

**Appendix E. Detailed tables for chapter 5 of volume 1:**  
**Comparisons with other youth**

**Table E-1. Percentages of youth who received school-based academic help outside school hours, by IEP status**

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	72.0	78.1	84.0	78.0	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	1.10	1.55	2.53	1.57	†
Sample size (number of respondents)	4,470	1,360	360	1,000	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at  $p < .05$  between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether school staff provided them with extra help before or after school or on weekends in academic subjects in this school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

**Table E-2. Percentages of youth who received guidance on what courses to take, by IEP status**

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	73.0	82.3	78.3	82.4	A-B; A-D
Standard error	1.00	1.42	2.70	1.44	†
Sample size (number of respondents)	4,470	1,360	360	1,000	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at  $p < .05$  between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether school staff provided guidance on the classes they should take to prepare for what they plan to do after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

**Table E-3. Percentages of youth who received school academic help outside school hours according to parents, by IEP status**

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	26.9	29.5	34.6	29.4	A-C
Standard error	1.02	1.66	3.20	1.68	†
Sample size (number of respondents)	6,790	1,690	450	1,240	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at  $p < .05$  between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether school staff provided youth with extra help before or after school or on weekends in academic subjects in this school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

**Table E-4. Percentages of youth who took summer school, by IEP status**

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	15.6	11.5	14.9	11.4	A-B; A-D
Standard error	0.84	1.11	2.15	1.12	†
Sample size (number of respondents)	6,380	1,660	440	1,220	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at  $p < .05$  between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether youth attended summer school in the previous summer. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were in grades 9 through 12.

**Table E-5. Percentages of youth who took catch-up courses or double-dosed classes during school hours, by IEP status**

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	14.3	14.1	14.2	14.1	ns
Standard error	0.74	1.11	2.25	1.13	†
Sample size (number of respondents)	6,700	1,660	440	1,220	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at  $p < .05$  between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether, during the school year, youth took catch-up or double-dosed courses during school hours. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

**Table E-6. How often parents or another adult in the household went to a parent-teacher conference, by IEP status (percentages by category)**

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
At least once (average)	84.3	65.2	78.7	65.0	A-B; A-C; A-D; B-C; B-D; C-D
At least 3 to 4 times (average)	35.4	19.9	31.6	19.7	A-B; A-D; B-C; B-D; C-D
More than 5 to 6 times (average)	6.3	2.8	5.9	2.8	A-B; A-D; B-C; B-D; C-D
5 to 6 times (average)	5.2	2.6	4.2	2.6	A-B; A-D
3 to 4 times (average)	23.9	14.5	21.5	14.4	A-B; A-D; B-C; B-D; C-D
1 to 2 times (average)	48.9	45.3	47.1	45.3	A-B; A-D
Never (average)	15.7	34.8	21.3	35.0	A-B; A-C; A-D; B-C; B-D; C-D
At least once (standard error)	0.69	1.52	2.21	1.55	†
At least 3 to 4 times (standard error)	0.85	1.27	2.71	1.29	†
More than 5 to 6 times (standard error)	0.36	0.46	1.11	0.47	†
5 to 6 times (standard error)	0.37	0.44	1.10	0.44	†
3 to 4 times (standard error)	0.71	1.05	2.31	1.07	†
1 to 2 times (standard error)	0.82	1.49	2.96	1.52	†
Never (standard error)	0.69	1.52	2.21	1.55	†
Sample size (number of respondents)	9,520	2,300	620	1,690	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at  $p < .05$  between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked whether they or another adult in the household had gone to a parent-teacher conference since the beginning of the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

**Table E-7. How often parents or another adult in the household helped with homework, by IEP status (percentages by category)**

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
At least once a week (average)	61.9	53.9	66.2	53.6	A-B; A-D; B-C; B-D; C-D
5 or more times a week (average)	15.8	8.1	14.9	7.9	A-B; A-D; B-C; B-D; C-D
3 to 4 times a week (average)	16.5	13.2	18.8	13.1	A-B; A-D; B-C; B-D; C-D
1 to 2 times a week (average)	29.6	32.6	32.5	32.6	A-B; A-D
Less than once a week (average)	17.2	26.0	20.3	26.1	A-B; A-D; B-C; B-D; C-D
Never (average)	20.9	20.1	13.5	20.3	A-C; B-C; B-D; C-D
At least once a week (standard error)	0.93	1.45	2.44	1.48	†
5 or more times a week (standard error)	0.73	0.81	2.14	0.83	†
3 to 4 times a week (standard error)	0.63	1.05	2.21	1.08	†
1 to 2 times a week (standard error)	0.76	1.36	2.56	1.39	†
Less than once a week (standard error)	0.69	1.22	2.02	1.25	†
Never (standard error)	0.71	1.10	1.67	1.13	†
Sample size (number of respondents)	9,480	2,300	610	1,690	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at  $p < .05$  between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked how often they or another adult in the household helped youth with homework during the school year. The response categories were five or more times a week, three to four times a week, one to two times a week, less than once a week, and never. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

**Table E-8. How often parents or another adult in the household talked with youth about school experiences, by IEP status (percentages by category)**

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Regularly (average)	84.1	83.7	91.4	83.6	A-C; B-C; B-D; C-D
Occasionally (average)	12.1	12.5	6.1	12.6	A-C; B-C; B-D; C-D
Rarely (average)	2.3	2.1	1.6!	2.1	ns
Not at all (average)	1.5	1.7	‡	1.7	ns
Regularly (standard error)	0.65	1.03	1.47	1.04	†
Occasionally (standard error)	0.54	0.88	1.22	0.89	†
Rarely (standard error)	0.29	0.36	0.64	0.37	†
Not at all (standard error)	0.17	0.40	‡	0.41	†
Sample size (number of respondents)	9,530	2,300	620	1,690	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at  $p < .05$  between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked how often they or another adult in the household talked with the youth about his/her experiences in school. Response options were regularly, occasionally, rarely, or not at all. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

**Table E-9. How often parents or another adult in the household attended a school or class event, by IEP status (percentages by category)**

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
At least once (average)	57.8	71.4	72.8	71.4	A-B; A-C; A-D
More than 5 to 6 times (average)	16.1	27.2	29.2	27.2	A-B; A-C; A-D
5 to 6 times (average)	6.8	7.5	9.0	7.4	ns
3 to 4 times (average)	14.4	14.5	17.3	14.5	ns
1 to 2 times (average)	20.5	22.1	17.3	22.2	B-C; B-D; C-D
Never (average)	42.2	28.6	27.2	28.6	A-B; A-C; A-D
At least once (standard error)	0.95	1.28	2.40	1.30	†
More than 5 to 6 times (standard error)	0.69	1.42	2.54	1.44	†
5 to 6 times (standard error)	0.45	0.76	1.45	0.78	†
3 to 4 times (standard error)	0.59	1.04	2.52	1.06	†
1 to 2 times (standard error)	0.66	1.28	2.20	1.30	†
Never (standard error)	0.95	1.28	2.40	1.30	†
Sample size (number of respondents)	9,520	2,300	620	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at  $p < .05$  between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked whether they or another adult in the household attended a school or class event since the start of the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

**Table E-10. How often parents or another adult in the household attended a general school meeting, by IEP status (percentages by category)**

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
At least once (average)	74.6	74.6	82.1	74.5	A-C; B-C; B-D; C-D
More than 5 to 6 times (average)	5.9	6.5	7.7	6.5	ns
5 to 6 times (average)	5.5	5.8	7.0	5.8	ns
3 to 4 times (average)	22.7	19.9	21.4	19.9	A-B; A-D
1 to 2 times (average)	40.5	42.4	46.0	42.3	A-C
Never (average)	25.4	25.4	17.9	25.5	A-C; B-C; B-D; C-D
At least once (standard error)	0.83	1.29	2.13	1.31	†
More than 5 to 6 times (standard error)	0.37	0.71	1.25	0.72	†
5 to 6 times (standard error)	0.39	0.70	1.20	0.71	†
3 to 4 times (standard error)	0.73	1.17	2.17	1.19	†
1 to 2 times (standard error)	0.91	1.52	2.62	1.55	†
Never (standard error)	0.83	1.29	2.13	1.31	†
Sample size (number of respondents)	9,530	2,300	620	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at  $p < .05$  between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked whether they or another adult in the household attended a general school meeting since the start of the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

**Table E-11. How often parents or another adult in the household volunteered at school, by IEP status (percentages by category)**

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
At least once (average)	21.6	28.4	34.5	28.3	A-B; A-C; A-D; B-C; B-D; C-D
More than 5 to 6 times (average)	3.9	5.9	7.4	5.8	A-B; A-C; A-D
5 to 6 times (average)	2.0	2.5	2.5	2.5	ns
3 to 4 times (average)	4.6	7.1	8.6	7.1	A-B; A-C; A-D
1 to 2 times (average)	11.1	13.0	15.9	12.9	A-C
Never (average)	78.4	71.6	65.5	71.7	A-B; A-C; A-D; B-C; B-D; C-D
At least once (standard error)	0.76	1.30	2.69	1.33	†
More than 5 to 6 times (standard error)	0.36	0.70	1.37	0.71	†
5 to 6 times (standard error)	0.28	0.41	0.72	0.42	†
3 to 4 times (standard error)	0.32	0.78	1.78	0.79	†
1 to 2 times (standard error)	0.55	0.99	2.01	1.01	†
Never (standard error)	0.76	1.30	2.69	1.33	†
Sample size (number of respondents)	9,530	2,300	620	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at  $p < .05$  between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked whether they or another adult in the household volunteered at school since the start of the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

**Table E-12. Percentages of youth who received school-based academic help outside school hours, by IEP status and subgroups (1 of 2)**

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	No IEP	Difference between IEP and no IEP
All youth (avg)	72.0	78.1	-6.1*
Household income (significantly different subgroup pairs)	1-2	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	70.2	76.2	-6.1*
Above 185% of the poverty level: subgroup 2 (avg)	74.5	79.8	-5.3*
1% to 185% of the poverty level: subgroup 1 (se)	1.46	2.38	2.88
Above 185% of the poverty level: subgroup 2 (se)	1.44	1.95	2.31
1% to 185% of the poverty level: subgroup 1 (sample size)	2,470	600	†
Above 185% of the poverty level: subgroup 2 (sample size)	1,970	750	†
Race/ethnicity (significantly different subgroup pairs)	1-3; 2-3	ns	ns
Black: subgroup 1 (avg)	75.1	82.4	-7.4
Hispanic: subgroup 2 (avg)	75.7	77.7	-2.0
White, Asian, or other race: subgroup 3 (avg)	69.5	77.4	-7.9*
Black: subgroup 1 (se)	2.22	3.67	4.45
Hispanic: subgroup 2 (se)	2.04	2.91	3.58
White, Asian, or other race: subgroup 3 (se)	1.44	1.93	2.33
Black: subgroup 1 (sample size)	870	200	†
Hispanic: subgroup 2 (sample size)	1,020	350	†
White, Asian, or other race: subgroup 3 (sample size)	2,570	810	†
Gender (significantly different subgroup pairs)	ns	ns	ns
Female: subgroup 1 (avg)	72.4	79.1	-6.7*
Male: subgroup 2 (avg)	71.8	77.0	-5.2*
Female: subgroup 1 (se)	1.80	2.03	2.65
Male: subgroup 2 (se)	1.23	2.13	2.39
Female: subgroup 1 (sample size)	1,590	690	†
Male: subgroup 2 (sample size)	2,880	670	†
Age (significantly different subgroup pairs)	1-3; 2-3	ns	ns
Age 14 or younger: subgroup 1 (avg)	71.7	72.0	-0.3
Age 15 to 18: subgroup 2 (avg)	72.6	79.0	-6.4*
Age 19 or older: subgroup 3 (avg)	61.8	63.9	-2.1
Age 14 or younger: subgroup 1 (se)	3.77	4.69	6.48
Age 15 to 18: subgroup 2 (se)	1.18	1.64	2.00
Age 19 or older: subgroup 3 (se)	3.01	9.06	9.59
Age 14 or younger: subgroup 1 (sample size)	290	120	†
Age 15 to 18: subgroup 2 (sample size)	3,760	1,200	†
Age 19 or older: subgroup 3 (sample size)	410	40	†

1-2, 1-3, and 2-3 indicate statistically significant differences at  $p < .05$  between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

\*= $p < .05$  for comparison between IEP and No IEP estimates; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether school staff provided them with extra help before or after school or on weekends in academic subjects in this school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

**Table E-13. Percentages of youth whose parents or another adult in the household helped with homework at least once a week, by IEP status and subgroups (1 of 2)**

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	No IEP	Difference between IEP and no IEP
All youth (avg)	61.9	53.9	8.0*
Household income (significantly different subgroup pairs)	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	62.1	53.8	8.2*
Above 185% of the poverty level: subgroup 2 (avg)	62.0	54.0	8.0*
1% to 185% of the poverty level: subgroup 1 (se)	1.21	2.06	2.29
Above 185% of the poverty level: subgroup 2 (se)	1.33	2.08	2.39
1% to 185% of the poverty level: subgroup 1 (sample size)	5,260	1,030	†
Above 185% of the poverty level: subgroup 2 (sample size)	4,130	1,260	†
Race/ethnicity (significantly different subgroup pairs)	1-2; 1-3	1-3; 2-3	ns
Black: subgroup 1 (avg)	71.3	64.7	6.5
Hispanic: subgroup 2 (avg)	62.6	57.0	5.7
White, Asian, or other race: subgroup 3 (avg)	58.6	50.0	8.5*
Black: subgroup 1 (se)	1.78	3.42	3.90
Hispanic: subgroup 2 (se)	1.78	2.60	3.21
White, Asian, or other race: subgroup 3 (se)	1.18	1.94	2.19
Black: subgroup 1 (sample size)	1,850	340	†
Hispanic: subgroup 2 (sample size)	2,170	590	†
White, Asian, or other race: subgroup 3 (sample size)	5,450	1,360	†
Gender (significantly different subgroup pairs)	1-2	ns	ns
Female: subgroup 1 (avg)	66.0	54.5	11.4*
Male: subgroup 2 (avg)	59.8	53.2	6.6*
Female: subgroup 1 (se)	1.42	2.01	2.31
Male: subgroup 2 (se)	1.09	1.94	2.18
Female: subgroup 1 (sample size)	3,300	1,100	†
Male: subgroup 2 (sample size)	6,180	1,200	†
Age (significantly different subgroup pairs)	1-2; 1-3; 2-3	1-2; 1-3	ns
Age 14 or younger: subgroup 1 (avg)	74.8	66.4	8.3*
Age 15 to 18: subgroup 2 (avg)	55.6	42.9	12.7*
Age 19 or older: subgroup 3 (avg)	44.6	38.1	6.5
Age 14 or younger: subgroup 1 (se)	1.34	2.27	2.53
Age 15 to 18: subgroup 2 (se)	1.11	1.73	2.00
Age 19 or older: subgroup 3 (se)	2.25	8.15	8.41
Age 14 or younger: subgroup 1 (sample size)	2,700	690	†
Age 15 to 18: subgroup 2 (sample size)	5,800	1,550	†
Age 19 or older: subgroup 3 (sample size)	980	50	†

1-2, 1-3, and 2-3 indicate statistically significant differences at  $p < .05$  between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

\*= $p < .05$  for comparison between IEP and No IEP estimates; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked how often they or another adult in the household helped youth with homework during the school year. The response categories were five or more times a week, three to four times a week, one to two times a week, less than once a week, and never. The percentages are for responses of at least once a week. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

**Table E-14. Percentages of youth who received school-based academic help outside school hours, by IEP status and subgroups (2 of 2)**

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	No IEP	Difference between IEP and no IEP
All youth (avg)	72.0	78.1	-6.1*
Functional abilities index (significantly different subgroup pairs)	1-2	ns	ns
Below the IEP mean: subgroup 1 (avg)	66.7	77.0	-10.3
At or above the IEP mean: subgroup 2 (avg)	74.5	78.2	-3.7
Below the IEP mean: subgroup 1 (se)	1.89	5.08	5.45
At or above the IEP mean: subgroup 2 (se)	1.27	1.63	1.97
Below the IEP mean: subgroup 1 (sample size)	1,840	150	†
At or above the IEP mean: subgroup 2 (sample size)	2,570	1,200	†
School academic proficiency (significantly different subgroup pairs)	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	73.2	81.2	-8.0*
Top three quarters in state: subgroup 2 (avg)	72.3	76.8	-4.5*
Bottom quarter in state: subgroup 1 (se)	1.91	2.94	3.47
Top three quarters in state: subgroup 2 (se)	1.32	1.87	2.20
Bottom quarter in state: subgroup 1 (sample size)	1,120	300	†
Top three quarters in state: subgroup 2 (sample size)	3,050	1,020	†
School locale (significantly different subgroup pairs)	1-3; 2-3	1-3; 2-3	ns
City: subgroup 1 (avg)	74.7	82.9	-8.2*
Suburb: subgroup 2 (avg)	74.4	81.2	-6.7*
Town or rural: subgroup 3 (avg)	69.0	72.3	-3.3
City: subgroup 1 (se)	1.65	2.57	2.84
Suburb: subgroup 2 (se)	1.62	2.25	2.84
Town or rural: subgroup 3 (se)	1.97	2.87	3.37
City: subgroup 1 (sample size)	1,320	380	†
Suburb: subgroup 2 (sample size)	1,470	450	†
Town or rural: subgroup 3 (sample size)	1,500	500	†
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	72.6	78.4	-5.8*
Highest quarter in U.S.: subgroup 2 (avg)	72.5	75.7	-3.3
Bottom three quarters in U.S.: subgroup 1 (se)	1.32	1.71	2.11
Highest quarter in U.S.: subgroup 2 (se)	1.98	3.67	3.81
Bottom three quarters in U.S.: subgroup 1 (sample size)	3,010	1,090	†
Highest quarter in U.S.: subgroup 2 (sample size)	1,240	240	†

1-2, 1-3, and 2-3 indicate statistically significant differences at  $p < .05$  between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

\*= $p < .05$  for comparison between IEP and No IEP estimates; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate;

Note: Youth survey respondents, excluding proxies, were asked whether school staff provided them with extra help before or after school or on weekends in academic subjects in this school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

**Table E-15. Percentages of youth whose parents or another adult in the household helped with homework at least once a week, by IEP status and subgroups (2 of 2)**

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	No IEP	Difference between IEP and no IEP
All youth (avg)	61.9	53.9	8.0*
Functional abilities index (significantly different subgroup pairs)	ns	ns	ns
Below the IEP mean: subgroup 1 (avg)	62.7	58.4	4.3
At or above the IEP mean: subgroup 2 (avg)	61.4	53.5	7.9*
Below the IEP mean: subgroup 1 (se)	1.30	4.49	4.57
At or above the IEP mean: subgroup 2 (se)	1.20	1.54	1.88
Below the IEP mean: subgroup 1 (sample size)	4,660	250	†
At or above the IEP mean: subgroup 2 (sample size)	4,670	2,030	†
School academic proficiency (significantly different subgroup pairs)	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	64.8	56.2	8.7*
Top three quarters in state: subgroup 2 (avg)	61.7	53.0	8.7*
Bottom quarter in state: subgroup 1 (se)	1.58	3.12	3.33
Top three quarters in state: subgroup 2 (se)	1.09	1.69	1.95
Bottom quarter in state: subgroup 1 (sample size)	2,410	530	†
Top three quarters in state: subgroup 2 (sample size)	6,340	1,710	†
School locale (significantly different subgroup pairs)	1-3	ns	ns
City: subgroup 1 (avg)	65.2	55.4	9.8*
Suburb: subgroup 2 (avg)	63.2	53.4	9.8*
Town or rural: subgroup 3 (avg)	59.4	52.6	6.7*
City: subgroup 1 (se)	1.70	2.94	3.18
Suburb: subgroup 2 (se)	1.51	2.55	2.78
Town or rural: subgroup 3 (se)	1.49	2.31	2.70
City: subgroup 1 (sample size)	2,890	670	†
Suburb: subgroup 2 (sample size)	3,060	740	†
Town or rural: subgroup 3 (sample size)	3,100	840	†
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	62.0	53.0	9.0*
Highest quarter in U.S.: subgroup 2 (avg)	63.5	56.3	7.2*
Bottom three quarters in U.S.: subgroup 1 (se)	1.10	1.64	1.93
Highest quarter in U.S.: subgroup 2 (se)	1.67	3.01	3.21
Bottom three quarters in U.S.: subgroup 1 (sample size)	6,000	1,780	†
Highest quarter in U.S.: subgroup 2 (sample size)	2,920	470	†

1-2, 1-3, and 2-3 indicate statistically significant differences at  $p < .05$  between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

\*= $p < .05$  for comparison between IEP and No IEP estimates; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate;

Note: Parent survey respondents, excluding proxies, were asked how often they or another adult in the household helped youth with homework during the school year. The response categories were five or more times a week, three to four times a week, one to two times a week, less than once a week, and never. The percentages are for responses of at least once a week. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.