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## **ANALYSIS OF POTENTIAL BIAS IN THE SAMPLE OF LOCAL EDUCATION AGENCIES (LEAs) IN THE NATIONAL LONGITUDINAL TRANSITION STUDY-2 (NLTS2) SAMPLE**

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## **ANALYSIS OF POTENTIAL BIAS IN THE SAMPLE OF LOCAL EDUCATION AGENCIES (LEAS) IN THE NATIONAL LONGITUDINAL TRANSITION STUDY-2 (NLTS2)**

The U. S. Office of Management and Budget has directed the Office of Special Education Programs to complete a nonresponse bias study of the sample of local education agencies (LEAs) from which students were selected for the National Longitudinal Transition Study-2 (NLTS2). The nonresponse bias study was conducted in two stages. In the first stage, SRI analyzed extant databases to determine whether variations in LEA characteristics contribute meaningfully to explaining variations in student-level experiences and outcomes. In the second stage, SRI selected a nationally representative sample of LEAs and conducted a survey of those LEAs and LEAs participating in NLTS2 to compare various aspects of their Special Education policies and procedures. The results of both stages are described below.

### **Analysis of Extant Databases**

The analysis of extant databases consisted of: (1) comparisons of the special education policy and practice of 502 districts that provided student rosters to NLTS2 with the universe of U.S. districts; (2) documentation of differences that could lead to bias or the absence of such differences; (3) identification of the meaningfulness of the differences for student educational experiences and outcomes through multivariate analyses, and (4) if findings show meaningful differences, adjustments to the NLTS2 sample that would increase its representativeness.

The extant databases for analysis included one generated by ED's Office for Civil Rights (OCR) and data collected by Quality Education Data (QED). These databases include information on several factors that are known to differ markedly among districts and whose variation is considered significant for special education policy and programming. In 2000, OCR and QED collected data from the universe of districts, including 96 items that are relevant to the purpose of a bias analysis (see Appendix A).

The 2000 OCR survey was administered to almost all districts and to a sample of schools within districts. Response rates to this survey were very high (i.e., above 95%). SRI obtained the unsuppressed version of the CD-ROM containing the data, and weighted the OCR district respondents and the school respondents to represent the universe of students that would be eligible for NLTS2.

### **Comparison of Mean Values**

The objective of the mean value analysis was to ascertain the extent of similarity between the weighted NLTS2 LEA sample and the universe with respect to the following:

- The placement of children receiving special education services.
- The ethnicity and gender of all students and students receiving special education services.
- Disciplinary actions.
- Classroom placement of students.

- Demographics of students classified with mental retardation, emotional disturbances, and specific learning disabilities.
- Classroom placement of students classified with hearing, speech, or orthopedic impairments; autism; traumatic brain injury; deaf-blindness; multiple disabilities; or other disabilities.
- Testing and promotion from grades 8 to 9 of students receiving special education.
- Diplomas and certificates of completion<sup>1</sup>.
- Teacher certification and student ratios.

The following were computed for each of 96 variables: the average value for the NLTS2 universe (among those LEAs that responded to the OCR survey), the weighted average value in the NLTS2 sample (among those LEAs that responded to the OCR survey), and the standard error of the NLTS2 estimate (derived by using balanced repeated replication weights). Statistical significance was then derived using a t-test (19 degrees of freedom).

The results of the mean comparisons are shown in Appendix B. Appendix Table B-1 shows the variable description, the average value of each variable in the universe, the weighted average in the NLTS2 sample, the difference between the two estimates, the standard error of that difference, the p-value of that difference, and a flag to indicate whether the difference is statistically significant at the 5% level.

Eighty-one of the 90 statistical tests demonstrated no statistically significant difference between the universe and the NLTS2 sample. Because there were 90 comparisons at the 5% level of significance 4.5 differences could be expected to be statistically significant by chance alone (i.e.,  $90 \times .05$ ). The nine statistically significant differences were as follows:

- 95.1% of students receiving special education in the universe and 96.0% of them in the NLTS2 sample (projected to the universe) received services in district schools or facilities. Although statistically significant, this difference is of little practical importance.
- 0.34% of students receiving special education in the universe and 0.25% of them in the NLTS2 sample (projected to the universe) received services in private residential placement. Although statistically significant, this difference is of little practical importance.
- 0.3% of students receiving special education in the universe and 0.2% of them in the NLTS2 sample (projected to the universe) were evaluated for special education, but were not yet receiving services. Although statistically significant, this difference is of little practical importance.
- 2.9% of students receiving special education in the universe and 2.0% of them in the NLTS2 sample (projected to the universe) were Asian or Pacific Islander. This difference indicates a slight misrepresentation of the ethnic distribution of students receiving special education. However, the NLTS2 sample was never intended to yield

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<sup>1</sup> The two variables for diplomas and certificates of completion had mostly missing values and therefore, while not showing any difference between the sample and universe, are not reliable estimates of either.

reliable tabulations specifically for a very small demographic group, and this slight underrepresentation should not be of any practical importance to tabulations across ethnic groups.

- 16.7% of students receiving special education in the universe and 14.0% of them in the NLTS2 sample (projected to the universe) spent less than 21% of their time outside of the regular classroom. This difference indicates a slight underestimation of the percentage of students receiving special education who spend the least time in regular classrooms.
- 31.7% of students with autism in the universe and 27.9% of them in the NLTS2 sample (projected to the universe) spent less than 21% of their time outside of the regular classroom. This difference indicates a slight underestimation of the percentage of students with autism who spend the least time in regular classrooms. This is the only individual disability group that demonstrated the same statistically significant effect as occurred for the entire group of students receiving special education.
- 14.8% of students with learning disabilities in the universe and 13.5% of them in the NLTS2 sample (projected to the universe) spent more than 60% of their time outside of the regular classroom. This difference indicates a slight underestimation of the percentage of students with learning disabilities who spent the most time in regular classrooms.
- 34.4% of students receiving special education in the universe and 56.2% of them in the NLTS2 sample (projected to the universe) were tested in the 8th grade and were passed on to the 9th grade.
- 39.6% of students receiving special education in the universe and 23.0% of them in the NLTS2 sample (projected to the universe) were not tested in the 8th grade. Together with the previous result, this suggests that the NLTS2 LEAs that were represented in the OCR survey are substantially more likely to test their students than LEAs in the universe.

In summary, with the exception of the likelihood that a student receiving special education would be tested in the 8th grade, differences between the NLTS2 universe and sample either are very small (and therefore of little practical importance) or statistically nonsignificant. With respect to the likelihood of testing in the 8th grade, there is approximately a 50% probability that this difference is a chance occurrence and therefore, not related to nonresponse, but simply to the variability that occurs in any sample. (In that regard, the statistical significance of these two differences are 4.7% and 3.4%, respectively, and are both well within the range of what would be expected to occur by chance.) In addition, as noted in the discussion of regression models below, this variable does not have any explanatory effect with respect to the eight outcome variables that were examined. Finally, the status of testing of 8th grade students is in a state of flux, given the emphasis on testing in No Child Left Behind, the recently passed federal legislation governing K-12 education. It is very likely that the percentage of students receiving special education in the universe who are being tested has moved closer in the past 2 years to the percentage in the NLTS2 LEA sample.

## **Regression Analyses**

The objective of the regression analysis was to ascertain whether factors that might differ between the NLTS2 LEA sample and the universe actually make a difference in the educational experiences or outcomes of students with disabilities above and beyond individual, household, and school-level factors routinely controlled for in analyses—i.e., does a difference make a difference? If the answer is yes, then factors on which the sample and universe differ should be accounted for in weighting the NLTS2 data. If the answer is no, that factors on which the sample and universe differ do not contribute to explaining variation in students' educational experiences or outcomes, then reweighting to account for them would be unnecessary.

Eight dependent (outcome) variables were selected that characterize students' education experiences and outcomes on a variety of dimensions, including:

### **School context**

Np1D1p—Whether the student attends a neighborhood school

### **Services provided**

Np1D8a—Whether the student still receives special education services

SchSvcsCount—Number of related and/or support services student received from school

### **Parent/youth satisfaction**

Np1D12b—Student enjoys school (strongly agree, agree, disagree, strongly disagree)

Np1D14c—Parent's satisfaction with special education services student receives (very satisfied, satisfied, dissatisfied, very dissatisfied)

### **Youth outcomes**

Np1D9c—Student's academic performance (excellent, above average, average, below average, failing)

AnyActivity—Community engagement: student participates in any extracurricular activity (yes/no)

AnyPaid—Student has had a paid job in the preceding year (yes/no).

The regression models (linear or logistic regression) involved step-wise procedures that first included individual and household demographic factors, reflecting the notion that factors intrinsic to the student and his or her household context were most proximal to his or her experiences and key to explaining variations in them. Regression models also included LEA-level variables already accounted for in weighting. Control variables included:

### **Disability and functioning**

Dichotomous variables for primary disability category

NbrProbs—Number of functional domains in which parent reports youth has problems (range = 0 to 6)

Np1B7a—Youth's general health (excellent, very good, good, fair, poor)

Social Skills—Youth's social skills scale score (range = 0 to 22)

MentalSkills—Youth’s functional mental skills scale score (range = 4 to 16)

**Student/household demographics**

Student’s age

Np1A1—Youth is male (yes/no)

Dichotomous variables for racial/ethnic category

EnglMain—Student speaks primarily English at home (yes/no)

HH2Parent—Youth lives in a two-parent household (yes/no)

HOHEd—Highest education of head of household (10-category ordinal variable, ranging from less than 8th grade to professional graduate degree)

Np1K15cat—Household income (\$25,000 or less, \$25,001 to \$50,000, more than \$50,000)

**LEA variables controlled for by existing weights**

Dichotomous variables for LEA size quartiles

Dichotomous variables for LEA region

Dichotomous variables for LEA wealth quartiles

Dichotomous variables for LEA urbanicity

An R-square value was calculated for each regression model using control variables only. A second regression then was performed, which included all of the control variables and a single selected OCR variable from the list depicted in Exhibit 1<sup>2</sup> (resulting in 96 explanatory variables from OCR and QED x 8 outcome variables = 768 models).

Numeric OCR variables were categorized into (approximate) quartiles. For example, the number of children receiving special education and related services (variable No\_4a) was represented in the regressions as three variables: 1) an indicator that the student belonged to an LEA for which the number of such students was in the lowest quartile, 2) an indicator that the student belonged to an LEA for which the number of such students was in the second quartile, and 3) an indicator that the student belonged to an LEA for which the number of such students was in the third quartile. The remaining variable (an indicator that the student belonged to an LEA for which the number of such students was in the highest quartile) was not included in the regressions because to do so would have resulted in multicollinearity.

For some OCR variables, it was not possible to enter three derived variables into the regressions. For example, the number of American Indian students receiving special education

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<sup>2</sup> All variables represent district-level values. School-level variables that are counts were aggregated to district-levels by summing the responses of the OCR-responding schools in that district with the appropriate grade levels and multiplying the resultant sum by the ratio of the number of schools in the district with appropriate grade levels to the number of OCR respondent schools in that district with appropriate grade levels. School-level variables that are categorical were aggregated to district levels by calculating the percentage of OCR-respondent schools with the appropriate grade levels in the district who responded positively in each category.

services was zero in more than 25% of LEAs; therefore, the lowest quartile was undefined, and the second quartile variable was redefined as containing the lowest 50% of cases. For variables included in the district-level questionnaire, the lowest quartile indicates that 25% of LEAs were in that quartile. For school-level variables, the lowest quartile indicates that 25% of the students in the regressions were in LEAs that had the lowest values for the numeric variable.

From each regression, a second R-squared value was calculated. Thus, OCR variables were tested for their added explanatory contribution, over and above the control variables. If the effect of the OCR variable was to increment the R-square value by 1% or more, then the OCR variable was considered to have some practical influence on the NLTS2 variable. Of course, to be truly considered “influential,” the changes also would need to be statistically significant. However, given the large number of observations in these regressions, any change of 1% or more in R-square would be statistically significant at the 0.1% level. (Some of the OCR variables had statistically significant effects, but had a minimal effect on the R-squared value, and were therefore not considered to be influential.)

The results of the regression analyses are presented in Appendix C.

Each row in each table represents the results of two regressions (one containing the OCR variable and the other covariates, and one only containing the covariates). The columns of the tables contain the OCR (or QED) variable name, the NLTS2 outcome variable name, the R-squared value obtained excluding the OCR variable, the R-squared value obtained including the OCR variable, the p-values for up to three indicator variables for the OCR variable, an indication of variables with very low response rates for which regressions could not be performed, and the incremental R-squared (i.e., the amount by which the R-squared value increased as a result of the addition of the indicators for OCR variable quartiles).

In no case was the increment in R-square greater than 0.4%. In fact, for 41% of the models, the increment in R-square rounded to 0.0%. In only 12% of the models did the increment amount to 0.2% or more. Thus, the OCR variables do not influence the primary NLTS2 outcome variables, and, therefore, further weighting of the NLTS2 participating LEAs with respect to those OCR variables is unnecessary.

## **Survey of Directors of Special Education**

In the second stage of the bias analysis, SRI selected a nationally representative sample of LEAs and conducted a survey of the district directors of special education in those LEAs and LEAs participating in NLTS2 to compare various aspects of their special education policies and procedures.

### **Questionnaire Development**

The factors addressed by the District Director of Special Education Interview<sup>3</sup> were selected because they reflected district policies that were not covered, or not sufficiently covered, by the OCR or QED data. The factors addressed in the interview include:

- In-service training of regular education teachers serving students with disabilities

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<sup>3</sup> The District Director of Special Education Interview questionnaire is included as Appendix D.



- Parent/guardian involvement and satisfaction
- IEP dispute resolution
- District tracking of drop out risk factors for students with IEPs
- Secondary transition
- Community resources.

Phone interview items were selected using several criteria. First, the interview items were taken from surveys that had undergone pretesting. Second, most of the items came from instruments that already had been fielded, to assure that the selected items showed substantial variation in district responses. Third, the items did not require a numerical response, both to increase the likelihood of getting accurate and timely information, and to decrease the probability of the interview being terminated because the respondent would need to locate the specific counts or percentages. Finally, the interview was kept short because most district directors would be unwilling to spend more than 10 minutes responding to a phone interview.

### **Sample Selection**

The study involved the use of two LEA samples. The NLTS2 participating LEA sample contained the 502 LEAs that participated in NLTS2. The universe sample was selected by dividing the universe into two strata (denoted stratum A and stratum B), and then randomly selecting LEAs within each strata. Stratum A consisted of the 502 LEAs that participated in the NLTS2 study. All of these LEAs were selected to belong to the universe sample. Stratum B contained 12,444 LEAs that did not participate in NLTS2. This strata was subdivided into 64 substrata using the same stratification variables and cut-off levels as were used in selecting the original NLTS2 sample (defined by four levels of LEA size, four levels of wealth, and four regions). A sample of 1,000 LEAs was randomly selected from within the various strata, with sampling proportions similar to those used to select the original NLTS2 sample.

### **Survey Administration**

The survey was conducted using computer assisted telephone interviewing (CATI). The survey process began with interviewers contacting each district superintendent's office to identify the name and telephone number of the person best able to answer questions related to the district's special education program (usually the director of special education). Respondents then were contacted by interviewers. The few respondents who requested a written questionnaire were faxed one.

### **Response Rate**

Of the 502 LEAs in the NLTS2 participating LEA sample, 466 responded to the district directors survey, for a response rate of 92.8%. Of the 1,000 LEAs in stratum B (the non-NLTS2 participating LEA portion of the universe sample), 883 responded to the district directors survey, for a response rate of 88.3%. Of the total of 1,502 LEAs in the universe sample, there were 1,349 respondents, for a response rate of 89.8%.

## Weighting of Sample

The 466 responding LEAs in the NLTS2 participating sample were weighted up to the entire universe using Deming's algorithm, so that the weighted sample matched the universe as closely as possible with respect to the following parameters:

- Total number of students in the grades from which NLTS2 students were selected.
- Total number of students in the NLTS2-eligible grades by ethnicity (non-Hispanic Caucasian, non-Hispanic African American, Hispanic, and other).
- Total number of students in the NLTS2-eligible grades by urbanicity (urban, suburban, or rural).
- Total number of students in the NLTS2-eligible grades by wealth (in four wealth categories defined by Orshansky percentiles).
- Total number of students in the NLTS2-eligible grades by region (Northeast, Central, South, and West/Southwest).
- Total number of students in the NLTS2-eligible grades by LEA size (very large, large, medium, and small).

The weight for an LEA projects the response for that LEA to the number of students in the universe represented by it. For the NLTS2 participating sample, the total of the weights for the 466 respondent LEAs is equal to the number of students in the universe. For the universe sample, the sum of the weights for the 1,349 respondent LEAs is equal to the number of students in the universe.

The universe sample was weighted in two steps. First, the 466 responding LEAs in stratum A were weighted up so that their students represented all of the students in the 502 LEAs in that stratum. The same weighting program was used as previously, except that the program was implemented as if the 502 LEAs in stratum A comprised the entire universe. As might be expected, most of these LEA weights were close to the number of students in each LEA. (If all 502 selected LEAs had responded to the survey, the weights would have been exactly equal to the number of students in those LEAs). Next, the 883 responding LEAs in stratum B were weighted so that their students represented the all students in the 12,444 LEAs in stratum B. The same weighting program was used as previously, except that the program was implemented as if the 12,444 LEAs in stratum B comprised the entire universe.

In addition to calculating weights for all respondents in both samples, replicate weights for half-samples also were calculated. A total of 32 half-samples were defined using a fractional factorial design (so that each LEA appeared in exactly 16 half-samples). Thus there were 32 half sample weights for the NLTS2 participating sample and 32 half sample weights for the universe sample. The same half-sample design was used for the NLTS2 participating and universe respondents, so that if one of the 466 responding LEAs was in a particular half-sample for the NLTS2 participating LEA sample, it was also in that particular half-sample for the universe sample. Replicate weights were calculated using the same procedures as the full sample weights, except, of course, that in each half-sample only half of the sample was weighted, with the remaining LEAs receiving a weight of 0.

### **Calculating and Testing for Differences in Weighted Means**

For each question on the survey fielded by SRI, the weighted mean responses of the NLTS2 participating sample and the weighted mean responses for the universe sample were calculated. In addition, using the replicate samples, the standard error for the difference in estimated mean values, and the statistical significance of that difference were calculated. These results are shown in Appendix E. The NLTS2 participating sample and the universe sample were very similar in nearly all variables examined. Out of 33 comparisons made, there was only a single statistically significant difference. That difference was that, based on the NLTS2 participating LEA sample, 45.5% of students in the universe in the NLTS2 grade brackets were in school districts with a written agreement with a mental health agency to provide students with disabilities with transition services, whereas based on the universe sample, that proportion was 35.7%. Because, with 33 comparisons, each made at the 5% level, 1.6 comparisons would be expected to be statistically significant, this result is likely to have been a chance occurrence.

## **APPENDIX A. OCR FACTORS USED AS INDEPENDENT VARIABLES IN REGRESSION ANALYSES<sup>4</sup>**

### **Placement of Children Receiving Special Education Services**

1. The number of children receiving special education and related services in the district's schools or facilities (No\_4a).
2. The number of children receiving special education and related services in a non-district school or facility (No\_4b).
3. The number of children receiving special education and related services in a public residential placement (No\_4b\_1).
4. The number of children receiving special education and related services in a private residential placement (No\_4b\_2).
5. The number of children receiving special education and related services in a private separate school (No\_4b\_3).
6. The number of children receiving special education and related services in a public elementary or secondary school located in another district (No\_4b\_4).
7. The number of children receiving special education and related services in a regional service agency or intermediate unit (No\_4b\_5).
8. The number of children receiving special education and related services at home or in a hospital (No\_4b\_6).
9. The number of children evaluated as requiring special education and related services, but not receiving them (No\_4c).

### **Ethnicity and Gender of Students Receiving Special Education Services**

1. The number of American Indian/Alaskan Native students served under IDEA (Table\_1\_Native).
2. The number of Asian or Pacific Islander students served under IDEA (Table\_1\_Asian).
3. The number of Hispanic students served under IDEA (Table\_1\_Hispanic).
4. The number of non-Hispanic Black students served under IDEA (Table\_1\_Black).
5. The number of non-Hispanic White students served under IDEA (Table\_1\_White).
6. The number of male students served under IDEA (Table\_1\_Male).
7. The number of female students served under IDEA (Table\_1\_Female).
8. The number of students served under IDEA (Table\_1\_IDEA).

### **Disciplinary Actions**

1. The number of students served under IDEA who received corporal punishment (CORP\_IDEA).
2. The number of students served under IDEA who received long-term suspension/expulsion without cessation of services (No\_Sev\_IDWA).
3. The number of students served under IDEA who received long-term suspension/expulsion with cessation of services (Sev\_IDEA).

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<sup>4</sup> The variable name assigned to each variable is given in parenthesis.

### **Classroom Placement of Students**

1. The number of students served under IDEA with < 21% of time outside the regular classroom (Table\_10\_1\_TOS1).
2. The number of students served under IDEA with 21% to 60% of time outside the regular classroom (Table\_10\_1\_TOS2).
3. The number of students served under IDEA with > 60% of time outside the regular classroom (Table\_10\_1\_TOS3).

### **Demographics of Students Classified with Mental Retardation**

1. The number of American Indian/Alaskan Native students served under IDEA classified with mental retardation (Table\_10\_1\_Native).
2. The number of Asian or Pacific Islander students served under IDEA classified with mental retardation (Table\_10\_1\_Asian).
3. The number of Hispanic students served under IDEA classified with mental retardation (Table\_10\_1\_Hispanic).
4. The number of non-Hispanic Black students served under IDEA classified with mental retardation (Table\_10\_1\_Black).
5. The number of non-Hispanic White students served under IDEA classified with mental retardation (Table\_10\_1\_White).
6. The number of students classified with mental retardation with < 21% of time outside the regular classroom (Table\_10\_1\_TOS1).
7. The number of students classified with mental retardation with 21% to 60% of time outside the regular classroom (Table\_10\_1\_TOS2).
8. The number of students classified with mental retardation with < 60% of time outside the regular classroom (Table\_10\_1\_TOS3).
9. The number of male students classified with mental retardation (Table\_10\_1\_Male).
10. The number of female students classified with mental retardation (Table\_10\_1\_Female).

### **Demographics of Students Classified with Emotional Disturbances**

1. The number of American Indian/Alaskan Native students served under IDEA classified with emotional disturbances (Table\_10\_2\_ED\_Native).
2. The number of Asian or Pacific Islander students served under IDEA classified with emotional disturbances (Table\_10\_2\_ED\_Asian).
3. The number of Hispanic students served under IDEA classified with emotional disturbances (Table\_10\_2\_ED\_Hispanic).
4. The number of non-Hispanic Black students served under IDEA classified with emotional disturbances (Table\_10\_2\_ED\_Black).
5. The number of non-Hispanic White students served under IDEA classified with emotional disturbances (Table\_10\_2\_ED\_White).
6. The number of students classified with emotional disturbances and spend less than 21% of time outside the regular classroom (Table\_10\_2\_ED\_TOS1).
7. The number of students classified with emotional disturbances and spend between 21% and 60% of time outside the regular classroom (Table\_10\_2\_ED\_TOS2).

8. The number of students classified with emotional disturbances and spend more than 60% of time outside the regular classroom (Table\_10\_2\_ED\_TOS3).
9. The number of male students classified with emotional disturbances (Table\_10\_2\_ED\_Male).
10. The number of female students classified with emotional disturbances (Table\_10\_2\_ED\_Female).

### **Demographics of Students Classified with Specific Learning Disabilities**

1. The number of American Indian or Alaskan Native students served under IDEA classified with learning disabilities (Table\_10\_2\_SLD\_Native).
2. The number of Asian or Pacific Islander students served under IDEA classified with learning disabilities (Table\_10\_2\_SLD\_Asian).
3. The number of Hispanic students served under IDEA classified with learning disabilities (Table\_10\_2\_SLD\_Hispanic).
4. The number of non-Hispanic Black students served under IDEA classified with learning disabilities (Table\_10\_2\_SLD\_Black).
5. The number of non-Hispanic White students served under IDEA classified with learning disabilities (Table\_10\_2\_SLD\_White).
6. The number of students classified with learning disabilities with >21% of time outside the regular classroom (Table\_10\_2\_SLD\_TOS1).
7. The number of students classified with learning disabilities with 21% to 60% of time outside the regular classroom (Table\_10\_2\_SLD\_TOS2).
8. The number of students classified with learning disabilities with > 60% of time outside the regular classroom (Table\_10\_2\_SLD\_TOS3).
9. The number of male students classified with learning disabilities (Table\_10\_2\_SLD\_Male).
10. The number of female students classified with learning disabilities (Table\_10\_2\_SLD\_Female).

### **Classroom Placement of Students Classified with Hearing, Speech, or Orthopedic Impairments, Autism, Traumatic Brain Injury, Deaf-Blindness, Multiple Disabilities, and Other Disability Students**

1. The number of students classified as Hearing Impaired and spend less than 21% of time outside the regular classroom (Table\_11\_HI1).
2. The number of students classified as Hearing Impaired and spend between 21% and 60% of time outside the regular classroom (Table\_11\_HI2).
3. The number of students classified as Hearing Impaired and spend more than 60% of time outside the regular classroom (Table\_11\_HI3).
4. The number of students classified as Speech or Language Impaired and spend less than 21% of time outside the regular classroom (Table\_11\_SI1).
5. The number of students classified as Speech or Language Impaired and spend between 21% and 60% of time outside the regular classroom (Table\_11\_SI2).
6. The number of students classified as Speech or Language Impaired and spend more than 60% of time outside the regular classroom (Table\_11\_SI3).
7. The number of students classified as Visually Impaired and spend less than 21% of time outside the regular classroom (Table\_11\_VI1).
8. The number of students classified as Visually Impaired and spend between 21% and 60% of time outside the regular classroom (Table\_11\_VI2).

9. The number of students classified as Visually Impaired and spend more than 60% of time outside the regular classroom (Table\_11\_VI3).
10. The number of students classified as Orthopedically Impaired and spend less than 21% of time outside the regular classroom (Table\_11\_OI1).
11. The number of students classified as Orthopedically Impaired and spend between 21% and 60% of time outside the regular classroom (Table\_11\_OI2).
12. The number of students classified as Orthopedically Impaired and spend more than 60% of time outside the regular classroom (Table\_11\_OI3).
13. The number of students classified as Autistic and spend less than 21% of time outside the regular classroom (Table\_11\_AU1).
14. The number of students classified as Autistic and spend between 21% and 60% of time outside the regular classroom (Table\_11\_AU2).
15. The number of students classified as Autistic and spend more than 60% of time outside the regular classroom (Table\_11\_AU3).
16. The number of students classified as Having Traumatic Brain Injury and spend less than 21% of time outside the regular classroom (Table\_11\_TBI1).
17. The number of students classified as Having Traumatic Brain Injury and spend between 21% and 60% of time outside the regular classroom (Table\_11\_TBI2).
18. The number of students classified as Having Traumatic Brain Injury and spend more than 60% of time outside the regular classroom (Table\_11\_TBI2).
19. The number of students classified as Deaf-blind and spend less than 21% of time outside the regular classroom (Table\_11\_DB2).
20. The number of students classified as Deaf-blind and spend between 21% and 60% of time outside the regular classroom (Table\_11\_DB2).
21. The number of students classified as Deaf-blind and spend more than 60% of time outside the regular classroom (Table\_11\_DB3).
22. The number of students classified as Multiply Impaired and spend less than 21% of time outside the regular classroom (Table\_11\_MI1).
23. The number of students classified as Multiply Impaired and spend between 21% and 60% of time outside the regular classroom (Table\_11\_MI2).
24. The number of students classified as Multiply Impaired and spend more than 60% of time outside the regular classroom (Table\_11\_MI3).
25. The number of students classified as Other Impaired and spend less than 21% of time outside the regular classroom (Table\_11\_OTH1).
26. The number of students classified as Other Impaired and spend between 21% and 60% of time outside the regular classroom (Table\_11\_OTH2).
27. The number of students classified as Other Impaired and spend more than 60% of time outside the regular classroom (Table\_11\_OTH3).

### **Testing and Promotion from Grades 8 to 9**

1. The total number of students receiving special education who were tested and passed (Table\_12\_A\_DIS).
2. The total number of Students receiving special education who were tested and failed (Table\_12\_B\_DIS).

3. The total number of male special education students who were tested and passed (Table\_12\_A\_Male).
4. The total number of female special education students who were tested and passed (Table\_12\_A\_Female).
5. The total number of male special education students who were tested and failed (Table\_12\_B\_Male).
6. The total number of female special education students who were tested and failed (Table\_12\_B\_Female).
7. The total number of students receiving special education who were not tested (Table\_12\_C\_DIS).
8. The total number of male special education students who were not tested (Table\_12\_C\_Male).
9. The total number of female special education students who were not tested (Table\_12\_C\_Female).
10. The total number of students receiving special education who were provided with alternative assessments (Table\_12\_C\_DIS)
11. The total number of male special education students who were provided with alternative assessments (Table\_12\_D\_Male)
12. The total number of female special education students who were provided with alternative assessments (Table\_12\_D\_Female)

### **Diplomas and Certificates of Completion**

1. The number of students served under IDEA who received a diploma (Table\_15\_DIP)
2. The number of students served under IDEA who received a certificate of attendance or completion (Table\_15\_CERT).

### **Teachers**

1. How many full-time teachers were employed on October 1, 2000 (No\_17A)
2. How many full-time teachers employed on October 1, 2000 meet all applicable state teacher certification requirements for a standard certificate (No\_17B).



**APPENDIX B**  
**COMPARISONS OF OCR AND QED VARIABLES FOR UNIVERSE AND NLTS2 PARTICIPATING LEAS**

**Table B-1. MEAN COMPARISON USING OCR AND QED VARIABLES**

Variable Description	Universe Average	Sample Average	Difference	Std Error	p-value	Stat. Signif.
Pct of IDEA children receiving services in district schools or facilities (NO_4A)	95.12%	95.98%	0.85%	0.38%	3.5%	Y
Pct receiving services in a non-district school or facility (NO_4B)	4.60%	3.85%	0.75%	0.37%	5.6%	
Pct receiving services in public residential placement (NO_4B_1)	0.21%	0.18%	0.03%	0.05%	57.7%	
Pct receiving services in private residential placement (NO_4B_2)	0.34%	0.25%	0.09%	0.04%	3.3%	Y
Pct receiving services in private separate schools (NO_4B_3)	1.49%	1.25%	0.23%	0.14%	11.7%	
Pct receiving services in public schools in another district (NO_4B_4)	1.26%	1.12%	0.14%	0.17%	43.3%	
Pct receiving services in regional service agency or interm unit (NO_4B_5)	1.15%	1.00%	0.14%	0.19%	46.7%	
Pct homebound or in hospital (NO_4B_6)	0.42%	0.42%	0.01%	0.05%	91.5%	
Pct of Students receiving special education who were evaluated but are not receiving svcs (NO_4C)	0.27%	0.18%	0.10%	0.03%	0.7%	Y
Pct of all students who are Native American (Table7_Native)	1.18%	1.22%	0.04%	0.29%	89.4%	
Pct of all students who are Asian or Pacific Islander (Table7_Asian)	3.94%	3.34%	0.60%	0.42%	16.1%	
Pct of all students who are Hispanic (Table7_Hispanic)	15.86%	14.98%	0.88%	1.79%	62.8%	
Pct of all students who are Black, not of Hispanic origin (Table7_Black)	17.49%	18.06%	0.56%	1.49%	71.1%	
Pct of all students who are White, not of Hispanic origin (Table7_White)	61.70%	62.48%	0.79%	1.63%	63.6%	
Pct of all students who are Male (Table7_Male)	51.49%	51.47%	0.01%	0.06%	85.8%	
Pct of all students who are Female (Table7_Female)	48.52%	48.53%	0.01%	0.06%	85.5%	
Pct of all students who have disabilities under IDEA (Table7_IDEA)	12.80%	12.81%	0.01%	0.23%	97.7%	
Pct of students receiving special education who are Native American (Table10_1_Native)	1.41%	1.51%	0.09%	0.34%	78.7%	
Pct of students receiving special education who are Asian or Pacific Islander (Table10_1_Asian)	2.88%	2.04%	0.84%	0.31%	1.4%	Y
Pct of students receiving special education who are Hispanic (Table10_1_Hisp)	15.86%	15.75%	0.10%	1.96%	95.9%	
Pct of students receiving special education who are Black, not of Hispanic origin (Table10_1_Black)	27.56%	26.27%	1.30%	1.98%	52.0%	
Pct of students receiving special education who White, not of Hispanic origin (Table10_1_White)	54.17%	56.04%	1.87%	1.76%	30.0%	
Pct of students receiving special education who spend <21% time outside regular class (Table10_1_TOS1)	16.66%	14.03%	2.62%	1.03%	2.0%	Y
Pct of students receiving special education who spend <21% to 60% time outside regular class (Table10_1_TOS2)	29.58%	29.90%	0.32%	1.48%	83.1%	
Pct of Students receiving special education who spend >60% time outside regular class (Table10_1_TOS3)	55.27%	57.40%	2.13%	1.47%	16.4%	

**Table B-1. MEAN COMPARISON USING OCR AND QED VARIABLES (Continued)**

Variable Description	Universe Average	Sample Average	Difference	Std Error	p-value	Stat. Signif.
Pct IDEA who are male (Table10_1_Male)	57.51%	57.13%	0.38%	0.91%	68.3%	
Pct IDEA who are female (Table10_1_Female)	42.54%	42.90%	0.36%	0.91%	69.6%	
Pct ED who are Native American (Table10_2_ED_Native)	1.36%	1.54%	0.18%	0.35%	60.3%	
Pct ED who are Asian or Pacific Islander (Table10_2_ED_Asian)	1.12%	0.90%	0.22%	0.23%	34.3%	
Pct ED who are Hispanic (Table10_2_ED_Hisp)	10.09%	10.39%	0.30%	1.86%	87.2%	
Pct ED who are Black, not of Hispanic origin (Table10_2_ED_Black)	27.34%	25.42%	1.92%	1.72%	27.7%	
Pct ED who White, not of Hispanic origin (Table10_2_ED_White)	61.90%	63.55%	1.65%	1.72%	34.9%	
Pct ED who spend <21% time outside regular class (Table10_2_ED_TOS1)	34.17%	34.40%	0.24%	1.53%	87.9%	
Pct ED who spend <21% to 60% time outside regular class (Table10_2_ED_TOS2)	26.06%	26.05%	0.02%	1.36%	98.9%	
Pct ED who spend >60% time outside regular class (Table10_2_ED_TOS3)	41.58%	40.74%	0.84%	1.20%	49.2%	
Pct ED who are male (Table10_2_ED_Male)	79.73%	81.04%	1.31%	0.72%	8.6%	
Pct ED who are female (Table10_2_ED_Female)	20.43%	19.14%	1.29%	0.74%	9.7%	
Pct SLD who are Native American (Table10_2_SLD_Native)	1.41%	1.52%	0.11%	0.34%	74.2%	
Pct SLD who are Asian or Pacific Islander (Table10_2_SLD_Asian)	1.68%	1.44%	0.24%	0.16%	14.1%	
Pct SLD who are Hispanic (Table10_2_SLD_Hisp)	16.30%	15.26%	1.04%	2.00%	60.8%	
Pct SLD who are Black, not of Hispanic origin (Table10_2_SLD_Black)	20.03%	19.79%	0.24%	1.64%	88.4%	
Pct SLD who White, not of Hispanic origin (Table10_2_SLD_White)	61.85%	63.19%	1.34%	1.71%	44.3%	
Pct SLD who spend <21% time outside regular class (Table10_2_SLD_TOS1)	48.36%	49.62%	1.26%	1.61%	44.4%	
Pct SLD who spend <21% to 60% time outside regular class (Table10_2_SLD_TOS2)	37.64%	37.66%	0.01%	1.57%	99.3%	
Pct SLD who spend >60% time outside regular class (Table10_2_SLD_TOS3)	14.83%	13.49%	1.35%	0.60%	3.6%	Y
Pct SLD who are male (Table10_2_SLD_Male)	67.72%	67.50%	0.22%	0.34%	52.0%	
Pct SLD who are female (Table10_2_SLD_Female)	32.29%	32.50%	0.21%	0.34%	54.0%	
Pct HI who spend <21% time outside regular class (Table11_HI1)	57.05%	55.41%	1.64%	2.05%	43.4%	
Pct HI who spend <21% to 60% time outside regular class (Table11_HI2)	19.71%	21.08%	1.37%	1.50%	37.2%	
Pct HI who spend >60% time outside regular class (Table11_HI3)	25.46%	25.87%	0.41%	1.34%	76.5%	
Pct SI who spend <21% time outside regular class (Table11_SI1)	88.34%	89.61%	1.27%	1.15%	28.2%	
Pct SI who spend <21% to 60% time outside regular class (Table11_SI2)	6.82%	5.69%	1.13%	1.09%	31.3%	
Pct SI who spend >60% time outside regular class (Table11_SI3)	5.52%	5.26%	0.26%	0.61%	68.2%	
Pct VI who spend <21% time outside regular class (Table11_VI1)	63.38%	65.89%	2.51%	2.66%	35.8%	
Pct VI who spend <21% to 60% time outside regular class (Table11_VI2)	18.64%	17.45%	1.19%	2.07%	57.0%	
Pct VI who spend >60% time outside regular class (Table11_VI3)	20.17%	18.70%	1.47%	2.46%	55.7%	

**Table B-1. MEAN COMPARISON USING OCR AND QED VARIABLES (Concluded)**

Variable Description	Universe Average	Sample Average	Difference	Std Error	p-value	Stat. Signif.
Pct OI who spend <21% time outside regular class (Table11_OI1)	53.67%	55.21%	1.54%	1.62%	35.4%	
Pct OI who spend <21% to 60% time outside regular class (Table11_OI2)	20.65%	20.85%	0.20%	1.57%	89.8%	
Pct OI who spend >60% time outside regular class (Table11_OI3)	27.84%	26.33%	1.51%	1.81%	41.4%	
Pct AUT who spend <21% time outside regular class (Table11_AU1)	31.68%	27.91%	3.77%	1.37%	1.3%	Y
Pct AUT who spend <21% to 60% time outside regular class (Table11_AU2)	18.59%	20.74%	2.15%	1.55%	18.1%	
Pct AUT who spend >60% time outside regular class (Table11_AU3)	52.19%	54.84%	2.65%	1.65%	12.5%	
Pct TBI who spend <21% time outside regular class (Table11_TBI1)	37.15%	42.28%	5.13%	4.46%	26.4%	
Pct TBI who spend <21% to 60% time outside regular class (Table11_TBI2)	27.88%	26.92%	0.95%	3.87%	80.8%	
Pct TBI who spend >60% time outside regular class (Table11_TBI3)	37.69%	33.47%	4.22%	2.41%	9.7%	
Pct DB who spend <21% time outside regular class (Table11_DB1)	31.81%	34.27%	2.45%	5.73%	67.3%	
Pct DB who spend <21% to 60% time outside regular class (Table11_DB2)	13.02%	13.14%	0.12%	5.56%	98.3%	
Pct DB who spend >60% time outside regular class (Table11_DB3)	57.87%	56.51%	1.36%	7.25%	85.3%	
Pct MH who spend <21% time outside regular class (Table11_MD1)	22.17%	19.92%	2.25%	2.88%	44.4%	
Pct MH who spend <21% to 60% time outside regular class (Table11_MD2)	17.25%	13.19%	4.05%	2.05%	6.3%	
Pct MH who spend >60% time outside regular class (Table11_MD3)	63.14%	69.46%	6.33%	4.06%	13.6%	
Pct OHI who spend <21% time outside regular class (Table11_OTH1)	37.51%	74.16%	36.65%	21.07%	9.8%	
Pct OHI who spend <21% to 60% time outside regular class (Table11_OTH2)	30.61%	48.26%	17.65%	25.08%	49.0%	
Pct OHI who spend >60% time outside regular class (Table11_OTH3)	36.12%	27.48%	8.63%	23.92%	72.2%	
Pct of IDEA who are male and were tested and passed (Table12_A_male)	26.09%	25.28%	0.81%	5.10%	87.5%	
Pct of IDEA who are female and were tested and passed (Table12_A_Female)	27.70%	29.57%	1.87%	10.00%	85.3%	
Pct of IDEA who are male and were tested and failed (Table12_B_male)	15.56%	15.40%	0.16%	5.05%	97.5%	
Pct of IDEA who are female and were tested and failed (Table12_B_Female)	12.50%	12.01%	0.49%	4.20%	90.8%	
Pct of IDEA who are male and were not tested (Table12_C_male)	14.54%	9.25%	5.29%	3.52%	14.9%	
Pct of IDEA who are female and were not tested (Table12_C_Female)	7.55%	10.93%	3.38%	3.14%	29.6%	
Pct of IDEA who are male and were given alternate assessment (Table12_D_male)	0.81%	0.29%	0.52%	0.26%	6.0%	
Pct of IDEA who are female and were given alternate assessment (Table12_D_Female)	0.25%	1.26%	1.01%	1.22%	41.8%	
Pct of IDEA who were tested and passed (Table12_A_dis)	34.39%	56.17%	21.79%	10.25%	4.7%	Y
Pct of IDEA who were tested and failed (Table12_B_dis)	31.89%	25.55%	6.34%	7.95%	43.5%	
Pct of IDEA who were not tested (Table12_C_dis)	39.61%	22.98%	16.63%	7.30%	3.4%	Y
Pct of IDEA who were given alternate assessment (Table12_D_dis)	2.79%	5.54%	2.75%	4.64%	56.1%	
Pct of IDEA "12th graders" who were given diploma (Table15_Dip)	0.89%	1.07%	0.17%	0.58%	76.7%	
Pct of IDEA "12th graders" who were given certificate (Table15_Cert)	0.28%	0.66%	0.38%	0.57%	51.6%	
FT Teacher to student ratio (i.e., 5% = 20 students per teacher) (NO_17A)	4.28%	4.40%	0.11%	0.10%	29.1%	
FT certified teacher to student ratio (NO_17B)	3.92%	4.00%	0.08%	0.10%	40.5%	

## Appendix C: MULTIVARIATE ANALYSIS RESULTS

### Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
<b>OCR District Variables</b>													
NO_4A	Np1D9c	0.1402	980.729	0.1405	982.569	0.93539	29.6%	44.1%	46.4%				0.0%
NO_4A	Np1D12b	0.1561	715.709	0.1563	716.897	0.58226	28.3%	30.2%	17.7%				0.0%
NO_4A	SchSvcsCount	0.2903	9620.66	0.2910	9642.62	3.48435	17.6%	9.3%	42.5%				0.1%
NO_4A	Np1D14c	0.0519	262.05	0.0522	263.609	0.77179	38.7%	31.9%	21.2%				0.0%
NO_4B	Np1D9c	0.1402	980.729	0.1403	981.39693	0.93557	48.4%	85%	97.7%				0.0%
NO_4B	Np1D12b	0.1561	715.709	0.1563	716.64952	0.58229	73.5%	53.8%	60.2%				0.0%
NO_4B	SchSvcsCount	0.2903	9620.66	0.2904	9624.66221	3.48701	46.1%	58.7%	79.4%				0.0%
NO_4B	Np1D14c	0.0519	262.05	0.0519	262.14604	0.77202	73.8%	79.6%	80.1%				0.0%
NO_4B_1	Np1D9c	0.1402	980.729	0.1405	982.90078	0.93533	33.3%	36.0%	46.6%				0.0%
NO_4B_1	Np1D12b	0.1561	715.709	0.1561	716.06136	0.58238	54.7%	62.9%	78.3%				0.0%
NO_4B_1	SchSvcsCount	0.2903	9620.66	0.2905	9627.96263	3.48652	30.9%	35.0%	70.0%				0.0%
NO_4B_1	Np1D14c	0.0519	262.05	0.0528	266.38869	0.77134	21.0%	18.4%	8.4%				0.1%
NO_4B_2	Np1D9c	0.1402	980.729	0.1406	983.57856	0.93523	26.3%	52.3%	29.2%				0.0%
NO_4B_2	Np1D12b	0.1561	715.709	0.1564	717.21554	0.58221	46.0%	42.1%	30.9%				0.0%
NO_4B_2	SchSvcsCount	0.2903	9620.66	0.2914	9654.98446	3.48251	70.0%	12.2%	54.2%				0.1%
NO_4B_2	Np1D14c	0.0519	262.05	0.0535	269.87396	0.77078	17.1%	20.0%	50.8%				0.2%
NO_4B_3	Np1D9c	0.1402	980.729	0.1405	982.52345	0.93539	66.2%	44.4%	20.0%				0.0%
NO_4B_3	Np1D12b	0.1561	715.709	0.1561	716.01213	0.58239	90.5%	52.5%	66.8%				0.0%
NO_4B_3	SchSvcsCount	0.2903	9620.66	0.2905	9627.90619	3.48653	28.9%	50.1%	25.2%				0.0%
NO_4B_3	Np1D14c	0.0519	262.05	0.0531	268.02544	0.77107	1.2%	79.3%	68.9%				0.1%
NO_4B_4	Np1D9c	0.1402	980.729	0.1415	989.83902	0.93426	50.0%	45.6%	60.4%				0.1%
NO_4B_4	Np1D12b	0.1561	715.709	0.1574	721.91974	0.58150	9.3%	11.9%	6.0%				0.1%
NO_4B_4	SchSvcsCount	0.2903	9620.66	0.2912	9650.60664	3.48316	45.7%	90.0%	37.0%				0.1%
NO_4B_4	Np1D14c	0.0519	262.05	0.0522	263.73432	0.77177	14.0%	75.8%	83.6%				0.0%
NO_4B_5	Np1D9c	0.1402	980.729	0.1412	987.57442	0.93461	8.2%	81.4%	2.2%				0.1%
NO_4B_5	Np1D12b	0.1561	715.709	0.1563	716.83287	0.58227	36.4%	82.7%	38.2%				0.0%

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
NO_4B_5	SchSvcsCount	0.2903	9620.66	0.2906	9628.54082	3.48643	33.3%	20.0%	80.6%				0.0%
NO_4B_5	Np1D14c	0.0519	262.05	0.0537	270.96610	0.77060	20.0%	21.7%	8.9%				0.2%
NO_4B_6	Np1D9c	0.1402	980.729	0.1403	981.15873	0.93561	91.1%	54.4%	89.3%				0.0%
NO_4B_6	Np1D12b	0.1561	715.709	0.1563	716.81857	0.58227	56.1%	42.8%	39.9%				0.0%
NO_4B_6	SchSvcsCount	0.2903	9620.66	0.2906	9628.57365	3.48643	54.8%	71.0%	22.0%				0.0%
NO_4B_6	Np1D14c	0.0519	262.05	0.0522	263.30839	0.77184	45.0%	43.5%	65.7%				0.0%
NO_4C	Np1D9c	0.1402	980.729	0.1411	986.75799	0.93473	1.3%	72.1%	57.2%				0.1%
NO_4C	Np1D12b	0.1561	715.709	0.1567	718.63600	0.58199	15.6%	10.6%	29.8%				0.1%
NO_4C	SchSvcsCount	0.2903	9620.66	0.2919	9671.86952	3.48001	0.0%	66.9%	14.0%				0.2%
NO_4C	Np1D14c	0.0519	262.05	0.0526	265.70529	0.77145	6.0%	18.7%	74.1%				0.1%
<b>OCR School Variables</b>													
Table7_Native	Np1D9c	0.1407	971.8	0.1422	981.6	0.93166	31.5%	8.0%	0.2%				0.2%
Table7_Native	Np1D12b	0.1550	703.6	0.1551	704.1	0.58348	38.8%	84.1%	77.7%				0.0%
Table7_Native	SchSvcsCount	0.2900	9559.7	0.2909	9588.9	3.5035	97.5%	55.7%	9.8%				0.1%
Table7_Native	Np1D14c	0.0530	265.3	0.0549	274.4	0.7705	1.5%	6.0%	0.2%				0.2%
Table7_Asian	Np1D9c	0.1407	971.8	0.1411	974.6	0.93276	23.6%	85.8%	88.1%				0.0%
Table7_Asian	Np1D12b	0.1550	703.6	0.1552	704.7	0.58339	75.0%	98.4%	42.9%				0.0%
Table7_Asian	SchSvcsCount	0.2900	9559.7	0.2901	9563.8	3.50727	41.9%	77.8%	48.6%				0.0%
Table7_Asian	Np1D14c	0.0530	265.3	0.0542	271.2	0.77103	65.6%	4.5%	1.5%				0.1%
Table7_Hispanic	Np1D9c	0.1407	971.8	0.1412	975.1	0.93267	21.4%	20.8%	91.2%				0.1%
Table7_Hispanic	Np1D12b	0.1550	703.6	0.1558	707.2	0.58302	57.3%	18.0%	25.5%				0.1%
Table7_Hispanic	SchSvcsCount	0.2900	9559.7	0.2901	9561.9	3.50754	71.9%	45.1%	66.2%				0.0%
Table7_Hispanic	Np1D14c	0.0530	265.3	0.0534	267.3	0.77166	21.7%	11.1%	21.2%				0.0%
Table7_Black	Np1D9c	0.1407	971.8	0.1412	975.1	0.93267	21.4%	20.8%	91.2%				0.1%
Table7_Black	Np1D12b	0.1550	703.6	0.1558	707.2	0.58302	57.3%	18.0%	25.5%				0.1%
Table7_Black	SchSvcsCount	0.2900	9559.7	0.2901	9561.9	3.50754	71.9%	45.1%	66.2%				0.0%
Table7_Black	Np1D14c	0.0530	265.3	0.0534	267.3	0.77166	21.7%	11.1%	21.2%				0.0%
Table7_White	Np1D9c	0.1407	971.8	0.1418	979.3	0.93201	93.2%	45.3%	1.4%				0.1%
Table7_White	Np1D12b	0.1550	703.6	0.1553	704.9	0.58336	73.7%	32.7%	37.2%				0.0%

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
Table7_White	SchSvcsCount	0.2900	9559.7	0.2909	9588.3	3.5036	29.9%	57.3%	13.0%				0.1%
Table7_White	Np1D14c	0.0530	265.3	0.0549	274.7	0.77046	87.7%	17.1%	0.2%				0.2%
Table7_Male	Np1D9c	0.1407	971.8	0.1427	985.1	0.93111	0.6%	27.2%	50.9%				0.2%
Table7_Male	Np1D12b	0.1550	703.6	0.1553	704.9	0.58337	42.2%	26.6%	85.9%				0.0%
Table7_Male	SchSvcsCount	0.2900	9559.7	0.2909	9577.9	3.50516	46.1%	14.6%	95.5%				0.1%
Table7_Male	Np1D14c	0.0530	265.3	0.0545	272.7	0.77078	75.7%	19.9%	1.5%				0.2%
Table7_Female	Np1D9c	0.1407	971.8	0.1426	984.9	0.93114	1.8%	74.1%	21.3%				0.2%
Table7_Female	Np1D12b	0.1550	703.6	0.1552	704.4	0.58344	72.9%	53.9%	83.2%				0.0%
Table7_Female	SchSvcsCount	0.2900	9559.7	0.2906	9579.5	3.50491	21.8%	9.9%	95.0%				0.1%
Table7_Female	Np1D14c	0.0530	265.3	0.055	275.1	0.77039	96.4%	4.8%	0.3%				0.2%
Table7_IDEA	Np1D9c	0.1407	971.8	0.1424	983.3	0.93138	1.0%	18.4%	54.0%				0.2%
Table7_IDEA	Np1D12b	0.1550	703.6	0.1552	704.4	0.58344	71.4%	93.4%	54.3%				0.0%
Table7_IDEA	SchSvcsCount	0.2900	9559.7	0.2905	9576.3	3.5054	33.8%	17.7%	84.3%				0.1%
Table7_IDEA	Np1D14c	0.0530	265.3	0.0551	275.4	0.77034	22.4%	35.6%	2.5%				0.2%
COR_IDEA	Np1D9c	0.1407	971.8	0	0.0	0	n/a	n/a	n/a				n/a 1
COR_IDEA	Np1D12b	0.1550	703.6	0	0.0	0	n/a	n/a	n/a				n/a 1
COR_IDEA	SchSvcsCount	0.2900	9559.7	0	0.0	0	n/a	n/a	n/a				n/a 1
COR_IDEA	Np1D14c	0.0530	265.3	0	0.0	0	n/a	n/a	n/a				n/a 1
NOSEV_IDEA	Np1D9c	0.1407	971.8	0	0.0	0	n/a	n/a	n/a				n/a 1
NOSEV_IDEA	Np1D12b	0.1550	703.6	0	0.0	0	n/a	n/a	n/a				n/a 1
NOSEV_IDEA	SchSvcsCount	0.2900	9559.7	0	0.0	0	n/a	n/a	n/a				n/a 1
NOSEV_IDEA	Np1D14c	0.0530	265.3	0	0.0	0	n/a	n/a	n/a				n/a 1
SEV_IDEA	Np1D9c	0.1407	971.8	0	0.0	0	n/a	n/a	n/a				n/a 1
SEV_IDEA	Np1D12b	0.1550	703.6	0	0.0	0	n/a	n/a	n/a				n/a 1
SEV_IDEA	SchSvcsCount	0.2900	9559.7	0	0.0	0	n/a	n/a	n/a				n/a 1
SEV_IDEA	Np1D14c	0.0530	265.3	0	0.0	0	n/a	n/a	n/a				n/a 1
Table10_1_Native	Np1D9c	0.1407	971.8	0.1413	976.0	0.9324	n/a	3.7%	5.8%				0.1%
Table10_1_Native	Np1D12b	0.1550	703.6	0.155	703.7	0.58346	n/a	70.2%	69.3%				0.0%
Table10_1_Native	SchSvcsCount	0.2900	9559.7	0.2904	9574.3	3.50517	n/a	4.4%	14.1%				0.0%

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increase in R-square nearly all 0s)
Table10_1_Native	Np1D14c	0.0530	265.3	0.0533	266.6	0.77164	n/a	64.4%	74.2%				0.0%
Table10_1_Asian	Np1D9c	0.1407	971.8	0.1425	983.7	0.93132	2.7%	90.6%	62.0%				0.2%
Table10_1_Asian	Np1D12b	0.1550	703.6	0.156	708.1	0.58288	87.1%	8.0%	31.5%				0.1%
Table10_1_Asian	SchSvcsCount	0.2900	9559.7	0.2905	9576.7	3.50533	4.1%	8.5%	4.6%				0.1%
Table10_1_Asian	Np1D14c	0.0530	265.3	0.0534	267.0	0.77171	44.1%	99.5%	79.9%				0.0%
Table10_1_Hisp	Np1D9c	0.1407	971.8	0.1409	972.8	0.93304	43.1%	35.5%	38.9%				0.0%
Table10_1_Hisp	Np1D12b	0.1550	703.6	0.1559	707.6	0.58296	26.4%	4.8%	1.2%				0.1%
Table10_1_Hisp	SchSvcsCount	0.2900	9559.7	0.2905	9575.2	3.50555	45.9%	77.6%	15.8%				0.1%
Table10_1_Hisp	Np1D14c	0.0530	265.3	0.0534	267.1	0.7717	40.9%	71.4%	53.8%				0.0%
Table10_1_Black	Np1D9c	0.1407	971.8	0.1413	975.6	0.9326	74.8%	36.5%	5.6%				0.1%
Table10_1_Black	Np1D12b	0.1550	703.6	0.1552	704.6	0.58341	27.8%	37.8%	86.9%				0.0%
Table10_1_Black	SchSvcsCount	0.2900	9559.7	0.2903	9568.3	3.50659	71.2%	29.7%	13.0%				0.0%
Table10_1_Black	Np1D14c	0.0530	265.3	0.0538	269.3	0.77133	83.6%	8.6%	5.0%				0.1%
Table10_1_White	Np1D9c	0.1407	971.8	0.1411	974.6	0.93276	22.1%	82.3%	24.8%				0.0%
Table10_1_White	Np1D12b	0.1550	703.6	0.1557	707.0	0.58305	59.7%	14.4%	90.6%				0.1%
Table10_1_White	SchSvcsCount	0.2900	9559.7	0.2901	9561.5	3.50762	77.0%	49.0%	74.8%				0.0%
Table10_1_White	Np1D14c	0.0530	265.3	0.0547	273.8	0.77061	3.1%	12.5%	0.2%				0.2%
Table10_1_TOS1	Np1D9c	0.1407	971.8	0.1415	977.0	0.93238	4.5%	21.6%	5.9%				0.1%
Table10_1_TOS1	Np1D12b	0.1550	703.6	0.156	708.2	0.58286	24.4%	9.7%	30.8%				0.1%
Table10_1_TOS1	SchSvcsCount	0.2900	9559.7	0.2909	9588.8	3.50352	85.5%	6.1%	50.8%				0.1%
Table10_1_TOS1	Np1D14c	0.0530	265.3	0.0539	269.5	0.77129	33.7%	40.8%	2.4%				0.1%
Table10_1_TOS2	Np1D9c	0.1407	971.8	0.1411	974.6	0.93275	33.5%	17.3%	9.2%				0.0%
Table10_1_TOS2	Np1D12b	0.1550	703.6	0.1553	705.2	0.58332	24.6%	18.8%	85.1%				0.0%
Table10_1_TOS2	SchSvcsCount	0.2900	9559.7	0.2915	9610.1	3.50033	63.2%	29.3%	0.2%				0.2%
Table10_1_TOS2	Np1D14c	0.0530	265.3	0.0534	267.2	0.77168	87.6%	39.3%	20.7%				0.0%
Table10_1_TOS3	Np1D9c	0.1407	971.8	0.1428	985.9	0.93098	8.7%	44.0%	2.5%				0.2%
Table10_1_TOS3	Np1D12b	0.1550	703.6	0.155	703.9	0.58352	89.0%	76.6%	85.3%				0.0%
Table10_1_TOS3	SchSvcsCount	0.2900	9559.7	0.2903	9569.2	3.50646	93.2%	68.4%	31.0%				0.0%
Table10_1_TOS3	Np1D14c	0.0530	265.3	0.0537	268.7	0.77143	75.4%	21.0%	4.4%				0.1%

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increase in R-square nearly all 0s)
Table10_1_Male	Np1D9c	0.1407	971.8	0.1417	978.4	0.93216	71.5%	74.9%	2.7%				0.1%
Table10_1_Male	Np1D12b	0.1550	703.6	0.155	703.8	0.58353	67.7%	95.2%	98.4%				0.0%
Table10_1_Male	SchSvcsCount	0.2900	9559.7	0.2903	9568.5	3.50657	71.8%	32.7%	73.7%				0.0%
Table10_1_Male	Np1D14c	0.0530	265.3	0.0539	269.7	0.77126	37.9%	96.6%	10.4%				0.1%
Table10_1_Female	Np1D9c	0.1407	971.8	0.1409	973.1	0.933	83.3%	63.7%	62.9%				0.0%
Table10_1_Female	Np1D12b	0.1550	703.6	0.1551	704.3	0.58346	78.1%	53.0%	61.6%				0.0%
Table10_1_Female	SchSvcsCount	0.2900	9559.7	0.2906	9577.9	3.50516	5.5%	59.3%	28.9%				0.1%
Table10_1_Female	Np1D14c	0.0530	265.3	0.0541	270.5	0.77114	57.6%	50.2%	2.0%				0.1%
Table10_2_ED_Native	Np1D9c	0.1407	971.8	0.1425	983.8	0.93117	n/a	0.2%	22.3%				0.2%
Table10_2_ED_Native	Np1D12b	0.1550	703.6	0.155	703.7	0.58345	n/a	79.5%	96.0%				0.0%
Table10_2_ED_Native	SchSvcsCount	0.2900	9559.7	0.2907	9583.7	3.50367	n/a	2.6%	1.0%				0.1%
Table10_2_ED_Native	Np1D14c	0.0530	265.3	0.0534	267.2	0.77155	n/a	36.7%	87.1%				0.0%
Table10_2_ED_Asian	Np1D9c	0.1407	971.8	0.1421	981.1	0.93159	n/a	0.2%	1.3%				0.1%
Table10_2_ED_Asian	Np1D12b	0.1550	703.6	0.155	703.6	0.58347	n/a	81.3%	85.7%				0.0%
Table10_2_ED_Asian	SchSvcsCount	0.2900	9559.7	0.2906	9579.0	3.50446	n/a	5.6%	2.0%				0.1%
Table10_2_ED_Asian	Np1D14c	0.0530	265.3	0.0538	269.1	0.77125	n/a	18.5%	87.5%				0.1%
Table10_2_ED_Hisp	Np1D9c	0.1407	971.8	0.1427	985.5	0.93104	n/a	0.1%	3.1%				0.2%
Table10_2_ED_Hisp	Np1D12b	0.1550	703.6	0.1554	705.5	0.58328	21.7%	8.5%	10.7%				0.0%
Table10_2_ED_Hisp	SchSvcsCount	0.2900	9559.7	0.2911	9594.8	3.50263	3.2%	0.6%	0.2%				0.1%
Table10_2_ED_Hisp	Np1D14c	0.0530	265.3	0.0536	268.1	0.77153	9.3%	17.4%	54.5%				0.1%
Table10_2_ED_Black	Np1D9c	0.1407	971.8	0.1411	974.1	0.93269	81.0%	82.2%	17.6%				0.0%
Table10_2_ED_Black	Np1D12b	0.1550	703.6	0.1553	705.0	0.58335	13.8%	51.0%	48.1%				0.0%
Table10_2_ED_Black	SchSvcsCount	0.2900	9559.7	0.2908	9586.6	3.50385	12.4%	12.9%	0.8%				0.1%
Table10_2_ED_Black	Np1D14c	0.0530	265.3	0.0545	272.5	0.77082	13.5%	2.5%	0.3%				0.2%
Table10_2_ED_White	Np1D9c	0.1407	971.8	0.1417	978.4	0.93215	38.0%	51.5%	18.3%				0.1%
Table10_2_ED_White	Np1D12b	0.1550	703.6	0.155	703.7	0.58354	67.7%	72.0%	76.1%				0.0%
Table10_2_ED_White	SchSvcsCount	0.2900	9559.7	0.2915	9610.1	3.50033	19.9%	2.0%	0.1%				0.2%
Table10_2_ED_White	Np1D14c	0.0530	265.3	0.054	270.2	0.77118	8.8%	43.0%	3.9%				0.1%
Table10_2_ED_TOS1	Np1D9c	0.1407	971.8	0.141	973.5	0.93292	50.8%	27.9%	98.1%				0.0%



**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
Table10_2_ED_TOS1	Np1D12b	0.1550	703.6	0.1552	704.4	0.58344	48.0%	34.7%	94.6%				0.0%
Table10_2_ED_TOS1	SchSvcsCount	0.2900	9559.7	0.2909	9590.5	3.50326	47.9%	17.0%	0.4%				0.1%
Table10_2_ED_TOS1	Np1D14c	0.0530	265.3	0.0539	269.5	0.77131	46.3%	88.8%	10.3%				0.1%
Table10_2_ED_TOS2	Np1D9c	0.1407	971.8	0.1418	979.3	0.93201	53.7%	62.5%	4.2%				0.1%
Table10_2_ED_TOS2	Np1D12b	0.1550	703.6	0.1564	710.1	0.58257	8.5%	41.8%	8.2%				0.1%
Table10_2_ED_TOS2	SchSvcsCount	0.2900	9559.7	0.2901	9564.5	3.50716	48.0%	73.6%	74.4%				0.0%
Table10_2_ED_TOS2	Np1D14c	0.0530	265.3	0.0538	269.0	0.77139	5.6%	41.8%	93.4%				0.1%
Table10_2_ED_TOS3	Np1D9c	0.1407	971.8	0.1417	978.3	0.93217	27.0%	46.4%	13.2%				0.1%
Table10_2_ED_TOS3	Np1D12b	0.1550	703.6	0.1553	705.1	0.58333	97.9%	70.7%	27.9%				0.0%
Table10_2_ED_TOS3	SchSvcsCount	0.2900	9559.7	0.2909	9588.0	3.50364	62.3%	23.2%	1.6%				0.1%
Table10_2_ED_TOS3	Np1D14c	0.0530	265.3	0.0549	274.4	0.7705	38.3%	18.4%	0.1%				0.2%
Table10_2_ED_Male	Np1D9c	0.1407	971.8	0.1426	984.7	0.93117	0.3%	53.9%	42.0%				0.2%
Table10_2_ED_Male	Np1D12b	0.1550	703.6	0.1554	705.5	0.58327	7.4%	42.4%	60.4%				0.0%
Table10_2_ED_Male	SchSvcsCount	0.2900	9559.7	0.2909	9589.9	3.50335	92.6%	21.7%	0.8%				0.1%
Table10_2_ED_Male	Np1D14c	0.0530	265.3	0.0536	268.0	0.77155	78.0%	99.2%	12.6%				0.1%
Table10_2_ED_Female	Np1D9c	0.1407	971.8	0.1424	983.1	0.93142	1.4%	3.4%	59.9%				0.2%
Table10_2_ED_Female	Np1D12b	0.1550	703.6	0.1555	706.1	0.58318	4.9%	30.4%	87.1%				0.1%
Table10_2_ED_Female	SchSvcsCount	0.2900	9559.7	0.2912	9600.6	3.50174	81.0%	28.2%	0.2%				0.1%
Table10_2_ED_Female	Np1D14c	0.0530	265.3	0.0546	273.2	0.77069	89.7%	7.8%	28.7%				0.2%
Table10_2_SLD_Native	Np1D9c	0.1407	971.8	0.1442	995.7	0.92944	0.2%	15.0%	63.4%				0.4%
Table10_2_SLD_Native	Np1D12b	0.1550	703.6	0.1551	704.3	0.58345	98.2%	54.7%	49.8%				0.0%
Table10_2_SLD_Native	SchSvcsCount	0.2900	9559.7	0.2911	9595.9	3.50246	3.0%	7.0%	0.3%				0.1%
Table10_2_SLD_Native	Np1D14c	0.0530	265.3	0.0052	275.9	0.77026	50.8%	32.3%	4.9%				-4.8%
Table10_2_SLD_Asian	Np1D9c	0.1407	971.8	0.1421	981.2	0.93172	1.4%	8.7%	55.5%				0.1%
Table10_2_SLD_Asian	Np1D12b	0.1550	703.6	0.1552	704.6	0.58341	83.5%	52.5%	31.8%				0.0%
Table10_2_SLD_Asian	SchSvcsCount	0.2900	9559.7	0.2905	9574.9	3.50561	22.4%	85.8%	99.3%				0.1%
Table10_2_SLD_Asian	Np1D14c	0.0530	265.3	0.0541	270.8	0.77109	82.5%	39.1%	12.1%				0.1%
Table10_2_SLD_Hisp	Np1D9c	0.1407	971.8	0.141	973.9	0.93287	46.9%	91.9%	46.0%				0.0%
Table10_2_SLD_Hisp	Np1D12b	0.1550	703.6	0.156	708.3	0.58285	44.7%	27.3%	5.0%				0.1%

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
Table10_2_SLD_Hisp	SchSvcsCount	0.2900	9559.7	0.29	9561.1	3.50766	62.2%	69.9%	56.9%				0.0%
Table10_2_SLD_Hisp	Np1D14c	0.0530	265.3	0.0532	266.2	0.77183	61.1%	52.7%	27.3%				0.0%
Table10_2_SLD_Black	Np1D9c	0.1407	971.8	0.1414	976.0	0.93253	88.1%	18.0%	9.1%				0.1%
Table10_2_SLD_Black	Np1D12b	0.1550	703.6	0.1552	704.6	0.58341	62.1%	31.7%	92.5%				0.0%
Table10_2_SLD_Black	SchSvcsCount	0.2900	9559.7	0.2904	9573.0	3.50588	27.4%	42.9%	55.3%				0.0%
Table10_2_SLD_Black	Np1D14c	0.0530	265.3	0.0551	275.8	0.77027	38.8%	0.1%	0.2%				0.2%
Table10_2_SLD_White	Np1D9c	0.1407	971.8	0.1411	974.2	0.93283	80.3%	64.4%	39.8%				0.0%
Table10_2_SLD_White	Np1D12b	0.1550	703.6	0.1556	706.6	0.58311	33.2%	30.4%	90.8%				0.1%
Table10_2_SLD_White	SchSvcsCount	0.2900	9559.7	0.2912	9599.3	3.50194	6.4%	1.3%	99.2%				0.1%
Table10_2_SLD_White	Np1D14c	0.0530	265.3	0.0556	277.9	0.76993	75.7%	37.6%	0.1%				0.3%
Table10_2_SLD_TOS1	Np1D9c	0.1407	971.8	0.141	973.6	0.93291	53.2%	44.7%	73.2%				0.0%
Table10_2_SLD_TOS1	Np1D12b	0.1550	703.6	0.155	703.9	0.58352	84.8%	99.9%	63.8%				0.0%
Table10_2_SLD_TOS1	SchSvcsCount	0.2900	9559.7	0.2906	9580.7	3.50474	6.2%	2.1%	30.1%				0.1%
Table10_2_SLD_TOS1	Np1D14c	0.0530	265.3	0.0539	269.5	0.7713	98.6%	83.1%	10.6%				0.1%
Table10_2_SLD_TOS2	Np1D9c	0.1407	971.8	0.1413	975.6	0.9326	5.3%	16.5%	12.8%				0.1%
Table10_2_SLD_TOS2	Np1D12b	0.1550	703.6	0.1558	707.1	0.58302	75.1%	6.8%	79.9%				0.1%
Table10_2_SLD_TOS2	SchSvcsCount	0.2900	9559.7	0.2907	9583.3	3.50434	41.8%	1.2%	16.9%				0.1%
Table10_2_SLD_TOS2	Np1D14c	0.0530	265.3	0.0535	267.7	0.7716	16.2%	91.8%	89.9%				0.1%
Table10_2_SLD_TOS3	Np1D9c	0.1407	971.8	0.1417	978.7	0.93211	32.6%	69.3%	5.0%				0.1%
Table10_2_SLD_TOS3	Np1D12b	0.1550	703.6	0.1555	705.9	0.58321	90.7%	16.9%	93.7%				0.1%
Table10_2_SLD_TOS3	SchSvcsCount	0.2900	9559.7	0.2907	9583.3	3.50434	49.1%	68.0%	4.2%				0.1%
Table10_2_SLD_TOS3	Np1D14c	0.0530	265.3	0.0564	282.1	0.76925	86.3%	1.9%	0.1%				0.3%
Table10_2_SLD_Male	Np1D9c	0.1407	971.8	0.1421	981.3	0.9317	0.7%	1.2%	68.4%				0.1%
Table10_2_SLD_Male	Np1D12b	0.1550	703.6	0.155	703.9	0.58352	56.7%	50.7%	62.0%				0.0%
Table10_2_SLD_Male	SchSvcsCount	0.2900	9559.7	0.2908	9587.0	3.50379	3.2%	3.5%	97.9%				0.1%
Table10_2_SLD_Male	Np1D14c	0.0530	265.3	0.0539	269.6	0.77128	31.7%	68.5%	11.4%				0.1%
Table10_2_SLD_Female	Np1D9c	0.1407	971.8	0.1425	984.1	0.93126	1.2%	0.2%	56.5%				0.2%
Table10_2_SLD_Female	Np1D12b	0.1550	703.6	0.1555	706.1	0.58318	22.3%	3.9%	25.5%				0.1%
Table10_2_SLD_Female	SchSvcsCount	0.2900	9559.7	0.2911	9594.5	3.50267	64.2%	9.9%	28.8%				0.1%

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
Table10_2_SLD_Female	Np1D14c	0.0530	265.3	0.0542	271.3	0.77101	30.2%	97.4%	5.5%				0.1%
Table11_HI1	Np1D9c	0.1407	971.8	0.142	980.3	0.93185	63.2%	51.2%	0.9%				0.1%
Table11_HI1	Np1D12b	0.1550	703.6	0.1551	704.2	0.58347	87.7%	41.0%	40.8%				0.0%
Table11_HI1	SchSvcsCount	0.2900	9559.7	0.2902	9566.7	3.50682	97.2%	23.9%	63.8%				0.0%
Table11_HI1	Np1D14c	0.0530	265.3	0.0535	267.8	0.77158	95.9%	46.8%	9.6%				0.1%
Table11_SI1	Np1D9c	0.1407	971.8	0.1417	978.2	0.93219	97.8%	7.8%	3.1%				0.1%
Table11_SI1	Np1D12b	0.1550	703.6	0.1556	706.5	0.58311	2.7%	32.0%	51.1%				0.1%
Table11_SI1	SchSvcsCount	0.2900	9559.7	0.2908	9584.9	3.50411	8.8%	3.2%	1.8%				0.1%
Table11_SI1	Np1D14c	0.0530	265.3	0.0543	271.8	0.77092	31.1%	83.5%	2.2%				0.1%
Table11_VI1	Np1D9c	0.1407	971.8	0.143	987.6	0.93072	8.0%	7.3%	46.2%				0.2%
Table11_VI1	Np1D12b	0.1550	703.6	0.1552	704.8	0.58338	57.9%	81.3%	96.4%				0.0%
Table11_VI1	SchSvcsCount	0.2900	9559.7	0.2904	9573.0	3.50588	24.7%	60.1%	15.3%				0.0%
Table11_VI1	Np1D14c	0.0530	265.3	0.0542	270.8	0.77108	17.0%	78.4%	67.1%				0.1%
Table11_OI1	Np1D9c	0.1407	971.8	0.1415	977.1	0.93236	77.8%	71.9%	5.6%				0.1%
Table11_OI1	Np1D12b	0.1550	703.6	0.1551	704.2	0.58347	69.9%	54.8%	75.3%				0.0%
Table11_OI1	SchSvcsCount	0.2900	9559.7	0.2908	9586.3	3.50389	34.2%	1.5%	52.2%				0.1%
Table11_OI1	Np1D14c	0.0530	265.3	0.054	270.0	0.77122	16.1%	29.7%	2.2%				0.1%
Table11_AU1	Np1D9c	0.1407	971.8	0.1413	975.4	0.93263	41.1%	74.5%	74.7%				0.1%
Table11_AU1	Np1D12b	0.1550	703.6	0.1551	704.2	0.58348	81.5%	49.9%	60.4%				0.0%
Table11_AU1	SchSvcsCount	0.2900	9559.7	0.2906	9579.4	3.50492	5.5%	30.9%	8.0%				0.1%
Table11_AU1	Np1D14c	0.0530	265.3	0.0544	271.9	0.77091	78.8%	25.8%	7.3%				0.1%
Table11_TBI1	Np1D9c	0.1407	971.8	0.1412	975.3	0.93265	28.0%	63.4%	89.7%				0.1%
Table11_TBI1	Np1D12b	0.1550	703.6	0.1556	706.4	0.58314	59.8%	87.2%	15.4%				0.1%
Table11_TBI1	SchSvcsCount	0.2900	9559.7	0.2905	9576.8	3.50532	35.3%	51.9%	7.6%				0.1%
Table11_TBI1	Np1D14c	0.0530	265.3	0.0538	268.9	0.77139	45.2%	51.5%	56.5%				0.1%
Table11_DB1	Np1D9c	0.1407	971.8	0.1411	974.2	0.93253	n/a	n/a	10.9%				0.0%
Table11_DB1	Np1D12b	0.1550	703.6	0.155	703.7	0.58337	n/a	n/a	72.3%				0.0%
Table11_DB1	SchSvcsCount	0.2900	9559.7	0.29	9561.1	3.50662	n/a	n/a	53.2%				0.0%
Table11_DB1	Np1D14c	0.0530	265.3	0.0531	265.3	0.77173	n/a	n/a	78.5%				0.0%

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square (nearly all 0s)
Table11_MD1	Np1D9c	0.1407	971.8	0.1409	973.2	0.93282	n/a	24.7%	45.7%				0.0%
Table11_MD1	Np1D12b	0.1550	703.6	0.1552	704.7	0.58331	n/a	27.7%	60.4%				0.0%
Table11_MD1	SchSvcsCount	0.2900	9559.7	0.29	9560.4	3.50724	n/a	89.6%	90.9%				0.0%
Table11_MD1	Np1D14c	0.0530	265.3	0.0541	270.4	0.77102	n/a	54.3%	42.0%				0.1%
Table11_OTH1	Np1D9c	0.1407	971.8	0.1423	982.7	0.93148	1.2%	89.4%	81.4%				0.2%
Table11_OTH1	Np1D12b	0.1550	703.6	0.1558	707.2	0.58301	69.8%	5.7%	5.0%				0.1%
Table11_OTH1	SchSvcsCount	0.2900	9559.7	0.2931	9662.2	3.49251	0.1%	0.1%	0.1%				0.3%
Table11_OTH1	Np1D14c	0.0530	265.3	0.0543	271.5	0.77098	70.3%	19.9%	1.0%				0.1%
Table11_HI2	Np1D9c	0.1407	971.8	0.1419	979.6	0.93196	1.8%	3.7%	34.9%				0.1%
Table11_HI2	Np1D12b	0.1550	703.6	0.1552	704.7	0.58339	72.0%	57.3%	25.9%				0.0%
Table11_HI2	SchSvcsCount	0.2900	9559.7	0.2902	9567.6	3.5067	21.8%	43.3%	73.1%				0.0%
Table11_HI2	Np1D14c	0.0530	265.3	0.0543	271.5	0.77098	7.8%	54.7%	85.4%				0.1%
Table11_SI2	Np1D9c	0.1407	971.8	0.1419	980.1	0.9319	1.2%	3.8%	25.8%				0.1%
Table11_SI2	Np1D12b	0.1550	703.6	0.1557	706.7	0.5831	3.3%	8.4%	3.4%				0.1%
Table11_SI2	SchSvcsCount	0.2900	9559.7	0.2915	9608.5	3.50057	39.4%	40.3%	0.6%				0.2%
Table11_SI2	Np1D14c	0.0530	265.3	0.0536	268.0	0.77155	28.4%	36.7%	99.1%				0.1%
Table11_VI2	Np1D9c	0.1407	971.8	0.1421	981.5	0.93167	0.6%	5.3%	46.0%				0.1%
Table11_VI2	Np1D12b	0.1550	703.6	0.1552	704.8	0.58338	72.5%	29.3%	47.0%				0.0%
Table11_VI2	SchSvcsCount	0.2900	9559.7	0.2904	9574.4	3.50567	9.8%	34.4%	13.6%				0.0%
Table11_VI2	Np1D14c	0.0530	265.3	0.0542	271.2	0.77102	13.9%	70.8%	58.9%				0.1%
Table11_OI2	Np1D9c	0.1407	971.8	0.1417	978.8	0.9321	1.6%	13.5%	45.5%				0.1%
Table11_OI2	Np1D12b	0.1550	703.6	0.1552	704.7	0.5834	91.9%	62.9%	39.9%				0.0%
Table11_OI2	SchSvcsCount	0.2900	9559.7	0.2918	9619.3	3.49895	32.7%	84.8%	1.8%				0.2%
Table11_OI2	Np1D14c	0.0530	265.3	0.0541	270.4	0.77116	6.8%	67.0%	72.8%				0.1%
Table11_AU2	Np1D9c	0.1407	971.8	0.1431	988.1	0.93064	12.9%	0.4%	48.2%				0.2%
Table11_AU2	Np1D12b	0.1550	703.6	0.1559	707.9	0.58291	50.7%	69.4%	29.2%				0.1%
Table11_AU2	SchSvcsCount	0.2900	9559.7	0.2903	9567.9	3.50665	15.7%	19.2%	38.1%				0.0%
Table11_AU2	Np1D14c	0.0530	265.3	0.0541	270.6	0.77112	5.3%	11.3%	60.3%				0.1%
Table11_TBI2	Np1D9c	0.1407	971.8	0.1424	983.3	0.93139	0.1%	0.9%	4.4%				0.2%

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
Table11_TBI2	Np1D12b	0.1550	703.6	0.1555	705.9	0.58321	18.8%	17.7%	90.6%				0.1%
Table11_TBI2	SchSvcsCount	0.2900	9559.7	0.2908	9587.7	3.50369	6.7%	42.1%	4.0%				0.1%
Table11_TBI2	Np1D14c	0.0530	265.3	0.0539	269.6	0.77128	16.0%	31.7%	71.5%				0.1%
Table11_DB2	Np1D9c	0.1407	971.8	0.1415	976.8	0.93212	n/a	n/a	2.1%				0.1%
Table11_DB2	Np1D12b	0.1550	703.6	0.1551	704.0	0.58332	n/a	n/a	40.6%				0.0%
Table11_DB2	SchSvcsCount	0.2900	9559.7	0.2901	9563.5	3.50626	n/a	n/a	30.1%				0.0%
Table11_DB2	Np1D14c	0.0530	265.3	0.0533	266.5	0.77153	n/a	n/a	20.1%				0.0%
Table11_MD2	Np1D9c	0.1407	971.8	0.1421	981.5	0.93167	6.2%	49.6%	1.5%				0.1%
Table11_MD2	Np1D12b	0.1550	703.6	0.1555	705.9	0.58322	53.2%	44.5%	69.9%				0.1%
Table11_MD2	SchSvcsCount	0.2900	9559.7	0.2906	9577.8	3.50517	31.7%	67.3%	71.3%				0.1%
Table11_MD2	Np1D14c	0.0530	265.3	0.0537	268.7	0.77143	49.5%	54.6%	95.4%				0.1%
Table11_OTH2	Np1D9c	0.1407	971.8	0.1413	975.6	0.93259	47.8%	22.2%	4.5%				0.1%
Table11_OTH2	Np1D12b	0.1550	703.6	0.1557	706.9	0.58306	95.9%	62.8%	4.1%				0.1%
Table11_OTH2	SchSvcsCount	0.2900	9559.7	0.2929	9655.3	3.49356	0.1%	0.1%	0.5%				0.3%
Table11_OTH2	Np1D14c	0.0530	265.3	0.0545	272.4	0.77084	99.3%	5.8%	1.1%				0.2%
Table11_HI3	Np1D9c	0.1407	971.8	0.1432	988.6	0.93056	0.7%	0.2%	46.6%				0.3%
Table11_HI3	Np1D12b	0.1550	703.6	0.1551	704.0	0.58351	65.1%	82.6%	86.9%				0.0%
Table11_HI3	SchSvcsCount	0.2900	9559.7	0.2911	9595.3	3.50254	16.3%	5.2%	0.2%				0.1%
Table11_HI3	Np1D14c	0.0530	265.3	0.054	270.3	0.77117	9.2%	29.5%	79.4%				0.1%
Table11_SI3	Np1D9c	0.1407	971.8	0.1436	991.2	0.93014	0.1%	0.1%	55.2%				0.3%
Table11_SI3	Np1D12b	0.1550	703.6	0.1552	704.7	0.5834	18.9%	25.4%	45.1%				0.0%
Table11_SI3	SchSvcsCount	0.2900	9559.7	0.2914	9607.4	3.50073	32.7%	4.1%	0.2%				0.1%
Table11_SI3	Np1D14c	0.0530	265.3	0.0551	275.4	0.77035	11.3%	42.0%	17.6%				0.2%
Table11_VI3	Np1D9c	0.1407	971.8	0.1424	983.2	0.93125	n/a	0.5%	52.2%				0.2%
Table11_VI3	Np1D12b	0.1550	703.6	0.1551	704.3	0.58337	n/a	73.1%	66.5%				0.0%
Table11_VI3	SchSvcsCount	0.2900	9559.7	0.2908	9584.9	3.50357	n/a	10.8%	0.8%				0.1%
Table11_VI3	Np1D14c	0.0530	265.3	0.0538	268.9	0.77127	n/a	26.3%	66.3%				0.1%
Table11_OI3	Np1D9c	0.1407	971.8	0.1421	981.1	0.93173	1.2%	2.4%	44.0%				0.1%
Table11_OI3	Np1D12b	0.1550	703.6	0.1552	704.6	0.58341	27.1%	38.0%	24.3%				0.0%

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
Table11_OI3	SchSvcsCount	0.2900	9559.7	0.2905	9576.1	3.50543	46.7%	91.8%	19.2%				0.1%
Table11_OI3	Np1D14c	0.0530	265.3	0.0549	274.5	0.77048	9.6%	96.2%	23.4%				0.2%
Table11_AU3	Np1D9c	0.1407	971.8	0.1417	978.5	0.93214	4.6%	6.2%	48.5%				0.1%
Table11_AU3	Np1D12b	0.1550	703.6	0.1555	706.0	0.5832	96.3%	42.7%	68.2%				0.1%
Table11_AU3	SchSvcsCount	0.2900	9559.7	0.2904	9574.2	3.5057	6.3%	15.8%	6.6%				0.0%
Table11_AU3	Np1D14c	0.0530	265.3	0.0541	270.5	0.77114	8.9%	80.2%	77.3%				0.1%
Table11_TBI3	Np1D9c	0.1407	971.8	0.1419	979.7	0.93196	3.8%	0.6%	14.7%				0.1%
Table11_TBI3	Np1D12b	0.1550	703.6	0.1552	704.5	0.58342	47.8%	39.9%	99.8%				0.0%
Table11_TBI3	SchSvcsCount	0.2900	9559.7	0.2903	9568.0	3.50664	71.9%	84.2%	42.2%				0.0%
Table11_TBI3	Np1D14c	0.0530	265.3	0.0537	268.4	0.77148	59.3%	86.9%	31.4%				0.1%
Table11_DB3	Np1D9c	0.1407	971.8	0.1415	976.9	0.9321	n/a	n/a	1.9%				0.1%
Table11_DB3	Np1D12b	0.1550	703.6	0.1551	704.0	0.58332	n/a	n/a	40.5%				0.0%
Table11_DB3	SchSvcsCount	0.2900	9559.7	0.2903	9568.9	3.50545	n/a	n/a	10.6%				0.0%
Table11_DB3	Np1D14c	0.0530	265.3	0.0534	266.9	0.77147	n/a	n/a	14.1%				0.0%
Table11_MD3	Np1D9c	0.1407	971.8	0.143	987.2	0.93077	0.7%	0.3%	40.2%				0.2%
Table11_MD3	Np1D12b	0.1550	703.6	0.1556	706.3	0.58315	44.0%	45.2%	63.3%				0.1%
Table11_MD3	SchSvcsCount	0.2900	9559.7	0.2907	9581.7	3.50458	17.8%	96.9%	48.8%				0.1%
Table11_MD3	Np1D14c	0.0530	265.3	0.0543	271.4	0.77099	37.7%	53.3%	39.6%				0.1%
Table11_OTH3	Np1D9c	0.1407	971.8	0.1412	974.9	0.93271	13.8%	89.7%	90.4%				0.1%
Table11_OTH3	Np1D12b	0.1550	703.6	0.1553	705.2	0.58332	31.0%	72.1%	43.6%				0.0%
Table11_OTH3	SchSvcsCount	0.2900	9559.7	0.2916	9613.4	3.49983	4.8%	0.3%	0.1%				0.2%
Table11_OTH3	Np1D14c	0.0530	265.3	0.0539	269.7	0.77126	37.9%	18.5%	1.6%				0.1%
Table11_HI4	Np1D9c	0.1407	971.8	0.1426	984.6	0.93118	1.0%	1.2%	82.9%				0.2%
Table11_HI4	Np1D12b	0.1550	703.6	0.1551	704.0	0.58351	94.1%	64.6%	50.0%				0.0%
Table11_HI4	SchSvcsCount	0.2900	9559.7	0.2904	9571.8	3.50607	50.6%	94.6%	15.5%				0.0%
Table11_HI4	Np1D14c	0.0530	265.3	0.0539	269.8	0.77126	90.6%	71.1%	3.4%				0.1%
Table11_SI4	Np1D9c	0.1407	971.8	0.1411	974.4	0.93279	74.1%	48.6%	10.2%				0.0%
Table11_SI4	Np1D12b	0.1550	703.6	0.1552	704.7	0.5834	27.7%	98.4%	64.0%				0.0%
Table11_SI4	SchSvcsCount	0.2900	9559.7	0.2908	9584.6	3.50415	55.4%	2.0%	4.3%				0.1%

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
Table11_SI4	Np1D14c	0.0530	265.3	0.0549	274.3	0.77051	19.8%	88.1%	1.4%				0.2%
Table11_VI4	Np1D9c	0.1407	971.8	0.1413	975.4	0.93263	38.4%	61.3%	19.9%				0.1%
Table11_VI4	Np1D12b	0.1550	703.6	0.1552	704.4	0.58344	73.7%	95.4%	42.6%				0.0%
Table11_VI4	SchSvcsCount	0.2900	9559.7	0.2902	9566.5	3.50686	86.1%	22.6%	63.8%				0.0%
Table11_VI4	Np1D14c	0.0530	265.3	0.0538	268.8	0.77141	39.7%	34.3%	17.9%				0.1%
Table11_OI4	Np1D9c	0.1407	971.8	0.1408	972.3	0.93312	83.5%	82.3%	73.5%				0.0%
Table11_OI4	Np1D12b	0.1550	703.6	0.1552	704.4	0.58343	52.3%	91.2%	52.0%				0.0%
Table11_OI4	SchSvcsCount	0.2900	9559.7	0.2903	9569.2	3.50645	34.0%	16.6%	80.8%				0.0%
Table11_OI4	Np1D14c	0.0530	265.3	0.0539	269.5	0.7713	22.6%	4.8%	2.7%				0.1%
Table11_AU4	Np1D9c	0.1407	971.8	0.1411	974.3	0.9328	12.5%	80.6%	96.0%				0.0%
Table11_AU4	Np1D12b	0.1550	703.6	0.1551	704.1	0.58348	94.4%	88.7%	42.8%				0.0%
Table11_AU4	SchSvcsCount	0.2900	9559.7	0.2918	9618.1	3.49912	0.1%	97.4%	97.2%				0.2%
Table11_AU4	Np1D14c	0.0530	265.3	0.0543	271.8	0.77093	20.5%	0.4%	5.6%				0.1%
Table11_TBI4	Np1D9c	0.1407	971.8	0.1409	972.8	0.93305	80.1%	88.5%	40.4%				0.0%
Table11_TBI4	Np1D12b	0.1550	703.6	0.1556	706.4	0.58314	6.9%	8.5%	73.9%				0.1%
Table11_TBI4	SchSvcsCount	0.2900	9559.7	0.2906	9580.7	3.50473	7.9%	62.6%	32.5%				0.1%
Table11_TBI4	Np1D14c	0.0530	265.3	0.0541	270.7	0.7711	21.7%	74.2%	7.5%				0.1%
Table11_DB4	Np1D9c	0.1407	971.8	0.1412	974.7	0.9326	n/a	22.4%	95.3%				0.1%
Table11_DB4	Np1D12b	0.1550	703.6	0.155	703.7	0.58346	n/a	88.4%	87.9%				0.0%
Table11_DB4	SchSvcsCount	0.2900	9559.7	0.2904	9573.9	3.50523	n/a	31.6%	68.5%				0.0%
Table11_DB4	Np1D14c	0.0530	265.3	0.0534	270.1	0.77156	n/a	39.0%	81.6%				0.0%
Table11_MD4	Np1D9c	0.1407	971.8	0.1413	975.5	0.93261	8.1%	20.2%	56.9%				0.1%
Table11_MD4	Np1D12b	0.1550	703.6	0.1554	705.6	0.58326	19.9%	65.8%	93.8%				0.0%
Table11_MD4	SchSvcsCount	0.2900	9559.7	0.2908	9585.8	3.50397	35.0%	70.5%	33.7%				0.1%
Table11_MD4	Np1D14c	0.0530	265.3	0.0545	272.3	0.77084	5.5%	79.5%	95.7%				0.2%
Table11_OTH4	Np1D9c	0.1407	971.8	0.1423	982.4	0.93153	0.4%	89.5%	83.4%				0.2%
Table11_OTH4	Np1D12b	0.1550	703.6	0.1554	705.4	0.58329	55.3%	9.9%	23.0%				0.0%
Table11_OTH4	SchSvcsCount	0.2900	9559.7	0.2922	9632.6	3.49696	0.1%	0.1%	0.1%				0.2%
Table11_OTH4	Np1D14c	0.0530	265.3	0.0549	274.5	0.77048	96.4%	23.8%	0.1%				0.2%

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
Table12_A_dis	Np1D9c	0.1407	971.8	0.1422	981.6	0.93165	29.5%	0.4%	5.7%				0.2%
Table12_A_dis	Np1D12b	0.1550	703.6	0.1554	705.4	0.58329	22.8%	48.1%	36.4%				0.0%
Table12_A_dis	SchSvcsCount	0.2900	9559.7	0.2921	9627.6	3.4977	7.2%	0.1%	4.2%				0.2%
Table12_A_dis	Np1D14c	0.0530	265.3	0.0537	268.5	0.77146	29.0%	8.0%	27.4%				0.1%
Table12_A_male	Np1D9c	0.1407	971.8	0.1416	977.8	0.93225	5.1%	19.9%	7.6%				0.1%
Table12_A_male	Np1D12b	0.1550	703.6	0.155	703.9	0.58352	81.6%	90.6%	58.8%				0.0%
Table12_A_male	SchSvcsCount	0.2900	9559.7	0.291	9593.8	3.50277	0.3%	51.4%	63.4%				0.1%
Table12_A_male	Np1D14c	0.0530	265.3	0.0542	270.8	0.77108	16.9%	4.2%	45.6%				0.1%
Table12_A_Female	Np1D9c	0.1407	971.8	0.1421	981.3	0.93171	0.4%	49.2%	8.6%				0.1%
Table12_A_Female	Np1D12b	0.1550	703.6	0.1551	704.2	0.58346	41.8%	97.4%	59.8%				0.0%
Table12_A_Female	SchSvcsCount	0.2900	9559.7	0.2907	9581.9	3.50456	2.2%	41.9%	62.0%				0.1%
Table12_A_Female	Np1D14c	0.0530	265.3	0.0539	269.8	0.77125	21.7%	8.9%	38.8%				0.1%
Table12_B_dis	Np1D9c	0.1407	971.8	0.143	987.5	0.93073	21.8%	43.9%	0.1%				0.2%
Table12_B_dis	Np1D12b	0.1550	703.6	0.1551	704.1	0.58349	67.1%	97.1%	48.3%				0.0%
Table12_B_dis	SchSvcsCount	0.2900	9559.7	0.2907	9581.8	3.50456	84.3%	83.2%	1.6%				0.1%
Table12_B_dis	Np1D14c	0.0530	265.3	0.054	270.2	0.77119	84.0%	8.1%	4.1%				0.1%
Table12_B_male	Np1D9c	0.1407	971.8	0.1416	977.4	0.93231	9.9%	13.2%	7.2%				0.1%
Table12_B_male	Np1D12b	0.1550	703.6	0.1562	709.3	0.58269	0.8%	38.9%	41.2%				0.1%
Table12_B_male	SchSvcsCount	0.2900	9559.7	0.2907	9584.0	3.50424	9.0%	6.0%	48.4%				0.1%
Table12_B_male	Np1D14c	0.0530	265.3	0.0543	271.4	0.77099	1.2%	23.8%	51.9%				0.1%
Table12_B_Female	Np1D9c	0.1407	971.8	0.1421	980.9	0.93176	7.8%	68.1%	0.7%				0.1%
Table12_B_Female	Np1D12b	0.1550	703.6	0.156	708.4	0.58284	1.8%	38.8%	51.8%				0.1%
Table12_B_Female	SchSvcsCount	0.2900	9559.7	0.2909	9588.1	3.50362	32.4%	3.1%	23.2%				0.1%
Table12_B_Female	Np1D14c	0.0530	265.3	0.0537	268.5	0.77147	5.0%	44.4%	87.9%				0.1%
Table12_C_dis	Np1D9c	0.1407	971.8	0.1431	988.1	0.93064	40.3%	0.2%	0.1%				0.2%
Table12_C_dis	Np1D12b	0.1550	703.6	0.1551	704.3	0.58346	37.3%	92.9%	68.4%				0.0%
Table12_C_dis	SchSvcsCount	0.2900	9559.7	0.2905	9577.7	3.50518	5.3%	10.0%	60.6%				0.1%
Table12_C_dis	Np1D14c	0.0530	265.3	0.0544	272.0	0.7709	3.1%	48.5%	1.9%				0.1%
Table12_C_male	Np1D9c	0.1407	971.8	0.1429	987.0	0.9308	62.3%	0.1%	0.5%				0.2%



**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
Table12_C_male	Np1D12b	0.1550	703.6	0.1552	704.6	0.58342	34.6%	97.9%	50.8%				0.0%
Table12_C_male	SchSvcsCount	0.2900	9559.7	0.2909	9589.9	3.50335	1.4%	7.6%	65.4%				0.1%
Table12_C_male	Np1D14c	0.0530	265.3	0.0549	274.7	0.77046	16.5%	29.3%	0.1%				0.2%
Table12_C_Female	Np1D9c	0.1407	971.8	0.1428	986.3	0.93092	58.1%	0.2%	0.5%				0.2%
Table12_C_Female	Np1D12b	0.1550	703.6	0.1552	704.6	0.58341	33.8%	97.4%	51.1%				0.0%
Table12_C_Female	SchSvcsCount	0.2900	9559.7	0.291	9591.6	3.50309	3.9%	1.6%	67.7%				0.1%
Table12_C_Female	Np1D14c	0.0530	265.3	0.0549	274.7	0.77046	16.7%	28.1%	0.1%				0.2%
Table12_D_dis	Np1D9c	0.1407	971.8	0.1418	978.9	0.93178	n/a	n/a	0.6%				0.1%
Table12_D_dis	Np1D12b	0.1550	703.6	0.155	703.8	0.58336	n/a	n/a	59.3%				0.0%
Table12_D_dis	SchSvcsCount	0.2900	9559.7	0.2903	9569.2	3.50541	n/a	n/a	10.0%				0.0%
Table12_D_dis	Np1D14c	0.0530	265.3	0.0539	269.4	0.77106	n/a	n/a	2.0%				0.1%
Table12_D_male	Np1D9c	0.1407	971.8	0.1416	977.5	0.932	n/a	n/a	1.3%				0.1%
Table12_D_male	Np1D12b	0.1550	703.6	0.155	703.7	0.58337	n/a	n/a	73.5%				0.0%
Table12_D_male	SchSvcsCount	0.2900	9559.7	0.2904	9571.6	3.50505	n/a	n/a	6.6%				0.0%
Table12_D_male	Np1D14c	0.0530	265.3	0.0539	269.5	0.77104	n/a	n/a	1.9%				0.1%
Table12_D_Female	Np1D9c	0.1407	971.8	0.1416	977.5	0.932	n/a	n/a	1.3%				0.1%
Table12_D_Female	Np1D12b	0.1550	703.6	0.155	703.7	0.58337	n/a	n/a	73.5%				0.0%
Table12_D_Female	SchSvcsCount	0.2900	9559.7	0.2904	9571.6	3.50505	n/a	n/a	6.6%				0.0%
Table12_D_Female	Np1D14c	0.0530	265.3	0.0539	269.5	0.77104	n/a	n/a	1.9%				0.1%
Table15_Dip	Np1D9c	0.1407	971.8	0.1423	982.3	0.93154	17.5%	36.8%	6.5%				0.2%
Table15_Dip	Np1D12b	0.1550	703.6	0.1559	707.6	0.58296	3.7%	2.6%	3.8%				0.1%
Table15_Dip	SchSvcsCount	0.2900	9559.7	0.2905	9576.2	3.50541	38.4%	13.8%	69.9%				0.1%
Table15_Dip	Np1D14c	0.0530	265.3	0.0547	273.7	0.77061	12.3%	90.0%	3.4%				0.2%
Table15_Cert	Np1D9c	0.1407	971.8	0.1415	977.3	0.93232	49.1%	11.6%	4.2%				0.1%
Table15_Cert	Np1D12b	0.1550	703.6	0.1552	704.6	0.58342	98.2%	42.1%	64.8%				0.0%
Table15_Cert	SchSvcsCount	0.2900	9559.7	0.2912	9597.8	3.50216	3.0%	3.4%	0.1%				0.1%
Table15_Cert	Np1D14c	0.0530	265.3	0.0535	267.4	0.77164	27.7%	12.1%	14.3%				0.1%
NO_17A	Np1D9c	0.1407	971.8	0	0.0	0	n/a	n/a	n/a				n/a 1
NO_17A	Np1D12b	0.1550	703.6	0	0.0	0	n/a	n/a	n/a				n/a 1

**Table C-1. RESULTS OF LINEAR REGRESSION ANALYSES (Continued)**

Variable Number	NLTS2 Outcome Variable	R-Square Excluding Variable	Model SS Excluding Variable	R-Square Including Variable	Model SS Including Variable	Error Mean Square Including Variable	P value for first variable indicator	P value for second variable indicator	P value for third variable indicator	P value for fourth variable indicator	P value for fifth variable indicator	P value for sixth variable indicator	Increment in R-square nearly all 0s)
NO_17A	SchSvcsCount	0.2900	9559.7	0	0.0	0	n/a	n/a	n/a				n/a 1
NO_17A	Np1D14c	0.0530	265.3	0	0.0	0	n/a	n/a	n/a				n/a 1
NO_17B	Np1D9c	0.1407	971.8	0	0.0	0	n/a	n/a	n/a				n/a 1
NO_17B	Np1D12b	0.1550	703.6	0	0.0	0	n/a	n/a	n/a				n/a 1
NO_17B	SchSvcsCount	0.2900	9559.7	0	0.0	0	n/a	n/a	n/a				n/a 1
NO_17B	Np1D14c	0.0530	265.3	0	0.0	0	n/a	n/a	n/a				n/a 1
<b>QED Variables</b>													
minority_cnt	Np1D9c	0.1401	984.60225	0.1409	989.84193	0.93523	0.6319	0.9667	0.2235	N/A	N/A	N/A	0.1%
minority_cnt	Np1D12b	0.1558	717.17982	0.1563	719.51947	0.58229	0.1610	0.1436	0.0454	N/A	N/A	N/A	0.1%
minority_cnt	SchSvcsCount	0.2896	9622.64714	0.2900	9638.43366	3.48536	0.0373	0.0661	0.2075	N/A	N/A	N/A	0.0%
minority_cnt	Np1D14c	0.0516	261.59095	0.0520	263.19812	0.77162	0.9144	0.4427	0.6001	N/A	N/A	N/A	0.0%
minority_pct	Np1D9c	0.1401	984.60225	0.1405	987.00018	0.93567	0.9462	0.4525	0.9045	N/A	N/A	N/A	0.0%
minority_pct	Np1D12b	0.1558	717.17982	0.1560	718.16265	0.58250	0.8943	0.6073	0.9485	N/A	N/A	N/A	0.0%
minority_pct	SchSvcsCount	0.2896	9622.64714	0.2901	9640.12698	3.48511	0.0273	0.0393	0.0639	N/A	N/A	N/A	0.1%
minority_pct	Np1D14c	0.0516	261.59095	0.0523	264.97087	0.77133	0.1761	0.1673	0.0399	N/A	N/A	N/A	0.1%
&ocrvar	Np1D9c	0.1401	984.60225	0.1420	997.64829	0.93445	0.3846	0.0014	0.8737	0.0351	0.2747	0.8487	0.2%
&ocrvar	Np1D12b	0.1558	717.17982	0.1565	720.67086	0.58238	0.8027	0.6483	0.3613	0.7852	0.1853	0.2476	0.1%
&ocrvar	SchSvcsCount	0.2896	9622.64714	0.2915	9686.93767	3.47974	0.8492	0.9213	0.5419	0.1381	0.2776	0.0355	0.2%
&ocrvar	Np1D14c	0.0516	261.59095	0.0537	272.16757	0.77055	0.0036	0.5855	0.0184	0.2868	0.5188	0.2084	0.2%

**Table C-2. RESULTS OF LOGISTIC REGRESSION ANALYSES**

OCR Variable Number	NLTS2 Outcome Variable	R-Square Excluding OCR Variable	R-Square Including OCR Variable	P value for first OCR variable indicator	P value for second OCR variable indicator	P value for third OCR variable indicator	Incremental R-Square	Comment (1=No responses or nearly all 0s)
NO_4A	AnyActivity	0.0864	0.0867	44.3%	61.6%	83.8%	0.0%	
NO_4A	AnyPaid	0.1801	0.1804	52.7%	34.3%	38.3%	0.0%	
NO_4A	Np1D1p	0.0500	0.0511	14.3%	20.8%	62.3%	0.1%	
NO_4A	Np1D8a	0.0643	0.0645	55.5%	65.3%	46.1%	0.0%	
NO_4B	AnyActivity	0.0864	0.0868	42.8%	16.4%	93.7%	0.0%	
NO_4B	AnyPaid	0.1801	0.1801	82.3%	81.3%	95.3%	0.0%	
NO_4B	Np1D1p	0.0500	0.0519	0.0%	90.0%	14.9%	0.2%	
NO_4B	Np1D8a	0.0643	0.0648	17.4%	95.9%	89.0%	0.1%	
NO_4B_1	AnyActivity	0.0864	0.0864	94.9%	98.5%	86.2%	0.0%	
NO_4B_1	AnyPaid	0.1801	0.1812	69.7%	3.3%	4.4%	0.1%	
NO_4B_1	Np1D1p	0.0500	0.0507	12.7%	20.6%	22.1%	0.1%	
NO_4B_1	Np1D8a	0.0643	0.0644	72.0%	41.1%	91.6%	0.0%	
NO_4B_2	AnyActivity	0.0864	0.0867	20.6%	64.2%	89.4%	0.0%	
NO_4B_2	AnyPaid	0.1801	0.1804	25.3%	51.2%	82.4%	0.0%	
NO_4B_2	Np1D1p	0.0500	0.0508	69.4%	4.4%	75.4%	0.1%	
NO_4B_2	Np1D8a	0.0643	0.0658	57.5%	11.5%	0.2%	0.2%	
NO_4B_3	AnyActivity	0.0864	0.0869	42.1%	34.9%	27.9%	0.1%	
NO_4B_3	AnyPaid	0.1801	0.1806	4.5%	62.5%	96.2%	0.1%	
NO_4B_3	Np1D1p	0.0500	0.0515	1.2%	60.0%	41.9%	0.1%	
NO_4B_3	Np1D8a	0.0643	0.0648	9.5%	14.6%	94.1%	0.1%	
NO_4B_4	AnyActivity	0.0864	0.0868	46.6%	65.6%	18.1%	0.0%	
NO_4B_4	AnyPaid	0.1801	0.1811	2.7%	2.4%	68.1%	0.1%	
NO_4B_4	Np1D1p	0.0500	0.0523	0.0%	98.0%	43.6%	0.2%	
NO_4B_4	Np1D8a	0.0643	0.0644	57.8%	61.2%	55.0%	0.0%	
NO_4B_5	AnyActivity	0.0864	0.0868	37.3%	55.3%	33.7%	0.0%	
NO_4B_5	AnyPaid	0.1801	0.1803	36.3%	42.0%	87.7%	0.0%	
NO_4B_5	Np1D1p	0.0500	0.0502	74.0%	32.7%	59.4%	0.0%	
NO_4B_5	Np1D8a	0.0643	0.0646	82.2%	18.2%	93.0%	0.0%	

**Table C-2. RESULTS OF LOGISTIC REGRESSION ANALYSES (Continued)**

OCR Variable Number	NLTS2 Outcome Variable	R-Square Excluding OCR Variable	R-Square Including OCR Variable	P value for first OCR variable indicator	P value for second OCR variable indicator	P value for third OCR variable indicator	Incremental R-Square	Comment (1=No responses or nearly all 0s)
NO_4B_6	AnyActivity	0.0864	0.0865	58.2%	57.2%	77.2%	0.0%	
NO_4B_6	AnyPaid	0.1801	0.1815	37.0%	0.2%	3.7%	0.1%	
NO_4B_6	Np1D1p	0.0500	0.0521	20.0%	7.3%	93.0%	0.2%	
NO_4B_6	Np1D8a	0.0643	0.0648	99.3%	26.3%	18.0%	0.1%	
NO_4C	AnyActivity	0.0864	0.0873	32.3%	46.0%	3.2%	0.1%	
NO_4C	AnyPaid	0.1801	0.1810	1.7%	36.0%	52.1%	0.1%	
NO_4C	Np1D1p	0.0500	0.0522	0.0%	94.1%	92.3%	0.2%	
NO_4C	Np1D8a	0.0643	0.0646	60.2%	16.3%	5.4%	0.0%	
Table7_Native	AnyActivity	0.0877	0.0879	64.3%	24.3%	23.7%	0.0%	
Table7_Native	AnyPaid	0.1805	0.1807	58.0%	73.8%	54.0%	0.0%	
Table7_Native	Np1D1p	0.0508	0.0521	1.9%	1.7%	0.1%	0.1%	
Table7_Native	Np1D8a	0.0638	0.0640	6.9%	7.1%	11.0%	0.0%	
Table7_Asian	AnyActivity	0.0877	0.0881	21.9%	11.1%	4.0%	0.0%	
Table7_Asian	AnyPaid	0.1805	0.1812	65.8%	21.5%	2.5%	0.1%	
Table7_Asian	Np1D1p	0.0508	0.0521	78.8%	9.4%	86.0%	0.1%	
Table7_Asian	Np1D8a	0.0638	0.0658	86.4%	23.4%	13.6%	0.2%	
Table7_Hispanic	AnyActivity	0.0877	0.0880	74.7%	64.2%	21.7%	0.0%	
Table7_Hispanic	AnyPaid	0.1805	0.1823	78.8%	4.1%	0.1%	0.2%	
Table7_Hispanic	Np1D1p	0.0508	0.0509	37.2%	22.2%	30.8%	0.0%	
Table7_Hispanic	Np1D8a	0.0638	0.0639	99.4%	36.0%	43.7%	0.0%	
Table7_Black	AnyActivity	0.0877	0.0880	74.7%	64.2%	21.7%	0.0%	
Table7_Black	AnyPaid	0.1805	0.1823	78.8%	4.1%	0.1%	0.2%	
Table7_Black	Np1D1p	0.0508	0.0509	37.2%	22.2%	30.8%	0.0%	
Table7_Black	Np1D8a	0.0638	0.0639	99.4%	36.0%	43.7%	0.0%	
Table7_White	AnyActivity	0.0877	0.0879	32.9%	96.8%	99.0%	0.0%	
Table7_White	AnyPaid	0.1805	0.1806	37.3%	52.1%	96.7%	0.0%	
Table7_White	Np1D1p	0.0508	0.0524	22.6%	12.4%	24.2%	0.2%	
Table7_White	Np1D8a	0.0638	0.0645	1.2%	0.2%	1.5%	0.1%	
Table7_Male	AnyActivity	0.0877	0.0882	45.3%	43.3%	48.4%	0.1%	

**Table C-2. RESULTS OF LOGISTIC REGRESSION ANALYSES (Continued)**

OCR Variable Number	NLTS2 Outcome Variable	R-Square Excluding OCR Variable	R-Square Including OCR Variable	P value for first OCR variable indicator	P value for second OCR variable indicator	P value for third OCR variable indicator	Incremental R-Square	Comment (1=No responses or nearly all 0s)
Table7_Male	AnyPaid	0.1805	0.1805	65.1%	47.7%	68.2%	0.0%	
Table7_Male	Np1D1p	0.0508	0.0512	24.3%	15.1%	60.4%	0.0%	
Table7_Male	Np1D8a	0.0638	0.0643	12.1%	76.4%	87.8%	0.1%	
Table7_Female	AnyActivity	0.0877	0.0881	61.8%	29.0%	36.9%	0.0%	
Table7_Female	AnyPaid	0.1805	0.1806	56.5%	90.4%	96.9%	0.0%	
Table7_Female	Np1D1p	0.0508	0.0514	5.3%	10.6%	51.8%	0.1%	
Table7_Female	Np1D8a	0.0638	0.0643	6.3%	53.0%	68.9%	0.1%	
Table7_IDEA	AnyActivity	0.0877	0.0878	42.5%	83.8%	98.9%	0.0%	
Table7_IDEA	AnyPaid	0.1805	0.1806	59.7%	34.3%	42.8%	0.0%	
Table7_IDEA	Np1D1p	0.0508	0.0509	81.2%	87.0%	48.3%	0.0%	
Table7_IDEA	Np1D8a	0.0638	0.0639	65.4%	69.5%	70.4%	0.0%	
COR_IDEA	AnyActivity	0.0877	n/a	n/a	n/a	n/a	n/a	1
COR_IDEA	AnyPaid	0.1805	n/a	n/a	n/a	n/a	n/a	1
COR_IDEA	Np1D1p	0.0508	n/a	n/a	n/a	n/a	n/a	1
COR_IDEA	Np1D8a	0.0638	n/a	n/a	n/a	n/a	n/a	1
NOSEV_IDEA	AnyActivity	0.0877	n/a	n/a	n/a	n/a	n/a	1
NOSEV_IDEA	AnyPaid	0.1805	n/a	n/a	n/a	n/a	n/a	1
NOSEV_IDEA	Np1D1p	0.0508	n/a	n/a	n/a	n/a	n/a	1
NOSEV_IDEA	Np1D8a	0.0638	n/a	n/a	n/a	n/a	n/a	1
SEV_IDEA	AnyActivity	0.0877	n/a	n/a	n/a	n/a	n/a	1
SEV_IDEA	AnyPaid	0.1805	n/a	n/a	n/a	n/a	n/a	1
SEV_IDEA	Np1D1p	0.0508	n/a	n/a	n/a	n/a	n/a	1
SEV_IDEA	Np1D8a	0.0638	n/a	n/a	n/a	n/a	n/a	1
Table10_1_Native	AnyActivity	0.0877	0.0877	n/a	75.3%	66.3%	0.0%	
Table10_1_Native	AnyPaid	0.1805	0.1806	n/a	74.2%	46.9%	0.0%	
Table10_1_Native	Np1D1p	0.0508	0.0509	n/a	94.0%	74.8%	0.0%	
Table10_1_Native	Np1D8a	0.0638	0.0640	n/a	63.4%	27.0%	0.0%	
Table10_1_Asian	AnyActivity	0.0877	0.0884	71.7%	39.7%	58.0%	0.1%	
Table10_1_Asian	AnyPaid	0.1805	0.1810	84.4%	92.4%	27.6%	0.1%	
Table10_1_Asian	Np1D1p	0.0508	0.0519	97.3%	21.1%	78.0%	0.1%	
Table10_1_Asian	Np1D8a	0.0638	0.0638	49.5%	68.1%	75.9%	0.0%	
Table10_1_Hisp	AnyActivity	0.0877	0.0882	81.6%	57.8%	10.4%	0.1%	
Table10_1_Hisp	AnyPaid	0.1805	0.1832	27.6%	4.9%	0.1%	0.3%	
Table10_1_Hisp	Np1D1p	0.0508	0.0513	13.0%	9.6%	2.2%	0.1%	
Table10_1_Hisp	Np1D8a	0.0638	0.0641	82.4%	32.6%	88.6%	0.0%	
Table10_1_Black	AnyActivity	0.0877	0.0883	1.6%	3.1%	0.7%	0.1%	
Table10_1_Black	AnyPaid	0.1805	0.1812	70.1%	85.8%	4.7%	0.1%	
Table10_1_Black	Np1D1p	0.0508	0.0527	45.4%	73.4%	0.9%	0.2%	
Table10_1_Black	Np1D8a	0.0638	0.0646	0.3%	5.5%	7.4%	0.1%	
Table10_1_White	AnyActivity	0.0877	0.0882	76.8%	13.6%	13.8%	0.1%	
Table10_1_White	AnyPaid	0.1805	0.1816	72.9%	6.2%	41.8%	0.1%	
Table10_1_White	Np1D1p	0.0508	0.0517	79.7%	8.3%	3.8%	0.1%	

**Table C-2. RESULTS OF LOGISTIC REGRESSION ANALYSES (Continued)**

OCR Variable Number	NLTS2 Outcome Variable	R-Square Excluding OCR Variable	R-Square Including OCR Variable	P value for first OCR variable indicator	P value for second OCR variable indicator	P value for third OCR variable indicator	Incremental R-Square	Comment (1=No responses or nearly all 0s)
Table10_1_White	Np1D8a	0.0638	0.0643	92.1%	12.6%	77.4%	0.1%	
Table10_1_TOS1	AnyActivity	0.0877	0.0885	24.0%	99.4%	13.6%	0.1%	
Table10_1_TOS1	AnyPaid	0.1805	0.1816	28.0%	2.5%	0.2%	0.1%	
Table10_1_TOS1	Np1D1p	0.0508	0.0512	2.6%	3.0%	4.0%	0.0%	
Table10_1_TOS1	Np1D8a	0.0638	0.0649	1.9%	76.4%	95.2%	0.1%	
Table10_1_TOS2	AnyActivity	0.0877	0.0884	17.6%	8.8%	0.8%	0.1%	
Table10_1_TOS2	AnyPaid	0.1805	0.1813	32.9%	1.1%	36.5%	0.1%	
Table10_1_TOS2	Np1D1p	0.0508	0.0518	88.8%	7.1%	86.5%	0.1%	
Table10_1_TOS2	Np1D8a	0.0638	0.0639	54.0%	48.1%	97.4%	0.0%	
Table10_1_TOS3	AnyActivity	0.0877	0.0878	52.2%	55.4%	97.7%	0.0%	
Table10_1_TOS3	AnyPaid	0.1805	0.1806	82.1%	51.9%	92.1%	0.0%	
Table10_1_TOS3	Np1D1p	0.0508	0.0511	82.8%	58.7%	16.7%	0.0%	
Table10_1_TOS3	Np1D8a	0.0638	0.0641	28.4%	15.1%	9.1%	0.0%	
Table10_1_Male	AnyActivity	0.0877	0.0882	11.1%	20.9%	3.8%	0.1%	
Table10_1_Male	AnyPaid	0.1805	0.1811	64.0%	94.1%	11.0%	0.1%	
Table10_1_Male	Np1D1p	0.0508	0.0517	26.7%	43.9%	2.3%	0.1%	
Table10_1_Male	Np1D8a	0.0638	0.0640	15.8%	42.1%	60.2%	0.0%	
Table10_1_Female	AnyActivity	0.0877	0.0884	32.6%	30.9%	2.2%	0.1%	
Table10_1_Female	AnyPaid	0.1805	0.1811	57.9%	86.7%	14.9%	0.1%	
Table10_1_Female	Np1D1p	0.0508	0.0516	41.8%	33.6%	2.2%	0.1%	
Table10_1_Female	Np1D8a	0.0638	0.0639	33.6%	71.0%	85.1%	0.0%	
Table10_2_ED_Native	AnyActivity	0.0877	0.0878	n/a	71.4%	77.9%	0.0%	
Table10_2_ED_Native	AnyPaid	0.1805	0.1814	n/a	16.3%	64.3%	0.1%	
Table10_2_ED_Native	Np1D1p	0.0508	0.0518	n/a	80.0%	14.5%	0.1%	
Table10_2_ED_Native	Np1D8a	0.0638	0.0641	n/a	23.5%	13.4%	0.0%	
Table10_2_ED_Asian	AnyActivity	0.0877	0.0877	n/a	60.0%	78.2%	0.0%	
Table10_2_ED_Asian	AnyPaid	0.1805	0.1809	n/a	29.1%	90.5%	0.0%	
Table10_2_ED_Asian	Np1D1p	0.0508	0.0527	n/a	44.1%	9.6%	0.2%	
Table10_2_ED_Asian	Np1D8a	0.0638	0.0648	n/a	40.4%	30.4%	0.1%	
Table10_2_ED_Hisp	AnyActivity	0.0877	0.0879	50.9%	67.3%	77.8%	0.0%	
Table10_2_ED_Hisp	AnyPaid	0.1805	0.1825	84.3%	65.5%	0.7%	0.2%	
Table10_2_ED_Hisp	Np1D1p	0.0508	0.0512	41.1%	93.5%	69.8%	0.0%	
Table10_2_ED_Hisp	Np1D8a	0.0638	0.0638	63.6%	61.0%	80.1%	0.0%	
Table10_2_ED_Black	AnyActivity	0.0877	0.0878	95.2%	51.2%	74.6%	0.0%	
Table10_2_ED_Black	AnyPaid	0.1805	0.1808	5.4%	10.9%	15.1%	0.0%	
Table10_2_ED_Black	Np1D1p	0.0508	0.0514	30.6%	44.8%	35.0%	0.1%	
Table10_2_ED_Black	Np1D8a	0.0638	0.0643	2.4%	11.5%	19.5%	0.1%	
Table10_2_ED_White	AnyActivity	0.0877	0.0880	26.2%	86.0%	47.1%	0.0%	
Table10_2_ED_White	AnyPaid	0.1805	0.1807	47.9%	38.2%	87.7%	0.0%	
Table10_2_ED_White	Np1D1p	0.0508	0.0523	0.9%	10.3%	0.2%	0.2%	
Table10_2_ED_White	Np1D8a	0.0638	0.0641	70.1%	14.0%	61.8%	0.0%	

**Table C-2. RESULTS OF LOGISTIC REGRESSION ANALYSES (Continued)**

OCR Variable Number	NLTS2 Outcome Variable	R-Square Excluding OCR Variable	R-Square Including OCR Variable	P value for first OCR variable indicator	P value for second OCR variable indicator	P value for third OCR variable indicator	Incremental R-Square	Comment (1=No responses or nearly all 0s)
Table10_2_ED_TOS1	AnyActivity	0.0877	0.0878	49.6%	96.3%	67.5%	0.0%	
Table10_2_ED_TOS1	AnyPaid	0.1805	0.1816	35.3%	59.2%	5.2%	0.1%	
Table10_2_ED_TOS1	Np1D1p	0.0508	0.0518	58.4%	62.8%	11.2%	0.1%	
Table10_2_ED_TOS1	Np1D8a	0.0638	0.0642	21.4%	72.8%	81.7%	0.0%	
Table10_2_ED_TOS2	AnyActivity	0.0877	0.0879	88.6%	43.2%	91.4%	0.0%	
Table10_2_ED_TOS2	AnyPaid	0.1805	0.1810	84.8%	99.5%	12.7%	0.1%	
Table10_2_ED_TOS2	Np1D1p	0.0508	0.0523	1.8%	22.7%	62.7%	0.2%	
Table10_2_ED_TOS2	Np1D8a	0.0638	0.0641	93.0%	33.6%	76.5%	0.0%	
Table10_2_ED_TOS3	AnyActivity	0.0877	0.0878	76.8%	93.8%	47.8%	0.0%	
Table10_2_ED_TOS3	AnyPaid	0.1805	0.1805	73.9%	78.9%	86.9%	0.0%	
Table10_2_ED_TOS3	Np1D1p	0.0508	0.0520	25.5%	0.3%	4.1%	0.1%	
Table10_2_ED_TOS3	Np1D8a	0.0638	0.0649	4.8%	77.8%	45.8%	0.1%	
Table10_2_ED_Male	AnyActivity	0.0877	0.0881	10.4%	16.8%	4.9%	0.0%	
Table10_2_ED_Male	AnyPaid	0.1805	0.1811	71.6%	45.8%	19.9%	0.1%	
Table10_2_ED_Male	Np1D1p	0.0508	0.0518	4.4%	30.9%	2.2%	0.1%	
Table10_2_ED_Male	Np1D8a	0.0638	0.0639	52.5%	88.9%	96.0%	0.0%	
Table10_2_ED_Female	AnyActivity	0.0877	0.0882	29.2%	30.1%	3.6%	0.1%	
Table10_2_ED_Female	AnyPaid	0.1805	0.1809	52.9%	98.3%	15.5%	0.0%	
Table10_2_ED_Female	Np1D1p	0.0508	0.0512	34.1%	32.0%	60.6%	0.0%	
Table10_2_ED_Female	Np1D8a	0.0638	0.0642	51.6%	33.1%	73.0%	0.0%	
Table10_2_SLD_Native	AnyActivity	0.0877	0.0881	29.7%	88.2%	96.6%	0.0%	
Table10_2_SLD_Native	AnyPaid	0.1805	0.1816	10.8%	0.8%	27.4%	0.1%	
Table10_2_SLD_Native	Np1D1p	0.0508	0.0516	75.3%	86.4%	28.9%	0.1%	
Table10_2_SLD_Native	Np1D8a	0.0638	0.0641	28.1%	7.9%	8.4%	0.0%	
Table10_2_SLD_Asian	AnyActivity	0.0877	0.0882	52.5%	64.2%	61.7%	0.1%	
Table10_2_SLD_Asian	AnyPaid	0.1805	0.1815	71.3%	36.4%	10.0%	0.1%	
Table10_2_SLD_Asian	Np1D1p	0.0508	0.0518	62.3%	37.9%	55.3%	0.1%	
Table10_2_SLD_Asian	Np1D8a	0.0638	0.0652	30.3%	16.4%	58.4%	0.1%	
Table10_2_SLD_Hisp	AnyActivity	0.0877	0.0883	58.4%	75.7%	25.6%	0.1%	
Table10_2_SLD_Hisp	AnyPaid	0.1805	0.1836	9.0%	0.8%	0.1%	0.3%	
Table10_2_SLD_Hisp	Np1D1p	0.0508	0.0519	1.5%	2.5%	0.1%	0.1%	
Table10_2_SLD_Hisp	Np1D8a	0.0638	0.0641	61.3%	45.2%	96.4%	0.0%	
Table10_2_SLD_Black	AnyActivity	0.0877	0.0878	37.9%	43.2%	35.9%	0.0%	
Table10_2_SLD_Black	AnyPaid	0.1805	0.1809	23.7%	61.6%	15.7%	0.0%	
Table10_2_SLD_Black	Np1D1p	0.0508	0.0522	83.5%	74.7%	4.5%	0.1%	
Table10_2_SLD_Black	Np1D8a	0.0638	0.0649	1.0%	58.6%	40.8%	0.1%	
Table10_2_SLD_White	AnyActivity	0.0877	0.0879	42.2%	67.6%	27.8%	0.0%	
Table10_2_SLD_White	AnyPaid	0.1805	0.1808	60.3%	68.8%	23.0%	0.0%	
Table10_2_SLD_White	Np1D1p	0.0508	0.0523	92.9%	86.7%	2.9%	0.2%	
Table10_2_SLD_White	Np1D8a	0.0638	0.0641	18.3%	4.8%	17.4%	0.0%	
Table10_2_SLD_TOS1	AnyActivity	0.0877	0.0879	62.9%	40.3%	91.1%	0.0%	

**Table C-2. RESULTS OF LOGISTIC REGRESSION ANALYSES (Continued)**

OCR Variable Number	NLTS2 Outcome Variable	R-Square Excluding OCR Variable	R-Square Including OCR Variable	P value for first OCR variable indicator	P value for second OCR variable indicator	P value for third OCR variable indicator	Incremental R-Square	Comment (1=No responses or nearly all 0s)
Table10_2_SLD_TOS1	AnyPaid	0.1805	0.1810	7.6%	35.2%	6.6%	0.1%	
Table10_2_SLD_TOS1	Np1D1p	0.0508	0.0514	63.4%	47.9%	6.6%	0.1%	
Table10_2_SLD_TOS1	Np1D8a	0.0638	0.0647	4.2%	75.2%	41.9%	0.1%	
Table10_2_SLD_TOS2	AnyActivity	0.0877	0.0885	9.2%	39.1%	1.7%	0.1%	
Table10_2_SLD_TOS2	AnyPaid	0.1805	0.1806	48.0%	56.6%	28.3%	0.0%	
Table10_2_SLD_TOS2	Np1D1p	0.0508	0.0519	8.8%	0.2%	9.1%	0.1%	
Table10_2_SLD_TOS2	Np1D8a	0.0638	0.0642	81.4%	81.6%	20.9%	0.0%	
Table10_2_SLD_TOS3	AnyActivity	0.0877	0.0881	81.8%	81.6%	24.5%	0.0%	
Table10_2_SLD_TOS3	AnyPaid	0.1805	0.1808	11.6%	30.0%	11.7%	0.0%	
Table10_2_SLD_TOS3	Np1D1p	0.0508	0.0513	1.8%	1.8%	3.3%	0.1%	
Table10_2_SLD_TOS3	Np1D8a	0.0638	0.0644	32.6%	32.6%	86.5%	0.1%	
Table10_2_SLD_Male	AnyActivity	0.0877	0.0881	14.8%	12.7%	3.6%	0.0%	
Table10_2_SLD_Male	AnyPaid	0.1805	0.1811	43.7%	14.2%	2.1%	0.1%	
Table10_2_SLD_Male	Np1D1p	0.0508	0.0513	37.3%	34.3%	4.5%	0.1%	
Table10_2_SLD_Male	Np1D8a	0.0638	0.0639	93.9%	66.6%	66.3%	0.0%	
Table10_2_SLD_Female	AnyActivity	0.0877	0.0882	9.7%	15.6%	2.7%	0.1%	
Table10_2_SLD_Female	AnyPaid	0.1805	0.1810	56.2%	22.1%	3.8%	0.1%	
Table10_2_SLD_Female	Np1D1p	0.0508	0.0516	22.9%	50.5%	3.5%	0.1%	
Table10_2_SLD_Female	Np1D8a	0.0638	0.0640	46.0%	83.5%	65.0%	0.0%	
Table11_HI1	AnyActivity	0.0877	0.0877	96.7%	87.5%	94.5%	0.0%	
Table11_HI1	AnyPaid	0.1805	0.1814	93.0%	6.2%	60.4%	0.1%	
Table11_HI1	Np1D1p	0.0508	0.0516	8.1%	17.0%	1.6%	0.1%	
Table11_HI1	Np1D8a	0.0638	0.0645	11.2%	75.9%	12.3%	0.1%	
Table11_SI1	AnyActivity	0.0877	0.0878	73.8%	44.4%	38.5%	0.0%	
Table11_SI1	AnyPaid	0.1805	0.1807	61.9%	85.3%	20.8%	0.0%	
Table11_SI1	Np1D1p	0.0508	0.0512	27.7%	88.9%	38.9%	0.0%	
Table11_SI1	Np1D8a	0.0638	0.0644	64.1%	14.9%	56.9%	0.1%	
Table11_VI1	AnyActivity	0.0877	0.0891	68.7%	30.2%	2.6%	0.1%	
Table11_VI1	AnyPaid	0.1805	0.1819	46.7%	25.2%	26.5%	0.1%	
Table11_VI1	Np1D1p	0.0508	0.0521	3.8%	55.7%	66.3%	0.1%	
Table11_VI1	Np1D8a	0.0638	0.0646	97.6%	18.6%	45.6%	0.1%	
Table11_OI1	AnyActivity	0.0877	0.0888	15.8%	33.5%	40.8%	0.1%	
Table11_OI1	AnyPaid	0.1805	0.1811	20.9%	58.0%	4.8%	0.1%	
Table11_OI1	Np1D1p	0.0508	0.0526	11.0%	97.2%	5.3%	0.2%	
Table11_OI1	Np1D8a	0.0638	0.0642	10.2%	82.3%	64.2%	0.0%	
Table11_AU1	AnyActivity	0.0877	0.0879	6.2%	8.4%	16.7%	0.0%	
Table11_AU1	AnyPaid	0.1805	0.1809	47.9%	27.1%	90.2%	0.0%	
Table11_AU1	Np1D1p	0.0508	0.0510	81.0%	75.5%	92.0%	0.0%	
Table11_AU1	Np1D8a	0.0638	0.0640	55.5%	91.7%	51.3%	0.0%	
Table11_TBI1	AnyActivity	0.0877	0.0883	10.7%	36.8%	68.2%	0.1%	
Table11_TBI1	AnyPaid	0.1805	0.1815	20.4%	23.4%	52.5%	0.1%	
Table11_TBI1	Np1D1p	0.0508	0.0524	3.0%	41.7%	68.6%	0.2%	



**Table C-2. RESULTS OF LOGISTIC REGRESSION ANALYSES (Continued)**

OCR Variable Number	NLTS2 Outcome Variable	R-Square Excluding OCR Variable	R-Square Including OCR Variable	P value for first OCR variable indicator	P value for second OCR variable indicator	P value for third OCR variable indicator	Incremental R-Square	Comment (1=No responses or nearly all 0s)
Table11_TBI1	Np1D8a	0.0638	0.0646	96.1%	32.0%	19.3%	0.1%	
Table11_DB1	AnyActivity	0.0877	0.0880	n/a	n/a	15.9%	0.0%	
Table11_DB1	AnyPaid	0.1805	0.1808	n/a	n/a	13.2%	0.0%	
Table11_DB1	Np1D1p	0.0508	0.0512	n/a	n/a	12.7%	0.0%	
Table11_DB1	Np1D8a	0.0638	0.0639	n/a	n/a	44.4%	0.0%	
Table11_MD1	AnyActivity	0.0877	0.0880	n/a	15.2%	34.5%	0.0%	
Table11_MD1	AnyPaid	0.1805	0.1808	n/a	57.9%	21.1%	0.0%	
Table11_MD1	Np1D1p	0.0508	0.0511	n/a	58.4%	80.7%	0.0%	
Table11_MD1	Np1D8a	0.0638	0.0638	n/a	90.0%	68.4%	0.0%	
Table11_OTH1	AnyActivity	0.0877	0.0881	79.8%	16.3%	26.1%	0.0%	
Table11_OTH1	AnyPaid	0.1805	0.1812	82.6%	32.1%	2.6%	0.1%	
Table11_OTH1	Np1D1p	0.0508	0.0509	66.5%	88.2%	84.3%	0.0%	
Table11_OTH1	Np1D8a	0.0638	0.0642	95.7%	25.8%	18.6%	0.0%	
Table11_HI2	AnyActivity	0.0877	0.0888	4.4%	13.3%	80.0%	0.1%	
Table11_HI2	AnyPaid	0.1805	0.1825	54.8%	14.1%	34.1%	0.2%	
Table11_HI2	Np1D1p	0.0508	0.0533	71.3%	15.3%	1.1%	0.3%	
Table11_HI2	Np1D8a	0.0638	0.0642	83.8%	27.0%	16.9%	0.0%	
Table11_SI2	AnyActivity	0.0877	0.0882	6.3%	13.9%	15.9%	0.1%	
Table11_SI2	AnyPaid	0.1805	0.1807	97.9%	93.2%	47.1%	0.0%	
Table11_SI2	Np1D1p	0.0508	0.0530	51.7%	93.9%	2.1%	0.2%	
Table11_SI2	Np1D8a	0.0638	0.0642	36.9%	34.0%	11.7%	0.0%	
Table11_VI2	AnyActivity	0.0877	0.0884	8.0%	10.7%	98.2%	0.1%	
Table11_VI2	AnyPaid	0.1805	0.1830	67.3%	36.0%	2.8%	0.3%	
Table11_VI2	Np1D1p	0.0508	0.0517	72.0%	37.3%	44.5%	0.1%	
Table11_VI2	Np1D8a	0.0638	0.0639	82.2%	64.2%	38.3%	0.0%	
Table11_OI2	AnyActivity	0.0877	0.0886	0.8%	10.0%	25.7%	0.1%	
Table11_OI2	AnyPaid	0.1805	0.1817	25.5%	12.7%	46.6%	0.1%	
Table11_OI2	Np1D1p	0.0508	0.0524	18.0%	96.3%	25.6%	0.2%	
Table11_OI2	Np1D8a	0.0638	0.0640	82.5%	36.2%	72.7%	0.0%	
Table11_AU2	AnyActivity	0.0877	0.0881	9.2%	17.6%	39.6%	0.0%	
Table11_AU2	AnyPaid	0.1805	0.1807	85.8%	74.0%	60.8%	0.0%	
Table11_AU2	Np1D1p	0.0508	0.0518	46.9%	3.9%	2.3%	0.1%	
Table11_AU2	Np1D8a	0.0638	0.0639	50.8%	44.6%	75.4%	0.0%	
Table11_TBI2	AnyActivity	0.0877	0.0891	6.8%	62.6%	56.5%	0.1%	
Table11_TBI2	AnyPaid	0.1805	0.1814	87.4%	92.4%	6.7%	0.1%	
Table11_TBI2	Np1D1p	0.0508	0.0513	69.7%	51.1%	49.5%	0.1%	
Table11_TBI2	Np1D8a	0.0638	0.0639	84.3%	68.7%	43.1%	0.0%	
Table11_DB2	AnyActivity	0.0877	0.0883	n/a	n/a	3.4%	0.1%	
Table11_DB2	AnyPaid	0.1805	0.1805	n/a	n/a	54.2%	0.0%	
Table11_DB2	Np1D1p	0.0508	0.0509	n/a	n/a	42.1%	0.0%	
Table11_DB2	Np1D8a	0.0638	0.0638	n/a	n/a	63.6%	0.0%	
Table11_MD2	AnyActivity	0.0877	0.0879	5.6%	8.8%	3.7%	0.0%	

**Table C-2. RESULTS OF LOGISTIC REGRESSION ANALYSES (Continued)**

OCR Variable Number	NLTS2 Outcome Variable	R-Square Excluding OCR Variable	R-Square Including OCR Variable	P value for first OCR variable indicator	P value for second OCR variable indicator	P value for third OCR variable indicator	Incremental R-Square	Comment (1=No responses or nearly all 0s)
Table11_MD2	AnyPaid	0.1805	0.1812	64.5%	11.0%	6.6%	0.1%	
Table11_MD2	Np1D1p	0.0508	0.0511	53.1%	47.2%	18.1%	0.0%	
Table11_MD2	Np1D8a	0.0638	0.0638	44.4%	44.9%	62.5%	0.0%	
Table11_OTH2	AnyActivity	0.0877	0.0880	64.5%	26.5%	15.1%	0.0%	
Table11_OTH2	AnyPaid	0.1805	0.1805	61.2%	86.6%	96.3%	0.0%	
Table11_OTH2	Np1D1p	0.0508	0.0510	94.9%	37.9%	93.8%	0.0%	
Table11_OTH2	Np1D8a	0.0638	0.0640	97.4%	69.8%	41.4%	0.0%	
Table11_HI3	AnyActivity	0.0877	0.0881	2.3%	3.7%	41.6%	0.0%	
Table11_HI3	AnyPaid	0.1805	0.1814	70.7%	17.5%	74.2%	0.1%	
Table11_HI3	Np1D1p	0.0508	0.0512	60.0%	85.5%	37.9%	0.0%	
Table11_HI3	Np1D8a	0.0638	0.0639	64.2%	55.5%	94.0%	0.0%	
Table11_SI3	AnyActivity	0.0877	0.0881	18.5%	9.6%	50.2%	0.0%	
Table11_SI3	AnyPaid	0.1805	0.1806	86.5%	89.5%	51.1%	0.0%	
Table11_SI3	Np1D1p	0.0508	0.0510	37.5%	47.6%	89.4%	0.0%	
Table11_SI3	Np1D8a	0.0638	0.0638	74.3%	79.5%	86.2%	0.0%	
Table11_VI3	AnyActivity	0.0877	0.0887	n/a	1.8%	39.9%	0.1%	
Table11_VI3	AnyPaid	0.1805	0.1811	n/a	37.6%	42.0%	0.1%	
Table11_VI3	Np1D1p	0.0508	0.0509	n/a	47.7%	73.4%	0.0%	
Table11_VI3	Np1D8a	0.0638	0.0638	n/a	62.0%	74.4%	0.0%	
Table11_OI3	AnyActivity	0.0877	0.0884	3.9%	11.6%	51.6%	0.1%	
Table11_OI3	AnyPaid	0.1805	0.1821	81.0%	90.8%	2.3%	0.2%	
Table11_OI3	Np1D1p	0.0508	0.0526	18.6%	95.0%	13.8%	0.2%	
Table11_OI3	Np1D8a	0.0638	0.0641	64.3%	23.8%	63.1%	0.0%	
Table11_AU3	AnyActivity	0.0877	0.0880	14.0%	45.4%	47.9%	0.0%	
Table11_AU3	AnyPaid	0.1805	0.1808	69.4%	20.3%	41.2%	0.0%	
Table11_AU3	Np1D1p	0.0508	0.0510	65.7%	66.4%	35.5%	0.0%	
Table11_AU3	Np1D8a	0.0638	0.0641	44.5%	80.0%	97.8%	0.0%	
Table11_TBI3	AnyActivity	0.0877	0.0882	1.8%	6.2%	14.4%	0.1%	
Table11_TBI3	AnyPaid	0.1805	0.1811	23.6%	38.6%	45.9%	0.1%	
Table11_TBI3	Np1D1p	0.0508	0.0518	11.3%	63.3%	83.9%	0.1%	
Table11_TBI3	Np1D8a	0.0638	0.0642	56.9%	89.2%	38.4%	0.0%	
Table11_DB3	AnyActivity	0.0877	0.0883	n/a	n/a	4.1%	0.1%	
Table11_DB3	AnyPaid	0.1805	0.1805	n/a	n/a	72.1%	0.0%	
Table11_DB3	Np1D1p	0.0508	0.0509	n/a	n/a	55.6%	0.0%	
Table11_DB3	Np1D8a	0.0638	0.0638	n/a	n/a	47.4%	0.0%	
Table11_MD3	AnyActivity	0.0877	0.0878	8.0%	7.3%	9.6%	0.0%	
Table11_MD3	AnyPaid	0.1805	0.1810	72.9%	23.9%	11.6%	0.1%	
Table11_MD3	Np1D1p	0.0508	0.0509	67.0%	67.6%	42.1%	0.0%	
Table11_MD3	Np1D8a	0.0638	0.0643	75.5%	41.0%	66.7%	0.1%	
Table11_OTH3	AnyActivity	0.0877	0.0879	32.1%	80.3%	85.5%	0.0%	
Table11_OTH3	AnyPaid	0.1805	0.1808	32.6%	21.6%	5.4%	0.0%	
Table11_OTH3	Np1D1p	0.0508	0.0516	17.6%	1.0%	21.7%	0.1%	

**Table C-2. RESULTS OF LOGISTIC REGRESSION ANALYSES (Continued)**

OCR Variable Number	NLTS2 Outcome Variable	R-Square Excluding OCR Variable	R-Square Including OCR Variable	P value for first OCR variable indicator	P value for second OCR variable indicator	P value for third OCR variable indicator	Incremental R-Square	Comment (1=No responses or nearly all 0s)
Table11_OTH3	Np1D8a	0.0638	0.0641	63.8%	33.1%	17.5%	0.0%	
Table11_HI4	AnyActivity	0.0877	0.0882	37.5%	15.5%	3.4%	0.1%	
Table11_HI4	AnyPaid	0.1805	0.1822	73.9%	11.0%	10.9%	0.2%	
Table11_HI4	Np1D1p	0.0508	0.0525	41.1%	0.2%	0.3%	0.2%	
Table11_HI4	Np1D8a	0.0638	0.0641	58.2%	72.8%	41.6%	0.0%	
Table11_SI4	AnyActivity	0.0877	0.0878	86.2%	54.0%	87.9%	0.0%	
Table11_SI4	AnyPaid	0.1805	0.1810	5.5%	55.7%	26.0%	0.1%	
Table11_SI4	Np1D1p	0.0508	0.0517	16.2%	53.8%	16.2%	0.1%	
Table11_SI4	Np1D8a	0.0638	0.0652	1.8%	70.0%	65.7%	0.1%	
Table11_VI4	AnyActivity	0.0877	0.0883	65.9%	40.6%	4.7%	0.1%	
Table11_VI4	AnyPaid	0.1805	0.1825	92.7%	49.6%	0.7%	0.2%	
Table11_VI4	Np1D1p	0.0508	0.0513	97.2%	44.7%	11.1%	0.1%	
Table11_VI4	Np1D8a	0.0638	0.0641	41.8%	68.7%	73.8%	0.0%	
Table11_OI4	AnyActivity	0.0877	0.0880	87.1%	96.8%	27.6%	0.0%	
Table11_OI4	AnyPaid	0.1805	0.1816	70.9%	87.3%	1.2%	0.1%	
Table11_OI4	Np1D1p	0.0508	0.0521	24.3%	61.2%	3.3%	0.1%	
Table11_OI4	Np1D8a	0.0638	0.0642	2.9%	9.1%	10.7%	0.0%	
Table11_AU4	AnyActivity	0.0877	0.0880	35.8%	7.8%	16.1%	0.0%	
Table11_AU4	AnyPaid	0.1805	0.1812	92.8%	46.5%	2.2%	0.1%	
Table11_AU4	Np1D1p	0.0508	0.0512	35.0%	86.4%	35.8%	0.0%	
Table11_AU4	Np1D8a	0.0638	0.0643	13.2%	13.4%	67.9%	0.1%	
Table11_TBI4	AnyActivity	0.0877	0.0882	80.4%	23.9%	12.3%	0.1%	
Table11_TBI4	AnyPaid	0.1805	0.1822	86.3%	15.3%	0.1%	0.2%	
Table11_TBI4	Np1D1p	0.0508	0.0515	81.7%	4.3%	29.4%	0.1%	
Table11_TBI4	Np1D8a	0.0638	0.0642	34.4%	71.3%	11.0%	0.0%	
Table11_DB4	AnyActivity	0.0877	0.0884	n/a	19.9%	76.7%	0.1%	
Table11_DB4	AnyPaid	0.1805	0.1806	n/a	53.7%	31.3%	0.0%	
Table11_DB4	Np1D1p	0.0508	0.0510	n/a	50.0%	29.4%	0.0%	
Table11_DB4	Np1D8a	0.0638	0.0641	n/a	63.6%	18.6%	0.0%	
Table11_MD4	AnyActivity	0.0877	0.0878	59.6%	45.7%	89.0%	0.0%	
Table11_MD4	AnyPaid	0.1805	0.1811	71.8%	38.1%	22.8%	0.1%	
Table11_MD4	Np1D1p	0.0508	0.0512	41.8%	88.7%	31.3%	0.0%	
Table11_MD4	Np1D8a	0.0638	0.0647	42.8%	83.3%	5.2%	0.1%	
Table11_OTH4	AnyActivity	0.0877	0.0880	16.8%	7.7%	7.4%	0.0%	
Table11_OTH4	AnyPaid	0.1805	0.1813	88.1%	22.1%	2.8%	0.1%	
Table11_OTH4	Np1D1p	0.0508	0.0511	49.8%	51.1%	96.1%	0.0%	
Table11_OTH4	Np1D8a	0.0638	0.0653	78.0%	92.0%	0.6%	0.2%	
Table12_A_dis	AnyActivity	0.0877	0.0880	41.7%	18.7%	70.2%	0.0%	
Table12_A_dis	AnyPaid	0.1805	0.1805	85.1%	67.1%	97.2%	0.0%	
Table12_A_dis	Np1D1p	0.0508	0.0516	2.9%	49.0%	21.4%	0.1%	

**Table C-2. RESULTS OF LOGISTIC REGRESSION ANALYSES (Continued)**

OCR Variable Number	NLTS2 Outcome Variable	R-Square Excluding OCR Variable	R-Square Including OCR Variable	P value for first OCR variable indicator	P value for second OCR variable indicator	P value for third OCR variable indicator	Incremental R-Square	Comment (1=No responses or nearly all 0s)
Table12_A_dis	Np1D8a	0.0638	0.0647	1.8%	28.4%	53.6%	0.1%	
Table12_A_male	AnyActivity	0.0877	0.0884	45.2%	91.5%	5.1%	0.1%	
Table12_A_male	AnyPaid	0.1805	0.1808	14.6%	81.1%	53.8%	0.0%	
Table12_A_male	Np1D1p	0.0508	0.0514	44.5%	9.0%	74.9%	0.1%	
Table12_A_male	Np1D8a	0.0638	0.0642	17.6%	33.7%	90.3%	0.0%	
Table12_A_Female	AnyActivity	0.0877	0.0883	87.0%	69.5%	6.0%	0.1%	
Table12_A_Female	AnyPaid	0.1805	0.1811	3.7%	70.6%	59.5%	0.1%	
Table12_A_Female	Np1D1p	0.0508	0.0518	32.3%	2.6%	68.9%	0.1%	
Table12_A_Female	Np1D8a	0.0638	0.0641	49.4%	24.9%	84.1%	0.0%	
Table12_B_dis	AnyActivity	0.0877	0.0880	64.9%	67.8%	18.1%	0.0%	
Table12_B_dis	AnyPaid	0.1805	0.1830	1.5%	0.1%	2.3%	0.3%	
Table12_B_dis	Np1D1p	0.0508	0.0517	3.0%	47.0%	7.6%	0.1%	
Table12_B_dis	Np1D8a	0.0638	0.0642	20.3%	10.6%	81.2%	0.0%	
Table12_B_male	AnyActivity	0.0877	0.0880	96.7%	29.8%	23.6%	0.0%	
Table12_B_male	AnyPaid	0.1805	0.1816	0.6%	67.1%	99.9%	0.1%	
Table12_B_male	Np1D1p	0.0508	0.0513	17.1%	33.1%	42.9%	0.1%	
Table12_B_male	Np1D8a	0.0638	0.0641	15.7%	38.5%	91.3%	0.0%	
Table12_B_Female	AnyActivity	0.0877	0.0880	82.1%	58.1%	14.8%	0.0%	
Table12_B_Female	AnyPaid	0.1805	0.1813	1.8%	74.2%	76.0%	0.1%	
Table12_B_Female	Np1D1p	0.0508	0.0510	29.3%	57.9%	83.5%	0.0%	
Table12_B_Female	Np1D8a	0.0638	0.0641	12.6%	62.8%	50.8%	0.0%	
Table12_C_dis	AnyActivity	0.0877	0.0878	58.3%	95.9%	52.9%	0.0%	
Table12_C_dis	AnyPaid	0.1805	0.1807	85.4%	26.0%	45.2%	0.0%	
Table12_C_dis	Np1D1p	0.0508	0.0520	1.2%	7.2%	1.5%	0.1%	
Table12_C_dis	Np1D8a	0.0638	0.0640	16.2%	53.1%	76.8%	0.0%	
Table12_C_male	AnyActivity	0.0877	0.0882	35.4%	19.9%	77.5%	0.1%	
Table12_C_male	AnyPaid	0.1805	0.1814	86.1%	1.1%	97.2%	0.1%	
Table12_C_male	Np1D1p	0.0508	0.0521	1.7%	0.6%	5.7%	0.1%	
Table12_C_male	Np1D8a	0.0638	0.0643	31.6%	10.3%	58.1%	0.1%	
Table12_C_Female	AnyActivity	0.0877	0.0882	33.7%	20.0%	76.5%	0.1%	
Table12_C_Female	AnyPaid	0.1805	0.1808	69.3%	9.7%	97.6%	0.0%	
Table12_C_Female	Np1D1p	0.0508	0.0520	1.2%	1.0%	5.9%	0.1%	
Table12_C_Female	Np1D8a	0.0638	0.0642	17.3%	26.8%	55.6%	0.0%	
Table12_D_dis	AnyActivity	0.0877	0.0877	n/a	n/a	95.5%	0.0%	
Table12_D_dis	AnyPaid	0.1805	0.1807	n/a	n/a	24.2%	0.0%	
Table12_D_dis	Np1D1p	0.0508	0.0520	n/a	n/a	0.5%	0.1%	
Table12_D_dis	Np1D8a	0.0638	0.0640	n/a	n/a	16.7%	0.0%	
Table12_D_male	AnyActivity	0.0877	0.0877	n/a	n/a	87.4%	0.0%	
Table12_D_male	AnyPaid	0.1805	0.1806	n/a	n/a	45.2%	0.0%	
Table12_D_male	Np1D1p	0.0508	0.0521	n/a	n/a	0.3%	0.1%	
Table12_D_male	Np1D8a	0.0638	0.0639	n/a	n/a	27.0%	0.0%	
Table12_D_Female	AnyActivity	0.0877	0.0877	n/a	n/a	87.4%	0.0%	

**Table C-2. RESULTS OF LOGISTIC REGRESSION ANALYSES (Concluded)**

OCR Variable Number	NLTS2 Outcome Variable	R-Square Excluding OCR Variable	R-Square Including OCR Variable	P value for first OCR variable indicator	P value for second OCR variable indicator	P value for third OCR variable indicator	Incremental R-Square	Comment (1=No responses or nearly all 0s)
Table12_D_Female	AnyPaid	0.1805	0.1806	n/a	n/a	45.2%	0.0%	
Table12_D_Female	Np1D1p	0.0508	0.0521	n/a	n/a	0.3%	0.1%	
Table12_D_Female	Np1D8a	0.0638	0.0639	n/a	n/a	27.0%	0.0%	
Table15_Dip	AnyActivity	0.0877	0.0879	71.4%	20.6%	30.6%	0.0%	
Table15_Dip	AnyPaid	0.1805	0.1818	6.7%	41.5%	8.6%	0.1%	
Table15_Dip	Np1D1p	0.0508	0.0521	50.3%	68.4%	1.6%	0.1%	
Table15_Dip	Np1D8a	0.0638	0.0644	16.7%	41.5%	40.4%	0.1%	
Table15_Cert	AnyActivity	0.0877	0.0877	89.5%	97.1%	99.1%	0.0%	
Table15_Cert	AnyPaid	0.1805	0.1820	38.0%	26.4%	10.0%	0.2%	
Table15_Cert	Np1D1p	0.0508	0.0516	99.0%	85.3%	15.9%	0.1%	
Table15_Cert	Np1D8a	0.0638	0.0642	67.3%	20.5%	23.9%	0.0%	
NO_17A	AnyActivity	0.0877	n/a	n/a	n/a	n/a	n/a	1
NO_17A	AnyPaid	0.1805	n/a	n/a	n/a	n/a	n/a	1
NO_17A	Np1D1p	0.0508	n/a	n/a	n/a	n/a	n/a	1
NO_17A	Np1D8a	0.0638	n/a	n/a	n/a	n/a	n/a	1
NO_17B	AnyActivity	0.0877	n/a	n/a	n/a	n/a	n/a	1
NO_17B	AnyPaid	0.1805	n/a	n/a	n/a	n/a	n/a	1
NO_17B	Np1D1p	0.0508	n/a	n/a	n/a	n/a	n/a	1
NO_17B	Np1D8a	0.0638	n/a	n/a	n/a	n/a	n/a	1

**APPENDIX D**  
**NLTS2 DISTRICT DIRECTOR OF SPECIAL EDUCATION INTERVIEW**

**INTRODUCTION**

IF THERE IS NO NAMED RESPONDENT WITH CONTACT INFORMATION ON THE SAMPLE FILE, GO TO Intro 1. IF THERE IS CONTACT INFORMATION FOR A NAMED RESPONDENT, GO TO Intro 2.

Intro1. I would like to speak with the Director of Special Education or the person most knowledgeable about students receiving special education services from or through your district. Could you please give me his or her name, title, and phone number? [RECORD INFORMATION AND ASK TO BE TRANSFERRED]

NAME \_\_\_\_\_  
TITLE: \_\_\_\_\_  
PHONE: \_\_\_\_\_

CONTACT PERSON NAMED. GO TO Intro 2.

Intro2. CONTACT PERSON NAMED IN Intro 1, OR NAMED RESPONDENT ON SAMPLE FILE. IF THE PERSON NAMED ON THE SAMPLE FILE IS NO LONGER WITH THE DISTRICT OR NO LONGER SPECIAL EDUCATION DIRECTOR, USE Intro 1 TO IDENTIFY BEST RESPONDENT.

SPEAKING WITH SPECIAL EDUCATION DIRECTOR/INTENDED RESPONDENT:  
Hello, I'm [INTERVIEWER NAME]. I'm calling on behalf of the U.S. Department of Education, Office of Special Education Programs for a national study about students with disabilities. I have about a dozen questions about your district that should take less than 10 minutes to answer. Be assured that your answers will be completely confidential; no information will be reported that identifies you or this district. Could we begin now? (IF RESPONDENT ASKS ABOUT THE STUDY, SEE "STUDY DESCRIPTION SCRIPT." IF THE RESPONDENT ASKS ABOUT OTHER ASPECTS OF THE STUDY THAT YOU CANNOT ANSWER, SEE "FOR ADDITIONAL QUESTIONS SCRIPT." IF RESPONDENT ASKS FOR SOMETHING IN WRITING, SEE "FAX BACKGROUND SCRIPT.")

1. YES (GO TO 1)
2. NO (CONTINUE INTRO SCRIPT)

When in the next few days would be a convenient time for me to call back to ask you these few questions?

RECORD DAY, DATE, AND TIME: \_\_\_\_\_

Thank you very much. I'll call back then. TERMINATE CALL.

IF RESPONDENT REFUSES: Please be aware that the study is being conducted under Section 674(b) of the Individuals with Disabilities Education Act that requires the Secretary of Education to conduct a national assessment of activities supported with Federal funds under the act. Pursuant to the Education Department General Administrative Regulations, grantees must cooperate in any evaluation of their program conducted by the Secretary. Therefore, all local education agencies must participate in

the national assessment of IDEA conducted by the Secretary under section 674 (b) of IDEA. Could I continue with these brief questions now?

1. YES (GO TO 1)

2. NO (CONTINUE)

When in the next few days would be a convenient time for me to call back to ask you these few questions?

RECORD DAY, DATE, AND TIME: \_\_\_\_\_

Thank you very much. I'll call back then. TERMINATE CALL.

IF ANOTHER STAFF PERSON BLOCKS ACCESS TO THE DESIRED RESPONDENT: I'm trying to reach NAME OF DESIRED RESPONDENT as part of a study that under Section 674(b) of the Individuals with Disabilities Education Act requires the Secretary of Education to conduct a national assessment of activities supported with Federal funds under the Act. According to the Education Department General Administrative Regulations, grantees must cooperate in any evaluation of their program conducted by the Secretary. Therefore, all local education agencies must participate in the national assessment of IDEA conducted by the Secretary under IDEA. Could you please help me reach NAME OF DESIRED RESPONDENT for a brief interview that is part of this important mandated study?

STUDY DESCRIPTION SCRIPT. This brief telephone interview is part of the National Longitudinal Transition Study-2 (NLTS2), being conducted by SRI International for the U.S. Department of Education. NLTS2 is examining the school and life experiences of more than 11,000 youth, many of whom have received or are receiving special education services. It is very important to the study to understand the wide range of district policies and contexts that influence the experiences of secondary school students. The interview questions will ask you to characterize a variety of district practices and will not require you to report any student-level data. Your district has been selected randomly to provide this important information.

NLTS2 is being conducted under Section 674(b) of the Individuals with Disabilities Education Act, which requires the Secretary of Education to conduct a national assessment of activities supported with Federal funds under the Act. According to the Education Department General Administrative Regulations, grantees must cooperate in any evaluation of their program conducted by the Secretary. Therefore, all local education agencies must participate in the national assessment of IDEA conducted by the Secretary under IDEA. Your answers will be completely confidential; no information will be reported that identifies you, or the district.

FOR ADDITIONAL QUESTIONS SCRIPT. I am only involved in this aspect of the study. If you have questions about other components of the study please visit us on the web at [www.nlts2.org](http://www.nlts2.org), or e-mail us at [nlts2@sri.com](mailto:nlts2@sri.com), or call us toll-free at

1-866-269-7274, where you could leave us a message and someone will call you back with information.

FAX BACKGROUND SCRIPT. I'd be happy to fax you a description of the study and then call you again. Could you please give me your fax number? RECORD NUMBER:\_\_\_\_\_.

In the meantime, you could visit us on the web at [www.nlts2.org](http://www.nlts2.org). You can also e-mail us at [nlts2@sri.com](mailto:nlts2@sri.com) or contact us toll-free: 1-866-269-7274, where you could leave a message and someone will call you back with information. When would it be convenient for me to call again for the interview? RECORD DAY, DATE, AND TIME:\_\_\_\_\_.

Thank you very much. I'll call back then. TERMINATE CALL.



My first questions are about district assessments.

1. During the 2001-2002 school year, did you have any **district-wide** assessments that were not required by the state?
  1. YES (GO TO 2)
  2. NO (GO TO 3)
  - 7. DON'T KNOW (GO TO 3)
  - 8. REFUSED (GO TO 3)
  
2. For the 2001-2002 school year, how did your district report the scores of **students with disabilities** who participated in **district-wide** assessments? Were the scores...(READ CATEGORIES. CODE ONE)
  1. Aggregated with the scores of students without disabilities,
  2. Reported separately from those of students without disabilities,
  3. Reported both aggregated and separately, or
  4. Not reported.
  - 7. DON'T KNOW
  - 8. REFUSED

My next few questions are about school to adult life transitions of students with disabilities.

3. During the 2001-2002 school year, did you have a transition coordinator working at least part-time in **each** high school in your district?
  1. YES
  2. NO
  - 7. DON'T KNOW
  - 8. REFUSED
  
4. During the past (IF ASKED, WE MEAN THE 2001-2002) school year, did your school district have written agreements with any of the following agencies that outlined the services the agency would provide to help **students with disabilities** transition from school to adult life? Did you have a written agreement with..... READ EACH ITEM.
 

	<b>Yes</b>	<b>No</b>	<b>DK</b>	<b>Refused</b>
a. Any agency responsible for employment and training? .....	1	2	-7	-8
b. Any social services agency? .....	1	2	-7	-8
c. Any mental health agency?.....	1	2	-7	-8
d. Any agency involved in providing supervised and/or subsidized housing? .....	1	2	-7	-8

5. As of the end of the past (IF ASKED, WE MEAN THE 2001-2002) school year, had your district used Individuals with Disabilities Education Act (IDEA) funds to develop a system of coordinated services with any agencies that are helping students transition from school to adult life?
- 1. YES
  - 2. NO
  - 7. DON'T KNOW
  - 8. REFUSED

6. During the past (IF ASKED, WE MEAN THE 2001-2002) school year, did your district provide the following services to any **students with disabilities**? Did your district provide... READ EACH ITEM

	<b>Yes</b>	<b>No</b>	<b>DK</b>	<b>R</b>
a. A self-advocacy curriculum? .....	1	2	-7	-8
b. Community work experience? .....	1	2	-7	-8
c. Specific job skills training? .....	1	2	-7	-8
d. Instruction in job searching? .....	1	2	-7	-8
e. Job coaches or other staff who contact students or employers to monitor performance on the job? .....	1	2	-7	-8
f. Counseling about support services for students with disabilities at post-secondary education and training institutions? .....	1	2	-7	-8

7. During the past (IF ASKED, WE MEAN THE 2001-2002) school year, did your district have staff who taught the following skills to any **students with disabilities** who needed help learning to live independently? Did your district have staff who taught students with disabilities... READ EACH ITEM.

	<b>Yes</b>	<b>No</b>	<b>DK</b>	<b>R</b>
a. Money management skills? .....	1	2	-7	-8
b. Housekeeping (for example, cleaning) skills? .....	1	2	-7	-8
c. Personal hygiene and health skills? .....	1	2	-7	-8
d. How to use public transportation? .....	1	2	-7	-8

Now I have some questions about other district practices.

8. During the past (IF ASKED, WE MEAN THE 2001-2002) school year, did your district provide formal training for **general education** teachers on strategies for working with **students with disabilities** who spend all or part of the day in their classrooms?
1. YES
  2. NO
  - 7. DON'T KNOW
  - 8. REFUSED

9. During the past (IF ASKED, WE MEAN THE 2001-2002) school year, which of the following risk factors for dropping out of school did your district track for **students with disabilities**? Did you track students with disabilities who:... READ EACH ITEM

	Yes	No	DK	R
a. Were older than norm for grade?.....	1	2	-7	-8
b. Were absent excessively? .....	1	2	-7	-8
c. Had family or economic problem?.....	1	2	-7	-8
d. Had juvenile justice involvement?.....	1	2	-7	-8

10. During the past (IF ASKED, WE MEAN THE 2001-2002) school year, in which of the following areas did your district provide written guidelines to schools? Did you provide written guidelines related to:... READ EACH ITEM

	Yes	No	DK	R
a. Dropout prevention for students with disabilities? .....	1	2	-7	-8
b. Involvement of parents or guardians of students with disabilities in their child's education? .....	1	2	-7	-8
c. Use of alternatives to dispute resolution procedures (for example, conflict resolution or IEP facilitation)?.....	1	2	-7	-8

11. At any point during the past (IF ASKED, WE MEAN THE 2001-2002) school year, did your district regularly evaluate parent/guardian satisfaction with **special education** services?
1. YES
  2. NO
  - 7. DON'T KNOW
  - 8. REFUSED

12. Which of the following are available to students in your district? Does your district have  
 a...READ EACH ITEM

	<b>Yes</b>	<b>No</b>	<b>DK</b>	<b>R</b>
a. Magnet secondary school emphasizing a particular theme? .....	1	2	-7	-8
b. Special education school serving secondary-age students with disabilities? .....	1	2	-7	-8
c. Alternative or continuation school, such as a school for potential dropouts or for dropouts to earn a GED?.....	1	2	-7	-8
d. Vocational technical school for secondary school students?.....	1	2	-7	-8

Thank you so much for your time and help with this important study. IF YOU HAVE NOT PROVIDED OUR CONTACT INFORMATION EARLIER PLEASE PROVIDE NOW. If you have any additional questions, please visit our web site: [www.nlts2.org](http://www.nlts2.org). You can also e-mail us at [nlts2@sri.com](mailto:nlts2@sri.com) or contact us toll-free: 1-866-269-7274, where you could leave a message and someone will call you back with information.

## APPENDIX E. COMPARISON OF UNIVERSE SAMPLE AND NLTS2 PARTICIPATING LEAS USING DISTRICT DIRECTORS SURVEY

**Table E-1. COMPARISON USING DISTRICT DIRECTOR SURVEY**

Question		National LEA Sample (1349)	NLTS2 Participating LEAs (466)	Difference	Std Dev of Difference	t value	p-value
	In the 2001-2002 school year:						
Q1	Were there district-wide assessments not required by the states?	55.6%	59.9%	-4.4%	3.9%	1.12	27.2%
Q2	How did your district report scores of students with disabilities who participated in district-wide assessments?						
Q2a	Aggregated with the scores of students without disabilities	35.1%	33.7%	1.4%	4.6%	0.31	76.1%
Q2b	Reported separately from those students without disabilities	8.6%	12.6%	-3.9%	3.6%	1.10	27.9%
Q2c	Reported both aggregated and separately	49.0%	50.3%	-1.3%	5.7%	0.23	82.1%
Q2d	Not reported	7.3%	3.5%	3.8%	5.9%	0.65	52.1%
Q3	Did you have a transition counselor in each high school in your district	64.5%	68.7%	-4.1%	5.1%	0.82	41.9%
Q4	Did your school district have written agreements with any of the following agencies that outlined the services the agency would provide to help students with disabilities transition from school to adult life:						
Q4a	Any agency responsible for employment and training	55.7%	58.3%	-2.5%	4.2%	0.60	55.0%
Q4b	Any social services agency	35.9%	41.8%	-5.8%	3.8%	1.56	12.9%
Q4c	Any mental health agency	35.7%	45.5%	-9.9%	3.8%	2.61	<b>1.4%</b>
Q4d	Any agency involved in providing supervised and/or subsidized housing	15.0%	11.9%	3.1%	2.7%	1.14	26.3%
Q5	Has your district used IDEA funds to develop a system of coordinated services with other agencies that are helping students transition from school to adult life?	46.2%	44.7%	1.5%	4.3%	0.34	73.6%
Q6	Did your district provide the following services to students with disabilities:						
Q6a	A self-advocacy curriculum	54.6%	55.7%	-1.2%	3.8%	0.31	76.1%
Q6b	Community work experience	87.1%	88.9%	-1.8%	4.9%	0.37	71.4%
Q6c	Specific job skills training	87.9%	88.4%	-0.5%	3.6%	0.13	90.0%
Q6d	Instruction in job searching	94.4%	94.8%	-0.4%	1.7%	0.24	80.9%
Q6e	Job coaches or other staff who contact students or employers to monitor performance on the job	80.2%	84.1%	-4.0%	4.5%	0.88	38.4%
Q6f	Counseling about support services for students with disabilities at post-secondary education and training institutions	81.6%	84.1%	-2.5%	5.0%	0.50	62.3%

**Table E-1. COMPARISON USING DISTRICT DIRECTOR SURVEY (Concluded)**

Question		National LEA Sample (1349)	NLTS2 Participating LEAs (466)	Difference	Std Dev of Difference	t value	p-value
	In the 2001-2002 school year:						
Q7	Did your district have staff who taught the following skills to students with disabilities:						
Q7a	Money management skills	96.3%	96.9%	-0.6%	1.6%	0.38	70.9%
Q7b	Housekeeping (for example, cleaning) skills	81.3%	84.4%	-3.1%	2.7%	1.14	26.1%
Q7c	Personal hygiene and health skills	92.7%	95.1%	-2.4%	2.0%	1.23	23.0%
Q7d	How to use public transportation	44.5%	49.5%	-5.0%	4.0%	1.24	22.4%
Q8	Did your district offer formal training for general education teachers on strategies for working with students with disabilities who spend all or part of the day in their classrooms	89.1%	90.4%	-1.3%	2.7%	0.46	64.7%
Q9	Which of the following risk factors for dropping out of school did your district track for students with disabilities						
Q9a	Were older than norm for grade	47.5%	54.4%	-6.9%	3.8%	1.83	7.6%
Q9b	Were absent excessively	85.9%	88.9%	-3.0%	2.8%	1.07	29.4%
Q9c	Had family or economic problem	58.4%	60.4%	-2.0%	3.9%	0.51	61.3%
Q9d	Had juvenile justice involvement	76.9%	81.7%	-4.7%	3.2%	1.46	15.3%
Q10	In which of the following areas has your district provided written guidelines to schools:						
Q10a	Dropout prevention for students with disabilities	41.4%	37.3%	4.1%	4.4%	0.93	36.0%
Q10b	Involvement of parents or guardians of students with disabilities in their child's education	89.0%	88.5%	0.5%	2.2%	0.21	83.7%
Q10c	Use of alternatives to dispute resolution procedures (for example, conflict resolution or IEP facilitation)	82.0%	83.8%	-1.9%	3.5%	0.53	60.1%
Q11	Did your district regularly evaluate parent/guardian satisfaction with special education services	60.6%	57.5%	3.1%	4.2%	0.74	46.7%
Q12	Which of the following are available to students in your district:						
Q12a	Magnet secondary school emphasizing a particular theme	7.5%	6.4%	1.0%	1.3%	0.79	43.7%
Q12b	Special education school serving secondary-age students with disabilities	24.1%	25.3%	-1.2%	3.2%	0.37	71.5%
Q12c	Alternative or continuation school, such as a school for potential dropouts or for dropouts to earn a GED	65.5%	71.7%	-6.2%	4.0%	1.54	13.3%
Q12d	Vocational technical school for secondary school students	54.0%	53.1%	0.8%	4.4%	0.19	84.8%