade** |\_\_|\_\_| GRADE LEVEL (0-13, 98<sup>6</sup>)

DON'T KNOW.....d

REFUSED.....r

NO RESPONSE .....m

<sup>5</sup> Code 0=Kindergarten Code 98=PreKindergarten

<sup>6</sup> Code 0=Kindergarten Code 98=PreKindergarten

D5 = 0 OR ALL D2\_01-D2\_99 = 0

**D5b. Why is {he/she} no longer receiving special education services? (NLTS D8B REV)**

**CODE ALL THAT APPLY**

- D5b\_01 NO LONGER NEEDS SPECIAL SERVICES .....1
- D5b\_02 MET IEP GOALS .....2
- D5b\_03 YOUTH WAS DECLASSIFIED, SCHOOL SAYS  
NO LONGER NEEDS SERVICES .....3
- D5b\_04 NO LONGER ELIGIBLE, DOESN'T QUALIFY .....4
- D5b\_05 SCHOOL DOESN'T HAVE THE PROGRAMS  
{YOUTH} NEEDS .....5
- D5b\_06 PARENT DOESN'T WANT YOUTH IN SPECIAL  
EDUCATION .....6
- D5b\_07 YOUTH DID NOT WANT TO BE IN SPECIAL EDUCA-  
TION .....7
- D5b\_08 YOUTH NOW HAS A 504 PLAN .....8 GO TO D6a
- D5b\_09 DOESN'T THINK YOUTH EVER WAS IN SPECIAL  
EDUCATION .....9
- D5b\_10 YOUTH HOME SCHOOLED BY PARENT .....10
- D5b\_11 YOUTH NO LONGER IN SCHOOL .....11
- D5b\_99 OTHER (SPECIFY) .....99
- DON'T KNOW .....d
- REFUSED .....r
- NO RESPONSE .....m

D5b <> 8

**D6. Has {he/she} ever had a Section 504 plan?**

*A Section 504 plan, which falls under civil-rights law, removes barriers so students with disabilities can participate in school as freely as possible. This may include students who do not need an IEP but may need extra help or assistance to participate fully in school. Such help may include more time on tests, or sitting in the front of the classroom. An IEP is more concerned with providing educational services.*

- D6 YES .....1
- NO .....0 GO TO D7\_INTRO
- DON'T KNOW .....d GO TO D7\_INTRO
- REFUSED .....r GO TO D7\_INTRO
- NO RESPONSE .....m GO TO D7\_INTRO

D6 = 1 OR D5b = 8

**D6a. About how old was {YOUTH} when the Section 504 plan began?**

*If it's easier to remember {YOUTH's} grade level at that time, please give me that information. If [Youth] was less than 1 year old, select 0 from the dropdown list.*

**D6a\_Age** |\_\_|\_\_| AGE

OR

**D6a\_Grade** |\_\_|\_\_| GRADE LEVEL (0-13, 98<sup>7</sup>)

DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

D6 = 1 OR D5b = 8

**D6b. As of the beginning of the {2011-12/2012-2013} school year, did {he/she} still have a Section 504 plan?**

**D6b** YES.....1 GO TO D7\_INTRO  
NO .....0  
DON'T KNOW.....d GO TO D7\_INTRO  
REFUSED.....r GO TO D7\_INTRO  
NO RESPONSE .....m GO TO D7\_INTRO

<sup>7</sup> Code 0=Kindergarten Code 98=PreKindergarten

D6b = 0

**D6c. About how old was {YOUTH} when the Section 504 plan ended?**  
*If it's easier to remember {YOUTH's} grade level at that time, please give me that information. If [Youth] was less than 1 year old, select 0 from the dropdown list.*

**D6c\_Age** |\_\_|\_\_| AGE

OR

**D6c\_Grade** |\_\_|\_\_| GRADE LEVEL (0-13, 98<sup>8</sup>)

- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

D6b = 0

**D6d. Why does {he/she} no longer have a Section 504 plan? (NLTS D8B REV)**  
**CODE ALL THAT APPLY**

- D6d\_01** NO LONGER NEEDS ACCOMMODATIONS .....1
- D6d\_02** SCHOOL SAYS NO LONGER NEEDS ACCOMMODATIONS.....2
- D6d\_03** NO LONGER ELIGIBLE, DOESN'T QUALIFY.....3
- D6d\_04** PARENT DOESN'T WANT YOUTH TO RECEIVE ACCOMMODATIONS .....4
- D6d\_05** YOUTH DOES NOT WANT TO RECEIVE ACCOMMODATIONS .....5
- D6d\_06** YOUTH CHANGED SCHOOLS (DID NOT REQUEST SPECIAL SERVICES OR NEW SCHOOL DID NOT IDENTIFY [YOUTH] AS NEEDING SPECIAL SERVICES).....6
- D6d\_07** DOESN'T THINK YOUTH EVER HAD A 504 PLAN .....7
- D6d\_08** YOUTH HOME SCHOOLED BY PARENT .....8
- D6d\_09** YOUTH NO LONGER IN SCHOOL.....9
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

<sup>8</sup> Code 0=Kindergarten Code 98=PreKindergarten

ALL

Now I want to ask you about how well {YOUTH} does some things.

D7. First, I'll ask about {YOUTH's} vision. Wearing glasses or contacts if {he/she} uses them, how well does {YOUTH} see? (NLTS B3C rev)

CODE ONE ONLY

- D7 Sees normally, .....1 GO TO D9
- Has a little trouble seeing, .....2 GO TO D9
- Has a lot of trouble seeing, or .....3
- Doesn't see at all? .....4
- DON'T KNOW .....d
- REFUSED .....r
- NO RESPONSE .....m

D7 = 3, 4, D, M, OR R

D8. Does {YOUTH} use... (NLTS B3D)

D8a - D8g

	YES	NO	DK	REF	NR
a. Braille? .....	1	0	.d	.r	.m
b. IF D8A = 1, ASK: A portable Braille note taker or writer? .....	1	0	.d	.r	.m
c. Large print type? .....	1	0	.d	.r	.m
d. Optical devices, such as near vision magnification, telescopic devices, or bioptic lenses? .....	1	0	.d	.r	.m
e. Mobility devices, such as a cane, or electronic travel aids? .....	1	0	.d	.r	.m
f. Assistive technology, such as voice synthesizers or software to enlarge the size of the print on the computer screen? .....	1	0	.d	.r	.m
g. Any other devices to help {him/her} see or read? SPECIFY .....	1	0	.d	.r	.m
h. *Recorded audio .....	1	0	.d	.r	.m
i. *Computer or tablet .....	1	0	.d	.r	.m
j. *Glasses or contacts .....	1	0	.d	.r	.m

ALL

D9. Would you say {YOUTH}...

*This assessment should be made of {YOUTH's} hearing without any hearing devices like a hearing aid. (NLTS B4A)*

CODE ONE ONLY

- D9 Hears normally, or .....1 GO TO D17
- Has a hearing problem? .....0
- DON'T KNOW .....d GO TO D17
- REFUSED .....r GO TO D17
- NO RESPONSE .....m GO TO D17

D9 = 0

**D10. Is {YOUTH}'s hearing loss... (NLTS B4B)**

**CODE ONE ONLY**

- D10**
- Mild,.....1
  - Moderate, or .....2
  - Severe to profound? .....3
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

D9 = 0

**D11. Has a hearing aid or other kind of hearing device been prescribed for {him/her}? (NLTS B4C)**

- D11**
- YES.....1
  - NO .....0 GO TO D12
  - DON'T KNOW.....d GO TO D12
  - REFUSED.....r GO TO D12
  - NO RESPONSE .....m GO TO D12

D11 = 1

**D11a. How well does {YOUTH} hear with the hearing device? Would you say {he/she}... (NLTS B4D)**

**CODE ONE ONLY**

- D11a**
- Hears normally,.....1
  - Has a little trouble hearing, .....2
  - Has a lot of trouble hearing, or .....3
  - Doesn't hear at all? .....4
  - DOES NOT HAVE ONE**.....5
  - WILL NOT WEAR IT**.....6
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

D9 = 0

**D12.** Does {YOUTH} have a cochlear implant?  
*A cochlear implant is a surgically implanted electronic device that can restore partial hearing to people with some hearing impairments.* (NLTS B4E)

- D12** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

D9 = 0

**D13.** How well does {YOUTH} communicate by any means? Would you say {he/she}... (NLTS B4F)

**CODE ONE ONLY**

- D13** Has no trouble communicating,.....1  
Has a little trouble communicating,.....2  
Has a lot of trouble communicating, or.....3  
Doesn't communicate at all?.....4 GO TO D16  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m



D13 = 1, 2, 3, OR D

D13a. Now I'd like to ask about ways that {he/she} may communicate. Does {YOUTH} use... (NLTS B4G)

<i>D13a_a - D13a_i</i>	YES	NO	DK	REF	NR
a. Sign language or manual communication? .....	1	0	.d	.r	.m
b. Lip reading?.....	1	0	.d	.r	.m
c. Cued speech? .....	1	0	.d	.r	.m
d. Oral speech [TALKING]? .....	1	0	.d	.r	.m
e. A communication board or book? .....	1	0	.d	.r	.m
f. Anything else to help {him/her} communicate? SPECIFY...	1	0	.d	.r	.m
g. *Writing/Typing/Text .....	1	0	.d	.r	.m
h. *Computer or tablet .....	1	0	.d	.r	.m
i. *Assistive technology .....	1	0	.d	.r	.m

BOX D14  
IF D13A\_D= 1 GO TO D14. ELSE GO TO D16.

D13A\_D = 1

D14. How clearly does {YOUTH} speak? Would you say {he/she}... (NLTS B4H)

CODE ONE ONLY

- D14**
- Has no trouble speaking clearly, ..... 1
  - Has a little trouble speaking,..... 2
  - Has a lot of trouble speaking, or ..... 3
  - Does not speak at all?..... 4
  - DON'T KNOW..... d
  - REFUSED..... r
  - NO RESPONSE ..... m

D14 = 1, 2, 3, D, OR M

D15. How well does {he/she} carry on an oral conversation? Would you say {he/she}... (NLTS B4I, rev)

CODE ONE ONLY

- D15**
- Has no trouble carrying on an oral conversation, ..... 1
  - Has a little trouble carrying on an oral conversation, ..... 2
  - Has a lot of trouble carrying on an oral conversation, or ..... 3
  - Doesn't carry on an oral conversation at all? ..... 4
  - DON'T KNOW..... d
  - REFUSED..... r
  - NO RESPONSE ..... m

D9 = 0

**D16.** How well does {YOUTH} understand what people say to {him/her}? Would you say {he/she}... (NLTS B4J)

**CODE ONE ONLY**

- D16** Has no trouble understanding what others say, ..... 1
- Has a little trouble understanding, ..... 2
- Has a lot of trouble understanding, or ..... 3
- Doesn't understand at all? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r
- NO RESPONSE ..... m

BOX D17

THIS LOGIC SEPARATES THOSE WHO HAVE HEARING IMPAIRMENTS FROM THOSE WHO DO NOT. THOSE WITH HEARING IMPAIRMENTS CONTINUE WITH D19, PHYSICAL ABILITIES. IF D9 = 0, GO TO D19. ELSE GO TO D17.

D9 = 1, D, M, OR R

**D17.** My next questions are about {YOUTH's} ability to use language. How clearly does {he/she} speak? Would you say {he/she}... (NLTS B5A)

**CODE ONE ONLY**

- D17** Has no trouble speaking clearly, ..... 1 GO TO D18
- Has a little trouble speaking, ..... 2 GO TO D18
- Has a lot of trouble speaking, or ..... 3
- Does not speak at all? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r
- NO RESPONSE ..... m

D17 = 3, 4, D, M, OR R

**D17a.** How well does {YOUTH} communicate by any means? Would you say {he/she}... (NLTS B5B)

**CODE ONE ONLY**

- D17a** Has no trouble communicating, ..... 1
- Has a little trouble communicating, ..... 2
- Has a lot of trouble communicating, or ..... 3
- Doesn't communicate at all? ..... 4 GO TO D18a
- DON'T KNOW ..... d
- REFUSED ..... r
- NO RESPONSE ..... m

(D17 = 3, 4, D, M, OR R) AND (D17A = 1, 2, 3, D, M, OR R)

**D17b. Now I'd like to ask about ways that {he/she} may communicate with you. Does {YOUTH} use... (NLTS B5C)**

<i>D17b_a – D17b_i</i>	YES	NO	DK	REF	NR
a. Words .....	1	0	.d	.r	.m
b. Sounds that are not words? .....	1	0	.d	.r	.m
c. Gestures, including pointing? .....	1	0	.d	.r	.m
d. Sign language? .....	1	0	.d	.r	.m
e. A communication board or book? .....	1	0	.d	.r	.m
f. A computer to communicate with you? .....	1	0	.d	.r	.m
g. Anything else to help {him/her} communicate? SPECIFY .....	1	0	.d	.r	.m
h. *Writing/Typing/Text? .....	1	0	.d	.r	.m
i. *Assistive technology? .....	1	0	.d	.r	.m

(D17 = 1 OR 2) OR (D17A = 1, 2, 3, D, M, OR R)

**D18. How well does {he/she} carry on a conversation? Would you say {he/she}... (NLTS B4I)**

**CODE ONE ONLY**

- D18**
- Has no trouble carrying on a conversation, .....1
  - Has a little trouble carrying on a conversation, .....2
  - Has a lot of trouble carrying on a conversation, or .....3
  - Doesn't carry on a conversation at all? .....4
  - DON'T KNOW .....d
  - REFUSED .....r
  - NO RESPONSE .....m

D9 = 1, D, M, OR R

**D18a. How well does {YOUTH} understand what people say to {him/her}? Would you say {he/she}... (NLTS B4J)**

**CODE ONE ONLY**

- D18a**
- Has no trouble understanding what others say, .....1
  - Has a little trouble understanding, .....2
  - Has a lot of trouble understanding, or .....3
  - Doesn't understand at all? .....4
  - DON'T KNOW .....d
  - REFUSED .....r
  - NO RESPONSE .....m

ALL

**D19.** How well does {YOUTH} use both of {his/her} arms and hands? Would you say {he/she} uses both arms and hands normally?

*If there is a difference for either arm or hand, refer to the side on which (YOUTH) is experiencing the most difficulty. Do not include temporary difficulties, such as a broken arm. (NLTS B6C, REV)*

*IF YOUTH IS MISSING A HAND OR ARM CODE AS 2*

- D19** YES.....1 GO TO D20
- NO .....0
- HAS NO USE OF ONE OR BOTH HANDS OR ARMS .....2 GO TO D20
- DON'T KNOW.....d GO TO D20
- REFUSED.....r GO TO D20
- NO RESPONSE .....m GO TO D20

D19 = 0

**D19a.** Can {YOUTH} use {his/her} arms and hands normally for things like using a spoon or holding a pencil? (NLTS B6A, REV)

*If there is a difference for either arm or hand, refer to the side on which [YOUTH] is experiencing the most difficulty. Do not include temporary difficulties, such as a broken arm.*

- D19a** YES.....1
- NO .....0
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

D19 = 0

**D19b.** Can {he/she} use {his/her} arms and hands normally for things like throwing, lifting, or carrying?

*If there is a difference for either arm or hand, refer to the side on which (YOUTH) is experiencing the most difficulty. Do not include temporary difficulties, such as a broken arm. (NLTS B6B, REV)*

- D19b** YES.....1
- NO .....0
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

ALL

**D20.** How well does {YOUTH} use both of {his/her} legs and feet? Would you say {he/she} uses both legs and feet normally?

*If there is a difference for either leg or foot, refer to the side on which (YOUTH) is experiencing the most difficulty. Do not include temporary difficulties, such as a broken leg. (NLTS B6C)*

- D20** YES.....1 GO TO D21  
 NO .....0  
 HAS NO USE OF ONE OR BOTH LEGS OR FEET .....2  
 DON'T KNOW.....d GO TO D21  
 REFUSED.....r GO TO D21  
 NO RESPONSE .....m GO TO D21

D20 = 0 OR 2

**D20a.** Does {he/she} use any equipment to help {him/her} get around, such as crutches, a wheelchair, or prosthetics? (NLTS B6D, rev)

- D20a** YES.....1  
 NO .....0 GO TO D21  
 DON'T KNOW.....d GO TO D21  
 REFUSED.....r GO TO D21  
 NO RESPONSE .....m GO TO D21

D20a = 1

**D20b.** What is the equipment {he/she} uses to get around? (NLTS B6E)

**CODE ALL THAT APPLY**

- D20b\_01** CRUTCHES.....1  
**D20b\_02** WALKER.....2  
**D20b\_03** LEG BRACES.....3  
**D20b\_04** WHEELCHAIR.....4  
**D20b\_05** CANE.....5  
**D20b\_06** PROSTHETICS.....6  
**D20b\_99** OTHER (SPECIFY) .....99  
**D20b\_08** \*ORTHOTICS .....8  
**D20b\_09** \*OTHER VEHICLE .....9  
**D20b\_10** \*STANDER .....10  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

ALL

**D21. Now I have some questions about {YOUTH}'s health. Would you say {his/her} general health is... (NLTS B7A)**

**CODE ONE ONLY**

- D21**      **Excellent,**.....1
- Very good,** .....2
- Good,** .....3
- Fair, or**.....4
- Poor?** .....5
- DON'T KNOW**.....d
- REFUSED**.....r
- NO RESPONSE** .....m

ALL

**D22. Does {YOUTH} have a chronic physical or mental health condition that requires regular treatment or medical care?**

- D22**      **YES**.....1
- NO** .....0
- DON'T KNOW**.....d
- REFUSED**.....r
- NO RESPONSE** .....m

ALL

**D22a. Is most of {his/her} health care currently provided by a pediatrician or an adult care physician or specialist? (CSHCN)**

*A pediatrician is a doctor who generally treats children under the age of 18.*

**D22a**      **CODE ONE ONLY**

- PEDIATRICIAN OR PEDIATRIC SPECIALIST.....1
- ADULT CARE PHYSICIAN OR SPECIALIST .....2    GO TO D23
- DON'T KNOW.....d    GO TO D23
- REFUSED.....r    GO TO D23
- NO RESPONSE .....m    GO TO D23

D22a = 1

**D22b.** (Has/Have) [YOUTH]’s doctor(s) or other health care provider(s) talked with you or [YOUTH] about how {his/her} health care needs might change when {he/she} becomes an adult? (CSHCN)

**D22b** YES.....1  
NO .....0  
DON’T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

ALL

**D23.** Is {he/she} taking any prescription medicine that controls {his/her} attention, behavior, or activity level, or changes {his/her} mood, such as Ritalin or an antidepressant? (NLTS B7C)

**D23** YES.....1  
NO .....0  
DON’T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

BOX D24  
IF D21=1 (DESCRIBE YOUTH’S HEALTH AS EXCELLENT), GO TO BOX D25. ELSE GO TO D24.

(D21 = 2, 3, 4, 5, D, M, OR R)

**D24.** Does {YOUTH} use any kind of medical equipment or device, like an oxygen tank or a catheter? This does not include mobility devices, like a wheelchair, walker, or cane. (NLTS B7F)

**D24** YES.....1  
NO .....0  
DON’T KNOW.....d  
REFUSED.....r

BOX D25  
IF (D1A = 3,4,5,7,8,12,14,15,17-20,99) OR (D2\_INTRO3 = 3,4,5,7,8,12,14,15,17-20,99) GO TO D25.  
ELSE, GO TO D26.

(D1A = 3, 4, 5, 7, 8, 12, 14, 15, 17, 18, 19, 20, OR 99) OR (D2\_INTRO3 = 3, 4, 5, 7, 8, 12, 14, 15, 17, 18, 19, 20, OR 99)

**D25.** How well does {YOUTH}...**READ EACH ITEM ...on {his/her} own, without help? Would you say {he/she} does it very well, pretty well, not very well, or not at all well?** (NLTS G3, REV)

*Reminders, prompts, and supervision are considered “help.”*

**D25a – D25e**

	VERY WELL	PRETTY WELL	NOT VERY WELL	NOT AT ALL WELL	NOT ALLOWED	DK	REF	NR	VERSION MISSING
<b>a. Dress {himself/herself} completely .....</b>	1	2	3	4	5	.d	.r	.m	.v
<b>b. Feed {himself/herself} completely .....</b>	1	2	3	4	5	.d	.r	.m	.v
<b>c. Read and understand common signs, like Stop, Men, Women, or Danger .....</b>	1	2	3	4	5	.d	.r	.m	.v
<b>d. Count change or ensure {he/she} is given proper change when making a purchase .....</b>	1	2	3	4	5	.d	.r	.m	.v
<b>e. Look up telephone numbers and use the telephone .....</b>	1	2	3	4	5	.d	.r	.m	.v

ALL

**D26.** How well does {YOUTH} do each of the following items on {his/her} own, without help? Would you say {he/she} does it very well, pretty well, not very well, or not at all well? (NLTS G4, rev)

*Reminders, prompts, and supervision are considered “help.”*

**D26a – D26c**

	VERY WELL	PRETTY WELL	NOT VERY WELL	NOT AT ALL WELL	NOT ALLOWED	DK	REF	NR
<b>a. Use an ATM or cash machine .....</b>	1	2	3	4	5	.d	.r	.m
<b>b. Make appointments, such as with a doctor, dentist, or potential employer .....</b>	1	2	3	4	5	.d	.r	.m
<b>c. Get to places outside the home, like to school, to a nearby store or park, or to a neighbor’s house .....</b>	1	2	3	4	5	.d	.r	.m



ALL

**D27.** When the following chores need doing, about how often, on {his/her} own, does {he/she} do each of the following? Would you say always, usually, sometimes, or never? (NLTS G5)

*Reminders, prompts, and supervision are considered "help."*

**D27a – D27d**

	ALWAYS	USUALLY	SOMETIMES	NEVER	DK	REF	NR
a. Fix {his/her} own breakfast or lunch? .....	1	2	3	4	.d	.r	.m
b. Do laundry? .....	1	2	3	4	.d	.r	.m
c. Straighten up {his/her} own room or living area? .....	1	2	3	4	.d	.r	.m
d. Buy a few things at the store {he/she} needs? .....	1	2	3	4	.d	.r	.m

BOX D28

IF D5 = 1 OR D6B = 1 OR D2INTRO\_1 = 1 OR ANY D2\_01-D2\_99= 1,  
GO TO D28.  
ELSE IF D1=1 OR D2\_INTRO1=1 OR D3=1 OR D6 = 1, GO TO D31.  
ELSE, GO TO D32.

D5 = 1 OR D6b = 1 OR D2\_Intro1 = 1 OR (ANY D2\_01-D2\_99 = 1)

**D28.** The next questions are about assistive technology. Assistive technology is any object, piece of equipment, or product that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Does {YOUTH} use any assistive technology at school?

*Assistive technology is not only computers. The equipment can be shared with others. Usually the need for assistive technology is written in an IEP.*

**D28**

YES.....	1	
NO .....	0	GO TO D31
DON'T KNOW.....	d	GO TO D31
REFUSED.....	r	GO TO D31
NO RESPONSE .....	m	GO TO D31

D28=1

**D29.** What technology does {YOUTH} use? What is the device called? If {YOUTH} uses more than one device, please tell us about the one specified in {his/her} IEP or that is most important for {YOUTH}'s education.

*(omitted)* \_\_\_\_\_  
USE AS REFERENCE IN QUESTIONS THAT FOLLOW

DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

D28 = 1

**D30.** Does {YOUTH} bring the [FILL DEVICE FROM D29] home?  
**D30** YES.....1  
NO .....0 GO TO D31  
DON'T KNOW.....d GO TO D31  
REFUSED.....r GO TO D31  
NO RESPONSE .....m GO TO D31

D30 = 1

**D30a.** Was someone in the household trained on using, or helping {YOUTH} use, the [FILL DE-  
VICE FROM D29]?  
**D30a** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

D1 = 1 OR D2\_Intro1 = 1 OR D3 = 1 OR D6 = 1

**D31. During the past 12 months, has {YOUTH} received any of the following accommodations or services through school?**  
(NLTS H1A REV and teacher B8 REV)

**D31a – D31z**

	YES	NO	DK	REF	NR
a. More time in taking tests .....	1	0	.d	.r	.m
b. Modified tests or alternate tests or assessments .....	1	0	.d	.r	.m
c. Additional time to complete assignments .....	1	0	.d	.r	.m
d. Shorter or different assignments .....	1	0	.d	.r	.m
e. Teacher's aide, instructional assistant, or other personal aide or assistant .....	1	0	.d	.r	.m
f. Books on tape, CD, in Braille, large print, or in another alternate format .....	1	0	.d	.r	.m
g. Use of a computer or calculator for activities not allowed other students .....	1	0	.d	.r	.m
h. Reader or interpreter, including sign language .....	1	0	.d	.r	.m
i. Tutor .....	1	0	.d	.r	.m
j. Psychological or mental health services or counseling .....	1	0	.d	.r	.m
k. Speech or language therapy, or communication services .....	1	0	.d	.r	.m
l. Audiology services for hearing problems .....	1	0	.d	.r	.m
m. Vision services, such as Braille instruction .....	1	0	.d	.r	.m
n. Physical or occupational therapy .....	1	0	.d	.r	.m
o. Orientation and mobility services (to help individuals navigate their environment) .....	1	0	.d	.r	.m
p. Nursing care .....	1	0	.d	.r	.m
q. Special transportation because of disability .....	1	0	.d	.r	.m
r. Other accommodations or services through school SPECIFY .....	1	0	.d	.r	.m
s. *Change learning environment (Preferred seating/breaks) ....	1	0	.d	.r	.m
t. *School supplies for home use .....	1	0	.d	.r	.m
u. *Adaptive physical education .....	1	0	.d	.r	.m
v. *Adaptive tools/technology for school work .....	1	0	.d	.r	.m
w. *Additional school services .....	1	0	.d	.r	.m
x. *Different curriculum/special education classes .....	1	0	.d	.r	.m
y. *Additional instruction on life skills .....	1	0	.d	.r	.m
z. *Therapeutic instruction .....	1	0	.d	.r	.m

((B2 = 9, 10, 11, 12, OR 13) OR (B4A = 9, 10, 11, 12, OR 13)) OR (CURAGE >= 14 AND ((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4A = 0, 14, 15, 16, 17, OR 99)))

**D32.** I am going to read a list of programs and services schools may offer to help students prepare for life after high school. For each, please tell me whether or not [YOUTH] took part during the [2011-2012/2012-2013] school year.

Has {he/she} taken part in a program or service that provides ...

**D32a – D32h**

	YES	NO	DK	REF	NR
<b>a. Catch-up courses or double-dosing of classes during the regular school day? .....</b>	1	0	.d	.r	.m
<b>b. Supplemental instruction or tutoring in academic subjects before or after school?.....</b>	1	0	.d	.r	.m
<b>c. Supplemental instruction or tutoring in academic subjects on weekends?.....</b>	1	0	.d	.r	.m
<b>d. ASK IF (B2 OR B4A = 10-13) OR ((CURAGE &gt;= 15) AND (B2 OR B4A = 0,14-17, 99)): Help with signing up for standardized college entrance tests—reminders, aid with test taking fees, prep courses? .....</b>	1	0	.d	.r	.m
<b>e. ASK IF (B2 OR B4A = 11-13,) OR ((CURAGE &gt;= 16) AND (B2 OR B4A = 0,14-17, 99)): Help with financial aid forms, comparing financial aid packages?.....</b>	1	0	.d	.r	.m
<b>f. ASK IF D5 = 1 OR D2INTRO_1 = 1 OR ANY D2_01-D2_99=1: Help connecting students to outside transition services, supports, or activities (e.g., tutoring, mentoring, transportation, assistive technology, networking)? .....</b>	1	0	.d	.r	.m
<b>g. ASK IF (D5 = 1 OR D2INTRO_1 = 1 OR ANY D2_01-D2_99=1) AND ((B2 OR B4A = 11-13) OR ((CURAGE &gt;= 17) AND (B2 OR B4A = 0,14-17, 99))): Help with connecting to adult residential providers and day services?.....</b>	1	0	.d	.r	.m
<b>h. ASK IF D5 = 1 OR D2INTRO_1 = 1 OR ANY D2_01-D2_99 =1: Help developing capability to dress, clean, care for self?.....</b>	1	0	.d	.r	.m

D5 = 1 OR D6B = 1 OR ANY D2\_01-D2\_99 = 1 OR D2\_INTRO1 = 1

**D33.** As {YOUTH}'s parent or guardian, did you receive any classes or counseling on [YOUTH]'s rights and responsibilities under disability-related laws during this school year?

**D33** YES.....1  
 NO .....0  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

**E. EXPERIENCE WITH THE IEP, 504 PLAN, AND SCHOOL SUPPORTS**

**BOX E1**

IF ABBREVP=1, GO TO G1, ELSE IF D5 = 1 OR D2\_INTRO1 =1 OR ANY D2\_01-D2\_99=1, GO TO E1. ELSE, GO TO F\_INTRO.

(D5 = 1 OR D2\_Intro1 = 1 OR ANY D2\_01-D2\_99 = 1) AND AbbrevP = 0

**E1. During this or last school year, did you or another adult in the household go to a meeting about an Individualized Education Program, or IEP, for {YOUTH'S} special education program or services? (NLTS E2A)**

**E1** IF NEEDED: That is, during the 2011-2012 or the 2012-2013 school years.

- YES.....1
- NO .....0
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

(D5 = 1 OR D2\_Intro1 = 1 OR any D2\_01-D2\_99 = 1) AND AbbrevP = 0

**E1a. During this or last school year, did {YOUTH} go to {that same / a} meeting about an Individualized Education Program, or IEP, for {his/her} special education program or services? (NLTS E2B REV)**

IF NEEDED: That is, during the 2011-2012 or the 2012-2013 school years.

- E1a**
- YES.....1
  - NO .....0
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

**BOX E1B**

IF E1 ≠ 1 AND E1A ≠ 1, GO TO E1B. ELSE GO TO E2.

(E1 = 0, D, M, OR R) AND (E1A = 0, D, M, OR R) AND ABBREVP = 0

**E1b. Has there been an IEP meeting about {YOUTH'S} special education program or services this or last year? (NLTS E4A)**

IF NEEDED: That is, during the 2011-2012 or the 2012-2013 school years.

- E1b**
- YES.....1
  - NO .....0
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

(D5 = 1 OR D2\_Intro1 = 1 OR (ANY D2\_01-D2\_99 = 1)) AND CURAGE >= 16 AND AbbrevP = 0

**E2. Have you or another adult in the household met with teachers to set goals for what {YOUTH} will do after high school and make a plan for how {he/she} will achieve them? Sometimes this is called a transition plan or a transition focused IEP. (NLTS E2C, REV)**

**E2** YES.....1 GO TO E4  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

E2 = 0, D, M, OR R

**E3. To the best of your knowledge, did [YOUTH]'s high school have a "transition planning" meeting to help [YOUTH] plan what {he/she} might do after high school?**

**E3** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(D5 = 1 OR D2\_Intro1 = 1 OR (ANY D2\_01-D2\_99 = 1)) AND CURAGE >= 16 AND AbbrevP = 0

**E4. Did the school mostly come up with the goals on {his/her} IEP {and transition plan} or was it mostly you or {YOUTH} who came up with the goals? (NLTS E3A)**

**CODE ONE ONLY**

**E4** MOSTLY SCHOOL.....1  
MOSTLY RESPONDENT OR OTHER ADULT .....2  
MOSTLY YOUTH .....3  
SCHOOL AND YOUTH EQUALLY.....4  
SCHOOL AND RESPONDENT OR OTHER ADULT  
EQUALLY .....5  
YOUTH AND RESPONDENT OR OTHER ADULT  
EQUALLY .....6  
SCHOOL, RESPONDENT OR OTHER ADULT,  
AND YOUTH EQUALLY.....7  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(D5 = 1 OR D2\_Intro1 = 1 OR ANY D2\_01-D2\_99 = 1) AND CURAGE >= 16 AND AbbrevP = 0

**E5. Which of the following best describes {YOUTH'S} role in {his/her} {IEP and transition planning /IEP planning}? (NLTS E3B)**

**CODE ONE ONLY**

- E5**
- {He/She} did not participate .....1
  - {He/She} was present in discussions but participated very little or not at all.....2
  - {He/She} provided some input .....3
  - {He/She} took a leadership role (helping set the direction of the discussions, goals and plans) .....4
  - DOESN'T KNOW ABOUT ANY GOALS**.....5
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

(E2 = 1 OR E3 = 1) AND CURAGE >= 16

**E6. The next set of questions are about the transition planning meeting:**

**E6a – E6e**

	YES	NO	DK	REF	NR
a. Were you invited to that meeting? .....	1	0	.d	.r	.m
b. Was [YOUTH] invited to that meeting? .....	1	0	.d	.r	.m
c. Were [YOUTH]'s interests, strengths, and preferences discussed at that meeting? .....	1	0	.d	.r	.m
d. Did staff from any community service agency, such as vocational rehabilitation services, take part in that meeting? .....	1	0	.d	.r	.m
e. Was [YOUTH] given information on education, careers, or community living options for when {he/she} leaves high school? .....	1	0	.d	.r	.m

**F. PLANS FOR THE FUTURE- SKIPPED BY INDEPENDENT YOUTH**

**My/The next questions are about your expectations for the future.**

(B1 = 1 OR B4 = 1) AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4a = 9, 10, 11, 12 OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4a = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 14)) AND AbbrevP = 0

**F1. {Has/Did} {YOUTH} {taken/take} any courses at (his / her) high school for which {he/she} earned college credit at either a two or four year college?**

*By credit we mean it will count towards the requirements for a two or four-year degree.*

**F1** YES.....1  
 NO .....0 GO TO F2  
 DON'T KNOW.....d GO TO F2  
 REFUSED.....r GO TO F2  
 NO RESPONSE .....m

F1 = 1

**F1a. What course(s) {is/has} {YOUTH} {taking/taken} at (his /her) high school to earn college credit?**

*INTERVIEWER: IF PARENT LISTS SUBJECT OF CLASS, PROBE IF THE CLASS IS AN AP CLASS (ADVANCED PLACEMENT CLASS).*

CODE ONE ONLY

**F1a** AP COURSE (ANY SUBJECT) .....1  
 IB COURSE (INTERNATIONAL BACCALAUREATE).....2  
 OTHER COURSE(S): SPECIFY: .....99  
     \*DUAL CREDIT .....3  
     \*COLLEGE COURSE .....4  
     \*COMPUTER (SOFTWARE OR MAINTENANCE) .....5  
     \*OTHER CAREER, TECH, VOCATIONAL OR TRADE SCHOOL .....6  
     \*GENERAL ACADEMIC SUBJECTS.....7  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m



(B1 = 1 OR B4 = 1) AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4a = 9, 10, 11, 12 OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4a = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 14)) AND AbbrevP = 0

**F2. During the {2011-2012/2012-2013} school year, did {YOUTH} take courses in high school designed to expose {him/her} to or prepare {him/her} for a career (or careers) of interest? This could be one or more courses. For example, a student interested in going to medical school may take more science classes.**

**F2** YES.....1  
 NO .....0 GO TO F4  
 DON'T KNOW.....d GO TO F4  
 REFUSED.....r GO TO F4  
 NO RESPONSE .....m

F2 = 1

**F3. Will {YOUTH} receive college credit for this course?  
 At either 2 or 4 year college?**

**F3** YES.....1  
 NO .....0  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

(B1 = 1 OR B4 = 1) AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4a = 9, 10, 11, 12 OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4a = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 15)) AND AbbrevP = 0

**F4. Have you talked with a school counselor or someone else at school about what {YOUTH} might do after high school, including education or career options?**

**F4** YES.....1  
 NO .....0  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

- F5. As things stand now, how far do you think {YOUTH} will get in school?**  
*IF NEEDED: What is the highest level of schooling you think {he/she} will complete?*  
**Select high school diploma or GED for a certificate of completion or attendance.**

**CODE ONE ONLY**

- F5**
- LESS THAN HIGH SCHOOL (WILL NOT GRADUATE OR GET GED) .....1
  - HIGH SCHOOL DIPLOMA OR GED .....2
  - TECHNICAL OR TRADE SCHOOL .....3
  - 2 YEAR COLLEGE .....4
  - 4-YEAR COLLEGE .....5
  - MASTER'S, PHD, OR OTHER ADVANCED DEGREE .....6
  - DON'T KNOW .....d
  - REFUSED .....r
  - NO RESPONSE .....m

**F6.** Next I'd like to ask about issues youth sometimes face in furthering their education and training after high school. For each statement I read, please tell me whether you think that this will be an issue {YOUTH} is likely to face.

**F6a – F6l**

	YES	NO	NA	DK	REF	NR
a. We do not have enough information about education or training options for {YOUTH} after high school.....	1	0	2	.d	.r	.m
b. {YOUTH} needs to work .....	1	0	2	.d	.r	.m
c. We do not know how to get financial aid or help paying for school.....	1	0	2	.d	.r	.m
d. {YOUTH} is not ready – either academically or socially.....	1	0	2	.d	.r	.m
e. IF D21 ≠ 1 AND ALL D2_01-D2_99 ≠ 1 AND D5 ≠ 1 AND D6B ≠ 1: {YOUTH} has physical or mental health issues that would make it difficult .....	1	0	2	.d	.r	.m
f. IF D1=1 OR D2_INTRO1 = 1 OR D3 = 1 OR D6 = 1: We don't think schools could accommodate {YOUTH}'s disability .....	1	0	2	.d	.r	.m
g. Are there any other difficulties or issues that would make it difficult for {YOUTH} to further (his /her) education after high school? SPECIFY: .....	1	0	2	.d	.r	.m
h. *Transportation .....	1	0	2	.d	.r	.m
i. *Youth's motivation .....	1	0	2	.d	.r	.m
j. *Can't work independently .....	1	0	2	.d	.r	.m
k. *Insufficient communication skills/unable to communicate well .....	1	0	2	.d	.r	.m
l. *School has not prepared youth for further education/job skills .....	1	0	2	.d	.r	.m

AbbrevP = 0

F7. When {YOUTH} is 30 years old, do you think {he/she} will be living:

CODE ONE ONLY

- F7 On (his/ her) own - without friends or family, ..... 1
- At home with parents, ..... 2
- With a relative, ..... 3
- With friends, ..... 4
- With a spouse or partner, ..... 5
- In military housing, ..... 6
- In a group home, ..... 7
- In an institution, or ..... 8
- Some other place? (SPECIFY)..... 99
  - \*Assisted living facility ..... 9
  - \*Living on his/her own in housing with professional assistance ..... 10
- DON'T KNOW ..... d
- REFUSED..... r
- NO RESPONSE ..... m

(D1 = 1 OR D2\_Intro1 = 1 OR D3 = 1 OR D6 = 1) AND AbbrevP = 0

F8. By the time {YOUTH} is 30 years old, how likely do you think it is that {YOUTH} will earn enough to support {himself/herself} without financial help from {his/her} family or government benefit programs? Do you think {he/she}... (NLTS J10)

CODE ONE ONLY

- F8 Definitely will, ..... 1
- Probably will, ..... 2
- Probably won't, or ..... 3
- Definitely won't? ..... 4
- DON'T KNOW ..... d
- REFUSED..... r
- NO RESPONSE ..... m

CURAGE >= 15 AND AbbrevP = 0

**F9. Next I'd like to ask about issues youth sometimes face in getting a job after high school. For each statement I read, please tell me whether you think that this will be an issue {YOUTH} is likely to face.**

**F9a – F9l**

	YES	NO	DK	REF	NR
a. IF ALL D2_01-D2_99 ≠ 1 AND D5 ≠ 1 and D2_Intro1≠1 and D6b ≠ 1 and D21 ≠ 1: <b>Physical or mental health issues could prevent [YOUTH] from working</b> .....	1	0	.d	.r	.m
b. IF D5 = 1 OR ANY D2_01-D2_99= 1 or D2_Intro1 = 1 : <b>[YOUTH] might lose SSI or other benefits</b> .....	1	0	.d	.r	.m
c. <b>Staff at the high school has not provided enough information about career planning or job opportunities</b> .....	1	0	.d	.r	.m
d. <b>Are there any other challenges [YOUTH] might face in getting a job after high school? SPECIFY:</b> .....	1	0	.d	.r	.m
e. *Transportation .....	1	0	.d	.r	.m
f. *Youth motivation .....	1	0	.d	.r	.m
g. *Can't work independently .....	1	0	.d	.r	.m
h. *Social skills/maturity .....	1	0	.d	.r	.m
i. *Needs additional training .....	1	0	.d	.r	.m
j. *Economy/lack of jobs .....	1	0	.d	.r	.m
k. *Criminal record/problems with law .....	1	0	.d	.r	.m
l. *Insufficient communication skills .....	1	0	.d	.r	.m

**G. DEMOGRAPHICS FOR YOUTH**

Now I would like to ask some questions about [YOUTH]'s characteristics and living arrangements.

ALL

**G1.** Is any language other than English regularly used in {YOUTH's} home?  
(NLTS2 A4A)

**G1** YES.....1  
NO .....0 GO TO G2  
DON'T KNOW.....d GO TO G2  
REFUSED.....r GO TO G2  
NO RESPONSE .....m GO TO G2

**G1a. What is the main language {YOUTH} usually uses at home? (NLTS2 A4B)****CODE ONE ONLY**

<b>G1a</b>	ENGLISH.....	1
	SPANISH.....	2
	ALBANIAN <sup>9</sup> .....	3
	ARABIC.....	4
	BULGARIAN <sup>9</sup> .....	5
	CAMBODIAN <sup>9</sup> .....	6
	CHINESE.....	7
	CREOLE.....	8
	CROATIAN <sup>9</sup> .....	9
	CZECHOSLOVAKIAN <sup>9</sup> .....	10
	DUTCH <sup>9</sup> .....	11
	FARSI <sup>9</sup> .....	12
	FINNISH <sup>9</sup> .....	13
	FRENCH <sup>9</sup> .....	14
	GERMAN <sup>9</sup> .....	15
	GREEK <sup>9</sup> .....	16
	HEBREW <sup>9</sup> .....	17
	HMONG.....	18
	HUNGARIAN.....	19
	ITALIAN <sup>9</sup> .....	20
	JAPANESE <sup>9</sup> .....	21
	KOREAN <sup>9</sup> .....	22
	LAOTIAN <sup>9</sup> .....	23
	PERSIAN <sup>9</sup> .....	24
	POLISH <sup>9</sup> .....	25
	PORTUGUESE <sup>9</sup> .....	26
	PUNJABI <sup>9</sup> .....	29
	ROMANIAN <sup>9</sup> .....	28
	RUSSIAN <sup>9</sup> .....	29
	SAMOAN <sup>9</sup> .....	30
	SWAHILI <sup>9</sup> .....	31
	TAGALOG (FILIPINO LANGUAGE) <sup>9</sup> .....	32
	THAI <sup>9</sup> .....	33
	TURKISH <sup>9</sup> .....	34
	URDU <sup>9</sup> .....	35
	VIETNAMESE.....	36
	SIGN LANGUAGE/MANUAL COMMUNICATION/ASL.....	37
	YOUTH DOES NOT USE A LANGUAGE.....	38
	OTHER (SPECIFY).....	99
	*SOMALI <sup>9</sup> .....	39
	*HINDI <sup>9</sup> .....	40
	*NEPALI <sup>9</sup> .....	41
	*GUJARATI <sup>9</sup> .....	42
	DON'T KNOW.....	d
	REFUSED.....	r
	NO RESPONSE.....	m

<sup>9</sup> Responses grouped into Other category (99).

ALL

- G2. Is {YOUTH} Hispanic or Latino?**
- G2** YES - HISPANIC OR LATINO .....1  
 NO - NOT HISPANIC OR LATINO .....0  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

ALL

**G3. Please choose one or more categories that best describe {YOUTH}'s race. Is {he/she}...**  
*[IF RESPONDENT SAYS MIXED RACE OR BI- OR MULTIRACIAL, ASK AS NEEDED: "I can record more than one. Which races should I enter?"*

**CODE ALL THAT APPLY**

- G3\_01 American Indian or Alaska Native .....1**  
**G3\_02 Asian .....2**  
**G3\_03 Black or African American.....3**  
**Native Hawaiian or Other Pacific Islander, or<sup>10</sup> .....4**  
**G3\_05 White .....5**  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

ALL

**G4. In the past school year (2011-2012/2012-2013), has {YOUTH} lived with you... ? EXCLUDING CAMPS AND VACATIONS (NLTS2 A5A, REV)**

**CODE ONE ONLY**

- G4 All of the time, .....1 GO TO BOX G5**  
**Some of the time, or .....2**  
**None of the time? .....3**  
**ONLY DURING SCHOOL VACATIONS.....4**  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

<sup>10</sup> Responses combined with Asian (G3\_02) in file



G4 = 2, 3, 4, D, OR M

**G4a. Where has {he/she} lived in the past school year (2011-2012/2012-2013)? (NLTS2 A5C)**

CODE ALL THAT APPLY

<b>G4a_01</b>	WITH [HIS/HER] OTHER PARENT.....	1
<b>G4a_02</b>	WITH [HIS/HER] PARENTS .....	2
<b>G4a_03</b>	WITH ANOTHER RELATIVE/ADULT FAMILY MEM- BER OTHER THAN SPOUSE OR PARENT.....	3
<b>G4a_04</b>	IN FOSTER CARE .....	4
<b>G4a_05</b>	WITH NON-FAMILY LEGAL GUARDIAN .....	5
<b>G4a_06</b>	IN A RESIDENTIAL OR BOARDING SCHOOL OTHER THAN A COLLEGE.....	6
<b>G4a_07</b>	IN A GROUP HOME, OTHER ASSISTED LIVING CENTER, SUPERVISED APARTMENT .....	7
<b>G4a_08</b>	IN A HOSPITAL, MEDICAL FACILITY, CONVALES- CENT HOSPITAL, OR INSTITUTION FOR PERSONS WITH DISABILITIES.....	8
<b>G4a_09</b>	IN A MENTAL HEALTH FACILITY .....	9
<b>G4a_10</b>	IN A CORRECTIONAL FACILITY/YOUTH DETEN- TION CENTER .....	10
<b>G4a_11</b>	ON [HIS/HER] OWN.....	11
<b>G4a_12</b>	WITH A SPOUSE OR ROOMMATE .....	12
<b>G4a_13</b>	IN A COLLEGE DORMITORY OR OTHER COLLEGE HOUSING .....	13
<b>G4a_14</b>	IN MILITARY HOUSING.....	14
<b>G4a_15</b>	TRANSIENT, HOMELESS, ON THE STREET, IN THEIR CAR .....	15
<b>G4a_99</b>	OTHER (SPECIFY) .....	99
	DON'T KNOW.....	d
	REFUSED.....	r
	NO RESPONSE .....	m

**BOX G5**

IF YOUTH LIVES WITH SOMEONE OTHER THAN PARENT OR FOSTER PARENT AT  
LEAST SOME OF THE TIME, GO TO G5. ELSE GO TO G6.

(G4a\_03 = 3 OR G4a\_05 = 5 OR G4a\_99 = 99 OR (ALL G4a\_01 – G4a\_99 = D OR R)) AND A13 <> 4

- G5.** Was {YOUTH} living in a foster care arrangement during this school year? (NLTS2 A5E)
- G5** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

CURAGE >= 16

- G6.** Has {YOUTH} ever {had/fathered} any children? (NLTS K3A)
- G6** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

**BOX G7**

THIS LOGIC SEPARATES PARENTS OF YOUTH AGE 16 AND OVER WHO HAVE HAD CHILDREN AND TAKES THEM TO G7. THOSE WHO HAVE NOT HAD CHILDREN OR WHO HAVE BUT ARE UNDER AGE 16 GO TO G8.  
IF G6 = 1 (HAS CHILDREN) AND CURAGE ≥16 YEARS OF AGE, GO TO G7.  
ELSE, GO TO G8.

G6 = 1 AND CURAGE >= 16

- G7.** Is {YOUTH} ... (NLTS K3B)

**CODE ONE ONLY**

- G7** Engaged,.....1  
Single, never married, .....2  
Married, or .....3  
In a marriage-like relationship,.....4  
Divorced or separated, or .....5  
Widowed? .....6  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

ALL

**G8. My next questions are about {YOUTH}'s health insurance. Is {YOUTH} now covered by private health insurance from an employer or union, or that your family buys directly? (NLTS C1)**

**G8** YES.....1 GO TO G10  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

G8 = 0, D, R, OR M

**G9. Is {he/she} covered by any other health insurance program, including a government-assisted or public health insurance plan such as {Medicare or Medicaid/ Medicare, Medicaid [, or [state program name]]? (NLTS C2 REV)**

**G9** YES.....1  
NO .....0 GO TO G11  
DON'T KNOW.....d GO TO G11  
REFUSED.....r GO TO G11  
NO RESPONSE .....m GO TO G11

G8 = 1 OR G9 = 1

**G10. Does {his/her} insurance cover any of the cost of ... (NLTS C5)  
*INCLUDES PARTIAL COVERAGE***

**G10a – G10d**

	YES	NO	DK	REF	NR
<b>a. Dental care?</b> .....	1	0	.d	.r	.m
<b>b. Vision care?</b> .....	1	0	.d	.r	.m
<b>c. Medicines or prescriptions?</b> .....	1	0	.d	.r	.m
<b>d. Mental health care?</b> .....	1	0	.d	.r	.m

ALL

**G11. Does {YOUTH} have access to a computer with a high-speed internet connection at home?**

**G11** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

**H. DEMOGRAPHICS FOR PARENT & HOUSEHOLD**

My next set of questions will be about you and your household as a whole. These questions will help us better understand the experiences of different groups of people who take part in the study.

BOX H1  
 IF G4=1,2,4, GO TO H1. ELSE GO TO BOX H4. IF CHILD LIVES WITH  
 RESPONDENT AT LEAST SOME OF THE TIME (G4=1,2,4) GO TO H1.  
 ELSE GO TO BOX H4.

G4 = 1, 2, OR 4

- H1. Are you...**
- CODE ONE ONLY**
- H1**      **Married**.....1  
           **In a marriage-like relationship,**.....2  
           **Divorced,** .....3  
           **Separated,** .....4  
           **Widowed, or** .....5  
           **Single, never married?**.....6  
           DON'T KNOW.....d  
           REFUSED.....r  
           NO RESPONSE .....m

G4 = 1, 2, OR 4

- H2. How many people age 18 and over are there in the household, including you?**
- Include {NAME} if {he/she} is age 18 or over. Household members include those that are there at least four nights a week, most weeks, for the past 6 months.* (NLTS K4A, rev)
- H2**        NUMBER  
           DON'T KNOW.....d  
           REFUSED.....r  
           NO RESPONSE .....m

G4 = 1, 2, OR 4

**H3. How many people under age 18 are now living in the household? [CAN INCLUDE YOUTH'S CHILDREN.]**

*Include {NAME} if {he/she} is under age 18. Household members include those that are there at least four nights a week, most weeks, for the past 6 months.* (NLTS K2A, rev)

- H3**      |\_\_|\_\_| NUMBER
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

BOX H4  
IF RESPONDENT IS YOUTH'S PARENT OR GUARDIAN (A13=1,2,4,5), GO TO BOX H5. ELSE GO TO H4.

A13 = 3, 6, 99, L, OR M

**H4. Does {YOUTH}'s mother or father or legal guardian live in this household?**

*Who lives in this household? Is that {YOUTH}'s mother, father, or legal guardian?*  
(NLTS K5B, REV)

**CODE ONE ONLY**

- H4**      MOTHER ONLY .....1
- FATHER ONLY.....2
- BOTH MOTHER AND FATHER.....3
- LEGAL GUARDIAN .....4
- NONE OF THESE .....5
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

BOX H5  
IF CHILD LIVES WITH RESPONDENT AT LEAST SOME OF THE TIME  
(G4=1,2,4), GO TO H5. ELSE GO TO SECTION I.

(G4 = 1, 2, OR 4) AND AbbrevP = 0

**H5. What is the highest year or grade you finished in school? (NLTS K8)**

CODE ONE ONLY

- H5**
- 8TH GRADE OR LESS .....1
  - 9TH GRADE OR ABOVE, NOT A HIGH SCHOOL GRADUATE.....2
  - HIGH SCHOOL GRADUATE OR GED .....3
  - POST HIGH SCHOOL EDUCATION, NO COLLEGE DEGREE.....4
  - VOCATIONAL-TECHNICAL (VOC-TECH) DEGREE OR CERTIFICATE.....5
  - 2-YEAR COLLEGE DEGREE/AA DEGREE .....6
  - 4-YEAR COLLEGE DEGREE/BA, BS DEGREE .....7
  - SOME POST BA, BS WORK, NO GRADUATE DEGREE.....8
  - MASTER'S DEGREE, E.G. MSW, MA, MFA, MPH, MBA .....9
  - PHD, MD, JD, LLB, OR OTHER PROFESSIONAL GRADUATE DEGREE .....10
  - OTHER (SPECIFY) .....99
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

(G4 = 1, 2, OR 4) AND AbbrevP = 0

**H6. Do you have a paid job now? (NLTS K9A)**

- H6**
- YES.....1
  - NO .....0
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

BOX H7

IF RESPONDENT IS MARRIED OR PARTNERED H1 = 1,2, GO TO H7. ELSE GO TO H9.

(H1 = 1 OR 2) AND AbbrevP = 0

**My next questions are about your {spouse/partner}.**

**H7. What is the highest year or grade your {spouse/partner} finished in school? (NLTS K10)**

CODE ONE ONLY

- H7**
- 8TH GRADE OR LESS .....1
  - 9TH GRADE OR ABOVE, NOT A HIGH SCHOOL GRADUATE.....2
  - HIGH SCHOOL GRADUATE OR GED .....3
  - POST HIGH SCHOOL EDUCATION, NO COLLEGE DEGREE.....4
  - VOCATIONAL-TECHNICAL (VOC-TECH) DEGREE OR CERTIFICATE.....5
  - 2-YEAR COLLEGE DEGREE/AA DEGREE .....6
  - 4-YEAR COLLEGE DEGREE/BA, BS DEGREE .....7
  - SOME POST BA, BS WORK, NO GRADUATE DEGREE.....8
  - MASTER'S DEGREE, E.G. MSW, MA, MFA, MPH, MBA .....9
  - PHD, MD, JD, LLB, OR OTHER PROFESSIONAL GRADUATE DEGREE .....10
  - OTHER (SPECIFY) .....99
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

(H1 = 1 OR 2) AND ABBREVP = 0

**H8. Does your {spouse/partner} have a paid job now? (NLTS K11A)**

- H8**
- YES.....1
  - NO .....0
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

G4 = 1, 2, OR 4

My next questions are about government benefits you or others in your household may have received.

**H9.** Did you or anyone in the household receive money from TANF (Temporary Assistance to Needy Families) or the state welfare program anytime in the past 2 years? (NLTS K12A)

- H9** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

G4 = 1, 2, OR 4

**H10.** Did you, or anyone in the household, receive benefits in the past two years from SNAP (the Supplemental Nutrition Assistance Program), which used to be called food stamps? {PROGRAM IS ALSO KNOWN AS [SNAP/STATE NAME] IN [STATE]}. It puts money on a card that you can use to buy food. (NLTS K13A REV)

- H10** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

G4 = 1, 2, OR 4

**H11.** Did you or anyone in the household get money for {YOUTH} from the Supplemental Security Income or SSI program in the past 2 years? (NLTS K14A)

- H11** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m



G4 = 1, 2, OR 4

**H12. Household income is an important factor that goes into many research questions - including how family finances affect students' ability to go to college or pursue other goals after high school. This information is critically important to the success of this study and will be kept completely confidential.**

**What was your total household income from all sources before taxes and deductions in calendar year {2011/2012}? Please include all income such as income from work, investments, money from public assistance, retirement, and alimony for all household members, before taxes. (HSLs, REV)**

**(omitted)** SPECIFY: \_\_\_\_\_ .99 GO TO I1\_INTRO  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

H12 = D, M, OR R

**H13. We understand that you may not be able to provide an exact number for your family's income. However, it would be extremely helpful if you could tell us which of the following ranges best describes your total household income from all sources before taxes and deductions in calendar year 2011. Was it...**

*Please include all income such as income from work, investments, money from public assistance, retirement, and alimony for all household members, before taxes. (HSLs, REV)*

**CODE ONE ONLY**

**(omitted)** **\$60,000 or less, or** .....1  
**More than \$60,000?** .....2 GO TO H13b  
DON'T KNOW.....d GO TO I1\_INTRO  
REFUSED.....r GO TO I1\_INTRO  
NO RESPONSE .....m GO TO I1\_INTRO

H13 = 1

H13a. Was it... (NLTS K15B, REV)

CODE ONE ONLY

(omitted) \$10,000 or less, or .....1  
\$10,001 to \$20,000, .....2  
\$20,001 to \$30,000, .....3  
\$30,001 to \$40,000 .....4  
\$40,001 to \$50,000, or.....5  
\$50,001 to \$60,000? .....6  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

H13 = 2

H13b. Was it... (NLTS K15E, REV)

CODE ONE ONLY

(omitted) \$60,001 to \$70,000, .....1  
\$70,001 to \$80,000, .....2  
\$80,001 to \$90,000, .....3  
\$90,001 to \$100,000, .....4  
\$100,001 to \$110,000, .....5  
\$110,001 to \$120,000, or.....6  
Over \$120,000? .....7  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

**H12/H13.** Household income is an important factor that goes into many research questions - including how family finances affect students' ability to go to college or pursue other goals after high school. This information is critically important to the success of this study and will be kept completely confidential.

**What was your total household income from all sources before taxes and deductions in calendar year {2011/2012}? Please include all income such as income from work, investments, money from public assistance, retirement, and alimony for all household members, before taxes. (HSLs, REV)**

[in the RUDF responses from questions H12, H13, H13a and H13b (see above) were coded/ combined into the following categories]

CODE ONE ONLY

<b>H13_R</b>	<b>\$20,000 or less, or</b> .....	1
	<b>\$20,001 to \$40,000,</b> .....	2
	<b>\$40,001 to \$60,000,</b> .....	3
	<b>\$60,001 to \$80,000,</b> .....	4
	<b>\$80,001 to \$100,000,</b> .....	5
	<b>\$100,001 to \$120,000, or</b> .....	6
	<b>Over \$120,000?</b> .....	7
	DON'T KNOW .....	d
	REFUSED .....	r
	NO RESPONSE .....	m

I. CONTACT INFORMATION FOR FOLLOW UP AND REMAINDER OF CONSENT

I1\_INTRO This concludes the main part of the interview. I will need just a few more minutes to confirm your contact information and see which other parts of the study you'd be willing to take part in.

ALL

A9. Let's start with the address where you get your mail.

We will send your (INCENTIVE AMOUNT) check to this address.

(omitted) The school district listed it as [ADDRESS FROM SAMPLE FILE AS ABOVE FOR PAR1, PAR 2, NEWADD]. Is that correct?

YES.....1 GO TO A10

NO .....0

DON'T KNOW.....d GO TO A10

REFUSED.....r GO TO A10

A9=0

A9a. What is your mailing address?

(omitted)

ADDRESS 1

ADDRESS 2

CITY

STATE/TERRITORY

ZIP CODE (+ 4 IF NEEDED)

ALL

A10. What is the best telephone number at which to reach you:

(omitted) Phone (STRING 30)

DOES NOT HAVE A TELEPHONE NUMBER.....1 GO TO A11

DON'T KNOW.....d GO TO A11

REFUSED.....r GO TO A11

A10≠1,d,r

**A10a. Is that a landline or cell phone?**

- (omitted) LANDLINE .....1 GO TO A11  
CELL PHONE .....2  
DON'T KNOW .....d GO TO A11  
REFUSED .....r GO TO A11

A10a=2

**A10b. When we contact you for the next survey, may we send you a text message on that phone?**

- (omitted) YES .....1  
NO .....0  
PHONE DOES NOT USE TEXT MESSAGE .....2  
DON'T KNOW .....d  
REFUSED .....r

A10≠1,D,R

**I1. Is there another telephone number where we can reach you, besides [FILL FROM A10]?**

- (omitted) YES .....1  
NO .....0 GO TO I2  
DON'T KNOW .....d GO TO I2  
REFUSED .....r GO TO I2

I1=1

**I1a. What is that number?**

- (omitted) | | | | - | | | | - | | | | |  
(RANGE) (RANGE) (RANGE)  
DON'T KNOW .....d GO TO I2  
REFUSED .....r GO TO I2

International Phone (STRING 30)

I1a#d,r

- I1b. Is that number a land line or cell phone?**
- (omitted)* LANDLINE .....1  
 CELL PHONE .....2  
 DON'T KNOW .....d  
 REFUSED .....r

ALL

- I2. Do you have an e-mail address where we may send you study-related information?**  
**IF NEEDED: This may include an email to verify your contact information, an invitation to complete the survey, or a reminder about the survey.**
- (omitted)* YES.....1  
 DOES NOT HAVE AN EMAIL ADDRESS.....2 GO TO I3  
 NO .....0 GO TO I3  
 DON'T KNOW .....d GO TO I3  
 REFUSED .....r GO TO I3

I2=1

- I2a. What is the email address you check most often?**
- \_\_\_\_\_ (STRING (150))  
 EMAIL
- (omitted)* DON'T KNOW .....d  
 REFUSED .....r

ALL

- I3. May we send you a message through Facebook if we are unable to reach you by mail, phone, or your regular email address?**
- (omitted)* YES.....1  
 DOES NOT HAVE A FACEBOOK ACCOUNT.....2  
 NO .....0  
 DON'T KNOW .....d  
 REFUSED .....r

G4A=1,2 OR (H1=1,2 AND G4=1) OR (H1=3,4 AND A13=1,2)

**14. In case we have difficulty reaching you in the future, I would like to collect contact information for {YOUTH's} {other parent/parents/ your spouse or partner}.**

**What is this person's full name?**

*(omitted)*

\_\_\_\_\_ (STRING (100))

FIRST NAME

\_\_\_\_\_ (STRING (100))

MIDDLE INITIAL/NAME

\_\_\_\_\_ (STRING (100))

LAST NAME

DON'T KNOW.....d GO TO I9

REFUSED.....r GO TO I9

G4A =1,2 OR (H1=1,2 AND G4=1) OR (H1=3,4 AND A13=1,2) AND I4≠R,DK

**15. Is [(NAME from I4a)]'s mailing address (where mail is sent) the same as yours or is it a different address?**

*(omitted)*

**[FILL ADDRESS FROM A9a OR SAMPLE FILE (IF A9a=blank)]**

SAME FOR SPOUSE OR PARTNER .....1 GO TO I6

DIFFERENT MAILING ADDRESS .....2

I5=2

**15a. What is the address where [NAME from I4] gets mail sent?**

*(omitted)*

\_\_\_\_\_ (STRING (200))

ADDRESS 1

\_\_\_\_\_ (STRING (200))

ADDRESS 2

\_\_\_\_\_ (STRING (200))

CITY

\_\_\_\_\_ (STRING (50))

STATE/TERRITORY

|\_|\_|\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|\_|\_|\_|

ZIP CODE (+ 4 IF NEEDED)

G4A =1,2 OR (H1=1,2 AND G4=1) OR (H1=3,4 AND A13=1,2) AND I4≠R,DK

**16. What is the best telephone number at which to reach {him/her}:**

*(omitted)*

|\_|\_|\_|\_| - |\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|

(RANGE) (RANGE) (RANGE)

DOES NOT HAVE A TELEPHONE NUMBER .....0 GO TO I8

DON'T KNOW.....d GO TO I8

REFUSED.....r GO TO I8

\_\_\_\_\_ International Phone (STRING (NUM))

I6#1,d,r

- 17. Is there another phone number where we can reach {him/her}?**
- (omitted)* YES.....1
- NO .....0 GO TO I8
- DON'T KNOW.....d GO TO I8
- REFUSED.....r GO TO I8

I7=1

- 17a. What is that number?**
- (omitted)* |\_|\_|\_| - |\_|\_|\_| - |\_|\_|\_|\_|\_|
- (RANGE) (RANGE) (RANGE)
- DON'T KNOW.....d
- REFUSED.....r
- \_\_\_\_\_
- International Phone

G4A=1, 2 OR (H1=1,2 AND G4=1) OR (H1=3,4 AND A13=1,2) AND I4#R,DK

- 18. Does [SPOUSE /PARTNER FIRST NAME from I4] have an e-mail address at which we can reach {him/her}? IF NEEDED: Our contact would include things like an email to verify contact information, an invitation to complete the survey.**
- (omitted)* YES.....1
- DOES NOT USE EMAIL.....2 GO TO I9
- NO – NOT OK TO CONTACT THIS WAY .....0 GO TO I9
- DON'T KNOW.....d GO TO I9
- REFUSED.....r GO TO I9

I8=1

- 18a. What is the email address {he/she} checks most often?**
- (omitted)* \_\_\_\_\_
- EMAIL
- DON'T KNOW.....d
- REFUSED.....r



ALL

19. In case we have trouble reaching {either of} you directly when we do the next survey, we'd like to get the contact information for another person who will always be able to reach you. Can you give me the name of a friend or relative, who does not live with you, who would be able to reach you if you move or change your telephone number?

(omitted)

\_\_\_\_\_  
FIRST NAME

\_\_\_\_\_  
MIDDLE INITIAL/NAME

\_\_\_\_\_  
LAST NAME

DON'T KNOW.....d GO TO A5

REFUSED.....r GO TO A5

I9#d,r

110. What is your relationship with this person?  
IF NEEDED: Is this person a relative, a friend, or some other person in your life?

**NOTE:** CODE STEPPARENTS AS MOTHER OR FATHER.

CODE ONE ONLY

(omitted)

OTHER SON OR DAUGHTER (NOT [YOUTH]).....1

BROTHER / SISTER .....2

MOTHER / FATHER.....3

AUNT / UNCLE.....4

COUSIN.....5

OTHER RELATIVE.....6

FRIEND .....7

CASE MANAGER – SPECIFY NAME OF AGENCY .....8

OTHER NON-RELATIVE .....9

DON'T KNOW.....d

REFUSED.....r

I9#d,r

111. What is [NAME]'s mailing address?

(omitted) **PROBE:** Where does {he/she} stay most often?

\_\_\_\_\_  
ADDRESS 1

\_\_\_\_\_  
ADDRESS 2

\_\_\_\_\_  
CITY

\_\_\_\_\_  
STATE/TERRITORY

\_|\_|\_|\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|\_|\_|\_|  
ZIP CODE (+ 4 IF NEEDED)

I9#d,r

**I12. What is the best telephone number at which to reach (NAME)?**

(omitted) |\_|\_|\_| - |\_|\_|\_| - |\_|\_|\_|\_|\_|  
DOES NOT HAVE A TELEPHONE NUMBER.....0 GO TO I13  
DON'T KNOW.....d GO TO I13  
REFUSED.....r GO TO I13  
\_\_\_\_\_  
International Phone (STRING 30)

I12#1,d,r

**I12b. Is there another telephone number where we can reach (NAME)?**

(omitted) YES.....1  
NO .....0 GO TO I13  
DON'T KNOW.....d GO TO I13  
REFUSED.....r GO TO I13

I12b=1

**I12c. What is that number?**

|\_|\_|\_| - |\_|\_|\_| - |\_|\_|\_|\_|\_|  
(omitted) DON'T KNOW.....d  
REFUSED.....r  
\_\_\_\_\_  
International Phone (STRING 30)

I9#d,r

**I13. Does (NAME) have an e-mail address where we can reach {him/her}, should we need help contacting you for the next part of the study?**

(omitted) YES.....1  
NO .....0 GO TO A5  
DON'T KNOW.....d GO TO A5  
REFUSED.....r GO TO A5

I13=1

**I13a. What is the email address {he/she} checks most often?**

\_\_\_\_\_(STRING (500))  
(omitted) EMAIL  
DON'T KNOW.....d  
REFUSED.....r

ALL

**A5. In 2014, researchers will look at students’ school transcripts to see what courses they have taken. Do you grant permission for us to collect this information?**

**A5**      AGREED - CONTINUE ..... 1  
          DISAGREE/DECLINES THIS PORTION .....2

ALL

**A7. To learn more about how students are doing in the future, the researchers may want to look at databases on college enrollment, financial aid for college, or the Social Security Administration’s records about jobs or benefits. Do you grant permission for us to look at these data bases?**

**A7**      AGREED – CONTINUE.....1  
          DISAGREE/DECLINES THIS PORTION.....2

ALL

**A8. Even if you consent for {YOUTH} to take part in this study, {he/she} must agree also. When {he/she} turns 18 or no longer has a legal guardian, {he/she} must consent for {him/herself}.**

*(omitted)*

**You or {YOUTH} can ask questions or drop out of the study at any time without penalty by calling Mathematica Policy Research.**

**If you have any questions about your child’s rights as a research volunteer, you can call the New England Institutional Review Board (IRB) who reviewed this study to make sure your rights are protected.**

**IF NEEDED:** Mathematica’s toll-free number is 866-964-7962. New England IRB’s telephone number is 617-243-3924.

          AGREES TO TAKE PART – CONTINUE..... 1  
          MISSING VERSION .....v

ALL

**<END 2> Even if you consent for your child to take part in this study, he/she must agree also. When he/she turns 18 or no longer has a legal guardian, he/she must consent for him/herself. You or your child can ask questions or drop out of the study at any time without penalty by calling Mathematica Policy Research. If you have any questions about your child’s rights as a research volunteer, you can call the New England Institutional Review Board (IRB) who reviewed this study to make sure your rights are protected. New England IRB’s telephone number is 617-243-3924.**

**Thank you for taking time to answer these questions today. In order to submit your survey responses please select the complete button below.**

**[YOUTH] will soon receive a letter with log in information to complete the web survey. You may also call us toll-free at 866-964-7962 for [YOUTH]’s log in information.**

*(omitted)*      COMPLETE ..... 1

((D1a = 6, 7, 11, OR 16) OR D2\_06 = 1 OR D2\_07 = 1 OR D2\_11 = 1 OR D2\_16 = 1 OR D9 = 0) AND (Version = 1, 2, OR 3)) OR Version = 4

**I14. We've reached the end of your portion of the survey. When we contact {YOUTH} to complete {his/her} portion of the survey, what assistive technologies, if any, should we have available?**

- I14**
- NO ASSISTIVE TECHNOLOGY .....0 GO TO END1
  - VIDEO RELAY.....1 GO TO END1
  - INSTANT MESSAGING (IM) E.G. GCHAT, SKYPE, AIM .....2
  - TTY/TDD.....4 GO TO END1
  - VOICE AMPLIFICATION.....5 GO TO END1
  - TACTILE SIGN .....6 GO TO END1
  - PARENT REQUESTS PROXY INTERVIEW FOR YOUTH.....7 GO TO END1
  - PARENT WILL ASSIST WITH YOUTH INTERVIEW .....8 GO TO END1
  - OTHER, SPECIFY.....99 GO TO END1
  - DON'T KNOW.....d GO TO END1
  - REFUSED.....r GO TO END1

I14 = 2 AND (Version = 1, 2, OR 3)

**I14a. We'd be happy to complete the interview using an instant messenger. It is**

**I14A important that [YOUTH]'s answers to the questions remain confidential and travel over a secure connection. To do this, we'll need you to download some security software to {his/her} computer to ensure our connection is secure. We will set an appointment for the best time to conduct this interview with [YOUTH] and provide you with a security code to share with [YOUTH] so we can confirm we are speaking with (him/her) at that time.**

CONTINUE .....1

VERSION=1,2,3

**<END1> Those are all the questions I have for you in this survey.**

**We will be mailing your (incentive amount) check soon.**

**If you have any questions about the study, or if your contact information changes, please call us toll-free at: 866-964-7962. You can also visit our website at: <http://ies.ed.gov/ncee/nlts>.**

**If it is possible to speak with {YOUTH}, can you pass the telephone to {him/her} or tell me the best number to reach {him/her} at right now?**

- END1**
- YES, CONTINUE WITH YOUTH INTERVIEW NOW .....1
  - NO .....0
  - DON'T KNOW.....d
  - REFUSED.....r

**Appendix B. Youth baseline questionnaire**

# National Longitudinal Transition Study 2012 (NLTS2012)

## Youth Baseline Questionnaire: Unified Survey Specifications

*Unless specified, “Don’t Know”/“Refused” were only options in 2012 CATI and “No Response” was only an option in 2013 WEB*

*Responses with \* are categories created after coding other specify responses*

*Reference year was “this school year”, referencing 2011-2012 for cases completed in 2012 and 2012-2013 for cases completing in 2013. Cases that completed in August 2012-November 2012 had slightly revised language in questions so that respondents during this time always referenced the 2011-2012 school year.*

***Text in bold and italics was displayed on the web, but was a probe or interviewer instruction in CATI.***

*Text in italics (not bold) was a probe/interview instruction in CATI only, and was not displayed on the web.*

**Responses in bold were read aloud in CATI and displayed on the web. Otherwise (non-bolded/non-italicized text), the responses were displayed on the web, but were not read aloud in CATI.**

**(omitted)=variable contains PII, not included in file.**

**J. INTRODUCTION AND INFORMED CONSENT**

A2 = 1 and A8 ≠ 3

**<J1>**  
*(omitted)*      **The U.S. Department of Education is sponsoring the National Longitudinal Transition Study. Through this important project, we hope to learn more about issues youth face today as they transition from school to adult life and how schools can better support students in reaching their goals. We are asking you to be part of this study.**

- |                                   |   |                  |
|-----------------------------------|---|------------------|
| CONTINUE .....                    | 1 | GO TO J1A        |
| WANTS ANOTHER LETTER .....        | 2 | GO TO READLETTER |
| NOT A GOOD TIME .....             | 3 | GO TO CALLBACK   |
| WANTS MORE INFO .....             | 4 | GO TO MOREINFO   |
| HUNG UP DURING INTRODUCTION ..... | 5 | STATUS 640, EXIT |
| REFUSED.....                      | r | STATUS 200, EXIT |
| NO RESPONSE .....                 | m | GO TO J1B        |

J1 = 4

**<MoreInfo.>**  
*(omitted)*      **The information we collect will be used to better understand what kinds of services help youth make a successful transition to adulthood. Your answers to these questions will be combined with the thousands of others who take part across the country. Shall we begin?**

CODE ONE ONLY

- |                                   |   |                  |
|-----------------------------------|---|------------------|
| BEGIN INTERVIEW .....             | 1 | GO TO J1A        |
| WANTS ANOTHER LETTER .....        | 2 | GO TO READLETTER |
| NOT A GOOD TIME .....             | 3 | GO TO CALLBACK   |
| HUNG UP DURING INTRODUCTION ..... | 4 | EXIT             |
| REFUSED.....                      | r | EXIT             |
| NO RESPONSE .....                 | m | GO TO J1B        |

(Version = 1, 2, OR 3) AND ((I14 = 1, 2, 3, 4, 5, 6, OR 99) OR (D1a = 6, 7, 11, OR 16) OR (D2\_Intro3 = 6, 7, 11, OR 16) OR D9 = 0)

**J1a**      **{Your parent or guardian suggested that we use {TECHNOLOGY FROM I14} for conducting this interview. Would you like to use that or is there something else you would prefer?} {What assistive technologies, if any, would you like to use for this interview?}**

- J1a**
- |   |   |           |
|---|---|-----------|
| NO ASSISTIVE TECHNOLOGY .....                         | 0 | GO TO J1B |
| VIDEO RELAY.....                                      | 1 | GO TO J1B |
| INSTANT MESSAGING (IM) E.G.<br>GCHAT, SKYPE, AIM..... | 2 |           |
| TTY/ TDD.....   | 4 | GO TO J1B |
| VOICE AMPLIFICATION.....                              | 5 | GO TO J1B |
| TACTILE SIGN .....                                    | 6 | GO TO J1B |
| DON'T KNOW.....                                       | d | GO TO J1B |
| REFUSED.....  | r | GO TO J1B |

J1a = 2 AND (Version = 1, 2, OR 3)

**J1a\_conf. INTERVIEWER: IS THE INTERVIEW CURRENTLY BEING COMPLETED OVER INSTANT MESSENGER (IM)?**

**J1a\_conf YES - CONTINUE .....1 GO TO J1B**

ALL

<J1b>

**Most of the time, this survey will be completed by youth for themselves. If you are completing this for yourself, please select that answer choice below.**

**If you are a parent or guardian completing this survey on behalf of your child, please select that answer category below.**

**This helps us ensure the right types of questions are asked of different groups of people taking part in the survey.**

**Rtype I AM COMPLETING THIS SURVEY FOR MYSELF .....1 GO TO J2**

**A PARENT OR GUARDIAN IS COMPLETING ON BEHALF OF THIS YOUTH.....2 GO TO J1D**

**NO RESPONSE .....m**

Rtype = 2

**<J1d> INTERVIEWER: WHAT IS THE RELATIONSHIP OF THE PROXY TO THE YOUTH?  
IF NEEDED: How are you related to {NAME}?**

**J1d PARENT .....1 GO TO J1E /J2**

**SIBLING.....2 GO TO J1E /J2**

**OTHER FAMILY MEMBER .....3 GO TO J1E /J2**

**SOMEONE FROM YOUTH'S SCHOOL .....4 GO TO J1E /J2**

**SOMEONE FROM AN AGENCY/SERVICE PROVIDER .....5 GO TO J1E /J2**

**OTHER (SPECIFY) .....99**

**\*FOSTER PARENT .....6 GO TO J1E /J2**

**\*LEGAL GUARDIAN .....7 GO TO J1E /J2**

**DON'T KNOW.....d GO TO J1E**

**REFUSED.....r GO TO J1E**

**NO RESPONSE .....m GO TO J2**



ALL

**J1e. This interview will be recorded to store your consent and for quality assurance purposes. Would you please tell me your name for the record? Thank you.**

*(omitted)*

\_\_\_\_\_

\_\_\_\_\_

REFUSED.....r GO TO J2

HUNG UP DURING INTERVIEW.....2 TERMINATE

ALL

**<J2> Before we begin, I need to describe some important pieces of the study. Please ask me any questions as we go along. To begin, this is a voluntary research study. The purpose is to see what helps students move from school to adulthood. {You are/{NAME} is} one of 18,000 students being asked to take part in the study from across the United States. {Your/{NAME}'s} parent (or legal guardian) answered questions about {your/his/her} family, experiences, and supports {you get/ he/she gets} from school and other places.**

*(omitted)*

We already completed an interview with your parent or guardian who said you could take part in the study. But, you need to decide for yourself if you want to take part. Your parent (or guardian) can help you answer questions or answer for you, if needed.

If you agree, I will complete {your/{NAME}'s} interview over the telephone. It takes about 30 minutes. The questions will be about {you, school, and your plans for the future/ him/her, his/her school, and his/her plans for the future}. An interviewer will talk to you again in 2014. If you feel uncomfortable answering any questions, you can stop and nothing bad will happen to you. The information you provide will be kept confidential. All reports will be in summary form only - {your/{NAME}'s} name will never be used. There are no special risks if you take part in this study.

Your parent or legal guardian has agreed for you to be in this study, but we are asking for your permission, as well.

We'll mail you a letter describing what we just discussed, so you have it for your records. Do you agree to take part in this interview?

AGREED – CONTINUE.....1

**K. STUDENT ENROLLMENT & EXPERIENCES AT SCHOOL**

ALL

**<K\_INTRO> The next questions are about {your/his/her} experiences in school and life outside of school. There are no right or wrong answers, we want to better understand {your/his/her} experiences.**

CONTINUE ..... 1

VERSION=1,2,3 AND A14=d, r AND d\_y\_schname IS NOT "UNKNOWN" OR "."

**K1\_intro1. Our records from the school district show the name of [your / YOUTH]'s school during the 2011-2012 school year was [SCHOOL NAME], is that correct?**

YES ..... 1 GO TO K1

**(omitted)** NO ..... 0

DON'T KNOW..... d GO TO K1

REFUSED..... r GO TO K1

VERSION=1,2,3 AND (A14a= d, r) OR K\_INTRO1= 0  
AND d\_y\_schname IN SAMPLE FILE IS "UNKNOWN" OR "."

**K1\_intro1a. What was the name of [your / YOUTH]'s school (in 2011-2012)?**

**(omitted)** SPECIFY: \_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

VERSION=1,2,3 AND (A15=d, r)

**K1\_intro1b. What city and state is that school located in?**

**(omitted)** \_\_\_\_\_  
CITY

**(omitted)** \_\_\_\_\_  
STATE/TERRITORY

DON'T KNOW..... d

REFUSED..... r

ALL

**K1. During the {2011-2012/2012-2013} school year, {were you/ was {NAME}} attending or enrolled in middle school, junior high, or high school? (YTD, A1, REV)**

**This could include instruction in a hospital, correctional facility, or a home school.**

**K1** YES..... 1 GO TO K2INTRO

NO ..... 0 GO TO K1A

DON'T KNOW..... d GO TO K2INTRO

REFUSED..... r GO TO K2INTRO

NO RESPONSE ..... m GO TO K2INTRO

K1 = 0

**K1a. Why did {you/he/she} leave school?**

CODE ALL THAT APPLY

<i>K1a_01</i>	ACADEMIC DIFFICULTY, POOR GRADES, NOT DOING WELL .....	1	GO TO K2INTRO
<i>K1a_02</i>	DISLIKE OF SCHOOL EXPERIENCE .....	2	GO TO K2INTRO
<i>K1a_03</i>	SCHOOL TOO DANGEROUS .....	3	GO TO K2INTRO
<i>K1a_04</i>	FAILED REQUIRED TEST/FAILED GRADUATION EXAM.....	4	GO TO K2INTRO
<i>K1a_05</i>	GOT GED .....	5	GO TO K2INTRO
<i>K1a_06</i>	GRADUATED .....	6	GO TO K2INTRO
<i>K1a_07</i>	LACK OF APPROPRIATE CURRICULUM .....	7	GO TO K2INTRO
<i>K1a_08</i>	POOR RELATIONSHIPS WITH TEACHERS AND SCHOOL STAFF .....	8	GO TO K2INTRO
<i>K1a_09</i>	POOR RELATIONSHIPS WITH FELLOW STUDENTS .....	9	GO TO K2INTRO
<i>K1a_10</i>	LANGUAGE DIFFICULTY .....	10	GO TO K2INTRO
<i>K1a_11</i>	ECONOMIC REASONS .....	11	GO TO K2INTRO
<i>K1a_12</i>	LACK OF CHILDCARE .....	12	GO TO K2INTRO
<i>K1a_13</i>	LACK OF TRANSPORTATION .....	13	GO TO K2INTRO
<i>K1a_14</i>	PROBLEMS WITH BEHAVIOR.....	14	GO TO K2INTRO
<i>K1a_15</i>	SUBSTANCE ABUSE .....	15	GO TO K2INTRO
<i>K1a_16</i>	ILLNESS/DISABILITY .....	16	GO TO K2INTRO
<i>K1a_17</i>	PREGNANCY .....	17	GO TO K2INTRO
<i>K1a_18</i>	ENTERED CRIMINAL JUSTICE SYSTEM/INCARCERATED.....	18	GO TO K2INTRO
<i>K1a_19</i>	NEEDED AT HOME .....	19	GO TO K2INTRO
<i>K1a_20</i>	RELIGION.....	20	GO TO K2INTRO
<i>K1a_21</i>	MOVED.....	21	GO TO K2INTRO
<i>K1a_22</i>	PARENT/GUARDIAN INFLUENCE .....	22	GO TO K2INTRO
<i>K1a_23</i>	FRIENDS WERE DROPPING OUT .....	23	GO TO K2INTRO
<i>K1a_24</i>	MARRIAGE.....	24	GO TO K2INTRO
<i>K1a_25</i>	MILITARY, JOINED ARMED FORCES.....	25	GO TO K2INTRO
<i>K1a_26</i>	EMPLOYMENT, SEEK OR ACCEPT JOB.....	26	GO TO K2INTRO
<i>K1a_99</i>	OTHER (SPECIFY) .....	99	GO TO K1a.other
<i>K1a_28</i>	*IN ANOTHER INSTRUCTIONAL SETTING .....	28	GO TO K2INTRO
<i>K1a_29</i>	*AGED OUT .....	29	GO TO K2INTRO
<i>K1a_30</i>	*CURRENTLY ENROLLED IN SCHOOL .....	30	GO TO K2INTRO
<i>K1a_31</i>	*FAMILY PROBLEMS .....	31	GO TO K2INTRO
	DON'T KNOW.....	d	GO TO K2INTRO
	REFUSED.....	r	GO TO K2INTRO
	NO RESPONSE .....	m	GO TO K2INTRO

ALL

**K2intro.<sup>1</sup>** Next I will read a list of statements about how some students feel about their classes. For each, please tell me whether you agree or disagree with the statements about {your/ {NAME}'s} classes, overall, in school year {2011-2012/2012-2013}.

**K2a.** The first statement is, "Class work was hard to learn." Do you agree a lot, agree a little, disagree a little or disagree a lot with this statement?

CODE ONE ONLY

- K2a** AGREE A LOT.....1
- AGREE A LITTLE.....2
- DISAGREE A LITTLE.....3
- DISAGREE A LOT.....4
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

ALL

**K2b.** The next statement is, "{I/{NAME}} had trouble keeping up with the homework." Do you agree a lot, agree a little, disagree a little or disagree a lot with this statement?

CODE ONE ONLY

- K2b** AGREE A LOT.....1
- AGREE A LITTLE.....2
- DISAGREE A LITTLE.....3
- DISAGREE A LOT.....4
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

ALL

**K2c.** "{I needed/{NAME} needed} more help from {my / (his / her)} teachers than {I / {NAME}} got." Do you agree a lot, agree a little, disagree a little or disagree a lot with this statement?

CODE ONE ONLY

- K2c** AGREE A LOT.....1
- AGREE A LITTLE.....2
- DISAGREE A LITTLE.....3
- DISAGREE A LOT.....4
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

<sup>1</sup> Items K2a-K2d were displayed as a table in the web survey.

ALL

**K2d.** “Teachers encouraged {me to do my/{NAME} to do his/her} best.” Do you agree a lot, agree a little, disagree a little or disagree a lot with this statement?

CODE ONE ONLY

- K2d** AGREE A LOT.....1
- AGREE A LITTLE.....2
- DISAGREE A LITTLE.....3
- DISAGREE A LOT.....4
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

Rtype = 1 AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K3intro.** How strongly do you agree or disagree with the following statements about {your/{NAME}'s} school? Remember, we are talking about the school you were at during the {2011-2012/2012-2013} school year.

**K3a.** “{I felt/{NAME} felt} close to people at this school.” Do you agree a lot, agree a little, disagree a little or disagree a lot?

CODE ONE ONLY

- K3a** AGREE A LOT.....1
- AGREE A LITTLE.....2
- DISAGREE A LITTLE.....3
- DISAGREE A LOT.....4
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

Rtype = 1 AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K3b.** Still thinking about the {2011-2012/2012-2013} school year, “{I/{NAME} was happy to be at this school.” Do you agree a lot, agree a little, disagree a little or disagree a lot?

CODE ONE ONLY

- K3b** AGREE A LOT.....1
- AGREE A LITTLE.....2
- DISAGREE A LITTLE.....3
- DISAGREE A LOT.....4
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

Rtype = 1 AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K3c.**            **“{I felt/{NAME} feels} like {I /he/she} was part of this school.” READ IF NECESSARY: Do you agree a lot, agree a little, disagree a little or disagree a lot?**

CODE ONE ONLY

**K3c**            AGREE A LOT.....1  
AGREE A LITTLE.....2  
DISAGREE A LITTLE.....3  
DISAGREE A LOT.....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1 AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K3d.**            **“The teachers at this school treated students fairly.” READ IF NECESSARY: Do you agree a lot, agree a little, disagree a little or disagree a lot?**

CODE ONE ONLY

**K3d**            AGREE A LOT.....1  
AGREE A LITTLE.....2  
DISAGREE A LITTLE.....3  
DISAGREE A LOT.....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1 AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K3e.**            **“{I felt/{NAME} felt} safe in {my/his/her} school.” READ IF NECESSARY: Do you agree a lot, agree a little, disagree a little or disagree a lot?**

CODE ONE ONLY

**K3e**            AGREE A LOT.....1  
AGREE A LITTLE.....2  
DISAGREE A LITTLE.....3  
DISAGREE A LOT.....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2))

**K4intro** How strongly do you agree or disagree with the following statements about {your/{NAME}'s} school? Again, please remember to answer about the school you attended during the (2011-2012/2012-2013) school year.

**K4a.** "At {my/his/her} school, there was a teacher or some other adult who really cared about {me/him/her}." Do you agree a lot, agree a little, disagree a little or disagree a lot?

CODE ONE ONLY

**K4a** AGREE A LOT.....1  
AGREE A LITTLE.....2  
DISAGREE A LITTLE.....3  
DISAGREE A LOT.....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2))

**K4b.** "At {my/{NAME}'s} school, there was a teacher or some other adult who told {me/him her} when {I do/he/she} did a good job." Do you agree a lot, agree a little, disagree a little or disagree a lot?

CODE ONE ONLY

**K4b** AGREE A LOT.....1  
AGREE A LITTLE.....2  
DISAGREE A LITTLE.....3  
DISAGREE A LOT.....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2))

**K4c.** "At {my/his/her} school, there was a teacher or some other adult who noticed when {I/he/she} wasn't there." Do you agree a lot, agree a little, disagree a little or disagree a lot?

CODE ONE ONLY

**K4c** AGREE A LOT.....1  
AGREE A LITTLE.....2  
DISAGREE A LITTLE.....3  
DISAGREE A LOT.....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2))

**K4d.** “At {my/his/her} school, there was a teacher or some other adult who always wanted {me/{NAME}} to do {my/his/her} best.” Do you agree a lot, agree a little, disagree a little or disagree a lot?

CODE ONE ONLY

**K4d** AGREE A LOT.....1  
AGREE A LITTLE.....2  
DISAGREE A LITTLE.....3  
DISAGREE A LOT.....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2))

**K4e.** “At {my/his/her} school, there was a teacher or some other adult who listened to {me/{NAME}} when {I /he/she} had something to say.” Do you agree a lot, agree a little, disagree a little or disagree a lot?

CODE ONE ONLY

**K4e** AGREE A LOT.....1  
AGREE A LITTLE.....2  
DISAGREE A LITTLE.....3  
DISAGREE A LOT.....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2))

**K4f.** “At {my/his/her} school, there was a teacher or some other adult who believed that {I/he/she} will be a success.” Do you agree a lot, agree a little, disagree a little or disagree a lot?

CODE ONE ONLY

**K4f** AGREE A LOT.....1  
AGREE A LITTLE.....2  
DISAGREE A LITTLE.....3  
DISAGREE A LOT.....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m



Rtype = 1 AND (K1 = 1, D, R, OR M) AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K5.intro** Did any of the following things happen during school year {2011-2012/2012-2013}?

**K5a.** Were you teased or called names at school?

**K5a** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1 AND (K1 = 1, D, R, OR M) AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K5b.** Did students make up something about you to make other students not like you anymore?

**K5b** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1 AND (K1 = 1, D, R, OR M) AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K5c.** Did other students say they would not be your friend unless you did what they told you to do?

**K5c** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1 AND (K1 = 1, D, R, OR M) AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K5d.** Were you teased or threatened through use of email, text messaging, or other electronic methods? This is sometimes called cyber bullying.

**K5d** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1 AND (K1 = 1, D, R, OR M) AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K5e. Did you have things stolen from your locker, desk, or other places at school?**

**K5e** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1 AND (K1 = 1, D, R, OR M) AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K5f. Were you physically attacked or in fights at school or on the way to or from school?**

**K5f** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1 AND (K1 = 1, D, R, OR M) AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K5g. Did you bully or pick on other students?**

**K5g** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2))

**K6a. In school year {2011-2012/2012-2013}, how often {did you/did {NAME}} go to a class late?  
Would you say never, a few times, once a week, almost every day, or every day?**

CODE ONE ONLY

**K6a** NEVER .....1  
A FEW TIMES .....2  
ONCE A WEEK .....3  
ALMOST EVERY DAY .....4  
EVERY DAY .....5  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2))

**K6b.** In school year {2011-2012/2012-2013}, how often {did you/did {NAME}} cut or skip class?  
Would you say never, a few times, once a week, almost every day, or every day?

CODE ONE ONLY

**K6b** NEVER .....1  
A FEW TIMES .....2  
ONCE A WEEK .....3  
ALMOST EVERY DAY .....4  
EVERY DAY .....5  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2))

**K6c.** In school year {2011-2012/2012-2013}, how often {were you/was {NAME}} late for school?  
*READ IF NECESSARY: Would you say never, a few times, once a week, almost every day, or every day?*

CODE ONE ONLY

**K6c** NEVER .....1  
A FEW TIMES .....2  
ONCE A WEEK .....3  
ALMOST EVERY DAY .....4  
EVERY DAY .....5  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2))

**K6d.** In school year {2011-2012/2012-2013}, how often {did you/ did {NAME}} get in trouble for acting out in class?  
*READ IF NECESSARY: Would you say never, a few times, once a week, almost every day, or every day?*

CODE ONE ONLY

**K6d** NEVER .....1  
A FEW TIMES .....2  
ONCE A WEEK .....3  
ALMOST EVERY DAY .....4  
EVERY DAY .....5  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

D5 = 1 OR ANY D2\_01-D2\_99 = 1 OR D2\_Intro1 = 1 AND ((B3 <> 7 AND 8) OR ((B1 = 0, D, R, OR M) AND (B4b <> 1 AND 2)))

**K6e.** In school year {2011-2012/2012-2013}, how often {were you/was {NAME} held or restrained by a teacher or classroom aide because {you were/NAME was} misbehaving in class?

**READ IF NECESSARY:** *Would you say never, a few times, once a week, almost every day, or every day?*

CODE ONE ONLY

- K6e**
- NEVER .....1
  - A FEW TIMES .....2
  - ONCE A WEEK .....3
  - ALMOST EVERY DAY .....4
  - EVERY DAY .....5
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

(K1 = 1, D, M, OR R) AND Rtype = 1

**K7.** In school year {2011-2012/2012-2013}, how often did a health or emotional problem cause you to miss a day of school? Would you say...

CODE ONE ONLY

- K7**
- Never,** .....1
  - 1-2 times,** .....2
  - 3-5 times,** .....3
  - 6-10 times, or**.....4
  - More than 10 times?** .....5
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

K1 = 1

**K8.** About how many hours per week {did you/did {NAME} usually spend completing home-work (in school year {2011-2012/2012-2013})? (NEW)

**INCLUDES HOMEWORK ANY LOCATION, HOME OR STUDY HALL.**

**K8** |\_\_|\_\_|\_\_| HOURS  
(0-168)

**K8\_NoHours** DID NOT HAVE HOMEWORK ASSIGNED .....998  
CHOSE NOT TO DO HOMEWORK ASSIGNED .....996  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

RTYPE = 1 AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4A = 9, 10, 11, 12, OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4A = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 14))

**K9a1.** My next questions are about school activities and services. For each, please tell me whether you have received the following kinds of instruction or help from school staff in the school year {2011-2012/2012-2013}. Did school staff provide you with extra help before or after school in academic subjects?

**K9a1** YES.....1 GO TO K9a2  
NO .....2 GO TO K9b1  
DON'T KNOW.....d GO TO K9b1  
REFUSED.....r GO TO K9b1  
NO RESPONSE .....m GO TO K9b1

K9A1 = 1

**K9a2.** How useful was extra help before or after school in academic subjects either in helping you stay in school or prepare for life after school? Was it very useful, somewhat useful, or not useful to you?

CODE ONE ONLY

**K9a2** VERY USEFUL.....1  
SOMEWHAT USEFUL .....2  
NOT USEFUL .....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

RTYPE = 1 AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4A = 9, 10, 11, 12, OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4A = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 14))

**K9b1.** In school year {2011-2012/2012-2013}, did school staff provide you with academic instruction on weekends?

**K9b1** YES.....1 GO TO K9b2  
NO .....0 GO TO K9c1  
DON'T KNOW.....d GO TO K9c1  
REFUSED.....r GO TO K9c1  
NO RESPONSE .....m GO TO K9c1

K9B1 = 1

**K9b2.** How useful was academic instruction on weekends?

CODE ONE ONLY

**K9b2** VERY USEFUL.....1  
SOMEWHAT USEFUL .....2  
NOT USEFUL .....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

RTYPE = 1 AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4A = 9, 10, 11, 12, OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4A = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 14))

**K9c1.** In school year {2011-2012/2012-2013}, did school staff provide you with help completing college applications?

**K9c1** YES.....1 GO TO K9c2  
NO .....0 GO TO K9d1  
DON'T KNOW.....d GO TO K9d1  
REFUSED.....r GO TO K9d1  
NO RESPONSE .....m GO TO K9d1

K9C1 = 1

**K9c2.** How useful was help completing college applications?

CODE ONE ONLY

**K9c2** VERY USEFUL.....1  
SOMEWHAT USEFUL .....2  
NOT USEFUL .....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1 AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4a = 9, 10, 11, 12, OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4a = 0, 14, 15, 16, 17, OR 99)) AND CURAge >= 14))

**K9d1.** In school year {2011-2012/2012-2013}, did school staff provide you with guidance about which courses to take?

**K9d1** YES.....1 GO TO K9d2  
NO .....0 GO TO K9e1  
DON'T KNOW.....d GO TO K9e1  
REFUSED.....r GO TO K9e1  
NO RESPONSE .....m GO TO K9e1

K9D1 = 1

**K9d2.** How useful was the guidance about which courses to take?

CODE ONE ONLY

**K9d2** VERY USEFUL.....1  
SOMEWHAT USEFUL .....2  
NOT USEFUL .....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

RTYPE = 1 AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4A = 9, 10, 11, 12, OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4A = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 15))

**K9e1.** In school year {2011-2012/2012-2013}, did school staff provide you with help reviewing college entrance test results or suggested re-testing, if necessary?

**K9e1** YES.....1 GO TO K9e2  
NO .....0 GO TO K9f1  
DON'T KNOW.....d GO TO K9f1  
REFUSED.....r GO TO K9f1  
NO RESPONSE .....m GO TO K9f1

K9E1 = 1

**K9e2.** How useful was help reviewing college entrance test results and suggesting re-testing if necessary?

CODE ONE ONLY

**K9e2** VERY USEFUL.....1  
SOMEWHAT USEFUL .....2  
NOT USEFUL .....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

RTYPE = 1 AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4A = 9, 10, 11, 12, OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4A = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 15))

**K9f1.** In school year {2011-2012/2012-2013}, did school staff provide you with help arranging or taking you on visits to colleges or college fairs?

**K9f1** YES.....1 GO TO K9f2  
 NO .....0 GO TO K9g1  
 DON'T KNOW.....d GO TO K9g1  
 REFUSED.....r GO TO K9g1  
 NO RESPONSE .....m GO TO K9g1

K9F1 = 1

**K9f2.** How useful was the help arranging or taking you on visits to colleges or college fairs?

CODE ONE ONLY

**K9f2** VERY USEFUL.....1  
 SOMEWHAT USEFUL .....2  
 NOT USEFUL .....3  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

RTYPE = 1 AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4A = 9, 10, 11, 12, OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4A = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 14))

**K9g1.** In school year {2011-2012/2012-2013}, did school staff provide you with help identifying possible career options?

**K9g1** YES.....1 GO TO K9g2  
 NO .....0 GO TO K9h1  
 DON'T KNOW.....d GO TO K9h1  
 REFUSED.....r GO TO K9h1  
 NO RESPONSE .....m GO TO K9h1

K9G1 = 1

**K9g2.** How useful was this help identifying possible career options?

CODE ONE ONLY

**K9g2** VERY USEFUL.....1  
 SOMEWHAT USEFUL .....2  
 NOT USEFUL .....3  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m



RTYPE = 1 AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4A = 9, 10, 11, 12, OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4A = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 14))

**K9h1.** In school year {2011-2012/2012-2013}, did school staff provide you with help learning to manage money?

**K9h1** YES.....1 GO TO K9h2  
NO .....0 GO TO K9i1  
DON'T KNOW.....d GO TO K9i1  
REFUSED.....r GO TO K9i1  
NO RESPONSE .....m GO TO K9i1

K9H1 = 1

**K9h2.** How useful was help learning to manage money?

CODE ONE ONLY

**K9h2** VERY USEFUL.....1  
SOMEWHAT USEFUL .....2  
NOT USEFUL .....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

RTYPE = 1 AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4A = 9, 10, 11, 12, OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4A = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 14))

**K9i1.** In school year {2011-2012/2012-2013}, did school staff provide you with reproductive health or pregnancy prevention education or services?

**K9i1** YES.....1 GO TO K9i2  
NO .....0 GO TO K9j1  
DON'T KNOW.....d GO TO K9j1  
REFUSED.....r GO TO K9j1  
NO RESPONSE .....m GO TO K9j1

K9I1 = 1

**K9i2.** How useful were the reproductive health or pregnancy prevention education or services?

CODE ONE ONLY

**K9i2** VERY USEFUL.....1  
SOMEWHAT USEFUL .....2  
NOT USEFUL .....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1 AND (B2 = 9, 10, 11, 12, OR 13 OR B4a = 9, 10, 11, 12, OR 13 OR ((B2 = 0, 14, 15, 16, 17, OR 99 OR B4a = 0, 14, 15, 16, 17, OR 99) AND CURAge >= 14))

**K9j1.** In school year {2011-2012/2012-2013}, did school staff provide you with teen parenting instruction?

**K9j1** YES.....1 GO TO K9j2  
NO .....0 GO TO K9k1  
DON'T KNOW.....d GO TO K9k1  
REFUSED.....r GO TO K9k1  
NO RESPONSE .....m GO TO K9k1

K9J1 = 1

**K9j2.** How useful was the teen parenting instruction?

CODE ONE ONLY

**K9j2** VERY USEFUL.....1  
SOMEWHAT USEFUL .....2  
NOT USEFUL .....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

RTYPE = 1 AND G6 = 1

**K9k1.** In school year {2011-2012/2012-2013}, did school staff provide you with child care for your child?

**K9k1** YES.....1 GO TO K9k2  
NO .....0 GO TO K9l1  
DON'T KNOW.....d GO TO K9l1  
REFUSED.....r GO TO K9l1  
NO RESPONSE .....m GO TO K9l1

K9K1 = 1

**K9k2.** How useful was the child care?

CODE ONE ONLY

**K9k2** VERY USEFUL.....1  
SOMEWHAT USEFUL .....2  
NOT USEFUL .....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

RTYPE = 1 AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4A = 9, 10, 11, 12, OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4A = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 14))

**K9I1. In school year {2011-2012/2012-2013}, did school staff provide you with substance abuse counseling or education?**

*This includes both drugs and alcohol.*

**K9I1** YES.....1 GO TO K9I2  
 NO .....0 GO TO K9m1  
 DON'T KNOW.....d GO TO K9m1  
 REFUSED.....r GO TO K9m1  
 NO RESPONSE .....m GO TO K9m1

K9L1 = 1

**K9I2. How useful was substance abuse counseling or education?**

CODE ONE ONLY

**K9I2** VERY USEFUL.....1  
 SOMEWHAT USEFUL .....2  
 NOT USEFUL .....3  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

RTYPE = 1 AND ((B2 = 9, 10, 11, 12, OR 13) OR (B4A = 9, 10, 11, 12, OR 13) OR (((B2 = 0, 14, 15, 16, 17, OR 99) OR (B4A = 0, 14, 15, 16, 17, OR 99)) AND CURAGE >= 14))

**K9m1. In school year {2011-2012/2012-2013}, did school staff provide you with instruction on appropriate use of social networking sites?**

*Social networking sites are ones like Facebook, Yahoo groups, and MySpace.*

**K9m1** YES.....1 GO TO K9m2  
 NO .....0 GO TO K10  
 DON'T KNOW.....d GO TO K10  
 REFUSED.....r GO TO K10  
 NO RESPONSE .....m GO TO K10

K9M1 = 1

**K9m2. How useful was instruction on appropriate use of social networking sites?  
Social networking sites are ones like Facebook, Yahoo groups, and MySpace.**

CODE ONE ONLY

- K9m2** VERY USEFUL.....1
- SOMEWHAT USEFUL .....2
- NOT USEFUL .....3
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

K1 = 1

**K10. In school year {2011-2012/2012-2013}, did anyone provide guidance on the classes {you/{NAME}} should take to prepare for what {you plan/he/she plans} to do after high school.**

- K10** YES.....1 GO TO K10a
- NO .....0 GO TO K11
- DON'T KNOW.....d GO TO K11
- REFUSED.....r GO TO K11
- NO RESPONSE .....m GO TO K11

K10 = 1

**K10a. Was there a written plan summarizing this list of high school classes?**

- K10a** YES.....1
- NO .....0
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

CURAge >15

**K11. Did [you / {NAME}] take any of the following college placement tests... (HSLs student, rev)**

**K11a – K11d**

	YES	NO	DK	REF	NR
<b>a. The PSAT?</b> .....	1	0	.d	.r	.m
<b>b. The ACT?</b> .....	1	0	.d	.r	.m
<b>c. The SAT?</b> .....	1	0	.d	.r	.m
<b>d. The placement test for a local college, such as Accuplacer or other tests used for community colleges?</b> .....	1	0	.d	.r	.m

**L. STUDENT'S IEP EXPERIENCE**

D5 = 1 OR SAMP\_IEP = 1 OR D2\_INTRO1 = 1

**L1. During the last two school years, did {you/he/she} go to a meeting at school about an Individualized Education Program, or IEP, for special education programs or services?**

- L1** YES.....1  
 NO .....0  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

CURAGE >= 16 AND (SAMP\_IEP = 1 OR D5 = 1 OR (ANY D2\_01-D2\_99 = 1) OR D2\_INTRO1 = 1)

**L2. Did {you/NAME of youth} meet with adults at school to set goals for what {you/he/she} will do after high school and make a plan for how to achieve them? Sometimes this is called a transition plan.**

- L2** YES.....1  
 NO .....0  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

*In Version 1,2,3: The survey universe was restricted to age 17+, but otherwise the same. 16-year-olds in the universe are listed as "Version missing."*

*In Version 4: The survey universe was expanded to age 16+, as shown above.*

RTYPE = 1 AND (L1 = 1 OR L2 = 1)

**L2a. Which of the following best describes {your/{NAME}'s} role in your {IEP and transition planning /IEP planning}?**

**CODE ONE ONLY**

- L2a** You did not participate.....1  
 You were present in discussions but participated very little or not at all .....2  
 You provided some input, or.....3  
 You took a leadership role, helping set the direction of the discussions, goals and plans? .....4  
 DOESN'T KNOW ABOUT ANY GOALS .....5  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

BOX L3

IF K1 = 1, GO TO M1. IF K1≠1, GO TO L3.

(D5 = 1 OR (ANY D2\_01-D2\_99 = 1) OR D2\_Intro1 = 1) AND K1 <> 1

**L3. Before {you/{NAME}} left school, did someone from {your/his/her} school meet with {you/him/her} to make a short summary of {your/his/her} goals, skills, and any needs for support? This list would be created to help {you/{NAME}} pursue {your/his/her} goals after leaving school. (NEW)**

**L3** YES.....1 GO TO L3a  
 NO .....0 GO TO M1  
 DON'T KNOW.....d GO TO M1  
 REFUSED.....r GO TO M1  
 NO RESPONSE .....M GO TO M1

L3 = 1

**L3a. How often would {you/he/she} say {you have/he/she has} used this summary? Would you say {you have/he/she has} not used it, {you have/he/she has} used it a little, or {you have/he/she has} used it a lot? (NEW)**

**L3a** NOT USED IT AT ALL .....1 GO TO M1  
 USED IT A LITTLE .....2 GO TO L3b  
 USED IT A LOT .....3 GO TO L3b  
 DON'T KNOW.....d GO TO M1  
 REFUSED.....r GO TO M1  
 NO RESPONSE .....m GO TO M1

L3a = 2 OR 3

**L3b. How did {you/{NAME}} use this summary since leaving school?**

CODE ALL THAT APPLY

**L3b\_01** APPLY FOR JOB/TALK TO EMPLOYERS.....1 GO TO M2  
**L3b\_02** APPLY FOR EDUCATION OR TRAINING PROGRAMS .....2 GO TO M2  
**L3b\_03** WORKING WITH VOC REHAB OR OTHER  
 EMPLOYMENT COUNSELOR.....3 GO TO M2  
**L3b\_04** GETTING SUPPORT SERVICES.....4 GO TO M2  
**L3b\_99** OTHER (SPECIFY) .....99 GO TO M2  
**L3b\_06** \*GETTING HELP WITH INDEPENDENT LIVING ..... 6  
**L3b\_07** \*DID NOT USE THIS SUMMARY ..... 7  
 DON'T KNOW.....d GO TO M2  
 REFUSED.....r GO TO M2  
 NO RESPONSE .....m GO TO M2

K1 = 1

**M1.** During past 12 months, that is from {date} until now, {have you/ has he/she} participated in any of the following school activities outside of class?

CODE ALL THAT APPLY

- M1\_01** School sports team .....1
- M1\_02** Music, dance, art, or theater .....2
- M1\_03** Student government.....3
- M1\_04** Academic subject matter club (math, science, computer) .....4
- M1\_05** Volunteer or community service group .....5
- M1\_06** Vocational or career-focused student organization, or.....6
- M1\_07** Other school-sponsored clubs or activities .....7
- M1\_08** NONE OF THESE .....8
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

ALL

**M2.** During the past 12 months, {have you/ has he/she} taken part in any of the following non-school activities?

CODE ALL THAT APPLY

- M2\_01** Organized sports supervised by an adult .....1
- M2\_02** Music, dance, art, or theater lessons .....2
- M2\_03** A religious youth group or religious instruction.....3
- M2\_04** Math, science, or computer camps or lessons .....4
- M2\_05** Volunteer or community service group .....5
- M2\_06** Scouting or another group or club activity.....6
- M2\_07** Another camp or type of non-school activity .....7
- M2\_08** NONE OF THESE .....8
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

ALL

**M3.** During the past 12 months, about how many days a week did {you/he/she} usually get together with friends outside of school and outside of organized activities or groups?

CODE ONE ONLY

- M3**
- Never,.....1
  - Sometimes, but not every week,.....2
  - 1 day a week,.....3
  - 2 or 3 days a week, .....4
  - 4 or 5 days a week, or .....5
  - 6 or 7 days a week?.....6
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

Rtype = 1

**M4.** How often do you use each of the following to communicate with friends? How about [FILL ITEM]? Do you use that several times a day, once a day, several times a week, once a week or less, or never?

**M4a – M4e**

	SEVERAL TIMES A DAY	ONCE A DAY	SEVERAL TIMES A WEEK	ONCE A WEEK, OR LESS	NEVER	DK	REF	NR
a. Texting .....	1	2	3	4	5	.d	.r	.m
b. Instant messaging .....	1	2	3	4	5	.d	.r	.m
c. Email.....	1	2	3	4	5	.d	.r	.m
d. Talking on a telephone (either cellular, landline, Skype, or video phone) .....	1	2	3	4	5	.d	.r	.m
e. Facebook, Twitter (sending or receiving tweets) and other social media.....	1	2	3	4	5	.d	.r	.m



Rtype = 1

**M5.** How often do you use a computer for {FILL ITEM}. Would you say, several times a day, once a day, several times a week, once a week or less, or never?

*M5a – M5c*

	SEVERAL TIMES A DAY A DAY	ONCE A DAY	SEVERAL TIMES A WEEK	ONCE A WEEK, OR LESS	NEVER	DK	REF	NR
<b>a. Homework and school assignments? .....</b>	1	2	3	4	5	.d	.r	.m
<b>b. Playing games?.....</b>	1	2	3	4	5	.d	.r	.m
<b>c. Using the internet - to read a book, news-related website, or search for information?.....</b>	1	2	3	4	5	.d	.r	.m

ALL

**N1\_INTRO.** Now I would like to ask a few questions about {your/his/her} work experience.

ALL

**N1.** In the past 12 months, {have you/has {NAME}} taken part in any school-sponsored work activities, like a work-study or co-op job, an internship, or a school-based business?  
*This may include working in the school store, bank, or café.*

- N1** YES.....1 GO TO N1a
- NO .....0 GO TO BOX N5
- DON'T KNOW.....d GO TO BOX N5
- REFUSED.....r GO TO BOX N5
- NO RESPONSE .....m GO TO BOX N5

N1 = 1

**N1a.** Did {you/he/she} get school credit for that work activity?

- N1a** YES.....1
- NO .....0
- DON'T KNOW.....d
- REFUSED.....r
- RESPONSE.....m

N1 = 1

**N1b. Did {you/he/she} get paid for that work activity?**

**N1b** YES.....1  
 NO .....0  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

N1 = 1

**N2. About how many hours a week {have you/has he/she} usually worked in this school-sponsored job? (NLTS2, T2c, REV)**

**IF MORE THAN ONE JOB, COMBINE ALL JOBS.**

**IF WORKED LESS THAN 1 HOUR PER WEEK, CODE AS 1 HOUR.**

**N2**   NUMBER

DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

N1 = 1

**N3. About how long {have you/ has he/she} worked in this school sponsored job?**

**N3**   NUMBER

CODE ONE ONLY

**N3\_Time** WEEKS.....1  
 MONTHS .....2  
 YEARS.....3  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

N1 = 1

**N4. Is that work activity related to a particular job or career {you/{NAME}} are interested in?**

CODE ONE ONLY

**N4** YES.....1  
 NO - THE WORK IS NOT IN A CAREER/JOB I'M INTERESTED IN. ....0  
 I DON'T HAVE A PARTICULAR JOB/CAREER INTEREST .2  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

BOX N5  
 IF B1 OR B4 = 1, GO TO N5. ELSE IF B9MonthsAgo <= 12 Months AGO,  
 GO TO N29.  
 ELSE GO TO N55.

B1 OR B4 = 1

**N5.** My next questions are about paid work other than school-sponsored jobs. At any time in the past 12 months, did {you/NAME} do any work for pay, other than work around the house {IF N1 = 1: or a school-sponsored job}? That could include being a babysitter or working for a neighbor.

- N5** YES.....1 GO TO N6  
 NO .....0 GO TO N55  
 DON'T KNOW.....d GO TO N55  
 REFUSED.....r GO TO N55  
 NO RESPONSE .....m GO TO N55

N5 = 1

**N6.** Did {you/he/she} do this work only during the summer, the school year, or both?

CODE ONE ONLY

- N6a** ONLY DURING THE SUMMER .....1 GO TO N6a  
 ONLY DURING THE SCHOOL YEAR .....2 GO TO N6b  
 BOTH.....3 GO TO N6a  
 DON'T KNOW.....d GO TO N7  
 REFUSED.....r GO TO N7  
 NO RESPONSE .....m GO TO N7

N6 = 1 OR 3

**N6A.** About how many hours a week {have you/has he/she} usually worked during the summer?  
**IF MORE THAN ONE JOB, COMBINE ALL JOBS. IF WORKED LESS THAN 1 HOUR PER WEEK, CODE AS 1 HOUR.**

- N6a** |\_\_| NUMBER  
 (0-80)  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

IF N6 = 1, GO TO N7. IF N6 = 3, GO TO N6b.

N6 = 2 OR 3

**N6b.** How many hours a week {have you/has he/she} usually worked during the school year?  
*IF MORE THAN ONE JOB, COMBINE ALL JOBS. IF WORKED LESS THAN 1 HOUR PER WEEK, CODE AS 1 HOUR.*

**N6b**      |\_\_|\_\_| HOURS  
              (0-60)  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N5 = 1

**N7.** {Do you/Does {NAME}} have a paid job now, other than work around the house {IF N1 = 1: or a school sponsored job}? That could include being a babysitter or working for a neighbor.

**N7**      YES.....1      GO TO N8  
              NO .....0      GO TO N19  
              DON'T KNOW.....d      GO TO N19  
              REFUSED.....r      GO TO N19  
              NO RESPONSE .....m      GO TO N19

N7 = 1

**N8.** How many different paid jobs {do you/ does he/she} have now?

**N8**      |\_\_|\_\_| NUMBER  
              (0-10)  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N7 = 1

**N9.** Thinking about [IF N8=1: the job] [IF N8>1, d, r: all the jobs] {you have/he/she has} now {IF N1 = 1: ,not counting {your/his/her} school sponsored job}, about how many hours a week {do you/ does he/she} usually work?

**N9**      |\_\_|\_\_| HOURS      GO TO N10  
              (0-80)  
DON'T KNOW.....d      GO TO N9a  
REFUSED.....r      GO TO N9a  
NO RESPONSE .....m      GO TO N9a

N9 = D, M, OR R

**N9a.** [IF N8=1: In the job {you have/he/she has} now] [IF N8>1, d, r: Taking all {your/his/her} jobs together], {IF N1 = 1: not counting {your/his/her} school sponsored job}, {do you/ does he/she} usually work 35 hours or more per week?

**N9a** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N7 = 1

**N10.** {Thinking about the job where you work the most hours} About how long {have you/ has he/she} worked there?

**N10\_Time** |\_|\_| NUMBER

**N10** WEEKS.....1  
MONTHS .....2  
YEARS.....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N7 = 1

**N11.** What kind of job is this? Is it an informal job {you do/{NAME} does} for family or friends (such as babysitting or yard work), or is formal job for an employer at a business, government agency, or other organization?

CODE ONE ONLY

**N11** INFORMAL – WITHIN HOUSEHOLD OR FOR FAMILY .....1  
FORMAL EMPLOYMENT .....2  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N7 = 1

**N12. About how much {are you/is {NAME}} paid for this job, before taxes or deductions are taken out?**

**N12** |\_|\_|,|\_|\_|\_|\_|\_|\_|\_|\_|

CODE ONE ONLY

- N12\_Per** PER HOUR.....1
- PER WEEK.....2
- PER MONTH.....3
- PER YEAR.....4
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

N7 = 1

**N13. How {do you/does he/she} usually get to this job?**

CODE ONE ONLY

- N13** WALKS OR RIDES A BIKE .....1
- DRIVES HIM/HERSELF .....2
- GETS RIDE FROM FAMILY MEMBER.....3
- GETS RIDE FROM FRIEND/COWORKER .....4
- CARPOOLS.....5
- TAKES PUBLIC TRANSPORTATION, E.G., BUS, TRAIN, SUBWAY, TAXI .....6
- SERVICE AGENCY PROVIDES TRANSPORTATION.....7
- USES DIAL-A-VAN SERVICE.....8
- OTHER (SPECIFY) .....99
- \*NO TRANSPORTATION NEEDED ..... 9
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

**BOX N14**

IF N7 = 1 AND N11 ≠ 1 AND (D5 = 1 OR ANY D2\_01-D2\_99= 1 OR D2\_INTRO1 = 1 OR D6B = 1), GO TO N14. ELSE, GO TO N55.

N7 = 1 AND N11 = 2 AND (Samp\_IEP = 1 OR Samp\_504 = 1 OR (ANY D2\_01-D2\_99 = 1) OR D5b\_08 = 8 OR D6b = 1)

**N14. Did {you/he/she} tell {your/his/her} employer that {you have/ he/she has} any kind of learning problem, disability, or other special need...**

CODE ONE ONLY

**N14** Before {you/he/she} got {your/his/her} job, .....1 GO TO N16  
After {you/he/she} started the job, or .....2 GO TO N16  
{Have you/ Has he/she} not told them at all? .....3 GO TO N15  
DON'T KNOW.....d GO TO N15  
REFUSED.....r GO TO N15  
NO RESPONSE .....m GO TO N15

N14 =3, D, M, OR R

**N15. Do you think your employer is aware that you have any kind of learning problem, disability, or other special need?**

**N15** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N14 = 1, 2, 3, D, M, OR R

**N16. At {your/his/her} job, do most of the other workers have disabilities?**

**N16** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N14 = 1, 2, 3, D, M, OR R

**N17. Was there someone, either from {your/his/her} school or from an agency, who went with {you/him/her} to this job, who helped {you/him/her} to learn {your/his/her} job?**

**N17** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N14 = 1, 2, 3, D, M, OR R

**N18.** {Have you/ Has/{he/she}} received any accommodations or other help from {your/his/her} employer because {you have/he has/she has} any kind of learning problem, disability, or other special need?

- N18** YES.....1 GO TO N18a
- NO .....0 GO TO N55
- DON'T KNOW.....d GO TO N55
- REFUSED.....r GO TO N55
- NO RESPONSE .....m GO TO N55



**N18a. What accommodations or other help have {you/he/she} received?**

CODE ALL THAT APPLY

**N18a\_98** NONE.....98

**N18a\_01** LARGE PRINT OR BRAILLE MATERIALS OR LARGE PRINT  
COMPUTER..... 1

**N18a\_02** WRITTEN MATERIALS ON TAPE .....2

**N18a\_03** COMPUTER HARDWARE ADAPTED FOR YOUTH'S NEEDS  
(E.G., ALTERNATIVE KEYBOARD, SWITCH INTERFACE,  
SPEECH RECOGNITION SOFTWARE, COMPUTER PERIPH-  
ERALS) .....3

**N18a\_04** HEADSETS TO ALLOW HANDS-FREE PHONE USE OR TO MAG-  
NIFY SOUND .....4

**N18a\_05** DIFFERENT EQUIPMENT (OTHER THAN COMPUTER) OR  
CHANGES TO EQUIPMENT USED ON THE JOB .....5

**N18a\_06** TTY, TTD, OR VIDEOPHONE AVAILABLE .....6

**N18a\_07** ALTERED WORK STATION .....7

**N18a\_08** READER OR INTERPRETER .....8

**N18a\_09** JOB COACH—HELPS MONITOR PROGRESS, OFFERS ADVICE  
TO IMPROVE PERFORMANCE.....9

**N18a\_10** A PERSONAL AIDE OR ASSISTANT TO HELP ON THE JOB..... 10

**N18a\_11** MORE TRAINING, TRAINING TAILORED TO INDIVIDUAL NEEDS. 11

**N18a\_12** MORE OR DIFFERENT SUPERVISION OR MENTORING ..... 12

**N18a\_13** DIFFERENT EXPECTATIONS FOR PRODUCTIVITY OR PERFOR-  
MANCE ..... 13

**N18a\_14** INSTRUCTIONS ARE MODIFIED IN FORM OR IN THE WAY  
THEY ARE COMMUNICATED (E.G., PICTORIAL INSTRUCTIONS,  
VERBAL INSTRUCTIONS INSTEAD OF/IN ADDITION TO WRIT-  
TEN)..... 14

**N18a\_15** FLEXIBLE TIMES FOR ARRIVING AT AND LEAVING WORK..... 15

**N18a\_16** SLOWER PACE FOR GETTING THE JOB DONE ..... 16

**N18a\_17** MORE BREAKS, LONGER BREAKS..... 17

**N18a\_18** MORE PAID SICK LEAVE OR PAID TIME OFF FOR MEDICAL  
NEEDS, THERAPY APPOINTMENTS, ETC. .... 18

**N18a\_19** REARRANGED EQUIPMENT OR FURNITURE TO IMPROVE AC-  
CESSIBILITY..... 19

**N18a\_20** MADE CHANGES TO THE BUILDING (E.G., WIDENED DOORS,  
MADE RESTROOMS ACCESSIBLE).....20

**N18a\_21** TRANSPORTATION ASSISTANCE (E.G., TO GET BETWEEN  
BUILDINGS AT THE WORK SITE).....21

**N18a\_22** PARKING ACCOMMODATIONS .....22

**N18a\_23** EMERGENCY PLAN ACCOUNTS FOR DISABLED WORKER  
(E.G., EVACUATION PLAN).....23

**N18a\_99** OTHER (SPECIFY) **What other accommodations were received?**99

DON'T KNOW.....d

REFUSED.....r

NO RESPONSE .....m

ALL RESPONSES FROM N18a GO TO N55.

(B1 = 1 OR B4 = 1) AND (N7 = 0, D, M, OR R) AND N5 = 1

**N19. About how long {did you/he/she} work at {your/his/her} last job?**

**N19\_Time** |\_\_|\_\_| NUMBER

- N19** WEEKS.....1  
MONTHS .....2  
YEARS.....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B1 = 1 OR B4 = 1) AND (N7 = 0, D, M, OR R) AND N5 = 1

**N21. What kind of job was this? Was it an informal job {you did/{NAME} did} for family or friends (such as babysitting or yard work), or was it a formal job for an employer at a business, government agency, or other organization?**

- N21** INFORMAL – WITHIN HOUSEHOLD OR FOR FAMILY .....1  
FORMAL EMPLOYMENT .....2  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B1 = 1 OR B4 = 1) AND (N7 = 0, D, M, OR R) AND N5 = 1

**N22. About how much {were you/was {NAME}} paid for this job, before taxes or deductions were taken out?**

**N22** |\_\_|\_\_|,|\_\_|\_\_|\_\_|,|\_\_|\_\_|

- N22\_Per** PER HOUR.....1  
PER WEEK.....2  
PER MONTH .....3  
PER YEAR.....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

(B1 = 1 OR B4 = 1) AND (N7 = 0, D, M, OR R) AND N5 = 1

**N23. How did {you/he/she} usually get to this job?**

CODE ONE ONLY

- N23**
- WALKS OR RIDES A BIKE .....1
  - DRIVES HIM/HERSELF .....2
  - GETS RIDE FROM FAMILY MEMBER.....3
  - GETS RIDE FROM FRIEND/COWORKER .....4
  - CARPOOLS.....5
  - TAKES PUBLIC TRANSPORTATION, E.G., BUS, TRAIN,  
SUBWAY, TAXI .....6
  - SERVICE AGENCY PROVIDES TRANSPORTATION.....7
  - USES DIAL-A-VAN SERVICE.....8
  - OTHER (SPECIFY) .....99
  - \*NO TRANSPORTATION NEEDED .....9
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

(B1 = 1 OR B4 = 1) AND (N7 = 0, D, M, OR R) AND N5 = 1 AND N21 = 2 AND (Samp\_ IEP = 1 OR Samp\_504 = 1 OR (ANY D2\_01-D2\_99 = 1) OR D5b\_08 = 8 OR D6b = 1)

**N24. Did you tell your employer that you have any kind of learning problem, disability, or other special need...**

CODE ONE ONLY

- N24**
- Before you got your job,** .....1 GO TO N26
  - After you started the job, or** .....2 GO TO N26
  - Have you not told them at all?** .....3 GO TO N25
  - DON'T KNOW.....d GO TO N25
  - REFUSED.....r GO TO N25
  - NO RESPONSE .....m GO TO N25

N24 = 3, D, M, OR R

**N25. Do you think your employer is aware that you have any kind of learning problem, disability, or other special need? (NLTS T8j2, REV)**

- N25**
- YES.....1
  - NO .....0
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

N24 = 1, 2, 3, D, M, OR R

**N26. At {your/his/her} job, did most of the other workers have disabilities?**

- N26** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED .....r  
NO RESPONSE .....m

N24 = 1, 2, 3, D, M, OR R

**N27. Was there someone, either from {your/his/her} school or from an agency, who went with {you/him/her} to this job, who helped {you/him/her} learn {your/his/her} job?**

- N27** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N24 = 1, 2, 3, D, M, OR R

**N28. Did {you/he/she} receive any accommodations or other help from your employer because {you have/he has/she has} any kind of learning problem, disability, or other special need?**

- N28** YES.....1 GO TO N28a  
NO .....0 GO TO N55  
DON'T KNOW.....d GO TO N55  
REFUSED.....r GO TO N55  
NO RESPONSE .....m Go TO N55

**N28a. What accommodations or other help did {you/he/she} receive?**

CODE ALL THAT APPLY

<b>N28a_98</b> NONE.....	98
<b>N28a_01</b> LARGE PRINT OR BRAILLE MATERIALS OR LARGE PRINT COMPUTER.....	1
<b>N28a_02</b> WRITTEN MATERIALS ON TAPE .....	2
<b>N28a_03</b> COMPUTER HARDWARE ADAPTED FOR YOUTH'S NEEDS (E.G., ALTERNATIVE KEYBOARD, SWITCH INTERFACE, SPEECH RECOGNITION SOFTWARE, COMPUTER PERIPHERALS).....	3
<b>N28a_04</b> HEADSETS TO ALLOW HANDS-FREE PHONE USE OR TO MAGNIFY SOUND .....	4
<b>N28a_05</b> DIFFERENT EQUIPMENT (OTHER THAN COMPUTER) OR CHANGES TO EQUIPMENT USED ON THE JOB.....	5
<b>N28a_06</b> TTY, TTD, OR VIDEOPHONE AVAILABLE .....	6
<b>N28a_07</b> ALTERED WORK STATION .....	7
<b>N28a_08</b> A READER OR INTERPRETER.....	8
<b>N28a_09</b> JOB COACH—HELPS MONITOR PROGRESS, OFFERS ADVICE TO IMPROVE PERFORMANCE .....	9
<b>N28a_10</b> PERSONAL AIDE OR ASSISTANT TO HELP ON THE JOB .....	10
<b>N28a_11</b> MORE TRAINING, TRAINING TAILORED TO INDIVIDUAL NEEDS.....	11
<b>N28a_12</b> MORE OR DIFFERENT SUPERVISION OR MENTORING .....	12
<b>N28a_13</b> DIFFERENT EXPECTATIONS FOR PRODUCTIVITY OR PERFORMANCE .....	13
<b>N28a_14</b> INSTRUCTIONS ARE MODIFIED IN FORM OR IN THE WAY THEY ARE COMMUNICATED (E.G., PICTORIAL INSTRUCTIONS, VERBAL INSTRUCTIONS INSTEAD OF/IN ADDITION TO WRITTEN) .....	14
<b>N28a_15</b> FLEXIBLE TIMES FOR ARRIVING AT AND LEAVING WORK.....	15
<b>N28a_16</b> SLOWER PACE FOR GETTING THE JOB DONE .....	16
<b>N28a_17</b> MORE BREAKS, LONGER BREAKS.....	17
<b>N28a_18</b> MORE PAID SICK LEAVE OR PAID TIME OFF FOR MEDICAL NEEDS, THERAPY APPOINTMENTS, ETC. ....	18
<b>N28a_19</b> REARRANGED EQUIPMENT OR FURNITURE TO IMPROVE ACCESSIBILITY .....	19
<b>N28a_20</b> MADE CHANGES TO THE BUILDING (E.G., WIDENED DOORS, MADE RESTROOMS ACCESSIBLE).....	20
<b>N28a_21</b> TRANSPORTATION ASSISTANCE (E.G., TO GET BETWEEN BUILDINGS AT THE WORK SITE).....	21
<b>N28a_22</b> PARKING ACCOMMODATIONS .....	22
<b>N28a_23</b> EMERGENCY PLAN ACCOUNTS FOR DISABLED WORKER (E.G., EVACUATION PLAN).....	23
<b>N28a_99</b> OTHER (SPECIFY).....	99
DON'T KNOW.....	.d
REFUSED.....	.r
NO RESPONSE .....	.m

ALL RESPONSES FROM N28 GO TO N55

B1 <> 1 AND B4 <> 1 AND (B9MonthsAgo <= 12, M, OR V)

**N29.** {Do you/ Does {NAME}} have a paid job now, other than work around the house {IF N1= 1: or a school sponsored job}? That could include being a babysitter or working for a neighbor.

**N29** YES.....1 GO TO N30  
NO .....0 GO TO N44  
DON'T KNOW.....d GO TO N44  
REFUSED.....r GO TO N44  
NO RESPONSE .....m GO TO N44

N29 = 1

**N30.** Did {you/{NAME}} have this job while in high school?

**N30** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N29 = 1

**N31.** How many different paid jobs {do you/does he/she} have now?

**N31** |\_|\_| NUMBER  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N29 = 1

**N32.** Thinking about [IF N31=1: the job] [IF N31>1, d, r: all the jobs] {you have/he/she has} now {IF N1 = 1: not counting {your/his/her} school sponsored job}, about how many hours a week {do you/ does he/she} usually work?

**N32** |\_|\_| HOURS GO TO N33  
DON'T KNOW.....d GO TO N32a  
REFUSED.....r GO TO N32a  
NO RESPONSE .....m GO TO N32a

N32 = D, M, OR R

**N32a.** [IF N31 =1: In the job {you have/he/she has} now] [IF N31 >1, d, r: Taking all {your/his/her} jobs together], {IF N1= 1: not counting {your/his/her} school sponsored job}, {do you/ does he/she} usually work 35 hours or more per week?

**N32a** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N29 = 1

**N33.** {N31 > 1, FILL: Thinking about the job where you work the most hours} About how long {have you/ has he/she} worked there?

**N33\_Time** |\_|\_| NUMBER

**N33** WEEKS.....1  
MONTHS .....2  
YEARS.....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N29 = 1 AND (N30 = 1 OR N31 <> 1)

**N34.** Since leaving school, how many hours a week {have you/has he/she} usually worked at that job?

**N34** |\_|\_| HOURS

DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N29 = 1

**N35.** What kind of job is this? Is it an informal job {you do/he/she does} for family or friends (such as babysitting or yard work), or is it a formal job for an employer at a business, government agency, or other organization?

**N35** INFORMAL – WITHIN HOUSEHOLD OR FOR FAMILY .....1  
FORMAL EMPLOYMENT .....2  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N29 = 1

**N36. About how much {are you/is {NAME}} paid for this job, before taxes or deductions are taken out?**

**N36**           |\_|\_|, |\_|\_|\_|, |\_|\_|

- N36\_Per** PER HOUR.....1
- PER WEEK.....2
- PER MONTH.....3
- PER YEAR.....4
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

N29 = 1

**N37. How {do you/does {NAME}} usually get to this job?**

CODE ONE ONLY

- N37** WALKS OR RIDES A BIKE .....1
- DRIVES HIM/HERSELF .....2
- GETS RIDE FROM FAMILY MEMBER.....3
- GETS RIDE FROM FRIEND/COWORKER .....4
- CARPOOLS.....5
- TAKES PUBLIC TRANSPORTATION, E.G., BUS, TRAIN,  
SUBWAY, TAXI .....6
- SERVICE AGENCY PROVIDES TRANSPORTATION.....7
- USES DIAL-A-VAN SERVICE.....8
- OTHER (SPECIFY) .....99
- \*NO TRANSPORTATION NEEDED .....9
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

N29 = 1 AND N35 = 2 AND

(Samp\_IEP = 1 OR Samp\_504 = 1 OR (ANY D2\_01-D2\_99 = 1) OR D5b\_08 = 8 OR D6b = 1)

**N38. Did you tell your employer that you have any kind of learning problem, disability, or other special need?**

CODE ONE ONLY

- N38** **Before you got your job,** .....1 GO TO N40
- After you started the job, or** .....2 GO TO N40
- Have you not told them at all?** .....3 GO TO N39
- DON'T KNOW.....d GO TO N39
- REFUSED.....r GO TO N39
- NO RESPONSE .....m GO TO N39



N38 = 3, D, M, OR R

**N39. Do you think your employer is aware that you have any kind of learning problem, disability, or other special need?**

**N39** YES.....1 GO TO N40  
NO .....0 GO TO N40  
DON'T KNOW.....d GO TO N40  
REFUSED.....r GO TO N40  
NO RESPONSE .....m GO TO N40

N38 = 1, 2, 3, D, M, OR R

**N40. At {your/his/her} job, do most of the other workers have disabilities?**

**N40** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N38 = 1, 2, 3, D, M, OR R

**N41. Was there someone, either from {your/his/her} school or from an agency, who went with {you/him/her} to this job, who helped {you/him/her} learn {your/his/her} job?**

**N41** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N38 = 1, 2, 3, D, M, OR R

**N42. {Have you/Has/{he/she}} received any accommodations or other help from {your/his/her} employer because {you have/he has/she has} any kind of learning problem, disability, or other special need?**

**N42** YES.....1 GO TO N43  
NO .....0 GO TO N55  
DON'T KNOW.....d GO TO N55  
REFUSED.....r GO TO N55  
NO RESPONSE .....m GO TO N55

**N43. What accommodations or other help have {you/he/she} received?**

CODE ALL THAT APPLY

<b>N43_98</b> NONE .....	98
<b>N43_01</b> LARGE PRINT OR BRAILLE MATERIALS OR LARGE PRINT COMPUTER .....	1
<b>N43_02</b> WRITTEN MATERIALS ON TAPE .....	2
<b>N43_03</b> COMPUTER HARDWARE ADAPTED FOR YOUTH'S NEEDS (E.G., ALTERNA- TIVE KEYBOARD, SWITCH INTERFACE, SPEECH RECOGNITION SOFT- WARE, COMPUTER PERIPHERALS) .....	3
<b>N43_04</b> HEADSETS TO ALLOW HANDS-FREE PHONE USE OR TO MAGNIFY SOUND .....	4
<b>N43_05</b> DIFFERENT EQUIPMENT (OTHER THAN COMPUTER) OR CHANGES TO EQUIPMENT USED ON THE JOB .....	5
<b>N43_06</b> TTY, TTD, OR VIDEOPHONE AVAILABLE .....	6
<b>N43_07</b> ALTERED WORK STATION .....	7
<b>N43_08</b> A READER OR INTERPRETER.....	8
<b>N43_09</b> JOB COACH—HELPS MONITOR PROGRESS, OFFERS ADVICE TO IMPROVE PERFORMANCE .....	9
<b>N43_10</b> A PERSONAL AIDE OR ASSISTANT TO HELP ON THE JOB .....	10
<b>N43_11</b> MORE TRAINING, TRAINING TAILORED TO INDIVIDUAL NEEDS .....	11
<b>N43_12</b> MORE OR DIFFERENT SUPERVISION OR MENTORING.....	12
<b>N43_13</b> DIFFERENT EXPECTATIONS FOR PRODUCTIVITY OR PERFORMANCE .....	13
<b>N43_14</b> INSTRUCTIONS ARE MODIFIED IN FORM OR IN THE WAY THEY ARE COM- MUNICATED (E.G., PICTORIAL INSTRUCTIONS, VERBAL INSTRUCTIONS INSTEAD OF/IN ADDITION TO WRITTEN) .....	14
<b>N43_15</b> FLEXIBLE TIMES FOR ARRIVING AT AND LEAVING WORK .....	15
<b>N43_16</b> SLOWER PACE FOR GETTING THE JOB DONE .....	16
<b>N43_17</b> MORE BREAKS, LONGER BREAKS.....	17
<b>N43_18</b> MORE PAID SICK LEAVE OR PAID TIME OFF FOR MEDICAL NEEDS, THER- APY APPOINTMENTS, ETC. ....	18
<b>N43_19</b> REARRANGED EQUIPMENT OR FURNITURE TO IMPROVE ACCESSIBILITY .....	19
<b>N43_20</b> MADE CHANGES TO THE BUILDING (E.G., WIDENED DOORS, MADE RE- STROOMS ACCESSIBLE).....	20
<b>N43_21</b> TRANSPORTATION ASSISTANCE (E.G., TO GET BETWEEN BUILDINGS AT THE WORK SITE).....	21
<b>N43_22</b> PARKING ACCOMMODATIONS .....	22
<b>N43_23</b> EMERGENCY PLAN ACCOUNTS FOR DISABLED WORKER (E.G., EVACUA- TION PLAN) .....	23
<b>N43_99</b> OTHER (SPECIFY) .....	99
DON'T KNOW .....	d
REFUSED .....	r
NO RESPONSE.....	m

ALL RESPONSE OPTIONS FROM N43 GO TO N55.

(B9MONTHSAGO <= 12, M, OR V) AND (N29 = 0, D, R, OR M)

**N44. {Have you/has he/she} had a paid job since leaving school?**

**N44** YES.....1 GO TO N45  
NO .....0 GO TO N55  
DON'T KNOW.....d GO TO N55  
REFUSED.....r GO TO N55  
NO RESPONSE .....m GO TO N55

N44 = 1

**N45. About how long did {you/he/she} work there?**

**N45\_Time** |\_\_|\_\_| NUMBER  
(0-52)

**N45** WEEKS.....1  
MONTHS .....2  
YEARS.....3  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N44 = 1

**N46. How many hours a week did {you/he/she} usually work at that job since leaving school?**

**N46** |\_\_|\_\_| HOURS  
(0-80)

DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

N44 = 1

**N47. What kind of job was this? Was it an informal job {you did/he/she did} for family or friends (such as babysitting or yard work), or was it a formal job for an employer at a business, government agency, or other organization?**

**N47** INFORMAL – WITHIN HOUSEHOLD OR FOR FAMILY .....1  
FORMAL EMPLOYMENT .....2  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE.....m

N44 = 1

N48. About how much {were you/was {NAME}} paid for this job, before taxes or deductions were taken out?

a.

N48 |\_\_||\_|.|\_\_||\_|\_|\_|\_|\_|\_|

N48\_Per PER HOUR ..... 1  
PER WEEK ..... 2  
PER MONTH ..... 3  
PER YEAR ..... 4  
DON'T KNOW ..... d  
REFUSED ..... r  
NO RESPONSE ..... m

N44 = 1

N49. How did {you/he/she} usually get to this job?

*If more than one mode of transportation is used, please select the most common mode (you use/[he/she] uses).*

CODE ONE ONLY

N49 WALKS OR RIDES A BIKE ..... 1  
DRIVES HIM/HERSELF ..... 2  
GETS RIDE FROM FAMILY MEMBER ..... 3  
GETS RIDE FROM FRIEND/COWORKER ..... 4  
CARPOOLS ..... 5  
TAKES PUBLIC TRANSPORTATION, E.G., BUS, TRAIN,  
SUBWAY, TAXI ..... 6  
SERVICE AGENCY PROVIDES TRANSPORTATION ..... 7  
USES DIAL-A-VAN SERVICE ..... 8  
OTHER (SPECIFY) ..... 99  
\*NO TRANSPORTATION NEEDED ..... 9  
DON'T KNOW ..... d  
REFUSED ..... r  
NO RESPONSE ..... m

N44 = 1 AND N47 = 2 AND  
(SAMP\_IEP = 1 OR SAMP\_504 = 1 OR (ANY D2\_01-D2\_99 = 1) OR D5B\_08 = 8 OR D6B = 1)

**N50. Did you tell your employer that you have any kind of learning problem, disability, or other special need...**

CODE ONE ONLY

**N50** Before you got your job, ..... 1 GO TO N52  
After you started the job, or ..... 2 GO TO N52  
Have you not told them at all? ..... 3 GO TO N51  
DON'T KNOW ..... d GO TO N51  
REFUSED ..... r GO TO N51  
NO RESPONSE ..... m GO TO N51

RTYPE = 1 AND (N50 = 3, D, M, OR R)

**N51. Do you think your employer was aware that you have any kind of learning problem, disability, or other special need?**

**N51** YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r  
NO RESPONSE ..... m

N50 = 1, 2, 3, D, M, OR R

**N52. At {your/his/her} job, did most of the other workers have disabilities? (NLTS2, T8I)**

**N52** YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r  
NO RESPONSE ..... M

N50 = 1, 2, 3, D, M, OR R

**N53. Was there someone, either from {your/{NAME}'s} school or from an agency, who went with {you/him/her} to this job, who helped {you/him/her} learn {your/his/her} job?**

**N53** YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r  
NO RESPONSE ..... m

N50 = 1, 2, 3, D, M, OR R

**N54.** Did {you/he/she} receive any accommodations or other help from your employer because {you have/he has/she has} any kind of learning problem, disability, or other special need?

- N54**
- YES.....1 GO TO N54a
  - NO .....0 GO TO N55
  - DON'T KNOW.....d GO TO N55
  - REFUSED.....r GO TO N55
  - NO RESPONSE .....m GO TO N55

**N54a. What accommodations or other help did {you/he/she} receive?**

CODE ALL THAT APPLY

<b>N54a_98</b> NONE.....	98
<b>N54a_01</b> LARGE PRINT OR BRAILLE MATERIALS OR LARGE PRINT COMPUTER.....	1
<b>N54a_02</b> WRITTEN MATERIALS ON TAPE .....	2
<b>N54a_03</b> COMPUTER HARDWARE ADAPTED FOR YOUTH'S NEEDS (E.G., ALTERNATIVE KEYBOARD, SWITCH INTERFACE, SPEECH RECOGNITION SOFTWARE, COMPUTER PERIPHERALS) .....	3
<b>N54a_04</b> HEADSETS TO ALLOW HANDS-FREE PHONE USE OR TO MAGNIFY SOUND.....	4
<b>N54a_05</b> DIFFERENT EQUIPMENT (OTHER THAN COMPUTER) OR CHANGES TO EQUIPMENT USED ON THE JOB .....	5
<b>N54a_06</b> TTY, TTD, OR VIDEOPHONE AVAILABLE .....	6
<b>N54a_07</b> ALTERED WORK STATION .....	7
<b>N54a_08</b> A READER OR INTERPRETER.....	8
<b>N54a_09</b> JOB COACH—HELPS MONITOR PROGRESS, OFFERS ADVICE TO IMPROVE PERFORMANCE .....	9
<b>N54a_10</b> A PERSONAL AIDE OR ASSISTANT TO HELP ON THE JOB.....	10
<b>N54a_11</b> MORE TRAINING, TRAINING TAILORED TO INDIVIDUAL NEEDS.....	11
<b>N54a_12</b> MORE OR DIFFERENT SUPERVISION OR MENTORING .....	12
<b>N54a_13</b> DIFFERENT EXPECTATIONS FOR PRODUCTIVITY OR PERFORMANCE.....	13
<b>N54a_14</b> INSTRUCTIONS ARE MODIFIED IN FORM OR IN THE WAY THEY ARE COMMUNICATED (E.G., PICTORIAL INSTRUCTIONS, VERBAL INSTRUCTIONS INSTEAD OF/IN ADDITION TO WRITTEN).....	14
<b>N54a_15</b> FLEXIBLE TIMES FOR ARRIVING AT AND LEAVING WORK.....	15
<b>N54a_16</b> SLOWER PACE FOR GETTING THE JOB DONE .....	16
<b>N54a_17</b> MORE BREAKS, LONGER BREAKS.....	17
<b>N54a_18</b> MORE PAID SICK LEAVE OR PAID TIME OFF FOR MEDICAL NEEDS, THERAPY APPOINTMENTS, ETC. ....	18
<b>N54a_19</b> REARRANGED EQUIPMENT OR FURNITURE TO IMPROVE ACCESSIBILITY.....	19
<b>N54a_20</b> MADE CHANGES TO THE BUILDING (E.G., WIDENED DOORS, MADE RESTROOMS ACCESSIBLE).....	20
<b>N54a_21</b> TRANSPORTATION ASSISTANCE (E.G., TO GET BETWEEN BUILDINGS AT THE WORK SITE).....	21
<b>N54a_22</b> PARKING ACCOMMODATIONS .....	22
<b>N54a_23</b> EMERGENCY PLAN ACCOUNTS FOR DISABLED WORKER (E.G., EVACUATION PLAN).....	23
<b>N54a_99</b> OTHER (SPECIFY).....	99
DON'T KNOW.....	.d
REFUSED.....	.r
NO RESPONSE .....	.m

CURAGE >= 15

**N55.** {Have you/Has he/she} had a job in the past that {you don't/he/she doesn't} work at any-more?

**N55** YES.....1 GO TO N55a  
NO .....0 GO TO O\_Intro  
DON'T KNOW.....d GO TO O\_Intro  
REFUSED.....r GO TO O\_Intro  
NO RESPONSE .....m GO TO O\_Intro

CURAGE >= 15 AND N55 = 1

**N55a.** When {you/he/she} left {your/his/her} most recent former job

CODE ONE ONLY

**N55a** Did {you/he/she} quit,.....1 GO TO N55b  
{Were you/Was he/she} fired,.....2 GO TO O\_Intro  
{Were you/Was he/she} laid off, or .....3 GO TO O\_Intro  
Was it a temporary job that ended? .....4 GO TO O\_Intro  
HAVE NOT LEFT A JOB .....5 GO TO O\_Intro  
DON'T KNOW.....d GO TO O\_Intro  
REFUSED.....r GO TO O\_Intro  
NO RESPONSE .....m GO TO O\_Intro

N55A = 1

**N55b.** What was the main reason {you/he/she} quit?

CODE ONE ONLY

**N55b** FOUND A BETTER JOB.....1 GO TO O\_Intro  
WANTED TO LOOK FOR A BETTER JOB .....2 GO TO O\_Intro  
WANTED TO START OWN BUSINESS/WORK FOR SELF .....3 GO TO O\_Intro  
DIDN'T LIKE THE HOURS/KIND OF WORK/ CONDITIONS .....4 GO TO O\_Intro  
WAGES TOO LOW.....5 GO TO O\_Intro  
DIDN'T GET ALONG WITH COWORKERS OR BOSS .....6 GO TO O\_Intro  
WENT BACK TO SCHOOL .....7 GO TO O\_Intro  
JOB INTERFERED WITH SCHOOL .....8 GO TO O\_Intro  
ILLNESS OR DISABILITY INTERFERED WITH JOB.....9 GO TO O\_Intro  
EMPLOYER WOULDN'T PROVIDE ACCOMMODATION.....10 GO TO O\_Intro  
PARENTS DIDN'T WANT YOUTH TO WORK.....11 GO TO O\_Intro  
FAMILY REASONS (PREGNANCY, CARE FOR FAMILY) .....12 GO TO O\_Intro  
MOVED.....13 GO TO O\_Intro  
TRANSPORTATION PROBLEMS/HARD TO GET TO JOB.....14 GO TO O\_Intro  
CAN MAKE MORE MONEY ON DISABILITY .....15 GO TO O\_Intro  
DON'T KNOW .....d GO TO O\_Intro  
REFUSED.....r GO TO O\_Intro  
NO RESPONSE.....m GO TO O\_Intro



**SECTION O. INDEPENDENT LIVING SKILLS**

ALL

**O\_INTRO.** The next questions ask about {your/NAME's} life today and {your/his/her} expectations for {your/his/her} future. Remember, there are no right or wrong answers.

ALL

**O1.** (Do you/Does he/she) have...

*b. This question is about {your/NAME's} life today and {your/his/her} expectations for {your/his/her} future.*

**O1a – O1c**

	YES	NO	DK	REF	NR
<b>a. an allowance, or have other money {you/he/she} can decide how to spend? This could include money earned from a job.....</b>	1	0	.d	.r	.m
<b>b. a savings account?.....</b>	1	0	.d	.r	.m
<b>c. a checking account where {you write/ he/she writes} checks or use{s} a debit card? (NLTS2, P16c).....</b>	1	0	.d	.r	.m

BOX O2  
IF O1C = 1, GO TO O2. ELSE, GO TO O3.

RTYPE = 1 AND O1C = 1

**O2.** Have you ever overdrawn this checking account?

*By this we mean have you ever spent more than was available in the account and it resulted in a balance that was less than zero.*

**O2** YES.....1  
 NO .....0  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

ALL

**O3.** {Do you/Does {NAME}} get any bills in {your/his/her} own name that {you are/he/she is} responsible for paying?

*This could include a bill for a cell phone, electricity, internet access, credit card, rent, or a magazine subscription.*

**O3** YES.....1  
 NO .....0  
 DON'T KNOW.....d  
 REFUSED.....r  
 NO RESPONSE .....m

CURAGE >= 15 AND (D1A <> 4, 7, AND 19)

**O4. {Do you/Does he/she} have a driver's license or learner's permit?**

**O4** YES.....1 GO TO O5  
NO .....0 GO TO O4a  
DON'T KNOW.....d GO TO O5  
REFUSED.....r GO TO O5  
NO RESPONSE .....m

CURAge >= 15 AND (D1a <> 4, 7, AND 19) AND Rtype = 1 AND O4 = 0

**O4a. How likely do you think it is that you will get a driver's license? Do you think you...**

CODE ONE ONLY

**O4a** **Definitely will,**.....1  
**Probably will,**.....2  
**Probably won't, or** .....3  
**Definitely won't?** .....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

CURAge >= 18

**O5. {Are you/Is {NAME}} registered to vote?**

**O5** YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

**SECTION P. STUDENT'S SELF-ADVOCACY**

RTYPE = 1

**INTRO**      Now I am going read some statements. For each, please tell me the answer that best tells how you act in that situation. There are no right or wrong answers.

Rtype = 1

**P1a.**      “My friends and I choose activities that we want to do.” The choices are, I do not do, even if I have the chance; I do sometimes when I have the chance; I do most of the time I have a chance; or I do every time I have the chance.  
  
*If your disability limits you from actually performing the activity, but you have control over the activity – such as a personal care attendant, answer as if you performed that activity.*

CODE ONE ONLY

- P1a**
- I DO NOT DO EVEN IF I HAVE THE CHANCE.....1
  - I DO SOMETIMES WHEN I HAVE THE CHANCE .....2
  - I DO MOST OF THE TIME I HAVE THE CHANCE.....3
  - I DO EVERY TIME I HAVE THE CHANCE .....4
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

Rtype = 1

**P1b.**      “I write letters, texts, or talk on the phone to friends and family.” The choices are, I do not do, even if I have the chance; I do sometimes when I have the chance; I do most of the time I have a chance; or I do every time I have the chance.  
  
*If your disability limits you from actually performing the activity, but you have control over the activity – such as a personal care attendant, answer as if you performed that activity.*

CODE ONE ONLY

- P1b**
- I DO NOT DO EVEN IF I HAVE THE CHANCE.....1
  - I DO SOMETIMES WHEN I HAVE THE CHANCE .....2
  - I DO MOST OF THE TIME I HAVE THE CHANCE.....3
  - I DO EVERY TIME I HAVE THE CHANCE .....4
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

Rtype = 1

**P1c.** “I go to restaurants that I like.” The choices are, I do not do, even if I have the chance; I do sometimes when I have the chance; I do most of the time I have a chance; or I do every time I have the chance.

*If your disability limits you from actually performing the activity, but you have control over the activity – such as a personal care attendant, answer as if you performed that activity.*

CODE ONE ONLY

- P1c** I DO NOT DO EVEN IF I HAVE THE CHANCE.....1
- I DO SOMETIMES WHEN I HAVE THE CHANCE .....2
- I DO MOST OF THE TIME I HAVE THE CHANCE.....3
- I DO EVERY TIME I HAVE THE CHANCE .....4
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

Rtype = 1

**P1d.** “I choose gifts to give to family and friends.” The choices are, I do not do, even if I have the chance; I do sometimes when I have the chance; I do most of the time I have a chance; or I do every time I have the chance.

*If your disability limits you from actually performing the activity, but you have control over the activity – such as a personal care attendant, answer as if you performed that activity.*

CODE ONE ONLY

- P1d** I DO NOT DO EVEN IF I HAVE THE CHANCE.....1
- I DO SOMETIMES WHEN I HAVE THE CHANCE .....2
- I DO MOST OF THE TIME I HAVE THE CHANCE.....3
- I DO EVERY TIME I HAVE THE CHANCE .....4
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

Rtype = 1

**P1e.** "I go to movies, concerts, and dances." The choices are, I do not do, even if I have the chance; I do sometimes when I have the chance; I do most of the time I have a chance; or I do every time I have the chance.

*If your disability limits you from actually performing the activity, but you have control over the activity – such as a personal care attendant, answer as if you performed that activity.*

CODE ONE ONLY

**P1e** I DO NOT DO EVEN IF I HAVE THE CHANCE.....1  
I DO SOMETIMES WHEN I HAVE THE CHANCE .....2  
I DO MOST OF THE TIME I HAVE THE CHANCE.....3  
I DO EVERY TIME I HAVE THE CHANCE .....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1

**P1f.** "I plan weekend activities that I like to do." The choices are, I do not do, even if I have the chance; I do sometimes when I have the chance; I do most of the time I have a chance; or I do every time I have the chance.

*If your disability limits you from actually performing the activity, but you have control over the activity – such as a personal care attendant, answer as if you performed that activity.*

CODE ONE ONLY

**P1f** I DO NOT DO EVEN IF I HAVE THE CHANCE.....1  
I DO SOMETIMES WHEN I HAVE THE CHANCE .....2  
I DO MOST OF THE TIME I HAVE THE CHANCE.....3  
I DO EVERY TIME I HAVE THE CHANCE .....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1

**P1g.** "I volunteer in things that I am interested in." The choices are, I do not do, even if I have the chance; I do sometimes when I have the chance; I do most of the time I have a chance; or I do every time I have the chance.

*If your disability limits you from actually performing the activity, but you have control over the activity – such as a personal care attendant, answer as if you performed that activity.*

CODE ONE ONLY

**P1g** I DO NOT DO EVEN IF I HAVE THE CHANCE.....1  
I DO SOMETIMES WHEN I HAVE THE CHANCE .....2  
I DO MOST OF THE TIME I HAVE THE CHANCE.....3  
I DO EVERY TIME I HAVE THE CHANCE .....4  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1

**P2.** Next, I am going to read you two statements. I want you to tell me the one that best describes you. Choose only one answer. There are no right or wrong answers. Which of the following statements best describes you?

CODE ONE ONLY

**P2** Trying hard at school doesn't do me much good, or .....1  
Trying hard at school will help me get a good job.....2  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1

**P3.** Which of the following statements best describes you?

CODE ONE ONLY

**P3** It is no use to keep trying because that won't change things, or.....1  
I keep trying even after I get something wrong.....2  
DON'T KNOW.....d  
REFUSED.....r  
NO RESPONSE .....m

Rtype = 1

**P4. Which of the following statements best describes you?**

CODE ONE ONLY

- P4** I don't know how to make friends, or .....1  
I know how to make friends .....2  
DON'T KNOW .....d  
REFUSED .....r  
NO RESPONSE .....m

Rtype = 1

**P5. Which of the following statements best describes you?**

CODE ONE ONLY

- P5** I do not make good choices, or .....1  
I can make good choices .....2  
DON'T KNOW .....d  
REFUSED .....r  
NO RESPONSE .....m

Rtype = 1

**P6. Which of the following statements best describes you?**

CODE ONE ONLY

- P6** My choices will not be honored, or .....1  
I will be able to make choices that are important to me ...2  
DON'T KNOW .....d  
REFUSED .....r  
NO RESPONSE .....m

Rtype = 1

**P7. Which of the following statements best describes you?**

CODE ONE ONLY

- P7** I will have a hard time making new friends, or .....1  
I will be able to make friends in new situations .....2  
DON'T KNOW .....d  
REFUSED .....r  
NO RESPONSE .....m

Rtype = 1

P8. Which of the following statements best describes you?

CODE ONE ONLY

- P8 I usually agree with people when they tell me I can't do something, or .....1
- I tell people when I think I can do something that they tell me I can't .....2
- DON'T KNOW.....d
- REFUSED.....r
- NO RESPONSE .....m

Rtype = 1

P9. Now I am going to read some statements. Please tell me whether you think each of these describes how you feel about yourself or not. There are no right or wrong answers. Choose the answer that best fits you.

P9a – P9g

	AGREE	DON'T AGREE	DON'T KNOW	RE-FUSED	NR
a. I know what I do best .....	1	2	.d	.r	.m
b. I like myself .....	1	2	.d	.r	.m
c. I am confident in my abilities .....	1	2	.d	.r	.m
d. Other people like me .....	1	2	.d	.r	.m
e. It is better to be yourself than to be popular ....	1	2	.d	.r	.m
f. I know how to make up for my limitations .....	1	2	.d	.r	.m
g. I am loved because I give love .....	1	2	.d	.r	.m



**Q. EXPECTATIONS FOR THE FUTURE**

**Rtype = 1**

**Q1. As things stand now, how far do you think you will get in school?**

CODE ONE ONLY

- Q1**
- LESS THAN HIGH SCHOOL (WILL NOT GRADUATE OR GET GED).....1
  - HIGH SCHOOL DIPLOMA OR GED .....2
  - TECHNICAL OR TRADE SCHOOL .....3
  - 2-YEAR COLLEGE .....4
  - 4-YEAR COLLEGE.....5
  - MASTER'S DEGREE, PHD, OR OTHER ADVANCED DEGREE.....6
  - DON'T KNOW.....d
  - REFUSED.....r
  - NO RESPONSE .....m

Rtype = 1 AND (D1 = 1 OR D2\_Intro1 = 1 OR D3 = 1 OR D5b\_08 = 8 OR D6B = 1) AND (N5 = 0, D, M, OR R) AND (N55 = 0, D, M, OR R)

**Q2 How likely do you think it is that you will get a paid job by the time you are 30 years old? Do you think you ... (NLTS2, V13, REV)**

CODE ONE ONLY

- Q2**
- Definitely will,**.....1
  - Probably will,**.....2
  - Probably won't, or** .....3 GO TO Q4
  - Definitely won't?** .....4 GO TO Q4
  - DON'T KNOW.....d GO TO Q4
  - REFUSED.....r GO TO Q4
  - NO RESPONSE .....m GO TO Q4

RTYPE = 1 AND ((Q2 = 1 OR 2) OR N5 = 1 OR N55 = 1) AND (D1 = 1 OR D2\_INTRO1 = 1 OR D3 = 1 OR D5B\_08 = 8 OR D6B = 1 OR (ANY D2\_01-D2\_99 = 1))

**Q3. By the time you are 30 years old, how likely do you think it is that you will earn enough to support yourself without financial help from your family or government benefit programs? Do you think you... (NLTS2, V14)**

CODE ONE ONLY

- Q3**      **Definitely will,**.....1
- Probably will,**.....2
- Probably won't, or** .....3
- Definitely won't?** .....4
- DON'T KNOW**.....d
- REFUSED**.....r
- NO RESPONSE** .....m

RTYPE = 1

**Q4. When you are 30 years old, do you think you will be living: (NEW)**

CODE ONE ONLY

- Q4**      **On your own - without friends or family,** .....1
- At home with parents,** .....2
- With a relative,** .....3
- With friends,** .....4
- With a spouse or partner,** .....5
- In military housing,**.....6
- In a group home or with supervision,** .....7
- In a larger facility with paid staff (an institution), or** .....8
- Somewhere else? (SPECIFY)** .....99
  - \* **LIVING ON OWN IN HOUSING WITH ASSISTANCE** ...9
  - \* **HOMELESS** .....10
  - \* **LIVING IN OTHER LOCATION** .....11
- DON'T KNOW**.....d
- REFUSED**.....r
- NO RESPONSE** .....m

Rtype = 1 AND CURAge >= 15

**Q5. People sometimes face challenges deciding what to do after high school. Please tell me if you agree or disagree with each of the following. (NEW)**

**Q5a – Q5n**

	AGREE	DISAGREE	DK	REF	NR
a. I know what kinds of jobs I would like or what I would be good at doing. ....	1	0	.d	.r	.m
b. I am getting enough help from school staff in learning about different careers. ....	1	0	.d	.r	.m
c. I know what further education is needed for jobs I might want. ....	1	0	.d	.r	.m
d. I am getting enough help from my teachers or school counselors about schools I might want to attend after high school. ....	1	0	.d	.r	.m
e. I know where to get help paying for college or other types of schools. ....	1	0	.d	.r	.m
f. Are there any other challenges you face in deciding what to do after high school? .....	1	0	.d	.r	.m
*G. FINANCIAL PROBLEMS					.m
*H. JOB/CAREER/WORK					
*I. POST HIGH PROGRAM					
*J. DISABILITY					
*K. TRANSPORTATION	1	0	.d	.r	
*L. SOCIALLY/ACADEMICALLY READY					
*M. LIVING ON OWN/INDEPENDENT					
*N. CHILDCARE NEEDS					

**R. CONTACT INFORMATION FOR FOLLOW UP & REMAINDER OF CONSENT QUESTIONS**

ALL YOUTH OR THEIR PROXIES.

**J9. Let's start with the address where you get your mail.**

**(omitted) We will send the \$10 gift card to this address.**

**The school district listed it as [ADDRESS]. Is that address correct?**

YES.....1 GO TO J11

NO .....0 GO TO J10

DON'T KNOW.....d GO TO J11

REFUSED.....r GO TO J11

J9= 0

**J10. What is your mailing address?**

**(omitted)**

\_\_\_\_\_  
ADDRESS 1

\_\_\_\_\_  
ADDRESS 2

\_\_\_\_\_  
CITY

\_\_\_\_\_  
STATE/TERRITORY

|\_|\_|\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|\_|\_|\_|  
ZIP CODE (+ 4 IF NEEDED)

DON'T KNOW.....d

REFUSED.....r

ALL

**J11. What is the best telephone number at which to reach you?**

*(omitted)*

|\_|\_|\_|\_| - |\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
(RANGE) (RANGE) (RANGE)

DOES NOT HAVE A TELEPHONE NUMBER .....0 GO TO R2  
DON'T KNOW.....d GO TO R2  
REFUSED.....r GO TO R2

International Phone (STRING 30)

J11 ≠ 1,d,r

**J11a. Is that number a land line or cell phone?**

*(omitted)*

LANDLINE .....1 GO TO R2  
CELL PHONE .....0 GO TO J11b  
DON'T KNOW.....d GO TO R2  
REFUSED.....r GO TO R2

J11a = 0

**J11b. Would it be ok for us to send you a text message when we try to contact you for the next survey?**

*(omitted)*

YES.....1 GO TO R2  
NO - DOES NOT USE TEXT MESSAGING.....2 GO TO R2  
NO .....0 GO TO R2  
DON'T KNOW.....d GO TO R2  
REFUSED.....r GO TO R2

J11 ≠ 1,d,r

**R1. Is there another telephone number where we can reach {you/him/her} besides [CATI: FILL NUMBER FROM J11]?**

*(omitted)*

YES.....1  
NO .....0 GO TO R2  
DON'T KNOW.....d GO TO R2  
REFUSED.....r GO TO R2

R1=1

**R1a. What is that number?**

(omitted) |\_|\_|\_|\_| - |\_|\_|\_|\_| - |\_|\_|\_|\_|  
(RANGE) (RANGE) (RANGE)

DON'T KNOW.....d GO TO R2  
REFUSED.....r GO TO R2

International Phone (STRING 30)

R1A ≠ d,r

**R1b. Is that a land line or cell phone?**

(omitted) LANDLINE .....1 GO TO R2  
CELL PHONE .....2  
DON'T KNOW.....d GO TO R2  
REFUSED.....r GO TO R2

R1b = 2

**R1c. Would it be ok for us to send {you/him/her} a text message when we try to contact {you/him/her} for the next survey?**

(omitted) YES.....1  
DOES NOT USE TEXT MESSAGING ON PHONE .....2  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r

ALL

**R2. How about email – {do you/ does he/she} have an e-mail address where we can send study related information to {you/him/her}?**

(omitted) ***IF NEEDED: This may include things like an email to verify {your/his/her} contact information, an invitation to complete the survey, or a reminder about the survey.***

YES.....1  
NO .....0 GO TO R3  
DON'T KNOW.....d GO TO R3  
REFUSED.....r GO TO R3

R2 = 1

R2a. What is the email address {you/he/she} check{s} most often?

(omitted)

\_\_\_\_\_ EMAIL  
DON'T KNOW.....d  
REFUSED.....r

ALL

R3. {Do you/ Does he/she} have a Facebook account?

(omitted)

YES.....1  
NO .....0 GO TO R4  
DON'T KNOW.....d GO TO R4  
REFUSED.....r GO TO R4

R3 = 1

R3a. May we send {you/him/her} a message through Facebook if we are unable to reach {you/him/her} by mail, phone, or {your/his/her} regular email address?

(omitted)

YES.....1  
NO .....0  
DON'T KNOW.....d  
REFUSED.....r

ALL

R4. In case we have trouble reaching {you/him/her} directly when we do the next survey, we would like to get the contact information for another person who will always be able to reach {you/him/her}.

Can you give me the name of a friend or relative who does not live with {you/him/her} and would know how to reach {you/him/her} if {you/he/she} move{s} or change{s} {your/his/her} telephone number? What is that person's name?

(omitted)

\_\_\_\_\_  
FIRST NAME  
\_\_\_\_\_  
MIDDLE INITIAL/NAME  
\_\_\_\_\_  
LAST NAME  
DON'T KNOW.....d GO TO J5  
REFUSED.....r GO TO J5

R4 ≠ d,r

**R4a. What is {your/his/her} relationship with this person? IF NEEDED: Is this person a relative, a friend, or some other person in {your/his/her} life?**

*(omitted)* **NOTE: CODE STEPPARENTS AS MOTHER OR FATHER.**

CODE ONE ONLY

- MOTHER/FATHER.....1
- BROTHER/SISTER .....2
- GRAND MOTHER/GRANDFATHER.....3
- AUNT/UNCLE.....4
- COUSIN.....5
- OTHER RELATIVE.....6
- FRIEND .....7
- CASE MANAGER – SPECIFY NAME OF AGENCY .....8
- OTHER NON-RELATIVE .....98
- DON'T KNOW.....d
- REFUSED.....r

R4 ≠ d,r

**R5. What is {NAME FROM R4}'s mailing address?**

*(omitted)* COLLECT/CONFIRM CURRENT CONTACT INFORMATION FOR RESPONDENT

\_\_\_\_\_  
ADDRESS 1

\_\_\_\_\_  
ADDRESS 2

\_\_\_\_\_  
CITY

\_\_\_\_\_  
STATE/TERRITORY

|\_|\_|\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|\_|\_|\_|  
ZIP CODE (+ 4 IF NEEDED)

DON'T KNOW.....d

REFUSED.....r



R4 ≠ d,r

**R6. What is the best telephone number at which to reach {NAME FROM R4}?**

*(omitted)*

|\_|\_|\_|\_| - |\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
(RANGE) (RANGE) (RANGE)

DOES NOT HAVE A TELEPHONE NUMBER.....1 GO TO R7

DON'T KNOW.....d GO TO R7

REFUSED.....r GO TO R7

\_\_\_\_\_  
International Phone (STRING 30)

R6 ≠ 1,d,r

**R7. Is there another telephone number where we can reach {NAME FROM R4}?**

*(omitted)*

YES.....1

NO .....0 GO TO R8

DON'T KNOW.....d GO TO R8

REFUSED.....r GO TO R8

R7 = 1

**R7a. What is that number?**

*(omitted)*

|\_|\_|\_|\_| - |\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
(RANGE) (RANGE) (RANGE)

DON'T KNOW.....d GO TO R8

REFUSED.....r GO TO R8

\_\_\_\_\_  
International Phone (STRING 30)

R4 ≠ d,r

**R8. Does {NAME FROM R4} have an email address we can use in case we need help contacting you for the next part of the study?**

*(omitted)*

YES.....1

NO .....0 GO TO J5

DON'T KNOW.....d GO TO J5

REFUSED.....r GO TO J5

R8=1

**R9. What is the email address {NAME FROM R4} checks most often?**

*(omitted)*

\_\_\_\_\_  
EMAIL

DON'T KNOW.....d

REFUSED.....r

A5 = 1

<J5> In 2014, the researchers will look at students' school transcripts to see what courses they have taken. Do you give permission for them to access {your / his / her} school records?  
J5 AGREED - CONTINUE .....1 GO TO J6  
DISAGREE/DECLINES THIS PORTION .....2 GO TO J6

A7 = 1, 2, OR 3

<J7> To learn more about how students are doing in the future, the researchers may want to look at databases on college enrollment, financial aid for college, vocational rehabilitation agency services or the Social Security Administration's records about jobs or benefits. Do you grant permission for the researchers to look at these data?  
J7 AGREED, CONTINUE.....1 GO TO J8  
DISAGREE/DECLINES THIS PORTION .....2 GO TO J8

ALL

<J8> If you have any questions about your rights as a research volunteer, you can call the **New England Institutional Review Board (IRB)**. They looked at this study to make sure your rights are protected. You can ask questions or drop out of the study at any time by calling Mathematica Policy Research.  
**IF NEEDED: Mathematica's toll-free number is 866-964-7962. New England IRB's telephone number is 617-243-3924.**  
(Omitted) AGREES TO TAKE PART - CONTINUE .....1

PAYMENT FLAG = 1 OR 5 or 6

R10. Thank you for answering all these questions. As I said earlier, we will send a \$10 gift card as a thank you. Would {you/he/she} prefer a gift card to amazon.com (where {you/he/she} can make a purchase or download music), a \$10 gift card to Target, or a \$10 gift card to AMC movie theaters?  
(NEW)

(Omitted) CODE ONE ONLY  
A \$10 CARD FOR AMAZON.COM, .....1  
A \$10 CARD FOR USE AT TARGET .....2  
A \$10 CARD FOR AMC MOVIE THEATRES .....3  
MISSING.....m

ALL

<END3> This is the end of our survey.  
(Omitted) **INSERT FOR ALL: If (you have/ he has/ she has} any questions about the study, or if {your/his/her} contact information changes, please call us toll-free at 866-964-7962. Thanks for taking time to answer these questions today.**  
**IF NEEDED: {You/he/she} can also visit our website at: <http://ies.ed.gov/ncee/nlts>.**

### **Appendix C. Skip logic errors in the surveys**

The study team identified skip logic errors affecting the 43 variables presented in table C-1. Each row of the table represents a survey variable with a skip logic programming error. The four columns represent the four versions of the survey instruments (see chapter 3). The cells in the table contain the number of observations with a skip logic error for the survey variable identified in the row and the survey version identified in the column. For example, the number of skip logic errors for variable B5 was 438 in Version 1 of the survey. In the analysis of item response rates, these skip logic errors are considered missing values.

**Table C-1. Number of skip logic errors, by item and survey version**

Item	Description	Version 1 (Launch)	Version 2 (Section B change)	Version 3 (Post-consent move)	Version 4 (Relaunch)
B5	P1: Reason youth not in school now	438	0	0	0
B5a_01	P1: Reasons for leaving school: academic difficulty	438	0	0	0
B5a_02	P1: Reasons for leaving school: dislike of school experiences	438	0	0	0
B5a_03	P1: Reasons for leaving school: school too dangerous	438	0	0	0
B5a_04	P1: Reasons for leaving school: failed req test, grad exam	438	0	0	0
B5a_05	P1: Reasons for leaving school: lack of appropriate curriculum	438	0	0	0
B5a_06	P1: Reasons for leaving school: poor relationships with teachers	438	0	0	0
B5a_07	P1: Reasons for leaving school: poor relationship with students	438	0	0	0
B5a_08	P1: Reasons for leaving school: language difficulty	438	0	0	0
B5a_09	P1: Reasons for leaving school: problems with behavior	438	0	0	0
B5a_10	P1: Reasons for leaving school: economic reasons	438	0	0	0
B5a_11	P1: Reasons for leaving school: lack of child care	438	0	0	0
B5a_12	P1: Reasons for leaving school: lack of transportation	438	0	0	0
B5a_13	P1: Reasons for leaving school: substance abuse	438	0	0	0
B5a_14	P1: Reasons for leaving school: illness/disability	438	0	0	0
B5a_15	P1: Reasons for leaving school: pregnancy	438	0	0	0
B5a_16	P1: Reasons for leaving school: entered criminal justice system	438	0	0	0
B5a_17	P1: Reasons for leaving school: needed at home	438	0	0	0
B5a_18	P1: Reasons for leaving school: religion	438	0	0	0
B5a_19	P1: Reasons for leaving school: moved	438	0	0	0
B5a_20	P1: Reasons for leaving school: parent/guardian influence	438	0	0	0
B5a_21	P1: Reasons for leaving school: friends were dropping out	438	0	0	0
B5a_22	P1: Reasons for leaving school: marriage	438	0	0	0
B5a_23	P1: Reasons for leaving school: military, joined armed forces	438	0	0	0
B5a_24	P1: Reasons for leaving school: employment	438	0	0	0
B5a_99	P1: Reasons for leaving school: other specify	438	0	0	0
B5a_26	P1: Reasons for leaving school: death in family (BC)	438	0	0	0
B6	P1: Expect youth to graduate before start of next school year	838	0	0	0
B7	P1: Youth taken any courses/tests to earn high school diploma	438	0	0	0
B8	P1: Type of diploma received	438	0	0	0
B9_mon	P1: Month youth last received instruction in school subjects	438	0	0	444
B9_year	P1: Year youth last received instruction in school subjects	438	0	0	444
B11	P1: Expect youth will be enrolled in school in the fall	0	0	0	2091
D4_Age	P1: Age when apparent youth had a disability	275	157	40	263
D4_Grade	P1: Grade when apparent youth had disability	275	157	40	263
D4a_Age	P1: Age when youth first received SPED services	134	81	24	589
D4a_Grade	P1: Grade when youth first received SPED services	134	81	24	589
D25a	P1: Independent living skills without help: dress	428	208	66	0
D25b	P1: Independent living skills without help: feed oneself	428	208	66	0
D25c	P1: Independent living skills without help: read/understand signs	428	208	66	0
D25d	P1: Independent living skills without help: count change	428	208	66	0
D25e	P1: Independent living skills without help: use phone	428	208	66	0
L2	Y1: Youth met with adults at school re: transition plan	423	210	38	0

Source: Authors' analysis based on the NLTS2012 restricted-use data file.

**Appendix D. Supplemental tables of standard errors and design effects**

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**Table D-1. Standard errors and design effects for key indicators linked with post-high school outcomes— all youth**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	11220	62.6	1.4	0.5	8.79	2.97
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	10120	64.1	1.4	0.5	8.72	2.95
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	9650	78.9	1.0	0.4	6.23	2.50
Percentage of youth who have received an out-of-school suspension	p_y_suspended	11380	15.4	1.0	0.3	7.87	2.80
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	4960	66.1	1.9	0.7	8.13	2.85
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	10070	48.7	1.4	0.5	8.41	2.90
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	11430	93.9	0.5	0.2	5.38	2.32
<b>Summary statistics</b>							
Mean						7.65	2.76
Minimum						5.38	2.32
Median						8.13	2.85
Maximum						8.79	2.97
Standard deviation						1.32	0.25

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-2. Standard errors and design effects for key indicators linked with post-high school outcomes—IEP**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	9020	45.6	1.0	0.5	3.59	1.90
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	8140	51.8	0.9	0.6	2.82	1.68
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	7760	63.5	0.9	0.5	2.88	1.70
Percentage of youth who have received an out-of-school suspension	p_y_suspended	9130	29.0	1.0	0.5	4.33	2.08
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	4040	41.7	1.5	0.8	3.64	1.91
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	8110	40.2	1.0	0.5	3.21	1.79
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	9190	78.1	0.7	0.4	2.79	1.67
<b>Summary statistics</b>							
Mean						3.32	1.82
Minimum						2.79	1.67
Median						3.21	1.79
Maximum						4.33	2.08
Standard deviation						0.57	0.15

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.



**Table D-3. Standard errors and design effects for key indicators linked with post-high school outcomes—autism**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	940	17.3	1.3	1.2	1.08	1.04
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	890	28.5	1.7	1.5	1.21	1.10
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	850	58.9	2.1	1.7	1.55	1.24
Percentage of youth who have received an out-of-school suspension	p_y_suspended	970	20.0	1.5	1.3	1.31	1.14
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	420	28.9	2.6	2.2	1.37	1.17
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	880	22.7	1.5	1.4	1.17	1.08
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	970	48.8	1.8	1.6	1.21	1.10
<b>Summary statistics</b>							
Mean						1.27	1.13
Minimum						1.08	1.04
Median						1.21	1.10
Maximum						1.55	1.24
Standard deviation						0.15	0.07

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-4. Standard errors and design effects for key indicators linked with post-high school outcomes—deaf-blindness**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	120	25.0	5.5	4.0	1.87	1.37
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	100	16.0!	5.6	3.7	2.24	1.50
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	90	81.4	6.4	4.1	2.43	1.56
Percentage of youth who have received an out-of-school suspension	p_y_suspended	120	10.0!	5.4	2.8	3.75	1.94
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	50	30.2!	12.7	6.4	3.96	1.99
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	100	22.7!	7.7	4.3	3.22	1.79
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	120	66.5	8.1	4.3	3.47	1.86
<b>Summary statistics</b>							
Mean						2.99	1.71
Minimum						1.87	1.37
Median						3.22	1.79
Maximum						3.96	1.99
Standard deviation						0.81	0.24

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-5. Standard errors and design effects for key indicators linked with post-high school outcomes—emotional disturbance**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	1040	44.3	1.9	1.5	1.50	1.22
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	950	58.2	1.8	1.6	1.26	1.12
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	890	58.9	1.8	1.6	1.18	1.09
Percentage of youth who have received an out-of-school suspension	p_y_suspended	1040	64.6	2.0	1.5	1.73	1.32
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	470	46.3	3.0	2.3	1.66	1.29
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	940	42.4	1.9	1.6	1.45	1.20
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	1050	79.1	1.5	1.3	1.47	1.21
<b>Summary statistics</b>							
Mean						1.47	1.21
Minimum						1.18	1.09
Median						1.47	1.21
Maximum						1.73	1.32
Standard deviation						0.20	0.08

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-6. Standard errors and design effects for key indicators linked with post-high school outcomes—  
hearing impairment**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	480	52.7	2.7	2.3	1.43	1.19
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	420	46.7	2.8	2.4	1.30	1.14
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	400	68.2	2.7	2.3	1.37	1.17
Percentage of youth who have received an out-of-school suspension	p_y_suspended	490	18.7	2.5	1.8	1.98	1.41
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	210	44.7	4.1	3.4	1.44	1.20
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	420	38.3	2.6	2.4	1.18	1.09
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	500	83.9	2.0	1.6	1.48	1.21
<b>Summary statistics</b>							
Mean						1.45	1.20
Minimum						1.18	1.09
Median						1.43	1.19
Maximum						1.98	1.41
Standard deviation						0.25	0.10

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-7. Standard errors and design effects for key indicators linked with post-high school outcomes—intellectual disability**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	1130	24.8	1.8	1.3	1.95	1.40
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	1020	41.9	1.8	1.5	1.39	1.18
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	960	57.0	1.8	1.6	1.32	1.15
Percentage of youth who have received an out-of-school suspension	p_y_suspended	1130	22.2	1.7	1.2	1.87	1.37
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	590	24.0	2.2	1.8	1.55	1.25
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	1010	32.1	1.8	1.5	1.55	1.24
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	1150	46.3	2.1	1.5	1.98	1.41
<b>Summary statistics</b>							
Mean						1.66	1.28
Minimum						1.32	1.15
Median						1.55	1.25
Maximum						1.98	1.41
Standard deviation						0.27	0.11

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-8. Standard errors and design effects for key indicators linked with post-high school outcomes—multiple disabilities**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	880	19.8	1.8	1.3	1.87	1.37
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	780	35.1	2.2	1.7	1.65	1.28
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	740	53.3	2.6	1.8	1.97	1.40
Percentage of youth who have received an out-of-school suspension	p_y_suspended	860	17.0	2.1	1.3	2.78	1.67
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	470	15.8	2.3	1.7	1.94	1.39
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	780	21.5	1.8	1.5	1.50	1.23
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	870	34.8	2.6	1.6	2.58	1.61
<b>Summary statistics</b>							
Mean						2.04	1.42
Minimum						1.50	1.23
Median						1.94	1.39
Maximum						2.78	1.67
Standard deviation						0.47	0.16

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-9. Standard errors and design effects for key indicators linked with post-high school outcomes—orthopedic impairment**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	430	22.9	3.6	2.0	3.08	1.76
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	380	35.5	3.4	2.4	1.96	1.40
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	370	59.0	3.2	2.6	1.58	1.26
Percentage of youth who have received an out-of-school suspension	p_y_suspended	440	9.0	1.5	1.4	1.26	1.12
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	200	31.2	3.6	3.3	1.19	1.09
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	380	19.6	2.3	2.0	1.23	1.11
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	440	55.1	4.2	2.4	3.07	1.75
<b>Summary statistics</b>							
Mean						1.91	1.36
Minimum						1.19	1.09
Median						1.58	1.26
Maximum						3.08	1.76
Standard deviation						0.84	0.29

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-10. Standard errors and design effects for key indicators linked with post-high school outcomes—other health impairment**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	1110	43.5	1.7	1.5	1.32	1.15
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	1000	57.2	1.8	1.6	1.37	1.17
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	950	63.3	1.8	1.6	1.36	1.17
Percentage of youth who have received an out-of-school suspension	p_y_suspended	1140	35.1	1.8	1.4	1.67	1.29
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	480	45.7	2.6	2.3	1.36	1.16
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	1000	43.5	1.9	1.6	1.44	1.20
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	1140	83.4	1.3	1.1	1.32	1.15
<b>Summary statistics</b>							
Mean						1.41	1.18
Minimum						1.32	1.15
Median						1.36	1.17
Maximum						1.67	1.29
Standard deviation						0.12	0.05

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.



**Table D-11. Standard errors and design effects for key indicators linked with post-high school outcomes—specific learning disability**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	1460	55.2	1.7	1.3	1.64	1.28
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	1290	55.1	1.6	1.4	1.33	1.15
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	1230	65.8	1.5	1.4	1.29	1.14
Percentage of youth who have received an out-of-school suspension	p_y_suspended	1460	26.2	1.4	1.2	1.56	1.25
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	640	46.7	2.3	2.0	1.37	1.17
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	1290	43.8	1.7	1.4	1.48	1.22
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	1460	87.8	1.0	0.9	1.46	1.21
<b>Summary statistics</b>							
Mean						1.45	1.20
Minimum						1.29	1.14
Median						1.46	1.21
Maximum						1.64	1.28
Standard deviation						0.12	0.05

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-12. Standard errors and design effects for key indicators linked with post-high school outcomes—speech and language impairment**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	970	51.6	2.0	1.6	1.61	1.27
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	890	53.1	2.1	1.7	1.57	1.25
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	870	73.4	2.1	1.5	1.86	1.36
Percentage of youth who have received an out-of-school suspension	p_y_suspended	1010	15.2	1.4	1.1	1.62	1.27
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	280	50.0	4.2	3.0	1.92	1.39
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	890	42.1	2.2	1.7	1.81	1.35
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	990	89.5	1.2	1.0	1.52	1.23
<b>Summary statistics</b>							
Mean						1.70	1.30
Minimum						1.52	1.23
Median						1.62	1.27
Maximum						1.92	1.39
Standard deviation						0.16	0.06

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-13. Standard errors and design effects for key indicators linked with post-high school outcomes—traumatic brain injury**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	250	30.7	3.3	3.0	1.21	1.10
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	220	48.0	4.9	3.4	2.02	1.42
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	200	62.8	4.8	3.4	1.97	1.40
Percentage of youth who have received an out-of-school suspension	p_y_suspended	250	25.8	3.1	2.8	1.27	1.13
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	110	39.7	7.3	4.7	2.43	1.56
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	210	39.9	4.6	3.4	1.90	1.38
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	250	69.8	4.9	2.9	2.90	1.70
<b>Summary statistics</b>							
Mean						1.96	1.38
Minimum						1.21	1.10
Median						1.97	1.40
Maximum						2.90	1.70
Standard deviation						0.60	0.22

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-14. Standard errors and design effects for key indicators linked with post-high school outcomes—visual impairment**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	230	40.8	3.9	3.3	1.39	1.18
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	220	46.8	4.1	3.4	1.45	1.20
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	210	70.5	3.9	3.2	1.51	1.23
Percentage of youth who have received an out-of-school suspension	p_y_suspended	240	11.1	2.4	2.0	1.38	1.17
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	120	49.6	5.6	4.6	1.50	1.22
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	220	37.6	4.1	3.3	1.51	1.23
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	240	79.5	3.0	2.6	1.35	1.16
<b>Summary statistics</b>							
Mean						1.44	1.20
Minimum						1.35	1.16
Median						1.45	1.20
Maximum						1.51	1.23
Standard deviation						0.07	#

# rounds to zero.

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-15. Standard errors and design effects for key indicators linked with post-high school outcomes—no IEP**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	2200	64.9	1.5	1.0	2.25	1.50
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	1980	65.7	1.6	1.1	2.20	1.48
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	1890	80.9	1.2	0.9	1.64	1.28
Percentage of youth who have received an out-of-school suspension	p_y_suspended	2250	13.7	1.0	0.7	2.02	1.42
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	920	70.2	2.2	1.5	2.06	1.43
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	1960	49.8	1.6	1.1	2.02	1.42
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	2250	96.0	0.6	0.4	1.84	1.36
<b>Summary statistics</b>							
Mean						1.91	1.38
Minimum						1.32	1.15
Median						1.98	1.41
Maximum						2.31	1.52
Standard deviation						0.32	0.12

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-16. Standard errors and design effects for key indicators linked with post-high school outcomes—504 plan but no IEP**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	590	49.5	3.0	2.1	2.14	1.46
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	530	63.8	2.8	2.1	1.87	1.37
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	510	75.7	2.5	1.9	1.76	1.33
Percentage of youth who have received an out-of-school suspension	p_y_suspended	600	23.8	2.6	1.7	2.31	1.52
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	250	70.4	4.1	2.9	2.02	1.42
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	530	47.7	3.1	2.2	1.98	1.41
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	600	95.4	1.0	0.9	1.32	1.15
<b>Summary statistics</b>							
Mean						1.91	1.38
Minimum						1.32	1.15
Median						1.98	1.41
Maximum						2.31	1.52
Standard deviation						0.32	0.12

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

**Table D-17. Standard errors and design effects for key indicators linked with post-high school outcomes—neither 504 plan nor IEP**

Survey item or summary statistic	Variable	N	Estimate	Design based standard error	Simple random sample standard error	Design effect	Root design effect
<b>Survey items</b>							
Percentage of youth who perform activities of daily living well	p_y_daily_index_group	1610	65.2	1.6	1.2	1.73	1.32
Percentage of youth who usually got together with friends outside of school at least weekly in the past year	y_y_seefriends_high	1440	65.7	1.6	1.2	1.66	1.29
Percentage of youth who participated in a school sport or club in the past year	y_y_schactany	1380	81.0	1.2	1.1	1.23	1.11
Percentage of youth who have received an out-of-school suspension	p_y_suspended	1650	13.5	1.0	0.8	1.53	1.24
Percentage of youth who have taken a college entrance or placement test	y_y_anyplacetest	660	70.2	2.2	1.8	1.53	1.24
Percentage of youth who have had paid work experience in the past year	y_y_anypaidjob	1440	49.9	1.6	1.3	1.54	1.24
Percentage of parents who expect their children to be living independently by age 30	p_y_livingexp	1650	96.0	0.6	0.5	1.40	1.18
<b>Summary statistics</b>							
Mean						1.52	1.23
Minimum						1.23	1.11
Median						1.53	1.24
Maximum						1.73	1.32
Standard deviation						0.17	0.07

Note: The formula for the design effect is provided in equation 6.2. The root design effect is the square root of the design effect. The survey items include the associated variable names from the NLTS 2012 restricted-use data file.

Source: National Longitudinal Transition Study 2012.

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**Appendix E. Supplemental tables for the unit-level nonresponse bias analysis**

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**Table E-1. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: overall**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight <sup>2</sup> )						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	19.7	19.6	20.0	-0.2	No	-0.8	19.6	-0.1	No	-0.5
In medium districts <sup>6</sup>	15.3	14.6	16.2	-0.6	No	-4.2	15.7	0.4	No	2.5
In large districts <sup>6</sup>	64.9	65.7	63.9	0.8	No	1.2	64.7	-0.3	No	-0.4
In special schools <sup>6</sup>	#	#	#	#	No	4.2	#	#	No	-3.5
In Northeast districts	17.4	16.0	19.4	-1.5	Yes	-8.4	17.6	0.2	No	1.1
In Midwest districts	23.4	24.4	22.0	1.0	No	4.3	23.8	0.4	No	1.6
In South districts	37.7	37.2	38.4	-0.5	No	-1.4	37.5	-0.2	No	-0.6
In West districts	21.5	22.4	20.2	1.0	No	4.5	21.1	-0.3	No	-1.6
In districts with less than 10% of students with an IEP	15.6	16.3	14.7	0.7	No	4.6	16.0	0.3	No	2.2
In districts with at least 10% and less than 13% of students with an IEP	35.1	34.3	36.1	-0.8	No	-2.1	34.4	-0.7	No	-2.1
In districts with at least 13% and less than 16% of students with an IEP	27.7	26.5	29.2	-1.2	No	-4.2	27.3	-0.4	No	-1.5
In districts with at least 16% of students with an IEP	18.6	20.1	16.6	1.5	Yes	8.0	19.7	1.1	Yes	5.6
Missing number of students with an IEP	3.0	2.7!	3.4	-0.3!	No	-10.3!	2.7!	-0.3!	No	-8.5!
<b>School characteristics</b>										
Attending a charter school	2.1	2.4	1.7	0.3	No	14.8	2.3	0.2	No	8.8
Not attending a charter school	86.7	87.4	85.7	0.8	No	0.9	87.0	0.3	No	0.3
Missing or non-applicable charter school information	11.2	10.1	12.6	-1.1	No	-9.6	10.7	-0.5	No	-4.1
In regular schools	93.2	94.5	91.3	1.4	Yes	1.5	93.5	0.4	No	0.4
In special education schools	0.5!	0.5!	0.4!	#	No	4.9!	0.5!	#	No	1.2!
In vocational education schools	0.6!	0.3!	1.0!	-0.3!	No	-47.1!	0.4!	-0.2!	No	-39.2!
In an alternative school or other	1.7	1.9	1.3	0.3	No	15.9	1.9	0.2	No	14.5
In schools with a reportable program <sup>7</sup>	#	#	#	#	No	64.8!	#	#	No	39.6!
Missing school type	4.1	2.7	5.9	-1.4	Yes	-33.8	3.7	-0.4	No	-9.0

Table E-1 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 200 age-eligible students	5.3	5.2	5.4	-0.1	No	-1.9	5.2	-0.1	No	-2.8
In schools with 201 to 650 age-eligible students	28.6	30.1	26.7	1.5	Yes	5.1	28.9	0.3	No	1.0
In schools with 651 to 1,000 age-eligible students	15.8	16.1	15.4	0.3	No	1.9	15.7	-0.1	No	-0.3
In schools with 1,001 to 1,750 age-eligible students	20.8	21.2	20.2	0.4	No	2.0	21.0	0.2	No	1.1
In schools with 1,751 to 2,500 age-eligible students	18.3	18.5	17.9	0.3	No	1.4	18.3	#	No	0.1
In schools with more than 2,500 age-eligible students	6.8	5.8	8.1	-1.0	Yes	-14.5	6.7	-0.1	No	-2.0
Missing number of age-eligible students	4.4	3.1	6.2	-1.4	Yes	-30.4	4.3	-0.2	No	-4.3
In schools in city areas <sup>8</sup>	27.9	29.6	25.7	1.7	Yes	6.0	27.6	-0.4	No	-1.3
In schools in suburb areas <sup>8</sup>	33.8	31.5	36.9	-2.3	Yes	-6.8	34.2	0.3	No	1.0
In schools in town areas <sup>8</sup>	10.9	12.3	9.2	1.3	Yes	12.1	11.0	0.1	No	0.5
In schools in rural areas <sup>8</sup>	27.3	26.6	28.2	-0.7	No	-2.5	27.3	#	No	-0.1
In schools with less than 25% White, not Hispanic or Latino students	23.6	24.8	21.9	1.2	No	5.2	23.1	-0.5	No	-1.9
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	23.9	23.7	24.1	-0.2	No	-0.7	23.9	#	No	-0.1
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	20.2	19.3	21.5	-0.9	No	-4.5	20.1	-0.2	No	-0.8
In schools with at least 80% White, not Hispanic or Latino students	27.9	29.1	26.2	1.2	No	4.4	28.7	0.8	No	3.0
Missing number of White, not Hispanic or Latino students	4.4	3.1	6.2	-1.4	Yes	-30.4	4.3	-0.2	No	-4.3
In schools with less than 2% Black, not Hispanic or Latino students	25.6	27.2	23.5	1.6	Yes	6.2	25.3	-0.3	No	-1.2
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	23.8	24.3	23.1	0.5	No	2.2	23.6	-0.1	No	-0.6
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	25.2	24.9	25.5	-0.2	No	-1.0	26.0	0.9	No	3.4
In schools with at least 25% Black, not Hispanic or Latino students	21.0	20.5	21.7	-0.5	No	-2.4	20.8	-0.2	No	-1.1
Missing number of Black, not Hispanic or Latino students	4.4	3.1	6.2	-1.4	Yes	-30.4	4.3	-0.2	No	-4.3

Table E-1 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.4	24.1	22.5	0.7	No	3.0	23.8	0.4	No	1.9
In schools with at least 3% and less than 10% Hispanic or Latino students	25.0	24.5	25.7	-0.5	No	-2.1	24.8	-0.2	No	-0.9
In schools with at least 10% and less than 30% Hispanic or Latino students	20.6	20.3	20.9	-0.2	No	-1.1	21.1	0.6	No	2.8
In schools with at least 30% Hispanic or Latino students	26.6	28.0	24.7	1.4	No	5.3	25.9	-0.6	No	-2.3
Missing number of Hispanic or Latino students	4.4	3.1	6.2	-1.4	Yes	-30.4	4.3	-0.2	No	-4.3
In schools with less than 25% of students eligible for free or reduced-price lunch program	25.4	25.4	25.4	#	No	0.1	26.1	0.8	No	3.1
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	20.3	20.3	20.3	#	No	0.1	20.4	0.1	No	0.3
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	29.0	29.6	28.3	0.5	No	1.9	28.8	-0.2	No	-0.8
In schools with at least 65% students eligible for free or reduced-price lunch program	20.8	21.5	19.7	0.8	No	3.7	20.3	-0.5	No	-2.3
Missing number of students eligible for free or reduced-price lunch program	4.5	3.2	6.3	-1.3	Yes	-29.5	4.4	-0.1	No	-2.8
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	12.2	12.6	11.6	0.4	No	3.6	12.8	0.7	No	5.4
In schools eligible for Title I TAS and provide Title I TAS program	10.4	10.2	10.8	-0.3	No	-2.4	10.5	#	No	0.2
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.4!	0.4!	0.4!	#	No	-4.2!	0.3!	-0.1!	No	-18.5!
In schools eligible for Title I SWP but provide no Title I program	16.0	16.2	15.8	0.2	No	1.3	16.1	0.1	No	0.4
In schools eligible for Title I SWP and provide Title I SWP	24.0	25.6	21.7	1.7	Yes	6.9	23.6	-0.3	No	-1.3
In schools eligible for either Title I TAS or SWP	24.9	24.6	25.3	-0.3	No	-1.3	24.9	0.1	No	0.3
Missing Title I programs information	12.1	10.4	14.4	-1.7	Yes	-14.0	11.7	-0.4	No	-3.5

Table E-1 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.0	16.9	14.8	0.9	No	5.5	16.2	0.2	No	1.4
Grade 8	17.0	17.5	16.4	0.5	No	2.7	16.8	-0.2	No	-1.1
Grade 9	20.2	20.8	19.4	0.6	No	2.8	20.1	-0.1	No	-0.7
Grade 10	14.6	14.7	14.4	0.1	No	0.8	14.8	0.3	No	1.8
Grade 11	17.9	17.5	18.3	-0.3	No	-1.9	18.2	0.4	No	2.0
Grade 12 or ungraded	14.0	12.5	15.9	-1.4	Yes	-10.3	13.8	-0.2	No	-1.6
Other qualifying grade, not eligible, or missing grade	0.4!	0.1!	0.7!	-0.3!	No	-73.9!	0.1!	-0.3!	No	-73.6!
Male	50.5	51.0	49.8	0.5	No	1.1	50.5	#	No	0.1
Female	48.4	48.1	48.7	-0.2	No	-0.5	48.6	0.2	No	0.4
Missing	1.1!	0.8!	1.5!	-0.3!	No	-25.7!	0.9!	-0.2!	No	-22.1!
White, not Hispanic or Latino	69.8	69.6	70.0	-0.2	No	-0.2	70.3	0.6	No	0.8
Black, not Hispanic or Latino	15.8	15.9	15.7	0.1	No	0.5	15.7	-0.1	No	-0.6
Multi/other races	2.7	2.7	2.6	#	No	1.1	2.7	#	No	1.9
Hispanic or Latino	8.0	8.4	7.5	0.4	No	5.0	8.0	-0.1	No	-1.0
Missing	3.7	3.4	4.2	-0.3	No	-9.2	3.3	-0.4	No	-11.7
0 suspensions <sup>9</sup>	75.7	76.7	74.3	1.0	No	1.4	76.5	0.9	No	1.1
1 suspension	3.7	3.8	3.6	0.1	No	2.6	3.8	0.1	No	3.4
2 or more suspensions	2.6	2.6	2.6	#	No	-1.4	2.4	-0.2	No	-8.2
Missing	18.1	17.0	19.5	-1.1	No	-6.0	17.3	-0.8	No	-4.3
Not classified as limited English proficient	82.8	84.1	81.1	1.3	Yes	1.6	83.7	0.9	No	1.1
Limited English proficient	6.1	7.1	4.8	1.0	Yes	16.0	6.5	0.3	No	5.6
Missing	11.1	8.8	14.1	-2.3	Yes	-20.5	9.9	-1.2	Yes	-11.0

Table E-1 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	41.9	41.8	41.9	#	No	-0.1	42.0	0.2	No	0.4
Eligible for free lunch	26.3	27.2	25.1	0.9	No	3.5	26.3	-0.1	No	-0.2
Eligible for reduced-price lunch	5.0	5.5	4.3	0.5	No	10.1	5.2	0.3	No	5.5
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	7.3	7.8	6.6	0.5	No	7.0	7.4	0.1	No	1.9
Missing	19.6	17.7	22.1	-1.9	Yes	-9.6	19.1	-0.5	No	-2.7

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-2. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: autism**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	17.3	17.4	17.2	0.1	No	0.5	17.7	0.4	No	2.2
In medium districts <sup>6</sup>	16.3	17.0	14.8	0.7	No	4.5	16.3	0.1	No	0.5
In large districts <sup>6</sup>	66.4	65.6	68.0	-0.8	No	-1.2	65.9	-0.5	No	-0.7
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	19.7	18.8	21.4	-0.9	No	-4.5	19.7	#	No	0.2
In Midwest districts	29.3	30.1	27.7	0.8	No	2.8	29.6	0.4	No	1.2
In South districts	30.5	29.8	31.7	-0.6	No	-2.1	29.9	-0.6	No	-1.9
In West districts	20.6	21.3	19.3	0.7	No	3.4	20.8	0.2	No	0.9
In districts with less than 10% of students with an IEP	12.9	13.4	11.9	0.5	No	3.9	12.9	#	No	-0.2
In districts with at least 10% and less than 13% of students with an IEP	30.6	30.8	30.3	0.2	No	0.5	31.0	0.4	No	1.4
In districts with at least 13% and less than 16% of students with an IEP	30.0	29.0	32.1	-1.0	No	-3.5	30.2	0.2	No	0.6
In districts with at least 16% of students with an IEP	24.5	25.0	23.5	0.5	No	2.1	24.0	-0.4	No	-1.7
Missing number of students with an IEP	2.0!	1.9!	2.2!	-0.1!	No	-6.1!	1.8!	-0.2!	No	-8.1!
<b>School characteristics</b>										
Attending a charter school	3.4!	3.2!	3.8!	-0.2!	No	-5.8!	3.2!	-0.2!	No	-6.6!
Not attending a charter school	79.3	81.9	74.3	2.6	Yes	3.3	79.6	0.3	No	0.3
Missing or non-applicable charter school information	17.3	14.9	22.0	-2.4	Yes	-13.8	17.3	#	No	-0.2
In regular schools	80.8	83.4	75.9	2.5	Yes	3.1	80.0	-0.9	No	-1.1
In special education schools	6.1!	5.9!	6.5!	-0.2!	No	-3.3!	6.6	0.5!	No	8.3
In vocational education schools	0.4!	0.4!	0.3!	#	No	11.2!	0.5!	0.1!	No	22.8!
In an alternative school or other	1.5!	1.5!	1.5!	#	No	#	1.5!	#	No	2.1!
In schools with a reportable program <sup>7</sup>	0.2!	0.4!	0.0	0.1!	No	51.7!	0.4!	0.2!	No	74.0!
Missing school type	10.9	8.4	15.8	-2.5	Yes	-22.9	11.0	0.1	No	0.5
In schools with less than 200 age-eligible students	9.3	8.5	10.9	-0.8	No	-8.7	10.0	0.7	No	7.0
In schools with 201 to 650 age-eligible students	23.6	24.6	21.8	1.0	No	4.0	24.5	0.8	No	3.5
In schools with 651 to 1,000 age-eligible students	15.0	16.6	11.8	1.6	Yes	10.9	15.3	0.3	No	2.0
In schools with 1,001 to 1,750 age-eligible students	18.3	19.7	15.7	1.3	Yes	7.3	17.8	-0.5	No	-2.9
In schools with 1,751 to 2,500 age-eligible students	16.3	16.2	16.6	-0.2	No	-0.9	15.7	-0.7	No	-4.0



Table E-2 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with more than 2,500 age-eligible students	6.0	5.6	6.7	-0.4	No	-6.3	5.3	-0.6	No	-10.5
Missing number of age-eligible students	11.4	8.8	16.4	-2.6	Yes	-22.6	11.5	0.1	No	0.4
In schools in city areas <sup>8</sup>	28.5	30.6	24.3	2.2	Yes	7.6	28.5	#	No	#
In schools in suburb areas <sup>8</sup>	38.9	37.4	41.9	-1.5	No	-3.9	39.6	0.7	No	1.8
In schools in town areas <sup>8</sup>	9.9	11.1	7.6	1.2	Yes	12.3	9.9	-0.1	No	-0.6
In schools in rural areas <sup>8</sup>	22.7	20.8	26.3	-1.8	Yes	-8.1	22.1	-0.6	No	-2.7
In schools with less than 25% White, not Hispanic or Latino students	16.7	17.3	15.5	0.6	No	3.6	16.1	-0.6	No	-3.6
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	21.3	21.1	21.8	-0.2	No	-1.1	21.1	-0.2	No	-0.9
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	20.8	21.0	20.5	0.2	No	0.8	20.5	-0.3	No	-1.3
In schools with at least 80% White, not Hispanic or Latino students	29.7	31.8	25.8	2.0	Yes	6.8	30.8	1.0	No	3.5
Missing number of White, not Hispanic or Latino students	11.4	8.8	16.4	-2.6	Yes	-22.6	11.5	0.1	No	0.4
In schools with less than 2% Black, not Hispanic or Latino students	23.0	24.8	19.6	1.8	Yes	7.7	24.2	1.2	No	5.0
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	24.6	25.0	23.8	0.4	No	1.7	23.6	-1.0	No	-4.1
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	22.8	23.7	21.0	0.9	No	4.1	23.6	0.8	No	3.5
In schools with at least 25% Black, not Hispanic or Latino students	18.1	17.5	19.2	-0.6	No	-3.1	17.1	-1.0	No	-5.4
Missing number of Black, not Hispanic or Latino students	11.4	8.8	16.4	-2.6	Yes	-22.6	11.5	0.1	No	0.4
In schools with less than 3% Hispanic or Latino students	22.3	21.9	23.2	-0.4	No	-1.9	21.9	-0.5	No	-2.1
In schools with at least 3% and less than 10% Hispanic or Latino students	27.5	29.8	23.0	2.3	Yes	8.4	28.6	1.1	No	4.1
In schools with at least 10% and less than 30% Hispanic or Latino students	20.0	19.5	20.9	-0.5	No	-2.4	19.3	-0.7	No	-3.4
In schools with at least 30% Hispanic or Latino students	18.8	19.9	16.5	1.2	No	6.3	18.7	#	No	-0.2
Missing number of Hispanic or Latino students	11.4	8.8	16.4	-2.6	Yes	-22.6	11.5	0.1	No	0.4
In schools with less than 25% of students eligible for free or reduced-price lunch program	29.6	31.2	26.7	1.5	No	5.1	29.3	-0.4	No	-1.3
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	19.1	18.9	19.3	-0.1	No	-0.7	19.3	0.3	No	1.4
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	24.9	25.6	23.5	0.7	No	2.8	24.6	-0.3	No	-1.1
In schools with at least 65% students eligible for free or reduced-price lunch program	14.8	15.4	13.7	0.6	No	3.9	15.2	0.4	No	2.7
Missing number of students eligible for free or reduced-price lunch program	11.6	8.9	16.7	-2.6	Yes	-22.9	11.5	#	No	-0.2

Table E-2 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	12.8	12.5	13.2	-0.2	No	-1.6	13.2	0.4	No	3.3
In schools eligible for Title I TAS and provide Title I TAS program	11.0	10.8	11.4	-0.2	No	-1.8	11.3	0.3	No	2.5
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.5!	0.5!	0.4!	#	No	3.3!	0.4!	#	No	-7.9!
In schools eligible for Title I SWP but provide no Title I program	12.7	12.6	12.8	-0.1	No	-0.7	12.3	-0.4	No	-3.1
In schools eligible for Title I SWP and provide Title I SWP	17.5	18.5	15.6	1.0	No	5.5	17.2	-0.3	No	-1.9
In schools eligible for either Title I TAS or SWP	26.0	27.9	22.3	1.9	Yes	7.3	25.8	-0.1	No	-0.5
Missing Title I programs information	19.6	17.2	24.2	-2.4	Yes	-12.2	19.8	0.2	No	1.1
<b>Youth characteristics</b>										
Grade 7	16.6	16.3	17.1	-0.3	No	-1.5	17.4	0.8	No	5.1
Grade 8	15.1	14.5	16.2	-0.6	No	-3.8	14.4	-0.8	No	-5.0
Grade 9	16.2	15.9	16.9	-0.3	No	-2.1	15.8	-0.4	No	-2.6
Grade 10	15.5	17.1	12.5	1.6	Yes	10.1	15.9	0.3	No	2.1
Grade 11	13.2	13.6	12.5	0.4	No	2.8	12.7	-0.5	No	-3.6
Grade 12 or ungraded	21.1	21.1	21.1	#	No	#	22.1	1.0	No	4.8
Other qualifying grade, not eligible, or missing grade	2.2!	1.4!	3.7!	-0.8!	No	-34.8!	1.7!	-0.5!	No	-24.2!
Male	83.9	83.6	84.6	-0.3	No	-0.4	84.2	0.3	No	0.4
Female	15.1	15.9	13.6	0.8	No	5.3	15.3	0.2	No	1.4
Missing	1.0!	0.5!	1.9!	-0.5!	No	-46.9!	0.5!	-0.5!	No	-52.8!
White, not Hispanic or Latino	75.9	76.5	74.7	0.6	No	0.8	76.4	0.5	No	0.7
Black, not Hispanic or Latino	13.2	13.1	13.3	-0.1	No	-0.7	13.1	#	No	-0.1
Multi/other races	2.1	1.7	2.7	-0.3	No	-15.0	1.8	-0.3	No	-14.4
Hispanic or Latino	4.6	5.0	3.9!	0.4!	No	8.1!	4.8	0.2	No	4.0
Missing	4.3!	3.7!	5.5!	-0.6!	No	-13.6!	3.9!	-0.4!	No	-8.8!
0 suspensions <sup>9</sup>	77.6	78.4	76.1	0.8	No	1.0	77.9	0.2	No	0.3
1 suspension	2.7	2.6	3.0	-0.1	No	-5.3	2.6	-0.1	No	-3.9
2 or more suspensions	1.8	2.0	1.6!	0.1!	No	6.7!	1.9	0.1	No	3.2
Missing	17.8	17.0	19.3	-0.8	No	-4.3	17.6	-0.2	No	-1.1
Not classified as limited English proficient	83.7	85.1	80.8	1.5	No	1.8	84.1	0.4	No	0.5
Limited English proficient	3.6	3.6	3.6!	#	No	-0.1!	3.3	-0.2	No	-6.5
Missing	12.8	11.3	15.6	-1.5	No	-11.5	12.6	-0.2	No	-1.5

Table E-2 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	48.1	48.6	46.9	0.6	No	1.2	48.6	0.6	No	1.2
Eligible for free lunch	19.6	20.6	17.6	1.0	No	5.2	19.6	#	No	0.2
Eligible for reduced-price lunch	4.2	4.9	2.9	0.7	No	15.9	4.6	0.3	No	7.6
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	6.1	6.2	6.1!	#	No	0.4!	6.2	0.1	No	1.0
Missing	22.0	19.7	26.4	-2.3	Yes	-10.5	21.0	-1.0	No	-4.6

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

1 The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

2 The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

3 Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

4 The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

5 Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

6 Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

7 A reportable program is a program within a school that may be self-contained, but does not have its own principal.

8 City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

9 A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-3. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: deaf-blindness**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	32.5!	32.9!	31.5!	0.4!	No	1.2!	28.7!	-3.7!	No	-11.4!
In medium districts <sup>6</sup>	14.6!	18.4!	5.2!	3.9!	No	26.5!	15.0!	0.5!	No	3.2!
In large districts <sup>6</sup>	47.3	42.6	58.8	-4.7	No	-10.0	50.0	2.6	No	5.5
In special schools <sup>6</sup>	5.6!	6.1!	4.5!	0.5!	No	8.6!	6.3!	0.6!	No	11.3!
In Northeast districts	23.2!	22.2!	25.7!	-1.0!	No	-4.4!	20.0!	-3.2!	No	-14.0!
In Midwest districts	29.9!	29.3!	31.5!	-0.6!	No	-2.2!	25.0!	-4.9!	No	-16.5!
In South districts	28.5!	34.5!	14.0!	6.0!	Yes	21.0!	36.4	7.9!	Yes	27.7
In West districts	18.3!	14.0!	28.8!	-4.3!	No	-23.5!	18.6!	0.3!	No	1.5!
In districts with less than 10% of students with an IEP	8.3!	10.2!	3.7!	1.9!	No	22.8!	11.9!	3.6!	No	43.7!
In districts with at least 10% and less than 13% of students with an IEP	29.5!	30.2!	27.6!	0.8!	No	2.6!	34.8!	5.3!	No	18.1!
In districts with at least 13% and less than 16% of students with an IEP	26.4!	20.0!	42.0!	-6.4!	No	-24.2!	16.3!	-10.2!	Yes	-38.4!
In districts with at least 16% of students with an IEP	28.3!	30.0!	24.0!	1.8!	No	6.2!	29.2!	1.0!	No	3.4!
Missing number of students with an IEP	7.5!	9.5!	2.7!	2.0!	No	26.4!	7.8!	0.2!	No	3.3!
<b>School characteristics</b>										
Attending a charter school	0.3!	0.0	1.1!	-0.3!	No	-100!	0.0	-0.3!	No	-100.0
Not attending a charter school	82.7	82.2	83.9	-0.5	No	-0.6	83.1	0.4	No	0.5
Missing or non-applicable charter school information	17.0!	17.8!	15.0!	0.8!	No	4.9!	16.9!	-0.1!	No	-0.7!
In regular schools	77.5	77.2	78.0	-0.2	No	-0.3	78.1	0.6	No	0.8
In special education schools	4.5!	5.2!	2.9!	0.7!	No	15.2!	5.2!	0.7!	No	14.8!
In vocational education schools	1.0!	0.0	3.4!	-1.0!	No	-100!	0.0	-1.0!	No	-100.0
In an alternative school or other	1.4!	0.3!	4.0!	-1.1!	No	-80.2!	0.3!	-1.0!	No	-74.7!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
Missing school type	15.6!	17.3!	11.7!	1.6!	No	10.3!	16.4!	0.7!	No	4.6!

Table E-3 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 200 age-eligible students	10.3!	13.3!	3.0!	3.0!	No	29.2!	11.0!	0.7!	No	6.8!
In schools with 201 to 650 age-eligible students	23.7!	17.1!	39.9!	-6.7!	No	-28.0!	15.9!	-7.9!	No	-33.2!
In schools with 651 to 1,000 age-eligible students	21.5!	24.0!	15.6!	2.5!	No	11.4!	26.2!	4.7!	No	21.7!
In schools with 1,001 to 1,750 age-eligible students	14.7!	14.8!	14.5!	0.1!	No	0.5!	12.6!	-2.1!	No	-14.3!
In schools with 1,751 to 2,500 age-eligible students	12.5!	11.4!	15.3!	-1.1!	No	-9.2!	15.9!	3.4!	No	27.2!
In schools with more than 2,500 age-eligible students	1.1!	1.5!	0.0	0.4!	No	41.2!	1.3!	0.3!	No	27.4!
Missing number of age-eligible students	16.1!	17.9!	11.7!	1.8!	No	11.3!	17.0!	0.9!	No	5.6!
In schools in city areas <sup>8</sup>	24.3!	18.8!	37.6!	-5.5!	No	-22.6!	26.0!	1.7!	No	6.8!
In schools in suburb areas <sup>8</sup>	31.5	28.8!	38.1!	-2.7!	No	-8.6!	29.2!	-2.3!	No	-7.3!
In schools in town areas <sup>8</sup>	17.8!	24.1!	2.3!	6.4!	Yes	35.8!	20.0!	2.3!	No	12.8!
In schools in rural areas <sup>8</sup>	26.4!	28.3!	21.9!	1.8!	No	7.0!	24.8!	-1.6!	No	-6.1!
In schools with less than 25% White, not Hispanic or Latino students	13.5!	16.2!	7.0!	2.7!	No	19.8!	16.0!	2.5!	No	18.1!
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	20.8!	19.6!	23.8!	-1.2!	No	-5.9!	20.5!	-0.3!	No	-1.2!
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	20.6!	21.0!	19.7!	0.4!	No	1.9!	22.2!	1.6!	No	7.6!
In schools with at least 80% White, not Hispanic or Latino students	28.9!	25.3!	37.8!	-3.7!	No	-12.7!	24.3!	-4.7!	No	-16.2!
Missing number of White, not Hispanic or Latino students	16.1!	17.9!	11.7!	1.8!	No	11.3!	17.0!	0.9!	No	5.6!
In schools with less than 2% Black, not Hispanic or Latino students	34.7!	30.5!	45.0	-4.2!	No	-12.1!	31.8!	-2.9!	No	-8.5!
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	9.0!	10.4!	5.5!	1.4!	No	16.1!	13.6!	4.6!	No	50.7!
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	31.0	30.8!	31.6!	-0.2!	No	-0.7!	29.7!	-1.3!	No	-4.3!
In schools with at least 25% Black, not Hispanic or Latino students	9.1!	10.3!	6.3!	1.2!	No	12.9!	8.0!	-1.2!	No	-12.8!
Missing number of Black, not Hispanic or Latino students	16.1!	17.9!	11.7!	1.8!	No	11.3!	17.0!	0.9!	No	5.6!

Table E-3 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	12.3!	14.3!	7.6!	2.0!	No	15.8!	12.5!	0.2!	No	1.5!
In schools with at least 3% and less than 10% Hispanic or Latino students	41.5	39.3!	46.8	-2.2!	No	-5.3!	36.8!	-4.7!	No	-11.3!
In schools with at least 10% and less than 30% Hispanic or Latino students	10.1!	10.1!	9.9!	0.1!	No	0.6!	10.6!	0.5!	No	5.3!
In schools with at least 30% Hispanic or Latino students	20.0!	18.4!	24.0!	-1.6!	No	-8.2!	23.0!	3.1!	No	15.3!
Missing number of Hispanic or Latino students	16.1!	17.9!	11.7!	1.8!	No	11.3!	17.0!	0.9!	No	5.6!
In schools with less than 25% of students eligible for free or reduced-price lunch program	20.0!	15.3!	31.6!	-4.8!	No	-23.8!	20.7!	0.7!	No	3.5!
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	15.6!	12.8!	22.2!	-2.7!	No	-17.5!	13.3!	-2.3!	No	-14.5!
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	33.6!	35.9!	27.8!	2.4!	No	7.1!	32.2!	-1.4!	No	-4.1!
In schools with at least 65% students eligible for free or reduced-price lunch program	14.7!	18.0!	6.7!	3.3!	No	22.4!	16.8!	2.0!	No	13.8!
Missing number of students eligible for free or reduced-price lunch program	16.1!	17.9!	11.7!	1.8!	No	11.3!	17.0!	0.9!	No	5.6!
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	4.8!	2.3!	11.1!	-2.6!	No	-53.2!	2.2!	-2.7!	No	-55.0!
In schools eligible for Title I TAS and provide Title I TAS program	12.6!	13.6!	10.4!	0.9!	No	7.2!	15.8!	3.2!	No	25.3!
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.3!	0.0	1.1!	-0.3!	No	-100!	0.0	-0.3!	No	-100.0
In schools eligible for Title I SWP but provide no Title I program	20.5!	22.0!	16.8!	1.5!	No	7.4!	17.9!	-2.5!	No	-12.3!
In schools eligible for Title I SWP and provide Title I SWP	8.4!	9.9!	4.9!	1.4!	No	17.1!	13.0!	4.6!	No	54.1!
In schools eligible for either Title I TAS or SWP	20.6!	16.7!	30.1!	-3.9!	No	-19.0!	15.8!	-4.8!	No	-23.3!
Missing Title I programs information	32.8	35.7	25.6!	2.9!	No	8.9!	35.3	2.5	No	7.8

Table E-3 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	8.0!	6.3!	12.2!	-1.7!	No	-21.3!	6.2!	-1.8!	No	-22.6!
Grade 8	17.6!	18.9!	14.6!	1.3!	No	7.2!	19.4!	1.8!	No	10.0!
Grade 9	12.4!	14.3!	7.8!	1.9!	No	15.4!	16.8!	4.4!	No	35.4!
Grade 10	24.1	25.8!	20.1!	1.7!	No	6.9!	22.4!	-1.7!	No	-7.2!
Grade 11	12.0!	9.8!	17.3!	-2.2!	No	-18.4!	8.6!	-3.4!	No	-28.1!
Grade 12 or ungraded	25.0	24.4	26.2!	-0.5!	No	-2.1!	25.9	1.0	No	3.9
Other qualifying grade, not eligible, or missing grade	0.9!	0.5!	1.9!	-0.4!	No	-44.9!	0.7!	-0.2!	No	-26.7!
Male	56.5	52.4	66.5	-4.1	No	-7.3	57.5	1.0	No	1.7
Female	41.4	44.6	33.5	3.2	No	7.8	40.5	-0.9	No	-2.1
Missing	2.1!	3.0!	0.0	0.9!	No	41.2!	2.0!	-0.1!	No	-5.4!
White, not Hispanic or Latino	75.4	74.8	76.9	-0.6	No	-0.8	73.3	-2.1	No	-2.8
Black, not Hispanic or Latino	10.3!	10.0!	10.9!	-0.3!	No	-2.6!	10.4!	0.1!	No	0.7!
Multi/other races	1.4!	2.0!	0.0	0.6!	No	41.2!	1.5!	0.1!	No	5.8!
Hispanic or Latino	5.7!	5.9!	5.4!	0.1!	No	2.4!	5.2!	-0.5!	No	-8.6!
Missing	7.1!	7.3!	6.7!	0.2!	No	2.2!	9.6!	2.4!	No	34.1!
0 suspensions <sup>9</sup>	90.3	90.9	88.9	0.6	No	0.6	91.5	1.2	No	1.3
1 suspension	0.9!	1.2!	0.0	0.4!	No	41.2!	1.0!	0.1!	No	11.0!
2 or more suspensions	0.4!	0.5!	0.0	0.2!	No	41.2!	0.5!	0.1!	No	17.6!
Missing	8.4!	7.3!	11.1!	-1.1!	No	-13.1!	7.1!	-1.4!	No	-16.3!
Not classified as limited English proficient	87.2	87.6	86.3	0.4	No	0.4	88.6	1.4	No	1.6
Limited English proficient	4.7!	3.8!	7.1!	-1.0!	No	-20.8!	4.7!	-0.1!	No	-1.8!
Missing	8.1!	8.7!	6.6!	0.6!	No	7.4!	6.8!	-1.3!	No	-15.9!

Table E-3 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non- respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	53.6	48.4	66.1	-5.2	No	-9.6	47.0	-6.5	No	-12.2
Eligible for free lunch	29.7	33.4	20.6!	3.7!	No	12.5!	35.5	5.8	No	19.6
Eligible for reduced-price lunch	1.6!	2.3!	0.0	0.7!	No	41.2!	3.4!	1.8!	No	113.1!
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	3.2!	2.6!	4.4!	-0.5!	No	-16.4!	2.3!	-0.9!	No	-28.5!
Missing	12.0!	13.2!	8.8!	1.3!	No	10.7!	11.8!	-0.2!	No	-1.8!

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.



**Table E-4. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: emotional disturbance**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	19.7	19.3	20.0	-0.3	No	-1.6	18.6	-1.0	No	-5.2
In medium districts <sup>6</sup>	17.1	18.2	15.8	1.1	No	6.6	18.0	0.9	No	5.4
In large districts <sup>6</sup>	63.3	62.4	64.2	-0.8	No	-1.3	63.4	0.1	No	0.2
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	22.3	19.4	25.6	-2.8	Yes	-12.7	20.9	-1.3	No	-6.0
In Midwest districts	33.2	34.8	31.4	1.6	No	4.7	35.0	1.8	No	5.4
In South districts	31.4	32.8	29.8	1.4	No	4.4	30.9	-0.5	No	-1.6
In West districts	13.1	13.0	13.3	-0.1	No	-1.0	13.1	#	No	0.3
In districts with less than 10% of students with an IEP	7.8	9.2	6.1	1.5	Yes	18.7	9.0	1.2	No	15.7
In districts with at least 10% and less than 13% of students with an IEP	26.9	25.7	28.4	-1.3	No	-4.7	24.5	-2.5	Yes	-9.2
In districts with at least 13% and less than 16% of students with an IEP	32.2	31.4	33.0	-0.8	No	-2.3	32.8	0.7	No	2.1
In districts with at least 16% of students with an IEP	30.6	31.3	29.7	0.7	No	2.4	31.6	1.0	No	3.3
Missing number of students with an IEP	2.6!	2.4!	2.8!	-0.2!	No	-5.9!	2.2!	-0.4!	No	-15.8!
<b>School characteristics</b>										
Attending a charter school	1.9	2.3	1.4!	0.4!	No	22.4!	2.2	0.3	No	18.3
Not attending a charter school	78.3	83.0	72.7	4.7	Yes	6.0	77.9	-0.3	No	-0.4
Missing or non-applicable charter school information	19.9	14.7	25.9	-5.1	Yes	-25.9	19.8	#	No	#
In regular schools	76.7	83.2	68.9	6.6	Yes	8.6	77.4	0.7	No	0.9
In special education schools	4.4	3.8	5.1	-0.6	No	-13.8	3.8	-0.7	No	-15.4
In vocational education schools	0.4!	0.2!	0.6!	-0.2!	No	-50.0!	0.2!	-0.1!	No	-37.2!
In an alternative school or other	3.4	3.3	3.6	-0.1	No	-4.1	3.4	#	No	0.9
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
Missing school type	15.1	9.5	21.7	-5.6	Yes	-37.3	15.2	0.1	No	0.7

Table E-4 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 200 age-eligible students	10.1	9.5	10.8	-0.6	No	-5.9	8.9	-1.2	No	-11.9
In schools with 201 to 650 age-eligible students	23.1	25.8	20.0	2.7	Yes	11.5	23.8	0.7	No	2.9
In schools with 651 to 1,000 age-eligible students	14.0	15.2	12.5	1.2	No	8.9	14.3	0.3	No	1.9
In schools with 1,001 to 1,750 age-eligible students	20.0	22.5	17.1	2.5	Yes	12.4	20.7	0.7	No	3.3
In schools with 1,751 to 2,500 age-eligible students	12.8	13.7	11.7	0.9	No	7.4	12.9	0.2	No	1.4
In schools with more than 2,500 age-eligible students	3.6	3.2	4.0	-0.4	No	-10.6	3.1	-0.5	No	-12.8
Missing number of age-eligible students	16.4	10.1	23.9	-6.3	Yes	-38.6	16.3	-0.1	No	-0.8
In schools in city areas <sup>6</sup>	31.5	30.4	32.8	-1.1	No	-3.6	30.7	-0.8	No	-2.5
In schools in suburb areas <sup>6</sup>	33.7	32.1	35.6	-1.6	No	-4.8	34.1	0.4	No	1.0
In schools in town areas <sup>6</sup>	11.4	12.1	10.5	0.7	No	6.1	11.0	-0.4	No	-3.1
In schools in rural areas <sup>6</sup>	23.4	25.5	21.0	2.1	Yes	8.8	24.2	0.8	No	3.3
In schools with less than 25% White, not Hispanic or Latino students	20.2	22.7	17.3	2.5	Yes	12.2	20.4	0.2	No	0.8
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	19.9	20.1	19.7	0.2	No	1.1	19.3	-0.7	No	-3.4
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	17.3	18.8	15.7	1.4	No	8.2	18.2	0.9	No	5.1
In schools with at least 80% White, not Hispanic or Latino students	26.1	28.3	23.4	2.3	No	8.6	25.9	-0.2	No	-0.9
Missing number of White, not Hispanic or Latino students	16.4	10.1	23.9	-6.3	Yes	-38.6	16.3	-0.1	No	-0.8
In schools with less than 2% Black, not Hispanic or Latino students	20.0	21.9	17.7	1.9	No	9.6	19.7	-0.2	No	-1.2
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	18.9	20.6	16.9	1.7	No	8.9	19.4	0.5	No	2.5
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	19.9	21.1	18.5	1.2	No	6.0	20.0	0.1	No	0.3
In schools with at least 25% Black, not Hispanic or Latino students	24.8	26.4	23.0	1.6	No	6.3	24.6	-0.2	No	-0.7
Missing number of Black, not Hispanic or Latino students	16.4	10.1	23.9	-6.3	Yes	-38.6	16.3	-0.1	No	-0.8

Table E-4 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	22.1	25.6	18.0	3.5	Yes	15.7	22.3	0.2	No	0.7
In schools with at least 3% and less than 10% Hispanic or Latino students	23.9	25.1	22.4	1.2	No	5.2	23.9	0.1	No	0.2
In schools with at least 10% and less than 30% Hispanic or Latino students	21.8	21.8	21.8	#	No	#	21.9	0.1	No	0.5
In schools with at least 30% Hispanic or Latino students	15.8	17.4	13.9	1.6	No	10.4	15.6	-0.2	No	-1.3
Missing number of Hispanic or Latino students	16.4	10.1	23.9	-6.3	Yes	-38.6	16.3	-0.1	No	-0.8
In schools with less than 25% of students eligible for free or reduced-price lunch program	18.6	18.4	18.9	-0.2	No	-1.2	18.8	0.2	No	1.1
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	17.8	20.0	15.3	2.2	Yes	12.1	18.4	0.6	No	3.3
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	25.2	27.6	22.4	2.4	Yes	9.5	24.4	-0.8	No	-3.2
In schools with at least 65% students eligible for free or reduced-price lunch program	21.9	23.9	19.5	2.0	No	9.3	22.0	0.1	No	0.6
Missing number of students eligible for free or reduced-price lunch program	16.4	10.1	23.9	-6.3	Yes	-38.6	16.3	-0.1	No	-0.8
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	11.1	11.6	10.5	0.5	No	4.5	10.9	-0.2	No	-2.2
In schools eligible for Title I TAS and provide Title I TAS program	7.0	7.9	6.0	0.9	No	12.5	7.9	0.8	No	11.8
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.5!	0.7!	0.2!	0.2!	No	47.4!	0.8!	0.3!	Yes	62.2!
In schools eligible for Title I SWP but provide no Title I program	13.1	13.4	12.6	0.4	No	2.9	11.7	-1.3	No	-10.2
In schools eligible for Title I SWP and provide Title I SWP	20.4	22.8	17.6	2.4	Yes	11.7	20.7	0.3	No	1.2
In schools eligible for either Title I TAS or SWP	23.7	25.4	21.9	1.6	No	6.8	24.4	0.6	No	2.6
Missing Title I programs information	24.2	18.2	31.2	-6.0	Yes	-24.8	23.7	-0.4	No	-1.7

Table E-4 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	13.2	14.2	11.9	1.1	No	8.0	13.4	0.2	No	1.8
Grade 8	15.6	17.0	14.0	1.4	No	8.7	15.3	-0.3	No	-2.0
Grade 9	19.5	20.2	18.7	0.7	No	3.4	19.5	#	No	#
Grade 10	18.8	19.0	18.6	0.2	No	1.0	19.4	0.5	No	2.9
Grade 11	16.3	15.7	17.0	-0.6	No	-3.9	16.9	0.6	No	3.5
Grade 12 or ungraded	15.8	13.8	18.1	-2.0	Yes	-12.7	15.3	-0.4	No	-2.8
Other qualifying grade, not eligible, or missing grade	0.8!	0.2!	1.6!	-0.6!	No	-75.2!	0.2!	-0.6!	No	-72.1!
Male	75.5	75.5	75.5	#	No	#	76.1	0.6	No	0.8
Female	23.4	23.7	23.0	0.4	No	1.5	23.3	-0.1	No	-0.4
Missing	1.1!	0.7!	1.6!	-0.4!	No	-34.2!	0.6!	-0.5!	No	-48.8!
White, not Hispanic or Latino	61.0	60.6	61.3	-0.3	No	-0.5	61.3	0.4	No	0.6
Black, not Hispanic or Latino	27.2	27.8	26.4	0.6	No	2.3	27.5	0.3	No	1.1
Multi/other races	2.6	2.8	2.4	0.2	No	7.1	3.0	0.4	No	16.5
Hispanic or Latino	5.9	6.5	5.3	0.6	No	10.0	6.1	0.2	No	2.6
Missing	3.4	2.3!	4.6!	-1.1!	No	-32.2!	2.1!	-1.2!	No	-36.7!
0 suspensions <sup>9</sup>	57.0	58.0	55.9	1.0	No	1.7	57.6	0.6	No	1.0
1 suspension	8.3	8.0	8.5	-0.2	No	-2.9	8.5	0.2	No	2.6
2 or more suspensions	15.6	15.3	16.0	-0.3	No	-2.0	15.8	0.2	No	1.3
Missing	19.1	18.7	19.6	-0.4	No	-2.1	18.1	-1.0	No	-5.3
Not classified as limited English proficient	81.3	82.8	79.7	1.4	No	1.8	83.2	1.8	No	2.3
Limited English proficient	4.4	4.2	4.6!	-0.2!	No	-4.0!	4.0	-0.3	No	-7.9
Missing	14.3	13.0	15.8	-1.3	No	-8.8	12.8	-1.5	No	-10.5

Table E-4 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	29.9	27.0	33.2	-2.8	Yes	-9.5	30.6	0.7	No	2.4
Eligible for free lunch	33.5	36.4	30.1	2.9	Yes	8.6	34.0	0.6	No	1.7
Eligible for reduced-price lunch	4.3	4.9	3.5	0.6	No	15.1	4.5	0.2	No	5.7
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	9.9	10.4	9.4	0.4	No	4.2	9.8	-0.1	No	-1.4
Missing	22.4	21.3	23.7	-1.1	No	-4.9	21.0	-1.4	No	-6.2

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-5. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: hearing impairment**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	16.8	14.9	19.8	-1.9	No	-11.4	16.3	-0.5	No	-3.0
In medium districts <sup>6</sup>	15.0	15.3	14.6	0.3	No	1.7	16.4	1.4	No	9.0
In large districts <sup>6</sup>	61.4	63.4	58.3	2.0	No	3.3	60.7	-0.7	No	-1.1
In special schools <sup>6</sup>	6.7	6.4	7.2!	-0.3!	No	-4.8!	6.6	-0.2	No	-2.4
In Northeast districts	14.8	14.5	15.3	-0.3	No	-2.0	15.9	1.1	No	7.2
In Midwest districts	26.8	28.9	23.6	2.1	No	7.9	27.6	0.8	No	2.9
In South districts	35.3	32.9	39.0	-2.4	No	-6.9	34.9	-0.4	No	-1.2
In West districts	23.1	23.7	22.1	0.6	No	2.7	21.6	-1.4	No	-6.2
In districts with less than 10% of students with an IEP	16.8	16.0	18.0!	-0.8!	No	-4.7!	15.3	-1.4	No	-8.6
In districts with at least 10% and less than 13% of students with an IEP	31.9	31.7	32.2	-0.2	No	-0.6	31.1	-0.7	No	-2.3
In districts with at least 13% and less than 16% of students with an IEP	21.5	21.0	22.1	-0.4	No	-1.9	22.1	0.6	No	2.9
In districts with at least 16% of students with an IEP	24.8	26.1	22.8	1.3	No	5.2	25.6	0.8	No	3.2
Missing number of students with an IEP	5.1!	5.2!	5.0!	0.1!	No	1.5!	5.8!	0.8!	No	15.1!
<b>School characteristics</b>										
Attending a charter school	1.3!	1.5!	0.9!	0.2!	No	19.0!	1.2!	-0.1!	No	-6.6!
Not attending a charter school	84.2	86.2	81.0	2.0	No	2.4	85.6	1.4	No	1.6
Missing or non-applicable charter school information	14.6	12.3	18.1	-2.3	No	-15.6	13.3	-1.3	No	-8.9
In regular schools	84.6	86.1	82.3	1.5	No	1.8	86.2	1.6	No	1.9
In special education schools	6.9	6.1	8.2	-0.8	No	-12.1	6.2	-0.7	No	-10.6
In vocational education schools	1.1!	1.8!	0.0	0.7!	No	64.7!	1.5!	0.4!	No	36.9!
In an alternative school or other	1.4!	1.4!	1.5!	#	No	-1.0!	1.3!	-0.1!	No	-9.5!
In schools with a reportable program <sup>7</sup>	0.2!	0.3!	0.0	0.1!	No	64.7!	0.3!	0.1!	No	44.4!
Missing school type	5.8	4.3	8.0	-1.5	Yes	-25.4	4.6	-1.2	No	-20.7

Table E-5 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 200 age-eligible students	8.0	7.6	8.7	-0.4	No	-5.3	8.4	0.4	No	4.8
In schools with 201 to 650 age-eligible students	28.0	26.1	31.1	-2.0	No	-7.0	28.3	0.3	No	1.0
In schools with 651 to 1,000 age-eligible students	15.9	16.0	15.8	0.1	No	0.3	16.4	0.5	No	3.0
In schools with 1,001 to 1,750 age-eligible students	18.5	19.8	16.4	1.3	No	7.2	19.5	1.0	No	5.4
In schools with 1,751 to 2,500 age-eligible students	18.0	19.6	15.5	1.6	No	9.0	16.8	-1.1	No	-6.3
In schools with more than 2,500 age-eligible students	4.4	4.9!	3.5!	0.5!	No	12.2!	4.2!	-0.2!	No	-3.7!
Missing number of age-eligible students	7.2	6.1	9.0	-1.1	No	-15.6	6.4	-0.8	No	-11.5
In schools in city areas <sup>8</sup>	37.6	41.6	31.4	4.0	Yes	10.6	38.3	0.7	No	1.8
In schools in suburb areas <sup>8</sup>	31.1	28.3	35.5	-2.8	No	-9.2	30.7	-0.4	No	-1.3
In schools in town areas <sup>8</sup>	11.4	11.0	12.0	-0.4	No	-3.6	11.6	0.2	No	1.9
In schools in rural areas <sup>8</sup>	19.9	19.2	21.0	-0.7	No	-3.6	19.4	-0.5	No	-2.4
In schools with less than 25% White, not Hispanic or Latino students	23.2	26.5	18.2	3.3	Yes	14.0	24.0	0.8	No	3.6
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	26.9	25.8	28.5	-1.1	No	-3.9	26.6	-0.2	No	-0.8
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	18.7	17.3	20.9	-1.4	No	-7.6	18.7	#	No	#
In schools with at least 80% White, not Hispanic or Latino students	24.0	24.3	23.4	0.4	No	1.5	24.2	0.2	No	0.9
Missing number of White, not Hispanic or Latino students	7.2	6.1	9.0	-1.1	No	-15.6	6.4	-0.8	No	-11.5
In schools with less than 2% Black, not Hispanic or Latino students	20.1	21.3	18.1	1.3	No	6.3	20.2	0.2	No	0.8
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	26.5	27.1	25.5	0.7	No	2.5	25.9	-0.6	No	-2.2
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	25.7	25.0	26.8	-0.7	No	-2.6	24.9	-0.8	No	-3.1
In schools with at least 25% Black, not Hispanic or Latino students	20.5	20.4	20.6	-0.1	No	-0.5	22.6	2.1	No	10.1
Missing number of Black, not Hispanic or Latino students	7.2	6.1	9.0	-1.1	No	-15.6	6.4	-0.8	No	-11.5

Table E-5 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	21.6	22.0	20.9	0.4	No	1.9	22.1	0.5	No	2.2
In schools with at least 3% and less than 10% Hispanic or Latino students	20.6	19.6	22.2	-1.0	No	-4.9	20.9	0.3	No	1.4
In schools with at least 10% and less than 30% Hispanic or Latino students	23.1	21.1	26.3	-2.0	No	-8.9	24.1	1.0	No	4.2
In schools with at least 30% Hispanic or Latino students	27.5	31.3	21.6	3.8	Yes	13.7	26.6	-0.9	No	-3.3
Missing number of Hispanic or Latino students	7.2	6.1	9.0	-1.1	No	-15.6	6.4	-0.8	No	-11.5
In schools with less than 25% of students eligible for free or reduced-price lunch program	19.3	21.2	16.4	1.9	No	9.8	19.8	0.5	No	2.7
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	19.8	18.4	21.8	-1.3	No	-6.8	18.8	-0.9	No	-4.7
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	30.0	30.3	29.5	0.3	No	1.0	31.4	1.4	No	4.6
In schools with at least 65% students eligible for free or reduced-price lunch program	23.5	23.8	23.0	0.3	No	1.3	23.3	-0.1	No	-0.6
Missing number of students eligible for free or reduced-price lunch program	7.5	6.3	9.3	-1.2	No	-15.6	6.7	-0.9	No	-11.3
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	13.5	11.3	16.8	-2.1	No	-15.9	13.0	-0.5	No	-3.9
In schools eligible for Title I TAS and provide Title I TAS program	7.8	9.6	5.2!	1.7!	Yes	22.0!	8.5	0.6	No	7.9
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.3!	0.4!	0.2!	0.1!	No	18.2!	0.4!	0.1!	No	38.8!
In schools eligible for Title I SWP but provide no Title I program	14.6	14.9	14.2	0.3	No	1.8	14.7	0.1	No	0.6
In schools eligible for Title I SWP and provide Title I SWP	28.3	30.5	24.9	2.2	No	7.8	28.5	0.3	No	1.0
In schools eligible for either Title I TAS or SWP	21.1	20.7	21.7	-0.4	No	-1.9	21.2	0.1	No	0.5
Missing Title I programs information	14.4	12.7	17.0	-1.7	No	-11.8	13.7	-0.7	No	-4.8



Table E-5 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.2	15.0	18.1	-1.2	No	-7.5	16.3	0.1	No	0.8
Grade 8	16.2	15.9	16.8	-0.4	No	-2.2	18.0	1.7	No	10.6
Grade 9	15.5	14.5	17.1	-1.0	No	-6.8	14.6	-0.9	No	-6.0
Grade 10	17.3	18.2	15.7	1.0	No	5.8	17.9	0.7	No	4.0
Grade 11	16.8	18.5	14.0	1.8	No	10.7	17.5	0.7	No	4.3
Grade 12 or ungraded	17.1	17.3	16.9	0.1	No	0.7	15.1	-2.0	Yes	-11.8
Other qualifying grade, not eligible, or missing grade	0.9!	0.6!	1.3!	-0.3!	No	-30.6!	0.6!	-0.3!	No	-35.2!
Male	53.0	51.9	54.7	-1.1	No	-2.0	53.3	0.2	No	0.5
Female	46.1	47.4	44.1	1.3	No	2.8	45.9	-0.1	No	-0.3
Missing	0.9!	0.7!	1.2!	-0.2!	No	-21.4!	0.8!	-0.1!	No	-12.3!
White, not Hispanic or Latino	67.0	67.4	66.4	0.4	No	0.6	67.6	0.6	No	0.9
Black, not Hispanic or Latino	15.1	13.5	17.6	-1.6	No	-10.5	15.2	#	No	0.3
Multi/other races	3.1	3.0!	3.4!	-0.2!	No	-5.5!	2.6!	-0.5!	No	-15.9!
Hispanic or Latino	9.4	10.7	7.4	1.3	No	14.0	9.7	0.3	No	2.7
Missing	5.4	5.4	5.3	#	No	0.8	5.0	-0.4	No	-7.9
0 suspensions <sup>9</sup>	73.7	75.7	70.7	2.0	No	2.7	75.4	1.7	No	2.3
1 suspension	3.6	3.5	3.8	-0.1	No	-2.9	3.4	-0.3	No	-7.4
2 or more suspensions	2.9	3.0	2.5!	0.2!	No	6.9!	2.8	#	No	-1.3
Missing	19.8	17.7	23.0	-2.1	No	-10.5	18.4	-1.4	No	-7.0
Not classified as limited English proficient	73.5	74.8	71.5	1.3	No	1.8	74.2	0.7	No	1.0
Limited English proficient	11.2	13.1	8.4	1.8	Yes	16.3	11.9	0.7	No	6.3
Missing	15.3	12.1	20.1	-3.1	Yes	-20.5	13.8	-1.4	No	-9.4

Table E-5 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	32.8	31.6	34.7	-1.3	No	-3.8	31.6	-1.2	No	-3.6
Eligible for free lunch	31.8	33.5	29.1	1.7	No	5.4	32.4	0.6	No	2.0
Eligible for reduced-price lunch	6.8	8.0	5.0	1.2	No	17.1	8.0	1.2	No	18.1
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	7.7	7.8	7.6	0.1	No	1.3	7.6	-0.2	No	-2.2
Missing	20.9	19.1	23.6	-1.7	No	-8.4	20.4	-0.5	No	-2.4

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-6. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: intellectual disability**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight <sup>1</sup> )						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	19.6	21.5	16.2	1.9	Yes	9.7	19.9	0.3	No	1.3
In medium districts <sup>6</sup>	14.1	12.7	16.7	-1.4	Yes	-10.2	14.1	#	No	0.1
In large districts <sup>6</sup>	66.2	65.8	67.1	-0.5	No	-0.7	66.0	-0.3	No	-0.4
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	11.7	11.2	12.8	-0.6	No	-5.0	12.4	0.6	No	5.3
In Midwest districts	30.2	31.8	27.2	1.6	No	5.4	30.3	0.1	No	0.4
In South districts	44.5	42.1	48.8	-2.4	Yes	-5.3	43.5	-1.0	No	-2.3
In West districts	13.6	14.9	11.3	1.3	Yes	9.6	13.9	0.3	No	1.8
In districts with less than 10% of students with an IEP	9.6	10.7	7.5	1.1	Yes	11.8	10.2	0.6	No	6.1
In districts with at least 10% and less than 13% of students with an IEP	32.4	33.1	31.2	0.7	No	2.1	33.3	0.9	No	2.7
In districts with at least 13% and less than 16% of students with an IEP	26.8	24.9	30.3	-1.9	Yes	-7.2	24.9	-1.9	Yes	-7.1
In districts with at least 16% of students with an IEP	28.0	28.9	26.5	0.8	No	3.0	29.1	1.1	No	4.0
Missing number of students with an IEP	3.2!	2.5!	4.5!	-0.7!	No	-22.6!	2.5!	-0.7!	No	-21.3!
<b>School characteristics</b>										
Attending a charter school	1.5	1.5	1.4!	#	No	2.9!	1.5!	#	No	1.8!
Not attending a charter school	84.9	86.0	83.0	1.0	No	1.2	84.7	-0.2	No	-0.2
Missing or non-applicable charter school information	13.6	12.5	15.6	-1.1	No	-8.0	13.8	0.2	No	1.2
In regular schools	85.9	86.8	84.2	0.9	No	1.1	86.1	0.2	No	0.2
In special education schools	5.3	5.9!	4.4	0.5!	No	9.7!	5.5!	0.1!	No	2.7!
In vocational education schools	0.8!	0.7!	1.1!	-0.1!	No	-17.4!	1.0!	0.2!	No	21.0!
In an alternative school or other	1.6	1.3!	2.3	-0.4!	No	-22.2!	1.1!	-0.5!	Yes	-29.4!
In schools with a reportable program <sup>7</sup>	0.6!	1.0!	0.0	0.4!	No	55.3!	0.9!	0.3!	No	42.1!
Missing school type	5.7	4.4	8.0	-1.3	Yes	-22.7	5.4	-0.3	No	-5.5

Table E-6 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 200 age-eligible students	8.9	9.3	8.2	0.4	No	4.5	9.1	0.2	No	1.8
In schools with 201 to 650 age-eligible students	29.4	30.0	28.2	0.6	No	2.1	29.3	-0.1	No	-0.2
In schools with 651 to 1,000 age-eligible students	16.7	16.8	16.4	0.1	No	0.8	16.9	0.3	No	1.5
In schools with 1,001 to 1,750 age-eligible students	20.0	19.8	20.4	-0.2	No	-1.1	19.5	-0.5	No	-2.5
In schools with 1,751 to 2,500 age-eligible students	14.5	15.5	12.6	1.0	No	7.1	15.0	0.5	No	3.7
In schools with more than 2,500 age-eligible students	4.5	3.9	5.4	-0.5	No	-12.3	4.4	#	No	-0.5
Missing number of age-eligible students	6.1	4.7	8.6	-1.4	Yes	-23.0	5.7	-0.4	No	-6.0
In schools in city areas <sup>8</sup>	31.1	30.0	33.0	-1.1	No	-3.4	30.7	-0.3	No	-1.1
In schools in suburb areas <sup>8</sup>	27.5	28.2	26.2	0.7	No	2.6	28.0	0.6	No	2.0
In schools in town areas <sup>8</sup>	14.2	14.7	13.2	0.5	No	3.6	14.2	#	No	-0.1
In schools in rural areas <sup>8</sup>	27.3	27.1	27.6	-0.2	No	-0.6	27.1	-0.2	No	-0.7
In schools with less than 25% White, not Hispanic or Latino students	27.0	27.6	25.8	0.6	No	2.3	27.9	0.9	No	3.4
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	23.6	22.9	24.9	-0.7	No	-2.9	23.0	-0.6	No	-2.4
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	16.9	18.3	14.4	1.4	No	8.3	17.8	1.0	No	5.7
In schools with at least 80% White, not Hispanic or Latino students	26.4	26.5	26.3	0.1	No	0.3	25.5	-0.9	No	-3.6
Missing number of White, not Hispanic or Latino students	6.1	4.7	8.6	-1.4	Yes	-23.0	5.7	-0.4	No	-6.0
In schools with less than 2% Black, not Hispanic or Latino students	22.4	24.7	18.3	2.3	Yes	10.2	22.9	0.5	No	2.0
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	16.9	16.8	17.1	-0.1	No	-0.6	16.1	-0.8	No	-4.6
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	22.7	23.0	22.0	0.4	No	1.6	23.0	0.4	No	1.6
In schools with at least 25% Black, not Hispanic or Latino students	31.9	30.8	34.0	-1.1	No	-3.5	32.3	0.3	No	1.0
Missing number of Black, not Hispanic or Latino students	6.1	4.7	8.6	-1.4	Yes	-23.0	5.7	-0.4	No	-6.0

Table E-6 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	29.6	29.8	29.3	0.2	No	0.5	29.7	0.1	No	0.5
In schools with at least 3% and less than 10% Hispanic or Latino students	23.4	23.5	23.1	0.2	No	0.7	23.2	-0.2	No	-0.7
In schools with at least 10% and less than 30% Hispanic or Latino students	20.8	20.6	21.0	-0.1	No	-0.7	21.5	0.7	No	3.3
In schools with at least 30% Hispanic or Latino students	20.1	21.4	17.9	1.2	No	6.1	19.8	-0.3	No	-1.6
Missing number of Hispanic or Latino students	6.1	4.7	8.6	-1.4	Yes	-23.0	5.7	-0.4	No	-6.0
In schools with less than 25% of students eligible for free or reduced-price lunch program	14.4	14.9	13.4	0.5	No	3.8	14.2	-0.2	No	-1.4
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	16.7	15.8	18.4	-0.9	No	-5.4	16.2	-0.5	No	-3.0
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	31.8	33.4	29.0	1.6	No	4.9	32.3	0.4	No	1.3
In schools with at least 65% students eligible for free or reduced-price lunch program	30.9	31.1	30.6	0.2	No	0.7	31.6	0.7	No	2.1
Missing number of students eligible for free or reduced-price lunch program	6.1	4.7	8.6	-1.4	Yes	-23.0	5.7	-0.4	No	-6.0
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	7.7	7.7	7.7	#	No	-0.1	7.7	#	No	0.1
In schools eligible for Title I TAS and provide Title I TAS program	6.2	5.9	6.6	-0.2	No	-3.9	6.0	-0.1	No	-2.4
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.5!	0.6!	0.2!	0.2!	No	33.1!	0.6!	0.2!	No	36.2!
In schools eligible for Title I SWP but provide no Title I program	20.4	20.3	20.6	-0.1	No	-0.6	20.3	-0.1	No	-0.5
In schools eligible for Title I SWP and provide Title I SWP	29.3	30.8	26.5	1.5	No	5.2	30.3	1.1	No	3.6
In schools eligible for either Title I TAS or SWP	22.2	21.5	23.4	-0.7	No	-3.0	20.8	-1.4	Yes	-6.3
Missing Title I programs information	13.8	13.2	14.9	-0.6	No	-4.5	14.2	0.4	No	3.1

Table E-6 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	13.3	14.0	12.1	0.7	No	5.3	13.6	0.3	No	2.3
Grade 8	13.2	14.2	11.5	1.0	No	7.4	13.6	0.4	No	2.7
Grade 9	14.9	14.4	15.9	-0.5	No	-3.6	14.7	-0.2	No	-1.2
Grade 10	15.2	14.3	16.8	-0.9	No	-5.8	14.6	-0.6	No	-3.8
Grade 11	15.0	14.2	16.5	-0.8	No	-5.4	15.1	0.1	No	0.5
Grade 12 or ungraded	25.6	25.8	25.3	0.2	No	0.8	25.8	0.1	No	0.6
Other qualifying grade, not eligible, or missing grade	2.7!	3.1!	2.1!	0.3!	No	12.6!	2.6!	-0.1!	No	-3.9!
Male	57.3	59.1	54.2	1.7	No	3.0	57.8	0.4	No	0.8
Female	40.7	39.5	43.1	-1.3	No	-3.2	40.8	0.1	No	0.1
Missing	1.9!	1.5!	2.7!	-0.5!	No	-23.7!	1.4!	-0.5!	No	-26.1!
White, not Hispanic or Latino	57.6	60.1	53.0	2.5	Yes	4.4	58.1	0.5	No	1.0
Black, not Hispanic or Latino	28.4	25.6	33.3	-2.7	Yes	-9.6	28.2	-0.1	No	-0.5
Multi/other races	1.8	1.9	1.6!	0.1!	No	7.3!	1.9	#	No	2.5
Hispanic or Latino	8.6	8.5	8.9	-0.1	No	-1.7	8.2	-0.4	No	-5.0
Missing	3.6	3.9	3.2!	0.2!	No	6.1!	3.6	#	No	-0.7
0 suspensions <sup>9</sup>	70.6	71.9	68.1	1.3	No	1.9	70.2	-0.4	No	-0.5
1 suspension	4.6	4.0	5.8	-0.6	No	-13.9	4.1	-0.5	No	-11.7
2 or more suspensions	5.6	5.2	6.3	-0.4	No	-7.0	5.9	0.3	No	5.4
Missing	19.2	18.9	19.7	-0.3	No	-1.6	19.8	0.6	No	3.1
Not classified as limited English proficient	78.5	78.5	78.7	-0.1	No	-0.1	78.3	-0.2	No	-0.3
Limited English proficient	6.7	7.3	5.6	0.6	No	9.2	6.5	-0.2	No	-2.7
Missing	14.8	14.2	15.7	-0.5	No	-3.6	15.2	0.4	No	2.6

Table E-6 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	22.5	22.5	22.5	#	No	#	22.2	-0.3	No	-1.5
Eligible for free lunch	40.5	40.8	39.8	0.3	No	0.9	40.7	0.2	No	0.6
Eligible for reduced-price lunch	4.3	4.2	4.5	-0.1	No	-2.2	4.1	-0.2	No	-4.7
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	12.2	12.6	11.4	0.4	No	3.6	12.7	0.6	No	4.6
Missing	20.5	19.8	21.8	-0.7	No	-3.3	20.3	-0.3	No	-1.3

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-7. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: multiple disabilities**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight <sup>2</sup> )						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	26.6	26.6	26.7	#	No	-0.1	27.9	1.3	No	4.9
In medium districts <sup>6</sup>	23.4	22.8	24.5	-0.7	No	-2.9	24.4	1.0	No	4.1
In large districts <sup>6</sup>	49.5	50.2	48.3	0.7	No	1.5	47.3	-2.2	No	-4.4
In special schools <sup>6</sup>	0.5	0.4	0.5!	#	No	-8.0!	0.3!	-0.1!	No	-22.5!
In Northeast districts	55.0	53.8	57.1	-1.3	No	-2.3	54.2	-0.8	No	-1.5
In Midwest districts	18.6	18.6	18.7	#	No	-0.1	18.2	-0.4	No	-2.1
In South districts	12.8	13.4	11.9	0.6	No	4.5	14.2	1.3	No	10.3
In West districts	13.5	14.2	12.3	0.7	No	5.3	13.4	-0.1	No	-0.8
In districts with less than 10% of students with an IEP	7.9!	9.2!	5.6!	1.4!	No	17.7!	9.3!	1.4!	Yes	17.9!
In districts with at least 10% and less than 13% of students with an IEP	16.9	16.4	17.8	-0.5	No	-3.1	16.8	-0.2	No	-1.0
In districts with at least 13% and less than 16% of students with an IEP	37.5	35.1	41.4	-2.4	Yes	-6.5	36.6	-0.9	No	-2.4
In districts with at least 16% of students with an IEP	35.5	36.9	33.2	1.4	No	4.0	35.2	-0.4	No	-1.0
Missing number of students with an IEP	2.2!	2.4!	2.0!	0.1!	No	6.8!	2.2!	#	No	1.4!
<b>School characteristics</b>										
Attending a charter school	0.6!	0.6!	0.5!	#	No	8.4!	0.5!	-0.1!	No	-13.2!
Not attending a charter school	74.8	77.7	70.3	2.8	Yes	3.8	75.0	0.2	No	0.3
Missing or non-applicable charter school information	24.6	21.7	29.3	-2.9	Yes	-11.7	24.5	-0.1	No	-0.5
In regular schools	72.7	76.5	66.6	3.8	Yes	5.2	74.3	1.6	No	2.2
In special education schools	9.9	10.5	8.8	0.7	No	6.7	9.9	0.1	No	0.6
In vocational education schools	1.3!	1.1!	1.7!	-0.2!	No	-17.1!	0.9!	-0.4!	No	-33.2!
In an alternative school or other	0.6!	0.6!	0.5!	#	No	4.5!	0.7!	0.1!	No	15.3!
In schools with a reportable program <sup>7</sup>	0.1!	0.0	0.3!	-0.1!	No	-100!	0.0	-0.1!	No	-100.0
Missing school type	15.4	11.3	22.1	-4.1	Yes	-26.6	14.2	-1.2	No	-7.8



Table E-7 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 200 age-eligible students	11.3	11.5	11.0	0.2	No	1.7	10.2	-1.1	No	-9.3
In schools with 201 to 650 age-eligible students	26.4	28.2	23.4	1.8	No	7.0	27.6	1.3	No	4.8
In schools with 651 to 1,000 age-eligible students	11.9	11.4	12.8	-0.5	No	-4.4	11.5	-0.5	No	-3.8
In schools with 1,001 to 1,750 age-eligible students	18.5	19.9	16.4	1.3	No	7.1	19.5	0.9	No	4.9
In schools with 1,751 to 2,500 age-eligible students	11.0	12.1	9.3	1.1	No	9.5	11.0	#	No	-0.4
In schools with more than 2,500 age-eligible students	3.7!	3.8!	3.7!	#	No	1.3!	3.7!	#	No	-1.2!
Missing number of age-eligible students	17.1	13.2	23.5	-3.9	Yes	-23.0	16.5	-0.6	No	-3.4
In schools in city areas <sup>8</sup>	24.7	25.3	23.7	0.6	No	2.5	22.5	-2.1	Yes	-8.6
In schools in suburb areas <sup>8</sup>	40.1	38.2	43.1	-1.8	No	-4.6	39.8	-0.3	No	-0.8
In schools in town areas <sup>8</sup>	9.8	10.0	9.4	0.2	No	2.5	9.2	-0.6	No	-5.9
In schools in rural areas <sup>8</sup>	25.5	26.5	23.9	1.0	No	3.9	28.5	3.0	Yes	11.9
In schools with less than 25% White, not Hispanic or Latino students	16.0	17.1	14.1	1.2	No	7.2	14.9	-1.1	No	-6.9
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	18.5	19.2	17.3	0.7	No	4.0	18.0	-0.4	No	-2.4
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	18.1	20.9	13.7	2.7	Yes	15.0	20.0	1.8	Yes	10.1
In schools with at least 80% White, not Hispanic or Latino students	30.3	29.6	31.4	-0.7	No	-2.2	30.6	0.3	No	1.0
Missing number of White, not Hispanic or Latino students	17.1	13.2	23.5	-3.9	Yes	-23.0	16.5	-0.6	No	-3.4
In schools with less than 2% Black, not Hispanic or Latino students	24.5	24.8	23.9	0.3	No	1.4	25.0	0.5	No	1.9
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	15.4	16.0	14.6	0.5	No	3.4	15.7	0.3	No	1.7
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	21.2	21.3	21.1	0.1	No	0.4	20.7	-0.6	No	-2.7
In schools with at least 25% Black, not Hispanic or Latino students	21.7	24.7	16.9	3.0	Yes	13.6	22.2	0.4	No	2.0
Missing number of Black, not Hispanic or Latino students	17.1	13.2	23.5	-3.9	Yes	-23.0	16.5	-0.6	No	-3.4

Table E-7 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	22.5	23.5	20.8	1.0	No	4.5	23.7	1.3	No	5.6
In schools with at least 3% and less than 10% Hispanic or Latino students	28.7	29.5	27.5	0.8	No	2.8	29.2	0.4	No	1.4
In schools with at least 10% and less than 30% Hispanic or Latino students	15.4	16.4	13.7	1.0	No	6.7	15.0	-0.4	No	-2.6
In schools with at least 30% Hispanic or Latino students	16.3	17.4	14.5	1.1	No	6.8	15.6	-0.7	No	-4.2
Missing number of Hispanic or Latino students	17.1	13.2	23.5	-3.9	Yes	-23.0	16.5	-0.6	No	-3.4
In schools with less than 25% of students eligible for free or reduced-price lunch program	22.4	22.4	22.4	#	No	0.1	23.1	0.7	No	3.0
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	15.8	15.6	16.0	-0.2	No	-1.0	15.4	-0.4	No	-2.6
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	24.9	26.8	21.8	1.9	Yes	7.6	25.3	0.4	No	1.6
In schools with at least 65% students eligible for free or reduced-price lunch program	19.6	21.8	15.9	2.2	Yes	11.4	19.5	#	No	#
Missing number of students eligible for free or reduced-price lunch program	17.4	13.4	23.9	-4.0	Yes	-22.9	16.7	-0.7	No	-3.8
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	14.2	16.8	10.0	2.6	Yes	18.2	15.6	1.3	No	9.3
In schools eligible for Title I TAS and provide Title I TAS program	13.0	14.0	11.4	1.0	No	7.5	12.2	-0.8	No	-6.2
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	#	#	#	#	No	-20.2!	#	#	No	-17.7!
In schools eligible for Title I SWP but provide no Title I program	11.6	11.3	12.2	-0.4	No	-3.2	10.9	-0.8	No	-6.6
In schools eligible for Title I SWP and provide Title I SWP	15.1	16.5	12.7	1.5	Yes	9.7	15.1	#	No	-0.1
In schools eligible for either Title I TAS or SWP	26.7	26.3	27.3	-0.4	No	-1.5	27.6	0.9	No	3.4
Missing Title I programs information	19.3	15.1	26.2	-4.2	Yes	-21.9	18.7	-0.6	No	-3.3

Table E-7 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	11.3	11.8	10.5	0.5	No	4.1	11.1	-0.2	No	-2.1
Grade 8	12.1	12.2	11.9	0.1	No	0.8	12.2	0.1	No	0.8
Grade 9	15.3	16.3	13.6	1.1	No	6.9	15.8	0.5	No	3.3
Grade 10	12.8	12.6	13.2	-0.2	No	-1.8	12.8	#	No	-0.1
Grade 11	14.5	13.9	15.6	-0.7	No	-4.6	14.0	-0.5	No	-3.6
Grade 12 or ungraded	29.1	29.9	27.8	0.8	No	2.8	30.4	1.4	No	4.7
Other qualifying grade, not eligible, or missing grade	4.9	3.4	7.4!	-1.5!	Yes	-30.9!	3.7!	-1.2!	No	-24.4!
Male	61.8	62.4	60.9	0.6	No	0.9	62.1	0.3	No	0.5
Female	37.1	37.3	36.9	0.1	No	0.4	37.6	0.4	No	1.2
Missing	1.0!	0.3!	2.2!	-0.7!	No	-70.0!	0.3!	-0.7!	No	-70.7!
White, not Hispanic or Latino	67.6	66.7	69.0	-0.9	No	-1.3	68.0	0.5	No	0.7
Black, not Hispanic or Latino	19.2	19.7	18.4	0.5	No	2.7	19.3	0.2	No	0.8
Multi/other races	1.4!	1.5!	1.1!	0.1!	No	10.1!	1.6!	0.3!	No	20.4!
Hispanic or Latino	8.9	10.3	6.7	1.3	No	15.1	9.1	0.2	No	2.2
Missing	3.0!	1.8!	4.8!	-1.1!	No	-38.4!	1.9!	-1.1!	No	-37.1!
0 suspensions <sup>9</sup>	74.3	75.6	72.2	1.3	No	1.7	74.9	0.6	No	0.8
1 suspension	1.9	2.0	1.7!	0.1!	No	5.7!	2.8	0.9	No	48.8
2 or more suspensions	2.8	1.9	4.2	-0.9	Yes	-31.5	2.2	-0.6	No	-22.4
Missing	21.0	20.5	21.8	-0.5	No	-2.5	20.1	-0.9	No	-4.2
Not classified as limited English proficient	84.5	85.7	82.6	1.2	No	1.4	85.2	0.7	No	0.8
Limited English proficient	2.3	2.7	1.7!	0.4!	No	15.8!	2.4	0.1	No	5.3
Missing	13.2	11.6	15.7	-1.5	No	-11.7	12.3	-0.8	No	-6.2

Table E-7 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	44.1	42.6	46.6	-1.5	No	-3.4	44.3	0.2	No	0.5
Eligible for free lunch	30.0	32.0	26.7	2.0	No	6.7	30.2	0.3	No	0.9
Eligible for reduced-price lunch	3.6	3.7	3.4	0.1	No	3.6	3.4	-0.2	No	-4.4
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	4.1	4.1!	4.2	#	No	-1.0!	4.2	0.1	No	1.8
Missing	18.2	17.6	19.2	-0.6	No	-3.3	17.8	-0.4	No	-2.2

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-8. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: orthopedic impairment**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	15.8	15.9	15.5	0.1	No	0.8	15.6	-0.1	No	-0.8
In medium districts <sup>6</sup>	16.7!	18.4!	13.2	1.8!	No	10.6!	17.2!	0.6!	No	3.5!
In large districts <sup>6</sup>	67.6	65.7	71.2	-1.9	No	-2.8	67.1	-0.5	No	-0.7
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	13.2!	16.3!	7.1!	3.1!	Yes	23.7!	14.7!	1.5!	Yes	11.7!
In Midwest districts	22.2	20.6	25.3	-1.6	No	-7.2	21.0	-1.2	No	-5.3
In South districts	35.0	31.0	42.6	-3.9	Yes	-11.2	35.4	0.5	No	1.3
In West districts	29.7	32.1	25.0	2.4	No	8.1	28.8	-0.8	No	-2.8
In districts with less than 10% of students with an IEP	14.0	16.9	8.6!	2.8!	Yes	20.2!	15.3	1.2	No	8.8
In districts with at least 10% and less than 13% of students with an IEP	38.1	38.1	38.1	#	No	#	38.9	0.8	No	2.2
In districts with at least 13% and less than 16% of students with an IEP	16.7	14.1	21.7	-2.6	Yes	-15.7	15.3	-1.4	No	-8.5
In districts with at least 16% of students with an IEP	27.5	28.7	25.1	1.2	No	4.5	27.7	0.2	No	0.8
Missing number of students with an IEP	3.7!	2.3!	6.5!	-1.4!	Yes	-38.9!	2.8!	-0.9!	No	-23.3!
<b>School characteristics</b>										
Attending a charter school	0.8!	0.4!	1.5!	-0.4!	No	-46.5!	0.4!	-0.4!	No	-55.4!
Not attending a charter school	89.9	92.4	85.2	2.5	Yes	2.7	91.2	1.2	No	1.3
Missing or non-applicable charter school information	9.2	7.2!	13.3	-2.1!	Yes	-22.6!	8.5!	-0.8!	No	-8.2!
In regular schools	88.1	91.3	81.8	3.2	Yes	3.7	89.5	1.5	No	1.7
In special education schools	3.5!	2.9!	4.7!	-0.6!	No	-17.2!	3.5!	#	No	0.7!
In vocational education schools	0.7!	0.1!	1.7!	-0.5!	No	-78.8!	0.2!	-0.5!	No	-72.4!
In an alternative school or other	1.6!	1.6!	1.6!	#	No	0.1!	1.5!	-0.2!	No	-9.5!
In schools with a reportable program <sup>7</sup>	0.2!	0.0	0.6!	-0.2!	No	-100!	0.0	-0.2!	No	-100.0
Missing school type	5.9!	4.0!	9.6	-1.9!	Yes	-31.9!	5.2!	-0.7!	No	-11.5!

Table E-8 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 200 age-eligible students	6.3	5.0!	8.8	-1.3!	No	-20.5!	5.5!	-0.8!	No	-12.1!
In schools with 201 to 650 age-eligible students	24.3	25.1	22.7	0.8	No	3.4	25.4	1.2	No	4.8
In schools with 651 to 1,000 age-eligible students	14.9	14.8	15.2	-0.1	No	-0.9	14.3	-0.7	No	-4.4
In schools with 1,001 to 1,750 age-eligible students	22.7	24.4	19.5	1.6	No	7.2	23.6	0.9	No	4.0
In schools with 1,751 to 2,500 age-eligible students	18.5	18.4	18.7	-0.1	No	-0.5	17.5	-1.1	No	-5.7
In schools with more than 2,500 age-eligible students	7.2	8.1	5.4!	0.9!	No	12.9!	8.2	1.0	No	14.5
Missing number of age-eligible students	6.1!	4.2!	9.8	-1.9!	Yes	-31.1!	5.5!	-0.6!	No	-10.6!
In schools in city areas <sup>8</sup>	33.6	34.3	32.1	0.8	No	2.3	32.4	-1.2	No	-3.6
In schools in suburb areas <sup>8</sup>	32.6	34.0	29.9	1.4	No	4.2	33.3	0.7	No	2.3
In schools in town areas <sup>8</sup>	11.5	10.4	13.8	-1.2	No	-10.0	11.3	-0.2	No	-2.0
In schools in rural areas <sup>8</sup>	22.3	21.3	24.3	-1.0	No	-4.5	23.0	0.7	No	3.2
In schools with less than 25% White, not Hispanic or Latino students	25.8	28.9	19.8	3.1	Yes	12.1	25.9	0.1	No	0.2
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	25.2	23.5	28.5	-1.7	No	-6.7	24.2	-1.0	No	-3.9
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	22.5	23.2!	21.2	0.7!	No	3.0!	23.5	1.0	No	4.4
In schools with at least 80% White, not Hispanic or Latino students	20.4	20.2	20.8	-0.2	No	-1.1	21.0	0.6	No	2.8
Missing number of White, not Hispanic or Latino students	6.1!	4.2!	9.8	-1.9!	Yes	-31.1!	5.5!	-0.6!	No	-10.6!
In schools with less than 2% Black, not Hispanic or Latino students	25.0	25.8	23.3	0.9	No	3.5	24.1	-0.9	No	-3.5
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	19.2	18.9	19.7	-0.3	No	-1.4	17.9	-1.2	No	-6.4
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	29.1	33.2	21.1	4.1	Yes	14.1	31.6	2.5	Yes	8.5
In schools with at least 25% Black, not Hispanic or Latino students	20.7	17.9	26.1	-2.8	Yes	-13.6	21.0	0.3	No	1.3
Missing number of Black, not Hispanic or Latino students	6.1!	4.2!	9.8	-1.9!	Yes	-31.1!	5.5!	-0.6!	No	-10.6!

Table E-8 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	17.3	17.1	17.7	-0.2	No	-1.3	18.3	1.0	No	6.0
In schools with at least 3% and less than 10% Hispanic or Latino students	27.7	27.8	27.5	0.1	No	0.4	28.1	0.4	No	1.3
In schools with at least 10% and less than 30% Hispanic or Latino students	16.8	15.6	19.2	-1.2	No	-7.2	17.0	0.2	No	1.2
In schools with at least 30% Hispanic or Latino students	32.0	35.3	25.8	3.2	Yes	10.1	31.1	-0.9	No	-3.0
Missing number of Hispanic or Latino students	6.1!	4.2!	9.8	-1.9!	Yes	-31.1!	5.5!	-0.6!	No	-10.6!
In schools with less than 25% of students eligible for free or reduced-price lunch program	26.0	26.3	25.4	0.3	No	1.2	25.5	-0.5	No	-1.8
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	23.8	27.6	16.3	3.8	Yes	16.1	25.1	1.4	No	5.7
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	22.6	20.5	26.6	-2.1	No	-9.2	22.1	-0.5	No	-2.2
In schools with at least 65% students eligible for free or reduced-price lunch program	21.6	21.4	21.9	-0.2	No	-0.8	21.9	0.3	No	1.2
Missing number of students eligible for free or reduced-price lunch program	6.1!	4.2!	9.8	-1.9!	Yes	-31.1!	5.5!	-0.6!	No	-10.6!
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	7.6	7.3	8.2	-0.3	No	-4.0	7.5	-0.1	No	-1.1
In schools eligible for Title I TAS and provide Title I TAS program	15.4	17.6	11.2	2.2	Yes	14.1	15.4	#	No	-0.2
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.6!	0.6!	0.6!	#	No	2.3!	0.6!	#	No	-2.4!
In schools eligible for Title I SWP but provide no Title I program	12.2	10.7	15.1	-1.5	No	-12.2	11.6	-0.6	No	-4.7
In schools eligible for Title I SWP and provide Title I SWP	25.6	27.5	22.0	1.9	No	7.3	24.9	-0.7	No	-2.7
In schools eligible for either Title I TAS or SWP	23.8	23.3	24.7	-0.5	No	-2.0	24.0	0.2	No	0.8
Missing Title I programs information	14.8	13.0	18.3	-1.8	No	-12.2	16.0	1.2	No	8.3

Table E-8 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	14.2	15.3	12.0	1.1	No	8.0	15.2	1.0	No	7.1
Grade 8	16.5	16.1	17.3	-0.4	No	-2.4	16.9	0.3	No	2.1
Grade 9	13.6	13.7	13.4	0.1	No	0.8	13.5	-0.1	No	-0.4
Grade 10	16.2	16.6	15.5	0.4	No	2.4	15.6	-0.7	No	-4.1
Grade 11	15.4	14.8	16.5	-0.6	No	-3.9	14.6	-0.8	No	-4.9
Grade 12 or ungraded	22.6	22.3	23.1	-0.3	No	-1.2	23.2	0.6	No	2.6
Other qualifying grade, not eligible, or missing grade	1.5!	1.2!	2.2!	-0.4!	No	-23.9!	1.1!	-0.5!	No	-30.4!
Male	60.4	58.6	63.7	-1.7	No	-2.8	60.1	-0.2	No	-0.4
Female	38.7	40.0	36.2	1.3	No	3.4	38.3	-0.4	No	-1.2
Missing	0.9!	1.3!	0.1!	0.4!	No	43.9!	1.6!	0.7!	No	74.7!
White, not Hispanic or Latino	71.2	70.6	72.4	-0.6	No	-0.9	70.7	-0.5	No	-0.7
Black, not Hispanic or Latino	12.5	12.0	13.5	-0.5	No	-4.1	12.3	-0.1	No	-1.0
Multi/other races	1.5!	1.6!	1.2!	0.1!	No	9.0!	1.4!	-0.1!	No	-4.6!
Hispanic or Latino	7.9	8.3	7.2	0.4	No	4.6	8.6	0.7	No	9.2
Missing	6.9	7.5!	5.7!	0.6!	No	9.0!	6.8!	-0.1!	No	-0.8!
0 suspensions <sup>9</sup>	73.2	72.5	74.4	-0.6	No	-0.9	73.9	0.8	No	1.0
1 suspension	2.4!	2.9!	1.4!	0.5!	No	21.4!	2.9!	0.5!	No	19.7!
2 or more suspensions	1.1!	0.8!	1.8!	-0.3!	No	-30.1!	0.8!	-0.4!	No	-32.2!
Missing	23.3	23.7!	22.4	0.4!	No	1.9!	22.4	-0.9	No	-3.8
Not classified as limited English proficient	78.9	81.3	74.3	2.4	No	3.0	81.3	2.4	Yes	3.0
Limited English proficient	9.3	9.9	8.2	0.6	No	6.3	9.4	0.1	No	1.0
Missing	11.8	8.8	17.6	-3.0	Yes	-25.4	9.3	-2.4	Yes	-20.8



Table E-8 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non- respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	39.6	39.5	39.6	#	No	#	42.3	2.7	No	6.9
Eligible for free lunch	28.6	30.8	24.5	2.1	No	7.5	29.3	0.7	No	2.3
Eligible for reduced-price lunch	6.2	5.6	7.2	-0.5	No	-8.8	5.4	-0.8	No	-12.6
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	9.5	10.9!	6.9!	1.4!	No	14.3!	9.6!	0.1!	No	1.2!
Missing	16.2	13.2	21.9	-2.9	Yes	-18.2	13.4	-2.7	Yes	-16.9

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-9. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: other health impairment**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight <sup>1</sup> )						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	23.1	22.8	23.6	-0.3	No	-1.5	22.6	-0.5	No	-2.2
In medium districts <sup>6</sup>	18.1	17.0	19.8	-1.1	No	-6.2	17.8	-0.3	No	-1.9
In large districts <sup>6</sup>	58.8	60.2	56.5	1.5	No	2.5	59.6	0.9	No	1.5
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	22.0	20.8	23.7	-1.2	No	-5.4	21.7	-0.3	No	-1.3
In Midwest districts	26.6	26.6	26.8	-0.1	No	-0.3	26.8	0.2	No	0.7
In South districts	36.4	37.3	35.2	0.8	No	2.2	36.4	#	No	-0.1
In West districts	14.9	15.4	14.2	0.5	No	3.1	15.1	0.1	No	0.8
In districts with less than 10% of students with an IEP	9.9	12.1	6.6	2.2	Yes	22.3	11.9	2.0	Yes	19.7
In districts with at least 10% and less than 13% of students with an IEP	31.6	32.4	30.4	0.8	No	2.6	31.6	#	No	#
In districts with at least 13% and less than 16% of students with an IEP	32.4	29.9	36.2	-2.5	Yes	-7.8	31.3	-1.1	No	-3.3
In districts with at least 16% of students with an IEP	22.5	22.5	22.5	#	No	0.1	22.2	-0.4	No	-1.6
Missing number of students with an IEP	3.5	3.0!	4.3!	-0.5!	No	-14.4!	3.0!	-0.5!	No	-14.9!
<b>School characteristics</b>										
Attending a charter school	1.4	1.5	1.4	#	No	2.1	1.5	#	No	1.4
Not attending a charter school	84.0	85.5	81.9	1.4	No	1.7	84.0	#	No	#
Missing or non-applicable charter school information	14.5	13.1	16.7	-1.5	No	-10.1	14.5	#	No	-0.1
In regular schools	89.8	91.3	87.5	1.5	Yes	1.7	89.5	-0.3	No	-0.3
In special education schools	0.9	0.9!	0.8!	#	No	3.1!	0.9!	#	No	3.4!
In vocational education schools	0.7!	0.9!	0.4!	0.2!	No	25.6!	0.9!	0.2!	No	26.7!
In an alternative school or other	2.1	2.0	2.2	-0.1	No	-4.6	2.0	-0.1	No	-3.8
In schools with a reportable program <sup>7</sup>	#	#	0.0	#	No	66.2!	#	#	No	82.5!

Table E-9 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	6.6	4.9	9.0	-1.6	Yes	-25.0	6.7	0.1	No	2.1
In schools with less than 200 age-eligible students	6.3	6.3	6.4	#	No	-0.5	6.3	#	No	-0.7
In schools with 201 to 650 age-eligible students	27.7	27.3	28.4	-0.4	No	-1.5	26.7	-1.1	No	-3.8
In schools with 651 to 1,000 age-eligible students	16.4	16.4	16.5	#	No	-0.2	16.6	0.2	No	1.4
In schools with 1,001 to 1,750 age-eligible students	22.0	23.0	20.5	1.0	No	4.6	22.3	0.3	No	1.4
In schools with 1,751 to 2,500 age-eligible students	16.4	17.5	14.7	1.1	No	6.8	17.0	0.6	No	3.4
In schools with more than 2,500 age-eligible students	4.1	3.9	4.3	-0.2	No	-4.4	3.7	-0.4	No	-9.3
Missing number of age-eligible students	7.1	5.6	9.3	-1.5	Yes	-20.8	7.5	0.4	No	5.5
In schools in city areas <sup>6</sup>	23.9	24.1	23.6	0.2	No	0.8	23.5	-0.4	No	-1.7
In schools in suburb areas <sup>6</sup>	35.9	36.5	35.2	0.5	No	1.5	36.2	0.2	No	0.7
In schools in town areas <sup>6</sup>	11.4	11.9	10.6	0.5	No	4.5	11.2	-0.2	No	-1.7
In schools in rural areas <sup>6</sup>	28.8	27.5	30.6	-1.2	No	-4.3	29.1	0.4	No	1.3
In schools with less than 25% White, not Hispanic or Latino students	16.8	18.8	13.8	2.0	Yes	11.9	16.6	-0.2	No	-1.3
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	21.0	21.3	20.4	0.4	No	1.9	20.7	-0.3	No	-1.3
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	22.8	24.2	20.7	1.4	No	6.2	23.8	1.1	No	4.7
In schools with at least 80% White, not Hispanic or Latino students	32.4	30.0	35.9	-2.3	Yes	-7.2	31.4	-1.0	No	-3.0
Missing number of White, not Hispanic or Latino students	7.1	5.6	9.3	-1.5	Yes	-20.8	7.5	0.4	No	5.5
In schools with less than 2% Black, not Hispanic or Latino students	27.5	27.6	27.3	0.1	No	0.5	27.7	0.2	No	0.8
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	22.3	21.2	24.0	-1.1	No	-4.9	22.0	-0.3	No	-1.5
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	22.1	22.7	21.2	0.6	No	2.7	21.7	-0.4	No	-1.8
In schools with at least 25% Black, not Hispanic or Latino students	21.0	22.9	18.2	1.8	Yes	8.8	21.2	0.1	No	0.6
Missing number of Black, not Hispanic or Latino students	7.1	5.6	9.3	-1.5	Yes	-20.8	7.5	0.4	No	5.5

Table E-9 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	26.5	25.7	27.7	-0.8	No	-3.0	25.5	-1.0	No	-3.7
In schools with at least 3% and less than 10% Hispanic or Latino students	28.9	28.9	28.9	#	No	0.1	29.1	0.2	No	0.7
In schools with at least 10% and less than 30% Hispanic or Latino students	20.6	20.7	20.5	0.1	No	0.3	20.5	-0.1	No	-0.7
In schools with at least 30% Hispanic or Latino students	16.9	19.0	13.6	2.2	Yes	13.0	17.4	0.6	No	3.3
Missing number of Hispanic or Latino students	7.1	5.6	9.3	-1.5	Yes	-20.8	7.5	0.4	No	5.5
In schools with less than 25% of students eligible for free or reduced-price lunch program	27.5	28.2	26.4	0.7	No	2.6	28.9	1.4	No	5.2
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	19.2	19.0	19.4	-0.1	No	-0.8	18.9	-0.2	No	-1.2
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	28.5	28.2	28.9	-0.3	No	-1.0	27.1	-1.4	No	-4.8
In schools with at least 65% students eligible for free or reduced-price lunch program	17.6	18.9	15.8	1.3	No	7.1	17.5	-0.1	No	-0.8
Missing number of students eligible for free or reduced-price lunch program	7.2	5.7	9.5	-1.5	Yes	-21.4	7.5	0.3	No	4.5
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	14.2	14.4	14.0	0.1	No	1.0	14.3	0.1	No	0.4
In schools eligible for Title I TAS and provide Title I TAS program	10.5	10.8	10.0	0.3	No	3.1	10.5	0.1	No	0.9
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.3!	0.5!	0.1!	0.1!	No	42.0!	0.5!	0.1!	No	36.4!
In schools eligible for Title I SWP but provide no Title I program	14.2	13.8	14.7	-0.4	No	-2.5	13.6	-0.5	No	-3.9
In schools eligible for Title I SWP and provide Title I SWP	19.1	20.3	17.3	1.2	No	6.3	19.1	0.1	No	0.3
In schools eligible for either Title I TAS or SWP	26.8	26.7	27.1	-0.2	No	-0.7	26.9	#	No	0.1
Missing Title I programs information	14.9	13.6	16.8	-1.3	No	-8.5	15.1	0.2	No	1.3

Table E-9 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.1	17.3	14.3	1.2	No	7.4	15.9	-0.2	No	-1.2
Grade 8	15.8	15.1	16.7	-0.7	No	-4.2	15.5	-0.3	No	-1.8
Grade 9	20.5	20.9	19.9	0.4	No	1.9	20.4	-0.1	No	-0.6
Grade 10	18.0	18.5	17.2	0.5	No	2.8	18.2	0.2	No	1.3
Grade 11	15.6	15.7	15.6	0.1	No	0.4	16.1	0.4	No	2.7
Grade 12 or ungraded	13.5	12.3	15.3	-1.2	No	-9.1	13.7	0.2	No	1.7
Other qualifying grade, not eligible, or missing grade	0.5!	0.3!	1.0!	-0.3!	No	-51.5!	0.3!	-0.3!	No	-52.4!
Male	70.5	71.0	69.7	0.5	No	0.7	70.6	0.1	No	0.1
Female	28.6	28.4	29.0	-0.2	No	-0.9	28.8	0.1	No	0.5
Missing	0.9!	0.6!	1.2!	-0.2!	No	-27.3!	0.7!	-0.2!	No	-25.0!
White, not Hispanic or Latino	70.8	69.3	73.1	-1.5	No	-2.1	70.7	-0.2	No	-0.2
Black, not Hispanic or Latino	17.9	19.8	15.2	1.8	Yes	10.1	18.0	0.1	No	0.6
Multi/other races	2.9	2.8	3.1	-0.1	No	-3.8	2.9	-0.1	No	-1.8
Hispanic or Latino	5.0	5.4	4.4	0.4	No	8.1	5.2	0.2	No	4.0
Missing	3.3!	2.7!	4.3!	-0.6!	No	-18.7!	3.2!	-0.1!	No	-2.3!
0 suspensions <sup>9</sup>	70.6	70.0	71.5	-0.6	No	-0.8	70.3	-0.2	No	-0.4
1 suspension	7.3	7.5	6.9	0.3	No	3.5	7.2	-0.1	No	-0.7
2 or more suspensions	7.1	7.8	6.2	0.6	No	8.7	7.1	#	No	-0.2
Missing	15.0	14.7	15.5	-0.3	No	-2.0	15.3	0.3	No	2.1
Not classified as limited English proficient	84.5	85.5	83.1	0.9	No	1.1	85.0	0.5	No	0.5
Limited English proficient	4.5	5.3	3.1!	0.9!	Yes	19.8!	4.9	0.4	No	9.9
Missing	11.0	9.2	13.8	-1.8	Yes	-16.6	10.1	-0.9	No	-8.1

Table E-9 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	40.6	40.0	41.5	-0.6	No	-1.5	41.3	0.7	No	1.7
Eligible for free lunch	27.1	26.8	27.6	-0.3	No	-1.2	26.2	-1.0	No	-3.5
Eligible for reduced-price lunch	4.9	5.4	4.1	0.5	No	11.1	4.6	-0.3	No	-6.2
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	9.7	11.4	7.3	1.6	Yes	16.6	10.0	0.3	No	2.7
Missing	17.7	16.5	19.6	-1.2	No	-7.0	18.0	0.3	No	1.6

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-10. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: specific learning disability**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight <sup>1</sup> )						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	20.5	22.0	18.4	1.5	No	7.2	20.1	-0.4	No	-2.0
In medium districts <sup>6</sup>	15.4	14.0	17.2	-1.4	Yes	-8.8	15.1	-0.2	No	-1.5
In large districts <sup>6</sup>	64.1	64.0	64.3	-0.1	No	-0.2	64.8	0.6	No	1.0
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	21.0	20.0	22.4	-1.0	No	-4.9	20.6	-0.4	No	-2.1
In Midwest districts	24.1	24.2	24.0	0.1	No	0.3	24.3	0.1	No	0.6
In South districts	35.0	36.1	33.6	1.1	No	3.0	36.0	1.0	No	2.9
In West districts	19.9	19.8	20.0	-0.1	No	-0.5	19.2	-0.7	No	-3.5
In districts with less than 10% of students with an IEP	12.2	13.5	10.5	1.2	Yes	10.2	12.7	0.5	No	4.2
In districts with at least 10% and less than 13% of students with an IEP	32.3	32.4	32.2	0.1	No	0.3	32.7	0.4	No	1.2
In districts with at least 13% and less than 16% of students with an IEP	28.5	27.4	30.1	-1.2	No	-4.1	27.8	-0.7	No	-2.4
In districts with at least 16% of students with an IEP	24.0	24.1	23.8	0.1	No	0.6	24.2	0.2	No	1.0
Missing number of students with an IEP	3.0	2.7	3.4!	-0.3!	No	-10.1!	2.6!	-0.5!	No	-15.2!
<b>School characteristics</b>										
Attending a charter school	3.0!	2.9!	3.2!	-0.1!	No	-3.8!	3.1!	0.1!	No	4.1!
Not attending a charter school	86.4	88.3	83.8	1.9	Yes	2.2	86.3	-0.1	No	-0.1
Missing or non-applicable charter school information	10.6	8.8	13.0	-1.8	Yes	-16.6	10.6	#	No	-0.2
In regular schools	90.7	93.7	86.5	3.0	Yes	3.4	91.8	1.1	No	1.2
In special education schools	0.5!	0.4!	0.7!	-0.1!	No	-24.1!	0.4!	-0.1!	No	-26.1!
In vocational education schools	1.3!	1.0!	1.8!	-0.3!	No	-25.6!	1.1!	-0.2!	No	-13.4!
In an alternative school or other	2.0	1.7	2.4	-0.3	No	-15.3	1.6	-0.4	Yes	-21.0
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-10 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	5.5	3.2	8.7	-2.3	Yes	-41.4	5.1	-0.4	No	-6.7
In schools with less than 200 age-eligible students	6.4	6.9	5.7	0.5	No	7.8	6.3	-0.1	No	-1.7
In schools with 201 to 650 age-eligible students	27.6	28.6	26.3	1.0	No	3.5	27.5	-0.1	No	-0.5
In schools with 651 to 1,000 age-eligible students	17.4	18.0	16.5	0.6	No	3.5	17.8	0.4	No	2.6
In schools with 1,001 to 1,750 age-eligible students	20.3	20.9	19.5	0.6	No	3.0	20.6	0.3	No	1.3
In schools with 1,751 to 2,500 age-eligible students	16.3	16.2	16.4	-0.1	No	-0.4	15.8	-0.5	No	-3.3
In schools with more than 2,500 age-eligible students	6.2	5.9	6.6	-0.3	No	-4.7	6.6	0.4	No	5.7
Missing number of age-eligible students	5.7	3.4	8.9	-2.3	Yes	-40.6	5.4	-0.3	No	-4.8
In schools in city areas <sup>8</sup>	28.8	29.1	28.3	0.3	No	1.2	29.0	0.2	No	0.7
In schools in suburb areas <sup>8</sup>	32.4	32.1	32.9	-0.3	No	-1.1	32.8	0.4	No	1.1
In schools in town areas <sup>8</sup>	12.0	12.5	11.2	0.6	No	4.6	12.1	0.1	No	1.2
In schools in rural areas <sup>8</sup>	26.9	26.3	27.6	-0.5	No	-2.0	26.1	-0.7	No	-2.7
In schools with less than 25% White, not Hispanic or Latino students	25.1	26.8	22.9	1.6	No	6.5	25.1	#	No	-0.1
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	24.1	24.4	23.8	0.2	No	1.0	24.2	0.1	No	0.5
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	18.8	18.5	19.1	-0.2	No	-1.3	18.0	-0.8	No	-4.1
In schools with at least 80% White, not Hispanic or Latino students	26.2	26.9	25.3	0.7	No	2.6	27.2	1.0	No	3.7
Missing number of White, not Hispanic or Latino students	5.7	3.4	8.9	-2.3	Yes	-40.6	5.4	-0.3	No	-4.8
In schools with less than 2% Black, not Hispanic or Latino students	23.9	26.3	20.6	2.4	Yes	10.0	24.9	1.1	No	4.5
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	22.9	22.3	23.6	-0.6	No	-2.4	21.9	-0.9	No	-4.0
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	25.1	24.6	25.8	-0.5	No	-1.9	24.7	-0.4	No	-1.5
In schools with at least 25% Black, not Hispanic or Latino students	22.4	23.4	21.1	1.0	No	4.3	22.9	0.5	No	2.3
Missing number of Black, not Hispanic or Latino students	5.7	3.4	8.9	-2.3	Yes	-40.6	5.4	-0.3	No	-4.8



Table E-10 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.3	24.2	22.0	1.0	No	4.1	23.9	0.6	No	2.7
In schools with at least 3% and less than 10% Hispanic or Latino students	22.2	21.8	22.7	-0.4	No	-1.8	21.4	-0.8	No	-3.5
In schools with at least 10% and less than 30% Hispanic or Latino students	19.5	19.4	19.8	-0.2	No	-0.8	19.9	0.3	No	1.6
In schools with at least 30% Hispanic or Latino students	29.3	31.2	26.6	1.9	Yes	6.5	29.4	0.1	No	0.4
Missing number of Hispanic or Latino students	5.7	3.4	8.9	-2.3	Yes	-40.6	5.4	-0.3	No	-4.8
In schools with less than 25% of students eligible for free or reduced-price lunch program	22.4	21.5	23.6	-0.9	No	-4.0	21.4	-1.0	No	-4.3
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	18.8	18.5	19.2	-0.3	No	-1.6	18.8	#	No	-0.1
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	28.8	31.2	25.4	2.4	Yes	8.4	30.1	1.4	No	4.7
In schools with at least 65% students eligible for free or reduced-price lunch program	24.1	25.2	22.6	1.1	No	4.6	24.0	-0.1	No	-0.4
Missing number of students eligible for free or reduced-price lunch program	5.9	3.6	9.1	-2.3	Yes	-39.7	5.6	-0.3	No	-5.0
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	12.3	12.7	11.6	0.5	No	4.0	12.9	0.7	No	5.5
In schools eligible for Title I TAS and provide Title I TAS program	10.4	10.2	10.7	-0.2	No	-1.8	9.7	-0.7	No	-6.9
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.5!	0.4!	0.6!	-0.1!	No	-19.0!	0.3!	-0.1!	No	-25.6!
In schools eligible for Title I SWP but provide no Title I program	16.6	17.6	15.3	1.0	No	5.7	17.5	0.9	No	5.3
In schools eligible for Title I SWP and provide Title I SWP	25.2	26.6	23.4	1.3	No	5.2	24.5	-0.7	No	-2.9
In schools eligible for either Title I TAS or SWP	21.9	21.6	22.3	-0.3	No	-1.5	21.8	#	No	-0.2
Missing Title I programs information	13.1	11.0	16.1	-2.1	Yes	-16.4	13.2	0.1	No	0.4

Table E-10 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.2	17.2	14.7	1.0	No	6.4	16.4	0.2	No	1.3
Grade 8	15.8	16.0	15.5	0.2	No	1.4	15.1	-0.6	No	-4.0
Grade 9	19.9	19.9	19.8	#	No	0.2	20.2	0.3	No	1.7
Grade 10	17.6	17.7	17.4	0.1	No	0.8	18.2	0.6	No	3.2
Grade 11	15.6	15.7	15.4	0.1	No	0.6	16.1	0.5	No	3.3
Grade 12 or ungraded	14.6	13.4	16.3	-1.2	Yes	-8.4	13.9	-0.7	No	-4.9
Other qualifying grade, not eligible, or missing grade	0.4!	0.1!	0.8!	-0.3!	No	-72.0!	0.2!	-0.3!	No	-61.8!
Male	63.4	63.2	63.7	-0.2	No	-0.3	63.3	-0.1	No	-0.2
Female	35.1	34.9	35.3	-0.2	No	-0.4	34.9	-0.2	No	-0.6
Missing	1.5!	1.8!	1.0!	0.4!	No	24.2!	1.8!	0.3!	No	22.8!
White, not Hispanic or Latino	62.5	63.0	61.9	0.5	No	0.7	63.1	0.6	No	0.9
Black, not Hispanic or Latino	20.0	20.0	20.0	#	No	-0.1	19.9	-0.1	No	-0.5
Multi/other races	2.6	2.5	2.8	-0.1	No	-4.1	2.5	-0.1	No	-5.6
Hispanic or Latino	10.7	10.7	10.7	#	No	0.1	10.5	-0.2	No	-1.8
Missing	4.2	3.8	4.7!	-0.3!	No	-8.3!	4.1	-0.1	No	-3.2
0 suspensions <sup>9</sup>	70.3	71.7	68.3	1.5	No	2.1	71.5	1.2	No	1.7
1 suspension	5.8	6.1	5.3	0.3	No	5.4	6.1	0.3	No	5.2
2 or more suspensions	5.7	5.6	5.8	-0.1	No	-1.0	5.5	-0.2	No	-2.8
Missing	18.3	16.6	20.6	-1.7	Yes	-9.3	16.9	-1.4	No	-7.4
Not classified as limited English proficient	78.0	78.5	77.2	0.5	No	0.7	79.4	1.5	No	1.9
Limited English proficient	10.5	12.4	7.9	1.9	Yes	18.2	10.4	-0.1	No	-0.5
Missing	11.6	9.1	14.9	-2.4	Yes	-21.2	10.1	-1.4	No	-12.1

Table E-10 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	30.9	29.6	32.7	-1.3	No	-4.3	31.8	0.8	No	2.7
Eligible for free lunch	36.1	39.0	32.1	2.9	Yes	8.0	36.0	-0.1	No	-0.2
Eligible for reduced-price lunch	4.1	4.6	3.4	0.5	No	12.0	4.5	0.3	No	8.5
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	8.5	9.0	7.9	0.5	No	5.7	8.2	-0.3	No	-3.6
Missing	20.4	17.8	23.9	-2.5	Yes	-12.5	19.5	-0.8	No	-4.0

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-11. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: speech or language impairment**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	20.4	21.3	19.2	0.8	No	4.1	20.4	#	No	#
In medium districts <sup>6</sup>	14.1	14.1	14.1	#	No	#	13.7	-0.4	No	-2.6
In large districts <sup>6</sup>	65.5	64.6	66.7	-0.8	No	-1.3	65.8	0.4	No	0.6
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	22.6	23.6	21.1	1.1	No	4.7	22.6	0.1	No	0.2
In Midwest districts	20.8	20.9	20.7	0.1	No	0.6	20.7	-0.1	No	-0.5
In South districts	30.6	31.0	29.9	0.5	No	1.5	31.3	0.7	No	2.4
In West districts	26.0	24.4	28.4	-1.6	No	-6.2	25.3	-0.7	No	-2.6
In districts with less than 10% of students with an IEP	11.7	13.1	9.6	1.5	No	12.5	12.7	1.0	No	8.7
In districts with at least 10% and less than 13% of students with an IEP	34.0	30.0	39.8	-4.0	Yes	-11.7	31.4	-2.6	No	-7.6
In districts with at least 13% and less than 16% of students with an IEP	26.0	25.3	27.0	-0.7	No	-2.8	25.4	-0.6	No	-2.3
In districts with at least 16% of students with an IEP	26.8	30.4	21.7	3.6	Yes	13.4	29.5	2.6	Yes	9.7
Missing number of students with an IEP	1.5!	1.2!	2.0!	-0.3!	No	-21.9!	1.0!	-0.4!	No	-29.9!
<b>School characteristics</b>										
Attending a charter school	1.9	1.9	2.0!	#	No	-2.6!	1.6	-0.3	No	-13.6
Not attending a charter school	87.6	90.5	83.4	2.9	Yes	3.3	88.2	0.6	No	0.7
Missing or non-applicable charter school information	10.5	7.7	14.7!	-2.9!	Yes	-27.3!	10.1	-0.4	No	-3.7
In regular schools	92.6	95.7	88.1	3.1	Yes	3.4	93.5	1.0	No	1.0
In special education schools	0.4!	0.4!	0.5!	-0.1!	No	-14.5!	0.4!	#	No	-3.1!
In vocational education schools	0.6!	0.4!	0.9!	-0.2!	No	-37.0!	0.3!	-0.3!	No	-48.2!
In an alternative school or other	1.4	1.7!	1.0!	0.3!	No	22.4!	1.6!	0.2!	No	13.7!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
Missing school type	5.0!	1.8	9.5!	-3.2!	Yes	-63.8!	4.1	-0.8!	No	-17.1

Table E-11 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 200 age-eligible students	5.9	6.1	5.5	0.2	No	4.0	5.5	-0.4	No	-6.4
In schools with 201 to 650 age-eligible students	36.0	38.5	32.2	2.6	Yes	7.2	34.8	-1.2	No	-3.2
In schools with 651 to 1,000 age-eligible students	15.3	15.7	14.7	0.4	No	2.8	15.6	0.3	No	1.8
In schools with 1,001 to 1,750 age-eligible students	18.3	19.3	16.8	1.0	No	5.6	19.1	0.9	No	4.7
In schools with 1,751 to 2,500 age-eligible students	15.3	14.5	16.5	-0.8	No	-5.3	15.9	0.6	No	3.7
In schools with more than 2,500 age-eligible students	4.0	3.9	4.2!	-0.1!	No	-2.6!	4.8	0.7	No	17.9
Missing number of age-eligible students	5.3	1.9	10.1!	-3.3!	Yes	-63.5!	4.4	-0.9	No	-17.0
In schools in city areas <sup>8</sup>	30.8	32.2	28.7	1.5	No	4.8	31.0	0.2	No	0.6
In schools in suburb areas <sup>8</sup>	38.3	36.0	41.6	-2.3	No	-5.9	37.7	-0.6	No	-1.6
In schools in town areas <sup>8</sup>	8.5	8.8	8.2	0.3	No	3.0	8.2	-0.3	No	-3.7
In schools in rural areas <sup>8</sup>	22.4	23.0	21.6	0.6	No	2.5	23.2	0.8	No	3.4
In schools with less than 25% White, not Hispanic or Latino students	21.0	20.8	21.3	-0.2	No	-1.0	19.8	-1.2	No	-5.5
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	25.9	29.2	21.1	3.3	Yes	12.8	27.4	1.5	No	5.9
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	19.7	21.2	17.4	1.6	No	7.9	21.5	1.8	No	9.3
In schools with at least 80% White, not Hispanic or Latino students	28.2	26.9	30.1	-1.3	No	-4.6	26.9	-1.3	No	-4.6
Missing number of White, not Hispanic or Latino students	5.3	1.9	10.1!	-3.3!	Yes	-63.5!	4.4	-0.9	No	-17.0
In schools with less than 2% Black, not Hispanic or Latino students	25.7	26.6	24.4	0.9	No	3.6	26.2	0.5	No	1.8
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	26.6	26.2	27.2	-0.4	No	-1.6	26.7	0.1	No	0.4
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	23.2	24.6	21.1	1.4	No	6.2	23.2	#	No	#
In schools with at least 25% Black, not Hispanic or Latino students	19.2	20.6	17.2	1.4	No	7.4	19.5	0.3	No	1.7
Missing number of Black, not Hispanic or Latino students	5.3	1.9	10.1!	-3.3!	Yes	-63.5!	4.4	-0.9	No	-17.0

Table E-11 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.5	23.6	23.4	0.1	No	0.4	22.7	-0.8	No	-3.5
In schools with at least 3% and less than 10% Hispanic or Latino students	23.5	22.9	24.4	-0.6	No	-2.6	23.3	-0.3	No	-1.1
In schools with at least 10% and less than 30% Hispanic or Latino students	21.6	22.6	20.2	1.0	No	4.6	22.8	1.1	No	5.2
In schools with at least 30% Hispanic or Latino students	26.0	28.9	21.9	2.9	Yes	11.0	26.8	0.8	No	3.2
Missing number of Hispanic or Latino students	5.3	1.9	10.1!	-3.3!	Yes	-63.5!	4.4	-0.9	No	-17.0
In schools with less than 25% of students eligible for free or reduced-price lunch program	29.4	28.3	30.9	-1.0	No	-3.6	29.6	0.3	No	0.9
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	15.6	15.8	15.3	0.2	No	1.2	15.7	0.2	No	1.0
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	27.4	29.2	25.0	1.7	No	6.3	27.4	#	No	-0.2
In schools with at least 65% students eligible for free or reduced-price lunch program	22.4	24.8	18.8	2.5	Yes	11.1	22.9	0.5	No	2.4
Missing number of students eligible for free or reduced-price lunch program	5.3	1.9	10.1!	-3.3!	Yes	-63.5!	4.4	-0.9	No	-17.0
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	11.7	12.2	11.0	0.5	No	4.2	12.1	0.4	No	3.6
In schools eligible for Title I TAS and provide Title I TAS program	14.5	15.3	13.4	0.8	No	5.3	14.5	#	No	0.2
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.4!	0.4!	0.5!	#	No	-3.0!	0.4!	#	No	-8.3!
In schools eligible for Title I SWP but provide no Title I program	14.3	15.5	12.5	1.2	No	8.4	14.6	0.3	No	2.3
In schools eligible for Title I SWP and provide Title I SWP	23.4	24.9	21.2	1.5	No	6.5	22.4	-1.0	No	-4.1
In schools eligible for either Title I TAS or SWP	22.6	22.5	22.6	-0.1	No	-0.2	23.1	0.6	No	2.5
Missing Title I programs information	13.1	9.2	18.8	-3.9	Yes	-29.7	12.8	-0.3	No	-2.6

Table E-11 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	27.0	29.2	23.9	2.2	Yes	8.0	27.7	0.6	No	2.4
Grade 8	20.7	21.4	19.6	0.7	No	3.5	20.1	-0.5	No	-2.5
Grade 9	16.4	16.4	16.4	#	No	#	16.7	0.3	No	2.0
Grade 10	15.3	14.5	16.4	-0.8	No	-5.1	15.7	0.4	No	2.4
Grade 11	10.8	11.3	10.0	0.5	No	5.1	12.0	1.2	No	11.3
Grade 12 or ungraded	8.2	7.2	9.8	-1.1	No	-13.1	7.8	-0.5	No	-5.8
Other qualifying grade, not eligible, or missing grade	1.6!	0.0	3.8!	-1.6!	No	-100!	0.0	-1.6!	No	-100.0
Male	65.6	65.4	65.9	-0.2	No	-0.3	66.6	1.0	No	1.5
Female	32.0	33.7	29.6	1.7	No	5.2	32.4	0.4	No	1.1
Missing	2.3!	0.9!	4.4!	-1.5!	No	-63.3!	1.0!	-1.3!	No	-58.0!
White, not Hispanic or Latino	68.6	67.5	70.1	-1.1	No	-1.6	69.2	0.6	No	0.9
Black, not Hispanic or Latino	14.9	16.3	13.0	1.3	No	9.0	15.2	0.3	No	2.0
Multi/other races	2.7	3.1	2.2	0.4	No	13.5	3.5	0.8	Yes	30.0
Hispanic or Latino	8.7	10.2	6.6	1.4	No	16.5	9.0	0.3	No	2.9
Missing	5.0!	3.0!	8.0!	-2.1!	No	-41.2!	3.0!	-2.0!	No	-39.8!
0 suspensions <sup>9</sup>	78.1	79.2	76.5	1.1	No	1.5	78.6	0.5	No	0.7
1 suspension	3.2	3.3	3.1	0.1	No	2.0	3.6	0.3	No	9.8
2 or more suspensions	3.9	4.4	3.2	0.5	No	12.1	4.3	0.4	No	9.9
Missing	14.8	13.1	17.2	-1.7	No	-11.4	13.5	-1.2	No	-8.4
Not classified as limited English proficient	78.0	80.0	75.1	2.0	No	2.6	79.5	1.5	No	1.9
Limited English proficient	11.3	12.7	9.4	1.4	No	12.0	12.4	1.1	No	9.6
Missing	10.7	7.3!	15.5	-3.4!	Yes	-31.5!	8.1!	-2.6!	No	-24.4!

Table E-11 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	40.6	38.5	43.8	-2.2	No	-5.3	39.8	-0.8	No	-2.0
Eligible for free lunch	28.2	30.8	24.5	2.6	Yes	9.1	28.6	0.4	No	1.4
Eligible for reduced-price lunch	5.2	5.7	4.6	0.4	No	8.6	5.5	0.3	No	6.2
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	11.8	12.6	10.7	0.8	No	6.4	12.6	0.8	No	6.7
Missing	14.1	12.5	16.4	-1.6	No	-11.4	13.4	-0.7	No	-5.1

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.



**Table E-12. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: traumatic brain injury**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	22.2	20.7	24.4	-1.4	No	-6.5	21.6	-0.6	No	-2.6
In medium districts <sup>6</sup>	30.5	26.9	36.0	-3.6	No	-11.8	29.3	-1.3	No	-4.1
In large districts <sup>6</sup>	47.3	52.3	39.6	5.0	Yes	10.7	49.1	1.8	No	3.9
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	44.7	41.5	49.5	-3.2	No	-7.0	44.7	#	No	0.1
In Midwest districts	22.3	22.4	22.1	0.1	No	0.6	21.9	-0.3	No	-1.6
In South districts	21.3	23.9	17.4	2.6	No	11.9	21.4	0.1	No	0.5
In West districts	11.7	12.2	11.0!	0.5!	No	4.0!	11.9	0.2	No	1.7
In districts with less than 10% of students with an IEP	9.8	10.4	9.0!	0.5!	No	5.5!	10.4	0.6	No	5.9
In districts with at least 10% and less than 13% of students with an IEP	18.6	18.9	18.1	0.3	No	1.6	17.1	-1.5	No	-8.2
In districts with at least 13% and less than 16% of students with an IEP	38.8	39.5	37.8	0.7	No	1.8	40.6	1.8	No	4.6
In districts with at least 16% of students with an IEP	29.5	28.7	30.7	-0.8	No	-2.7	29.5	#	No	#
Missing number of students with an IEP	3.3!	2.5!	4.4!	-0.8!	No	-23.0!	2.4!	-0.8!	No	-25.3!
<b>School characteristics</b>										
Attending a charter school	0.8!	0.8!	0.7!	#	No	5.7!	0.8!	#	No	3.8!
Not attending a charter school	88.9	89.0	88.8	0.1	No	0.1	88.6	-0.4	No	-0.4
Missing or non-applicable charter school information	10.3	10.2	10.6	-0.1	No	-1.4	10.7	0.3	No	3.2
In regular schools	87.0	86.2	88.4	-0.9	No	-1.0	86.5	-0.5	No	-0.6
In special education schools	3.4!	3.6!	3.1!	0.2!	No	6.1!	3.1!	-0.3!	No	-8.8!
In vocational education schools	1.0!	1.2!	0.6!	0.2!	No	22.9!	1.1!	0.1!	No	14.4!
In an alternative school or other	2.1!	2.5!	1.4!	0.4!	No	19.4!	2.1!	0.1!	No	4.6!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
Missing school type	6.5	6.6	6.5!	#	No	0.5!	7.1	0.6	No	9.1

Table E-12 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 200 age-eligible students	7.3	6.6	8.4!	-0.7!	No	-9.9!	5.6	-1.8	No	-24.2
In schools with 201 to 650 age-eligible students	24.1	24.1	24.2	#	No	-0.1	24.0	-0.1	No	-0.3
In schools with 651 to 1,000 age-eligible students	17.0	16.0	18.6	-1.0	No	-6.1	15.8	-1.2	No	-6.9
In schools with 1,001 to 1,750 age-eligible students	27.7	26.6	29.2	-1.0	No	-3.8	28.8	1.2	No	4.3
In schools with 1,751 to 2,500 age-eligible students	13.3	15.8	9.4!	2.6!	Yes	19.3!	14.5	1.2	No	9.2
In schools with more than 2,500 age-eligible students	2.8	3.5!	1.8!	0.7!	No	24.3!	3.4!	0.6!	No	20.0!
Missing number of age-eligible students	7.8	7.4	8.5!	-0.4!	No	-5.2!	7.9	0.1	No	0.7
In schools in city areas <sup>8</sup>	24.1	23.7	24.6	-0.4	No	-1.6	24.0	#	No	-0.2
In schools in suburb areas <sup>8</sup>	42.5	40.1	46.4	-2.5	No	-5.9	43.8	1.2	No	2.9
In schools in town areas <sup>8</sup>	10.0	11.3	8.0!	1.3!	No	13.2!	9.8	-0.2	No	-2.0
In schools in rural areas <sup>8</sup>	23.4	25.0	21.0	1.6	No	6.7	22.4	-1.0	No	-4.2
In schools with less than 25% White, not Hispanic or Latino students	13.1	14.7	10.6	1.6	No	12.5	13.7	0.6	No	4.7
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	18.9	20.6	16.4	1.7	No	8.8	19.7	0.8	No	4.0
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	27.8	24.9	32.1	-2.8	No	-10.2	27.7	-0.1	No	-0.4
In schools with at least 80% White, not Hispanic or Latino students	32.4	32.3	32.5	-0.1	No	-0.2	31.1	-1.3	No	-4.0
Missing number of White, not Hispanic or Latino students	7.8	7.4	8.5!	-0.4!	No	-5.2!	7.9	0.1	No	0.7
In schools with less than 2% Black, not Hispanic or Latino students	29.8	26.9	34.2	-2.9	No	-9.7	26.8	-3.0	No	-10.1
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	22.9	24.8	20.0!	1.9!	No	8.2!	24.2	1.3	No	5.8
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	16.4	18.6	13.2	2.1	No	12.9	17.9	1.4	No	8.7
In schools with at least 25% Black, not Hispanic or Latino students	23.0	22.3	24.1!	-0.7!	No	-3.1!	23.2	0.2	No	0.9
Missing number of Black, not Hispanic or Latino students	7.8	7.4	8.5!	-0.4!	No	-5.2!	7.9	0.1	No	0.7

Table E-12 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	24.6	24.9	24.2	0.3	No	1.1	23.9	-0.8	No	-3.1
In schools with at least 3% and less than 10% Hispanic or Latino students	37.5	34.6	42.0	-2.9	No	-7.8	36.8	-0.7	No	-1.9
In schools with at least 10% and less than 30% Hispanic or Latino students	13.2	13.2	13.1	0.1	No	0.5	13.3	0.1	No	0.7
In schools with at least 30% Hispanic or Latino students	16.9	19.9	12.3!	3.0!	No	17.7!	18.2	1.3	No	7.8
Missing number of Hispanic or Latino students	7.8	7.4	8.5!	-0.4!	No	-5.2!	7.9	0.1	No	0.7
In schools with less than 25% of students eligible for free or reduced-price lunch program	38.7	38.2	39.4	-0.5	No	-1.2	39.9	1.2	No	3.2
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	16.6	15.3	18.5	-1.3	No	-7.6	15.3	-1.3	No	-7.7
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	20.7	20.9	20.5	0.2	No	0.8	19.7	-1.0	No	-4.9
In schools with at least 65% students eligible for free or reduced-price lunch program	16.1	18.1	13.1	2.0	No	12.3	17.1	1.0	No	6.1
Missing number of students eligible for free or reduced-price lunch program	7.8	7.4	8.5!	-0.4!	No	-5.2!	7.9	0.1	No	0.7
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	8.4	7.7	9.4!	-0.7!	No	-8.3!	7.8	-0.6	No	-6.8
In schools eligible for Title I TAS and provide Title I TAS program	8.6	9.0	8.0!	0.4!	No	4.8!	8.9	0.3	No	3.9
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.7!	1.1!	0.0	0.5!	No	65.5!	1.2!	0.5!	No	76.6!
In schools eligible for Title I SWP but provide no Title I program	12.3	13.7	10.2	1.4	No	11.3	12.6	0.3	No	2.7
In schools eligible for Title I SWP and provide Title I SWP	18.7	19.7	17.3	0.9	No	5.0	18.1	-0.6	No	-3.1
In schools eligible for either Title I TAS or SWP	39.1	37.6	41.4	-1.5	No	-3.9	40.3	1.2	No	3.0
Missing Title I programs information	12.2	11.2	13.7!	-1.0!	No	-8.1!	11.0	-1.2	No	-9.9

Table E-12 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	11.9	12.4	11.2	0.5	No	4.0	11.4	-0.5	No	-4.6
Grade 8	15.0	13.0	18.0	-2.0	No	-13.3	13.6	-1.4	No	-9.4
Grade 9	16.8	16.1	17.9	-0.7	No	-4.2	16.6	-0.2	No	-1.2
Grade 10	18.5	20.5	15.5	2.0	No	10.8	20.6	2.1	No	11.1
Grade 11	15.1	14.7	15.8	-0.5	No	-3.1	14.7	-0.5	No	-3.0
Grade 12 or ungraded	22.0	22.3	21.5	0.4	No	1.6	22.1	0.1	No	0.5
Other qualifying grade, not eligible, or missing grade	0.7!	1.0!	0.2!	0.3!	No	50.3!	1.1!	0.4!	No	64.6!
Male	63.6	63.1	64.4	-0.5	No	-0.8	63.6	#	No	#
Female	35.2	35.4	34.9	0.2	No	0.5	35.1	-0.1	No	-0.3
Missing	1.2!	1.5!	0.7!	0.3!	No	26.8!	1.3!	0.1!	No	8.9!
White, not Hispanic or Latino	74.5	74.7	74.1	0.2	No	0.3	76.5	2.0	No	2.7
Black, not Hispanic or Latino	16.1	16.5	15.4	0.4	No	2.7	16.0	#	No	-0.3
Multi/other races	2.2!	1.2!	3.6!	-0.9!	No	-43.0!	1.1!	-1.1!	No	-49.2!
Hispanic or Latino	4.7	5.7	3.3!	0.9!	No	19.7!	4.7!	-0.1!	No	-1.2!
Missing	2.5!	1.9!	3.5!	-0.6!	No	-25.7!	1.7!	-0.9!	No	-34.1!
0 suspensions <sup>9</sup>	71.8	74.7	67.2	3.0	No	4.2	71.7	-0.1	No	-0.1
1 suspension	4.7	3.8	5.9!	-0.8!	No	-17.9!	3.8	-0.9	No	-18.3
2 or more suspensions	3.0!	3.1!	2.7!	0.2!	No	5.4!	3.2!	0.2!	No	7.5!
Missing	20.6!	18.3!	24.2!	-2.3!	No	-11.2!	21.3!	0.7!	No	3.3!
Not classified as limited English proficient	78.2	77.5	79.3	-0.7	No	-0.9	75.1	-3.1	No	-4.0
Limited English proficient	5.1	6.6	2.8!	1.5!	Yes	28.9!	6.3	1.2	No	23.5
Missing	16.7!	15.9!	17.8!	-0.8!	No	-4.6!	18.6!	2.0!	No	11.7!

Table E-12 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	43.0	40.5	47.0	-2.6	No	-6.0	40.7	-2.3	No	-5.4
Eligible for free lunch	26.2	29.7	20.9	3.5	Yes	13.4	27.2	1.0	No	3.7
Eligible for reduced-price lunch	3.5!	2.9!	4.4!	-0.6!	No	-17.4!	3.1!	-0.4!	No	-11.7!
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	7.4	6.7!	8.5!	-0.7!	No	-9.5!	6.4!	-1.0!	No	-14.0!
Missing	19.8!	20.2	19.2!	0.4!	No	2.0!	22.6!	2.8!	No	14.2!

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-13. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: visual impairment**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	15.4	13.7	18.2	-1.6	No	-10.6	14.9	-0.5	No	-3.3
In medium districts <sup>6</sup>	18.4	18.3	18.5	-0.1	No	-0.5	18.3	-0.1	No	-0.5
In large districts <sup>6</sup>	58.1	59.7	55.2	1.7	No	2.9	58.7	0.6	No	1.0
In special schools <sup>6</sup>	8.2	8.3	8.1!	0.1!	No	0.8!	8.2	#	No	0.1
In Northeast districts	16.2	15.2	17.8	-1.0	No	-5.9	17.3	1.2	No	7.2
In Midwest districts	22.7	25.4	18.0	2.7	No	12.1	22.7	#	No	#
In South districts	39.9	35.4	47.7	-4.5	Yes	-11.3	37.7	-2.2	No	-5.6
In West districts	21.2	23.9	16.5	2.7	No	12.8	22.3	1.1	No	5.1
In districts with less than 10% of students with an IEP	14.4	15.4	12.6!	1.0!	No	7.2!	14.5	0.1	No	0.8
In districts with at least 10% and less than 13% of students with an IEP	30.9	28.9	34.5	-2.1	No	-6.7	30.1	-0.9	No	-2.8
In districts with at least 13% and less than 16% of students with an IEP	20.6	20.3	21.0	-0.3	No	-1.3	21.2	0.6	No	2.9
In districts with at least 16% of students with an IEP	27.0	29.0	23.5	2.0	No	7.4	27.8	0.9	No	3.2
Missing number of students with an IEP	7.1	6.4!	8.4!	-0.7!	No	-10.1!	6.5!	-0.7!	No	-9.6!
<b>School characteristics</b>										
Attending a charter school	1.8!	2.1!	1.2!	0.3!	No	19.5!	2.0!	0.2!	No	13.1!
Not attending a charter school	84.2	85.1	82.8	0.8	No	1.0	85.2	1.0	No	1.2
Missing or non-applicable charter school information	14.0	12.8	16.0	-1.2	No	-8.3	12.8	-1.2	No	-8.7
In regular schools	83.6	84.9	81.3	1.3	No	1.6	84.9	1.3	No	1.6
In special education schools	6.7	5.7!	8.4!	-1.0!	No	-14.5!	5.7!	-1.0!	No	-14.9!
In vocational education schools	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In an alternative school or other	1.7!	1.4!	2.2!	-0.3!	No	-17.9!	1.2!	-0.4!	No	-25.2!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-13 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	8.0!	8.0!	8.1!	#	No	-0.6!	8.2!	0.1!	No	1.5!
In schools with less than 200 age-eligible students	9.5	10.7	7.5!	1.2!	No	12.2!	11.0	1.5	No	15.8
In schools with 201 to 650 age-eligible students	27.3	24.2	32.8	-3.1	No	-11.5	22.4	-4.9	Yes	-18.1
In schools with 651 to 1,000 age-eligible students	14.9	14.5	15.6	-0.4	No	-2.7	15.5	0.6	No	4.1
In schools with 1,001 to 1,750 age-eligible students	17.0	17.6	15.9	0.6	No	3.6	17.6	0.5	No	3.2
In schools with 1,751 to 2,500 age-eligible students	16.3	18.2	13.0	1.9	No	11.6	18.5	2.2	No	13.4
In schools with more than 2,500 age-eligible students	5.8	5.3!	6.6!	-0.5!	No	-8.2!	5.7!	-0.1!	No	-2.1!
Missing number of age-eligible students	9.2	9.5!	8.6!	0.4!	No	3.8!	9.4!	0.2!	No	2.5!
In schools in city areas <sup>8</sup>	31.1	31.8	29.9	0.7	No	2.2	31.3	0.2	No	0.5
In schools in suburb areas <sup>8</sup>	32.7	29.3	38.5	-3.4	No	-10.3	33.3	0.7	No	2.1
In schools in town areas <sup>8</sup>	9.6	11.0	7.2!	1.4!	No	14.3!	9.8	0.2	No	2.3
In schools in rural areas <sup>8</sup>	26.7	28.0	24.4	1.3	No	5.0	25.6	-1.1	No	-4.0
In schools with less than 25% White, not Hispanic or Latino students	21.6	21.5	21.9	-0.1	No	-0.7	20.0	-1.6	No	-7.5
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	25.6	25.4	26.1	-0.3	No	-1.0	27.1	1.4	No	5.6
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	15.3	14.3	17.2	-1.1	No	-6.9	14.2	-1.1	No	-7.2
In schools with at least 80% White, not Hispanic or Latino students	28.2	29.4	26.3	1.1	No	4.0	29.3	1.1	No	3.7
Missing number of White, not Hispanic or Latino students	9.2	9.5!	8.6!	0.4!	No	3.8!	9.4!	0.2!	No	2.5!
In schools with less than 2% Black, not Hispanic or Latino students	28.4	32.2	21.7	3.9	No	13.6	30.9	2.5	No	8.9
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	20.3	18.9	22.6	-1.3	No	-6.7	18.0	-2.2	No	-11.1
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	23.4	22.2	25.5	-1.2	No	-5.1	23.9	0.4	No	1.9
In schools with at least 25% Black, not Hispanic or Latino students	18.7	17.1	21.6	-1.7	No	-8.9	17.8	-0.9	No	-5.0
Missing number of Black, not Hispanic or Latino students	9.2	9.5!	8.6!	0.4!	No	3.8!	9.4!	0.2!	No	2.5!

Table E-13 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.8	20.4	29.6	-3.4	No	-14.2	21.3	-2.4	No	-10.3
In schools with at least 3% and less than 10% Hispanic or Latino students	23.6	26.0	19.6	2.3	No	9.8	27.5	3.8	No	16.2
In schools with at least 10% and less than 30% Hispanic or Latino students	17.2	17.0	17.5	-0.2	No	-1.0	16.3	-0.9	No	-5.2
In schools with at least 30% Hispanic or Latino students	26.2	27.1	24.7	0.9	No	3.4	25.5	-0.7	No	-2.7
Missing number of Hispanic or Latino students	9.2	9.5!	8.6!	0.4!	No	3.8!	9.4!	0.2!	No	2.5!
In schools with less than 25% of students eligible for free or reduced-price lunch program	21.5	21.0	22.2	-0.4	No	-2.0	22.6	1.2	No	5.5
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	16.9	18.8	13.7	1.9	No	11.1	18.4	1.5	No	8.7
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	29.0	29.6	27.8	0.7	No	2.3	29.0	#	No	#
In schools with at least 65% students eligible for free or reduced-price lunch program	22.5	19.9	27.1	-2.6	No	-11.7	19.8	-2.8	No	-12.3
Missing number of students eligible for free or reduced-price lunch program	10.1	10.6!	9.2!	0.5!	No	5.2!	10.2!	0.1!	No	1.0!
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	6.8	7.2	5.9!	0.5!	No	6.9!	7.4	0.7	No	10.2
In schools eligible for Title I TAS and provide Title I TAS program	10.0	10.2	9.7!	0.2!	No	1.9!	10.5	0.5	No	4.8
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In schools eligible for Title I SWP but provide no Title I program	17.4	17.2	17.9	-0.3	No	-1.6	15.4	-2.0	No	-11.6
In schools eligible for Title I SWP and provide Title I SWP	24.8	25.3	23.9	0.5	No	2.1	24.6	-0.1	No	-0.6
In schools eligible for either Title I TAS or SWP	24.2	22.6	27.0	-1.6	No	-6.7	23.4	-0.8	No	-3.2
Missing Title I programs information	16.8	17.5	15.5	0.7	No	4.3	18.6	1.8	No	10.6



Table E-13 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	10.6	9.5	12.5	-1.1	No	-10.4	9.2	-1.4	No	-12.8
Grade 8	17.6	17.2	18.2	-0.4	No	-2.2	15.8	-1.8	No	-10.2
Grade 9	19.1	19.2	18.9	0.1	No	0.5	20.2	1.1	No	5.6
Grade 10	15.2	16.5	12.8	1.4	No	9.0	16.5	1.3	No	8.7
Grade 11	15.4	15.3	15.4	#	No	-0.1	15.0	-0.4	No	-2.6
Grade 12 or ungraded	21.1	21.6	20.2	0.5	No	2.4	22.6	1.6	No	7.4
Other qualifying grade, not eligible, or missing grade	1.1!	0.7!	1.9!	-0.5!	No	-39.6!	0.8!	-0.4!	No	-33.8!
Male	56.2	57.9	53.2	1.7	No	3.1	56.3	0.1	No	0.2
Female	43.1	42.1	44.9	-1.0	No	-2.4	43.7	0.6	No	1.3
Missing	0.7!	0.0	1.9!	-0.7!	No	-100!	0.0	-0.7!	No	-100.0
White, not Hispanic or Latino	71.2	70.0	73.4	-1.2	No	-1.7	70.3	-0.9	No	-1.3
Black, not Hispanic or Latino	15.7	15.2	16.5	-0.5	No	-3.0	16.2	0.5	No	3.1
Multi/other races	3.2!	4.8!	0.4!	1.6!	Yes	50.1!	4.2!	1.0!	Yes	32.1!
Hispanic or Latino	5.8	6.2	5.2!	0.4!	No	6.1!	6.0	0.1	No	2.0
Missing	4.0!	3.8!	4.5!	-0.2!	No	-6.1!	3.3!	-0.7!	No	-17.2!
0 suspensions <sup>9</sup>	77.6	78.2	76.6	0.6	No	0.7	76.8	-0.8	No	-1.0
1 suspension	2.0!	0.7!	4.2!	-1.3!	No	-64.0!	0.8!	-1.2!	No	-61.8!
2 or more suspensions	1.4!	1.7!	1.0!	0.3!	No	17.7!	1.7!	0.2!	No	17.5!
Missing	19.0	19.4	18.2	0.5	No	2.4	20.7	1.7	No	9.1
Not classified as limited English proficient	82.2	81.3	83.6	-0.8	No	-1.0	81.6	-0.5	No	-0.6
Limited English proficient	6.1	7.2	4.2!	1.1!	No	17.9!	6.5	0.4	No	6.4
Missing	11.8	11.5	12.2!	-0.3!	No	-2.3!	11.9	0.1	No	1.2

Table E-13 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	36.1	32.0	43.3	-4.1	Yes	-11.4	34.5	-1.6	No	-4.4
Eligible for free lunch	32.8	35.1	28.9	2.3	No	6.9	31.3	-1.6	No	-4.7
Eligible for reduced-price lunch	3.5!	5.1!	0.7!	1.6!	Yes	45.5!	4.1!	0.6!	No	16.2!
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	8.1	8.8	7.0!	0.7!	No	8.1!	8.7	0.6	No	7.8
Missing	19.4	19.0	20.1	-0.4	No	-2.2	21.4	2.0	No	10.1

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-14. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: youth without an IEP**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight <sup>1</sup> )						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	19.6	19.3	20.0	-0.3	No	-1.5	19.6	-0.1	No	-0.4
In medium districts <sup>6</sup>	15.2	14.6	16.0	-0.6	No	-4.1	15.6	0.4	No	3.0
In large districts <sup>6</sup>	65.2	66.1	64.0	0.9	No	1.4	64.8	-0.4	No	-0.6
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	16.9	15.4	19.0	-1.5	Yes	-9.1	17.2	0.3	No	1.5
In Midwest districts	23.1	24.1	21.6	1.1	No	4.7	23.5	0.4	No	1.7
In South districts	38.1	37.5	39.0	-0.6	No	-1.7	37.8	-0.3	No	-0.8
In West districts	21.9	23.0	20.5	1.1	No	5.0	21.5	-0.4	No	-1.6
In districts with less than 10% of students with an IEP	16.2	16.9	15.3	0.7	No	4.0	16.5	0.3	No	1.8
In districts with at least 10% and less than 13% of students with an IEP	35.6	34.8	36.7	-0.8	No	-2.3	34.8	-0.8	No	-2.3
In districts with at least 13% and less than 16% of students with an IEP	27.5	26.4	29.0	-1.1	No	-4.1	27.1	-0.4	No	-1.4
In districts with at least 16% of students with an IEP	17.7	19.3	15.6	1.6	Yes	9.0	18.9	1.1	Yes	6.5
Missing number of students with an IEP	3.0	2.7!	3.4!	-0.3!	No	-10.1!	2.7!	-0.2!	No	-7.6!
<b>School characteristics</b>										
Attending a charter school	2.1	2.4	1.6	0.4	No	17.3	2.3	0.2	No	9.7
Not attending a charter school	87.0	87.6	86.2	0.6	No	0.7	87.3	0.3	No	0.4
Missing or non-applicable charter school information	10.9	10.0	12.2	-1.0	No	-8.7	10.4	-0.5	No	-4.7
In regular schools	93.9	95.1	92.3	1.2	Yes	1.3	94.2	0.3	No	0.3
In special education schools	0.2!	0.3!	0.2!	#	No	7.1!	0.3!	#	No	8.2!
In vocational education schools	0.6!	0.3!	1.0!	-0.3!	No	-54.3!	0.3!	-0.3!	No	-46.6!
In an alternative school or other	1.6	2.0	1.2	0.3	No	20.3	1.9	0.3	No	18.9
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-14 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	3.7	2.4	5.4	-1.3	Yes	-34.0	3.3	-0.4	No	-10.3
In schools with less than 200 age-eligible students	5.0	4.9	5.2	-0.2	No	-3.1	4.9	-0.1	No	-2.8
In schools with 201 to 650 age-eligible students	28.8	30.3	26.7	1.6	Yes	5.4	29.1	0.3	No	1.2
In schools with 651 to 1,000 age-eligible students	15.7	16.0	15.4	0.3	No	1.7	15.6	-0.1	No	-0.6
In schools with 1,001 to 1,750 age-eligible students	20.8	21.2	20.3	0.4	No	1.8	21.0	0.2	No	1.1
In schools with 1,751 to 2,500 age-eligible students	18.6	18.9	18.3	0.3	No	1.4	18.6	#	No	0.2
In schools with more than 2,500 age-eligible students	7.0	5.9	8.4	-1.1	Yes	-15.4	6.8	-0.2	No	-2.4
Missing number of age-eligible students	4.0	2.8	5.6	-1.2	Yes	-30.0	3.8	-0.2	No	-4.6
In schools in city areas <sup>6</sup>	27.9	29.7	25.4	1.9	Yes	6.7	27.4	-0.4	No	-1.5
In schools in suburb areas <sup>6</sup>	33.9	31.3	37.3	-2.6	Yes	-7.6	34.2	0.4	No	1.0
In schools in town areas <sup>6</sup>	10.8	12.3	9.0	1.4	Yes	13.2	10.9	0.1	No	0.6
In schools in rural areas <sup>6</sup>	27.4	26.7	28.4	-0.7	No	-2.6	27.4	#	No	#
In schools with less than 25% White, not Hispanic or Latino students	23.7	24.9	22.1	1.2	No	5.0	23.2	-0.5	No	-2.1
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	24.0	23.8	24.3	-0.2	No	-1.0	24.0	#	No	-0.1
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	20.4	19.2	21.8	-1.1	No	-5.4	20.2	-0.2	No	-0.9
In schools with at least 80% White, not Hispanic or Latino students	27.9	29.3	26.1	1.4	No	4.9	28.8	0.9	No	3.2
Missing number of White, not Hispanic or Latino students	4.0	2.8	5.6	-1.2	Yes	-30.0	3.8	-0.2	No	-4.6
In schools with less than 2% Black, not Hispanic or Latino students	25.8	27.4	23.7	1.6	No	6.0	25.4	-0.4	No	-1.7
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	24.0	24.7	23.2	0.6	No	2.7	23.9	-0.1	No	-0.4
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	25.4	25.1	25.7	-0.3	No	-1.1	26.4	1.0	No	3.9
In schools with at least 25% Black, not Hispanic or Latino students	20.8	20.1	21.7	-0.7	No	-3.4	20.5	-0.3	No	-1.4
Missing number of Black, not Hispanic or Latino students	4.0	2.8	5.6	-1.2	Yes	-30.0	3.8	-0.2	No	-4.6

Table E-14 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.3	24.0	22.4	0.7	No	3.0	23.8	0.5	No	2.0
In schools with at least 3% and less than 10% Hispanic or Latino students	25.2	24.6	26.0	-0.6	No	-2.4	25.0	-0.2	No	-0.8
In schools with at least 10% and less than 30% Hispanic or Latino students	20.6	20.4	21.0	-0.2	No	-1.2	21.3	0.6	No	3.0
In schools with at least 30% Hispanic or Latino students	26.9	28.2	25.1	1.4	No	5.1	26.2	-0.7	No	-2.6
Missing number of Hispanic or Latino students	4.0	2.8	5.6	-1.2	Yes	-30.0	3.8	-0.2	No	-4.6
In schools with less than 25% of students eligible for free or reduced-price lunch program	25.7	25.8	25.6	0.1	No	0.2	26.6	0.9	No	3.5
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	20.6	20.6	20.5	#	No	0.2	20.6	0.1	No	0.3
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	29.1	29.5	28.6	0.4	No	1.3	28.8	-0.3	No	-1.1
In schools with at least 65% students eligible for free or reduced-price lunch program	20.5	21.2	19.6	0.7	No	3.4	19.9	-0.5	No	-2.7
Missing number of students eligible for free or reduced-price lunch program	4.1	2.9	5.7	-1.2	Yes	-29.0	4.0	-0.1	No	-2.7
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	12.2	12.7	11.6	0.5	No	3.7	12.9	0.7	No	5.7
In schools eligible for Title I TAS and provide Title I TAS program	10.5	10.2	10.9	-0.3	No	-2.8	10.6	0.1	No	0.6
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.4!	0.4!	0.4!	#	No	-5.3!	0.3!	-0.1!	No	-21.1!
In schools eligible for Title I SWP but provide no Title I program	16.1	16.2	15.8	0.2	No	1.0	16.1	0.1	No	0.3
In schools eligible for Title I SWP and provide Title I SWP	24.0	25.7	21.8	1.7	Yes	7.1	23.7	-0.3	No	-1.3
In schools eligible for either Title I TAS or SWP	25.1	24.7	25.6	-0.4	No	-1.4	25.2	0.1	No	0.4
Missing Title I programs information	11.7	10.1	13.9	-1.6	Yes	-13.9	11.2	-0.5	No	-4.1

Table E-14 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.0	16.9	14.9	0.9	No	5.5	16.2	0.2	No	1.4
Grade 8	17.2	17.7	16.5	0.5	No	3.0	17.0	-0.2	No	-0.9
Grade 9	20.4	21.1	19.5	0.7	No	3.2	20.2	-0.2	No	-0.9
Grade 10	14.2	14.3	14.1	0.1	No	0.7	14.5	0.2	No	1.7
Grade 11	18.2	17.9	18.7	-0.4	No	-2.0	18.6	0.3	No	1.9
Grade 12 or ungraded	13.7	12.1	15.7	-1.5	Yes	-11.2	13.5	-0.2	No	-1.5
Other qualifying grade, not eligible, or missing grade	0.3!	#	0.6!	-0.3!	No	-93.7!	#	-0.3!	No	-90.3!
Male	48.5	49.0	47.8	0.5	No	1.0	48.5	#	No	0.1
Female	50.4	50.3	50.7	-0.2	No	-0.4	50.7	0.2	No	0.5
Missing	1.1!	0.8!	1.5!	-0.3!	No	-29.6!	0.8!	-0.3!	No	-25.0!
White, not Hispanic or Latino	70.4	70.2	70.7	-0.2	No	-0.3	71.0	0.6	No	0.8
Black, not Hispanic or Latino	15.3	15.3	15.2	0.1	No	0.4	15.1	-0.1	No	-0.7
Multi/other races	2.7	2.7	2.6	#	No	1.6	2.7	0.1	No	2.2
Hispanic or Latino	8.0	8.4	7.4	0.4	No	5.3	7.9	-0.1	No	-1.1
Missing	3.7	3.3	4.1	-0.3	No	-8.8	3.2	-0.4	No	-12.2
0 suspensions <sup>9</sup>	76.4	77.4	75.0	1.0	No	1.4	77.3	0.9	No	1.1
1 suspension	3.4	3.5	3.3	0.1	No	2.7	3.6	0.1	No	3.6
2 or more suspensions	2.1	2.1	2.2	#	No	-2.2	1.9	-0.2	No	-11.0
Missing	18.1	17.0	19.5	-1.1	No	-6.0	17.3	-0.8	No	-4.3
Not classified as limited English proficient	83.2	84.6	81.4	1.4	Yes	1.7	84.0	0.8	No	1.0
Limited English proficient	5.9	6.8	4.6	0.9	Yes	16.0	6.3	0.4	No	6.6
Missing	10.9	8.6	14.0	-2.3	Yes	-21.2	9.7	-1.2	No	-11.3

Table E-14 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	43.0	43.1	42.8	0.1	No	0.3	43.1	0.1	No	0.3
Eligible for free lunch	25.4	26.1	24.4	0.7	No	2.9	25.3	-0.1	No	-0.2
Eligible for reduced-price lunch	5.0	5.6	4.4	0.5	No	10.1	5.3	0.3	No	5.6
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	7.0	7.5	6.4	0.5	No	6.9	7.2	0.2	No	2.3
Missing	19.6	17.7	22.0	-1.9	Yes	-9.6	19.1	-0.5	No	-2.6

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-15. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: 504 plan but no IEP**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight <sup>2</sup> )						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	23.5	21.8	25.6	-1.7	No	-7.1	22.2	-1.2	No	-5.3
In medium districts <sup>6</sup>	19.0	17.1	21.4	-1.9	No	-10.0	17.8	-1.2	No	-6.4
In large districts <sup>6</sup>	57.5	61.1	53.0	3.5	Yes	6.2	60.0	2.5	No	4.3
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	26.6	24.0	29.9	-2.6	No	-9.7	26.1	-0.5	No	-1.8
In Midwest districts	14.0	13.9	14.2	-0.1	No	-1.0	12.7	-1.3	No	-9.3
In South districts	45.8	47.5	43.7	1.7	No	3.7	46.8	1.0	No	2.1
In West districts	13.5	14.6	12.2	1.0	No	7.7	14.3	0.8	No	5.9
In districts with less than 10% of students with an IEP	14.3	16.6	11.3	2.3	Yes	16.4	16.0	1.7	No	11.9
In districts with at least 10% and less than 13% of students with an IEP	35.8	37.0	34.2	1.2	No	3.4	36.1	0.4	No	1.1
In districts with at least 13% and less than 16% of students with an IEP	30.4	27.0	34.7	-3.4	Yes	-11.1	27.2	-3.2	Yes	-10.5
In districts with at least 16% of students with an IEP	17.3	17.7	16.7	0.4	No	2.6	18.5	1.2	No	6.8
Missing number of students with an IEP	2.2!	1.6!	3.0!	-0.6!	No	-27.2!	2.2!	-0.1!	No	-2.9!
<b>School characteristics</b>										
Attending a charter school	1.7	2.3	1.1!	0.5!	No	31.0!	2.2	0.5	No	26.3
Not attending a charter school	87.9	89.1	86.5	1.2	No	1.3	89.1	1.2	No	1.3
Missing or non-applicable charter school information	10.3	8.6	12.5	-1.7	No	-16.5	8.7	-1.6	No	-15.6
In regular schools	93.6	94.3	92.8	0.7	No	0.7	94.0	0.3	No	0.4
In special education schools	0.5!	0.7!	0.4!	0.1!	No	19.5!	0.7!	0.2!	No	28.9!
In vocational education schools	0.3!	0.2!	0.3!	#	No	-10.4!	0.3!	#	No	8.8!
In an alternative school or other	2.8	3.2!	2.3!	0.4!	No	13.8!	3.5!	0.7!	No	25.9!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0



Table E-15 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	2.7	1.6!	4.2!	-1.1!	Yes	-41.2!	1.5!	-1.2!	Yes	-45.5!
In schools with less than 200 age-eligible students	6.7	4.6	9.3	-2.0	Yes	-30.7	5.5	-1.2	No	-18.1
In schools with 201 to 650 age-eligible students	28.3	27.4	29.6	-1.0	No	-3.4	28.0	-0.3	No	-1.1
In schools with 651 to 1,000 age-eligible students	16.5	18.2	14.3	1.7	No	10.6	17.9	1.5	No	8.8
In schools with 1,001 to 1,750 age-eligible students	23.2	22.3	24.3	-0.9	No	-3.8	22.6	-0.5	No	-2.2
In schools with 1,751 to 2,500 age-eligible students	17.2	21.0	12.4	3.8	Yes	22.1	19.9	2.7	Yes	15.7
In schools with more than 2,500 age-eligible students	5.2	4.5	6.1	-0.7	No	-14.1	4.0	-1.2	Yes	-23.8
Missing number of age-eligible students	3.0	2.0!	4.2!	-0.9!	No	-31.8!	2.1!	-0.9!	No	-29.3!
In schools in city areas <sup>8</sup>	21.7	23.8	19.1	2.1	No	9.4	22.8	1.1	No	5.0
In schools in suburb areas <sup>8</sup>	37.0	36.5	37.8	-0.6	No	-1.5	36.5	-0.5	No	-1.4
In schools in town areas <sup>8</sup>	12.1	12.7	11.3	0.6	No	5.1	13.1	1.0	No	8.2
In schools in rural areas <sup>8</sup>	29.2	27.1	31.8	-2.1	No	-7.2	27.6	-1.5	No	-5.3
In schools with less than 25% White, not Hispanic or Latino students	16.2	16.4	16.0	0.2	No	1.1	17.3	1.1	No	6.6
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	25.5	25.1	26.0	-0.4	No	-1.5	24.4	-1.1	No	-4.2
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	24.7	26.9	21.9	2.2	No	8.9	25.7	1.0	No	4.2
In schools with at least 80% White, not Hispanic or Latino students	30.6	29.6	32.0	-1.0	No	-3.4	30.5	-0.2	No	-0.6
Missing number of White, not Hispanic or Latino students	3.0	2.0!	4.2!	-0.9!	No	-31.8!	2.1!	-0.9!	No	-29.3!
In schools with less than 2% Black, not Hispanic or Latino students	26.3	29.1	22.7	2.8	Yes	10.8	28.5	2.2	No	8.5
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	24.9	22.3	28.3	-2.6	No	-10.6	22.5	-2.5	No	-9.9
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	24.5	25.8	22.9	1.2	No	5.1	25.5	1.0	No	4.0
In schools with at least 25% Black, not Hispanic or Latino students	21.3	20.8	21.9	-0.5	No	-2.3	21.4	0.1	No	0.7
Missing number of Black, not Hispanic or Latino students	3.0	2.0!	4.2!	-0.9!	No	-31.8!	2.1!	-0.9!	No	-29.3!

Table E-15 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	22.0	19.8	24.7	-2.1	No	-9.7	21.9	-0.1	No	-0.5
In schools with at least 3% and less than 10% Hispanic or Latino students	29.1	30.9	26.8	1.8	No	6.3	30.5	1.3	No	4.6
In schools with at least 10% and less than 30% Hispanic or Latino students	26.8	27.5	25.8	0.8	No	2.9	26.2	-0.6	No	-2.1
In schools with at least 30% Hispanic or Latino students	19.2	19.7	18.5	0.5	No	2.6	19.4	0.2	No	1.1
Missing number of Hispanic or Latino students	3.0	2.0!	4.2!	-0.9!	No	-31.8!	2.1!	-0.9!	No	-29.3!
In schools with less than 25% of students eligible for free or reduced-price lunch program	32.3	31.4	33.4	-0.9	No	-2.7	32.9	0.6	No	1.9
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	23.1	25.9	19.7	2.8	Yes	11.9	24.3	1.2	No	5.0
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	24.2	26.0	21.9	1.8	No	7.6	23.3	-0.9	No	-3.9
In schools with at least 65% students eligible for free or reduced-price lunch program	17.4	14.6	20.9	-2.8	Yes	-16.0	17.4	#	No	0.1
Missing number of students eligible for free or reduced-price lunch program	3.0	2.0!	4.2!	-0.9!	No	-31.8!	2.1!	-0.9!	No	-29.3!
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	15.5	15.5	15.4	0.1	No	0.4	15.1	-0.3	No	-2.1
In schools eligible for Title I TAS and provide Title I TAS program	9.8	11.1	8.2	1.3	No	13.2	10.9	1.1	No	10.9
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.4!	0.7!	0.1!	0.3!	Yes	68.3!	0.6!	0.2!	Yes	56.2!
In schools eligible for Title I SWP but provide no Title I program	16.5	14.4	19.1	-2.1	No	-12.6	14.1	-2.3	No	-14.3
In schools eligible for Title I SWP and provide Title I SWP	18.0	18.2	17.8	0.1	No	0.8	18.3	0.3	No	1.6
In schools eligible for either Title I TAS or SWP	31.1	31.7	30.3	0.6	No	1.9	32.4	1.3	No	4.2
Missing Title I programs information	8.7	8.4	9.1	-0.3	No	-3.6	8.5	-0.2	No	-2.5

Table E-15 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	17.5	16.7	18.5	-0.8	No	-4.6	17.2	-0.3	No	-1.9
Grade 8	15.5	16.7	14.0	1.2	No	7.7	18.1	2.6	Yes	16.6
Grade 9	21.0	20.6	21.4	-0.4	No	-1.7	20.7	-0.3	No	-1.3
Grade 10	15.3	16.2	14.1	0.9	No	5.9	15.2	-0.1	No	-0.8
Grade 11	18.0	19.3	16.4	1.3	No	6.9	17.7	-0.3	No	-1.7
Grade 12 or ungraded	12.6	10.5	15.3	-2.1	Yes	-17.0	11.1	-1.6	No	-12.3
Other qualifying grade, not eligible, or missing grade	0.1!	0.1!	0.2!	-0.1!	No	-43.0!	0.1!	#	No	1.8!
Male	58.6	57.7	59.8	-0.9	No	-1.5	58.1	-0.6	No	-1.0
Female	40.8	41.4	39.9	0.6	No	1.6	41.3	0.5	No	1.2
Missing	0.6!	0.8!	0.3!	0.3!	No	44.0!	0.7!	0.1!	No	14.2!
White, not Hispanic or Latino	75.3	74.9	75.8	-0.4	No	-0.5	76.3	1.0	No	1.3
Black, not Hispanic or Latino	14.9	15.7	13.8	0.8	No	5.7	15.2	0.3	No	1.9
Multi/other races	3.1	2.7	3.7	-0.4	No	-13.7	2.4	-0.8	No	-24.2
Hispanic or Latino	5.6	5.7	5.3	0.2	No	3.0	5.3	-0.3	No	-5.0
Missing	1.1!	0.9!	1.3!	-0.2!	No	-15.6!	0.9!	-0.2!	No	-21.4!
0 suspensions <sup>9</sup>	77.3	78.9	75.3	1.6	No	2.0	78.5	1.2	No	1.6
1 suspension	4.6	3.6	5.8	-0.9	No	-20.5	3.4	-1.2	No	-26.8
2 or more suspensions	3.6	4.1	2.8	0.6	No	16.1	4.7	1.2	No	32.6
Missing	14.5	13.3	16.1	-1.2	No	-8.3	13.4	-1.2	No	-7.9
Not classified as limited English proficient	87.2	88.8	85.1	1.6	No	1.9	88.6	1.4	No	1.6
Limited English proficient	3.0!	3.3!	2.7!	0.3!	No	9.1!	3.4!	0.4!	No	13.5!
Missing	9.8	7.9	12.2	-1.9	No	-19.6	8.0	-1.8	Yes	-18.7

Table E-15 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	50.3	50.7	49.9	0.4	No	0.7	51.3	0.9	No	1.8
Eligible for free lunch	19.2	19.9	18.4	0.7	No	3.4	19.9	0.7	No	3.4
Eligible for reduced-price lunch	4.7	5.5	3.7 <sup>†</sup>	0.8 <sup>!</sup>	No	16.4 <sup>!</sup>	5.3	0.6	No	12.7
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	6.4	6.3	6.6	-0.1	No	-1.9	6.2	-0.2	No	-2.7
Missing	19.3	17.6	21.4	-1.7	No	-8.8	17.3	-2.0	No	-10.3

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-16. Parent survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: neither 504 plan nor IEP**

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight <sup>1</sup> )						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	19.6	19.3	19.9	-0.3	No	-1.4	19.5	-0.1	No	-0.3
In medium districts <sup>6</sup>	15.1	14.5	15.9	-0.6	No	-4.0	15.6	0.5	No	3.2
In large districts <sup>6</sup>	65.3	66.2	64.2	0.9	No	1.3	64.9	-0.4	No	-0.7
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	16.8	15.2	18.7	-1.5	Yes	-9.0	17.0	0.3	No	1.6
In Midwest districts	23.2	24.3	21.8	1.1	No	4.8	23.6	0.4	No	1.8
In South districts	38.0	37.3	38.9	-0.7	No	-1.8	37.6	-0.3	No	-0.8
In West districts	22.1	23.1	20.6	1.1	No	4.9	21.7	-0.4	No	-1.7
In districts with less than 10% of students with an IEP	16.2	16.9	15.4	0.6	No	3.8	16.5	0.3	No	1.6
In districts with at least 10% and less than 13% of students with an IEP	35.6	34.7	36.7	-0.9	No	-2.4	34.8	-0.8	No	-2.4
In districts with at least 13% and less than 16% of students with an IEP	27.4	26.3	28.9	-1.1	No	-4.0	27.1	-0.3	No	-1.2
In districts with at least 16% of students with an IEP	17.7	19.4	15.6	1.6	Yes	9.1	18.9	1.1	Yes	6.4
Missing number of students with an IEP	3.0!	2.7!	3.4!	-0.3!	No	-9.8!	2.8!	-0.2!	No	-7.7!
<b>School characteristics</b>										
Attending a charter school	2.1	2.4	1.6	0.4	No	17.1	2.3	0.2	No	9.4
Not attending a charter school	87.0	87.5	86.2	0.6	No	0.7	87.2	0.3	No	0.3
Missing or non-applicable charter school information	11.0	10.0	12.2	-0.9	No	-8.6	10.5	-0.5	No	-4.5
In regular schools	93.9	95.1	92.3	1.2	Yes	1.3	94.2	0.3	No	0.3
In special education schools	0.2!	0.3!	0.2!	#	No	6.7!	0.3!	#	No	7.3!
In vocational education schools	0.6!	0.3!	1.0!	-0.3!	No	-54.7!	0.3!	-0.3!	No	-47.1!
In an alternative school or other	1.6	1.9	1.2	0.3	No	20.5	1.9	0.3	No	18.7
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-16 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	3.7	2.5	5.4	-1.3	Yes	-33.9	3.3	-0.4	No	-9.8
In schools with less than 200 age-eligible students	5.0	4.9	5.2	-0.1	No	-2.4	4.9	-0.1	No	-2.5
In schools with 201 to 650 age-eligible students	28.8	30.4	26.7	1.6	Yes	5.6	29.1	0.4	No	1.2
In schools with 651 to 1,000 age-eligible students	15.7	15.9	15.4	0.2	No	1.5	15.6	-0.1	No	-0.8
In schools with 1,001 to 1,750 age-eligible students	20.8	21.2	20.3	0.4	No	1.9	21.0	0.2	No	1.2
In schools with 1,751 to 2,500 age-eligible students	18.6	18.8	18.4	0.2	No	1.0	18.6	#	No	-0.1
In schools with more than 2,500 age-eligible students	7.1	6.0	8.5	-1.1	Yes	-15.4	6.9	-0.1	No	-2.1
Missing number of age-eligible students	4.0	2.8	5.7	-1.2	Yes	-30.0	3.9	-0.2	No	-4.3
In schools in city areas <sup>6</sup>	28.0	29.8	25.5	1.9	Yes	6.6	27.5	-0.4	No	-1.6
In schools in suburb areas <sup>6</sup>	33.8	31.2	37.2	-2.6	Yes	-7.7	34.2	0.4	No	1.1
In schools in town areas <sup>6</sup>	10.8	12.3	8.9	1.4	Yes	13.3	10.9	#	No	0.4
In schools in rural areas <sup>6</sup>	27.4	26.7	28.3	-0.7	No	-2.6	27.4	#	No	0.1
In schools with less than 25% White, not Hispanic or Latino students	23.8	25.0	22.2	1.2	No	5.0	23.3	-0.5	No	-2.2
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	24.0	23.8	24.3	-0.2	No	-1.0	24.0	#	No	#
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	20.3	19.1	21.8	-1.2	No	-5.7	20.1	-0.2	No	-1.0
In schools with at least 80% White, not Hispanic or Latino students	27.9	29.3	26.0	1.4	No	5.1	28.8	0.9	No	3.3
Missing number of White, not Hispanic or Latino students	4.0	2.8	5.7	-1.2	Yes	-30.0	3.9	-0.2	No	-4.3
In schools with less than 2% Black, not Hispanic or Latino students	25.8	27.3	23.8	1.5	No	6.0	25.3	-0.5	No	-1.9
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	24.0	24.7	23.1	0.7	No	2.9	24.0	#	No	-0.2
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	25.4	25.1	25.8	-0.3	No	-1.3	26.4	1.0	No	3.9
In schools with at least 25% Black, not Hispanic or Latino students	20.8	20.1	21.7	-0.7	No	-3.4	20.5	-0.3	No	-1.5
Missing number of Black, not Hispanic or Latino students	4.0	2.8	5.7	-1.2	Yes	-30.0	3.9	-0.2	No	-4.3

Table E-16 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.3	24.1	22.3	0.7	No	3.2	23.8	0.5	No	2.1
In schools with at least 3% and less than 10% Hispanic or Latino students	25.1	24.5	25.9	-0.6	No	-2.6	24.9	-0.2	No	-0.9
In schools with at least 10% and less than 30% Hispanic or Latino students	20.5	20.3	20.9	-0.3	No	-1.2	21.2	0.6	No	3.1
In schools with at least 30% Hispanic or Latino students	27.0	28.4	25.2	1.4	No	5.1	26.3	-0.7	No	-2.7
Missing number of Hispanic or Latino students	4.0	2.8	5.7	-1.2	Yes	-30.0	3.9	-0.2	No	-4.3
In schools with less than 25% of students eligible for free or reduced-price lunch program	25.6	25.7	25.5	0.1	No	0.3	26.5	0.9	No	3.6
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	20.5	20.5	20.5	#	No	#	20.5	#	No	0.2
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	29.2	29.6	28.7	0.4	No	1.2	28.9	-0.3	No	-1.0
In schools with at least 65% students eligible for free or reduced-price lunch program	20.5	21.3	19.5	0.8	No	3.7	20.0	-0.6	No	-2.7
Missing number of students eligible for free or reduced-price lunch program	4.1	2.9	5.7	-1.2	Yes	-28.9	4.0	-0.1	No	-2.4
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	12.1	12.6	11.5	0.5	No	3.8	12.9	0.7	No	5.9
In schools eligible for Title I TAS and provide Title I TAS program	10.5	10.2	10.9	-0.3	No	-3.1	10.6	#	No	0.4
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.4!	0.4!	0.4!	#	No	-6.7!	0.3!	-0.1!	No	-22.6!
In schools eligible for Title I SWP but provide no Title I program	16.1	16.3	15.8	0.2	No	1.3	16.1	0.1	No	0.6
In schools eligible for Title I SWP and provide Title I SWP	24.1	25.8	21.9	1.7	Yes	7.1	23.8	-0.3	No	-1.4
In schools eligible for either Title I TAS or SWP	25.0	24.6	25.5	-0.4	No	-1.5	25.0	0.1	No	0.3
Missing Title I programs information	11.8	10.1	14.0	-1.7	Yes	-14.1	11.3	-0.5	No	-4.2

Table E-16 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.0	16.9	14.8	0.9	No	5.7	16.2	0.2	No	1.4
Grade 8	17.2	17.7	16.6	0.5	No	2.9	17.0	-0.2	No	-1.2
Grade 9	20.4	21.1	19.5	0.7	No	3.3	20.2	-0.2	No	-0.9
Grade 10	14.2	14.3	14.1	0.1	No	0.6	14.4	0.3	No	1.8
Grade 11	18.2	17.8	18.7	-0.4	No	-2.1	18.6	0.4	No	2.0
Grade 12 or ungraded	13.7	12.2	15.7	-1.5	Yes	-11.1	13.5	-0.2	No	-1.4
Other qualifying grade, not eligible, or missing grade	0.3!	#	0.6!	-0.3!	No	-94.1!	#	-0.3!	No	-91.0!
Male	48.3	48.8	47.6	0.5	No	1.1	48.3	#	No	0.1
Female	50.6	50.4	50.9	-0.2	No	-0.4	50.9	0.2	No	0.5
Missing	1.1!	0.8!	1.5!	-0.3!	No	-30.3!	0.8!	-0.3!	No	-25.4!
White, not Hispanic or Latino	70.3	70.2	70.6	-0.2	No	-0.3	70.9	0.6	No	0.8
Black, not Hispanic or Latino	15.3	15.3	15.2	#	No	0.3	15.1	-0.1	No	-0.8
Multi/other races	2.7	2.7	2.6	0.1	No	1.9	2.7	0.1	No	2.8
Hispanic or Latino	8.0	8.4	7.4	0.4	No	5.3	7.9	-0.1	No	-1.0
Missing	3.7	3.4	4.1	-0.3	No	-8.8	3.3	-0.4	No	-12.1
0 suspensions <sup>9</sup>	76.4	77.4	75.0	1.0	No	1.3	77.2	0.9	No	1.1
1 suspension	3.4	3.5	3.3	0.1	No	3.3	3.6	0.1	No	4.4
2 or more suspensions	2.1	2.0	2.2	-0.1	No	-2.7	1.8	-0.3	No	-12.4
Missing	18.1	17.1	19.6	-1.1	No	-5.9	17.4	-0.8	No	-4.2
Not classified as limited English proficient	83.1	84.5	81.3	1.4	No	1.7	83.9	0.8	No	1.0
Limited English proficient	5.9	6.9	4.7	1.0	Yes	16.1	6.3	0.4	No	6.5
Missing	11.0	8.6	14.0	-2.3	Yes	-21.2	9.7	-1.2	No	-11.2



Table E-16 (continued)

District, school, and youth characteristics	Before adjustments for parent nonresponse (base weight)						After adjustments for parent nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	42.8	43.0	42.7	0.1	No	0.3	42.9	0.1	No	0.2
Eligible for free lunch	25.5	26.3	24.5	0.7	No	2.9	25.4	-0.1	No	-0.3
Eligible for reduced-price lunch	5.1	5.6	4.4	0.5	No	10.0	5.3	0.3	No	5.5
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	7.0	7.5	6.4	0.5	No	7.0	7.2	0.2	No	2.4
Missing	19.6	17.7	22.1	-1.9	Yes	-9.6	19.1	-0.5	No	-2.5

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for parent survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-17. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: overall**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	19.8	18.5	21.0	-1.3	No	-6.4	19.1	-0.7	No	-3.5
In medium districts <sup>6</sup>	15.3	14.4	16.1	-0.9	No	-5.7	16.2	0.9	No	5.9
In large districts <sup>6</sup>	64.9	67.1	62.9	2.1	Yes	3.3	64.7	-0.2	No	-0.3
In special schools <sup>6</sup>	#	#	#	#	No	-6.6	#	#	No	-0.3
In Northeast districts	17.4	15.7	19.1	-1.8	Yes	-10.2	17.7	0.3	No	1.7
In Midwest districts	23.4	24.7	22.1	1.3	No	5.7	23.5	0.2	No	0.8
In South districts	37.7	36.0	39.4	-1.8	No	-4.7	37.3	-0.4	No	-1.1
In West districts	21.5	23.7	19.4	2.2	Yes	10.2	21.4	-0.1	No	-0.3
In districts with less than 10% of students with an IEP	15.6	15.8	15.5	0.2	No	1.1	15.7	0.1	No	0.6
In districts with at least 10% and less than 13% of students with an IEP	35.1	35.2	35.0	0.1	No	0.3	34.1	-1.0	No	-2.9
In districts with at least 13% and less than 16% of students with an IEP	27.7	26.7	28.6	-1.0	No	-3.6	27.8	0.1	No	0.5
In districts with at least 16% of students with an IEP	18.6	19.9	17.4	1.3	No	6.9	19.7	1.1	No	5.9
Missing number of students with an IEP	3.0	2.4!	3.5	-0.6!	Yes	-19.7!	2.6!	-0.3!	No	-11.5!
<b>School characteristics</b>										
Attending a charter school	2.1	2.4	1.9	0.3	No	13.4	2.3	0.1	No	6.5
Not attending a charter school	86.7	87.4	86.0	0.7	No	0.8	86.8	0.1	No	0.1
Missing or non-applicable charter school information	11.2	10.2	12.1	-1.0	No	-9.0	10.9	-0.2	No	-2.2
In regular schools	93.2	94.6	91.8	1.4	Yes	1.5	93.6	0.4	No	0.5
In special education schools	0.5!	0.5!	0.4!	#	No	3.5!	0.5!	#	No	-1.8!
In vocational education schools	0.6!	0.4!	0.9!	-0.3!	No	-41.8!	0.5!	-0.1!	No	-13.2!
In an alternative school or other	1.7	1.8!	1.6	0.1!	No	5.2!	1.7	#	No	2.3
In schools with a reportable program <sup>7</sup>	#	#	#	#	No	68.0!	#	#	No	47.4!

Table E-17 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	4.1	2.8	5.3	-1.3	Yes	-31.2	3.7	-0.4	No	-9.5
In schools with less than 200 age-eligible students	5.3	5.1	5.5	-0.2	No	-3.5	5.1	-0.2	No	-4.2
In schools with 201 to 650 age-eligible students	28.6	29.8	27.5	1.2	No	4.1	28.5	-0.1	No	-0.4
In schools with 651 to 1,000 age-eligible students	15.8	16.3	15.4	0.5	No	2.9	15.9	0.1	No	0.8
In schools with 1,001 to 1,750 age-eligible students	20.7	21.1	20.4	0.3	No	1.5	21.3	0.5	No	2.4
In schools with 1,751 to 2,500 age-eligible students	18.3	18.7	17.9	0.5	No	2.5	18.5	0.2	No	0.9
In schools with more than 2,500 age-eligible students	6.8	5.9	7.7	-0.9	No	-13.7	6.7	-0.1	No	-1.1
Missing number of age-eligible students	4.4	3.1	5.6	-1.3	Yes	-29.2	4.0	-0.4	No	-8.9
In schools in city areas <sup>6</sup>	27.9	30.5	25.4	2.6	Yes	9.3	27.0	-0.9	No	-3.2
In schools in suburb areas <sup>6</sup>	33.8	31.7	35.8	-2.1	Yes	-6.3	33.9	0.1	No	0.2
In schools in town areas <sup>6</sup>	10.9	11.5	10.4	0.6	No	5.3	11.2	0.3	No	2.4
In schools in rural areas <sup>6</sup>	27.3	26.3	28.3	-1.1	No	-3.8	27.9	0.6	No	2.1
In schools with less than 25% White, not Hispanic or Latino students	23.5	25.0	22.2	1.4	No	6.0	22.8	-0.7	No	-3.1
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	23.9	24.1	23.7	0.2	No	1.0	23.8	-0.1	No	-0.5
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	20.2	18.7	21.7	-1.5	No	-7.4	20.3	0.1	No	0.3
In schools with at least 80% White, not Hispanic or Latino students	27.9	29.0	26.8	1.1	No	4.1	29.1	1.2	No	4.2
Missing number of White, not Hispanic or Latino students	4.4	3.1	5.6	-1.3	Yes	-29.2	4.0	-0.4	No	-8.9
In schools with less than 2% Black, not Hispanic or Latino students	25.6	27.6	23.7	2.0	Yes	8.0	25.8	0.2	No	0.7
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	23.8	24.3	23.4	0.5	No	1.9	23.8	#	No	0.1
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	25.2	24.2	26.0	-0.9	No	-3.7	25.4	0.2	No	0.9
In schools with at least 25% Black, not Hispanic or Latino students	21.0	20.7	21.3	-0.3	No	-1.3	21.0	#	No	-0.2
Missing number of Black, not Hispanic or Latino students	4.4	3.1	5.6	-1.3	Yes	-29.2	4.0	-0.4	No	-8.9

Table E-17 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.4	23.9	22.9	0.5	No	2.1	24.0	0.6	No	2.6
In schools with at least 3% and less than 10% Hispanic or Latino students	25.0	24.6	25.4	-0.4	No	-1.7	25.3	0.2	No	0.9
In schools with at least 10% and less than 30% Hispanic or Latino students	20.6	20.0	21.1	-0.6	No	-2.9	20.5	-0.1	No	-0.4
In schools with at least 30% Hispanic or Latino students	26.6	28.4	24.9	1.8	No	6.8	26.2	-0.3	No	-1.3
Missing number of Hispanic or Latino students	4.4	3.1	5.6	-1.3	Yes	-29.2	4.0	-0.4	No	-8.9
In schools with less than 25% of students eligible for free or reduced-price lunch program	25.4	25.8	25.0	0.4	No	1.6	26.3	0.9	No	3.5
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	20.3	20.4	20.2	0.1	No	0.3	20.4	0.1	No	0.3
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	29.0	29.0	29.1	#	No	-0.1	28.6	-0.4	No	-1.4
In schools with at least 65% students eligible for free or reduced-price lunch program	20.7	21.6	20.0	0.8	No	4.0	20.6	-0.2	No	-0.8
Missing number of students eligible for free or reduced-price lunch program	4.5	3.3	5.7	-1.3	Yes	-28.1	4.1	-0.4	No	-8.6
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	12.2	12.5	11.9	0.3	No	2.6	12.8	0.6	No	5.1
In schools eligible for Title I TAS and provide Title I TAS program	10.5	10.4	10.5	#	No	-0.3	9.8	-0.6	No	-6.0
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.4!	0.4!	0.4!	#	No	-10.7!	0.4!	-0.1!	No	-13.4!
In schools eligible for Title I SWP but provide no Title I program	16.0	15.7	16.3	-0.3	No	-2.0	16.1	0.1	No	0.6
In schools eligible for Title I SWP and provide Title I SWP	23.9	25.7	22.3	1.7	Yes	7.3	23.9	-0.1	No	-0.4
In schools eligible for either Title I TAS or SWP	24.9	24.8	24.9	-0.1	No	-0.2	25.7	0.9	No	3.5
Missing Title I programs information	12.1	10.5	13.6	-1.6	Yes	-13.3	11.3	-0.8	No	-6.8

Table E-17 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.0	17.6	14.6	1.5	Yes	9.6	16.1	0.1	No	0.5
Grade 8	17.0	18.0	16.0	1.0	No	6.1	17.0	#	No	0.1
Grade 9	20.2	21.6	18.9	1.4	Yes	6.9	20.3	0.1	No	0.3
Grade 10	14.5	14.6	14.5	#	No	0.2	14.5	-0.1	No	-0.6
Grade 11	17.9	16.8	19.0	-1.1	No	-6.4	18.4	0.5	No	3.1
Grade 12 or ungraded	14.0	11.4	16.4	-2.6	Yes	-18.6	13.6	-0.4	No	-2.6
Other qualifying grade, not eligible, or missing grade	0.4!	0.1!	0.6!	-0.3!	No	-73.9!	0.1!	-0.3!	No	-73.6!
Male	50.5	50.1	50.8	-0.3	No	-0.6	50.5	#	No	#
Female	48.4	49.1	47.8	0.6	No	1.3	48.7	0.3	No	0.6
Missing	1.1!	0.8!	1.4!	-0.3!	No	-28.9!	0.8!	-0.3!	No	-26.9!
White, not Hispanic or Latino	69.8	69.1	70.4	-0.7	No	-0.9	69.9	0.1	No	0.1
Black, not Hispanic or Latino	15.8	16.0	15.6	0.2	No	1.1	15.5	-0.3	No	-2.1
Multi/other races	2.7	2.7	2.6	#	No	1.0	2.7	0.1	No	1.9
Hispanic or Latino	8.0	8.5	7.6	0.5	No	5.8	8.3	0.3	No	3.3
Missing	3.7	3.7	3.7	#	No	-0.2	3.6	-0.1	No	-1.8
0 suspensions <sup>9</sup>	75.7	76.6	74.8	1.0	No	1.3	76.8	1.1	No	1.5
1 suspension	3.7	3.6	3.7	#	No	-1.2	3.6	-0.1	No	-3.6
2 or more suspensions	2.6	2.3	2.8	-0.2	No	-9.3	2.1	-0.5	Yes	-18.5
Missing	18.1	17.4	18.7	-0.7	No	-3.8	17.5	-0.5	No	-2.9
Not classified as limited English proficient	82.8	83.9	81.7	1.1	No	1.4	84.1	1.3	No	1.6
Limited English proficient	6.1	7.5	4.9	1.3	Yes	21.9	6.2	#	No	0.6
Missing	11.1	8.6	13.4	-2.5	Yes	-22.4	9.8	-1.3	Yes	-12.0

Table E-17 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	41.9	41.2	42.5	-0.7	No	-1.6	42.0	0.1	No	0.2
Eligible for free lunch	26.3	27.0	25.7	0.7	No	2.5	26.4	0.1	No	0.4
Eligible for reduced-price lunch	5.0	5.9	4.1	0.9	Yes	18.8	4.9	-0.1	No	-1.3
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	7.3	8.3	6.3	1.0	No	13.9	7.1	-0.2	No	-2.7
Missing	19.6	17.6	21.4	-1.9	Yes	-9.9	19.7	0.1	No	0.3

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-18. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: youth with an IEP**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	20.6	21.6	19.6	1.0	No	4.6	20.1	-0.5	No	-2.3
In medium districts <sup>6</sup>	16.1	15.1	17.2	-1.1	Yes	-6.6	16.2	#	No	0.3
In large districts <sup>6</sup>	63.2	63.3	63.0	0.1	No	0.2	63.6	0.4	No	0.7
In special schools <sup>6</sup>	0.1	0.1	0.1	#	No	-10.1	0.1	#	No	0.1
In Northeast districts	21.2	19.8	22.6	-1.4	Yes	-6.7	21.0	-0.2	No	-1.0
In Midwest districts	25.9	26.9	24.8	1.0	No	4.0	25.5	-0.3	No	-1.3
In South districts	34.7	34.9	34.5	0.2	No	0.6	35.2	0.5	No	1.5
In West districts	18.2	18.4	18.0	0.2	No	0.9	18.2	#	No	0.2
In districts with less than 10% of students with an IEP	11.2	12.6	9.8	1.3	Yes	12.0	12.0	0.7	Yes	6.6
In districts with at least 10% and less than 13% of students with an IEP	31.3	31.5	31.1	0.2	No	0.7	32.0	0.7	No	2.4
In districts with at least 13% and less than 16% of students with an IEP	29.3	27.8	30.9	-1.5	No	-5.2	28.2	-1.1	No	-3.7
In districts with at least 16% of students with an IEP	25.2	25.8	24.7	0.5	No	2.1	25.4	0.2	No	0.7
Missing number of students with an IEP	3.0	2.4	3.6	-0.6	Yes	-19.5	2.4	-0.6	Yes	-19.3
<b>School characteristics</b>										
Attending a charter school	2.4	2.4	2.4!	#	No	0.1!	2.5	0.1	No	5.4
Not attending a charter school	84.5	86.7	82.3	2.1	Yes	2.5	84.7	0.1	No	0.2
Missing or non-applicable charter school information	13.1	10.9	15.3	-2.1	Yes	-16.4	12.8	-0.3	No	-2.0
In regular schools	87.7	90.7	84.7	3.0	Yes	3.4	88.7	0.9	No	1.1
In special education schools	2.1	2.1	2.1	#	No	0.8	2.1	#	No	-2.4
In vocational education schools	1.0!	0.8!	1.2!	-0.2!	No	-24.2!	1.0!	#	No	-0.5!
In an alternative school or other	2.0	1.7	2.3	-0.3	Yes	-15.6	1.7	-0.3	Yes	-15.2
In schools with a reportable program <sup>7</sup>	0.1!	0.1!	#	0.1!	No	61.6!	0.1!	#	No	48.0!

Table E-18 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	7.1	4.6	9.7	-2.5	Yes	-34.9	6.5	-0.6	No	-9.0
In schools with less than 200 age-eligible students	7.3	7.5	7.1	0.2	No	2.8	7.0	-0.3	No	-4.5
In schools with 201 to 650 age-eligible students	27.5	28.8	26.1	1.3	Yes	4.9	27.4	#	No	-0.1
In schools with 651 to 1,000 age-eligible students	16.4	17.1	15.7	0.7	No	4.2	16.8	0.3	No	2.0
In schools with 1,001 to 1,750 age-eligible students	20.3	20.7	19.8	0.4	No	2.2	20.6	0.4	No	1.8
In schools with 1,751 to 2,500 age-eligible students	15.7	16.0	15.3	0.3	No	2.0	15.7	#	No	0.2
In schools with more than 2,500 age-eligible students	5.3	4.9	5.7	-0.4	No	-8.1	5.5	0.2	No	3.2
Missing number of age-eligible students	7.6	5.0	10.2	-2.6	Yes	-33.9	7.0	-0.5	No	-6.9
In schools in city areas <sup>6</sup>	28.6	29.0	28.2	0.4	No	1.4	28.0	-0.6	No	-2.0
In schools in suburb areas <sup>6</sup>	33.5	32.7	34.3	-0.8	No	-2.4	34.0	0.5	No	1.6
In schools in town areas <sup>6</sup>	11.7	12.3	11.0	0.6	No	5.4	11.8	0.1	No	1.2
In schools in rural areas <sup>6</sup>	26.3	26.0	26.5	-0.2	No	-0.9	26.2	-0.1	No	-0.4
In schools with less than 25% White, not Hispanic or Latino students	22.6	24.2	21.0	1.6	Yes	6.9	23.0	0.4	No	1.6
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	23.0	23.2	22.8	0.2	No	0.8	22.8	-0.2	No	-0.9
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	19.3	19.6	19.0	0.3	No	1.7	19.3	#	No	-0.2
In schools with at least 80% White, not Hispanic or Latino students	27.5	28.0	27.0	0.5	No	1.8	27.9	0.4	No	1.4
Missing number of White, not Hispanic or Latino students	7.6	5.0	10.2	-2.6	Yes	-33.9	7.0	-0.5	No	-6.9
In schools with less than 2% Black, not Hispanic or Latino students	24.0	26.2	21.7	2.2	Yes	9.2	24.7	0.8	No	3.3
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	21.9	21.8	22.1	-0.2	No	-0.8	21.0	-0.9	No	-4.3
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	23.7	23.6	23.7	-0.1	No	-0.3	23.6	-0.1	No	-0.3
In schools with at least 25% Black, not Hispanic or Latino students	22.9	23.5	22.2	0.6	No	2.7	23.6	0.7	No	3.3
Missing number of Black, not Hispanic or Latino students	7.6	5.0	10.2	-2.6	Yes	-33.9	7.0	-0.5	No	-6.9



Table E-18 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	24.1	24.6	23.5	0.5	No	2.2	24.0	-0.1	No	-0.2
In schools with at least 3% and less than 10% Hispanic or Latino students	24.1	24.4	23.9	0.3	No	1.0	24.2	0.1	No	0.2
In schools with at least 10% and less than 30% Hispanic or Latino students	20.0	19.7	20.3	-0.3	No	-1.4	20.0	#	No	-0.2
In schools with at least 30% Hispanic or Latino students	24.2	26.3	22.1	2.1	Yes	8.5	24.8	0.6	No	2.3
Missing number of Hispanic or Latino students	7.6	5.0	10.2	-2.6	Yes	-33.9	7.0	-0.5	No	-6.9
In schools with less than 25% of students eligible for free or reduced-price lunch program	22.9	22.2	23.5	-0.6	No	-2.7	22.5	-0.4	No	-1.7
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	18.4	18.4	18.4	#	No	-0.2	18.2	-0.2	No	-1.3
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	28.2	30.4	26.0	2.1	Yes	7.6	29.5	1.3	Yes	4.6
In schools with at least 65% students eligible for free or reduced-price lunch program	22.8	23.9	21.6	1.1	No	4.9	22.7	-0.1	No	-0.5
Missing number of students eligible for free or reduced-price lunch program	7.7	5.1	10.4	-2.6	Yes	-34.0	7.1	-0.6	No	-7.5
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	12.0	12.2	11.7	0.3	No	2.3	12.5	0.5	No	4.3
In schools eligible for Title I TAS and provide Title I TAS program	10.0	10.3	9.7	0.3	No	3.0	10.0	#	No	0.3
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.4!	0.5!	0.4!	0.1!	No	11.8!	0.5!	0.1!	No	12.4!
In schools eligible for Title I SWP but provide no Title I program	15.8	16.3	15.2	0.6	No	3.6	16.2	0.5	No	2.9
In schools eligible for Title I SWP and provide Title I SWP	23.5	25.3	21.6	1.8	Yes	7.7	23.1	-0.3	No	-1.5
In schools eligible for either Title I TAS or SWP	23.3	22.7	23.9	-0.6	No	-2.6	22.5	-0.8	No	-3.4
Missing Title I programs information	15.0	12.6	17.5	-2.4	Yes	-16.0	15.1	0.1	No	0.6

Table E-18 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	15.9	17.5	14.3	1.6	Yes	9.8	16.2	0.3	No	1.7
Grade 8	15.6	15.9	15.3	0.3	No	1.9	15.1	-0.5	No	-3.3
Grade 9	18.8	19.0	18.7	0.2	No	0.9	18.9	0.1	No	0.6
Grade 10	17.1	17.2	17.1	#	No	0.3	17.3	0.1	No	0.9
Grade 11	15.2	14.8	15.6	-0.4	No	-2.6	15.2	-0.1	No	-0.5
Grade 12 or ungraded	16.3	15.0	17.6	-1.3	Yes	-8.1	16.7	0.4	No	2.6
Other qualifying grade, not eligible, or missing grade	1.0!	0.6!	1.4!	-0.4!	No	-35.4!	0.6!	-0.4!	No	-36.5!
Male	66.0	65.6	66.5	-0.4	No	-0.7	66.2	0.1	No	0.2
Female	32.6	33.2	32.0	0.5	No	1.7	32.7	0.1	No	0.2
Missing	1.4!	1.3!	1.5!	-0.1!	No	-8.6!	1.2!	-0.2!	No	-14.7!
White, not Hispanic or Latino	64.6	65.4	63.8	0.8	No	1.2	65.1	0.6	No	0.9
Black, not Hispanic or Latino	20.3	19.7	20.9	-0.6	No	-3.0	20.2	-0.1	No	-0.4
Multi/other races	2.5	2.5	2.5	#	No	0.1	2.6	0.1	No	2.3
Hispanic or Latino	8.6	9.0	8.3	0.4	No	4.1	8.4	-0.2	No	-2.2
Missing	4.0	3.4	4.6	-0.6	No	-14.0	3.7	-0.3	No	-8.3
0 suspensions <sup>9</sup>	70.2	71.7	68.6	1.5	Yes	2.2	70.4	0.2	No	0.2
1 suspension	5.6	5.6	5.6	#	No	-0.4	5.8	0.2	No	2.9
2 or more suspensions	6.3	6.0	6.6	-0.3	No	-4.7	6.3	#	No	0.2
Missing	17.9	16.7	19.2	-1.2	No	-6.8	17.6	-0.3	No	-1.8
Not classified as limited English proficient	79.8	80.6	78.9	0.8	No	1.1	81.0	1.3	Yes	1.6
Limited English proficient	8.1	9.5	6.6	1.5	Yes	18.3	8.0	-0.1	No	-1.4
Missing	12.2	9.8	14.6	-2.3	Yes	-19.1	11.0	-1.2	Yes	-9.5

Table E-18 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	33.4	31.7	35.2	-1.7	Yes	-5.2	33.5	#	No	0.1
Eligible for free lunch	33.2	36.0	30.5	2.7	Yes	8.2	33.0	-0.2	No	-0.6
Eligible for reduced-price lunch	4.4	4.7	4.0	0.4	No	8.3	4.5	0.2	No	3.8
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	9.1	9.9	8.2	0.8	Yes	8.9	9.5	0.4	No	4.7
Missing	19.9	17.7	22.1	-2.2	Yes	-10.9	19.5	-0.4	No	-2.1

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-19. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: autism**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	17.4	17.6	17.0	0.3	No	1.6	17.0	-0.3	No	-1.9
In medium districts <sup>6</sup>	16.3	17.7	14.2	1.5	No	8.9	16.9	0.6	No	3.7
In large districts <sup>6</sup>	66.4	64.6	68.8	-1.7	No	-2.6	66.1	-0.3	No	-0.4
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	19.7	19.2	20.4	-0.5	No	-2.6	19.7	#	No	0.2
In Midwest districts	29.2	30.5	27.4	1.3	No	4.3	29.2	#	No	0.1
In South districts	30.5	29.8	31.4	-0.7	No	-2.2	30.1	-0.4	No	-1.2
In West districts	20.6	20.5	20.8	-0.1	No	-0.4	20.9	0.3	No	1.4
In districts with less than 10% of students with an IEP	12.9	12.9	13.0	#	No	-0.3	13.0	0.1	No	1.0
In districts with at least 10% and less than 13% of students with an IEP	30.6	30.8	30.4	0.2	No	0.6	31.1	0.5	No	1.5
In districts with at least 13% and less than 16% of students with an IEP	30.1	30.5	29.4	0.4	No	1.5	31.2	1.1	No	3.7
In districts with at least 16% of students with an IEP	24.4	24.2	24.7	-0.2	No	-0.9	23.1	-1.3	No	-5.4
Missing number of students with an IEP	2.0!	1.6!	2.5!	-0.3!	No	-17.2!	1.6!	-0.4!	No	-19.2!
<b>School characteristics</b>										
Attending a charter school	3.4!	3.1!	3.8!	-0.3!	No	-9.5!	3.4!	#	No	1.1!
Not attending a charter school	79.3	82.0	75.5	2.7	Yes	3.4	79.1	-0.2	No	-0.2
Missing or non-applicable charter school information	17.3	15.0	20.6	-2.4	Yes	-13.6	17.5	0.1	No	0.7
In regular schools	80.9	83.4	77.4	2.5	Yes	3.1	79.6	-1.3	No	-1.6
In special education schools	6.0!	5.8	6.4!	-0.3!	No	-4.4!	6.9!	0.9!	No	14.6!
In vocational education schools	0.4!	0.5!	0.3!	0.1!	No	16.9!	0.5!	0.2!	No	39.7!
In an alternative school or other	1.5!	1.6!	1.3!	0.1!	No	7.4!	1.5!	#	No	1.7!
In schools with a reportable program <sup>7</sup>	0.2!	0.4!	0.0	0.2!	No	71.7!	0.4!	0.2!	No	72.7!

Table E-19 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	11.0	8.3	14.6	-2.6	Yes	-23.8	11.0	#	No	0.2
In schools with less than 200 age-eligible students	9.4	8.5	10.5	-0.9	No	-9.2	10.2	0.9	No	9.4
In schools with 201 to 650 age-eligible students	23.6	24.2	22.7	0.7	No	2.8	23.0	-0.5	No	-2.3
In schools with 651 to 1,000 age-eligible students	15.0	17.0	12.2	2.0	Yes	13.2	14.9	-0.1	No	-0.8
In schools with 1,001 to 1,750 age-eligible students	18.3	19.9	16.2	1.5	No	8.4	18.2	-0.1	No	-0.6
In schools with 1,751 to 2,500 age-eligible students	16.4	16.3	16.4	#	No	-0.2	16.9	0.5	No	3.1
In schools with more than 2,500 age-eligible students	6.0	5.3	6.9	-0.7	No	-11.1	5.3	-0.7	No	-10.9
Missing number of age-eligible students	11.4	8.8	15.1	-2.6	Yes	-23.0	11.5	#	No	0.4
In schools in city areas <sup>6</sup>	28.5	29.5	27.1	1.0	No	3.6	28.6	0.1	No	0.5
In schools in suburb areas <sup>6</sup>	38.9	37.5	40.7	-1.3	No	-3.5	39.0	0.1	No	0.2
In schools in town areas <sup>6</sup>	9.9	11.4	7.8	1.5	Yes	15.2	9.6	-0.3	No	-3.4
In schools in rural areas <sup>6</sup>	22.7	21.5	24.4	-1.2	No	-5.3	22.8	0.1	No	0.5
In schools with less than 25% White, not Hispanic or Latino students	16.7	16.8	16.7	#	No	0.2	15.4	-1.3	No	-8.0
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	21.3	21.1	21.7	-0.2	No	-1.2	21.3	-0.1	No	-0.3
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	20.7	21.4	19.8	0.7	No	3.2	21.1	0.3	No	1.5
In schools with at least 80% White, not Hispanic or Latino students	29.8	31.9	26.7	2.2	No	7.3	30.8	1.0	No	3.5
Missing number of White, not Hispanic or Latino students	11.4	8.8	15.1	-2.6	Yes	-23.0	11.5	#	No	0.4
In schools with less than 2% Black, not Hispanic or Latino students	23.1	25.1	20.2	2.0	No	8.8	24.3	1.3	No	5.5
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	24.6	24.0	25.5	-0.7	No	-2.7	23.5	-1.1	No	-4.6
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	22.8	24.6	20.4	1.7	Yes	7.6	24.3	1.5	No	6.6
In schools with at least 25% Black, not Hispanic or Latino students	18.0	17.5	18.7	-0.5	No	-2.8	16.4	-1.7	Yes	-9.3
Missing number of Black, not Hispanic or Latino students	11.4	8.8	15.1	-2.6	Yes	-23.0	11.5	#	No	0.4

Table E-19 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	22.3	21.9	22.8	-0.3	No	-1.5	20.6	-1.7	Yes	-7.7
In schools with at least 3% and less than 10% Hispanic or Latino students	27.5	30.6	23.3	3.1	Yes	11.1	29.7	2.2	Yes	7.9
In schools with at least 10% and less than 30% Hispanic or Latino students	20.0	19.4	20.8	-0.6	No	-3.1	20.0	#	No	0.2
In schools with at least 30% Hispanic or Latino students	18.8	19.3	18.0	0.5	No	2.8	18.2	-0.6	No	-3.1
Missing number of Hispanic or Latino students	11.4	8.8	15.1	-2.6	Yes	-23.0	11.5	#	No	0.4
In schools with less than 25% of students eligible for free or reduced-price lunch program	29.7	31.1	27.7	1.4	No	4.8	31.1	1.5	No	5.0
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	19.1	19.5	18.5	0.4	No	2.3	19.0	-0.1	No	-0.3
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	24.8	25.3	24.2	0.5	No	1.9	23.7	-1.2	No	-4.7
In schools with at least 65% students eligible for free or reduced-price lunch program	14.8	15.2	14.4	0.3	No	2.2	14.6	-0.2	No	-1.4
Missing number of students eligible for free or reduced-price lunch program	11.6	8.9	15.3	-2.7	Yes	-23.2	11.5	#	No	-0.3
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	12.8	12.7	12.9	-0.1	No	-0.5	12.8	0.1	No	0.5
In schools eligible for Title I TAS and provide Title I TAS program	11.0	10.3	12.0	-0.7	No	-6.2	11.4	0.4	No	3.5
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.5!	0.6!	0.4!	0.1!	No	17.0!	0.5!	#	No	8.0!
In schools eligible for Title I SWP but provide no Title I program	12.7	12.1	13.5	-0.6	No	-4.7	12.2	-0.5	No	-3.8
In schools eligible for Title I SWP and provide Title I SWP	17.5	18.8	15.8	1.2	No	7.1	17.3	-0.2	No	-1.1
In schools eligible for either Title I TAS or SWP	25.9	28.2	22.7	2.3	Yes	8.9	25.6	-0.3	No	-1.1
Missing Title I programs information	19.6	17.3	22.8	-2.3	Yes	-11.6	20.1	0.5	No	2.4

Table E-19 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.6	16.6	16.7	#	No	-0.2	17.0	0.4	No	2.6
Grade 8	15.1	14.3	16.3	-0.8	No	-5.4	14.4	-0.7	No	-4.7
Grade 9	16.2	16.0	16.6	-0.3	No	-1.6	16.9	0.7	No	4.2
Grade 10	15.5	17.1	13.3	1.6	No	10.3	15.1	-0.4	No	-2.7
Grade 11	13.2	14.0	12.1	0.8	No	6.2	12.3	-0.9	No	-6.7
Grade 12 or ungraded	21.1	20.6	21.7	-0.4	No	-2.1	22.5	1.4	No	6.8
Other qualifying grade, not eligible, or missing grade	2.2!	1.4!	3.4!	-0.9!	No	-38.7!	1.7!	-0.5!	No	-24.4!
Male	83.9	83.6	84.4	-0.3	No	-0.4	84.3	0.4	No	0.5
Female	15.1	16.0	13.8	0.9	No	6.1	15.3	0.2	No	1.5
Missing	1.0!	0.4!	1.8!	-0.6!	No	-59.8!	0.3!	-0.6!	No	-64.4!
White, not Hispanic or Latino	75.9	76.3	75.2	0.5	No	0.6	76.8	1.0	No	1.3
Black, not Hispanic or Latino	13.2	13.6	12.6	0.4	No	3.2	13.0	-0.2	No	-1.2
Multi/other races	2.1	2.0	2.2	-0.1	No	-3.8	2.0	#	No	-2.1
Hispanic or Latino	4.6	4.7	4.4	0.1	No	2.3	4.4	-0.1	No	-3.2
Missing	4.3!	3.4!	5.6!	-0.9!	No	-21.2!	3.7!	-0.6!	No	-14.8!
0 suspensions <sup>9</sup>	77.7	78.5	76.6	0.8	No	1.0	77.6	-0.1	No	-0.1
1 suspension	2.7	2.8	2.7	#	No	1.0	2.9	0.2	No	6.7
2 or more suspensions	1.8	2.0	1.6!	0.2!	No	9.2!	2.1	0.3	No	14.6
Missing	17.7	16.8	19.1	-1.0	No	-5.5	17.4	-0.3	No	-2.0
Not classified as limited English proficient	83.7	85.4	81.3	1.7	No	2.1	84.5	0.8	No	0.9
Limited English proficient	3.6	3.6	3.5!	0.1!	No	2.0!	3.6	#	No	1.0
Missing	12.7	10.9	15.2	-1.8	No	-14.1	11.9	-0.8	No	-6.5

Table E-19 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	48.1	48.3	47.8	0.2	No	0.5	47.4	-0.7	No	-1.5
Eligible for free lunch	19.6	20.6	18.1	1.0	No	5.3	19.7	0.2	No	0.8
Eligible for reduced-price lunch	4.2	5.1	3.0	0.9	No	20.8	4.9	0.6	No	14.7
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	6.2	6.1	6.2	#	No	-0.4	5.9	-0.2	No	-3.6
Missing	21.9	19.8	24.9	-2.2	No	-9.8	22.1	0.1	No	0.6

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.



**Table E-20. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: deaf-blindness**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	32.5!	33.3!	31.5!	0.8!	No	2.6!	27.0!	-5.5!	No	-16.9!
In medium districts <sup>6</sup>	14.6!	17.9!	10.7!	3.3!	No	22.9!	16.7!	2.1!	No	14.6!
In large districts <sup>6</sup>	47.3	42.4	53.2	-5.0	No	-10.5	50.8	3.5	No	7.4
In special schools <sup>6</sup>	5.6!	6.4!	4.7!	0.8!	No	14.2!	5.5!	-0.1!	No	-2.7!
In Northeast districts	23.2!	18.2!	29.0!	-5.0!	No	-21.5!	19.4!	-3.8!	No	-16.5!
In Midwest districts	29.9!	29.7!	30.3!	-0.3!	No	-0.9!	24.0!	-6.0!	No	-19.9!
In South districts	28.5!	39.9!	15.2!	11.4!	Yes	39.9!	37.6!	9.0!	Yes	31.7!
In West districts	18.3!	12.2!	25.5!	-6.1!	No	-33.3!	19.1!	0.7!	No	4.0!
In districts with less than 10% of students with an IEP	8.3!	13.4!	2.3!	5.1!	No	61.3!	13.4!	5.1!	No	61.9!
In districts with at least 10% and less than 13% of students with an IEP	29.5!	24.7!	35.0!	-4.7!	No	-16.1!	30.9!	1.4!	No	4.8!
In districts with at least 13% and less than 16% of students with an IEP	26.4!	21.9!	31.7!	-4.5!	No	-17.0!	17.6!	-8.8!	Yes	-33.4!
In districts with at least 16% of students with an IEP	28.3!	28.4!	28.1!	0.2!	No	0.5!	29.1!	0.8!	No	2.9!
Missing number of students with an IEP	7.5!	11.5!	2.8!	4.0!	No	53.3!	9.0!	1.4!	No	19.2!
<b>School characteristics</b>										
Attending a charter school	0.3!	0.0	0.7!	-0.3!	No	-100!	0.0	-0.3!	No	-100.0
Not attending a charter school	82.7	83.8	81.4	1.1	No	1.4	85.2	2.5	No	3.1
Missing or non-applicable charter school information	17.0!	16.2!	18.0!	-0.8!	No	-4.8!	14.8!	-2.2!	No	-13.0!
In regular schools	77.5	78.4	76.4	0.9	No	1.1	80.4	2.9	No	3.8
In special education schools	4.5!	5.6!	3.3!	1.1!	No	23.6!	4.7!	0.1!	No	3.2!
In vocational education schools	1.0!	0.0	2.1!	-1.0!	No	-100!	0.0	-1.0!	No	-100.0
In an alternative school or other	1.4!	0.4!	2.5!	-1.0!	No	-74.1!	0.6!	-0.8!	No	-57.4!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-20 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	15.6!	15.7!	15.6!	#	No	0.2!	14.3!	-1.3!	No	-8.3!
In schools with less than 200 age-eligible students	10.3!	12.5!	7.8!	2.2!	No	21.2!	10.6!	0.3!	No	3.0!
In schools with 201 to 650 age-eligible students	23.7!	21.4!	26.5!	-2.3!	No	-9.9!	19.0!	-4.8!	No	-20.2!
In schools with 651 to 1,000 age-eligible students	21.5!	24.3!	18.3!	2.8!	No	12.9!	26.9!	5.4!	No	25.1!
In schools with 1,001 to 1,750 age-eligible students	14.7!	14.3!	15.1!	-0.4!	No	-2.6!	14.2!	-0.5!	No	-3.1!
In schools with 1,751 to 2,500 age-eligible students	12.5!	9.9!	15.6!	-2.6!	No	-20.8!	13.5!	0.9!	No	7.4!
In schools with more than 2,500 age-eligible students	1.1!	1.4!	0.7!	0.3!	No	31.8!	1.1!	#	No	1.1!
Missing number of age-eligible students	16.1!	16.2!	16.1!	#	No	0.2!	14.7!	-1.4!	No	-8.7!
In schools in city areas <sup>6</sup>	24.3!	21.2!	27.9!	-3.1!	No	-12.6!	22.4!	-1.9!	No	-7.8!
In schools in suburb areas <sup>6</sup>	31.5	24.7!	39.4!	-6.8!	No	-21.5!	32.0!	0.5!	No	1.6!
In schools in town areas <sup>6</sup>	17.8!	26.2!	7.9!	8.5!	No	47.6!	21.3!	3.6!	No	20.0!
In schools in rural areas <sup>6</sup>	26.4!	27.8!	24.8!	1.4!	No	5.2!	24.2!	-2.2!	No	-8.3!
In schools with less than 25% White, not Hispanic or Latino students	13.5!	19.1!	7.0!	5.6!	No	41.1!	17.8!	4.2!	No	31.2!
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	20.8!	19.4!	22.4!	-1.4!	No	-6.7!	21.6!	0.9!	No	4.1!
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	20.6!	19.7!	21.6!	-0.9!	No	-4.2!	20.1!	-0.5!	No	-2.5!
In schools with at least 80% White, not Hispanic or Latino students	28.9!	25.6!	32.9!	-3.3!	No	-11.6!	25.8!	-3.2!	No	-10.9!
Missing number of White, not Hispanic or Latino students	16.1!	16.2!	16.1!	#	No	0.2!	14.7!	-1.4!	No	-8.7!
In schools with less than 2% Black, not Hispanic or Latino students	34.7!	28.5!	42.0	-6.2!	No	-17.9!	31.5!	-3.3!	No	-9.4!
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	9.0!	10.5!	7.3!	1.5!	No	16.2!	15.3!	6.3!	Yes	70.4!
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	31.0	33.6!	27.9!	2.6!	No	8.5!	29.8!	-1.2!	No	-4.0!
In schools with at least 25% Black, not Hispanic or Latino students	9.1!	11.2!	6.7!	2.1!	No	22.7!	8.7!	-0.4!	No	-4.8!
Missing number of Black, not Hispanic or Latino students	16.1!	16.2!	16.1!	#	No	0.2!	14.7!	-1.4!	No	-8.7!

Table E-20 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	12.3!	11.3!	13.6!	-1.0!	No	-8.4!	13.1!	0.7!	No	6.0!
In schools with at least 3% and less than 10% Hispanic or Latino students	41.5	43.2	39.5!	1.7!	No	4.1!	37.1!	-4.4!	No	-10.7!
In schools with at least 10% and less than 30% Hispanic or Latino students	10.1!	11.3!	8.6!	1.2!	No	12.2!	11.4!	1.4!	No	13.7!
In schools with at least 30% Hispanic or Latino students	20.0!	18.1!	22.2!	-1.9!	No	-9.5!	23.7!	3.7!	No	18.5!
Missing number of Hispanic or Latino students	16.1!	16.2!	16.1!	#	No	0.2!	14.7!	-1.4!	No	-8.7!
In schools with less than 25% of students eligible for free or reduced-price lunch program	20.0!	12.8!	28.6!	-7.3!	No	-36.4!	22.4!	2.4!	No	11.8!
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	15.6!	12.2!	19.5!	-3.4!	No	-21.8!	10.7!	-4.8!	No	-30.9!
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	33.6!	37.3!	29.3!	3.7!	No	11.0!	34.1!	0.5!	No	1.6!
In schools with at least 65% students eligible for free or reduced-price lunch program	14.7!	21.7!	6.6!	7.0!	No	47.3!	18.0!	3.3!	No	22.5!
Missing number of students eligible for free or reduced-price lunch program	16.1!	16.2!	16.1!	#	No	0.2!	14.7!	-1.4!	No	-8.7!
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	4.8!	0.6!	9.8!	-4.2!	No	-88.0!	0.6!	-4.2!	No	-87.2!
In schools eligible for Title I TAS and provide Title I TAS program	12.6!	13.5!	11.7!	0.8!	No	6.5!	20.9!	8.3!	Yes	65.5!
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.3!	0.0	0.7!	-0.3!	No	-100!	0.0	-0.3!	No	-100.0
In schools eligible for Title I SWP but provide no Title I program	20.5!	20.4!	20.5!	#	No	-0.2!	17.8!	-2.7!	No	-13.1!
In schools eligible for Title I SWP and provide Title I SWP	8.4!	11.0!	5.4!	2.6!	No	30.3!	11.5!	3.1!	No	36.9!
In schools eligible for either Title I TAS or SWP	20.6!	19.3!	22.1!	-1.3!	No	-6.2!	16.0!	-4.5!	No	-22.1!
Missing Title I programs information	32.8	35.3!	29.8!	2.5!	No	7.7!	33.1!	0.4!	No	1.1!

Table E-20 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	8.0!	5.4!	11.1!	-2.6!	No	-33.0!	5.7!	-2.3!	No	-29.1!
Grade 8	17.6!	17.3!	18.0!	-0.3!	No	-1.7!	23.9!	6.2!	No	35.4!
Grade 9	12.4!	15.2!	9.1!	2.8!	No	22.5!	17.1!	4.7!	No	38.0!
Grade 10	24.1	22.1!	26.5!	-2.0!	No	-8.5!	17.2!	-6.9!	No	-28.7!
Grade 11	12.0!	12.8!	11.0!	0.9!	No	7.2!	10.9!	-1.1!	No	-8.9!
Grade 12 or ungraded	25.0	26.8	22.9!	1.8!	No	7.2!	24.6	-0.4	No	-1.4
Other qualifying grade, not eligible, or missing grade	0.9!	0.5!	1.5!	-0.5!	No	-50.5!	0.6!	-0.3!	No	-30.0!
Male	56.5	56.3	56.8	-0.2	No	-0.4	59.3	2.8	No	4.9
Female	41.4	43.7	38.6	2.3	No	5.6	40.7	-0.7	No	-1.6
Missing	2.1!	0.0	4.6!	-2.1!	No	-100!	0.0	-2.1!	No	-100.0
White, not Hispanic or Latino	75.4	75.5	75.3	0.1	No	0.1	76.1	0.7	No	0.9
Black, not Hispanic or Latino	10.3!	11.3!	9.0!	1.1!	No	10.3!	10.7!	0.4!	No	3.9!
Multi/other races	1.4!	2.7!	0.0	1.2!	No	85.4!	1.7!	0.2!	No	16.8!
Hispanic or Latino	5.7!	6.7!	4.6!	1.0!	No	17.2!	5.3!	-0.4!	No	-6.7!
Missing	7.1!	3.8!	11.1!	-3.4!	No	-47.2!	6.2!	-1.0!	No	-13.5!
0 suspensions <sup>9</sup>	90.3	88.0	93.0	-2.3	No	-2.5	90.9	0.6	No	0.7
1 suspension	0.9!	1.6!	0.0	0.7!	No	85.4!	1.1!	0.2!	No	20.4!
2 or more suspensions	0.4!	0.7!	0.0	0.3!	No	85.4!	0.6!	0.2!	No	60.0!
Missing	8.4!	9.6!	7.0!	1.2!	No	14.1!	7.4!	-1.0!	No	-12.4!
Not classified as limited English proficient	87.2	84.5	90.4	-2.7	No	-3.1	83.8	-3.4	No	-3.9
Limited English proficient	4.7!	4.4!	5.2!	-0.4!	No	-7.9!	8.1!	3.4!	No	71.5!
Missing	8.1!	11.2!	4.4!	3.1!	No	38.5!	8.1!	#	No	0.2!

Table E-20 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	53.6	44.9	63.8	-8.7	No	-16.3	48.2	-5.4	No	-10.0
Eligible for free lunch	29.7	38.6	19.2!	8.9!	No	30.0!	35.6	5.9	No	19.9
Eligible for reduced-price lunch	1.6!	1.7!	1.5!	0.1!	No	5.3!	1.4!	-0.2!	No	-12.8!
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	3.2!	2.3!	4.2!	-0.9!	No	-27.3!	2.0!	-1.1!	No	-36.3!
Missing	12.0!	12.5!	11.3!	0.6!	No	4.8!	12.8!	0.8!	No	6.8!

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-21. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: emotional disturbance**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	19.7	19.2	20.0	-0.4	No	-2.2	17.7	-1.9	No	-9.9
In medium districts <sup>6</sup>	17.1	18.8	15.6	1.7	No	10.0	16.9	-0.2	No	-1.1
In large districts <sup>6</sup>	63.3	62.0	64.4	-1.3	No	-2.0	65.4	2.1	No	3.4
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	22.2	19.0	25.0	-3.2	Yes	-14.4	20.4	-1.9	No	-8.4
In Midwest districts	33.2	35.4	31.2	2.3	No	6.9	33.9	0.7	No	2.2
In South districts	31.4	32.3	30.7	0.8	No	2.7	32.1	0.7	No	2.2
In West districts	13.2	13.3	13.1	0.1	No	0.6	13.6	0.5	No	3.5
In districts with less than 10% of students with an IEP	7.8	9.7	6.2	1.9	Yes	24.3	9.4	1.6	No	20.2
In districts with at least 10% and less than 13% of students with an IEP	27.0	25.8	28.0	-1.2	No	-4.5	25.4	-1.6	No	-6.0
In districts with at least 13% and less than 16% of students with an IEP	32.1	30.5	33.4	-1.5	No	-4.8	31.1	-0.9	No	-2.9
In districts with at least 16% of students with an IEP	30.5	31.3	29.8	0.8	No	2.7	31.8	1.3	No	4.1
Missing number of students with an IEP	2.6!	2.6!	2.6!	#	No	0.7!	2.3!	-0.3!	No	-10.9!
<b>School characteristics</b>										
Attending a charter school	1.9	2.4	1.5	0.5	Yes	24.2	2.0	0.2	No	8.1
Not attending a charter school	78.2	83.3	74.0	5.0	Yes	6.4	78.1	-0.2	No	-0.2
Missing or non-applicable charter school information	19.9	14.4	24.5	-5.5	Yes	-27.6	19.9	#	No	#
In regular schools	76.7	84.2	70.4	7.4	Yes	9.7	78.1	1.4	No	1.8
In special education schools	4.4	3.7!	4.9	-0.6!	No	-14.2!	3.8	-0.5	No	-12.2
In vocational education schools	0.4!	0.2!	0.5!	-0.2!	No	-41.4!	0.3!	-0.1!	No	-33.5!
In an alternative school or other	3.4	2.9	3.8	-0.5	No	-14.1	2.9	-0.4	No	-12.6
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-21 *continued*)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	15.1	9.0	20.4	-6.2	Yes	-40.7	14.8	-0.3	No	-1.9
In schools with less than 200 age-eligible students	9.9	9.2	10.6	-0.7	No	-7.2	8.4	-1.5	Yes	-15.3
In schools with 201 to 650 age-eligible students	23.2	27.3	19.7	4.1	Yes	17.7	23.6	0.4	No	1.8
In schools with 651 to 1,000 age-eligible students	14.0	15.3	12.9	1.3	No	9.4	13.9	-0.1	No	-1.0
In schools with 1,001 to 1,750 age-eligible students	20.1	21.6	18.8	1.5	No	7.5	20.9	0.8	No	4.1
In schools with 1,751 to 2,500 age-eligible students	12.7	14.1	11.6	1.4	No	10.7	14.6	1.9	Yes	14.8
In schools with more than 2,500 age-eligible students	3.6	3.0	4.0	-0.6	No	-15.4	3.0	-0.5	No	-14.8
Missing number of age-eligible students	16.4	9.4	22.4	-7.0	Yes	-42.7	15.5	-0.9	No	-5.7
In schools in city areas <sup>6</sup>	31.4	29.8	32.7	-1.6	No	-5.0	30.0	-1.4	No	-4.5
In schools in suburb areas <sup>6</sup>	33.7	32.2	35.0	-1.5	No	-4.6	34.1	0.4	No	1.2
In schools in town areas <sup>6</sup>	11.4	11.8	11.1	0.4	No	3.1	11.1	-0.4	No	-3.1
In schools in rural areas <sup>6</sup>	23.4	26.2	21.1	2.8	Yes	11.8	24.8	1.4	No	5.8
In schools with less than 25% White, not Hispanic or Latino students	20.2	22.4	18.4	2.2	No	10.9	20.6	0.4	No	1.9
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	19.9	19.8	20.0	-0.1	No	-0.4	18.9	-1.0	No	-5.0
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	17.4	19.4	15.7	2.0	No	11.5	18.3	0.9	No	5.4
In schools with at least 80% White, not Hispanic or Latino students	26.1	28.9	23.6	2.9	Yes	11.0	26.7	0.6	No	2.3
Missing number of White, not Hispanic or Latino students	16.4	9.4	22.4	-7.0	Yes	-42.7	15.5	-0.9	No	-5.7
In schools with less than 2% Black, not Hispanic or Latino students	19.9	22.5	17.6	2.6	Yes	13.3	20.0	0.1	No	0.5
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	19.0	21.1	17.1	2.2	No	11.4	20.1	1.2	No	6.1
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	19.8	21.3	18.6	1.5	No	7.4	19.9	0.1	No	0.5
In schools with at least 25% Black, not Hispanic or Latino students	24.9	25.6	24.3	0.7	No	2.9	24.4	-0.4	No	-1.7
Missing number of Black, not Hispanic or Latino students	16.4	9.4	22.4	-7.0	Yes	-42.7	15.5	-0.9	No	-5.7

Table E-21 *continued*)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	22.0	25.4	19.0	3.5	Yes	15.8	22.4	0.5	No	2.2
In schools with at least 3% and less than 10% Hispanic or Latino students	23.9	25.3	22.8	1.4	No	5.8	24.0	0.1	No	0.2
In schools with at least 10% and less than 30% Hispanic or Latino students	21.8	21.6	22.0	-0.2	No	-0.8	21.8	#	No	-0.1
In schools with at least 30% Hispanic or Latino students	15.9	18.2	13.9	2.3	Yes	14.7	16.3	0.4	No	2.7
Missing number of Hispanic or Latino students	16.4	9.4	22.4	-7.0	Yes	-42.7	15.5	-0.9	No	-5.7
In schools with less than 25% of students eligible for free or reduced-price lunch program	18.6	17.8	19.3	-0.8	No	-4.4	18.3	-0.3	No	-1.8
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	18.0	20.7	15.6	2.8	Yes	15.4	19.3	1.3	No	7.3
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	25.2	28.9	22.1	3.7	Yes	14.6	25.9	0.7	No	2.7
In schools with at least 65% students eligible for free or reduced-price lunch program	21.8	23.2	20.6	1.4	No	6.4	21.1	-0.7	No	-3.4
Missing number of students eligible for free or reduced-price lunch program	16.4	9.4	22.4	-7.0	Yes	-42.7	15.5	-0.9	No	-5.7
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	11.0	11.3	10.7	0.3	No	2.7	9.8	-1.2	No	-11.0
In schools eligible for Title I TAS and provide Title I TAS program	7.1	8.6	5.8	1.5	Yes	20.7	8.3	1.2	No	16.9
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.5!	0.7!	0.3!	0.2!	No	53.2!	0.7!	0.2!	No	39.6!
In schools eligible for Title I SWP but provide no Title I program	13.0	13.2	12.9	0.2	No	1.3	11.9	-1.2	No	-8.8
In schools eligible for Title I SWP and provide Title I SWP	20.4	23.6	17.8	3.1	Yes	15.3	21.4	0.9	No	4.5
In schools eligible for either Title I TAS or SWP	23.7	25.1	22.6	1.3	No	5.6	24.6	0.8	No	3.4
Missing Title I programs information	24.2	17.6	29.9	-6.6	Yes	-27.5	23.5	-0.8	No	-3.1



Table E-21 *continued*)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	13.2	15.3	11.4	2.1	Yes	16.0	13.3	0.1	No	0.8
Grade 8	15.6	18.2	13.4	2.6	Yes	16.9	15.4	-0.2	No	-1.2
Grade 9	19.6	20.5	18.8	0.9	No	4.8	20.2	0.6	No	3.1
Grade 10	18.6	17.9	19.3	-0.7	No	-3.9	18.6	-0.1	No	-0.3
Grade 11	16.3	15.3	17.2	-1.0	No	-6.2	17.0	0.6	No	3.8
Grade 12 or ungraded	15.8	12.5	18.7	-3.4	Yes	-21.2	15.3	-0.6	No	-3.5
Other qualifying grade, not eligible, or missing grade	0.8!	0.2!	1.4!	-0.6!	No	-70.9!	0.3!	-0.5!	No	-63.8!
Male	75.4	75.0	75.7	-0.4	No	-0.5	76.0	0.6	No	0.8
Female	23.5	24.2	22.9	0.7	No	2.9	23.3	-0.2	No	-0.7
Missing	1.1!	0.8!	1.4!	-0.3!	No	-26.6!	0.7!	-0.5!	No	-40.9!
White, not Hispanic or Latino	61.1	61.2	61.0	0.1	No	0.2	61.5	0.4	No	0.7
Black, not Hispanic or Latino	27.0	26.8	27.2	-0.2	No	-0.8	26.6	-0.4	No	-1.4
Multi/other races	2.6	3.1	2.2	0.5	No	19.6	3.5	1.0	No	37.2
Hispanic or Latino	6.0	6.3	5.7	0.4	No	6.1	5.8	-0.2	No	-3.0
Missing	3.4	2.6!	4.0!	-0.8!	No	-22.7!	2.6!	-0.8!	No	-24.3!
0 suspensions <sup>9</sup>	57.1	58.3	56.0	1.2	No	2.2	56.9	-0.1	No	-0.2
1 suspension	8.2	7.7	8.6	-0.5	No	-5.7	8.6	0.5	No	5.9
2 or more suspensions	15.6	14.5	16.5	-1.1	No	-7.0	16.0	0.4	No	2.9
Missing	19.2	19.5	18.9	0.3	No	1.6	18.4	-0.8	No	-4.2
Not classified as limited English proficient	81.2	82.8	79.9	1.6	No	2.0	83.1	1.9	No	2.4
Limited English proficient	4.4	4.3	4.5!	-0.1!	No	-3.4!	4.3	-0.2	No	-3.4
Missing	14.4	12.9	15.6	-1.4	No	-10.0	12.6	-1.8	No	-12.2

Table E-21 continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	29.8	25.7	33.3	-4.1	Yes	-13.8	30.4	0.7	No	2.3
Eligible for free lunch	33.4	37.3	30.0	3.9	Yes	11.7	34.2	0.8	No	2.5
Eligible for reduced-price lunch	4.3	5.2	3.6	0.9	No	20.1	4.5	0.2	No	4.8
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	10.0	10.7	9.4	0.7	No	7.2	9.9	-0.1	No	-0.8
Missing	22.5	21.1	23.7	-1.4	No	-6.2	20.9	-1.6	No	-7.2

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-22. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: hearing impairment**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	16.9	15.9	17.8	-0.9	No	-5.4	17.1	0.3	No	1.6
In medium districts <sup>6</sup>	14.9	15.7	14.2	0.8	No	5.1	16.2	1.2	No	8.2
In large districts <sup>6</sup>	61.5	63.2	59.8	1.7	No	2.8	60.4	-1.1	No	-1.8
In special schools <sup>6</sup>	6.7	5.2	8.3	-1.6	No	-23.3	6.3	-0.4	No	-6.4
In Northeast districts	14.9	14.9	14.8	#	No	0.3	15.0	0.2	No	1.2
In Midwest districts	26.8	29.4	24.2	2.6	No	9.8	30.1	3.4	No	12.6
In South districts	35.3	32.8	37.8	-2.6	No	-7.2	32.9	-2.4	No	-6.8
In West districts	23.1	23.0	23.2	-0.1	No	-0.5	21.9	-1.2	No	-5.0
In districts with less than 10% of students with an IEP	16.8	17.3	16.3	0.5	No	3.0	17.1	0.3	No	2.0
In districts with at least 10% and less than 13% of students with an IEP	31.9	32.2	31.7	0.3	No	0.9	29.6	-2.4	No	-7.4
In districts with at least 13% and less than 16% of students with an IEP	21.5	21.4	21.6	-0.1	No	-0.4	22.5	1.1	No	5.0
In districts with at least 16% of students with an IEP	24.7	24.3	25.2	-0.5	No	-1.8	25.5	0.8	No	3.1
Missing number of students with an IEP	5.1!	4.8!	5.3!	-0.2!	No	-4.8!	5.3!	0.2!	No	3.4!
<b>School characteristics</b>										
Attending a charter school	1.3!	1.7!	0.9!	0.4!	No	32.5!	1.4!	0.1!	No	11.2!
Not attending a charter school	84.2	86.0	82.4	1.8	No	2.2	83.7	-0.5	No	-0.6
Missing or non-applicable charter school information	14.6	12.4	16.8	-2.2	No	-15.3	14.9	0.3	No	2.2
In regular schools	84.6	87.7	81.6	3.1	Yes	3.6	84.5	-0.1	No	-0.1
In special education schools	6.9	5.0	8.9	-2.0	No	-28.4	5.9	-1.0	No	-14.5
In vocational education schools	1.1!	2.0!	0.2!	0.9!	No	81.2!	1.8!	0.7!	No	63.7!
In an alternative school or other	1.4!	1.0!	1.8!	-0.4!	No	-28.5!	0.9!	-0.6!	No	-40.2!
In schools with a reportable program <sup>7</sup>	0.2!	0.4!	0.0	0.2!	No	101.1!	0.7!	0.5!	No	285.6!

Table E-22 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	5.8	4.0!	7.5	-1.8!	Yes	-30.5!	6.2!	0.4!	No	7.6!
In schools with less than 200 age-eligible students	7.9	6.8	9.0	-1.1	No	-14.2	8.0	0.1	No	1.2
In schools with 201 to 650 age-eligible students	28.1	25.8	30.3	-2.2	No	-8.0	26.4	-1.6	No	-5.9
In schools with 651 to 1,000 age-eligible students	15.9	17.2	14.7	1.2	No	7.7	16.4	0.5	No	2.9
In schools with 1,001 to 1,750 age-eligible students	18.5	20.7	16.3	2.2	No	11.9	20.0	1.5	No	8.2
In schools with 1,751 to 2,500 age-eligible students	18.0	19.1	16.9	1.1	No	6.1	16.8	-1.2	No	-6.4
In schools with more than 2,500 age-eligible students	4.4	5.2!	3.6!	0.8!	No	18.6!	4.6!	0.3!	No	6.1!
Missing number of age-eligible students	7.3	5.3	9.2	-2.0	No	-27.2	7.7	0.5	No	6.4
In schools in city areas <sup>6</sup>	37.5	40.7	34.4	3.1	No	8.3	38.0	0.4	No	1.2
In schools in suburb areas <sup>6</sup>	31.1	28.9	33.4	-2.3	No	-7.3	30.8	-0.3	No	-1.1
In schools in town areas <sup>6</sup>	11.4	11.1	11.7	-0.3	No	-2.7	11.9	0.5	No	4.8
In schools in rural areas <sup>6</sup>	19.9	19.4	20.4	-0.5	No	-2.7	19.3	-0.6	No	-3.2
In schools with less than 25% White, not Hispanic or Latino students	23.2	28.2	18.3	5.0	Yes	21.4	25.2	2.0	No	8.7
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	26.8	23.9	29.6	-2.9	No	-10.7	24.5	-2.3	No	-8.6
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	18.7	17.2	20.3	-1.6	No	-8.5	18.1	-0.7	No	-3.7
In schools with at least 80% White, not Hispanic or Latino students	24.0	25.4	22.5	1.5	No	6.1	24.5	0.5	No	2.1
Missing number of White, not Hispanic or Latino students	7.3	5.3	9.2	-2.0	No	-27.2	7.7	0.5	No	6.4
In schools with less than 2% Black, not Hispanic or Latino students	20.1	21.9	18.3	1.8	No	9.1	20.8	0.7	No	3.4
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	26.5	26.8	26.2	0.3	No	1.1	25.9	-0.6	No	-2.4
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	25.7	25.6	25.7	-0.1	No	-0.3	24.3	-1.4	No	-5.4
In schools with at least 25% Black, not Hispanic or Latino students	20.5	20.4	20.6	-0.1	No	-0.3	21.3	0.8	No	4.1
Missing number of Black, not Hispanic or Latino students	7.3	5.3	9.2	-2.0	No	-27.2	7.7	0.5	No	6.4

Table E-22 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	21.6	23.8	19.4	2.2	No	10.1	23.2	1.6	No	7.2
In schools with at least 3% and less than 10% Hispanic or Latino students	20.6	18.9	22.3	-1.7	No	-8.5	18.6	-2.0	No	-9.8
In schools with at least 10% and less than 30% Hispanic or Latino students	23.1	20.3	25.9	-2.8	No	-12.2	22.6	-0.5	No	-2.3
In schools with at least 30% Hispanic or Latino students	27.4	31.8	23.1	4.3	Yes	15.9	28.0	0.5	No	2.0
Missing number of Hispanic or Latino students	7.3	5.3	9.2	-2.0	No	-27.2	7.7	0.5	No	6.4
In schools with less than 25% of students eligible for free or reduced-price lunch program	19.3	21.5	17.1	2.2	No	11.3	19.6	0.3	No	1.6
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	19.8	19.3	20.3	-0.5	No	-2.6	19.8	#	No	0.2
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	30.0	29.8	30.2	-0.2	No	-0.5	30.8	0.8	No	2.7
In schools with at least 65% students eligible for free or reduced-price lunch program	23.4	23.9	23.0	0.5	No	1.9	21.6	-1.8	No	-7.6
Missing number of students eligible for free or reduced-price lunch program	7.5	5.6	9.5	-2.0	No	-26.2	8.1	0.6	No	8.3
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	13.5	12.6	14.4	-0.9	No	-6.7	13.1	-0.4	No	-3.0
In schools eligible for Title I TAS and provide Title I TAS program	7.8	10.6	5.2	2.7	Yes	34.6	9.3	1.5	No	18.5
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.3!	0.4!	0.2!	0.1!	No	44.4!	0.5!	0.2!	No	61.1!
In schools eligible for Title I SWP but provide no Title I program	14.6	14.3	15.0	-0.4	No	-2.5	13.9	-0.8	No	-5.2
In schools eligible for Title I SWP and provide Title I SWP	28.2	30.5	25.9	2.3	No	8.2	27.5	-0.7	No	-2.5
In schools eligible for either Title I TAS or SWP	21.1	20.7	21.5	-0.4	No	-1.8	21.9	0.8	No	3.7
Missing Title I programs information	14.4	10.9	17.9	-3.5	Yes	-24.3	13.9	-0.5	No	-3.8

Table E-22 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.1	15.1	17.1	-1.0	No	-6.1	15.7	-0.4	No	-2.6
Grade 8	16.3	16.5	16.0	0.2	No	1.5	16.8	0.5	No	3.1
Grade 9	15.5	14.2	16.8	-1.3	No	-8.5	14.3	-1.2	No	-7.6
Grade 10	17.3	19.8	14.8	2.5	Yes	14.6	19.2	1.9	No	11.2
Grade 11	16.8	16.5	17.0	-0.3	No	-1.5	16.0	-0.8	No	-4.8
Grade 12 or ungraded	17.2	17.5	16.8	0.3	No	1.9	17.3	0.2	No	0.9
Other qualifying grade, not eligible, or missing grade	0.9!	0.4!	1.4!	-0.5!	No	-59.1!	0.7!	-0.2!	No	-21.6!
Male	53.0	52.1	53.9	-0.9	No	-1.7	53.0	0.1	No	0.1
Female	46.1	47.1	45.2	1.0	No	2.1	46.0	-0.1	No	-0.3
Missing	0.9!	0.9!	0.9!	#	No	-4.0!	1.0!	0.1!	No	10.4!
White, not Hispanic or Latino	67.0	68.6	65.4	1.6	No	2.4	68.0	1.0	No	1.5
Black, not Hispanic or Latino	15.0	12.6	17.5	-2.5	No	-16.4	14.3	-0.8	No	-5.0
Multi/other races	3.1	2.2!	4.0	-0.9!	No	-28.8!	2.4!	-0.7!	No	-23.3!
Hispanic or Latino	9.4	10.5	8.3	1.1	No	12.1	9.5	0.1	No	1.4
Missing	5.4	6.0	4.8	0.6	No	11.7	5.7	0.3	No	6.1
0 suspensions <sup>9</sup>	73.7	75.6	71.9	1.9	No	2.5	73.9	0.2	No	0.3
1 suspension	3.6	3.0	4.2	-0.6	No	-16.4	2.7	-1.0	No	-27.1
2 or more suspensions	2.9	3.2	2.6	0.3	No	10.4	3.0	0.1	No	4.5
Missing	19.8	18.2	21.3	-1.6	No	-7.9	20.5	0.7	No	3.4
Not classified as limited English proficient	73.5	74.8	72.1	1.4	No	1.9	72.6	-0.9	No	-1.2
Limited English proficient	11.2	12.5	10.1	1.2	No	10.7	11.9	0.7	No	6.1
Missing	15.3	12.7	17.8	-2.6	No	-16.9	15.5	0.2	No	1.2

Table E-22 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	32.8	31.1	34.6	-1.7	No	-5.3	30.9	-1.9	No	-5.9
Eligible for free lunch	31.7	33.0	30.5	1.3	No	4.0	32.5	0.7	No	2.4
Eligible for reduced-price lunch	6.8	8.3	5.3	1.5	No	22.3	7.1	0.3	No	4.0
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	7.7	8.4	7.1	0.6	No	8.0	7.8	0.1	No	0.8
Missing	20.9	19.2	22.5	-1.7	No	-8.0	21.7	0.9	No	4.1

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-23. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: intellectual disability**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	19.7	20.6	18.5	0.9	No	4.8	19.8	0.1	No	0.5
In medium districts <sup>6</sup>	14.1	13.1	15.4	-1.0	No	-7.3	14.3	0.2	No	1.2
In large districts <sup>6</sup>	66.2	66.3	66.1	0.1	No	0.1	65.9	-0.3	No	-0.4
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	11.7	11.0	12.6	-0.7	No	-6.1	12.2	0.4	No	3.7
In Midwest districts	30.2	32.2	27.7	2.0	No	6.7	30.3	0.1	No	0.3
In South districts	44.4	41.8	47.7	-2.7	Yes	-6.0	43.7	-0.8	No	-1.7
In West districts	13.6	15.0	12.0	1.3	Yes	9.9	13.9	0.2	No	1.6
In districts with less than 10% of students with an IEP	9.5	10.7	8.1	1.2	No	12.5	10.2	0.6	No	6.4
In districts with at least 10% and less than 13% of students with an IEP	32.4	32.7	32.0	0.3	No	1.0	33.1	0.7	No	2.1
In districts with at least 13% and less than 16% of students with an IEP	26.9	24.6	29.7	-2.3	Yes	-8.5	25.3	-1.6	No	-5.8
In districts with at least 16% of students with an IEP	28.0	30.1	25.5	2.0	No	7.2	29.5	1.5	No	5.2
Missing number of students with an IEP	3.2!	1.9!	4.7!	-1.3!	Yes	-39.7!	2.0!	-1.2!	Yes	-38.0!
<b>School characteristics</b>										
Attending a charter school	1.5	1.8	1.1!	0.3!	No	20.0!	1.5	0.1	No	4.8
Not attending a charter school	84.9	85.9	83.7	1.0	No	1.1	85.0	0.2	No	0.2
Missing or non-applicable charter school information	13.6	12.4	15.2	-1.3	No	-9.3	13.4	-0.2	No	-1.7
In regular schools	85.9	87.3	84.2	1.4	No	1.6	86.5	0.6	No	0.7
In special education schools	5.3	5.9!	4.6	0.6!	No	10.8!	5.5!	0.2!	No	3.2!
In vocational education schools	0.8!	0.5!	1.3!	-0.4!	No	-42.7!	0.7!	-0.2!	No	-19.8!
In an alternative school or other	1.6	1.4!	1.9	-0.2!	No	-14.1!	1.3!	-0.3!	No	-19.0!
In schools with a reportable program <sup>7</sup>	0.6!	1.0!	0.2!	0.3!	No	49.8!	0.9!	0.3!	No	41.7!



Table E-23 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	5.7	4.0	7.8	-1.7	Yes	-29.9	5.1	-0.6	No	-10.1
In schools with less than 200 age-eligible students	8.9	9.2	8.6	0.3	No	3.3	8.6	-0.3	No	-3.4
In schools with 201 to 650 age-eligible students	29.4	30.2	28.4	0.8	No	2.8	29.3	-0.1	No	-0.3
In schools with 651 to 1,000 age-eligible students	16.7	16.8	16.5	0.1	No	0.8	17.4	0.7	No	4.3
In schools with 1,001 to 1,750 age-eligible students	20.1	20.4	19.7	0.3	No	1.5	19.7	-0.3	No	-1.6
In schools with 1,751 to 2,500 age-eligible students	14.4	15.7	12.8	1.3	No	8.9	15.0	0.6	No	4.4
In schools with more than 2,500 age-eligible students	4.5	3.6	5.5	-0.8	Yes	-18.4	4.7	0.2	No	4.6
Missing number of age-eligible students	6.1	4.1	8.6	-2.0	Yes	-32.7	5.3	-0.8	No	-13.6
In schools in city areas <sup>6</sup>	31.0	30.5	31.6	-0.5	No	-1.5	30.8	-0.3	No	-0.8
In schools in suburb areas <sup>6</sup>	27.5	28.2	26.7	0.6	No	2.3	27.6	0.1	No	0.3
In schools in town areas <sup>6</sup>	14.2	14.6	13.6	0.4	No	3.1	14.2	#	No	-0.1
In schools in rural areas <sup>6</sup>	27.3	26.7	28.0	-0.6	No	-2.2	27.5	0.2	No	0.7
In schools with less than 25% White, not Hispanic or Latino students	27.0	28.2	25.4	1.2	No	4.5	27.8	0.9	No	3.2
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	23.6	22.7	24.6	-0.9	No	-3.6	22.9	-0.6	No	-2.7
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	16.9	18.4	15.1	1.5	No	8.7	17.8	0.9	No	5.2
In schools with at least 80% White, not Hispanic or Latino students	26.5	26.6	26.3	0.2	No	0.6	26.2	-0.3	No	-1.0
Missing number of White, not Hispanic or Latino students	6.1	4.1	8.6	-2.0	Yes	-32.7	5.3	-0.8	No	-13.6
In schools with less than 2% Black, not Hispanic or Latino students	22.4	24.8	19.5	2.4	Yes	10.7	22.9	0.5	No	2.0
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	16.9	17.2	16.5	0.3	No	1.7	15.7	-1.2	No	-7.0
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	22.6	22.5	22.9	-0.2	No	-0.9	23.0	0.3	No	1.5
In schools with at least 25% Black, not Hispanic or Latino students	31.9	31.4	32.5	-0.5	No	-1.6	33.2	1.2	No	3.9
Missing number of Black, not Hispanic or Latino students	6.1	4.1	8.6	-2.0	Yes	-32.7	5.3	-0.8	No	-13.6

Table E-23 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	29.6	29.4	29.9	-0.3	No	-0.9	29.5	-0.1	No	-0.4
In schools with at least 3% and less than 10% Hispanic or Latino students	23.4	24.2	22.4	0.8	No	3.6	24.0	0.6	No	2.7
In schools with at least 10% and less than 30% Hispanic or Latino students	20.7	20.8	20.6	0.1	No	0.4	21.5	0.8	No	3.7
In schools with at least 30% Hispanic or Latino students	20.1	21.5	18.5	1.3	No	6.7	19.7	-0.5	No	-2.2
Missing number of Hispanic or Latino students	6.1	4.1	8.6	-2.0	Yes	-32.7	5.3	-0.8	No	-13.6
In schools with less than 25% of students eligible for free or reduced-price lunch program	14.4	15.1	13.6	0.7	No	4.7	14.3	-0.1	No	-0.7
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	16.7	16.2	17.4	-0.5	No	-3.0	16.8	0.1	No	0.4
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	31.8	33.7	29.5	1.9	No	6.0	32.8	0.9	No	2.9
In schools with at least 65% students eligible for free or reduced-price lunch program	30.9	30.9	31.0	-0.1	No	-0.2	30.9	-0.1	No	-0.2
Missing number of students eligible for free or reduced-price lunch program	6.1	4.1	8.6	-2.0	Yes	-32.7	5.3	-0.8	No	-13.6
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	7.7	8.1	7.3	0.4	No	4.8	8.5	0.8	No	10.2
In schools eligible for Title I TAS and provide Title I TAS program	6.2	6.1	6.3	-0.1	No	-1.6	6.0	-0.2	No	-3.8
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.5!	0.4!	0.5!	#	No	-8.0!	0.4!	-0.1!	No	-17.6!
In schools eligible for Title I SWP but provide no Title I program	20.3	20.8	19.7	0.5	No	2.5	20.5	0.2	No	0.8
In schools eligible for Title I SWP and provide Title I SWP	29.3	31.2	26.9	1.9	No	6.6	29.4	0.1	No	0.4
In schools eligible for either Title I TAS or SWP	22.2	20.7	24.1	-1.5	No	-6.8	20.6	-1.6	No	-7.1
Missing Title I programs information	13.8	12.6	15.2	-1.2	No	-8.6	14.6	0.8	No	5.9

Table E-23 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	13.3	14.6	11.8	1.2	No	9.2	14.1	0.8	No	5.9
Grade 8	13.2	13.8	12.5	0.6	No	4.5	13.0	-0.2	No	-1.8
Grade 9	14.9	13.9	16.1	-1.0	No	-6.8	14.1	-0.8	No	-5.2
Grade 10	15.2	14.9	15.5	-0.3	No	-2.0	15.1	-0.1	No	-0.8
Grade 11	15.0	13.9	16.4	-1.1	No	-7.4	14.8	-0.3	No	-1.7
Grade 12 or ungraded	25.6	26.2	24.9	0.6	No	2.2	26.5	0.9	No	3.4
Other qualifying grade, not eligible, or missing grade	2.7!	2.8!	2.7	#	No	1.2!	2.5!	-0.3!	No	-9.9!
Male	57.3	59.8	54.3	2.5	Yes	4.3	57.3	-0.1	No	-0.1
Female	40.7	38.5	43.5	-2.3	Yes	-5.6	40.8	#	No	0.1
Missing	1.9!	1.7!	2.2!	-0.2!	No	-11.0!	1.9!	#	No	1.0!
White, not Hispanic or Latino	57.6	59.7	54.9	2.1	No	3.7	57.9	0.3	No	0.6
Black, not Hispanic or Latino	28.3	25.7	31.7	-2.7	Yes	-9.5	28.1	-0.2	No	-0.8
Multi/other races	1.8	2.0	1.6	0.2	No	8.4	2.0	0.1	No	7.9
Hispanic or Latino	8.6	8.8	8.5	0.1	No	1.4	8.3	-0.4	No	-4.1
Missing	3.6	3.9	3.3	0.3	No	7.5	3.7	0.1	No	2.4
0 suspensions <sup>9</sup>	70.5	71.9	68.8	1.4	No	2.0	69.7	-0.8	No	-1.1
1 suspension	4.6	4.3	5.0	-0.3	No	-7.1	4.8	0.1	No	2.8
2 or more suspensions	5.6	4.5	7.0	-1.1	Yes	-20.1	5.3	-0.3	No	-6.1
Missing	19.2	19.3	19.2	#	No	0.2	20.2	1.0	No	5.3
Not classified as limited English proficient	78.5	78.7	78.3	0.2	No	0.2	78.7	0.2	No	0.3
Limited English proficient	6.7	7.4	5.9	0.7	No	10.0	6.4	-0.3	No	-3.9
Missing	14.8	13.9	15.8	-0.9	No	-5.8	14.8	#	No	0.3

Table E-23 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	22.5	23.0	21.8	0.5	No	2.4	22.8	0.3	No	1.5
Eligible for free lunch	40.4	40.4	40.5	#	No	-0.1	39.3	-1.1	No	-2.8
Eligible for reduced-price lunch	4.3	4.0	4.7	-0.3	No	-8.1	3.9	-0.4	No	-9.4
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	12.2	13.2	10.9	1.0	No	8.3	13.1	0.9	No	7.7
Missing	20.6	19.4	22.0	-1.2	No	-5.8	20.8	0.3	No	1.3

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-24. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: multiple disabilities**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	26.7	25.6	27.9	-1.1	No	-4.0	28.3	1.6	No	6.0
In medium districts <sup>6</sup>	23.5	23.0	24.0	-0.5	No	-2.1	23.9	0.4	No	1.7
In large districts <sup>6</sup>	49.4	51.0	47.5	1.6	No	3.3	47.4	-2.0	No	-4.1
In special schools <sup>6</sup>	0.5	0.4!	0.5!	-0.1!	No	-12.5!	0.5!	#	No	0.7!
In Northeast districts	55.0	54.1	56.1	-1.0	No	-1.7	53.4	-1.6	No	-3.0
In Midwest districts	18.7	18.4	19.0	-0.3	No	-1.6	18.9	0.3	No	1.4
In South districts	12.9	13.1	12.6	0.2	No	1.6	14.1	1.2	No	9.3
In West districts	13.5	14.5	12.3	1.0	No	7.8	13.7	0.2	No	1.3
In districts with less than 10% of students with an IEP	7.9!	8.6!	7.0!	0.7!	No	9.0!	8.6!	0.8!	No	9.9!
In districts with at least 10% and less than 13% of students with an IEP	17.0	16.8	17.2	-0.2	No	-1.1	16.8	-0.2	No	-1.2
In districts with at least 13% and less than 16% of students with an IEP	37.4	35.1	40.2	-2.3	No	-6.2	37.0	-0.4	No	-1.2
In districts with at least 16% of students with an IEP	35.5	37.3	33.4	1.8	No	5.1	35.4	-0.1	No	-0.3
Missing number of students with an IEP	2.2!	2.2!	2.2!	#	No	-0.2!	2.2!	#	No	-0.6!
<b>School characteristics</b>										
Attending a charter school	0.6!	0.6!	0.6!	#	No	1.9!	0.5!	-0.1!	No	-10.5!
Not attending a charter school	74.9	77.8	71.5	2.9	Yes	3.9	75.5	0.7	No	0.9
Missing or non-applicable charter school information	24.6	21.7	28.0	-2.9	Yes	-11.9	24.0	-0.6	No	-2.5
In regular schools	72.8	75.2	70.0	2.4	No	3.3	73.2	0.4	No	0.5
In special education schools	9.8	11.1!	8.4	1.2!	No	12.6!	11.0	1.2	No	12.0
In vocational education schools	1.3!	1.2!	1.4!	-0.1!	No	-4.4!	0.9!	-0.4!	No	-29.9!
In an alternative school or other	0.6!	0.7!	0.5!	0.1!	No	18.7!	0.9!	0.3!	No	52.2!
In schools with a reportable program <sup>7</sup>	0.1!	0.0	0.2!	-0.1!	No	-100!	0.0	-0.1!	No	-100.0

Table E-24 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	15.4	11.8	19.6	-3.6	Yes	-23.4	14.0	-1.4	No	-9.0
In schools with less than 200 age-eligible students	11.3	12.2	10.3	0.9	No	7.6	11.7	0.4	No	3.4
In schools with 201 to 650 age-eligible students	26.4	27.1	25.5	0.8	No	2.9	26.8	0.4	No	1.7
In schools with 651 to 1,000 age-eligible students	11.9	11.3	12.7	-0.6	No	-5.3	10.9	-1.1	No	-8.9
In schools with 1,001 to 1,750 age-eligible students	18.6	19.2	17.8	0.6	No	3.5	19.3	0.7	No	4.0
In schools with 1,751 to 2,500 age-eligible students	11.0	12.7	9.0	1.7	No	15.4	11.3	0.4	No	3.4
In schools with more than 2,500 age-eligible students	3.7!	3.9!	3.5!	0.2!	No	5.0!	3.5!	-0.2!	No	-5.6!
Missing number of age-eligible students	17.1	13.6	21.1	-3.5	Yes	-20.5	16.4	-0.7	No	-3.8
In schools in city areas <sup>6</sup>	24.6	25.9	23.2	1.2	No	5.0	22.5	-2.1	No	-8.6
In schools in suburb areas <sup>6</sup>	40.1	38.6	41.9	-1.5	No	-3.8	40.0	-0.2	No	-0.4
In schools in town areas <sup>6</sup>	9.8	9.5	10.2	-0.3	No	-3.3	8.9	-0.9	No	-9.6
In schools in rural areas <sup>6</sup>	25.4	26.0	24.8	0.6	No	2.3	28.7	3.2	Yes	12.6
In schools with less than 25% White, not Hispanic or Latino students	16.0	17.2	14.5	1.3	No	8.0	14.0	-1.9	Yes	-12.1
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	18.4	19.0	17.8	0.6	No	3.2	18.1	-0.4	No	-2.0
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	18.2	21.4	14.5	3.2	Yes	17.5	19.9	1.7	No	9.2
In schools with at least 80% White, not Hispanic or Latino students	30.3	28.8	32.1	-1.5	No	-5.1	31.6	1.3	No	4.2
Missing number of White, not Hispanic or Latino students	17.1	13.6	21.1	-3.5	Yes	-20.5	16.4	-0.7	No	-3.8
In schools with less than 2% Black, not Hispanic or Latino students	24.5	23.6	25.7	-1.0	No	-4.0	25.6	1.0	No	4.3
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	15.4	16.1	14.6	0.7	No	4.5	15.6	0.2	No	1.0
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	21.3	22.1	20.3	0.8	No	3.8	20.9	-0.4	No	-1.7
In schools with at least 25% Black, not Hispanic or Latino students	21.7	24.7	18.2	3.0	Yes	13.7	21.5	-0.2	No	-0.9
Missing number of Black, not Hispanic or Latino students	17.1	13.6	21.1	-3.5	Yes	-20.5	16.4	-0.7	No	-3.8

Table E-24 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	22.5	22.0	23.1	-0.5	No	-2.4	23.9	1.3	No	6.0
In schools with at least 3% and less than 10% Hispanic or Latino students	28.8	30.3	26.9	1.6	No	5.5	29.6	0.9	No	3.0
In schools with at least 10% and less than 30% Hispanic or Latino students	15.4	16.6	14.1	1.2	No	7.6	14.8	-0.6	No	-3.8
In schools with at least 30% Hispanic or Latino students	16.2	17.5	14.7	1.3	No	8.0	15.2	-1.0	No	-6.0
Missing number of Hispanic or Latino students	17.1	13.6	21.1	-3.5	Yes	-20.5	16.4	-0.7	No	-3.8
In schools with less than 25% of students eligible for free or reduced-price lunch program	22.4	22.1	22.7	-0.3	No	-1.3	23.1	0.7	No	3.3
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	15.8	15.3	16.3	-0.5	No	-2.9	14.9	-0.9	No	-5.5
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	24.9	26.8	22.8	1.8	Yes	7.3	25.8	0.8	No	3.3
In schools with at least 65% students eligible for free or reduced-price lunch program	19.5	21.9	16.7	2.4	Yes	12.4	19.5	#	No	-0.2
Missing number of students eligible for free or reduced-price lunch program	17.4	13.9	21.4	-3.5	Yes	-20.1	16.7	-0.7	No	-3.8
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	14.3	15.6	12.7	1.3	No	9.4	15.5	1.2	No	8.6
In schools eligible for Title I TAS and provide Title I TAS program	13.0	14.2	11.7	1.2	No	9.0	12.5	-0.6	No	-4.4
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	#	0.0	#	#	No	-100!	0.0	#	No	-100.0
In schools eligible for Title I SWP but provide no Title I program	11.7	10.8	12.6	-0.8	No	-7.0	10.6	-1.0	No	-8.8
In schools eligible for Title I SWP and provide Title I SWP	15.0	16.1	13.7	1.1	No	7.3	13.7	-1.3	No	-8.6
In schools eligible for either Title I TAS or SWP	26.7	27.7	25.6	0.9	No	3.5	29.0	2.3	No	8.5
Missing Title I programs information	19.3	15.5	23.6	-3.7	Yes	-19.3	18.7	-0.6	No	-3.1

Table E-24 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	11.3	12.0	10.5	0.7	No	5.9	11.0	-0.3	No	-2.5
Grade 8	12.1	12.6	11.5	0.5	No	4.2	12.3	0.2	No	1.3
Grade 9	15.3	15.5	15.1	0.2	No	1.2	15.8	0.6	No	3.6
Grade 10	12.9	13.0	12.8	0.1	No	0.6	13.0	0.1	No	0.8
Grade 11	14.4	13.5	15.5	-0.9	No	-6.5	13.8	-0.6	No	-4.4
Grade 12 or ungraded	29.1	30.0	28.0	0.9	No	3.3	30.3	1.2	No	4.2
Other qualifying grade, not eligible, or missing grade	4.9	3.5!	6.6	-1.5!	Yes	-29.5!	3.8!	-1.1!	No	-22.4!
Male	61.8	62.0	61.6	0.2	No	0.3	62.1	0.3	No	0.4
Female	37.1	37.7	36.6	0.5	No	1.4	37.6	0.4	No	1.2
Missing	1.0!	0.4!	1.8!	-0.7!	No	-65.4!	0.3!	-0.7!	No	-67.3!
White, not Hispanic or Latino	67.6	66.7	68.6	-0.9	No	-1.3	68.2	0.7	No	1.0
Black, not Hispanic or Latino	19.2	19.4	18.9	0.2	No	1.1	19.6	0.4	No	2.1
Multi/other races	1.4!	1.4!	1.3!	#	No	1.8!	1.7!	0.3!	No	22.2!
Hispanic or Latino	8.9	10.6	7.0	1.7	No	18.7	8.8	-0.2	No	-1.9
Missing	3.0!	1.9!	4.2!	-1.0!	No	-35.3!	1.8!	-1.2!	No	-40.8!
0 suspensions <sup>9</sup>	74.4	74.8	73.9	0.4	No	0.5	75.3	0.9	No	1.2
1 suspension	1.9	2.0	1.7!	0.1!	No	7.7!	2.7	0.8	No	43.8
2 or more suspensions	2.8	1.8	3.9	-1.0	Yes	-34.9	2.0	-0.8	No	-26.9
Missing	20.9	21.4	20.4	0.4	No	2.1	20.0	-1.0	No	-4.7
Not classified as limited English proficient	84.5	85.1	83.7	0.6	No	0.8	85.7	1.2	No	1.4
Limited English proficient	2.3	2.9	1.6!	0.6!	Yes	26.5!	2.1	-0.2	No	-7.9
Missing	13.2	11.9!	14.7	-1.3!	No	-9.5!	12.2	-1.0	No	-7.6



Table E-24 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non- respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	44.1	41.7	46.9	-2.4	No	-5.4	44.6	0.5	No	1.1
Eligible for free lunch	29.9	32.1	27.4	2.2	No	7.3	30.0	0.1	No	0.2
Eligible for reduced-price lunch	3.6	3.7	3.4	0.1	No	3.7	3.4	-0.2	No	-4.4
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	4.1	4.3!	3.9	0.2!	No	5.0!	4.2	0.1	No	2.7
Missing	18.3	18.1	18.4	-0.1	No	-0.7	17.8	-0.5	No	-2.6

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-25. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: orthopedic impairment**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	15.8	15.5	16.2	-0.3	No	-2.0	15.5	-0.3	No	-1.6
In medium districts <sup>6</sup>	16.7!	17.7!	15.4!	1.0!	No	6.0!	16.4!	-0.3!	No	-1.7!
In large districts <sup>6</sup>	67.6	66.9	68.4	-0.7	No	-1.0	68.1	0.5	No	0.8
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	13.2!	14.9!	11.0!	1.7!	No	13.2!	14.2!	1.0!	No	7.6!
In Midwest districts	22.2	20.5	24.3	-1.7	No	-7.7	21.6	-0.6	No	-2.8
In South districts	35.0	30.6	40.3	-4.3	Yes	-12.4	33.2	-1.8	No	-5.1
In West districts	29.7	34.0	24.3	4.3	Yes	14.5	31.1	1.4	No	4.7
In districts with less than 10% of students with an IEP	14.0	18.1	9.0	4.1	Yes	29.1	15.9	1.8	No	13.0
In districts with at least 10% and less than 13% of students with an IEP	38.1	37.3	39.1	-0.8	No	-2.2	38.1	#	No	0.1
In districts with at least 13% and less than 16% of students with an IEP	16.7	14.7	19.1	-2.0	No	-11.8	17.1	0.4	No	2.3
In districts with at least 16% of students with an IEP	27.5	27.5	27.4	#	No	0.1	26.2	-1.2	No	-4.5
Missing number of students with an IEP	3.7!	2.4!	5.3!	-1.3!	Yes	-34.9!	2.7!	-1.0!	No	-27.4!
<b>School characteristics</b>										
Attending a charter school	0.8!	0.5!	1.2!	-0.3!	No	-36.3!	0.4!	-0.4!	No	-48.0!
Not attending a charter school	89.9	92.2	87.1	2.3	Yes	2.5	91.5	1.6	No	1.7
Missing or non-applicable charter school information	9.2	7.3!	11.7	-2.0!	Yes	-21.4!	8.1!	-1.2!	No	-12.6!
In regular schools	88.1	90.5	85.0	2.5	Yes	2.8	89.7	1.6	No	1.9
In special education schools	3.5!	3.4!	3.7!	-0.1!	No	-3.6!	3.6!	#	No	1.2!
In vocational education schools	0.7!	0.2!	1.3!	-0.5!	No	-74.7!	0.3!	-0.4!	No	-58.1!
In an alternative school or other	1.6!	1.6!	1.7!	-0.1!	No	-5.1!	1.4!	-0.2!	No	-13.8!
In schools with a reportable program <sup>7</sup>	0.2!	0.0	0.4!	-0.2!	No	-100!	0.0	-0.2!	No	-100.0

Table E-25 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	5.9!	4.4!	7.9	-1.6!	No	-26.4!	5.1!	-0.9!	No	-14.7!
In schools with less than 200 age-eligible students	6.3	5.1	7.8	-1.2	No	-19.7	5.3	-1.0	No	-16.4
In schools with 201 to 650 age-eligible students	24.3	26.4	21.6	2.1	No	8.8	25.7	1.4	No	5.9
In schools with 651 to 1,000 age-eligible students	14.9	14.7	15.2	-0.2	No	-1.2	14.4	-0.5	No	-3.6
In schools with 1,001 to 1,750 age-eligible students	22.7	22.6	22.9	-0.1	No	-0.4	24.1	1.4	No	6.2
In schools with 1,751 to 2,500 age-eligible students	18.5	18.0	19.2	-0.6	No	-3.0	16.4	-2.1	No	-11.6
In schools with more than 2,500 age-eligible students	7.2	8.6	5.3	1.5	No	20.7	8.7	1.6	No	22.3
Missing number of age-eligible students	6.1!	4.6!	8.0	-1.5!	No	-25.1!	5.4!	-0.7!	No	-12.0!
In schools in city areas <sup>6</sup>	33.6	33.9	33.2	0.3	No	1.0	33.4	-0.2	No	-0.5
In schools in suburb areas <sup>6</sup>	32.6	33.2	31.8	0.6	No	1.9	32.5	-0.1	No	-0.2
In schools in town areas <sup>6</sup>	11.5	11.0	12.1	-0.5	No	-4.3	11.9	0.4	No	3.6
In schools in rural areas <sup>6</sup>	22.3	21.9	22.9	-0.4	No	-1.9	22.2	-0.2	No	-0.7
In schools with less than 25% White, not Hispanic or Latino students	25.8	29.6	21.2	3.8	Yes	14.5	27.7	1.9	No	7.5
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	25.2	23.1	27.8	-2.1	No	-8.2	23.4	-1.8	No	-7.0
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	22.5	22.5!	22.5	#	No	-0.2!	22.5	#	No	0.1
In schools with at least 80% White, not Hispanic or Latino students	20.4	20.3	20.5	-0.1	No	-0.5	20.9	0.5	No	2.7
Missing number of White, not Hispanic or Latino students	6.1!	4.6!	8.0	-1.5!	No	-25.1!	5.4!	-0.7!	No	-12.0!
In schools with less than 2% Black, not Hispanic or Latino students	25.0	25.7	24.1	0.7	No	2.9	24.6	-0.4	No	-1.6
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	19.2	19.5	18.7	0.4	No	1.9	18.7	-0.4	No	-2.1
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	29.1	31.5	26.1	2.4	No	8.3	30.7	1.6	No	5.6
In schools with at least 25% Black, not Hispanic or Latino students	20.7	18.7	23.1	-2.0	No	-9.5	20.6	-0.1	No	-0.5
Missing number of Black, not Hispanic or Latino students	6.1!	4.6!	8.0	-1.5!	No	-25.1!	5.4!	-0.7!	No	-12.0!

Table E-25 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	17.3	17.3	17.3	#	No	0.1	17.6	0.3	No	1.7
In schools with at least 3% and less than 10% Hispanic or Latino students	27.7	27.9	27.6	0.1	No	0.5	28.3	0.5	No	1.9
In schools with at least 10% and less than 30% Hispanic or Latino students	16.8	14.4	19.9	-2.5	No	-14.7	16.7	-0.2	No	-1.0
In schools with at least 30% Hispanic or Latino students	32.0	35.9	27.3	3.9	Yes	12.0	32.1	0.1	No	0.3
Missing number of Hispanic or Latino students	6.1!	4.6!	8.0	-1.5!	No	-25.1!	5.4!	-0.7!	No	-12.0!
In schools with less than 25% of students eligible for free or reduced-price lunch program	26.0	26.5	25.3	0.6	No	2.2	24.1	-1.9	No	-7.2
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	23.8	27.3	19.4	3.5	Yes	14.9	25.7	1.9	No	8.0
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	22.6	19.6	26.2	-3.0	Yes	-13.1	21.9	-0.7	No	-3.0
In schools with at least 65% students eligible for free or reduced-price lunch program	21.6	22.0	21.1	0.4	No	1.8	23.0	1.4	No	6.4
Missing number of students eligible for free or reduced-price lunch program	6.1!	4.6!	8.0	-1.5!	No	-25.1!	5.4!	-0.7!	No	-12.0!
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	7.6	7.4	7.9	-0.2	No	-2.8	7.4	-0.2	No	-2.7
In schools eligible for Title I TAS and provide Title I TAS program	15.4	19.7	10.1	4.3	Yes	27.8	15.7	0.3	No	1.8
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.6!	0.8!	0.5!	0.1!	No	21.9!	1.4!	0.7!	No	116.0!
In schools eligible for Title I SWP but provide no Title I program	12.2	10.3	14.5	-1.8	No	-15.1	11.5	-0.7	No	-5.8
In schools eligible for Title I SWP and provide Title I SWP	25.6	25.8	25.4	0.2	No	0.7	24.7	-0.9	No	-3.4
In schools eligible for either Title I TAS or SWP	23.8	21.9	26.2	-1.9	No	-8.0	22.8	-1.0	No	-4.0
Missing Title I programs information	14.8	14.1	15.6	-0.6	No	-4.3	16.5	1.7	No	11.7

Table E-25 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	14.2	16.8	11.0	2.6	Yes	18.3	15.7	1.5	No	10.9
Grade 8	16.5	16.2	16.9	-0.3	No	-2.0	16.1	-0.4	No	-2.6
Grade 9	13.6	13.3	13.9	-0.2	No	-1.7	13.2	-0.4	No	-2.9
Grade 10	16.2	15.0	17.8	-1.3	No	-7.8	14.9	-1.4	No	-8.4
Grade 11	15.4	14.9	16.0	-0.5	No	-3.0	14.9	-0.5	No	-3.2
Grade 12 or ungraded	22.6	22.4	22.8	-0.2	No	-0.7	23.9	1.3	No	5.9
Other qualifying grade, not eligible, or missing grade	1.5!	1.4!	1.7!	-0.1!	No	-9.4!	1.3!	-0.2!	No	-13.5!
Male	60.4	58.8	62.3	-1.6	No	-2.6	60.1	-0.2	No	-0.4
Female	38.7	39.8	37.3	1.1	No	2.9	38.5	-0.2	No	-0.6
Missing	0.9!	1.4!	0.4!	0.4!	No	46.8!	1.4!	0.5!	No	49.2!
White, not Hispanic or Latino	71.2	70.5	72.1	-0.7	No	-1.0	71.2	#	No	0.1
Black, not Hispanic or Latino	12.5	12.5	12.5	#	No	-0.1	12.4	-0.1	No	-0.8
Multi/other races	1.5!	1.8!	1.2!	0.2!	No	16.3!	1.5!	#	No	1.4!
Hispanic or Latino	7.9	7.4	8.5	-0.5	No	-6.1	7.7	-0.2	No	-2.2
Missing	6.9	7.9!	5.7!	1.0!	No	14.2!	7.1!	0.2!	No	3.1!
0 suspensions <sup>9</sup>	73.2	73.8	72.4	0.6	No	0.8	73.4	0.3	No	0.4
1 suspension	2.4!	2.9!	1.8!	0.5!	No	20.1!	2.9!	0.5!	No	19.2!
2 or more suspensions	1.1!	0.5!	1.9!	-0.7!	No	-58.6!	0.4!	-0.7!	No	-65.1!
Missing	23.3	22.9!	23.8	-0.4!	No	-1.9!	23.3	#	No	#
Not classified as limited English proficient	78.9	80.3	77.2	1.4	No	1.7	80.2	1.2	No	1.6
Limited English proficient	9.3	10.4	7.9	1.1	No	11.7	9.7	0.4	No	4.2
Missing	11.8	9.3	14.8	-2.5	Yes	-20.9	10.2	-1.6	No	-13.8

Table E-25 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	39.6	39.2	40.0	-0.4	No	-0.9	40.3	0.8	No	2.0
Eligible for free lunch	28.6	32.0	24.4	3.4	Yes	12.0	29.5	0.9	No	3.2
Eligible for reduced-price lunch	6.2	5.1	7.4	-1.0	No	-16.6	5.1	-1.0	No	-16.4
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	9.5	10.1!	8.8	0.6!	No	6.1!	9.3	-0.2	No	-1.8
Missing	16.2	13.6	19.4	-2.6	Yes	-16.1	15.7	-0.5	No	-3.2

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-26. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: other health impairment**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	23.1	23.8	22.3	0.7	No	3.2	22.5	-0.6	No	-2.5
In medium districts <sup>6</sup>	18.2	15.9	20.5	-2.3	Yes	-12.6	17.3	-0.8	No	-4.6
In large districts <sup>6</sup>	58.7	60.3	57.2	1.5	No	2.6	60.2	1.4	No	2.4
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	22.0	20.4	23.7	-1.6	No	-7.5	22.7	0.7	No	3.1
In Midwest districts	26.6	26.3	26.8	-0.3	No	-1.0	25.2	-1.3	No	-5.1
In South districts	36.5	37.8	35.1	1.3	No	3.7	37.2	0.7	No	2.0
In West districts	15.0	15.5	14.4	0.6	No	3.8	14.9	-0.1	No	-0.5
In districts with less than 10% of students with an IEP	9.9	11.2	8.6	1.3	No	13.0	11.1	1.2	No	12.2
In districts with at least 10% and less than 13% of students with an IEP	31.6	33.1	30.1	1.5	No	4.7	32.3	0.7	No	2.2
In districts with at least 13% and less than 16% of students with an IEP	32.4	30.2	34.8	-2.3	No	-7.0	31.4	-1.1	No	-3.3
In districts with at least 16% of students with an IEP	22.5	22.5	22.5	#	No	#	22.4	-0.1	No	-0.5
Missing number of students with an IEP	3.5	3.0!	4.0!	-0.5!	No	-14.4!	2.8!	-0.7!	No	-20.5!
<b>School characteristics</b>										
Attending a charter school	1.4	1.4	1.5	-0.1	No	-3.7	1.4	#	No	-3.0
Not attending a charter school	84.1	85.5	82.5	1.5	No	1.8	84.3	0.2	No	0.3
Missing or non-applicable charter school information	14.5	13.1	16.0	-1.4	No	-9.8	14.3	-0.2	No	-1.4
In regular schools	89.8	91.5	88.1	1.7	No	1.9	90.0	0.2	No	0.2
In special education schools	0.9	1.0!	0.7!	0.1!	No	13.6!	0.9!	#	No	4.7!
In vocational education schools	0.7!	1.0!	0.4!	0.3!	No	39.1!	1.0!	0.3!	No	40.8!
In an alternative school or other	2.1	1.8	2.4	-0.3	No	-15.4	2.0!	-0.1!	No	-2.6!
In schools with a reportable program <sup>7</sup>	#	#	0.0	#	No	96.7!	#	#	No	223.8!

Table E-26 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	6.5	4.8	8.3	-1.7	Yes	-26.7	6.0	-0.5	No	-7.6
In schools with less than 200 age-eligible students	6.3	6.1	6.5	-0.2	No	-3.1	5.8	-0.5	No	-7.9
In schools with 201 to 650 age-eligible students	27.7	28.1	27.3	0.4	No	1.5	27.2	-0.5	No	-2.0
In schools with 651 to 1,000 age-eligible students	16.4	16.2	16.6	-0.2	No	-1.1	16.5	0.1	No	0.5
In schools with 1,001 to 1,750 age-eligible students	22.0	23.3	20.7	1.3	No	5.8	23.1	1.1	No	5.1
In schools with 1,751 to 2,500 age-eligible students	16.4	16.9	15.9	0.5	No	2.8	17.0	0.6	No	3.5
In schools with more than 2,500 age-eligible students	4.1	3.8	4.3	-0.3	No	-6.2	3.6	-0.5	No	-11.2
Missing number of age-eligible students	7.1	5.5	8.6	-1.5	No	-21.5	6.8	-0.3	No	-3.7
In schools in city areas <sup>6</sup>	23.9	24.7	23.0	0.8	No	3.5	23.8	#	No	-0.2
In schools in suburb areas <sup>6</sup>	35.9	35.1	36.8	-0.9	No	-2.4	36.2	0.3	No	0.8
In schools in town areas <sup>6</sup>	11.4	12.5	10.2	1.1	No	10.1	11.5	0.2	No	1.6
In schools in rural areas <sup>6</sup>	28.8	27.7	30.0	-1.1	No	-3.9	28.4	-0.4	No	-1.5
In schools with less than 25% White, not Hispanic or Latino students	16.8	19.0	14.7	2.1	Yes	12.6	16.9	0.1	No	0.3
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	21.0	22.0	19.9	1.0	No	5.0	21.1	0.1	No	0.5
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	22.8	23.4	22.2	0.6	No	2.7	23.8	0.9	No	4.2
In schools with at least 80% White, not Hispanic or Latino students	32.3	30.1	34.6	-2.3	No	-7.0	31.5	-0.8	No	-2.6
Missing number of White, not Hispanic or Latino students	7.1	5.5	8.6	-1.5	No	-21.5	6.8	-0.3	No	-3.7
In schools with less than 2% Black, not Hispanic or Latino students	27.4	28.1	26.7	0.7	No	2.6	27.9	0.5	No	1.8
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	22.3	21.8	22.9	-0.6	No	-2.5	22.4	#	No	#
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	22.1	22.0	22.3	-0.2	No	-0.7	20.8	-1.3	No	-6.1
In schools with at least 25% Black, not Hispanic or Latino students	21.1	22.6	19.5	1.5	No	7.2	22.2	1.1	No	5.3
Missing number of Black, not Hispanic or Latino students	7.1	5.5	8.6	-1.5	No	-21.5	6.8	-0.3	No	-3.7



Table E-26 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	26.5	25.3	27.7	-1.2	No	-4.4	25.5	-1.0	No	-3.8
In schools with at least 3% and less than 10% Hispanic or Latino students	28.9	29.3	28.6	0.3	No	1.1	29.5	0.6	No	2.0
In schools with at least 10% and less than 30% Hispanic or Latino students	20.6	20.2	21.1	-0.4	No	-2.1	21.0	0.4	No	1.7
In schools with at least 30% Hispanic or Latino students	16.9	19.7	14.0	2.8	Yes	16.7	17.2	0.3	No	2.0
Missing number of Hispanic or Latino students	7.1	5.5	8.6	-1.5	No	-21.5	6.8	-0.3	No	-3.7
In schools with less than 25% of students eligible for free or reduced-price lunch program	27.5	26.3	28.7	-1.2	No	-4.4	27.9	0.4	No	1.4
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	19.2	20.2	18.1	1.0	No	5.2	19.9	0.7	No	3.6
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	28.5	28.7	28.2	0.2	No	0.8	27.2	-1.2	No	-4.4
In schools with at least 65% students eligible for free or reduced-price lunch program	17.7	19.2	16.1	1.6	No	8.8	18.1	0.4	No	2.5
Missing number of students eligible for free or reduced-price lunch program	7.2	5.6	8.8	-1.6	No	-22.0	6.9	-0.3	No	-4.1
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	14.2	14.4	14.0	0.2	No	1.2	15.6	1.4	No	9.9
In schools eligible for Title I TAS and provide Title I TAS program	10.5	10.7	10.2	0.2	No	2.3	10.0	-0.4	No	-4.2
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.3!	0.6!	0.1!	0.2!	No	68.1!	0.5!	0.2!	No	58.8!
In schools eligible for Title I SWP but provide no Title I program	14.2	14.1	14.2	-0.1	No	-0.4	14.2	#	No	0.3
In schools eligible for Title I SWP and provide Title I SWP	19.1	20.9	17.2	1.8	No	9.5	19.3	0.2	No	1.0
In schools eligible for either Title I TAS or SWP	26.8	25.9	27.8	-0.9	No	-3.5	25.8	-1.1	No	-4.0
Missing Title I programs information	14.9	13.4	16.4	-1.5	No	-9.8	14.5	-0.3	No	-2.3

Table E-26 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.1	17.8	14.3	1.7	Yes	10.9	16.0	-0.1	No	-0.5
Grade 8	15.8	15.0	16.5	-0.7	No	-4.6	15.3	-0.5	No	-3.1
Grade 9	20.5	21.0	19.9	0.5	No	2.7	20.2	-0.3	No	-1.3
Grade 10	18.0	19.2	16.8	1.1	No	6.3	18.8	0.7	No	4.1
Grade 11	15.7	15.4	15.9	-0.3	No	-1.6	15.4	-0.3	No	-1.7
Grade 12 or ungraded	13.5	11.2	15.7	-2.2	Yes	-16.5	14.1	0.6	No	4.8
Other qualifying grade, not eligible, or missing grade	0.5!	0.3!	0.8!	-0.2!	No	-42.7!	0.3!	-0.3!	No	-50.6!
Male	70.5	70.9	70.0	0.4	No	0.6	70.4	-0.1	No	-0.1
Female	28.6	28.5	28.8	-0.1	No	-0.5	28.9	0.3	No	1.0
Missing	0.9!	0.6!	1.2!	-0.3!	No	-33.4!	0.7!	-0.2!	No	-23.8!
White, not Hispanic or Latino	70.8	69.2	72.4	-1.6	No	-2.2	70.5	-0.3	No	-0.5
Black, not Hispanic or Latino	18.0	19.9	16.0	1.9	Yes	10.8	18.1	0.2	No	1.0
Multi/other races	2.9	3.1	2.7	0.2	No	6.1	3.3	0.4	No	12.4
Hispanic or Latino	5.0	5.3	4.7	0.3	No	5.6	5.3	0.3	No	5.9
Missing	3.3!	2.5!	4.2!	-0.8!	No	-25.3!	2.8!	-0.5!	No	-15.6!
0 suspensions <sup>9</sup>	70.5	69.9	71.2	-0.6	No	-0.9	70.2	-0.4	No	-0.5
1 suspension	7.3	7.1	7.4	-0.2	No	-2.1	6.9	-0.4	No	-5.3
2 or more suspensions	7.1	7.5	6.8	0.4	No	5.0	7.3	0.2	No	2.9
Missing	15.0	15.5	14.6	0.4	No	2.8	15.6	0.6	No	3.7
Not classified as limited English proficient	84.5	84.7	84.4	0.1	No	0.2	85.3	0.8	No	0.9
Limited English proficient	4.5	5.6	3.3!	1.1!	Yes	25.7!	4.3	-0.1	No	-2.8
Missing	11.0	9.7	12.3	-1.3	No	-11.6	10.3	-0.7	No	-5.9

Table E-26 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	40.6	38.6	42.7	-2.0	No	-4.9	40.6	#	No	-0.1
Eligible for free lunch	27.1	28.2	25.8	1.2	No	4.4	26.8	-0.3	No	-1.0
Eligible for reduced-price lunch	4.9	5.1	4.6	0.3	No	5.2	4.8	-0.1	No	-1.4
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	9.8	11.4	8.0	1.7	Yes	17.3	11.0	1.3	No	13.1
Missing	17.7	16.6	18.9	-1.1	No	-6.4	16.8	-0.9	No	-5.1

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-27. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: specific learning disability**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	20.5	22.2	18.9	1.7	No	8.1	19.9	-0.6	No	-3.0
In medium districts <sup>6</sup>	15.4	13.7	17.0	-1.7	Yes	-10.9	15.4	0.1	No	0.4
In large districts <sup>6</sup>	64.1	64.1	64.1	#	No	#	64.7	0.5	No	0.9
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	21.0	19.6	22.3	-1.4	No	-6.7	20.5	-0.4	No	-2.0
In Midwest districts	24.1	25.3	23.0	1.1	No	4.7	23.7	-0.5	No	-1.9
In South districts	35.0	35.5	34.5	0.5	No	1.5	35.7	0.7	No	2.0
In West districts	19.9	19.6	20.1	-0.3	No	-1.3	20.1	0.2	No	1.0
In districts with less than 10% of students with an IEP	12.2	13.8	10.8	1.5	Yes	12.5	12.8	0.6	No	4.6
In districts with at least 10% and less than 13% of students with an IEP	32.3	32.8	31.9	0.5	No	1.4	33.9	1.6	No	5.0
In districts with at least 13% and less than 16% of students with an IEP	28.5	27.0	30.0	-1.5	No	-5.4	27.0	-1.5	No	-5.4
In districts with at least 16% of students with an IEP	23.9	24.1	23.7	0.2	No	0.7	23.8	-0.1	No	-0.5
Missing number of students with an IEP	3.0	2.4!	3.6!	-0.6!	No	-20.7!	2.5!	-0.5!	No	-16.9!
<b>School characteristics</b>										
Attending a charter school	3.0!	3.0!	3.1!	-0.1!	No	-1.7!	3.3!	0.3!	No	9.1!
Not attending a charter school	86.4	88.4	84.5	2.0	Yes	2.3	86.4	#	No	#
Missing or non-applicable charter school information	10.6	8.6	12.4	-1.9	Yes	-18.4	10.3	-0.2	No	-2.3
In regular schools	90.7	93.9	87.6	3.2	Yes	3.5	92.1	1.4	No	1.5
In special education schools	0.5!	0.4!	0.7!	-0.2!	No	-32.0!	0.4!	-0.2!	No	-33.3!
In vocational education schools	1.3!	0.9!	1.7!	-0.4!	No	-33.5!	1.3!	#	No	-0.8!
In an alternative school or other	2.0	1.6	2.3	-0.4	No	-19.9	1.5	-0.4	No	-21.8
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-27 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	5.5	3.3	7.6	-2.2	Yes	-40.0	4.7	-0.8	No	-13.7
In schools with less than 200 age-eligible students	6.4	7.0	5.9	0.6	No	8.8	6.2	-0.2	No	-3.5
In schools with 201 to 650 age-eligible students	27.6	29.0	26.3	1.4	No	4.9	27.8	0.2	No	0.6
In schools with 651 to 1,000 age-eligible students	17.4	18.4	16.4	1.0	No	5.9	18.0	0.6	No	3.3
In schools with 1,001 to 1,750 age-eligible students	20.3	20.1	20.5	-0.2	No	-0.9	20.3	#	No	0.1
In schools with 1,751 to 2,500 age-eligible students	16.3	16.3	16.4	-0.1	No	-0.3	15.7	-0.6	No	-3.9
In schools with more than 2,500 age-eligible students	6.2	5.7	6.7	-0.5	No	-7.9	6.8	0.6	No	9.0
Missing number of age-eligible students	5.7	3.5	7.8	-2.2	Yes	-38.8	5.2	-0.5	No	-8.4
In schools in city areas <sup>6</sup>	28.7	29.2	28.3	0.5	No	1.7	28.9	0.2	No	0.6
In schools in suburb areas <sup>6</sup>	32.4	31.8	33.0	-0.6	No	-1.9	32.6	0.2	No	0.5
In schools in town areas <sup>6</sup>	11.9	12.4	11.5	0.5	No	4.1	12.2	0.3	No	2.4
In schools in rural areas <sup>6</sup>	26.9	26.5	27.2	-0.3	No	-1.3	26.3	-0.6	No	-2.3
In schools with less than 25% White, not Hispanic or Latino students	25.1	26.9	23.4	1.7	No	6.9	26.2	1.0	No	4.1
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	24.1	24.1	24.2	-0.1	No	-0.2	24.0	-0.1	No	-0.6
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	18.8	18.4	19.2	-0.4	No	-2.0	18.0	-0.8	No	-4.3
In schools with at least 80% White, not Hispanic or Latino students	26.2	27.1	25.3	0.9	No	3.5	26.6	0.4	No	1.5
Missing number of White, not Hispanic or Latino students	5.7	3.5	7.8	-2.2	Yes	-38.8	5.2	-0.5	No	-8.4
In schools with less than 2% Black, not Hispanic or Latino students	23.9	26.8	21.1	2.9	Yes	12.1	24.8	0.9	No	3.9
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	22.9	22.3	23.4	-0.5	No	-2.3	21.2	-1.7	No	-7.3
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	25.1	24.4	25.8	-0.7	No	-2.9	25.1	#	No	-0.2
In schools with at least 25% Black, not Hispanic or Latino students	22.4	23.0	21.9	0.6	No	2.6	23.7	1.3	No	5.7
Missing number of Black, not Hispanic or Latino students	5.7	3.5	7.8	-2.2	Yes	-38.8	5.2	-0.5	No	-8.4

Table E-27 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.3	24.1	22.5	0.8	No	3.6	23.4	0.2	No	0.7
In schools with at least 3% and less than 10% Hispanic or Latino students	22.2	21.7	22.6	-0.5	No	-2.1	21.6	-0.6	No	-2.5
In schools with at least 10% and less than 30% Hispanic or Latino students	19.5	19.2	19.9	-0.3	No	-1.7	19.3	-0.2	No	-1.2
In schools with at least 30% Hispanic or Latino students	29.3	31.5	27.2	2.2	Yes	7.4	30.4	1.1	No	3.8
Missing number of Hispanic or Latino students	5.7	3.5	7.8	-2.2	Yes	-38.8	5.2	-0.5	No	-8.4
In schools with less than 25% of students eligible for free or reduced-price lunch program	22.4	21.4	23.4	-1.0	No	-4.6	21.2	-1.2	No	-5.4
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	18.8	18.0	19.5	-0.8	No	-4.0	17.9	-0.9	No	-4.8
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	28.8	31.7	26.0	2.9	Yes	10.1	31.4	2.6	Yes	9.1
In schools with at least 65% students eligible for free or reduced-price lunch program	24.1	25.3	23.0	1.2	No	4.9	24.2	0.1	No	0.3
Missing number of students eligible for free or reduced-price lunch program	5.9	3.6	8.1	-2.3	Yes	-39.1	5.3	-0.6	No	-9.8
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	12.2	12.6	11.8	0.4	No	3.2	12.6	0.4	No	3.3
In schools eligible for Title I TAS and provide Title I TAS program	10.4	10.6	10.2	0.2	No	1.5	10.4	#	No	-0.3
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.5!	0.4!	0.5!	#	No	-5.0!	0.5!	#	No	1.5!
In schools eligible for Title I SWP but provide no Title I program	16.7	17.6	15.7	1.0	No	5.9	17.7	1.0	No	6.2
In schools eligible for Title I SWP and provide Title I SWP	25.2	27.0	23.5	1.8	No	6.9	24.8	-0.4	No	-1.7
In schools eligible for either Title I TAS or SWP	21.9	20.8	23.0	-1.1	No	-5.1	20.7	-1.3	No	-5.7
Missing Title I programs information	13.1	11.0	15.2	-2.1	Yes	-16.3	13.4	0.3	No	2.2

Table E-27 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.2	17.9	14.6	1.7	Yes	10.5	16.5	0.3	No	1.7
Grade 8	15.8	16.2	15.3	0.4	No	2.7	15.2	-0.6	No	-3.7
Grade 9	19.9	20.3	19.5	0.4	No	2.2	20.1	0.2	No	1.2
Grade 10	17.6	17.4	17.7	-0.2	No	-0.9	17.6	#	No	#
Grade 11	15.6	15.2	15.9	-0.3	No	-2.0	15.5	#	No	-0.3
Grade 12 or ungraded	14.6	12.8	16.4	-1.8	Yes	-12.4	14.9	0.3	No	2.4
Other qualifying grade, not eligible, or missing grade	0.4!	0.1!	0.7!	-0.3!	No	-66.9!	0.2!	-0.2!	No	-54.3!
Male	63.4	62.0	64.7	-1.4	No	-2.1	63.5	0.1	No	0.1
Female	35.1	36.3	34.0	1.2	No	3.3	35.1	-0.1	No	-0.2
Missing	1.5!	1.7!	1.3!	0.2!	No	12.8!	1.4!	#	No	-2.0!
White, not Hispanic or Latino	62.6	64.0	61.1	1.5	No	2.4	63.3	0.8	No	1.3
Black, not Hispanic or Latino	20.0	18.8	21.1	-1.2	No	-5.9	19.9	-0.1	No	-0.5
Multi/other races	2.6	2.4	2.8	-0.2	No	-6.6	2.5	-0.2	No	-6.4
Hispanic or Latino	10.7	11.0	10.3	0.4	No	3.3	10.2	-0.4	No	-4.1
Missing	4.2	3.7	4.7	-0.5	No	-11.6	4.1	-0.1	No	-2.0
0 suspensions <sup>9</sup>	70.3	72.3	68.4	2.0	No	2.8	70.4	0.1	No	0.2
1 suspension	5.8	6.1	5.4	0.4	No	6.2	6.1	0.4	No	6.2
2 or more suspensions	5.7	5.6	5.7	#	No	-0.8	5.7	#	No	-0.1
Missing	18.3	16.0	20.5	-2.3	Yes	-12.5	17.8	-0.5	No	-2.5
Not classified as limited English proficient	78.0	78.8	77.2	0.8	No	1.0	79.4	1.5	No	1.9
Limited English proficient	10.5	12.9	8.2	2.4	Yes	23.1	10.5	#	No	-0.4
Missing	11.5	8.3	14.7	-3.2	Yes	-28.1	10.1	-1.4	No	-12.5

Table E-27 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	30.9	28.8	33.0	-2.2	Yes	-7.0	30.8	-0.2	No	-0.5
Eligible for free lunch	36.1	40.1	32.2	4.0	Yes	11.2	35.8	-0.3	No	-0.8
Eligible for reduced-price lunch	4.1	4.5	3.8	0.4	No	9.3	4.4	0.3	No	7.1
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	8.5	9.3	7.8	0.8	No	9.4	8.9	0.4	No	4.3
Missing	20.3	17.3	23.3	-3.1	Yes	-15.0	20.1	-0.2	No	-0.9

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.



**Table E-28. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: speech or language impairment**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	20.4	20.7	20.2	0.2	No	1.2	21.8	1.4	No	6.8
In medium districts <sup>6</sup>	14.1	14.1	14.1	#	No	-0.2	16.3	2.2	No	15.8
In large districts <sup>6</sup>	65.4	65.2	65.7	-0.2	No	-0.3	61.8	-3.6	Yes	-5.5
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	22.6	21.9	23.4	-0.7	No	-3.3	24.0	1.4	No	6.2
In Midwest districts	20.8	20.8	20.9	-0.1	No	-0.4	20.2	-0.6	No	-3.0
In South districts	30.5	31.8	29.2	1.3	No	4.3	33.1	2.5	No	8.3
In West districts	26.0	25.6	26.5	-0.5	No	-1.8	22.7	-3.3	No	-12.7
In districts with less than 10% of students with an IEP	11.7	12.5	10.8	0.8	No	7.1	12.5	0.8	No	7.0
In districts with at least 10% and less than 13% of students with an IEP	34.0	30.7	37.4	-3.3	No	-9.7	32.0	-2.0	No	-5.9
In districts with at least 13% and less than 16% of students with an IEP	26.0	25.6	26.4	-0.4	No	-1.6	25.7	-0.3	No	-1.2
In districts with at least 16% of students with an IEP	26.8	30.0	23.5	3.2	Yes	11.8	28.8	2.0	No	7.5
Missing number of students with an IEP	1.5!	1.2!	1.8!	-0.3!	No	-18.6!	1.0!	-0.5!	No	-33.2!
<b>School characteristics</b>										
Attending a charter school	1.9	1.8	2.0!	-0.1!	No	-3.5!	1.3!	-0.6!	No	-31.4!
Not attending a charter school	87.6	90.7	84.3	3.1	Yes	3.6	89.4	1.9	No	2.1
Missing or non-applicable charter school information	10.5	7.5	13.7	-3.1	Yes	-29.2	9.3	-1.3	No	-12.1
In regular schools	92.6	95.9	89.2	3.3	Yes	3.5	94.4	1.8	No	2.0
In special education schools	0.4!	0.4!	0.4!	#	No	-0.7!	0.4!	#	No	-3.1!
In vocational education schools	0.6!	0.2!	1.0!	-0.4!	No	-63.3!	0.1!	-0.5!	No	-80.6!
In an alternative school or other	1.4	1.7!	1.1!	0.3!	No	21.0!	1.3!	-0.1!	No	-5.4!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-28 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	5.0!	1.8	8.3!	-3.2!	Yes	-64.2!	3.7	-1.2!	No	-25.0
In schools with less than 200 age-eligible students	5.9	6.0	5.7	0.1	No	2.4	4.9	-1.0	No	-16.3
In schools with 201 to 650 age-eligible students	36.0	39.0	32.9	3.0	No	8.3	35.2	-0.8	No	-2.3
In schools with 651 to 1,000 age-eligible students	15.2	15.2	15.3	-0.1	No	-0.4	15.2	#	No	#
In schools with 1,001 to 1,750 age-eligible students	18.3	19.8	16.6	1.6	No	8.5	20.5	2.3	Yes	12.5
In schools with 1,751 to 2,500 age-eligible students	15.3	14.1	16.6	-1.2	No	-8.0	16.0	0.7	No	4.4
In schools with more than 2,500 age-eligible students	4.0	4.0	4.1	-0.1	No	-1.2	4.1	0.1	No	1.4
Missing number of age-eligible students	5.3	1.9	8.7!	-3.3!	Yes	-63.5!	4.0	-1.2	No	-23.3
In schools in city areas <sup>6</sup>	30.7	32.7	28.6	2.0	No	6.5	20.0	-10.7	Yes	-34.8
In schools in suburb areas <sup>6</sup>	38.3	35.6	41.1	-2.7	No	-7.0	46.7	8.4	Yes	21.8
In schools in town areas <sup>6</sup>	8.5	9.5	7.5	1.0	No	11.4	9.5	1.0	No	11.7
In schools in rural areas <sup>6</sup>	22.4	22.1	22.7	-0.3	No	-1.3	23.7	1.3	No	5.9
In schools with less than 25% White, not Hispanic or Latino students	21.0	21.0	20.9	0.1	No	0.3	17.0	-4.0	Yes	-19.1
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	25.9	30.5	21.1	4.6	Yes	17.8	26.5	0.6	No	2.4
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	19.6	19.4	19.9	-0.3	No	-1.4	20.4	0.7	No	3.8
In schools with at least 80% White, not Hispanic or Latino students	28.2	27.2	29.3	-1.0	No	-3.7	32.1	3.9	Yes	13.7
Missing number of White, not Hispanic or Latino students	5.3	1.9	8.7!	-3.3!	Yes	-63.5!	4.0	-1.2	No	-23.3
In schools with less than 2% Black, not Hispanic or Latino students	25.7	26.8	24.6	1.1	No	4.1	27.7	2.0	No	7.7
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	26.6	26.9	26.3	0.3	No	1.1	26.5	-0.1	No	-0.3
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	23.2	23.8	22.6	0.6	No	2.5	23.2	#	No	0.2
In schools with at least 25% Black, not Hispanic or Latino students	19.2	20.6	17.7	1.4	No	7.4	18.5	-0.7	No	-3.8
Missing number of Black, not Hispanic or Latino students	5.3	1.9	8.7!	-3.3!	Yes	-63.5!	4.0	-1.2	No	-23.3

Table E-28 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.5	23.9	23.1	0.4	No	1.7	24.9	1.4	No	5.9
In schools with at least 3% and less than 10% Hispanic or Latino students	23.6	22.2	25.0	-1.4	No	-5.8	24.4	0.9	No	3.7
In schools with at least 10% and less than 30% Hispanic or Latino students	21.6	22.2	21.0	0.6	No	2.6	21.2	-0.4	No	-1.9
In schools with at least 30% Hispanic or Latino students	26.0	29.8	22.1	3.8	Yes	14.4	25.4	-0.6	No	-2.4
Missing number of Hispanic or Latino students	5.3	1.9	8.7!	-3.3!	Yes	-63.5!	4.0	-1.2	No	-23.3
In schools with less than 25% of students eligible for free or reduced-price lunch program	29.4	27.6	31.2	-1.8	No	-6.0	32.2	2.8	No	9.7
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	15.6	15.4	15.9	-0.2	No	-1.6	15.8	0.2	No	1.1
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	27.4	29.7	25.0	2.3	No	8.3	28.3	0.9	No	3.3
In schools with at least 65% students eligible for free or reduced-price lunch program	22.4	25.5	19.2	3.1	Yes	13.8	19.7	-2.7	No	-12.0
Missing number of students eligible for free or reduced-price lunch program	5.3	1.9	8.7!	-3.3!	Yes	-63.5!	4.0	-1.2	No	-23.3
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	11.7	11.7	11.7	#	No	-0.2	14.1	2.4	Yes	20.6
In schools eligible for Title I TAS and provide Title I TAS program	14.5	14.5	14.6	-0.1	No	-0.4	13.9	-0.6	No	-4.4
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.4!	0.5!	0.4!	0.1!	No	12.5!	0.5!	#	No	4.0!
In schools eligible for Title I SWP but provide no Title I program	14.2	16.2	12.1	2.0	No	14.1	16.1	1.8	No	13.0
In schools eligible for Title I SWP and provide Title I SWP	23.4	25.6	21.2	2.2	No	9.3	19.2	-4.2	Yes	-18.0
In schools eligible for either Title I TAS or SWP	22.6	22.0	23.2	-0.6	No	-2.7	23.9	1.3	No	5.9
Missing Title I programs information	13.1	9.6	16.8	-3.6	Yes	-27.1	12.4	-0.8	No	-5.7

Table E-28 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	27.0	30.1	23.8	3.1	Yes	11.3	27.6	0.6	No	2.2
Grade 8	20.7	20.6	20.8	-0.1	No	-0.5	19.3	-1.4	No	-6.9
Grade 9	16.4	16.8	16.0	0.4	No	2.6	16.5	0.1	No	0.5
Grade 10	15.3	14.4	16.3	-0.9	No	-6.0	16.4	1.1	No	7.0
Grade 11	10.8	11.4	10.2	0.5	No	5.1	12.4	1.6	No	14.9
Grade 12 or ungraded	8.2	6.8	9.7	-1.4	No	-17.6	7.9	-0.4	No	-4.6
Other qualifying grade, not eligible, or missing grade	1.6!	0.0	3.2!	-1.6!	No	-100!	0.0	-1.6!	No	-100.0
Male	65.6	64.6	66.7	-1.0	No	-1.5	66.8	1.2	No	1.8
Female	32.1	34.6	29.4	2.5	Yes	7.9	32.4	0.4	No	1.2
Missing	2.3!	0.8!	3.9!	-1.5!	No	-65.6!	0.8!	-1.6!	No	-67.7!
White, not Hispanic or Latino	68.7	67.0	70.4	-1.7	No	-2.5	69.4	0.7	No	1.1
Black, not Hispanic or Latino	14.9	16.1	13.7	1.1	No	7.7	15.2	0.3	No	2.2
Multi/other races	2.7	3.3	2.0	0.6	No	23.8	2.5	-0.2	No	-6.3
Hispanic or Latino	8.7	10.5	6.9	1.8	No	20.6	9.7	1.0	No	11.0
Missing	5.0!	3.2!	7.0!	-1.9!	No	-37.4!	3.2!	-1.9!	No	-36.7!
0 suspensions <sup>9</sup>	78.2	80.5	75.8	2.3	No	3.0	82.2	4.1	Yes	5.2
1 suspension	3.2	2.5	4.0	-0.7	No	-23.1	2.5	-0.7	No	-21.6
2 or more suspensions	3.8	4.4	3.2	0.6	No	15.1	3.9	0.1	No	2.1
Missing	14.8	12.6	17.0	-2.1	No	-14.5	11.3	-3.5	No	-23.5
Not classified as limited English proficient	78.0	79.8	76.1	1.8	No	2.3	81.4	3.4	Yes	4.4
Limited English proficient	11.3	12.8	9.9	1.4	No	12.5	9.8	-1.5	No	-13.6
Missing	10.7	7.5!	14.0	-3.2!	Yes	-30.0!	8.8!	-1.9!	No	-17.6!

Table E-28 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	40.7	38.6	42.8	-2.1	No	-5.1	42.3	1.7	No	4.1
Eligible for free lunch	28.3	31.8	24.6	3.5	Yes	12.4	28.2	-0.1	No	-0.2
Eligible for reduced-price lunch	5.2	5.7	4.7	0.5	No	8.7	5.7	0.5	No	9.0
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	11.8	11.4	12.2	-0.4	No	-3.1	11.4	-0.4	No	-3.0
Missing	14.1	12.6	15.6	-1.5	No	-10.7	12.4	-1.7	No	-12.2

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-29. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: traumatic brain injury**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	22.2	23.3	21.0	1.1	No	5.1	21.1	-1.1	No	-4.8
In medium districts <sup>6</sup>	30.6	25.3	36.0	-5.3	No	-17.4	28.9	-1.6	No	-5.4
In large districts <sup>6</sup>	47.2	51.4	43.0	4.2	No	8.8	49.9	2.7	No	5.7
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	44.8	39.9	49.8	-4.9	No	-11.0	45.0	0.2	No	0.5
In Midwest districts	22.3	23.7	20.9	1.4	No	6.1	23.0	0.7	No	3.3
In South districts	21.4	25.6	17.1	4.2	Yes	19.7	21.9	0.6	No	2.7
In West districts	11.6	10.9	12.2	-0.7	No	-5.7	10.0	-1.5	No	-13.4
In districts with less than 10% of students with an IEP	9.9	11.3	8.4!	1.4!	No	14.3!	9.5	-0.4	No	-3.8
In districts with at least 10% and less than 13% of students with an IEP	18.5	17.9	19.0	-0.5	No	-2.9	18.3	-0.2	No	-1.1
In districts with at least 13% and less than 16% of students with an IEP	38.9	41.0	36.7	2.1	No	5.5	40.1	1.2	No	3.2
In districts with at least 16% of students with an IEP	29.5	26.7	32.3	-2.8	No	-9.3	30.1	0.6	No	2.1
Missing number of students with an IEP	3.3!	3.0!	3.5!	-0.3!	No	-7.7!	2.0!	-1.3!	Yes	-38.8!
<b>School characteristics</b>										
Attending a charter school	0.8!	0.6!	0.9!	-0.1!	No	-19.5!	0.6!	-0.2!	No	-26.1!
Not attending a charter school	88.9	89.2	88.6	0.3	No	0.3	87.6	-1.3	No	-1.5
Missing or non-applicable charter school information	10.3	10.2	10.5	-0.2	No	-1.6	11.9	1.5	No	14.7
In regular schools	87.0	85.8	88.3	-1.2	No	-1.4	85.6	-1.5	No	-1.7
In special education schools	3.4!	3.6!	3.3!	0.1!	No	4.3!	2.8!	-0.7!	No	-19.1!
In vocational education schools	1.0!	1.4!	0.5!	0.5!	No	47.1!	1.3!	0.3!	No	34.9!
In an alternative school or other	2.1!	2.8!	1.3!	0.7!	No	34.2!	2.6!	0.5!	No	26.1!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-30 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	6.5	6.4	6.6	-0.1	No	-1.5	7.8	1.2	No	18.9
In schools with less than 200 age-eligible students	7.3	7.4	7.2!	0.1!	No	1.3!	6.9	-0.5	No	-6.6
In schools with 201 to 650 age-eligible students	24.1	26.4	21.8	2.3	No	9.4	24.0	-0.1	No	-0.6
In schools with 651 to 1,000 age-eligible students	17.0	15.4	18.7	-1.7	No	-9.7	15.8	-1.2	No	-7.1
In schools with 1,001 to 1,750 age-eligible students	27.7	24.8	30.6	-2.9	No	-10.3	27.4	-0.3	No	-1.0
In schools with 1,751 to 2,500 age-eligible students	13.1	14.9	11.4	1.7	No	13.0	14.0	0.8	No	6.4
In schools with more than 2,500 age-eligible students	2.8	3.6!	2.0!	0.8!	No	28.1!	3.5!	0.7!	No	23.8!
Missing number of age-eligible students	7.9	7.5	8.2	-0.4	No	-4.6	8.4	0.6	No	7.4
In schools in city areas <sup>6</sup>	24.1	22.5	25.7	-1.6	No	-6.5	23.3	-0.8	No	-3.2
In schools in suburb areas <sup>6</sup>	42.6	38.7	46.6	-3.9	No	-9.2	44.1	1.5	No	3.4
In schools in town areas <sup>6</sup>	10.0	10.8	9.1	0.8	No	8.5	8.9	-1.1	No	-11.0
In schools in rural areas <sup>6</sup>	23.3	27.9	18.6	4.6	Yes	19.8	23.7	0.4	No	1.7
In schools with less than 25% White, not Hispanic or Latino students	13.1	13.6	12.6	0.5	No	3.9	12.5	-0.5	No	-4.2
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	18.9	21.1	16.7	2.2	No	11.5	21.6	2.6	No	13.9
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	27.7	26.5	28.9	-1.2	No	-4.3	26.9	-0.8	No	-2.8
In schools with at least 80% White, not Hispanic or Latino students	32.5	31.3	33.6	-1.1	No	-3.5	30.6	-1.9	No	-5.8
Missing number of White, not Hispanic or Latino students	7.9	7.5	8.2	-0.4	No	-4.6	8.4	0.6	No	7.4
In schools with less than 2% Black, not Hispanic or Latino students	29.8	26.7	33.1	-3.2	No	-10.6	25.6	-4.2	No	-14.1
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	22.9	23.6	22.3	0.6	No	2.8	25.2	2.2	No	9.8
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	16.3	18.7	13.9	2.3	No	14.3	17.7	1.4	No	8.6
In schools with at least 25% Black, not Hispanic or Latino students	23.0	23.6	22.5!	0.5!	No	2.4!	23.0	#	No	-0.1
Missing number of Black, not Hispanic or Latino students	7.9	7.5	8.2	-0.4	No	-4.6	8.4	0.6	No	7.4

Table E-30 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	24.6	23.7	25.6	-0.9	No	-3.8	21.9	-2.7	No	-11.1
In schools with at least 3% and less than 10% Hispanic or Latino students	37.6	34.5	40.7	-3.0	No	-8.1	35.8	-1.7	No	-4.6
In schools with at least 10% and less than 30% Hispanic or Latino students	13.0	15.1	11.0	2.0	No	15.5	15.2	2.2	No	16.6
In schools with at least 30% Hispanic or Latino students	16.9	19.2	14.5	2.3	No	13.7	18.6	1.7	No	10.2
Missing number of Hispanic or Latino students	7.9	7.5	8.2	-0.4	No	-4.6	8.4	0.6	No	7.4
In schools with less than 25% of students eligible for free or reduced-price lunch program	38.8	35.7	41.8	-3.0	No	-7.8	38.6	-0.1	No	-0.3
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	16.5	15.0	18.0	-1.4	No	-8.8	14.6	-1.9	No	-11.3
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	20.8	23.2	18.3	2.4	No	11.6	21.5	0.8	No	3.8
In schools with at least 65% students eligible for free or reduced-price lunch program	16.2	18.6	13.7	2.4	No	15.0	16.8	0.6	No	3.7
Missing number of students eligible for free or reduced-price lunch program	7.9	7.5	8.2	-0.4	No	-4.6	8.4	0.6	No	7.4
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	8.2	7.9	8.6!	-0.3!	No	-4.2!	7.4	-0.8	No	-10.0
In schools eligible for Title I TAS and provide Title I TAS program	8.6	10.6	6.6!	2.0!	No	22.9!	10.5!	1.9!	No	22.6!
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.7!	1.4!	0.0	0.7!	No	98.2!	0.9!	0.2!	No	26.1!
In schools eligible for Title I SWP but provide no Title I program	12.3	15.1	9.5	2.7	No	22.3	13.3	1.0	No	7.8
In schools eligible for Title I SWP and provide Title I SWP	18.8	18.5	19.0	-0.2	No	-1.3	19.3	0.6	No	3.0
In schools eligible for either Title I TAS or SWP	39.2	35.3	43.1	-3.8	No	-9.8	36.9	-2.3	No	-5.8
Missing Title I programs information	12.2	11.3	13.2	-1.0	No	-7.9	11.7	-0.6	No	-4.6



Table E-30 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	11.9	14.0	9.8	2.1	No	17.6	11.9	#	No	-0.3
Grade 8	15.0	14.6	15.3	-0.3	No	-2.3	13.3	-1.7	No	-11.2
Grade 9	16.7	17.3	16.1	0.6	No	3.8	16.6	-0.1	No	-0.6
Grade 10	18.6	19.2	17.9	0.6	No	3.4	21.1	2.6	No	14.0
Grade 11	15.1	13.0	17.3	-2.1	No	-13.8	12.7	-2.4	No	-16.0
Grade 12 or ungraded	22.0	20.8	23.2	-1.2	No	-5.4	23.1	1.1	No	5.0
Other qualifying grade, not eligible, or missing grade	0.7!	0.9!	0.4!	0.2!	No	34.5!	1.2!	0.5!	No	77.8!
Male	63.6	62.8	64.4	-0.8	No	-1.2	62.8	-0.8	No	-1.2
Female	35.2	35.7	34.8	0.4	No	1.2	35.6	0.3	No	0.9
Missing	1.2!	1.5!	0.8!	0.4!	No	29.9!	1.6!	0.4!	No	36.4!
White, not Hispanic or Latino	74.4	75.1	73.7	0.7	No	0.9	75.9	1.4	No	1.9
Black, not Hispanic or Latino	16.1	16.5	15.7	0.4	No	2.7	16.6	0.5	No	2.8
Multi/other races	2.2!	1.3!	3.0!	-0.8!	No	-38.4!	1.2!	-1.0!	No	-43.5!
Hispanic or Latino	4.7	6.0!	3.4!	1.3!	No	27.3!	5.3!	0.5!	No	11.0!
Missing	2.5!	0.9!	4.2!	-1.6!	No	-63.0!	1.1!	-1.5!	No	-58.1!
0 suspensions <sup>9</sup>	71.7	72.2	71.2	0.5	No	0.7	73.8	2.1	No	2.9
1 suspension	4.7	4.4	4.9!	-0.2!	No	-4.8!	4.2!	-0.5!	No	-9.9!
2 or more suspensions	3.0!	3.0!	3.0!	#	No	0.2!	2.9!	-0.1!	No	-2.3!
Missing	20.7!	20.3!	21.0!	-0.3!	No	-1.5!	19.1!	-1.6!	No	-7.6!
Not classified as limited English proficient	78.2	75.2	81.3	-3.0	No	-3.9	77.2	-1.0	No	-1.3
Limited English proficient	5.1	6.1	4.0!	1.0!	No	20.3!	5.8	0.7	No	13.5
Missing	16.7!	18.7!	14.7!	2.0!	No	12.0!	17.0!	0.3!	No	2.0!

Table E-30 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	43.0	36.2	49.8	-6.7	Yes	-15.7	42.3	-0.6	No	-1.5
Eligible for free lunch	26.2	30.9	21.5	4.7	Yes	17.9	28.5	2.2	No	8.5
Eligible for reduced-price lunch	3.5!†	2.5!†	4.6!†	-1.1!†	No	-30.4!†	2.9!†	-0.7!†	No	-18.9!†
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	7.5	7.6!†	7.3	0.2!†	No	2.6!†	7.1!†	-0.3!†	No	-4.6!†
Missing	19.8!†	22.7	16.8!†	2.9!†	No	14.7!†	19.2!†	-0.6!†	No	-3.0!†

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-30 Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: visual impairment**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	15.4	13.6	17.5	-1.8	No	-11.4	15.8	0.5	No	3.1
In medium districts <sup>6</sup>	18.4	15.5	21.8	-2.8	No	-15.3	15.7	-2.7	No	-14.6
In large districts <sup>6</sup>	58.1	61.7	53.6	3.7	No	6.3	59.2	1.1	No	1.9
In special schools <sup>6</sup>	8.2	9.1	7.1!	0.9!	No	10.9!	9.3	1.1	No	13.5
In Northeast districts	16.2	14.9	17.8	-1.3	No	-8.0	16.2	#	No	0.1
In Midwest districts	22.7	23.7	21.4	1.0	No	4.5	24.1	1.4	No	6.2
In South districts	39.9	36.2	44.4	-3.7	No	-9.2	38.5	-1.4	No	-3.4
In West districts	21.2	25.2	16.4	3.9	Yes	18.5	21.2	-0.1	No	-0.3
In districts with less than 10% of students with an IEP	14.4	14.3	14.5	-0.1	No	-0.8	13.3	-1.1	No	-7.5
In districts with at least 10% and less than 13% of students with an IEP	30.9	29.0	33.3	-1.9	No	-6.3	28.9	-2.0	No	-6.4
In districts with at least 13% and less than 16% of students with an IEP	20.6	22.6	18.1	2.0	No	9.9	22.8	2.3	No	11.1
In districts with at least 16% of students with an IEP	27.0	28.5	25.1	1.5	No	5.6	29.9	2.9	No	10.7
Missing number of students with an IEP	7.1	5.7!	9.0!	-1.5!	No	-20.9!	5.0!	-2.1!	No	-29.6!
<b>School characteristics</b>										
Attending a charter school	1.8!	1.9!	1.6!	0.1!	No	6.9!	2.0!	0.2!	No	12.2!
Not attending a charter school	84.2	86.7	81.2	2.4	No	2.9	86.1	1.9	No	2.3
Missing or non-applicable charter school information	14.0	11.4	17.1	-2.6	No	-18.4	11.9	-2.1	No	-15.1
In regular schools	83.6	85.7	81.1	2.1	No	2.5	84.6	1.0	No	1.2
In special education schools	6.7	6.4!	7.0!	-0.3!	No	-4.0!	7.1!	0.4!	No	5.9!
In vocational education schools	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In an alternative school or other	1.7!	0.6!	3.0!	-1.1!	No	-64.0!	0.7!	-0.9!	No	-55.2!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-30 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	8.0!	7.3!	8.9!	-0.7!	No	-9.1!	7.6!	-0.5!	No	-6.1!
In schools with less than 200 age-eligible students	9.5	10.6	8.1!	1.1!	No	11.6!	12.3	2.8	No	29.6
In schools with 201 to 650 age-eligible students	27.3	24.4	30.9	-2.9	No	-10.8	23.4	-3.9	No	-14.3
In schools with 651 to 1,000 age-eligible students	14.9	13.1	17.2	-1.9	No	-12.5	15.7	0.8	No	5.5
In schools with 1,001 to 1,750 age-eligible students	17.0	19.2	14.4	2.1	No	12.6	17.5	0.5	No	3.1
In schools with 1,751 to 2,500 age-eligible students	16.3	18.7	13.4	2.4	No	14.5	17.4	1.1	No	6.6
In schools with more than 2,500 age-eligible students	5.8	5.1!	6.6!	-0.7!	No	-12.1!	4.7!	-1.1!	No	-18.3!
Missing number of age-eligible students	9.2	9.1!	9.3!	-0.1!	No	-1.0!	8.9!	-0.3!	No	-3.0!
In schools in city areas <sup>8</sup>	31.1	32.7	29.2	1.6	No	5.1	31.4	0.3	No	1.0
In schools in suburb areas <sup>8</sup>	32.7	28.4	37.9	-4.3	No	-13.0	32.5	-0.1	No	-0.4
In schools in town areas <sup>8</sup>	9.6	11.0	7.8	1.5	No	15.1	10.1	0.5	No	5.5
In schools in rural areas <sup>8</sup>	26.7	27.9	25.2	1.2	No	4.6	26.0	-0.7	No	-2.6
In schools with less than 25% White, not Hispanic or Latino students	21.6	19.7	23.9	-1.9	No	-8.7	17.1	-4.5	Yes	-20.9
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	25.6	27.8	22.9	2.2	No	8.6	28.5	2.9	No	11.4
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	15.3	14.5	16.3	-0.8	No	-5.1	15.3	-0.1	No	-0.4
In schools with at least 80% White, not Hispanic or Latino students	28.2	28.8	27.6	0.6	No	2.0	30.2	1.9	No	6.8
Missing number of White, not Hispanic or Latino students	9.2	9.1!	9.3!	-0.1!	No	-1.0!	8.9!	-0.3!	No	-3.0!
In schools with less than 2% Black, not Hispanic or Latino students	28.4	32.1	23.9	3.7	No	13.0	29.9	1.5	No	5.3
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	20.3	18.3	22.8	-2.0	No	-9.9	17.9	-2.4	No	-11.9
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	23.4	23.7	23.2	0.2	No	0.9	25.6	2.2	No	9.3
In schools with at least 25% Black, not Hispanic or Latino students	18.7	16.9	20.9	-1.8	No	-9.6	17.7	-1.0	No	-5.2
Missing number of Black, not Hispanic or Latino students	9.2	9.1!	9.3!	-0.1!	No	-1.0!	8.9!	-0.3!	No	-3.0!

Table E-30 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.8	19.2	29.4	-4.6	Yes	-19.3	20.7	-3.1	No	-13.0
In schools with at least 3% and less than 10% Hispanic or Latino students	23.6	26.0	20.8	2.3	No	9.8	28.9	5.2	Yes	22.2
In schools with at least 10% and less than 30% Hispanic or Latino students	17.2	18.2	16.0	1.0	No	5.7	15.5	-1.7	No	-10.0
In schools with at least 30% Hispanic or Latino students	26.2	27.6	24.6	1.4	No	5.2	26.1	-0.2	No	-0.6
Missing number of Hispanic or Latino students	9.2	9.1!	9.3!	-0.1!	No	-1.0!	8.9!	-0.3!	No	-3.0!
In schools with less than 25% of students eligible for free or reduced-price lunch program	21.5	21.2	21.8	-0.3	No	-1.2	20.4	-1.1	No	-5.1
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	16.9	18.9	14.4	2.0	No	12.0	18.9	2.0	No	11.9
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	29.0	29.4	28.4	0.4	No	1.5	30.5	1.5	No	5.1
In schools with at least 65% students eligible for free or reduced-price lunch program	22.5	20.1	25.5	-2.4	No	-10.8	20.4	-2.2	No	-9.6
Missing number of students eligible for free or reduced-price lunch program	10.1	10.3	9.8!	0.2!	No	2.4!	9.9	-0.2	No	-2.2
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	6.8	7.4	5.9!	0.7!	No	10.0!	7.6	0.9	No	12.6
In schools eligible for Title I TAS and provide Title I TAS program	10.0	10.7	9.2	0.6	No	6.3	10.6	0.6	No	6.1
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In schools eligible for Title I SWP but provide no Title I program	17.4	17.5	17.4	0.1	No	0.4	18.2	0.7	No	4.2
In schools eligible for Title I SWP and provide Title I SWP	24.8	24.8	24.8	#	No	0.1	23.1	-1.7	No	-6.7
In schools eligible for either Title I TAS or SWP	24.2	22.0	26.9	-2.2	No	-9.1	22.6	-1.5	No	-6.4
Missing Title I programs information	16.8	17.6	15.8	0.8	No	4.8	17.8	1.0	No	6.1

Table E-30 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	10.6	8.8	12.8	-1.8	No	-17.2	8.6	-2.0	No	-18.7
Grade 8	17.6	19.1	15.7	1.5	No	8.6	17.5	-0.1	No	-0.3
Grade 9	19.1	18.9	19.3	-0.2	No	-1.1	18.6	-0.5	No	-2.8
Grade 10	15.2	17.2	12.6	2.0	No	13.5	18.6	3.5	No	23.1
Grade 11	15.4	15.0	15.8	-0.3	No	-2.1	14.6	-0.7	No	-4.7
Grade 12 or ungraded	21.1	20.5	21.8	-0.6	No	-2.9	21.4	0.4	No	1.8
Other qualifying grade, not eligible, or missing grade	1.1!	0.5!	1.9!	-0.6!	No	-52.9!	0.6!	-0.6!	No	-50.9!
Male	56.2	56.3	56.2	#	No	0.1	56.3	0.1	No	0.2
Female	43.1	43.7	42.3	0.7	No	1.5	43.7	0.6	No	1.3
Missing	0.7!	0.0	1.5!	-0.7!	No	-100!	0.0	-0.7!	No	-100.0
White, not Hispanic or Latino	71.2	68.7	74.2	-2.5	No	-3.5	69.0	-2.2	No	-3.1
Black, not Hispanic or Latino	15.7	15.2	16.4	-0.5	No	-3.4	16.2	0.5	No	3.3
Multi/other races	3.2!	5.2!	0.7!	2.0!	Yes	63.5!	5.4!	2.2!	No	67.2!
Hispanic or Latino	5.8	6.5!	5.1!	0.6!	No	10.9!	5.6!	-0.3!	No	-5.0!
Missing	4.0!	4.4!	3.6!	0.3!	No	8.4!	3.8!	-0.2!	No	-5.1!
0 suspensions <sup>9</sup>	77.6	81.0	73.5	3.4	No	4.4	80.6	3.0	No	3.9
1 suspension	2.0!	0.5!	3.8!	-1.4!	No	-72.5!	0.7!	-1.3!	No	-66.4!
2 or more suspensions	1.4!	1.7!	1.1!	0.3!	No	18.9!	1.2!	-0.3!	No	-18.9!
Missing	19.0	16.8	21.7	-2.2	No	-11.6	17.5	-1.4	No	-7.6
Not classified as limited English proficient	82.2	81.8	82.5	-0.3	No	-0.4	82.4	0.2	No	0.3
Limited English proficient	6.1	7.9	3.9!	1.8!	No	29.6!	7.2	1.1	No	18.8
Missing	11.8	10.3	13.6	-1.5	No	-12.6	10.4	-1.4	No	-11.8

Table E-30 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	36.1	30.7	42.8	-5.4	Yes	-15.0	35.7	-0.4	No	-1.2
Eligible for free lunch	32.8	34.4	31.0	1.5	No	4.6	32.0	-0.8	No	-2.4
Eligible for reduced-price lunch	3.5!	5.6!	1.0!	2.1!	Yes	59.4!	4.4!	0.9!	No	24.5!
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	8.1	8.8	7.2	0.7	No	9.0	8.6	0.5	No	6.5
Missing	19.4	20.5	18.1	1.1	No	5.6	19.3	-0.1	No	-0.7

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-31. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: youth without an IEP**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	19.6	18.1	21.1	-1.6	No	-8.0	18.9	-0.7	No	-3.6
In medium districts <sup>6</sup>	15.2	14.4	16.0	-0.8	No	-5.6	16.2	1.0	No	6.7
In large districts <sup>6</sup>	65.1	67.6	62.9	2.4	Yes	3.7	64.8	-0.3	No	-0.5
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	16.9	15.1	18.7	-1.8	Yes	-10.9	17.3	0.4	No	2.1
In Midwest districts	23.0	24.4	21.7	1.4	No	5.9	23.3	0.3	No	1.1
In South districts	38.1	36.1	40.0	-2.0	No	-5.3	37.6	-0.5	No	-1.4
In West districts	21.9	24.4	19.6	2.5	Yes	11.4	21.8	-0.1	No	-0.3
In districts with less than 10% of students with an IEP	16.2	16.3	16.2	#	No	0.3	16.2	#	No	0.1
In districts with at least 10% and less than 13% of students with an IEP	35.6	35.7	35.5	0.1	No	0.3	34.4	-1.2	No	-3.5
In districts with at least 13% and less than 16% of students with an IEP	27.4	26.5	28.3	-0.9	No	-3.4	27.8	0.3	No	1.1
In districts with at least 16% of students with an IEP	17.7	19.1	16.5	1.3	No	7.6	19.0	1.2	No	6.9
Missing number of students with an IEP	3.0	2.4!	3.5	-0.6!	Yes	-19.8!	2.7!	-0.3!	No	-10.5!
<b>School characteristics</b>										
Attending a charter school	2.1	2.4	1.8	0.3	No	15.4	2.2	0.1	No	6.7
Not attending a charter school	87.0	87.5	86.5	0.5	No	0.6	87.1	0.1	No	0.1
Missing or non-applicable charter school information	10.9	10.1	11.7	-0.9	No	-7.9	10.7	-0.2	No	-2.2
In regular schools	93.9	95.1	92.7	1.2	Yes	1.3	94.3	0.4	No	0.4
In special education schools	0.2!	0.3!	0.2!	#	No	2.6!	0.2!	#	No	-0.8!
In vocational education schools	0.6!	0.3!	0.8!	-0.3!	No	-46.3!	0.5!	-0.1!	No	-16.1!
In an alternative school or other	1.6	1.8!	1.5	0.1!	No	8.6!	1.7!	0.1!	No	5.1!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0



Table E-32 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	3.7	2.6	4.7	-1.1	Yes	-30.5	3.3	-0.4	No	-9.5
In schools with less than 200 age-eligible students	5.0	4.8	5.3	-0.3	No	-5.0	4.8	-0.2	No	-4.1
In schools with 201 to 650 age-eligible students	28.8	29.9	27.7	1.2	No	4.0	28.7	-0.1	No	-0.4
In schools with 651 to 1,000 age-eligible students	15.7	16.1	15.3	0.4	No	2.7	15.8	0.1	No	0.6
In schools with 1,001 to 1,750 age-eligible students	20.8	21.1	20.5	0.3	No	1.5	21.3	0.5	No	2.5
In schools with 1,751 to 2,500 age-eligible students	18.6	19.1	18.2	0.5	No	2.6	18.8	0.2	No	1.0
In schools with more than 2,500 age-eligible students	7.0	6.0	8.0	-1.0	No	-14.1	6.9	-0.1	No	-1.6
Missing number of age-eligible students	4.0	2.9	5.1	-1.1	Yes	-28.3	3.6	-0.4	No	-9.4
In schools in city areas <sup>6</sup>	27.8	30.7	25.1	2.9	Yes	10.5	26.9	-0.9	No	-3.4
In schools in suburb areas <sup>6</sup>	33.9	31.5	36.0	-2.3	Yes	-6.9	33.9	#	No	#
In schools in town areas <sup>6</sup>	10.9	11.4	10.3	0.6	No	5.3	11.1	0.3	No	2.6
In schools in rural areas <sup>6</sup>	27.5	26.3	28.5	-1.2	No	-4.2	28.1	0.6	No	2.4
In schools with less than 25% White, not Hispanic or Latino students	23.7	25.1	22.4	1.4	No	5.9	22.8	-0.9	No	-3.7
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	24.0	24.3	23.8	0.3	No	1.1	23.9	-0.1	No	-0.5
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	20.4	18.6	22.0	-1.8	Yes	-8.6	20.4	0.1	No	0.4
In schools with at least 80% White, not Hispanic or Latino students	27.9	29.2	26.8	1.2	No	4.4	29.2	1.3	No	4.6
Missing number of White, not Hispanic or Latino students	4.0	2.9	5.1	-1.1	Yes	-28.3	3.6	-0.4	No	-9.4
In schools with less than 2% Black, not Hispanic or Latino students	25.8	27.9	23.9	2.0	Yes	7.9	25.9	0.1	No	0.4
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	24.1	24.6	23.5	0.6	No	2.3	24.2	0.1	No	0.6
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	25.4	24.3	26.3	-1.0	No	-4.1	25.6	0.3	No	1.0
In schools with at least 25% Black, not Hispanic or Latino students	20.8	20.3	21.1	-0.4	No	-2.0	20.6	-0.1	No	-0.7
Missing number of Black, not Hispanic or Latino students	4.0	2.9	5.1	-1.1	Yes	-28.3	3.6	-0.4	No	-9.4

Table E-32 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.3	23.8	22.8	0.5	No	2.0	24.0	0.7	No	2.9
In schools with at least 3% and less than 10% Hispanic or Latino students	25.2	24.7	25.6	-0.5	No	-2.0	25.4	0.3	No	1.0
In schools with at least 10% and less than 30% Hispanic or Latino students	20.7	20.0	21.3	-0.6	No	-3.1	20.6	-0.1	No	-0.5
In schools with at least 30% Hispanic or Latino students	26.9	28.7	25.2	1.8	No	6.7	26.4	-0.5	No	-1.7
Missing number of Hispanic or Latino students	4.0	2.9	5.1	-1.1	Yes	-28.3	3.6	-0.4	No	-9.4
In schools with less than 25% of students eligible for free or reduced-price lunch program	25.7	26.3	25.2	0.6	No	2.2	26.8	1.1	No	4.1
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	20.5	20.6	20.5	0.1	No	0.4	20.6	0.1	No	0.5
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	29.2	28.8	29.5	-0.3	No	-1.1	28.5	-0.6	No	-2.2
In schools with at least 65% students eligible for free or reduced-price lunch program	20.5	21.3	19.7	0.8	No	3.8	20.3	-0.2	No	-0.8
Missing number of students eligible for free or reduced-price lunch program	4.1	3.0	5.1	-1.1	Yes	-26.9	3.7	-0.4	No	-8.8
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	12.2	12.5	11.9	0.3	No	2.7	12.8	0.6	No	5.2
In schools eligible for Title I TAS and provide Title I TAS program	10.5	10.4	10.6	-0.1	No	-0.7	9.8	-0.7	No	-6.8
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.4!	0.3!	0.5!	-0.1!	No	-14.0!	0.3!	-0.1!	No	-17.0!
In schools eligible for Title I SWP but provide no Title I program	16.1	15.6	16.5	-0.4	No	-2.7	16.1	0.1	No	0.3
In schools eligible for Title I SWP and provide Title I SWP	24.0	25.7	22.4	1.7	No	7.2	24.0	-0.1	No	-0.2
In schools eligible for either Title I TAS or SWP	25.1	25.1	25.0	#	No	0.1	26.2	1.1	No	4.3
Missing Title I programs information	11.7	10.2	13.1	-1.5	Yes	-13.0	10.8	-0.9	No	-8.0

Table E-32 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.0	17.6	14.6	1.5	Yes	9.6	16.1	0.1	No	0.4
Grade 8	17.2	18.3	16.1	1.1	No	6.7	17.3	0.1	No	0.5
Grade 9	20.4	21.9	18.9	1.6	Yes	7.7	20.4	0.1	No	0.3
Grade 10	14.2	14.2	14.2	#	No	0.1	14.1	-0.1	No	-0.8
Grade 11	18.2	17.0	19.4	-1.2	No	-6.7	18.9	0.6	No	3.4
Grade 12 or ungraded	13.7	10.9	16.3	-2.8	Yes	-20.3	13.2	-0.5	No	-3.4
Other qualifying grade, not eligible, or missing grade	0.3!	#	0.5!	-0.3!	No	-93.1!	#	-0.3!	No	-90.9!
Male	48.4	48.0	48.8	-0.4	No	-0.8	48.4	#	No	#
Female	50.5	51.2	49.8	0.8	No	1.5	50.8	0.3	No	0.6
Missing	1.1!	0.7!	1.4!	-0.4!	No	-32.5!	0.8!	-0.3!	No	-28.8!
White, not Hispanic or Latino	70.5	69.6	71.2	-0.8	No	-1.2	70.5	#	No	#
Black, not Hispanic or Latino	15.2	15.5	15.0	0.3	No	1.6	14.9	-0.4	No	-2.4
Multi/other races	2.7	2.7	2.7	#	No	1.2	2.7	0.1	No	1.9
Hispanic or Latino	8.0	8.5	7.5	0.5	No	6.0	8.3	0.3	No	4.1
Missing	3.7	3.7	3.6	0.1	No	1.8	3.6	#	No	-0.8
0 suspensions <sup>9</sup>	76.4	77.3	75.5	0.9	No	1.2	77.7	1.3	No	1.6
1 suspension	3.4	3.4	3.5	-0.1	No	-1.7	3.3	-0.2	No	-4.9
2 or more suspensions	2.1	1.8	2.3	-0.3	No	-12.1	1.6	-0.5	Yes	-25.8
Missing	18.1	17.5	18.6	-0.6	No	-3.4	17.5	-0.5	No	-3.0
Not classified as limited English proficient	83.2	84.4	82.1	1.2	No	1.4	84.5	1.3	No	1.6
Limited English proficient	5.9	7.2	4.7	1.3	Yes	22.3	5.9	0.1	No	1.0
Missing	10.9	8.4	13.3	-2.5	Yes	-22.9	9.6	-1.4	No	-12.4

Table E-32 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	43.0	42.5	43.4	-0.5	No	-1.1	43.1	0.1	No	0.2
Eligible for free lunch	25.4	25.7	25.1	0.3	No	1.3	25.5	0.2	No	0.6
Eligible for reduced-price lunch	5.1	6.1	4.1	1.0	Yes	20.2	5.0	-0.1	No	-1.9
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	7.0	8.1	6.1	1.0	No	14.6	6.8	-0.3	No	-3.9
Missing	19.6	17.6	21.4	-1.9	Yes	-9.8	19.7	0.1	No	0.6

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-32. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: 504 plan but no IEP**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	23.5	21.7	25.1	-1.7	No	-7.4	23.9	0.4	No	1.7
In medium districts <sup>6</sup>	19.0	17.3	20.6	-1.7	No	-9.0	16.7	-2.3	No	-11.9
In large districts <sup>6</sup>	57.5	61.0	54.4	3.4	No	6.0	59.4	1.9	No	3.2
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	26.6	23.6	29.3	-3.0	No	-11.3	26.4	-0.2	No	-0.6
In Midwest districts	14.0	13.9	14.2	-0.1	No	-1.0	12.8	-1.2	No	-8.5
In South districts	45.8	47.8	44.0	2.0	No	4.4	46.4	0.5	No	1.1
In West districts	13.5	14.7	12.5	1.1	No	8.4	14.4	0.8	No	6.2
In districts with less than 10% of students with an IEP	14.3	16.4	12.4	2.1	No	14.7	16.2	2.0	No	13.7
In districts with at least 10% and less than 13% of students with an IEP	35.8	36.2	35.3	0.5	No	1.3	34.3	-1.5	No	-4.2
In districts with at least 13% and less than 16% of students with an IEP	30.4	27.0	33.5	-3.4	No	-11.2	28.0	-2.4	No	-7.9
In districts with at least 16% of students with an IEP	17.3	18.5	16.2	1.2	No	6.9	18.5	1.2	No	7.0
Missing number of students with an IEP	2.2!	1.9!	2.6!	-0.4!	No	-16.0!	3.0!	0.7!	No	32.5!
<b>School characteristics</b>										
Attending a charter school	1.7	2.6!	1.0!	0.9!	Yes	48.7!	2.4	0.6	No	37.1
Not attending a charter school	87.9	88.4	87.5	0.4	No	0.5	87.9	#	No	#
Missing or non-applicable charter school information	10.3	9.0	11.5	-1.3	No	-12.5	9.7	-0.7	No	-6.3
In regular schools	93.6	94.6	92.8	0.9	No	1.0	94.2	0.6	No	0.6
In special education schools	0.5!	0.4!	0.6!	-0.1!	No	-18.4!	0.3!	-0.2!	No	-37.4!
In vocational education schools	0.3!	0.3!	0.3!	#	No	4.8!	0.3!	#	No	13.5!
In an alternative school or other	2.8	3.0!	2.6	0.2!	No	8.3!	3.0!	0.2!	No	5.6!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-32 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	2.7	1.7!	3.7	-1.1!	No	-39.7!	2.2!	-0.5!	No	-19.7!
In schools with less than 200 age-eligible students	6.7	4.8	8.4	-1.8	No	-27.6	4.9	-1.8	No	-26.7
In schools with 201 to 650 age-eligible students	28.3	27.7	29.0	-0.7	No	-2.5	28.5	0.2	No	0.5
In schools with 651 to 1,000 age-eligible students	16.5	19.6	13.6	3.1	Yes	19.0	18.9	2.4	No	14.6
In schools with 1,001 to 1,750 age-eligible students	23.2	21.8	24.4	-1.4	No	-5.9	22.2	-0.9	No	-4.1
In schools with 1,751 to 2,500 age-eligible students	17.2	20.5	14.2	3.3	Yes	19.1	19.8	2.6	Yes	15.0
In schools with more than 2,500 age-eligible students	5.2	3.8	6.4	-1.4	No	-26.1	3.4	-1.8	Yes	-34.5
Missing number of age-eligible students	3.0	1.8!	4.0	-1.2!	No	-38.7!	2.4!	-0.6!	No	-20.7!
In schools in city areas <sup>8</sup>	21.7	23.0	20.5	1.3	No	6.0	21.1	-0.6	No	-3.0
In schools in suburb areas <sup>8</sup>	37.0	36.0	38.1	-1.1	No	-3.0	36.4	-0.7	No	-1.8
In schools in town areas <sup>8</sup>	12.1	13.0	11.2	1.0	No	7.9	11.9	-0.2	No	-1.3
In schools in rural areas <sup>8</sup>	29.2	28.0	30.2	-1.2	No	-4.0	30.7	1.5	No	5.1
In schools with less than 25% White, not Hispanic or Latino students	16.2	15.4	17.0	-0.8	No	-5.1	14.9	-1.3	No	-8.2
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	25.5	24.4	26.5	-1.1	No	-4.4	24.5	-0.9	No	-3.7
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	24.7	28.2	21.5	3.5	No	14.1	27.5	2.8	No	11.3
In schools with at least 80% White, not Hispanic or Latino students	30.6	30.2	31.0	-0.4	No	-1.3	30.7	0.1	No	0.3
Missing number of White, not Hispanic or Latino students	3.0	1.8!	4.0	-1.2!	No	-38.7!	2.4!	-0.6!	No	-20.7!
In schools with less than 2% Black, not Hispanic or Latino students	26.3	29.7	23.1	3.4	Yes	13.1	29.0	2.7	No	10.2
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	24.9	21.9	27.7	-3.0	No	-12.0	22.8	-2.1	No	-8.4
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	24.5	26.2	22.9	1.7	No	7.0	25.7	1.1	No	4.6
In schools with at least 25% Black, not Hispanic or Latino students	21.3	20.3	22.2	-1.0	No	-4.8	20.2	-1.1	No	-5.2
Missing number of Black, not Hispanic or Latino students	3.0	1.8!	4.0	-1.2!	No	-38.7!	2.4!	-0.6!	No	-20.7!

Table E-32 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	22.0	20.5	23.3	-1.5	No	-6.8	22.6	0.6	No	2.8
In schools with at least 3% and less than 10% Hispanic or Latino students	29.1	32.1	26.4	3.0	No	10.1	31.3	2.2	No	7.6
In schools with at least 10% and less than 30% Hispanic or Latino students	26.8	27.3	26.3	0.5	No	1.9	25.9	-0.9	No	-3.3
In schools with at least 30% Hispanic or Latino students	19.2	18.4	19.9	-0.8	No	-4.2	17.9	-1.3	No	-6.9
Missing number of Hispanic or Latino students	3.0	1.8!	4.0	-1.2!	No	-38.7!	2.4!	-0.6!	No	-20.7!
In schools with less than 25% of students eligible for free or reduced-price lunch program	32.3	31.6	32.9	-0.7	No	-2.1	32.5	0.2	No	0.8
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	23.1	26.4	20.2	3.2	No	13.9	25.8	2.6	No	11.4
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	24.2	25.3	23.2	1.1	No	4.7	22.3	-1.9	No	-7.7
In schools with at least 65% students eligible for free or reduced-price lunch program	17.4	14.8	19.7	-2.5	No	-14.6	17.0	-0.4	No	-2.3
Missing number of students eligible for free or reduced-price lunch program	3.0	1.8!	4.0	-1.2!	No	-38.7!	2.4!	-0.6!	No	-20.7!
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	15.5	14.9	16.0	-0.6	No	-3.9	14.5	-0.9	No	-6.0
In schools eligible for Title I TAS and provide Title I TAS program	9.8	12.3	7.6	2.5	Yes	24.9	12.1	2.2	No	22.6
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.4!	0.8!	0.1!	0.4!	Yes	94.0!	0.8!	0.4!	Yes	95.2!
In schools eligible for Title I SWP but provide no Title I program	16.5	13.8	18.9	-2.7	No	-16.3	13.5	-2.9	Yes	-17.8
In schools eligible for Title I SWP and provide Title I SWP	18.0	18.5	17.6	0.4	No	2.4	19.3	1.3	No	7.1
In schools eligible for either Title I TAS or SWP	31.1	31.9	30.3	0.8	No	2.6	31.4	0.4	No	1.2
Missing Title I programs information	8.7	7.9	9.5	-0.8	No	-9.3	8.3	-0.4	No	-4.7

Table E-32 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	17.5	17.2	17.8	-0.3	No	-1.8	16.4	-1.1	No	-6.5
Grade 8	15.5	16.8	14.3	1.3	No	8.3	17.2	1.6	No	10.5
Grade 9	21.0	21.8	20.1	0.9	No	4.2	19.9	-1.0	No	-4.9
Grade 10	15.3	15.6	14.9	0.4	No	2.3	15.7	0.4	No	2.8
Grade 11	18.0	19.0	17.1	1.0	No	5.4	17.9	-0.1	No	-0.7
Grade 12 or ungraded	12.6	9.5	15.4	-3.1	Yes	-24.3	13.0	0.4	No	2.8
Other qualifying grade, not eligible, or missing grade	0.1!	0.0	0.2!	-0.1!	No	-100!	0.0	-0.1!	No	-100.0
Male	58.6	57.0	60.2	-1.6	No	-2.8	58.0	-0.6	No	-1.1
Female	40.8	42.0	39.6	1.2	No	3.1	41.1	0.3	No	0.7
Missing	0.6!	1.0!	0.2!	0.4!	No	68.3!	0.9!	0.3!	No	58.0!
White, not Hispanic or Latino	75.3	74.1	76.4	-1.2	No	-1.6	75.7	0.4	No	0.5
Black, not Hispanic or Latino	14.9	16.8	13.2	1.9	No	12.6	14.7	-0.2	No	-1.2
Multi/other races	3.1	2.8!	3.4	-0.3!	No	-11.0!	2.9!	-0.2!	No	-6.1!
Hispanic or Latino	5.6	5.2!	5.8	-0.3!	No	-5.6!	5.1	-0.5	No	-8.7
Missing	1.1!	1.1!	1.1!	#	No	-3.5!	1.6!	0.5!	No	40.7!
0 suspensions <sup>9</sup>	77.3	78.3	76.4	1.0	No	1.3	76.1	-1.2	No	-1.6
1 suspension	4.6	2.8	6.3	-1.8	Yes	-39.7	3.1	-1.5	No	-31.8
2 or more suspensions	3.6	3.9	3.3	0.3	No	8.8	3.7	0.1	No	4.1
Missing	14.5	15.0	14.1	0.5	No	3.3	17.1	2.6	No	17.6
Not classified as limited English proficient	87.2	88.4	86.0	1.2	No	1.4	86.5	-0.7	No	-0.8
Limited English proficient	3.0!	3.0!	3.1!	#	No	-0.6!	3.0!	-0.1!	No	-2.3!
Missing	9.8	8.6	10.9	-1.2	No	-12.4	10.6	0.8	No	7.8



Table E-32 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	50.3	50.5	50.2	0.2	No	0.3	51.1	0.8	No	1.6
Eligible for free lunch	19.2	19.1	19.3	-0.1	No	-0.5	18.2	-1.0	No	-5.2
Eligible for reduced-price lunch	4.7	6.1	3.4 <sup>†</sup>	1.4 <sup>!</sup>	No	29.7 <sup>!</sup>	5.3	0.6	No	12.1
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	6.4	7.0	5.9	0.6	No	9.4	6.2	-0.2	No	-3.5
Missing	19.3	17.2	21.2	-2.1	No	-10.8	19.2	-0.1	No	-0.7

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable; na=Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Table E-33. Youth survey unit nonresponse bias before and after adjustments to the base weight<sup>1</sup>: neither 504 plan nor IEP**

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>District characteristics</b>										
In small districts <sup>6</sup>	19.6	18.0	21.1	-1.6	No	-8.0	18.8	-0.7	No	-3.7
In medium districts <sup>6</sup>	15.1	14.3	15.9	-0.8	No	-5.5	16.2	1.1	No	7.1
In large districts <sup>6</sup>	65.3	67.7	63.0	2.4	Yes	3.7	64.9	-0.3	No	-0.5
In special schools <sup>6</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0
In Northeast districts	16.8	14.9	18.5	-1.8	Yes	-10.9	17.1	0.4	No	2.2
In Midwest districts	23.2	24.6	21.9	1.4	No	6.0	23.5	0.3	No	1.2
In South districts	38.0	35.9	39.9	-2.1	No	-5.5	37.4	-0.6	No	-1.5
In West districts	22.1	24.6	19.7	2.5	Yes	11.4	22.0	-0.1	No	-0.4
In districts with less than 10% of students with an IEP	16.3	16.3	16.3	#	No	#	16.2	#	No	-0.2
In districts with at least 10% and less than 13% of students with an IEP	35.6	35.7	35.5	0.1	No	0.3	34.4	-1.2	No	-3.4
In districts with at least 13% and less than 16% of students with an IEP	27.4	26.5	28.2	-0.9	No	-3.2	27.8	0.4	No	1.3
In districts with at least 16% of students with an IEP	17.7	19.1	16.5	1.3	No	7.6	19.0	1.2	No	6.9
Missing number of students with an IEP	3.0!	2.4!	3.5	-0.6!	No	-19.8!	2.7!	-0.3!	No	-11.1!
<b>School characteristics</b>										
Attending a charter school	2.1	2.4	1.8	0.3	No	14.8	2.2	0.1	No	6.2
Not attending a charter school	87.0	87.5	86.5	0.5	No	0.6	87.1	0.1	No	0.1
Missing or non-applicable charter school information	10.9	10.1	11.7	-0.9	No	-7.8	10.7	-0.2	No	-2.2
In regular schools	93.9	95.1	92.7	1.2	Yes	1.3	94.3	0.4	No	0.4
In special education schools	0.2!	0.2!	0.2!	#	No	3.5!	0.2!	#	No	0.7!
In vocational education schools	0.6!	0.3!	0.8!	-0.3!	No	-46.7!	0.5!	-0.1!	No	-16.4!
In an alternative school or other	1.6	1.7!	1.5	0.1!	No	8.6!	1.7!	0.1!	No	5.0!
In schools with a reportable program <sup>7</sup>	0.0	0.0	0.0	0.0	†	0.0	0.0	0.0	†	0.0

Table E-33 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Missing school type	3.7	2.6	4.7	-1.1	Yes	-30.4	3.3	-0.3	No	-9.4
In schools with less than 200 age-eligible students	5.0	4.8	5.2	-0.2	No	-4.4	4.8	-0.2	No	-3.6
In schools with 201 to 650 age-eligible students	28.8	30.0	27.7	1.2	No	4.2	28.7	-0.1	No	-0.4
In schools with 651 to 1,000 age-eligible students	15.7	16.1	15.4	0.4	No	2.4	15.8	0.1	No	0.4
In schools with 1,001 to 1,750 age-eligible students	20.8	21.1	20.5	0.3	No	1.6	21.3	0.6	No	2.7
In schools with 1,751 to 2,500 age-eligible students	18.7	19.1	18.2	0.4	No	2.3	18.8	0.1	No	0.8
In schools with more than 2,500 age-eligible students	7.1	6.1	8.0	-1.0	No	-14.0	7.0	-0.1	No	-1.1
Missing number of age-eligible students	4.0	2.9	5.1	-1.1	Yes	-28.2	3.7	-0.4	No	-9.2
In schools in city areas <sup>6</sup>	27.9	30.9	25.2	2.9	Yes	10.5	27.0	-0.9	No	-3.4
In schools in suburb areas <sup>6</sup>	33.8	31.5	36.0	-2.3	Yes	-6.9	33.8	#	No	0.1
In schools in town areas <sup>6</sup>	10.8	11.4	10.3	0.6	No	5.2	11.1	0.3	No	2.7
In schools in rural areas <sup>6</sup>	27.4	26.3	28.5	-1.2	No	-4.2	28.1	0.6	No	2.3
In schools with less than 25% White, not Hispanic or Latino students	23.8	25.2	22.5	1.4	No	6.0	22.9	-0.9	No	-3.6
In schools with at least 25% and less than 60% White, not Hispanic or Latino students	24.0	24.3	23.7	0.3	No	1.2	23.9	-0.1	No	-0.4
In schools with at least 60% and less than 80% White, not Hispanic or Latino students	20.3	18.4	22.0	-1.8	Yes	-9.1	20.3	#	No	0.1
In schools with at least 80% White, not Hispanic or Latino students	27.9	29.2	26.7	1.3	No	4.6	29.2	1.3	No	4.7
Missing number of White, not Hispanic or Latino students	4.0	2.9	5.1	-1.1	Yes	-28.2	3.7	-0.4	No	-9.2
In schools with less than 2% Black, not Hispanic or Latino students	25.8	27.8	23.9	2.0	Yes	7.8	25.9	0.1	No	0.2
In schools with at least 2% and less than 7% Black, not Hispanic or Latino students	24.0	24.7	23.5	0.6	No	2.6	24.2	0.2	No	0.8
In schools with at least 7% and less than 25% Black, not Hispanic or Latino students	25.4	24.3	26.4	-1.1	No	-4.3	25.6	0.2	No	0.9
In schools with at least 25% Black, not Hispanic or Latino students	20.7	20.3	21.1	-0.4	No	-2.0	20.6	-0.1	No	-0.6
Missing number of Black, not Hispanic or Latino students	4.0	2.9	5.1	-1.1	Yes	-28.2	3.7	-0.4	No	-9.2

Table E-33 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
In schools with less than 3% Hispanic or Latino students	23.3	23.8	22.8	0.5	No	2.2	24.0	0.7	No	2.9
In schools with at least 3% and less than 10% Hispanic or Latino students	25.1	24.5	25.6	-0.6	No	-2.3	25.3	0.2	No	0.9
In schools with at least 10% and less than 30% Hispanic or Latino students	20.6	19.9	21.2	-0.7	No	-3.2	20.5	-0.1	No	-0.4
In schools with at least 30% Hispanic or Latino students	27.0	28.9	25.3	1.8	No	6.8	26.6	-0.4	No	-1.6
Missing number of Hispanic or Latino students	4.0	2.9	5.1	-1.1	Yes	-28.2	3.7	-0.4	No	-9.2
In schools with less than 25% of students eligible for free or reduced-price lunch program	25.6	26.2	25.1	0.6	No	2.3	26.7	1.1	No	4.2
In schools with at least 25% and less than 40% of students eligible for free or reduced-price lunch program	20.5	20.5	20.5	#	No	0.1	20.6	0.1	No	0.3
In schools with at least 40% and less than 65% of students eligible for free or reduced-price lunch program	29.2	28.9	29.6	-0.4	No	-1.2	28.6	-0.6	No	-2.1
In schools with at least 65% students eligible for free or reduced-price lunch program	20.5	21.4	19.7	0.8	No	4.1	20.4	-0.2	No	-0.8
Missing number of students eligible for free or reduced-price lunch program	4.1	3.0	5.2	-1.1	Yes	-26.7	3.8	-0.4	No	-8.6
In schools eligible for Title I Targeted Assistance (TAS) but provide no Title I program	12.2	12.5	11.8	0.3	No	2.8	12.8	0.7	No	5.4
In schools eligible for Title I TAS and provide Title I TAS program	10.5	10.4	10.6	-0.1	No	-1.2	9.8	-0.8	No	-7.3
In schools eligible for Title I School-wide program (SWP) and provide Title I TAS program	0.4!	0.3!	0.5!	-0.1!	No	-16.0!	0.3!	-0.1!	No	-19.1!
In schools eligible for Title I SWP but provide no Title I program	16.1	15.7	16.4	-0.4	No	-2.5	16.2	0.1	No	0.7
In schools eligible for Title I SWP and provide Title I SWP	24.1	25.9	22.5	1.8	No	7.3	24.0	-0.1	No	-0.3
In schools eligible for either Title I TAS or SWP	25.0	25.0	25.0	#	No	0.1	26.1	1.1	No	4.4
Missing Title I programs information	11.8	10.2	13.2	-1.5	Yes	-13.0	10.8	-0.9	No	-8.0

Table E-33 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
<b>Youth characteristics</b>										
Grade 7	16.0	17.6	14.5	1.6	Yes	9.8	16.1	0.1	No	0.5
Grade 8	17.2	18.4	16.2	1.1	No	6.6	17.3	0.1	No	0.3
Grade 9	20.4	21.9	18.9	1.6	Yes	7.8	20.5	0.1	No	0.4
Grade 10	14.2	14.2	14.2	#	No	#	14.1	-0.1	No	-0.9
Grade 11	18.2	17.0	19.4	-1.3	No	-6.9	18.9	0.6	No	3.5
Grade 12 or ungraded	13.7	10.9	16.3	-2.8	Yes	-20.3	13.2	-0.5	No	-3.5
Other qualifying grade, not eligible, or missing grade	0.3!	#	0.5!	-0.3!	No	-93.1!	#	-0.3!	No	-90.8!
Male	48.2	47.9	48.6	-0.4	No	-0.8	48.2	#	No	#
Female	50.7	51.4	50.0	0.7	No	1.5	51.0	0.3	No	0.6
Missing	1.1!	0.7!	1.5!	-0.4!	No	-33.4!	0.8!	-0.3!	No	-29.7!
White, not Hispanic or Latino	70.4	69.6	71.1	-0.8	No	-1.2	70.4	#	No	#
Black, not Hispanic or Latino	15.2	15.4	15.0	0.2	No	1.5	14.9	-0.4	No	-2.4
Multi/other races	2.7	2.7	2.6	#	No	1.5	2.7	0.1	No	2.1
Hispanic or Latino	8.0	8.5	7.6	0.5	No	6.2	8.4	0.3	No	4.2
Missing	3.7	3.8	3.6	0.1	No	1.8	3.7	#	No	-1.0
0 suspensions <sup>9</sup>	76.4	77.3	75.5	0.9	No	1.2	77.7	1.3	No	1.7
1 suspension	3.4	3.4	3.4	#	No	-0.7	3.3	-0.1	No	-4.2
2 or more suspensions	2.1	1.8	2.3	-0.3	No	-12.7	1.5	-0.6	Yes	-26.8
Missing	18.1	17.5	18.7	-0.6	No	-3.5	17.5	-0.6	No	-3.3
Not classified as limited English proficient	83.1	84.3	82.0	1.2	No	1.4	84.4	1.3	No	1.6
Limited English proficient	5.9	7.3	4.7	1.3	Yes	22.5	6.0	0.1	No	1.0
Missing	11.0	8.4	13.3	-2.5	Yes	-23.1	9.6	-1.4	No	-12.7

Table E-33 (continued)

District, school, and youth characteristics	Before adjustments for youth nonresponse (base weight)						After adjustments for youth nonresponse (analytic weight <sup>2</sup> )			
	Overall percent	Respondent percent	Non-respondent percent	Estimated bias <sup>3</sup>	Statistically significant	Relative bias <sup>4</sup>	Overall percent	Estimated bias <sup>5</sup>	Statistically significant	Relative bias <sup>4</sup>
Not eligible for free or reduced-price lunch	42.8	42.4	43.3	-0.5	No	-1.1	42.9	0.1	No	0.2
Eligible for free lunch	25.5	25.8	25.2	0.3	No	1.3	25.7	0.2	No	0.7
Eligible for reduced-price lunch	5.1	6.1	4.1	1.0	Yes	20.0	5.0	-0.1	No	-2.1
Eligible for free or reduced-price lunch without distinguishing free and reduced-price	7.0	8.1	6.1	1.0	No	14.7	6.8	-0.3	No	-3.9
Missing	19.6	17.6	21.4	-1.9	Yes	-9.8	19.7	0.1	No	0.6

! = interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; # = Estimate rounds to zero; † = Not applicable; na = Not applicable.

<sup>1</sup> The base weight is the sampling weight for each youth in the sample and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>2</sup> The analytic weight adjusts the base weight for youth survey nonresponse and is post-stratified to population counts of students with an IEP in each IDEA disability category and of students without an IEP.

<sup>3</sup> Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent percent. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>4</sup> The relative bias is calculated as the estimated bias divided by the (before adjustments) overall percent of row characteristics.

<sup>5</sup> Estimated bias is calculated as the difference in the weighted overall percent before and after the adjustments for nonresponse. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

<sup>6</sup> Small districts contained an estimated 30-199 age-eligible students with an IEP. Medium districts contained an estimated 200-374 age-eligible students with an IEP. Large districts contained an estimated 375 or more age-eligible students with an IEP. The estimated age-eligible IEP student counts were developed from 2008-2009 Common Core of Data from the U.S. Department of Education's National Center for Education Statistics. Special schools are state-sponsored special schools serving students who are blind and/or deaf.

<sup>7</sup> A reportable program is a program within a school that may be self-contained, but does not have its own principal.

<sup>8</sup> City areas are the territories inside urbanized areas and inside principal cities. Suburb areas are the territories outside principal cities and inside urbanized areas. Town areas are the territories inside urban clusters but outside urbanized areas. Rural areas are the Census-defined rural territories outside of urbanized areas as well as urban clusters.

<sup>9</sup> A small number of cases (less than 0.3 percent) known to have been suspended but without data on the number of extensions were included in this group.

Source: National Longitudinal Transition Study 2012, data from parent and youth data collection and Common Core Data for school year 2008-2009.

**Appendix F. Supplemental tables for the item-level nonresponse bias analysis**

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**Table F-1. Comparison of item respondents and nonrespondents for A7 (P1: Parent consent for administrative records)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	11.6	10.4	13.3	-1.2	Yes
No IEP	88.4	89.6	86.7	1.2	Yes
504 plan but no IEP	1.6	1.3	2.1	-0.3	Yes
Neither 504 plan nor IEP	86.8	88.3	84.6	1.5	Yes
<b>Household income</b>					
1% to 185% of the poverty level	46.4	46.7	46.0	0.3	No
Above 185% of the poverty level	52.9	52.4	53.7	-0.5	No
Legitimate skip	0.7	0.9	0.3!	0.3!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	14.5	13.1	16.6	-1.4	No
Hispanic	24.6	23.3	26.6	-1.4	No
Neither Black nor Hispanic	60.9	63.6	56.8	2.7	Yes
<b>Gender</b>					
Female	48.8	50.0	47.0	1.2	No
Male	51.2	50.0	53.0	-1.2	No
<b>Age</b>					
14 years old or younger	27.6	20.7	37.9	-6.9	Yes
15 to 18 years old	65.3	68.7	60.1	3.5	Yes
19 years old or older	7.1	10.6	2.0	3.4	Yes
<b>Functional abilities index</b>					
Below the IEP mean	12.5	14.8	9.2	2.3	Yes
At or above the IEP mean	86.7	84.4	90.0	-2.2	Yes
Missing	0.8	0.8!	0.8!	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	23.2	23.3	23.0	0.1	No
Top three quarters in state	72.1	71.8	72.7	-0.3	No
Missing	4.7	4.9	4.3	0.2	No
<b>School locale</b>					
City	27.7	26.1	30.0	-1.6	No
Suburb	34.0	34.6	33.0	0.6	No
Town or rural	38.4	39.3	36.9	1.0	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	74.4	74.5	74.2	0.1	No
Highest quarter in U.S.	21.8	21.5	22.3	-0.3	No
Missing	3.8	4.1	3.5	0.2	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-2. Comparison of item respondents and nonrespondents for A14a\_CheckBox (P1: A14a checkbox not in school)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	24.2	23.2!	28.1!	-1.0!	No
No IEP	75.8	76.8	71.9	1.0	No
504 plan but no IEP	1.4!	0.4!	5.1	-1.0!	Yes
Neither 504 plan nor IEP	74.5	76.4	66.7	2.0	No
<b>Household income</b>					
1% to 185% of the poverty level	48.0!	59.3	3.6!	11.3!	Yes
Above 185% of the poverty level	50.1!	38.3!	96.4	-11.8!	Yes
Legitimate skip	1.9!	2.3!	0.0	0.5!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	14.2!	17.3!	2.1!	3.1!	No
Hispanic	25.8!	28.8!	14.0	3.0!	No
Neither Black nor Hispanic	60.0	53.9!	83.9	-6.1!	No
<b>Gender</b>					
Female	22.0!	24.1!	13.7	2.1!	No
Male	78.0	75.9	86.3	-2.1	No
<b>Age</b>					
14 years old or younger	2.1!	0.9!	7.1	-1.3!	Yes
15 to 18 years old	36.1!	22.5!	89.9	-13.7!	Yes
19 years old or older	61.7	76.7	3.0!	14.9!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	20.7!	21.3!	18.4!	0.6!	No
At or above the IEP mean	79.2	78.6	81.6	-0.6	No
Missing	0.1!	0.1!	0.0	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	8.4!	10.5!	0.0	2.1!	No
Top three quarters in state	39.5!	49.6!	0.0	10.0!	Yes
Missing	52.1!	39.9!	100.0	-12.2!	Yes
<b>School locale</b>					
City	25.7!	31.4!	3.5!	5.6!	No
Suburb	38.4!	25.5!	89.5	-13.0!	Yes
Town or rural	35.8!	43.2!	6.9!	7.3!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	31.4!	39.4!	0.0	8.0!	Yes
Highest quarter in U.S.	17.6!	22.1!	0.0	4.5!	No
Missing	51.0!	38.5!	100.0	-12.4!	Yes

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-3. Comparison of item respondents and nonrespondents for B5 (P1: Reason youth not in school now)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	14.1	12.9	19.1	-1.3	Yes
No IEP	85.9	87.1	80.9	1.3	Yes
504 plan but no IEP	1.1	1.0	1.6!	-0.1!	No
Neither 504 plan nor IEP	84.7	86.1	79.3	1.4	Yes
<b>Household income</b>					
1% to 185% of the poverty level	46.4	44.2	55.2	-2.2	No
Above 185% of the poverty level	50.6	52.1	44.6	1.5	No
Legitimate skip	3.0	3.6	0.2!	0.7!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	16.9	16.1	20.4	-0.9	No
Hispanic	23.2	23.9	20.3	0.7	No
Neither Black nor Hispanic	59.9	60.0	59.4	0.1	No
<b>Gender</b>					
Female	47.0	48.9	39.4	1.9	No
Male	53.0	51.1	60.6	-1.9	No
<b>Age</b>					
14 years old or younger	1.7!	1.5!	2.5!	-0.2!	No
15 to 18 years old	58.5	51.1	88.2	-7.4	Yes
19 years old or older	39.9	47.5	9.4!	7.6!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	13.4	12.2	18.0	-1.2	No
At or above the IEP mean	85.4	86.9	79.4	1.5	No
Missing	1.2!	0.9!	2.6!	-0.3!	No
<b>School academic proficiency</b>					
Bottom quarter in state	24.1	23.8	24.9	-0.2	No
Top three quarters in state	67.0	65.7	72.1	-1.3	No
Missing	8.9	10.4	2.9!	1.5!	Yes
<b>School locale</b>					
City	29.2	29.3	28.8	0.1	No
Suburb	33.2	34.9	26.5	1.7	No
Town or rural	37.7	35.9	44.7	-1.8	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	70.4	71.2	66.8	0.9	No
Highest quarter in U.S.	22.8	20.9	30.5	-1.9	No
Missing	6.8	7.9	2.7!	1.0!	Yes

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-4. Comparison of item respondents and nonrespondents for B5a\_01 (P1: Reasons for leaving school: academic difficulty)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-5. Comparison of item respondents and nonrespondents for B5a\_02 (P1: Reasons for leaving school: dislike of school experiences)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-6. Comparison of item respondents and nonrespondents for B5a\_03 (P1: Reasons for leaving school: school too dangerous)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-7. Comparison of item respondents and nonrespondents for B5a\_04 (P1: Reasons for leaving school: failed req test, grad exam)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-8. Comparison of item respondents and nonrespondents for B5a\_05 (P1: Reasons for leaving school: lack of appropriate curriculum)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.



**Table F-9. Comparison of item respondents and nonrespondents for B5a\_06 (P1: Reasons for leaving school: poor relationships with teachers)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-10. Comparison of item respondents and nonrespondents for B5a\_07 (P1: Reasons for leaving school: poor relationship with students)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-11. Comparison of item respondents and nonrespondents for B5a\_08 (P1: Reasons for leaving school: language difficulty)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-12. Comparison of item respondents and nonrespondents for B5a\_09 (P1: Reasons for leaving school: problems with behavior)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-13. Comparison of item respondents and nonrespondents for B5a\_10 (P1: Reasons for leaving school: economic reasons)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-14. Comparison of item respondents and nonrespondents for B5a\_11 (P1: Reasons for leaving school: lack of child care)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-15. Comparison of item respondents and nonrespondents for B5a\_12 (P1: Reasons for leaving school: lack of transportation)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-16. Comparison of item respondents and nonrespondents for B5a\_13 (P1: Reasons for leaving school: substance abuse)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.



**Table F-17. Comparison of item respondents and nonrespondents for B5a\_14 (P1: Reasons for leaving school: illness/disability)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-18. Comparison of item respondents and nonrespondents for B5a\_15 (P1: Reasons for leaving school: pregnancy)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-19. Comparison of item respondents and nonrespondents for B5a\_16 (P1: Reasons for leaving school: entered criminal justice system)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-20. Comparison of item respondents and nonrespondents for B5a\_17 (P1: Reasons for leaving school: needed at home)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-21. Comparison of item respondents and nonrespondents for B5a\_18 (P1: Reasons for leaving school: religion)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-22. Comparison of item respondents and nonrespondents for B5a\_19 (P1: Reasons for leaving school: moved)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-23. Comparison of item respondents and nonrespondents for B5a\_20 (P1: Reasons for leaving school: parent/guardian influence)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-24. Comparison of item respondents and nonrespondents for B5a\_21 (P1: Reasons for leaving school: friends were dropping out)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.



**Table F-25. Comparison of item respondents and nonrespondents for B5a\_22 (P1: Reasons for leaving school: marriage)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-26. Comparison of item respondents and nonrespondents for B5a\_23 (P1: Reasons for leaving school: military, joined armed forces)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-27. Comparison of item respondents and nonrespondents for B5a\_24 (P1: Reasons for leaving school: employment)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-28. Comparison of item respondents and nonrespondents for B5a\_26 (P1: Reasons for leaving school: death in family (BC))**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-29. Comparison of item respondents and nonrespondents for B5a\_99 (P1: Reasons for leaving school: other specify)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	22.5	22.3	22.6	-0.2	No
No IEP	77.5	77.7	77.4	0.2	No
504 plan but no IEP	1.8	1.8!	1.8!	-0.1!	No
Neither 504 plan nor IEP	75.7	76.0	75.6	0.3	No
<b>Household income</b>					
1% to 185% of the poverty level	59.7	83.3	53.2	23.6	Yes
Above 185% of the poverty level	39.5	14.8!	46.3	-24.7!	Yes
Legitimate skip	0.8	1.9!	0.5!	1.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	21.9	14.2!	24.0	-7.7!	No
Hispanic	23.1	22.9!	23.2	-0.2!	No
Neither Black nor Hispanic	55.0	63.0	52.8	8.0	No
<b>Gender</b>					
Female	38.2	32.7!	39.7	-5.5!	No
Male	61.8	67.3	60.3	5.5	No
<b>Age</b>					
14 years old or younger	0.1!	0.2!	0.1!	0.1!	No
15 to 18 years old	87.2	73.3	91.0	-13.9	Yes
19 years old or older	12.7	26.6!	8.9	13.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	17.9	24.8!	16.0	6.8!	No
At or above the IEP mean	81.4	75.2	83.1	-6.2	No
Missing	0.7!	0.0	0.9!	-0.7!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	29.4	43.3	25.5	13.9	No
Top three quarters in state	65.6	46.4	70.9	-19.2	Yes
Missing	5.0!	10.3!	3.6!	5.3!	No
<b>School locale</b>					
City	34.0	39.6	32.4	5.6	No
Suburb	28.8	28.9!	28.7	0.1!	No
Town or rural	37.3	31.5!	38.9	-5.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.6	60.3	63.2	-2.3	No
Highest quarter in U.S.	32.7	30.1!	33.4	-2.6!	No
Missing	4.7!	9.6!	3.4!	4.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-30. Comparison of item respondents and nonrespondents for B7 (P1: Youth taken any courses/tests to earn high school diploma)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	21.8	22.8	21.1	0.9	No
No IEP	78.2	77.2	78.9	-0.9	No
504 plan but no IEP	1.6	1.5!	1.7!	-0.1!	No
Neither 504 plan nor IEP	76.5	75.7	77.2	-0.9	No
<b>Household income</b>					
1% to 185% of the poverty level	59.5	66.2	54.2	6.7	No
Above 185% of the poverty level	39.7	32.4	45.6	-7.3	No
Legitimate skip	0.7	1.4	0.2!	0.6!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	20.2	15.0!	24.3	-5.2!	No
Hispanic	23.3	25.9	21.2	2.6	No
Neither Black nor Hispanic	56.5	59.1	54.4	2.6	No
<b>Gender</b>					
Female	37.2	35.2	38.8	-2.0	No
Male	62.8	64.8	61.2	2.0	No
<b>Age</b>					
14 years old or younger	3.2!	7.2!	0.0	4.0!	Yes
15 to 18 years old	81.2	67.9	91.9	-13.3	Yes
19 years old or older	15.6	24.9	8.1!	9.3!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	19.9	28.3	13.2	8.4	Yes
At or above the IEP mean	77.4	66.9	85.8	-10.5	Yes
Missing	2.7!	4.8!	1.0!	2.1!	No
<b>School academic proficiency</b>					
Bottom quarter in state	27.9	30.5	25.9	2.5	No
Top three quarters in state	66.2	60.4	70.8	-5.7	No
Missing	5.9!	9.1!	3.3!	3.2!	No
<b>School locale</b>					
City	30.0	29.5	30.4	-0.5	No
Suburb	30.7	32.6	29.1	1.9	No
Town or rural	39.3	37.8	40.4	-1.4	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	65.5	66.1	64.9	0.7	No
Highest quarter in U.S.	30.2	28.1	31.9	-2.1	No
Missing	4.3!	5.7!	3.1!	1.5!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-31. Comparison of item respondents and nonrespondents for B8 (P1: Type of diploma received)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	13.4	11.5	21.4	-1.9	Yes
No IEP	86.6	88.5	78.6	1.9	Yes
504 plan but no IEP	1.1	0.9	1.8!	-0.2!	No
Neither 504 plan nor IEP	85.5	87.6	76.8	2.1	Yes
<b>Household income</b>					
1% to 185% of the poverty level	43.6	41.1	53.7	-2.4	No
Above 185% of the poverty level	53.1	54.8	46.1	1.7	No
Legitimate skip	3.3!	4.1!	0.2!	0.7!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	17.3	15.5	24.4	-1.7	No
Hispanic	21.4	21.4	21.4	#	No
Neither Black nor Hispanic	61.3	63.1	54.2	1.7	No
<b>Gender</b>					
Female	47.2	49.1	38.9	2.0	No
Male	52.8	50.9	61.1	-2.0	No
<b>Age</b>					
14 years old or younger	0.2!	0.3!	0.0	0.1!	No
15 to 18 years old	56.6	48.2	91.6	-8.4	Yes
19 years old or older	43.2	51.5	8.4!	8.3!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	11.0	10.5	13.2	-0.5	No
At or above the IEP mean	88.0	88.9	84.4	0.9	No
Missing	1.0!	0.6!	2.5!	-0.4!	No
<b>School academic proficiency</b>					
Bottom quarter in state	23.6	23.0	26.2	-0.6	No
Top three quarters in state	67.7	67.0	70.4	-0.7	No
Missing	8.7	10.0	3.4!	1.3!	Yes
<b>School locale</b>					
City	28.9	28.4	30.8	-0.5	No
Suburb	33.2	34.2	28.7	1.1	No
Town or rural	38.0	37.4	40.5	-0.6	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	70.4	71.8	64.7	1.4	No
Highest quarter in U.S.	22.8	20.6	32.1	-2.2	No
Missing	6.8	7.6	3.2!	0.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-32. Comparison of item respondents and nonrespondents for B9\_LongAgoMn (P1: Number months since youth last rec'd instruc in school subjects)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	18.7	20.3!	18.6	1.7!	No
No IEP	81.3	79.7	81.4	-1.7	No
504 plan but no IEP	1.0	0.1!	1.0	-0.9!	Yes
Neither 504 plan nor IEP	80.3	79.6	80.3	-0.7	No
<b>Household income</b>					
1% to 185% of the poverty level	54.3	95.9	53.2	41.6	Yes
Above 185% of the poverty level	41.7	2.2!	42.7	-39.5!	Yes
Legitimate skip	4.0!	1.9!	4.1!	-2.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	17.4	2.5!	17.8	-14.9!	Yes
Hispanic	27.2	21.2!	27.4	-6.0!	No
Neither Black nor Hispanic	55.4	76.3	54.8	20.9	No
<b>Gender</b>					
Female	44.5	65.0!	43.9	20.5!	No
Male	55.5	35.0!	56.1	-20.5!	No
<b>Age</b>					
14 years old or younger	2.1!	0.3!	2.2!	-1.8!	No
15 to 18 years old	65.7	88.4	65.1	22.6	Yes
19 years old or older	32.2	11.4!	32.7	-20.8!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	16.4	21.7!	16.2	5.4!	No
At or above the IEP mean	83.2	77.8	83.3	-5.3	No
Missing	0.4!	0.4!	0.4!	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	28.8	89.3	27.1	60.5	Yes
Top three quarters in state	62.3	9.1!	63.8	-53.2!	Yes
Missing	8.9!	1.6!	9.1!	-7.3!	Yes
<b>School locale</b>					
City	28.7	28.8!	28.7	0.1!	No
Suburb	28.7	63.3!	27.7	34.7!	No
Town or rural	42.7	7.9!	43.6	-34.8!	Yes
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	67.9	44.6!	68.5	-23.3!	No
Highest quarter in U.S.	25.1	55.1!	24.3	30.0!	No
Missing	7.0!	0.3!	7.2!	-6.7!	Yes

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.



**Table F-33. Comparison of item respondents and nonrespondents for B9\_LongAgoYr (P1: Number years since youth last rec'd instruc in school subjects)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	18.7	20.6!	18.6	1.9!	No
No IEP	81.3	79.4	81.4	-1.9	No
504 plan but no IEP	1.0	0.1!	1.0	-0.9!	Yes
Neither 504 plan nor IEP	80.3	79.3	80.3	-1.0	No
<b>Household income</b>					
1% to 185% of the poverty level	54.3	95.9	53.2	41.6	Yes
Above 185% of the poverty level	41.7	2.2!	42.7	-39.5!	Yes
Legitimate skip	4.0!	1.9!	4.1!	-2.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	17.4	2.5!	17.8	-14.9!	Yes
Hispanic	27.2	21.1!	27.4	-6.1!	No
Neither Black nor Hispanic	55.4	76.4	54.8	21.0	No
<b>Gender</b>					
Female	44.5	64.8!	43.9	20.3!	No
Male	55.5	35.2!	56.1	-20.3!	No
<b>Age</b>					
14 years old or younger	2.1!	0.3!	2.2!	-1.8!	No
15 to 18 years old	65.7	88.0	65.1	22.3	Yes
19 years old or older	32.2	11.7!	32.7	-20.5!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	16.4	22.0!	16.2	5.7!	No
At or above the IEP mean	83.2	77.6	83.3	-5.6	No
Missing	0.4!	0.4!	0.4!	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	28.8	89.3	27.1	60.5	Yes
Top three quarters in state	62.3	9.1!	63.8	-53.2!	Yes
Missing	8.9!	1.6!	9.1!	-7.3!	Yes
<b>School locale</b>					
City	28.7	28.7!	28.7	#	No
Suburb	28.7	63.1!	27.7	34.4!	No
Town or rural	42.7	8.2!	43.6	-34.4!	Yes
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	67.9	44.4!	68.5	-23.5!	No
Highest quarter in U.S.	25.1	55.3!	24.3	30.2!	No
Missing	7.0!	0.3!	7.2!	-6.7!	Yes

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-34. Comparison of item respondents and nonrespondents for B9\_mon (P1: Month youth last received instruction in school subjects)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	18.4	16.9	19.2	-1.6	No
No IEP	81.6	83.1	80.8	1.6	No
504 plan but no IEP	1.1	1.1!	1.0	0.1!	No
Neither 504 plan nor IEP	80.5	82.0	79.7	1.5	No
<b>Household income</b>					
1% to 185% of the poverty level	54.4	56.3	53.4	1.9	No
Above 185% of the poverty level	42.7	42.9	42.6	0.2	No
Legitimate skip	3.0!	0.8!	4.0!	-2.1!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	19.7	23.8	17.6	4.1	No
Hispanic	26.9	25.3	27.8	-1.7	No
Neither Black nor Hispanic	53.4	50.9	54.6	-2.5	No
<b>Gender</b>					
Female	40.7	35.2	43.5	-5.5	No
Male	59.3	64.8	56.5	5.5	No
<b>Age</b>					
14 years old or younger	2.6!	3.5!	2.2!	0.9!	No
15 to 18 years old	68.2	74.9	64.9	6.6	No
19 years old or older	29.1	21.7	32.9	-7.5	No
<b>Functional abilities index</b>					
Below the IEP mean	15.5	14.2	16.1	-1.3	No
At or above the IEP mean	83.2	82.8	83.4	-0.4	No
Missing	1.3!	3.0!	0.5!	1.6!	No
<b>School academic proficiency</b>					
Bottom quarter in state	27.1	26.5	27.4	-0.6	No
Top three quarters in state	62.5	60.5	63.5	-2.0	No
Missing	10.4	13.0!	9.1!	2.6!	No
<b>School locale</b>					
City	30.3	32.9	29.0	2.6	No
Suburb	30.9	37.2	27.8	6.2	No
Town or rural	38.7	29.9	43.2	-8.8	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	67.6	66.1	68.4	-1.5	No
Highest quarter in U.S.	24.0	23.2	24.5	-0.8	No
Missing	8.4	10.7!	7.2!	2.3!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-35. Comparison of item respondents and nonrespondents for B9\_year (P1: Year youth last received instruction in school subjects)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	18.4	17.9	18.7	-0.5	No
No IEP	81.6	82.1	81.3	0.5	No
504 plan but no IEP	1.1	1.1!	1.0	0.1!	No
Neither 504 plan nor IEP	80.5	80.9	80.3	0.4	No
<b>Household income</b>					
1% to 185% of the poverty level	54.4	56.6	53.2	2.2	No
Above 185% of the poverty level	42.7	42.6	42.7	-0.1	No
Legitimate skip	2.9!	0.8	4.1!	-2.1!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	19.7	23.3	17.8	3.6	No
Hispanic	26.9	26.0	27.4	-0.9	No
Neither Black nor Hispanic	53.4	50.7	54.8	-2.7	No
<b>Gender</b>					
Female	40.7	34.6	43.9	-6.1	No
Male	59.3	65.4	56.1	6.1	No
<b>Age</b>					
14 years old or younger	2.6!	3.5!	2.2!	0.9!	No
15 to 18 years old	68.2	74.1	65.1	5.9	No
19 years old or older	29.1	22.3	32.7	-6.8	No
<b>Functional abilities index</b>					
Below the IEP mean	15.5	14.1	16.2	-1.4	No
At or above the IEP mean	83.2	82.9	83.3	-0.3	No
Missing	1.3!	3.0!	0.5!	1.7!	No
<b>School academic proficiency</b>					
Bottom quarter in state	27.1	27.1	27.1	#	No
Top three quarters in state	62.5	60.1	63.8	-2.4	No
Missing	10.4	12.9!	9.1!	2.5!	No
<b>School locale</b>					
City	30.3	33.5	28.7	3.2	No
Suburb	30.9	37.0	27.8	6.0	No
Town or rural	38.7	29.5	43.6	-9.2	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	67.6	65.9	68.5	-1.7	No
Highest quarter in U.S.	24.0	23.5	24.3	-0.5	No
Missing	8.4	10.6!	7.2!	2.2!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-36. Comparison of item respondents and nonrespondents for B9MonthsAgo (P1: Months since youth rec'd instruc in school subjects (calculated))**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	18.5	17.0	19.2	-1.5	No
No IEP	81.5	83.0	80.8	1.5	No
504 plan but no IEP	1.1	1.1!	1.0	#	No
Neither 504 plan nor IEP	80.5	81.9	79.7	1.4	No
<b>Household income</b>					
1% to 185% of the poverty level	55.1	58.2	53.4	3.1	No
Above 185% of the poverty level	42.0	40.9	42.6	-1.1	No
Legitimate skip	2.9!	0.9	4.0!	-2.1!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	19.4	22.8	17.6	3.4	No
Hispanic	26.8	25.0	27.8	-1.8	No
Neither Black nor Hispanic	53.8	52.2	54.6	-1.6	No
<b>Gender</b>					
Female	41.1	36.7	43.5	-4.4	No
Male	58.9	63.3	56.5	4.4	No
<b>Age</b>					
14 years old or younger	2.6!	3.3!	2.2!	0.7!	No
15 to 18 years old	68.6	75.6	64.9	7.0	No
19 years old or older	28.8	21.1	32.9	-7.7	No
<b>Functional abilities index</b>					
Below the IEP mean	15.6	14.6	16.1	-1.0	No
At or above the IEP mean	83.1	82.6	83.3	-0.5	No
Missing	1.3!	2.8!	0.5!	1.5!	No
<b>School academic proficiency</b>					
Bottom quarter in state	28.2	29.6	27.4	1.4	No
Top three quarters in state	61.6	57.9	63.5	-3.6	No
Missing	10.2	12.5!	9.1!	2.2!	No
<b>School locale</b>					
City	30.3	32.7	29.0	2.4	No
Suburb	31.5	38.5	27.8	7.0	No
Town or rural	38.2	28.8	43.2	-9.4	Yes
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	67.2	65.0	68.4	-2.2	No
Highest quarter in U.S.	24.6	24.8	24.5	0.3	No
Missing	8.2	10.2!	7.2!	2.0!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-37. Comparison of item respondents and nonrespondents for B11 (P1: Expect youth will be enrolled in school in the fall)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	12.0	13.6	8.0	1.6	Yes
No IEP	88.0	86.4	92.0	-1.6	Yes
504 plan but no IEP	1.8	2.0	1.3	0.2	Yes
Neither 504 plan nor IEP	86.2	84.4	90.7	-1.8	Yes
<b>Household income</b>					
1% to 185% of the poverty level	46.2	45.7	47.3	-0.5	No
Above 185% of the poverty level	53.4	53.8	52.5	0.4	No
Legitimate skip	0.4!	0.5!	0.2!	0.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	14.5	15.7	11.5	1.2	Yes
Hispanic	24.5	25.2	22.6	0.8	No
Neither Black nor Hispanic	61.1	59.1	65.9	-2.0	Yes
<b>Gender</b>					
Female	47.1	46.8	47.7	-0.3	No
Male	52.9	53.2	52.3	0.3	No
<b>Age</b>					
14 years old or younger	38.9	33.3	52.6	-5.6	Yes
15 to 18 years old	60.0	65.1	47.3	5.2	Yes
19 years old or older	1.1	1.6	#	0.5!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	12.5	10.9	16.4	-1.6	Yes
At or above the IEP mean	86.8	88.5	82.7	1.7	Yes
Missing	0.7!	0.6!	0.9!	-0.1!	No
<b>School academic proficiency</b>					
Bottom quarter in state	22.9	23.5	21.4	0.6	No
Top three quarters in state	72.9	71.9	75.4	-1.0	No
Missing	4.2	4.6	3.2!	0.4!	No
<b>School locale</b>					
City	27.9	28.2	27.2	0.3	No
Suburb	32.4	32.8	31.5	0.4	No
Town or rural	39.7	39.0	41.3	-0.7	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	73.5	73.4	73.8	-0.1	No
Highest quarter in U.S.	23.0	22.9	23.1	-0.1	No
Missing	3.5	3.7	3.1!	0.2!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-38. Comparison of item respondents and nonrespondents for c\_consent\_admin (Youth who consented and whose parent consented to provide administrative data)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	11.6	10.4	13.2	-1.2	Yes
No IEP	88.4	89.6	86.8	1.2	Yes
504 plan but no IEP	1.6	1.3	2.0	-0.3	Yes
Neither 504 plan nor IEP	86.8	88.4	84.8	1.6	Yes
<b>Household income</b>					
1% to 185% of the poverty level	46.4	46.6	46.3	0.1	No
Above 185% of the poverty level	52.9	52.6	53.3	-0.3	No
Legitimate skip	0.7	0.9	0.4!	0.2!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	14.5	13.4	15.8	-1.1	No
Hispanic	24.6	23.4	26.1	-1.2	No
Neither Black nor Hispanic	60.9	63.1	58.0	2.2	Yes
<b>Gender</b>					
Female	48.8	51.0	46.1	2.2	Yes
Male	51.2	49.0	53.9	-2.2	Yes
<b>Age</b>					
14 years old or younger	27.6	20.3	36.8	-7.3	Yes
15 to 18 years old	65.3	69.1	60.4	3.9	Yes
19 years old or older	7.1	10.5	2.9	3.4	Yes
<b>Functional abilities index</b>					
Below the IEP mean	12.5	14.8	9.8	2.2	Yes
At or above the IEP mean	86.7	84.4	89.5	-2.2	Yes
Missing	0.8	0.8!	0.8!	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	23.2	23.1	23.3	-0.1	No
Top three quarters in state	72.1	71.9	72.4	-0.2	No
Missing	4.7	5.0	4.3	0.3	No
<b>School locale</b>					
City	27.7	26.5	29.2	-1.2	No
Suburb	34.0	34.5	33.3	0.5	No
Town or rural	38.4	39.1	37.5	0.7	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	74.4	74.1	74.8	-0.3	No
Highest quarter in U.S.	21.8	21.9	21.7	0.1	No
Missing	3.8	4.1	3.5	0.2	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-39. Comparison of item respondents and nonrespondents for D4\_Age (P1: Age when apparent youth had a disability)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	32.5	69.5	5.8	37.0	Yes
No IEP	67.5	30.5	94.2	-37.0	Yes
504 plan but no IEP	4.7	4.7	4.7	#	No
Neither 504 plan nor IEP	62.8	25.8	89.4	-37.0	Yes
<b>Household income</b>					
1% to 185% of the poverty level	48.4	55.7	43.2	7.3	Yes
Above 185% of the poverty level	50.9	43.2	56.4	-7.7	Yes
Legitimate skip	0.7	1.1	0.4!	0.4!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	16.0	19.2	13.7	3.2	No
Hispanic	21.4	22.2	20.8	0.8	No
Neither Black nor Hispanic	62.6	58.6	65.5	-4.0	No
<b>Gender</b>					
Female	40.1	33.6	44.7	-6.5	Yes
Male	59.9	66.4	55.3	6.5	Yes
<b>Age</b>					
14 years old or younger	28.9	26.7	30.4	-2.1	No
15 to 18 years old	62.0	59.7	63.7	-2.4	No
19 years old or older	9.1	13.6	5.9	4.5	Yes
<b>Functional abilities index</b>					
Below the IEP mean	26.4	43.6	14.0	17.3	Yes
At or above the IEP mean	72.2	55.4	84.4	-16.9	Yes
Missing	1.4!	1.0	1.6!	-0.4!	No
<b>School academic proficiency</b>					
Bottom quarter in state	23.6	22.4	24.4	-1.2	No
Top three quarters in state	71.2	68.9	72.8	-2.3	No
Missing	5.2	8.7	2.7!	3.4!	Yes
<b>School locale</b>					
City	27.8	29.0	27.0	1.2	No
Suburb	34.6	31.2	37.1	-3.5	No
Town or rural	37.5	39.8	35.9	2.3	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	71.1	63.7	76.4	-7.4	Yes
Highest quarter in U.S.	24.6	29.0	21.4	4.4	Yes
Missing	4.3	7.3	2.2!	3.0!	Yes

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-40. Comparison of item respondents and nonrespondents for D4\_Grade (P1: Grade when apparent youth had disability)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	34.3	59.6	6.6	25.2	Yes
No IEP	65.7	40.4	93.4	-25.2	Yes
504 plan but no IEP	4.9	5.1	4.7	0.2	No
Neither 504 plan nor IEP	60.8	35.3	88.7	-25.4	Yes
<b>Household income</b>					
1% to 185% of the poverty level	48.1	52.5	43.3	4.4	Yes
Above 185% of the poverty level	51.4	47.0	56.3	-4.4	Yes
Legitimate skip	0.5	0.5	0.4!	0.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	14.5	14.9	14.0	0.4	No
Hispanic	20.0	19.3	20.8	-0.7	No
Neither Black nor Hispanic	65.5	65.8	65.2	0.3	No
<b>Gender</b>					
Female	40.7	37.2	44.7	-3.6	No
Male	59.3	62.8	55.3	3.6	No
<b>Age</b>					
14 years old or younger	27.0	24.1	30.3	-3.0	No
15 to 18 years old	65.8	67.6	63.7	1.9	No
19 years old or older	7.2	8.3	6.0	1.1	No
<b>Functional abilities index</b>					
Below the IEP mean	20.5	26.4	14.0	5.9	Yes
At or above the IEP mean	77.7	71.8	84.3	-6.0	Yes
Missing	1.7!	1.8!	1.7!	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	24.7	24.8	24.6	0.1	No
Top three quarters in state	70.5	68.5	72.7	-2.0	No
Missing	4.8	6.8	2.7!	1.9!	Yes
<b>School locale</b>					
City	25.8	24.6	27.0	-1.2	No
Suburb	35.1	33.4	37.0	-1.7	No
Town or rural	39.1	42.0	35.9	2.9	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	70.9	65.9	76.3	-5.0	Yes
Highest quarter in U.S.	25.0	28.1	21.5	3.2	No
Missing	4.2	6.0	2.2!	1.8!	Yes

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.



**Table F-41. Comparison of item respondents and nonrespondents for D4a\_Age (P1: Age when youth first received SPED services)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	58.1	66.3	37.5	8.2	Yes
No IEP	41.9	33.7	62.5	-8.2	Yes
504 plan but no IEP	4.0	4.7	2.2	0.7	Yes
Neither 504 plan nor IEP	37.9	29.0	60.3	-8.9	Yes
<b>Household income</b>					
1% to 185% of the poverty level	54.7	54.8	54.4	0.1	No
Above 185% of the poverty level	44.6	44.4	45.1	-0.2	No
Legitimate skip	0.7	0.8	0.5!	0.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	18.7	17.7	21.3	-1.0	No
Hispanic	24.2	23.1	27.0	-1.1	No
Neither Black nor Hispanic	57.1	59.2	51.7	2.1	No
<b>Gender</b>					
Female	39.6	36.9	46.5	-2.7	No
Male	60.4	63.1	53.5	2.7	No
<b>Age</b>					
14 years old or younger	29.2	28.5	31.0	-0.7	No
15 to 18 years old	61.1	60.5	62.6	-0.6	No
19 years old or older	9.7	11.0	6.4	1.3	Yes
<b>Functional abilities index</b>					
Below the IEP mean	31.7	38.8	13.9	7.1	Yes
At or above the IEP mean	66.5	60.1	82.5	-6.4	Yes
Missing	1.8!	1.1	3.6!	-0.7!	No
<b>School academic proficiency</b>					
Bottom quarter in state	26.2	25.3	28.5	-0.9	No
Top three quarters in state	67.1	66.8	67.7	-0.3	No
Missing	6.7	7.9	3.7!	1.2!	Yes
<b>School locale</b>					
City	29.7	27.9	34.0	-1.7	No
Suburb	32.9	34.1	29.8	1.2	No
Town or rural	37.4	37.9	36.2	0.5	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	64.7	63.1	68.7	-1.6	No
Highest quarter in U.S.	29.7	30.4	28.0	0.7	No
Missing	5.6	6.6	3.3!	0.9!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-42. Comparison of item respondents and nonrespondents for D4a\_Grade (P1: Grade when youth first received SPED services)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	51.4	55.7	39.2	4.3	Yes
No IEP	48.6	44.3	60.8	-4.3	Yes
504 plan but no IEP	4.6	5.4	2.3	0.8	Yes
Neither 504 plan nor IEP	44.0	38.9	58.6	-5.1	Yes
<b>Household income</b>					
1% to 185% of the poverty level	52.8	52.4	54.0	-0.4	No
Above 185% of the poverty level	46.6	47.0	45.5	0.4	No
Legitimate skip	0.6	0.7	0.5!	#	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	16.6	14.8	21.8	-1.8	No
Hispanic	18.8	16.1	26.6	-2.7	Yes
Neither Black nor Hispanic	64.5	69.0	51.6	4.5	Yes
<b>Gender</b>					
Female	37.4	34.5	45.7	-2.9	No
Male	62.6	65.5	54.3	2.9	No
<b>Age</b>					
14 years old or younger	24.5	22.5	30.2	-2.0	No
15 to 18 years old	67.1	68.6	63.0	1.4	No
19 years old or older	8.4	8.9	6.8	0.6	No
<b>Functional abilities index</b>					
Below the IEP mean	24.9	28.2	15.3	3.3	Yes
At or above the IEP mean	72.8	69.9	81.1	-2.9	Yes
Missing	2.3!	1.8!	3.5!	-0.4!	No
<b>School academic proficiency</b>					
Bottom quarter in state	25.4	24.2	28.7	-1.1	No
Top three quarters in state	68.2	68.5	67.5	0.2	No
Missing	6.4	7.3	3.8!	0.9!	No
<b>School locale</b>					
City	27.4	24.8	34.9	-2.6	No
Suburb	30.9	31.5	29.1	0.6	No
Town or rural	41.7	43.7	36.0	2.0	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	66.5	66.1	67.7	-0.4	No
Highest quarter in U.S.	27.7	27.3	29.0	-0.4	No
Missing	5.8	6.6	3.3!	0.8!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-43. Comparison of item respondents and nonrespondents for D25a (P1: Independent living skills without help: dress)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	58.2	64.7	42.0	6.5	Yes
No IEP	41.8	35.3	58.0	-6.5	Yes
504 plan but no IEP	4.8	3.9	7.2	-1.0	Yes
Neither 504 plan nor IEP	37.0	31.4	50.8	-5.5	Yes
<b>Household income</b>					
1% to 185% of the poverty level	51.9	53.2	48.8	1.2	No
Above 185% of the poverty level	47.4	45.9	51.2	-1.5	No
Legitimate skip	0.7	0.9	#	0.3!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	14.1	12.1	19.1	-2.0	No
Hispanic	17.2	19.0	12.8	1.8	No
Neither Black nor Hispanic	68.7	68.9	68.0	0.3	No
<b>Gender</b>					
Female	38.4	33.3	51.4	-5.2	Yes
Male	61.6	66.7	48.6	5.2	Yes
<b>Age</b>					
14 years old or younger	25.1	22.9	30.6	-2.2	No
15 to 18 years old	62.2	61.0	65.4	-1.3	No
19 years old or older	12.7	16.1	4.1	3.4	Yes
<b>Functional abilities index</b>					
Below the IEP mean	47.6	54.5	30.3	6.9	Yes
At or above the IEP mean	51.3	44.3	68.7	-7.0	Yes
Missing	1.1	1.1	1.0!	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	20.9	19.1	25.3	-1.8	No
Top three quarters in state	70.6	71.7	67.8	1.1	No
Missing	8.5	9.2	6.8!	0.7!	No
<b>School locale</b>					
City	24.8	25.4	23.0	0.7	No
Suburb	36.5	36.7	36.2	0.1	No
Town or rural	38.7	37.9	40.8	-0.8	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	70.6	68.9	75.0	-1.8	No
Highest quarter in U.S.	22.8	23.6	21.0	0.7	No
Missing	6.5	7.6	4.0	1.0	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-44. Comparison of item respondents and nonrespondents for D25b (P1: Independent living skills without help: feed oneself)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	58.2	64.7	41.9	6.5	Yes
No IEP	41.8	35.3	58.1	-6.5	Yes
504 plan but no IEP	4.8	3.9	7.2	-1.0	Yes
Neither 504 plan nor IEP	37.0	31.4	50.9	-5.6	Yes
<b>Household income</b>					
1% to 185% of the poverty level	51.9	53.2	48.8	1.2	No
Above 185% of the poverty level	47.4	45.9	51.2	-1.5	No
Legitimate skip	0.7	0.9	#	0.3!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	14.1	12.1	19.1	-2.0	No
Hispanic	17.2	19.0	12.8	1.8	No
Neither Black nor Hispanic	68.7	68.9	68.0	0.3	No
<b>Gender</b>					
Female	38.4	33.3	51.4	-5.2	Yes
Male	61.6	66.7	48.6	5.2	Yes
<b>Age</b>					
14 years old or younger	25.1	22.9	30.6	-2.2	No
15 to 18 years old	62.2	60.9	65.4	-1.3	No
19 years old or older	12.7	16.2	4.0	3.5	Yes
<b>Functional abilities index</b>					
Below the IEP mean	47.6	54.5	30.3	6.9	Yes
At or above the IEP mean	51.3	44.3	68.7	-7.0	Yes
Missing	1.1	1.1	1.0!	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	20.9	19.1	25.3	-1.8	No
Top three quarters in state	70.6	71.7	67.9	1.1	No
Missing	8.5	9.2	6.8!	0.7!	No
<b>School locale</b>					
City	24.8	25.4	23.1	0.7	No
Suburb	36.5	36.7	36.1	0.2	No
Town or rural	38.7	37.9	40.8	-0.8	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	70.6	68.9	75.0	-1.8	No
Highest quarter in U.S.	22.8	23.6	21.0	0.7	No
Missing	6.5	7.6	3.9	1.0	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-45. Comparison of item respondents and nonrespondents for D25c (P1: Independent living skills without help: read/understand signs)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	58.2	64.7	42.2	6.4	Yes
No IEP	41.8	35.3	57.8	-6.4	Yes
504 plan but no IEP	4.8	3.9	7.2	-1.0	Yes
Neither 504 plan nor IEP	37.0	31.5	50.6	-5.5	Yes
<b>Household income</b>					
1% to 185% of the poverty level	51.9	53.1	48.9	1.2	No
Above 185% of the poverty level	47.4	46.0	51.1	-1.5	No
Legitimate skip	0.7	0.9	#	0.3!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	14.1	12.1	19.1	-2.0	No
Hispanic	17.2	18.9	12.9	1.7	No
Neither Black nor Hispanic	68.7	69.0	68.0	0.3	No
<b>Gender</b>					
Female	38.4	33.2	51.4	-5.2	Yes
Male	61.6	66.8	48.6	5.2	Yes
<b>Age</b>					
14 years old or younger	25.1	22.8	30.7	-2.3	No
15 to 18 years old	62.2	61.0	65.1	-1.2	No
19 years old or older	12.7	16.1	4.1	3.4	Yes
<b>Functional abilities index</b>					
Below the IEP mean	47.6	54.5	30.4	6.9	Yes
At or above the IEP mean	51.3	44.4	68.5	-6.9	Yes
Missing	1.1	1.1	1.1!	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	20.9	19.1	25.3	-1.8	No
Top three quarters in state	70.6	71.7	67.9	1.1	No
Missing	8.5	9.2	6.8!	0.7!	No
<b>School locale</b>					
City	24.8	25.4	23.1	0.7	No
Suburb	36.5	36.7	36.1	0.2	No
Town or rural	38.7	37.9	40.8	-0.8	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	70.6	68.9	75.0	-1.7	No
Highest quarter in U.S.	22.8	23.5	21.1	0.7	No
Missing	6.5	7.6	3.9	1.1	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-46. Comparison of item respondents and nonrespondents for D25d (P1: Independent living skills without help: count change)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	58.2	64.7	42.2	6.5	Yes
No IEP	41.8	35.3	57.8	-6.5	Yes
504 plan but no IEP	4.8	3.9	7.2	-1.0	Yes
Neither 504 plan nor IEP	37.0	31.5	50.7	-5.5	Yes
<b>Household income</b>					
1% to 185% of the poverty level	51.9	53.2	48.8	1.3	No
Above 185% of the poverty level	47.4	45.9	51.2	-1.5	No
Legitimate skip	0.7	0.9	0.1!	0.2!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	14.1	12.1	19.1	-2.0	No
Hispanic	17.2	19.0	12.9	1.7	No
Neither Black nor Hispanic	68.7	68.9	68.1	0.3	No
<b>Gender</b>					
Female	38.4	33.3	51.3	-5.2	Yes
Male	61.6	66.7	48.7	5.2	Yes
<b>Age</b>					
14 years old or younger	25.1	22.9	30.6	-2.2	No
15 to 18 years old	62.2	61.0	65.3	-1.2	No
19 years old or older	12.7	16.2	4.1	3.5	Yes
<b>Functional abilities index</b>					
Below the IEP mean	47.6	54.5	30.4	6.9	Yes
At or above the IEP mean	51.3	44.4	68.6	-6.9	Yes
Missing	1.1	1.1	1.0!	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	20.9	19.1	25.2	-1.8	No
Top three quarters in state	70.6	71.7	67.9	1.1	No
Missing	8.5	9.2	6.9!	0.6!	No
<b>School locale</b>					
City	24.8	25.4	23.1	0.7	No
Suburb	36.5	36.7	36.1	0.2	No
Town or rural	38.7	37.9	40.8	-0.8	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	70.6	68.9	74.9	-1.7	No
Highest quarter in U.S.	22.8	23.6	21.0	0.7	No
Missing	6.5	7.5	4.0	1.0	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-47. Comparison of item respondents and nonrespondents for D25e (P1: Independent living skills without help: use phone)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	58.2	64.7	42.2	6.5	Yes
No IEP	41.8	35.3	57.8	-6.5	Yes
504 plan but no IEP	4.8	3.8	7.3	-1.0	Yes
Neither 504 plan nor IEP	37.0	31.5	50.4	-5.4	Yes
<b>Household income</b>					
1% to 185% of the poverty level	51.9	53.2	48.8	1.3	No
Above 185% of the poverty level	47.4	45.9	51.2	-1.5	No
Legitimate skip	0.7	0.9	0.1!	0.2!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	14.1	12.1	19.0	-2.0	No
Hispanic	17.2	19.0	12.7	1.8	No
Neither Black nor Hispanic	68.7	68.9	68.2	0.2	No
<b>Gender</b>					
Female	38.4	33.3	51.1	-5.1	Yes
Male	61.6	66.7	48.9	5.1	Yes
<b>Age</b>					
14 years old or younger	25.1	22.9	30.6	-2.2	No
15 to 18 years old	62.2	61.0	65.2	-1.2	No
19 years old or older	12.7	16.1	4.2	3.4	Yes
<b>Functional abilities index</b>					
Below the IEP mean	47.6	54.4	30.9	6.8	Yes
At or above the IEP mean	51.3	44.5	68.2	-6.8	Yes
Missing	1.1	1.1	1.0!	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	20.9	19.1	25.2	-1.7	No
Top three quarters in state	70.6	71.7	67.9	1.1	No
Missing	8.5	9.2	6.9!	0.7!	No
<b>School locale</b>					
City	24.8	25.4	23.1	0.7	No
Suburb	36.5	36.7	36.1	0.2	No
Town or rural	38.7	37.9	40.8	-0.8	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	70.6	68.9	74.9	-1.7	No
Highest quarter in U.S.	22.8	23.5	21.1	0.7	No
Missing	6.5	7.6	4.0	1.0	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-48. Comparison of item respondents and nonrespondents for E3 (P1: Transition plan meeting by youth's school occurred)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	79.0	83.2	66.0	4.3	No
No IEP	21.0	16.8	34.0	-4.3	No
504 plan but no IEP	7.8	7.6	8.3!	-0.2!	No
Neither 504 plan nor IEP	13.2!	9.1!	25.7!	-4.1!	No
<b>Household income</b>					
1% to 185% of the poverty level	52.4	49.2	62.1	-3.2	Yes
Above 185% of the poverty level	46.6	49.5	37.4	3.0	No
Legitimate skip	1.0	1.2	0.5!	0.2!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	15.2	16.4	11.6	1.2	No
Hispanic	22.6	22.5	22.8	-0.1	No
Neither Black nor Hispanic	62.2	61.1	65.6	-1.1	No
<b>Gender</b>					
Female	31.1	29.8	34.9	-1.3	No
Male	68.9	70.2	65.1	1.3	No
<b>Age</b>					
14 years old or younger	0.0	0.0	0.0	0.0	†
15 to 18 years old	86.5	85.1	90.9	-1.4	Yes
19 years old or older	13.5	14.9	9.1	1.4	Yes
<b>Functional abilities index</b>					
Below the IEP mean	33.8	31.3	41.3	-2.5	No
At or above the IEP mean	64.8	67.2	57.6	2.4	No
Missing	1.4	1.4	1.1!	0.1!	No
<b>School academic proficiency</b>					
Bottom quarter in state	23.9	24.6	21.5	0.8	No
Top three quarters in state	68.2	66.8	72.6	-1.4	No
Missing	7.9	8.6	5.9	0.7	No
<b>School locale</b>					
City	27.4	27.3	27.7	-0.1	No
Suburb	36.2	38.0	30.9	1.8	No
Town or rural	36.4	34.7	41.4	-1.7	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	67.7	64.1	78.4	-3.5	Yes
Highest quarter in U.S.	25.5	28.2	17.4	2.7	Yes
Missing	6.8	7.7	4.2!	0.9!	Yes

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.



**Table F-49. Comparison of item respondents and nonrespondents for F3 (P1: College credit for career courses)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	8.0	8.0	7.7	0.1	No
No IEP	92.0	92.0	92.3	-0.1	No
504 plan but no IEP	1.5	1.5	1.2	0.1	No
Neither 504 plan nor IEP	90.5	90.4	91.1	-0.1	No
<b>Household income</b>					
1% to 185% of the poverty level	37.8	35.3	50.6	-2.5	Yes
Above 185% of the poverty level	61.9	64.4	49.4	2.5	Yes
Legitimate skip	0.3!	0.3!	0.1!	#	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	13.1	13.1	13.0	#	No
Hispanic	18.8	19.0	17.9	0.2	No
Neither Black nor Hispanic	68.0	67.8	69.1	-0.2	No
<b>Gender</b>					
Female	51.0	51.2	50.1	0.2	No
Male	49.0	48.8	49.9	-0.2	No
<b>Age</b>					
14 years old or younger	6.0	5.7	7.7!	-0.3!	No
15 to 18 years old	91.3	91.7	88.9	0.5	No
19 years old or older	2.7	2.6	3.4!	-0.1!	No
<b>Functional abilities index</b>					
Below the IEP mean	9.0	8.2	12.8	-0.8	No
At or above the IEP mean	90.8	91.7	86.0	0.9	No
Missing	0.3!	0.1!	1.1!	-0.2!	No
<b>School academic proficiency</b>					
Bottom quarter in state	20.9	20.3	24.3	-0.7	No
Top three quarters in state	75.9	76.5	72.9	0.6	No
Missing	3.2	3.2!	2.8!	0.1!	No
<b>School locale</b>					
City	24.6	24.5	24.8	#	No
Suburb	35.7	37.0	29.1	1.3	No
Town or rural	39.7	38.5	46.1	-1.3	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	79.7	79.9	78.8	0.2	No
Highest quarter in U.S.	18.0	17.9	18.5	-0.1	No
Missing	2.3!	2.2!	2.7!	-0.1!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-50. Comparison of item respondents and nonrespondents for I14 (P1: Assistive technology needed in youth interview)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically significant
<b>Youth NLTS2012 group</b>					
IEP	11.4	12.6	5.6	1.2	Yes
No IEP	88.6	87.4	94.4	-1.2	Yes
504 plan but no IEP	1.3	1.3	1.5	#	No
Neither 504 plan nor IEP	87.2	86.1	93.0	-1.1	Yes
<b>Household income</b>					
1% to 185% of the poverty level	47.1	48.8	38.7	1.7	Yes
Above 185% of the poverty level	52.1	50.4	60.5	-1.7	Yes
Legitimate skip	0.8	0.8	0.8!	#	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	13.4	14.1	9.8	0.7	No
Hispanic	23.1	25.0	13.6	1.9	Yes
Neither Black nor Hispanic	63.4	60.9	76.5	-2.6	Yes
<b>Gender</b>					
Female	49.6	48.5	55.2	-1.1	No
Male	50.4	51.5	44.8	1.1	No
<b>Age</b>					
14 years old or younger	20.6	21.9	13.8	1.3	Yes
15 to 18 years old	68.6	66.2	80.5	-2.3	Yes
19 years old or older	10.8	11.8	5.6	1.0	Yes
<b>Functional abilities index</b>					
Below the IEP mean	16.4	16.1	17.5	-0.2	No
At or above the IEP mean	82.7	83.2	80.3	0.5	No
Missing	0.9	0.7!	2.2!	-0.2!	No
<b>School academic proficiency</b>					
Bottom quarter in state	23.3	23.4	22.3	0.2	No
Top three quarters in state	72.2	71.6	75.5	-0.6	No
Missing	4.5	5.0	2.2!	0.5!	No
<b>School locale</b>					
City	26.1	26.7	23.0	0.6	No
Suburb	34.0	34.3	32.2	0.3	No
Town or rural	39.9	39.0	44.8	-0.9	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	74.9	74.2	78.4	-0.7	No
Highest quarter in U.S.	21.4	21.8	19.5	0.4	No
Missing	3.6	3.9	2.1!	0.3!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for parent survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-51. Comparison of item respondents and nonrespondents for c\_consent\_admin (Youth who consented and whose parent consented to provide administrative data)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically Significant
<b>Youth NLTS2012 group</b>					
IEP	11.6	10.5	13.4	-1.1	Yes
No IEP	88.4	89.5	86.6	1.1	Yes
504 plan but no IEP	1.6	1.3	2.1	-0.3	Yes
Neither 504 plan nor IEP	86.8	88.2	84.6	1.4	Yes
<b>Household income</b>					
1% to 185% of the poverty level	45.9	47.3	43.7	1.4	No
Above 185% of the poverty level	53.5	51.8	56.1	-1.6	No
Legitimate skip	0.6	0.9!	0.3!	0.2!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	14.3	13.1	16.2	-1.2	No
Hispanic	24.7	23.9	25.9	-0.8	No
Neither Black nor Hispanic	61.0	63.0	57.9	2.0	Yes
<b>Gender</b>					
Female	49.2	50.7	46.8	1.5	No
Male	50.8	49.3	53.2	-1.5	No
<b>Age</b>					
14 years old or younger	27.6	19.6	40.3	-8.0	Yes
15 to 18 years old	65.0	69.4	58.0	4.4	Yes
19 years old or older	7.4	11.0	1.7	3.6	Yes
<b>Functional abilities index</b>					
Below the IEP mean	12.6	15.0	8.9	2.4	Yes
At or above the IEP mean	86.5	84.1	90.2	-2.4	Yes
Missing	0.8	0.8!	0.9!	#	No
<b>School academic proficiency</b>					
Bottom quarter in state	22.8	23.7	21.3	0.9	No
Top three quarters in state	72.8	72.0	74.2	-0.8	No
Missing	4.4	4.3	4.5	-0.1	No
<b>School locale</b>					
City	27.2	25.7	29.4	-1.4	No
Suburb	33.7	33.6	33.8	-0.1	No
Town or rural	39.2	40.7	36.8	1.5	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	74.3	74.3	74.3	#	No
Highest quarter in U.S.	21.9	21.8	21.9	#	No
Missing	3.8	3.9	3.7	#	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for youth survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-52. Comparison of item respondents and nonrespondents for K9k1 (Y1: Received child care for youth's child)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically Significant
<b>Youth NLTS2012 group</b>					
IEP	15.8	13.7	19.9	-2.1	No
No IEP	84.2	86.3	80.1	2.1	No
504 plan but no IEP	1.7!	1.8!	1.6!	0.1!	No
Neither 504 plan nor IEP	82.4	84.5	78.5	2.0	No
<b>Household income</b>					
1% to 185% of the poverty level	75.2	83.1	59.8	7.9	No
Above 185% of the poverty level	14.4!	16.9!	9.5!	2.5!	No
Legitimate skip	10.4!	0.0	30.7!	-10.4!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	23.9!	29.5!	12.8!	5.7!	No
Hispanic	19.2!	16.0!	25.4!	-3.2!	No
Neither Black nor Hispanic	56.9	54.4	61.8	-2.5	No
<b>Gender</b>					
Female	60.1	63.6	53.3	3.5	No
Male	39.9	36.4!	46.7!	-3.5!	No
<b>Age</b>					
14 years old or younger	0.0	0.0	0.0	0.0	†
15 to 18 years old	64.7	81.3	32.4!	16.6!	Yes
19 years old or older	35.3	18.7!	67.6	-16.6!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	9.0!	3.1!	20.5!	-5.9!	No
At or above the IEP mean	90.7	96.4	79.5	5.7	No
Missing	0.4!	0.6!	0.0	0.2!	No
<b>School academic proficiency</b>					
Bottom quarter in state	39.0	40.1!	36.9!	1.1!	No
Top three quarters in state	53.8	54.8	51.7	1.1	No
Missing	7.2!	5.0!	11.4!	-2.2!	No
<b>School locale</b>					
City	34.4!	32.2!	38.8!	-2.2!	No
Suburb	17.7!	13.9!	25.0!	-3.8!	No
Town or rural	47.9	53.9	36.2!	6.0!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	72.0	68.6	78.6	-3.4	No
Highest quarter in U.S.	26.8	30.5!	19.5!	3.7!	No
Missing	1.3!	0.9!	1.9!	-0.3!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for youth survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-53. Comparison of item respondents and nonrespondents for L2 (Y1: Youth met with adults at school re: transition plan)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically Significant
<b>Youth NLTS2012 group</b>					
IEP	80.5	93.4	42.3	12.9	Yes
No IEP	19.5	6.6!	57.7	-12.9!	Yes
504 plan but no IEP	3.8	0.9!	12.4	-2.9!	Yes
Neither 504 plan nor IEP	15.7	5.7!	45.3	-10.0!	Yes
<b>Household income</b>					
1% to 185% of the poverty level	56.2	56.9	54.0	0.7	No
Above 185% of the poverty level	42.9	42.0	45.8	-1.0	No
Legitimate skip	0.9	1.2	0.2!	0.2!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	17.8	19.5	12.6	1.8	No
Hispanic	20.8	21.4	19.0	0.6	No
Neither Black nor Hispanic	61.4	59.1	68.4	-2.3	No
<b>Gender</b>					
Female	34.3	32.0	40.9	-2.2	No
Male	65.7	68.0	59.1	2.2	No
<b>Age</b>					
14 years old or younger	0.0	0.0	0.0	0.0	†
15 to 18 years old	79.3	75.1	91.6	-4.2	Yes
19 years old or older	20.7	24.9	8.4!	4.2!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	34.6	36.2	29.9	1.6	No
At or above the IEP mean	63.7	61.8	69.0	-1.8	No
Missing	1.7!	1.9!	1.1!	0.2!	No
<b>School academic proficiency</b>					
Bottom quarter in state	25.7	28.1	18.5	2.4	Yes
Top three quarters in state	65.2	63.0	71.7	-2.2	No
Missing	9.1	8.9	9.8!	-0.2!	No
<b>School locale</b>					
City	29.3	29.8	27.9	0.5	No
Suburb	32.3	32.9	30.6	0.6	No
Town or rural	38.4	37.4	41.5	-1.0	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	65.9	63.5	72.9	-2.4	No
Highest quarter in U.S.	26.7	29.4	18.8	2.7	Yes
Missing	7.4	7.1	8.4!	-0.3!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for youth survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-54. Comparison of item respondents and nonrespondents for L2a (Y1: Youth's role in transition planning)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically Significant
<b>Youth NLTS2012 group</b>					
IEP	90.6	90.1	92.8	-0.4	No
No IEP	9.4	9.9!	7.2!	0.4!	No
504 plan but no IEP	1.0	0.9!	1.5!	-0.1!	No
Neither 504 plan nor IEP	8.5!	9.0!	5.7!	0.5!	No
<b>Household income</b>					
1% to 185% of the poverty level	55.7	56.9	49.3	1.2	No
Above 185% of the poverty level	43.7	42.4	50.5	-1.3	Yes
Legitimate skip	0.6	0.7	0.2!	0.1!	Yes
<b>Race/ethnicity</b>					
Black and non-Hispanic	18.8	19.7	14.5	0.9	Yes
Hispanic	21.9	21.9	21.8	#	No
Neither Black nor Hispanic	59.3	58.4	63.7	-0.9	No
<b>Gender</b>					
Female	35.4	35.1	37.3	-0.4	No
Male	64.6	64.9	62.7	0.4	No
<b>Age</b>					
14 years old or younger	19.1	13.4	48.5	-5.8	Yes
15 to 18 years old	66.7	69.8	51.0	3.1	Yes
19 years old or older	14.2	16.8	0.5!	2.7!	Yes
<b>Functional abilities index</b>					
Below the IEP mean	31.6	32.0	29.6	0.4	No
At or above the IEP mean	66.8	66.3	69.2	-0.5	No
Missing	1.6!	1.7!	1.3!	0.1!	No
<b>School academic proficiency</b>					
Bottom quarter in state	26.3	27.5	20.1	1.2	Yes
Top three quarters in state	66.8	65.3	74.4	-1.5	Yes
Missing	6.9	7.2	5.5	0.3	No
<b>School locale</b>					
City	28.9	29.1	27.9	0.2	No
Suburb	35.1	35.2	34.3	0.1	No
Town or rural	36.0	35.7	37.7	-0.3	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.9	63.4	60.4	0.5	No
Highest quarter in U.S.	31.7	31.0	35.0	-0.7	No
Missing	5.4	5.6	4.5!	0.2!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for youth survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-55. Comparison of item respondents and nonrespondents for L3 (Y1: Staff made short summary of goals)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically Significant
<b>Youth NLTS2012 group</b>					
IEP	73.1	99.2	1.6!	26.0!	Yes
No IEP	26.9!	0.8!	98.4	-26.0!	Yes
504 plan but no IEP	3.6!	0.8!	11.2!	-2.8!	No
Neither 504 plan nor IEP	23.3!	0.0	87.2	-23.3	Yes
<b>Household income</b>					
1% to 185% of the poverty level	60.6	55.8	73.7	-4.8	No
Above 185% of the poverty level	37.8	42.3	25.4!	4.5!	No
Legitimate skip	1.7!	2.0!	0.8!	0.3!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	19.4	18.2	22.7!	-1.2!	No
Hispanic	17.1	18.2	14.1!	1.1!	No
Neither Black nor Hispanic	63.4	63.5	63.1!	0.1!	No
<b>Gender</b>					
Female	28.6	32.4	18.2!	3.8!	No
Male	71.4	67.6	81.8	-3.8	No
<b>Age</b>					
14 years old or younger	2.1!	2.9!	0.0	0.8!	Yes
15 to 18 years old	49.4	43.1	66.6	-6.3	No
19 years old or older	48.5	54.0	33.4!	5.5!	No
<b>Functional abilities index</b>					
Below the IEP mean	33.6	37.6	22.8!	3.9!	No
At or above the IEP mean	65.4	61.1	77.2	-4.3	No
Missing	1.0!	1.3!	0.0	0.4!	Yes
<b>School academic proficiency</b>					
Bottom quarter in state	21.0	27.6	2.9!	6.6!	Yes
Top three quarters in state	69.9	62.2	90.8	-7.6	Yes
Missing	9.1	10.2	6.3!	1.0!	No
<b>School locale</b>					
City	27.5	28.8	23.8!	1.3!	No
Suburb	25.5	33.8	2.6!	8.3!	Yes
Town or rural	47.0	37.4	73.6	-9.7	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	71.8	64.9	90.7	-6.9	Yes
Highest quarter in U.S.	21.9	26.5	9.3!	4.6!	Yes
Missing	6.3	8.6	0.0	2.3	Yes

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for youth survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-56. Comparison of item respondents and nonrespondents for N48 (Y1: How much youth was paid at this paid job)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically Significant
<b>Youth NLTS2012 group</b>					
IEP	22.8!	28.7!	3.8!	5.9!	Yes
No IEP	77.2	71.3	96.2	-5.9	Yes
504 plan but no IEP	0.0	0.0	0.0	0.0	†
Neither 504 plan nor IEP	77.2	71.3	96.2	-5.9	Yes
<b>Household income</b>					
1% to 185% of the poverty level	36.8!	37.2!	35.3!	0.5!	No
Above 185% of the poverty level	37.8!	29.4!	64.7!	-8.4!	No
Legitimate skip	25.5!	33.4!	0.0	7.9!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	33.5!	23.8!	64.7!	-9.7!	No
Hispanic	36.8!	38.4!	31.4!	1.7!	No
Neither Black nor Hispanic	29.7!	37.8!	3.8!	8.1!	Yes
<b>Gender</b>					
Female	27.2!	14.3!	68.6!	-12.9!	No
Male	72.8	85.7	31.4!	12.9!	No
<b>Age</b>					
14 years old or younger	0.0	0.0	0.0	0.0	†
15 to 18 years old	21.4!	18.3!	31.4!	-3.1!	No
19 years old or older	78.6	81.7	68.6!	3.1!	No
<b>Functional abilities index</b>					
Below the IEP mean	23.4!	30.7!	0.0	7.3!	No
At or above the IEP mean	76.6	69.3	100.0	-7.3	No
Missing	0.0	0.0	0.0	0.0	†
<b>School academic proficiency</b>					
Bottom quarter in state	44.3!	28.1!	96.2	-16.2!	Yes
Top three quarters in state	36.4!	46.6!	3.8!	10.2!	Yes
Missing	19.3!	25.3!	0.0	6.0!	No
<b>School locale</b>					
City	45.9!	30.2!	96.2	-15.7!	Yes
Suburb	38.2!	50.1!	0.0	11.9!	Yes
Town or rural	15.9!	19.6!	3.8!	3.7!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	58.1	46.3!	96.2	-11.9!	Yes
Highest quarter in U.S.	23.8!	30.0!	3.8!	6.2!	No
Missing	18.1!	23.7!	0.0	5.6!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for youth survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.



**Table F-57. Comparison of item respondents and nonrespondents for N48\_Per (Y1: How much youth was paid at this paid job category)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically Significant
<b>Youth NLTS2012 group</b>					
IEP	22.8!	28.5!	4.6!	5.7!	Yes
No IEP	77.2	71.5	95.4	-5.7	Yes
504 plan but no IEP	0.0	0.0	0.0	0.0	†
Neither 504 plan nor IEP	77.2	71.5	95.4	-5.7	Yes
<b>Household income</b>					
1% to 185% of the poverty level	36.8!	37.3!	35.0!	0.6!	No
Above 185% of the poverty level	37.8!	29.5!	64.2!	-8.3!	No
Legitimate skip	25.5!	33.2!	0.8!	7.8!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	33.5!	23.6!	65.0!	-9.9!	No
Hispanic	36.8!	38.5!	31.2!	1.8!	No
Neither Black nor Hispanic	29.7!	37.9!	3.8!	8.2!	Yes
<b>Gender</b>					
Female	27.2!	14.0!	68.8!	-13.1!	No
Male	72.8	86.0	31.2!	13.1!	No
<b>Age</b>					
14 years old or younger	0.0	0.0	0.0	0.0	†
15 to 18 years old	21.4!	18.3!	31.2!	-3.1!	No
19 years old or older	78.6	81.7	68.8!	3.1!	No
<b>Functional abilities index</b>					
Below the IEP mean	23.4!	30.8!	0.0	7.4!	No
At or above the IEP mean	76.6	69.2	100.0	-7.4	No
Missing	0.0	0.0	0.0	0.0	†
<b>School academic proficiency</b>					
Bottom quarter in state	44.3!	28.1!	95.4	-16.1!	Yes
Top three quarters in state	36.4!	46.4!	4.6!	10.0!	Yes
Missing	19.3!	25.4!	0.0	6.1!	No
<b>School locale</b>					
City	45.9!	30.1!	96.2	-15.8!	Yes
Suburb	38.2!	50.3!	0.0	12.0!	Yes
Town or rural	15.9!	19.7!	3.8!	3.8!	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	58.1	46.4!	95.4	-11.7!	Yes
Highest quarter in U.S.	23.8!	29.9!	4.6!	6.0!	No
Missing	18.1!	23.8!	0.0	5.7!	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for youth survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-58. Comparison of item respondents and nonrespondents for Q3 (Y1: Youth's expectations: likelihood financial independence by 30)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically Significant
<b>Youth NLTS2012 group</b>					
IEP	39.3	44.2	34.7	4.9	Yes
No IEP	60.7	55.8	65.3	-4.9	Yes
504 plan but no IEP	5.4	5.4	5.5	#	No
Neither 504 plan nor IEP	55.3	50.4	59.9	-4.9	Yes
<b>Household income</b>					
1% to 185% of the poverty level	47.9	50.5	45.5	2.6	No
Above 185% of the poverty level	51.7	49.2	54.0	-2.5	No
Legitimate skip	0.4!	0.3!	0.4!	-0.1!	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	16.0	17.4	14.7	1.4	No
Hispanic	20.1	22.6	17.7	2.5	No
Neither Black nor Hispanic	63.9	60.1	67.6	-3.9	No
<b>Gender</b>					
Female	42.8	42.7	42.9	-0.1	No
Male	57.2	57.3	57.1	0.1	No
<b>Age</b>					
14 years old or younger	14.4	5.1!	23.0	-9.3!	Yes
15 to 18 years old	78.5	87.7	69.9	9.2	Yes
19 years old or older	7.1	7.2	7.1	#	No
<b>Functional abilities index</b>					
Below the IEP mean	20.9	21.1	20.6	0.3	No
At or above the IEP mean	77.3	76.0	78.4	-1.2	No
Missing	1.9!	2.8!	1.0!	1.0!	No
<b>School academic proficiency</b>					
Bottom quarter in state	23.3	25.8	21.0	2.5	No
Top three quarters in state	71.2	68.8	73.4	-2.3	No
Missing	5.5	5.4!	5.6!	-0.1!	No
<b>School locale</b>					
City	26.7	27.2	26.1	0.6	No
Suburb	35.5	35.2	35.9	-0.4	No
Town or rural	37.8	37.6	38.0	-0.2	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	69.8	73.4	66.5	3.6	No
Highest quarter in U.S.	25.3	21.7	28.7	-3.6	No
Missing	4.9!	4.9!	4.8!	#	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for youth survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

**Table F-59. Comparison of item respondents and nonrespondents for y\_y\_goalsomeinput (Youth who provided at least some input in the transition planning meeting)**

Characteristic	Overall percent	Respondent percent	Non-respondent percent	Estimated bias	Statistically Significant
<b>Youth NLTS2012 group</b>					
IEP	91.5	90.1	95.6	-1.4	No
No IEP	8.5	9.9!	4.4!	1.4!	No
504 plan but no IEP	0.9	0.9!	1.1!	-0.1!	No
Neither 504 plan nor IEP	7.6!	9.0!	3.3!	1.4!	No
<b>Household income</b>					
1% to 185% of the poverty level	55.5	56.9	51.4	1.4	No
Above 185% of the poverty level	43.7	42.4	47.8	-1.4	No
Legitimate skip	0.7	0.7	0.8	#	No
<b>Race/ethnicity</b>					
Black and non-Hispanic	19.0	19.7	16.9	0.7	No
Hispanic	21.8	21.9	21.7	0.1	No
Neither Black nor Hispanic	59.2	58.4	61.4	-0.7	No
<b>Gender</b>					
Female	34.7	35.1	33.8	0.3	No
Male	65.3	64.9	66.2	-0.3	No
<b>Age</b>					
14 years old or younger	18.6	13.4	34.4	-5.3	Yes
15 to 18 years old	66.1	69.8	54.9	3.7	Yes
19 years old or older	15.3	16.8	10.7	1.5	Yes
<b>Functional abilities index</b>					
Below the IEP mean	35.6	32.0	46.2	-3.5	Yes
At or above the IEP mean	62.8	66.3	52.4	3.5	Yes
Missing	1.6!	1.7!	1.4	0.1!	No
<b>School academic proficiency</b>					
Bottom quarter in state	26.6	27.5	23.7	1.0	No
Top three quarters in state	65.8	65.3	67.6	-0.6	No
Missing	7.6	7.2	8.7	-0.4	No
<b>School locale</b>					
City	29.0	29.1	28.8	0.1	No
Suburb	34.6	35.2	32.9	0.6	No
Town or rural	36.3	35.7	38.3	-0.7	No
<b>School share of youth with an IEP</b>					
Bottom three quarters in U.S.	62.4	63.4	59.4	1.0	No
Highest quarter in U.S.	31.6	31.0	33.4	-0.6	No
Missing	6.0	5.6	7.2	-0.4	No

!=interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate; #=Estimate rounds to zero; †=Not applicable.

Notes: Percent estimated for total, respondents, and non-respondents were calculated with the analytic weight after adjustments for youth survey nonresponse. Estimated bias is calculated as the weighted nonresponse rate times the difference in the weighted respondent and non-respondent means. Values of estimated bias that are statistically significantly different from zero at the .05 level are indicated by a Yes value in the Statistically significant column.

Source: National Longitudinal Transition Study 2012.

