

3. Instructional Settings

Efforts to improve student outcomes “have centered on increasing inclusion of students with disabilities in general education classrooms and, most recently, ensuring access to the general education curriculum” (McLaughlin and Tilstone 2000, p. 50). Hence, the maximum appropriate integration of students with disabilities with the general student population is the specific intent of the “least restrictive environment” (LRE) provision of the Individuals with Disabilities Education Act of 2004, which seeks to ensure that

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. §300.114

In addition, research on the school experiences associated with including students with disabilities in general education classrooms has identified benefits for both students with disabilities and students without disabilities (Causton-Theoharis and Malmgren 2005; Cole 2006; Frattura and Capper 2006; Katz and Miranda 2002; Salend and Duhaney 1999).

A comprehensive examination of the types of classrooms in which students with disabilities received credits is possible by drawing on the high school transcript data compiled as part of NLTS2 for students with disabilities nationally who attended typical high schools³⁷ at some time from 2001 to 2009. This chapter addresses the following questions for these students:

- To what extent did students with disabilities in secondary schools earn credits in general education and special education settings?
- How did instructional settings differ by course type?
- How did the proportion of credits earned in general education and special education settings differ for students who differed in primary disability category, grade level, and high school completion status?

As noted in chapter 1, NLTS2 intends to describe the experiences of the population of students with disabilities as a whole, including both those who eventually completed their high school programs and those who did not. This chapter begins with an examination of the proportion of credits earned in general education and special education settings by students with disabilities as a whole, a distribution that may reflect students’ abilities and preferences, the extent to which districts and schools offer courses in particular settings, and/or other factors. The discussion continues with a focus on the settings experienced by students who differed in disability category and grade level. It then distinguishes the experiences of students with disabilities by high school completion status, presenting data separately for those who did and did not complete high school. The text mentions only differences reaching at least the $p < .01$ level of significance.

³⁷ Students who attended non-typical schools (e.g., schools serving only students with disabilities, hospital-based schools, home schools) are not included in these analyses.

Credits Earned in General and Special Education Settings, by Type of Course

NLTS2 transcript data include a code for whether each course reported on the transcript was taken in a general education or a special education setting as well as the credits earned from the course. From these data, a percentage of credits earned in the two settings was computed, as reported in table 20.

On average, students with disabilities who attended typical high schools earned 16.7 credits in general education courses and 6.0 credits in special education courses,³⁸ resulting in 72 percent and 28 percent of their overall credits having been earned in general education and special education settings, respectively. More than one-quarter (27 percent) of secondary school students with disabilities spent all of their instruction time in general education courses and earned all their credits there. In contrast, 3 percent of students with disabilities earned all their credits in a special education setting and none in a general education setting. Similarly, more students with disabilities had earned more than half of their credits in a general education setting (77 percent³⁹) than had earned that proportion of credits in a special education setting (23 percent).

Table 20. Credits earned in general and special education settings by students with disabilities

	General education	Special education
Average number of credits earned	16.7 (0.38)	6.0 (0.30)
Average percentage of credits earned	72.2 (1.16)	27.8 (1.16)
Percentage earning the following proportion of credits:		
None to 25 percent	9.0 (1.14)	57.6 (1.97)
More than 25 percent to 50 percent	14.4 (1.40)	19.8 (1.59)
More than 50 percent to 75 percent	19.7 (1.58)	13.9 (1.38)
More than 75 percent to 99.9 percent	29.6 (1.82)	6.0 (0.95)
100 percent	27.4 (1.78)	2.7 (0.65)

NOTE: Standard errors are in parentheses. Values are weighted population estimates derived from analyses in which the total sample ranged across variables from approximately 6,050 to 6,100 students.

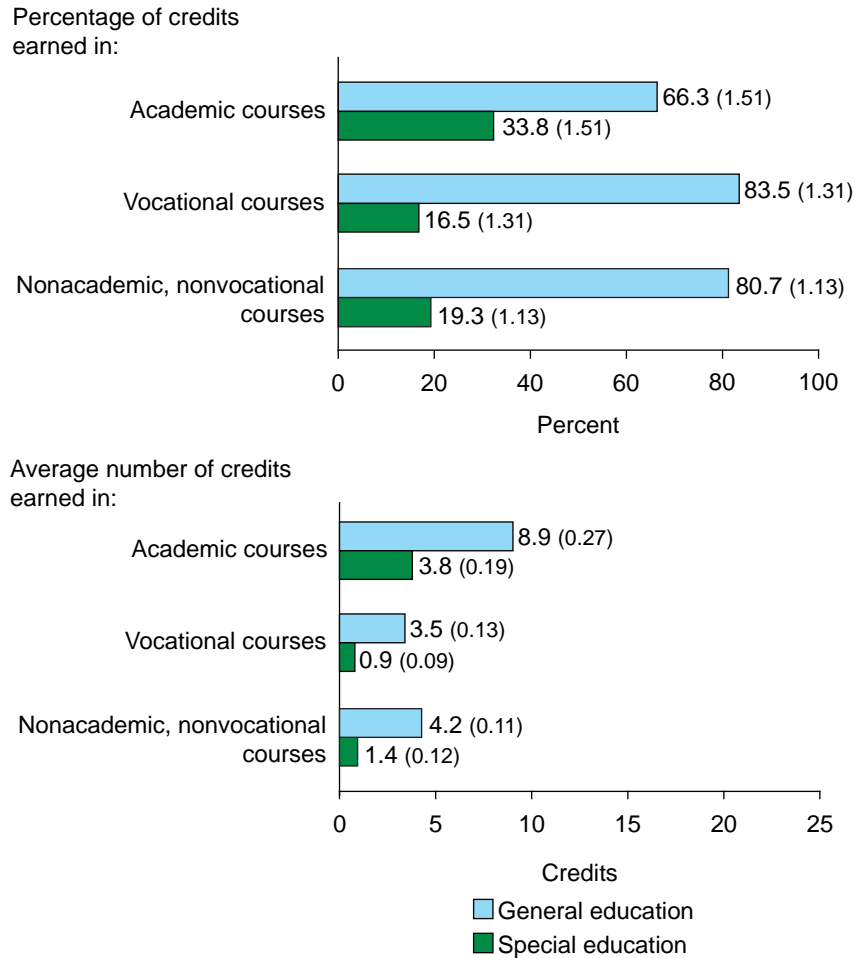
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), transcript data collection, 2002 through 2009.

³⁸ The analyses included in this chapter are based only on complete transcripts, with the exception of the by-grade-level analyses. Transcripts for students who had completed their high school programs typically included 4 or more years of coursework. Transcripts for students who had not completed high school were considered to be complete if transcript information was available for all of the grading periods the students had been in high school prior to leaving. For example, if a student had dropped out of high school after 9th grade, the student's one year of 9th-grade transcript data would be included here. Partial transcripts (e.g., only 9th-grade transcript information was collected for a student who had continued his or her education beyond the 9th grade) were not included in the analyses in this chapter, other than the by-grade-level analyses.

³⁹ Combined percentages of students who had earned >50 percent to 75 percent, >75 percent to 99.9 percent, and 100 percent.

Overall, students with disabilities were more likely to take courses in general education settings than in special education settings, across course types (figure 2). Students earned 66 percent of their academic credits, 84 percent of their vocational credits, and 81 percent of their nonacademic, nonvocational credits in general education settings, compared with 34 percent, 17 percent, and 19 percent, respectively, earned in special education settings.

Figure 2. Academic, vocational, and nonacademic, nonvocational credits earned by students with disabilities, by instructional setting



NOTE: Standard errors are in parentheses. Values are weighted population estimates derived from analyses in which the total sample ranged across types of courses from approximately 5,900 to 5,980 students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), transcript data collection, 2002 through 2009.

On average, students earned 8.9 credits in academic courses taken in general education settings, compared with 3.8 credits in special education academic courses. They earned 3.5 credits in general education vocational courses, compared with 0.9 credit in special education vocational courses; and they earned 4.2 credits in nonacademic, nonvocational courses taken in general education settings, compared with 1.4 credits earned in special education settings.

Across most types of academic, vocational, and nonacademic, nonvocational courses, students also were more likely to have taken courses in general education rather than special

education settings, table 21). The proportion of credits earned in academic courses taken in general education settings ranged from 61 percent for English to 97 percent for foreign language courses. The proportion of credits earned in academic courses taken in special education settings thus ranged from 3 percent for foreign language courses to 39 percent for English courses. The proportion of vocational credits earned in general education settings ranged from 55 percent for work study or cooperative education to 64 percent for prevocational courses to 91 percent for occupation-specific courses. In comparison, 45 percent of work study or cooperative education credits were earned in special education settings, as were 36 percent of prevocational credits and approximately 9 percent of credits earned in other types of vocational courses. Among nonacademic, nonvocational courses, physical education/health and life skills credits were earned primarily in general education settings (93 percent and 82 percent), whereas the majority of learning support credits were earned in special education settings (72 percent).

Table 21. Percentage of credits earned in course content areas by students with disabilities enrolled in those types of courses, by instructional setting

	General education	Special education
Percentage of credits earned by students who had earned credits in:		
Academic courses		
English	61.1 (1.72)	38.9 (1.72)
Mathematics	63.1 (0.90)	36.9 (0.90)
Science	74.8 (1.68)	25.3 (1.68)
Social studies	72.2 (1.68)	27.8 (1.68)
Foreign language	97.2 (1.22)	2.8 (1.22)
Vocational courses		
Prevocational courses	63.8 (2.89)	36.2 (2.89)
Occupation-specific courses	91.3 (1.06)	8.7 (1.06)
Work study or cooperative education	54.7 (4.55)	45.3 (4.55)
Nonacademic, nonvocational courses		
Physical education and health courses	93.3 (0.99)	6.7 (0.99)
Learning support courses	28.5 (2.85)	71.5 (2.85)
Life skills courses	82.4 (1.50)	17.6 (1.50)

NOTE: Standard errors are in parentheses. NLTS2 percentages are weighted population estimates derived from analyses in which the total sample ranged across types of courses from approximately 1,020 to 5,980 students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), transcript data collection, 2002 through 2009.

Disability Differences in Credits Earned in General and Special Education Settings

Students in 8 of the 12 disability categories—those with learning disabilities, speech/language impairments, emotional disturbances, hearing impairments, visual impairments, orthopedic impairments, other health impairments, or traumatic brain injuries—earned higher proportions of overall course credits in general education settings than in special education settings (table 22). Youth in three of the remaining four disability categories—those with autism, multiple disabilities, or deaf-blindness—were about equally likely to earn credits in special education and general education settings. In contrast to their peers in several other disability categories, students with mental retardation were significantly more likely to earn credits in special education settings than in general education settings (55 percent vs. 45 percent).⁴⁰ There was no significant difference in the percentage of credits earned in the two settings for students with autism, multiple disabilities, or deaf-blindness.

Table 22. Percentage of credits earned in general and special education settings, by disability category

	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
Average percentage of overall earned credits in:												
General education settings	77.0 (1.43)	86.3 (1.42)	45.0 (2.22)	67.2 (2.40)	77.5 (2.45)	85.4 (2.82)	68.8 (2.55)	78.9 (1.83)	53.6 (3.61)	64.9 (4.15)	46.9 (3.27)	57.0 (5.65)
Special education settings	23.0 (1.43)	13.7 (1.42)	55.1 (2.22)	32.8 (2.40)	22.5 (2.45)	14.6 (2.82)	31.2 (2.55)	21.1 (1.83)	46.4 (3.61)	35.1 (4.15)	53.2 (3.27)	43.0 (5.65)
Average percentage of credits earned by students enrolled in type of courses, by setting:												
Academic courses												
General education setting	70.9 (2.00)	82.9 (1.92)	34.1 (2.60)	63.7 (2.92)	73.8 (3.10)	86.2 (3.27)	66.9 (3.08)	73.9 (2.46)	48.5 (4.29)	57.1 (5.20)	38.1 (4.01)	52.6 (6.67)
Special education setting	29.1 (2.00)	17.1 (1.92)	66.0 (2.60)	36.3 (2.92)	26.3 (3.10)	13.8 (3.27)	33.1 (3.08)	26.1 (2.46)	51.5 (4.29)	42.9 (5.20)	61.9 (4.01)	47.5 (6.67)
Vocational courses												
General education setting	88.0 (1.62)	92.7 (1.36)	58.3 (2.83)	79.7 (2.82)	87.3 (2.46)	90.3 (3.02)	78.7 (2.81)	87.9 (1.90)	64.2 (4.25)	79.4 (4.32)	63.5 (4.24)	63.2 (7.23)
Special education setting	12.0 (1.62)	7.3 (1.36)	41.7 (2.83)	20.3 (2.82)	12.8 (2.46)	9.7 (3.02)	21.3 (2.81)	12.1 (1.90)	35.8 (4.25)	20.6 (4.32)	36.5 (4.24)	36.8 (7.23)
Nonacademic, nonvocational courses												
General education setting	85.7 (1.34)	90.4 (1.17)	59.4 (2.47)	72.2 (2.48)	81.6 (2.25)	84.0 (3.16)	66.7 (2.63)	84.8 (1.75)	57.8 (3.67)	70.6 (4.19)	58.6 (3.69)	63.5 (6.08)
Special education setting	14.4 (1.34)	9.6 (1.17)	40.6 (2.47)	27.8 (2.48)	18.4 (2.25)	16.0 (3.16)	33.3 (2.63)	15.2 (1.75)	42.2 (3.67)	29.4 (4.19)	41.4 (3.69)	36.5 (6.08)

NOTE: Standard errors are in parentheses. NLTS2 percentages are weighted population estimates derived from analyses in which the total sample ranged across variables from approximately 5,560 to 6,100 students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), transcript data collection, 2002 through 2009.

⁴⁰ The proportion of credits earned in special education settings is the inverse of the proportion earned in general education settings. Therefore, the remaining sections of this chapter will focus on describing differences in the proportion of credits earned in general education settings only.

Students with learning disabilities, speech/language impairments, hearing impairments, visual impairments, orthopedic impairments, or other health impairments (69 percent to 86 percent) earned larger proportions of their overall credits in general education courses than did students with mental retardation, multiple disabilities, autism, deaf-blindness, or traumatic brain injuries (45 percent to 65 percent). Students with emotional disturbances or orthopedic impairments (67 percent and 69 percent, respectively) also accrued more overall credits from courses in general education settings than students with mental retardation, multiple disabilities, or autism. In addition, students with traumatic brain injuries (65 percent) earned a significantly larger proportion of their overall credits from general education courses than students with mental retardation or multiple disabilities.

Students with learning disabilities, speech/language impairments, hearing impairments, visual impairments, or other health impairments (77 percent to 86 percent) earned larger proportions of their overall credits from general education courses than students with emotional disturbances (67 percent). Students with speech/language impairments or visual impairments (86 percent and 85 percent, respectively) accrued more overall credits in general education settings than students with learning disabilities or orthopedic impairments (77 percent and 69 percent, respectively). Students with other health impairments (77 percent) earned more overall credits in general education settings than students with orthopedic impairments (69 percent). Finally, students with speech/language impairments (86 percent) earned a larger proportion of overall credits in a general education setting than students with hearing impairments or other health impairments (78 percent and 79 percent, respectively).

The proportion of academic credits accrued in general education settings also differed by disability category. Students with learning disabilities, emotional disturbances, speech/language impairments, hearing impairments, visual impairments, orthopedic impairments, or other health impairments (64 percent to 86 percent) earned larger proportions of their academic credits in general education settings than students with mental retardation, multiple disabilities, or autism (34 percent to 49 percent). In addition, students with traumatic brain injuries (57 percent) earned a larger proportion of their academic credits in general education settings than students with mental retardation (34 percent) or multiple disabilities (38 percent). Students with autism or deaf-blindness (49 percent and 53 percent, respectively) also accrued larger proportions of academic credits in general education settings than students with mental retardation.

Students with speech/language impairments, hearing impairments, visual impairments, or other health impairments (74 percent to 86 percent) averaged larger proportions of academic credits in general education settings than did students with traumatic brain injuries or deaf-blindness (57 percent and 53 percent, respectively).

Students with speech/language impairments (83 percent) or visual impairments (86 percent) earned larger proportions of academic credits in general education settings than did students in several disability categories, including learning disability, emotional disturbance, orthopedic impairment, and other health impairment (66 percent to 74 percent).

A similar pattern was observed in terms of vocational courses taken in general education settings. Students in several disability categories, including learning disability, emotional disturbance, speech/language impairment, hearing impairment, visual impairment, orthopedic impairment, and other health impairment (79 percent to 93 percent) earned larger proportions of their vocational courses in general education settings than did students with mental retardation, multiple disabilities, or autism (58 percent to 64 percent). The percentage of vocational credits

accrued in general education settings by students with traumatic brain injuries (79 percent) was significantly larger than the percentages earned by students with mental retardation or multiple disabilities (58 percent and 64 percent, respectively).

Students with learning disabilities, speech/language impairments, hearing impairments, visual impairments, or other health impairments (87 percent to 93 percent) averaged larger proportions of their vocational credits in general education settings than students with deaf-blindness (63 percent). Students with speech/language impairments (93 percent) or visual impairments (90 percent) earned larger percentages of vocational credits in general education settings than students with emotional disturbances, orthopedic impairments, or traumatic brain injuries (79 percent to 80 percent).

The pattern of by-disability differences in the proportion of nonacademic, nonvocational courses taken in general education settings was similar to patterns for academic and vocational courses taken in general education. Students with learning disabilities, emotional disturbances, speech/language impairments, hearing impairments, visual impairments, or other health impairments (72 percent to 90 percent) earned larger proportions of their nonacademic, nonvocational course credits in general education settings than did students with mental retardation, multiple disabilities, or autism (58 percent to 59 percent).

Students with learning disabilities, speech/language impairments, hearing impairments, visual impairments, or other health impairments (82 percent to 90 percent) averaged larger proportions of their nonacademic, nonvocational credits in general education settings than students with deaf-blindness (64 percent).

Students with speech/language impairments, learning disabilities, or visual impairments (84 percent to 90 percent) earned larger proportions of nonacademic, nonvocational credits in general education settings than students with emotional disturbances, traumatic brain injuries, or orthopedic impairments (67 percent to 72 percent). In addition, students with speech/language impairments averaged a larger percentage of nonacademic, nonvocational credits in general education settings than students with hearing impairments or other health impairments.

Grade-Level Differences in Credits Earned in General and Special Education Settings

The percentage of overall, academic, vocational, and nonacademic, nonvocational credits earned in general education settings and special education settings did not differ significantly across grades 9 through 12⁴¹ (table 23). Students in those grades consistently earned higher percentages of credits in general education than special education settings. For example, the percentage of overall credits that were earned in general education settings ranged from 70 percent to 75 percent for students in grades 9 through 12 whereas the percentage of overall accrued credits earned in special education settings ranged from 25 percent to 30 percent.

⁴¹ As indicated in footnote 2, only students with complete transcript information for the years they had been in high school were included in the analyses for this chapter, with the exception of the by-grade-level analyses. To benefit from the full range of available transcript information, transcript data for the students not included in the overall analyses were included in the by-grade-level analyses. To be included in the by-grade-level analyses, a transcript needed to be complete for the grade for which it provided information.

Table 23. Percentage of credits earned in general and special education settings by students with disabilities, by grade level

	9th grade	10th grade	11th grade	12th grade	Extended 13th grade	Ungraded
Average percentage of overall earned credits in:						
General education settings	70.6 (1.19)	70.4 (1.25)	71.6 (1.34)	74.8 (1.40)	53.6 (11.11)	26.4 (15.37)
Special education settings	29.4 (1.19)	29.7 (1.25)	28.4 (1.34)	25.2 (1.40)	46.4 (11.11)	73.6 (15.37)
Average percentage of credits earned by students enrolled in type of courses, by setting:						
Academic courses						
General education setting	65.4 (1.54)	64.1 (1.64)	65.0 (1.72)	69.0 (1.82)	51.0 (13.33)	9.4 (12.45)
Special education setting	34.6 (1.54)	35.9 (1.64)	35.0 (1.72)	31.0 (1.82)	49.0 (13.33)	90.6 (12.45)
Vocational courses						
General education setting	85.3 (1.56)	85.0 (1.62)	82.2 (1.70)	80.6 (1.79)	66.3 (13.92)	9.3 (11.96)
Special education setting	14.7 (1.56)	15.0 (1.62)	17.9 (1.70)	19.4 (1.79)	33.7 (13.92)	90.7 (11.96)
Nonacademic, nonvocational courses						
General education setting	79.3 (1.24)	80.3 (1.31)	79.6 (1.57)	80.8 (1.64)	54.6 (13.44)	27.4 (15.48)
Special education setting	20.7 (1.24)	19.7 (1.31)	20.4 (1.57)	19.2 (1.64)	45.4 (13.44)	72.6 (15.48)

NOTE: Standard errors are in parentheses. Analyses for each grade level include all students with data for that grade level. Percentages are weighted population derived from analyses in which the total sample ranged across variables from approximately 4,300 to 6,000 9th-graders, 4,220 to 6,630 10th-graders, 4,370 to 6,050 11th-graders, 4,230 to 5,400 12th-graders, 70 to 90 13th-graders, and 90 to 120 ungraded students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), transcript data collection, 2002 through 2009.

In contrast to students in grades 9 through 12, students in ungraded programs accrued a higher proportion of overall credits in special education settings than in regular education settings (74 percent vs. 26 percent), whereas students in an extended 13th grade⁴² did not differ significantly in their overall balance of regular and special education settings (54 percent and 46 percent, respectively).

Students in ungraded programs earned smaller proportions of overall credits (26 percent), academic credits (9 percent), vocational credits (9 percent), and nonacademic, nonvocational credits (27 percent) in general education settings than did students in grades 9 through 12 (70 percent to 75 percent of overall credits).

⁴² Students who continued their high school programs beyond 12th grade often remained in high school for longer than 1 additional school year; on average, students spent 1.57 school years in extended 13th grade.

Demographic Differences in Credits Earned in General and Special Education Settings

The proportion of academic course credits earned in general education settings and special education settings differed significantly by race/ethnicity. White students with disabilities earned a higher proportion of academic credits in general education settings than African American students with disabilities (70 percent vs. 57 percent; table 24). The proportion of overall credits, vocational credits, and nonacademic, nonvocational credits earned in the two settings did not differ significantly by race/ethnicity.

Table 24. Percentage of credits earned in general and special education settings by students with disabilities, by demographic characteristics

	Gender		Race/ethnicity			Household income		
	Male	Female	White	African American	Hispanic	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000
Average percentage of overall earned credits in:								
General education settings	72.6 (1.44)	71.4 (1.96)	74.7 (1.35)	66.9 (2.86)	69.3 (3.60)	66.6 (2.24)	74.4 (2.23)	77.3 (2.00)
Special education settings	27.5 (1.44)	28.6 (1.96)	25.3 (1.35)	33.1 (2.86)	30.7 (3.60)	33.4 (2.24)	25.6 (2.23)	22.7 (2.00)
Average percentage of credits earned by students enrolled in type of courses, by setting:								
Academic courses								
General education setting	66.0 (1.90)	66.8 (2.45)	69.6 (1.78)	57.2 (3.79)	63.6 (4.47)	58.5 (2.86)	67.8 (2.99)	73.1 (2.58)
Special education setting	34.0 (1.90)	33.2 (2.45)	30.5 (1.78)	42.8 (3.79)	36.5 (4.47)	41.5 (2.86)	32.2 (2.99)	27.0 (2.58)
Vocational courses								
General education setting	85.5 (1.51)	79.2 (2.46)	84.9 (1.51)	79.2 (3.43)	83.5 (4.04)	81.3 (2.65)	86.6 (2.36)	85.4 (2.15)
Special education setting	14.5 (1.51)	20.8 (2.46)	15.1 (1.51)	20.8 (3.43)	16.5 (4.04)	18.7 (2.65)	13.4 (2.36)	14.6 (2.15)
Nonacademic, nonvocational courses								
General education setting	81.3 (1.39)	79.0 (1.92)	81.6 (1.35)	79.1 (2.59)	80.3 (3.58)	78.2 (2.27)	81.6 (2.16)	83.4 (1.90)
Special education setting	18.7 (1.39)	21.0 (1.92)	18.4 (1.35)	20.9 (2.59)	19.7 (3.58)	21.8 (2.27)	18.4 (2.16)	16.6 (1.90)

NOTE: Standard errors are in parentheses. Percentages for each of the three demographic analyses are weighted population estimates derived from analyses in which the total sample ranged across variables from approximately 5,560 to 6,100 students. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), transcript data collection, 2002 through 2009.

Significant differences also were apparent by household income. Students with disabilities from households with the highest income level (more than \$50,000) earned a larger proportion of overall credits in general education settings than students with disabilities from households with the lowest income level (\$25,000 or less; 77 percent vs. 67 percent). Similarly, students from the highest-income households earned a higher percentage of academic credits in general education settings than did students from the lowest-income households (73 percent vs. 59 percent). The proportion of vocational credits and nonacademic, nonvocational credits earned in the two settings did not differ significantly by household income.

The proportion of credits earned in general and special education settings did not differ significantly by gender.

Differences in Credits Earned in General and Special Education Settings, by High School Completion Status

The proportion of overall, academic, vocational, and nonacademic, nonvocational credits earned in general education settings as compared with special education settings did not differ significantly by high school completion status (table 25).

Table 25. Percentage of credits earned in general and special education settings by students with disabilities, by high school completion status

	Completers	Non-completers
Average percentage of overall earned credits in:		
General education settings	73.6 (1.28)	67.0 (2.63)
Special education settings	26.4 (1.28)	33.0 (2.63)
Average percentage of credits earned by students enrolled in type of courses, by setting:		
Academic courses		
General education setting	68.1 (1.67)	59.4 (3.41)
Special education setting	31.9 (1.67)	40.6 (3.41)
Vocational courses		
General education setting	83.5 (1.44)	83.6 (3.09)
Special education setting	16.5 (1.44)	16.4 (3.09)
Nonacademic, nonvocational courses		
General education setting	81.0 (1.24)	79.5 (2.68)
Special education setting	19.0 (1.24)	20.5 (2.68)

NOTE: Standard errors are in parentheses. NLTS2 percentages are weighted population estimates derived from analyses in which the total sample ranged across variables from approximately 5,560 to 6,100 students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), transcript data collection, 2002 through 2009.

This chapter has considered the instructional settings of courses that students with disabilities took in typical high schools. Chapter 4 will focus on student performance in their coursework.