



The Achievement Gap: Education Outcomes of Court-involved Students

Administrative Office of the Courts
Washington State Center for Court Research



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EXECUTIVE SUMMARY

This study explores education outcomes of students who were enrolled in 8th or 9th grade in Washington state public schools during the 2010-2011 academic year (AY10-11) and who were involved in one or more juvenile court cases that year. All juvenile court cases were categorized into three main categories: 1) juvenile delinquency cases, 2) juvenile dependency cases, and 3) status offense cases (see the sidebar for definitions). These students were followed over a period of five years after their court involvement to allow for examination of high school outcomes and postsecondary enrollment. The study comparison group was the remainder of 8th or 9th graders who were not involved with the juvenile court during AY10-11.

The study found that court-involved students differed from court non-involved students in many observable ways. In particular, students who came into contact with the court systems disproportionately experienced adverse social, economic, and physical conditions such as poverty, housing instability, school mobility, special education needs, and in-school disciplinary sanctions. For many court-involved students, these adverse conditions were evident since 6th or 7th grade, i.e., two years prior to their court involvement. Regardless of court involvement, these students were at a heightened risk for not graduating.

In regard to education outcomes, we found that court-involved students underperformed on most markers of educational achievement compared to their court non-involved peers. Yet, the type of court involvement mattered. Students involved in multiple types of court cases during the same school year fell even further behind academically compared to students who were involved in only one type of juvenile court cases.

Key findings include:

- Court-involved students, as a group, were more likely than their court non-involved peers to be boys (61% vs 51%), include a far larger percentage of minority students (50% vs 37%), and come from families with limited financial resources¹ (88% vs 46%).
- Court-involved students were less likely to graduate from high school (20%) compared with their court non-involved peers (74%). Of those court-involved students who graduated, 19% had delayed graduation, as oppose to only 5% students in the comparison group.
- Court-involved students were more likely to drop out (53%) than their court non-involved counterparts (13%).

¹ In this study, eligibility for Free and Reduced Price Lunch (FRPL) is used as a proxy measure for poverty. Eligibility for FRPL is frequently used by education researchers since it is generally available at the school level, while the poverty rate is typically not.

Types of Court Involvement

Juvenile delinquency cases

These cases involve minors who were petitioned to and formally processed by court because of the behaviors which, if committed by an adult, would be criminal. This includes all non-traffic misdemeanors and felonies that might result in a conviction, diversion, deferred adjudication, or deferred disposition.

Juvenile dependency cases

These cases involve minors who are abused or neglected by their parents or guardians. In a juvenile dependency case, the court will ultimately decide whether a minor should be removed from a problematic home environment. Dependency cases often involve foster care.

Status offense cases (non-offender cases)

These cases involve minors who have engaged in behaviors that are prohibited under law only because of an individual's status as a minor. Examples of status offenses include running away from home, chronic truancy, underage alcohol possession, and curfew violations. The behaviors are problematic, but noncriminal in nature.



Achievement Gap: Education Outcomes of Court-Involved Students

- The rate at which court-involved students earned a GED certificate (13%) exceeded the rate of students in the comparison group (2%).
- College enrollment (for both 2-year and 4-year colleges combined) was lower among court-involved students (37%) than their court non-involved peers (54%). The gap in college enrollment was particularly large for 4-year colleges. Only 2% of court-involved students attending a postsecondary institution were enrolled in a 4-year college as opposed to 28% of court non-involved students.
- Even after controlling for student demographics, differences in service needs, and previous academic performance, the study found that court involvement, on its own and regardless of court case type, was a predictor of whether a student would graduate, dropout, or earn a GED.
- However, after accounting for the type of court cases, some types of court involvement were no longer predictive of high school graduation, dropout, or GED:
 - Being involved in a delinquency case(s), non-offender case(s) or in multiple types of court cases significantly decreased student's chances to earn a high school diploma and significantly increased the chances of dropout. Exposure to multiple case types had the strongest effect on students' tendency to graduate or drop out. Being involved in a dependency case was not found to be significant in predicting of high school graduation or dropout status.
 - Only involvement in a delinquency court case(s) or non-offender case(s) increased the chances that a court-involved student would earn a GED. Dependent students and students with multiple court cases were equally likely as their court non-involved peers to earn a GED certificate.
- After controlling for students' background characteristics, differences in service needs, and previous academic performance, court involvement, by itself, did not predict students' chances of enrolling in a postsecondary institution (both 2-year and 4-year colleges combined). College enrollment was mostly dependent on the applicant possessing a high school diploma or a GED certificate, and academic preparedness (i.e., 9th grade GPA, sufficient credit accumulation in 9th grade, and performance on 10th grade level tests).

An important take-away from this study is that court involvement is associated with higher dropout and lower graduation rates. Earning a high school diploma or having a GED (for students who did not graduate) plays a significant role in determining whether a student will enroll in a postsecondary institution. The fact that only 20% of students involved with the juvenile court in 8th or 9th grade graduated from high school and only 13% earned a GED poses a significant challenge. These findings illustrate importance of searching for new and more effective approaches to improving outcomes for students who are at risk of being involved with the court systems and those who are already involved with the court.

INTRODUCTION

The purpose of this study is to examine the academic achievement, high school outcomes, and postsecondary enrollment of students who have been involved with the juvenile court at least on one occasion. The study population included all students who were enrolled in 8th or 9th grade in Washington State public schools during AY10-11 (Cohort 1) or AY15-16 (Cohort 2). Cohort 1 was selected to ensure we could prospectively measure school performance, school exits through graduation, disappearing, or dropping out as well as postsecondary enrollment patterns. Cohort 2 was chosen to ensure that administrative records that were not available for earlier years (e.g., absences and school discipline sanctions) were included as factors for explaining variations in students' experiences with the juvenile court.

The Education Research and Data Center (ERDC) at the Washington State Office of Financial Management provided education data, including data on student characteristics, progress indicators in primary school², school exits and postsecondary enrollment. Court data were drawn from the Judicial Information System (JIS), the primary information system for courts in Washington. This database was used to identify whether students were involved with the juvenile court in 8th or 9th grade. To identify court-involved students and the type of court cases they were involved with, each student was checked for having any of the following petitions filed to the court at any point during AY10-11 (Cohort 1) and during AY15-16 (Cohort 2):

- **Offender petition** – a formal petition in juvenile delinquency cases. This petition is filed by an intake officer, usually a prosecutor, when a student is charged with a law-violating behavior(s). This includes all non-traffic misdemeanors and felonies that might result in a conviction, diversion, deferred adjudication, or deferred disposition.
- **Non-offender petition** - three different petitions, collectively known as Becca petitions: 1) Truancy, 2) At-Risk Youth (ARY), and 3) Child in Need of Services (CHiNS). These petitions are filed in non-offender cases for students who have engaged in behaviors that are prohibited under law only because of their age. The most common examples of these behaviors include truancy, running away, underage possession, and consumption of alcohol.
- **Dependency petition** – a petition filed by the state in juvenile dependency cases when there is enough evidence to support an allegation of child abuse and/or neglect. After a dependency petition is filed, the court decides whether a minor should be removed from home.

We prepared two analytical datasets, one for each cohort, which included education data and court data, linked at the individual level, but including no direct identifiers of students. Descriptive statistics and binary logistic regression were used to analyze the differences in education outcomes between students with and without court involvement. Descriptive statistics were calculated for both cohorts, while binary logistic regression was conducted on Cohort 1 data only. Throughout the report, we use bar charts to distill the tabular data presented in the Appendix into an easy-to-grasp visual form. Every figure included in the report is referenced to an appropriate table in the Appendix.

² Each student must have only one school of primary responsibility designated at any point in time during the academic school year. In cases where a student attends more than one school simultaneously, the district determines which school shall report primary responsibility for the student's education.

STUDY POPULATION

The study population included a total of 167,799 students who were enrolled in 8th or 9th grade in Washington State public schools during AY10-11 (Cohort 1) and a total of 166,832 students who were enrolled in 8th or 9th grade during AY15-16 (Cohort 2). Students in each cohort were divided into two non-overlapping groups determined by whether the student was involved with the juvenile court. Table 1 and Figure 1 display the structure of the study population.

Of 167,799 students in Cohort 1, 7,189 students (or 4.3%) were involved with the juvenile court at least once in AY10-11. Of 166,832 students in Cohort 2, 5,203 students (3.1%) were petitioned to court at least once in AY15-16. For the purpose of this study, students who have been involved with the juvenile court in 8th or 9th grade are called, “court-involved”, while students who have not been exposed to court as 8th or 9th graders are called “court non-involved,” regardless of their prior or subsequent history of court involvement.

All court-involved students were further divided into four mutually exclusive groups: 1) delinquency group; 2) status group; 3) dependency group, and 4) mixed group (see Table 1 and Figure 1). The delinquency group consisted of students petitioned to juvenile court on an offender matter. The status group consisted of students petitioned to court based on non-offender matter, or “Becca bill” matter³. The dependency group consisted of students petitioned to court based on a dependency matter and who were possibly placed outside their home. Lastly, a “mixed group” consisted of students who have been processed through court based on more than one type of court petition. Out of the four possible combinations of court cases a student in a mixed group could have, being involved in a delinquency cases(s) and being involved in a non-offender case(s) during the same school year was the most common kind of multiple-type court involvement (88% for Cohort 1 and 86% for Cohort 2) (Figure 1).

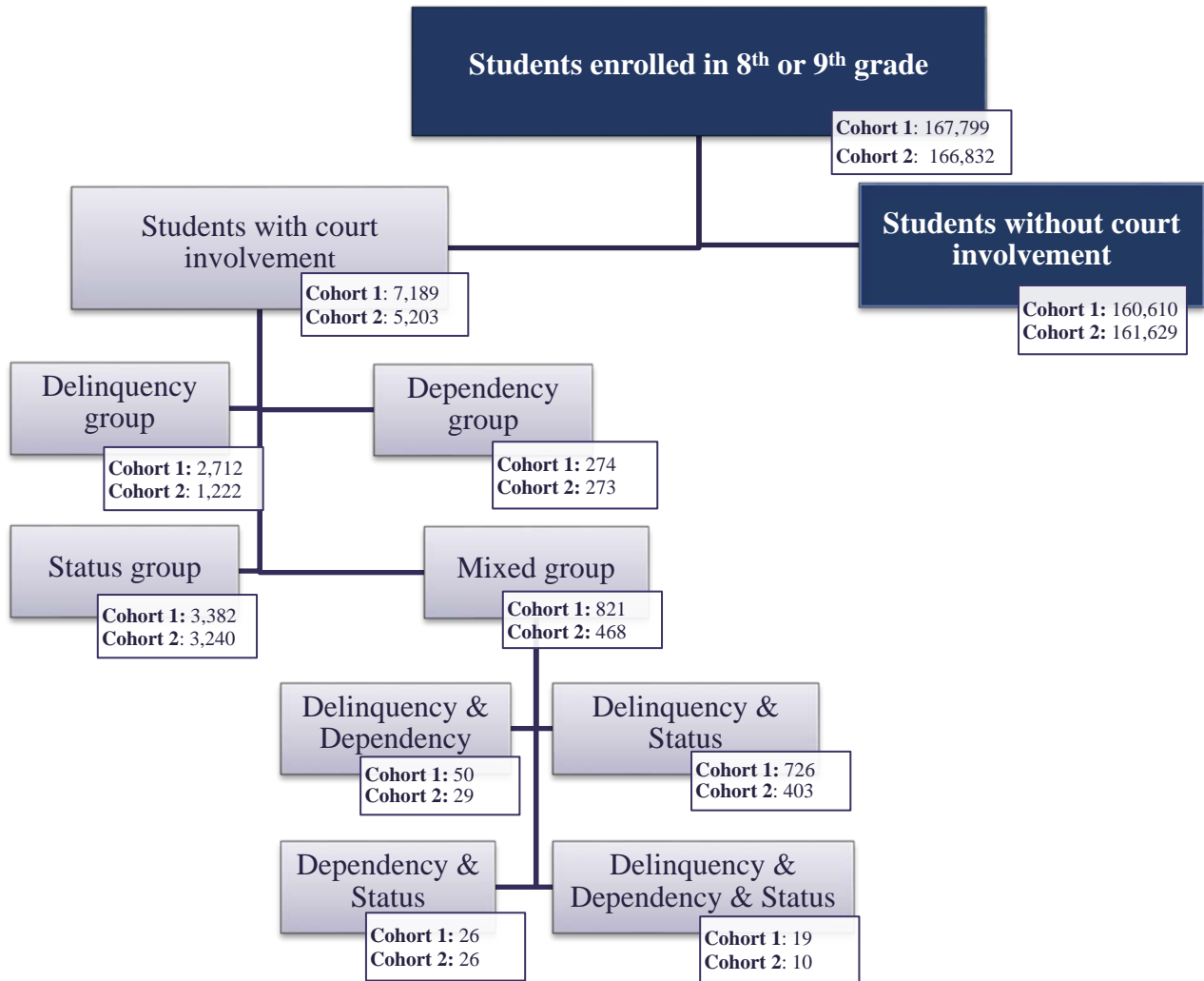
In the pages that follow, we explore the differences in characteristics and education outcomes between court-involved and court non-involved students, and when possible, among four subgroups of court-involved students determined by the type of their court involvement.

Table 1: The structure of the study population

	Cohort 1 (N=167,799)		Cohort 2 (N=166,832)	
	N	Percent	N	Percent
Students with no court involvement	160,610	95.7%	161,629	96.9%
Students with court involvement	7,189	4.3%	5,203	3.1%
Delinquency group	2,712	37.7%	1,222	23.5%
Status group	3,382	47.0%	3,240	62.3%
Dependency group	274	3.8%	273	5.2%
Mixed group	821	11.4%	468	9.0%

³ In 1995, the Washington Legislature passed a law known as “the Becca Bill”. The Becca Bill addresses several areas of public policy, including those affecting at-risk, children in need of services, and truant youth.

Figure 1: An Overview of the Study Population: Cohort 1 and Cohort 2



Delinquency group consisted of students exclusively involved in juvenile delinquency court cases for law-violating behaviors that, if committed by an adult, would be criminal. For a student to be included in this group, the student had to be petitioned to the juvenile court based on the offender matter at least once during Academic Year 2010-11 (for Cohort 1) and during Academic Year 2015-16 (for Cohort 2).

Dependency group consisted of students exclusively involved in dependency court cases for substantiated neglect and/or abuse issues. For a student to be included in this group, the student had to have at least one dependency petition filed during Academic Year 2010-11 (for Cohort 1) and during Academic Year 2015-16 (for Cohort 2).

Status group consisted of students receiving services associated with the juvenile civil program case types such as truancy, ARY or CHiNS. For a student to be included in this group, the student had to have petitioned to the juvenile court based on one of the three different petitions (collectively known as Becca petition): Truancy, ARY, and CHiNS at least once during Academic Year 2010-11 (for Cohort 1) and during Academic Year 2015-16 (for Cohort 2).

Mixed group consisted of students who have been involved in different types of court cases (e.g., delinquency cases, dependency cases, or/and the juvenile civil program case types) during Academic Year 2010-11 (for Cohort 1) and during Academic Year 2015-16 (for Cohort 2).

FINDINGS

We found that court-involved students differed from court non-involved students in many observable ways, including their background characteristics, living conditions, academic performance, and education outcomes. In particular, students who came into contact with the court disproportionately experienced a wide range of what Rumberger called “toxic stressors”⁴— i.e., adverse social, economic, and physical conditions—that affect how students engage with both the educational process and the juvenile justice system. These stressors include poverty, housing instability, school instability, service needs, and in-school disciplinary sanctions. For many court-involved students, these adverse conditions have been present long before the involvement with the court. In regard to education outcomes, we found that court-involved students underperformed on most markers of educational achievement in comparison to their court non-involved peers. However, the type of court involvement mattered. Students with more intense involvement with the courts – characterized by involvement in multiple types of court cases during the same school year – fell even further behind academically compared to students who were a part of only one type of court case.

FINDING 1: Court-involved students differed from their court non-involved peers in regard to their background characteristics.

1A: Demographic Characteristics

Figure 2 summarizes student demographic characteristics: gender, minority status, grade level, and poverty (measured by the eligibility for the Federal Free and Reduced Price Lunch Program⁵ (FRPL)). These attributes were measured during the year of court involvement. This information is also presented in Tables 1 and 2 in the Appendix. The results are shown separately for court-involved and court non-involved students as well as across four subgroups of students with different types of court involvement.

- Court-involved students, as a group, were more likely than court non-involved students to be boys, include a larger percentage of minority students, larger percentage of 9th graders than 8th graders, and come from families with limited financial resources.
- There were differences in the proportion of boys and girls across subgroups of students with different types of court involvement. The percentage of girls was the smallest (25%) among the students petitioned to the court exclusively based on offender matters, it matched (49%-51%) the percentage of boys among the students petitioned to court based on non-offender matters, and it exceeded the percentage of boys (57%-62%) among the students in the dependency group.

⁴ Rumberger, R.W. (2015). “Poverty and high school dropouts: The impact of family and community on high school dropouts”. American Psychological Association.

⁵ Eligibility for FRPL is frequently used by education researchers since it is generally available at the school level, while the poverty rate is typically not.



Cohort 1: AY10-2011 (year of court involvement)

	Boys	Minority	9th grade	FRPL
Court non-involved	51%	38%	52%	51%
Court-involved	61%	50%	69%	88%
Delinquency group	75%	51%	68%	88%
Status group	51%	49%	70%	87%
Dependency group	38%	53%	57%	95%
Mixed group	64%	49%	74%	92%

Cohort 2: AY15-2016 (year of court involvement)

	Boys	Minority	9th grade	FRPL
Court non-involved	51%	43%	51%	52%
Court-involved	57%	52%	64%	91%
Delinquency group	76%	51%	62%	90%
Status group	51%	53%	66%	90%
Dependency group	43%	50%	53%	97%
Mixed group	65%	52%	64%	94%

Figure 2: Background characteristics of court-involved and court non-involved students measured during AY10-11 (Cohort 1) and during AY15-16 (Cohort 2). This information is also presented in Tables 1 and 2 in the Appendix.

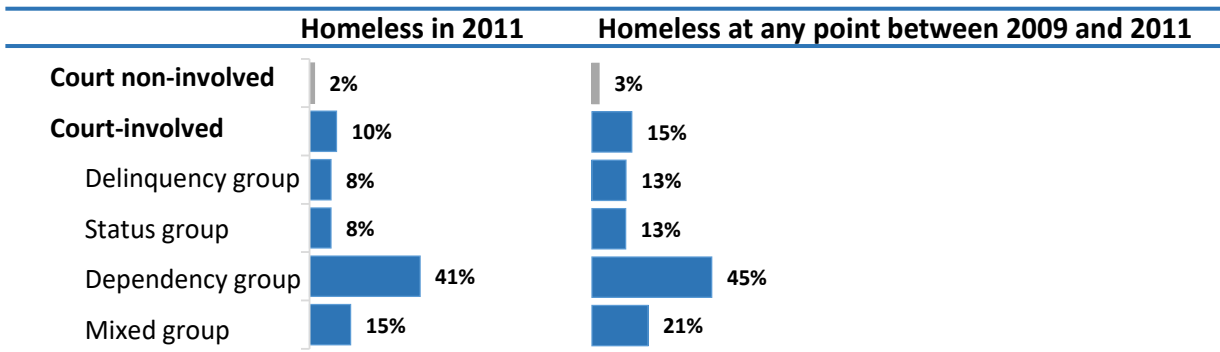
FINDING 2: Court-involved students were more likely than their court non-involved peers to experience a wide variety of challenges and service needs.

2A: Court-involved students experienced high levels of homelessness

Figure 3 displays the prevalence of homelessness among the students included in the study (see also Tables 1 and 2 in the Appendix). Court-involved students were more likely than their court non-involved peers to experience homelessness during a year of court involvement (10% vs. 2% for Cohort 1 and 14% vs. 3 for Cohort 2) as well as during a more extended period covering two years prior to and including the year of court involvement (15% vs. 3% for Cohort 1, and 14% vs. 3% for Cohort 2).

Homelessness was particularly an issue for students who were involved in a dependency case in 8th or 9th grade, 40% of whom were homeless during AY10-11, and nearly one-half (45% for Cohort 1 and 52% for Cohort 2) were homeless at some point between 2009 and 2011.

Cohort 1: Prevalence of homelessness



Cohort 2: Prevalence of homelessness

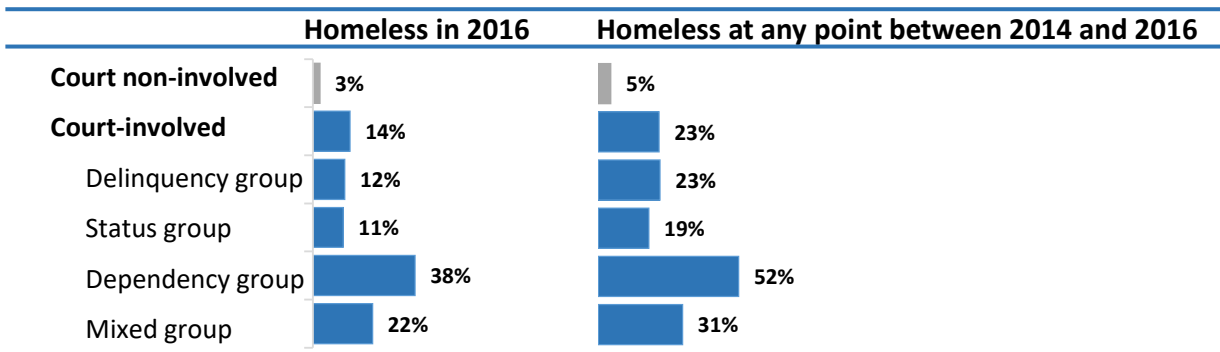


Figure 3: Prevalence of homelessness among court-involved and court non-involved students. This information is also presented in Tables 1 and 2 in the Appendix.

2B: Court-involved students experienced high levels of school mobility

Figure 4 (see Tables 3 and 4 in the Appendix) shows the patterns of school mobility, the phenomenon when a student changes schools (including transitions from a regular school to an alternative school, juvenile detention school, or special education school) for reasons other than customary promotion from middle school to high school. Court-involved students, as a group, were more likely to change schools and change them more frequently compared to their court non-involved peers. Nearly one-half (49%) of court-involved students experienced school mobility during the year of court involvement and almost one-third (31%) changed schools at least once during the prior year. About 5% of court-involved students changed schools three or more times during a year prior to court involvement, and 11% had multiple school moves during the year when they were processed by the juvenile court. In comparison, less than 1% of court non-involved students had multiple school moves.

The students with the highest levels of school mobility, especially during the year of court involvement, were those with multiple types of court cases. Nearly three-fourths of them (74%) transitioned from one school to another at least once during the year they were processed by the juvenile court, and nearly one-fourth (23%) had experienced school disruptions three or more times during that year. Of all court-involved students in the study, school stability (i.e. “No move”) was the highest among the status group (64% vs. 51% for all court-involved students) during AY10-11.

Cohort 1: School mobility during AY09-10 (year prior to court involvement)

	No move	One move	Two moves	Three or more moves
Court non-involved	93%	6%	1%	0%
Court-involved	69%	20%	7%	5%
Delinquency group	63%	22%	8%	8%
Status group	76%	18%	5%	1%
Dependency group	70%	18%	7%	5%
Mixed group	60%	23%	10%	7%

Cohort 1: School mobility during AY10-11 (year of court involvement)

	No move	One move	Two moves	Three or more moves
Court non-involved	92%	7%	1%	0%
Court-involved	51%	26%	12%	11%
Delinquency group	41%	27%	15%	17%
Status group	64%	25%	8%	4%
Dependency group	59%	23%	11%	7%
Mixed group	26%	30%	21%	23%

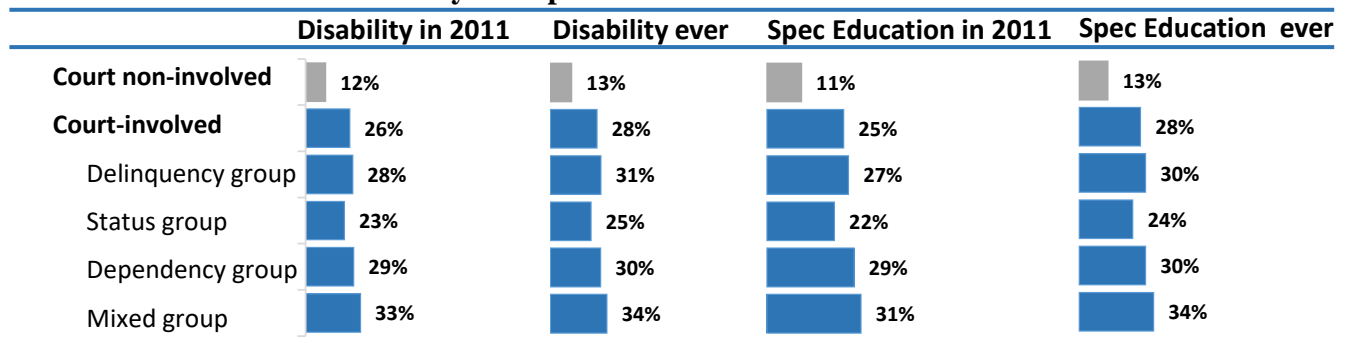
Figure 4: Prevalence of single-year school instability among court-involved and court non-involved students in Cohort 1. This information is also presented in Table 3 and 4, the Appendix.

2C: Court-involved students were disproportionately affected by disabilities compared to their court non-involved peers

Figure 5 (see Tables 3 and 4 in the Appendix) shows the prevalence of disabilities and special education services among students in the study. Court-involved students, as a group, were about twice as likely as their court non-involved peers to a) have a documented disability and b) to be eligible for special education services during the year of court involvement, as well as two years prior to and including the year of court involvement. The most common disabilities found among court-involved students were specific learning disabilities, health impairments, and emotional/behavioral disabilities. Research shows that these disabilities are often manifested in behaviors that can look like deliberate misbehavior or defiance and, in turn, be interpreted as hostile, impulsive, or otherwise inappropriate by schools.⁶

Of all court-involved students, the lowest prevalence of disability was found among students in the status group (23% vs. 26% for all court-involved students in Cohort 1 and 22% vs. 26% for all court-involved students in Cohort 2).

Cohort 1: Prevalence of disability and special education services



Cohort 2: Prevalence of disability and special education services

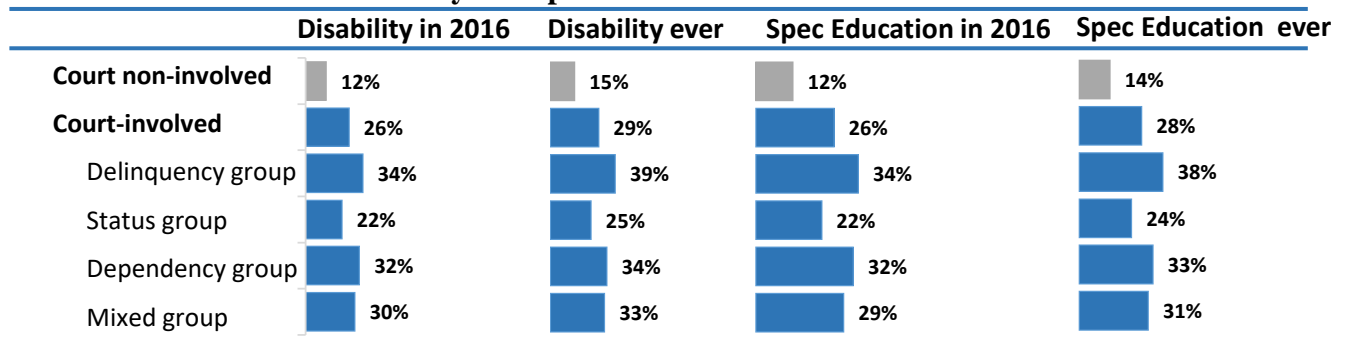


Figure 5: Percent of students with a disability and percent of students receiving special education services among court-involved and court non-involved students. This information is also presented in Tables 3 and 4 in the Appendix.

⁶ <https://www.gao.gov/assets/700/690828.pdf>

2D: Court-involved students had higher levels of chronic absenteeism since 5th or 6th grade

Figure 6 (see Table 5 in the Appendix) shows the percentage of Cohort 2 students⁷ who missed 10 percent or more school days, whether excused or unexcused, annually since they were enrolled in 5th or 6th grade. The results show that court-involved students were more likely than their court non-involved peers to be chronically absent from school at every grade level beginning with tracking in AY12-13. Absenteeism levels varied considerably by the type of court involvement. For example, status group members had the highest levels of chronic absenteeism across all grade levels since 2012-13. This is not surprising, because truancy accounts for the majority of Becca cases in the juvenile justice system. Student’s absenteeism in this group rose from 36% in AY2012-13 (when they were in 5th or 6th grade) to 83% in AY15-16 (when they were in 8th or 9th grade).

Of all court-involved students, chronic absenteeism was the lowest across all grades levels for dependent students. Although their absenteeism rose from 25% in 2012-13 to 34% in 2015-16, it was significantly lower relative to other court-involved student groups. A partial explanation could be strategies that schools employ to promote educational stability and academic success for dependent children. This might include monitoring the student’s attendance by school staff and staff from other agencies involved with the dependent youth (e.g., caseworkers, social workers, and special education liaisons). It could also result from a higher level of school performance by dependent students as opposed to other court-involved student groups.

Cohort 2: Chronic absenteeism starting from AY12-13

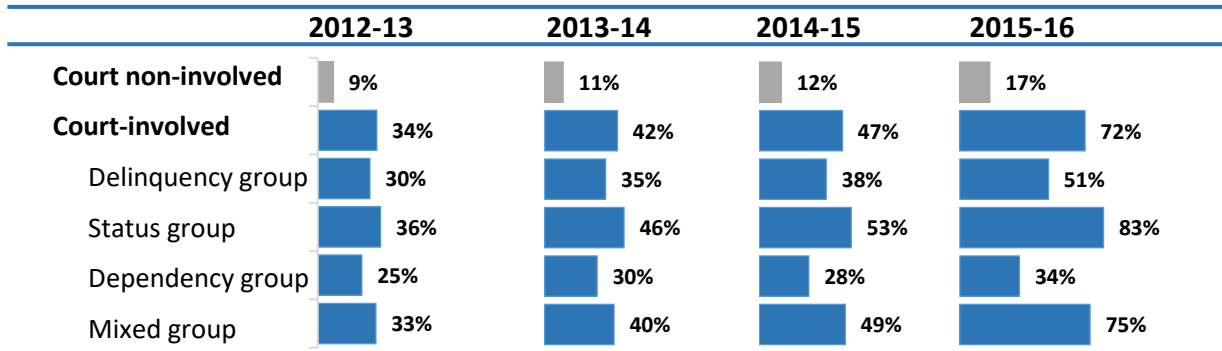


Figure 6: Chronic absenteeism among court-involved and court non-involved students. This information is available only for students in Cohort 2.

⁷ Data on school absences were not available for Cohort 1.

2E: Court-involved students have been disproportionately disciplined since 6th or 7th grade

Figure 7 (see Table 5 in the Appendix) displays the percentage of Cohort 2 students⁸ who received at least one suspension and/or expulsion annually starting from AY13-14. Court-involved students, compared to their court non-involved peers, were more likely to be disciplined. The disparities in disciplining between court-involved and court non-involved students were found across all grade levels and for each type of disciplinary actions (see Table 5 in the Appendix). For example, in AY15-16, court-involved students were more likely than their court non-involved peers to be expelled from school (1.8% vs. 0.1%), receive in-school suspension (11.5% vs. 2.5%), long-term suspension (6.4% vs. 0.4%) and /or short-term suspension (34.4% vs. 5.5%).

Among all court-involved youth, the delinquency group and mixed group students were nearly 5 times more likely than their court non-involved peers to be suspended and/or expelled in AY13-14, i.e., when they were in 6th or 7th grade, and 9 times more likely than their court non-involved peers to be suspended and/or expelled in AY15-16, when they were in 8th or 9th grade.

Of all court-involved students, dependent students had the lowest levels of involvement with the school disciplinary system across all grade levels. This could be explained by their lower level of behavioral needs or by strategies that schools and other agencies employ to monitor and address the behavioral issues of dependent students.

Cohort 2: Suspensions and/or expulsions starting from AY13-14

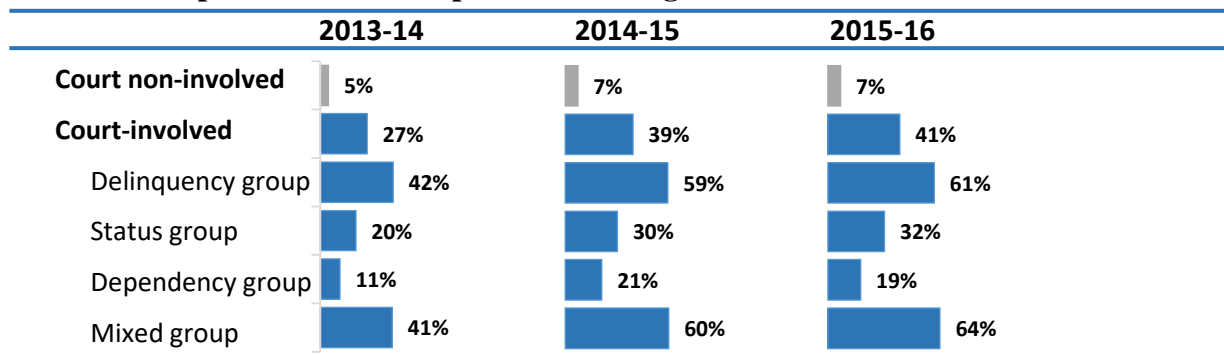


Figure 7: The percent of court-involved and court non-involved students assigned to suspension and/or expulsion annually starting from AY13-14. This information is available only for students in Cohort 2.

⁸ Disciplinary data were not available for Cohort 1.

FINDING 3: Court involvement was associated with lower academic performance in high school.

3A: Court-involved students had lower GPAs than their court non-involved peers

Figure 8 (see Table 7 in the Appendix) shows the percentage of Cohort 1 students across three categories of GPAs, each corresponding to a different letter grade from A to F during AY10-11 (see Table 7 in the Appendix for subsequent years). The number of students with available GPAs decreases from year to year as the result of subsequent dropping out, transfer to a school district outside of Washington, confinement to a state correctional facility, or death. However, results for those students still in school show that court-involved students, as a group, had lower GPAs not only during the year of court involvement but also during the four years following a court episode (see Table 7 in the Appendix).

The extent of disparities in GPAs between court-involved and court non-involved students during the year when they were processed by the court is depicted in Figure 8. A larger percentage of court-involved students (72% vs. 22% for court non-involved students) had their GPAs falling into the grade range D to F, while a smaller percentage (11% vs 57% for court non-involved students) had their GPAs falling into the A to B range.

Of all court-involved students, dependent students (31%) were most likely to have their GPAs in the two highest grade brackets, the A to B grade range. This could be explained by strategies that schools and other agencies employ to provide partial credits, tutoring, and opportunities for credit recovery for dependent students who have fallen behind because of their involvement with the child welfare system⁹.

Cohort 1: GPA during AY10-2011 (year of court involvement)

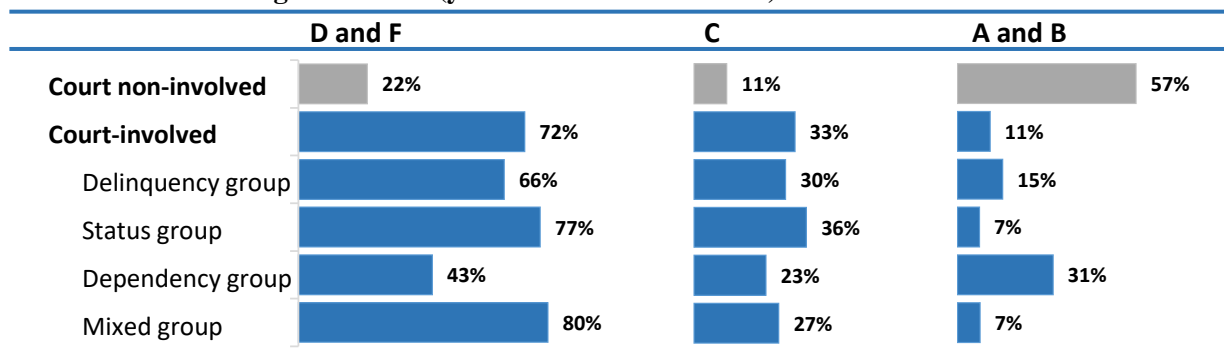


Figure 8: The percent of court-involved and court non-involved students across three categories each representing a range of GPAs during the year of court of involvement. This information is also presented in Table 7 in the Appendix.

⁹The Role of Schools in Supporting Children in Foster Care, National Research Brief, Safe school , Healthy Students, 2010
<http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/The%20Role%20of%20Schools.docx.pdf>

3B: Court-involved students disproportionately fell behind in 9th grade credit accumulation

Figure 9 (see Table 8 in the Appendix) presents the percentage of students within each of three categories representing a range of credit ratios cumulatively for 8th and 9th graders. This measure ranges between 0 and 1. If the credits ratio is equal to 1, that means a 9th grader completed all the attempted credits. The fewer the value, the fewer credits the 9th grader completed.

The results show that court-involved students lagged behind in credit accumulation regardless of whether they were processed by the court in 8th or 9th grade. In particular, close to one-half (47%) of court-involved students completed less than one-half the 9th grade credits, compared to only 8% of court non-involved students.

The 9th grade credit accumulation was a particular problem for students involved in multiple types of court cases. Almost two-thirds of them (63%) earned less than one-half of 9th grade credits, in comparison to 47% of all students processed by the juvenile court.

Of all court-involved students, dependent students performed comparatively well during the freshman year of high school. More than one-half of them (54%) earned enough credits to stay on track at the end of the 9th grade as oppose to only 30% for all court-involved students.

Cohort 1: Credit ratios during AY10-11 (for 9th graders) and during AY11-12 (for 8th graders)

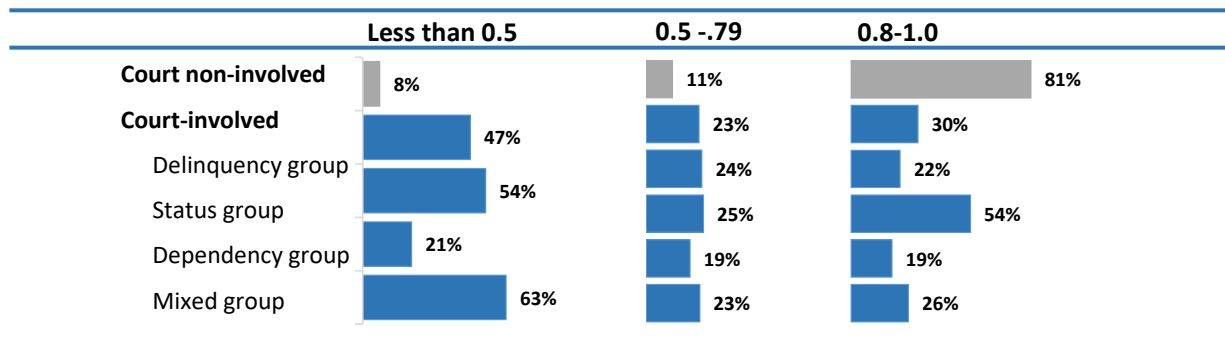


Figure 9: The 9th grade credit accumulation among court-involved and court non-involved students. This information is also presented in Table 8 in the Appendix.

3C: Court-involved students were less likely to meet the 10th grade assessment standard in all subject areas

Figure 10 (see Table 8 in the Appendix) presents the percentage of students passing the 10th grade assessment standard in reading, writing, science, and math among tested students in Cohort 1. Passing 10th grade tests demonstrates a basic understanding of English/language arts, science, and mathematics, and is part of the requirements for graduation.

Court-involved students were less likely than their court non-involved peers to meet the 10th grade assessment standard in all subject areas, and less so in science and math. Only 39% of court-involved students were proficient in science and only 29% were proficient in math.

Of all court-involved students, students with multiple court petitions performed significantly worse in all subject areas, and they particularly lagged in passing the 10th grade assessment in science (29% vs. 39% for all court-involved students) and math (18% vs. 29% for all court-involved students).

Dependent students, on contrary, performed better compared to other students involved with the court. Close to one-half met a standard in science (47% vs. 39% for all court-involved students) and more than one-third met a standard in math (37% vs. 29% for court-involved students). This could partially be explained by strategies that schools employ to provide additional support, tutoring, and other opportunities to dependent students who have fallen behind academically.

Cohort 1: Meeting standard on 10th grade tests

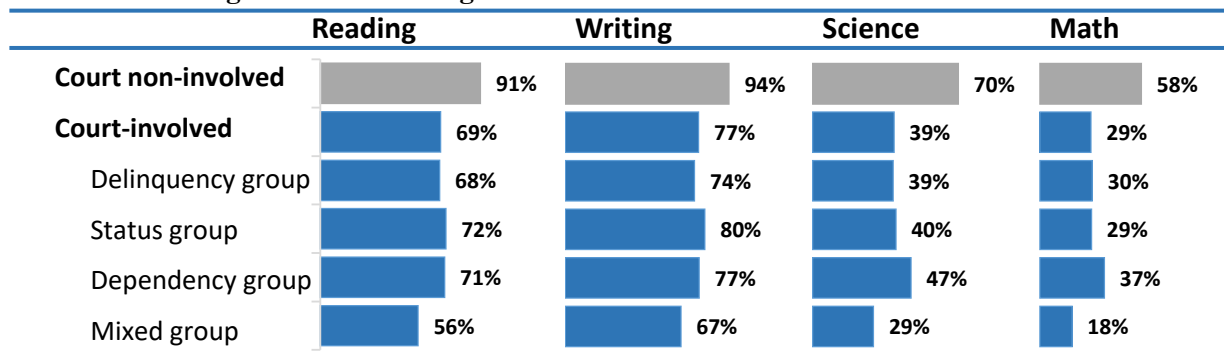


Figure 10: Percent of Cohort 1 students meeting standard on 10th grade tests among tested court-involved and court non-involved students. This information is also presented in Table 8 in the Appendix.

FINDING 4: Court-involved students were less likely to graduate than their court non-involved peers.

Figure 11 (see Table 9 in the Appendix) displays the percentage of students who graduated from high school. Court-involved students were less likely to graduate from high school (20%) than their court non-involved peers (74%). Of those court-involved students who graduated, 74% did so on time, while 19% had a delayed graduation, or receiving their high school diploma one to three years after their expected year of graduation. Among court-involved students with a delayed graduation, 74% received their high school diploma a year after the expected graduation date, 21.4% received it two years after the expected graduation date, and the remaining 4.3% received it three years after (see Table 9).

Among students coming into contact with the courts, graduation rates varied from a high of 42% for students involved in a dependency case(s) to a low of 10% for students with multiple types of court cases.

Cohort 1: Graduation outcomes

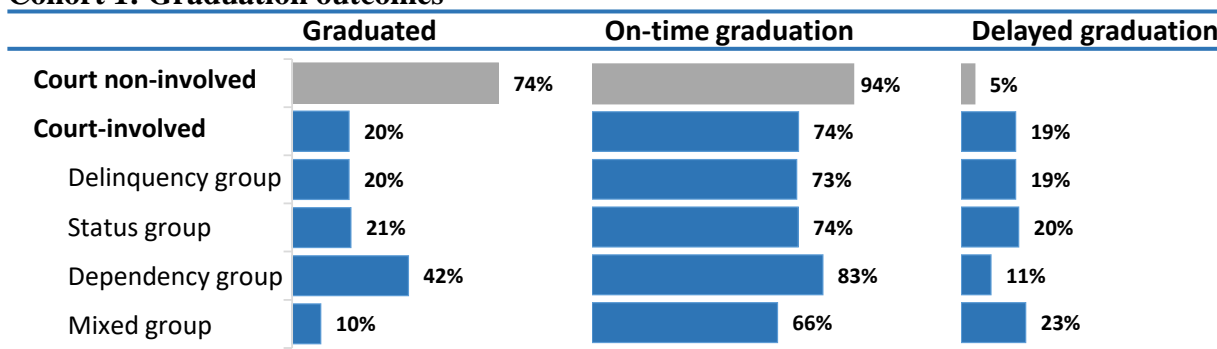


Figure 11: The percent of students in Cohort 1 who graduated from high school, graduated on-time, or had a delayed graduation. This information is also presented in Table 9 in the Appendix.

4A: Court involvement significantly decreases the likelihood of graduation even after controlling for students’ demographics and previous academic performance

Table 10 presents the results of binary logistic regression models predicting whether a student involved with the juvenile court graduated while controlling for demographic and other important factors. Figure 12 presents odds ratios for each variable which was found significant in the model predicting graduation. An odds ratio > 1, (blue bars) indicates that exposure to the factor was associated with higher odds of graduation. An odds ratio < 1, (brown bars) indicates that the exposure to the factor was associated with lower odds of graduation.

We found that court involvement, all other conditions being equal, significantly decreased students’ likelihood of graduation (odds ratio =0.75). In percentage terms, students who were court involved were 25% less likely than their court non-involved peers to graduate.

Living in poverty (measured by eligibility for FRPL), experiencing homelessness and school moves—factors which were more common among court-involved students than court non-involved students—negatively impacted students’ chances to earn a high school diploma. The factors that increased the likelihood of graduation were related to academic success of students. Proficiency in reading, writing, science, and math (measured by 10th grade assessments), 9th grade credit accumulation, and GPA in 9th grade were the leading predictors of students’ graduation. Male students were less likely to graduate compared to female students, and Hispanic students were more likely to graduate than non-Hispanic students.

All types of court cases, except dependency court case(s) were predictive of not earning a high school diploma (see Table 11 in the Appendix). Being involved in a delinquency case(s), non-offender case(s) or in multiple types of court cases significantly decreased the odds of graduation. Of these three types of court involvement, the latest had the strongest negative effect to students’ likelihood to graduate. Being involved in a dependency case(s) was not found to be significant in predicting graduation.

Factors Associated with Graduation from High school

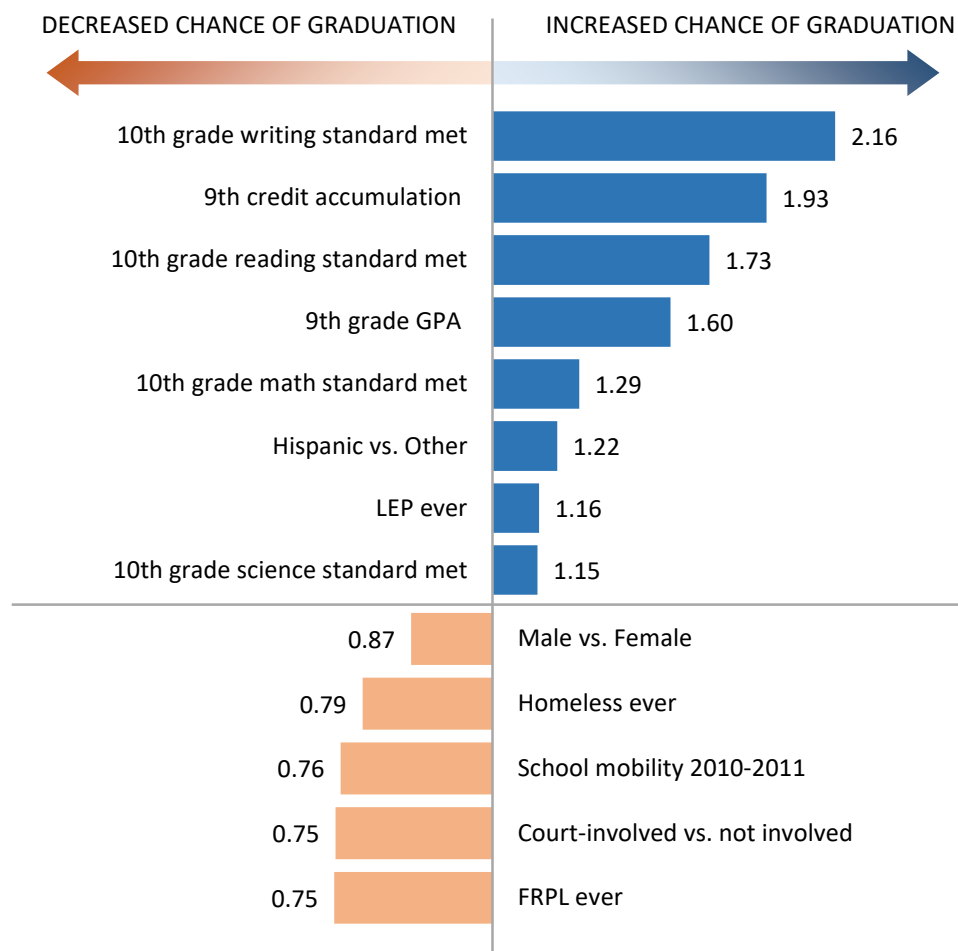


Figure 12: Odds ratios of graduation associated with court involvement and other significant predictors. This information is also presented in Table 10 in the Appendix. An odds ratio > 1 indicates that exposure to the factor was associated with higher odds of graduation. An odds ratio < 1 indicates that the factor was associated with lower odds of graduation.

FINDING 5: Court-involved students were more likely than their court non-involved peers to drop out.

Figure 13 (see Table 9 in the Appendix) displays the percentage of students who dropped out, disappeared, or received a GED certificate. Following standards set by OSPI, we counted those who did not complete high school but received a general equivalency diploma (GED)¹⁰ as a high school dropout. However, GED status was also analyzed as an independent category.

Court-involved students were more likely than their court non-involved peers to drop out of high school (54% vs. 14% for court non-involved students) or disappear, i.e., to leave one school and never reenroll in another (21% vs. 10% for court non-involved students). Dropout rates of court-involved students varied with the type of court involvement. They were the highest for students with multiple types of cases (64% vs. 56% for all court-involved students) and they were the lowest for students with a dependency case(s) (33%).

Proportionally more court-involved students earned an equivalency diploma (e.g., GED) compared to court non-involved students (13% vs. 2%).

Of all court-involved students, youth who were exclusively involved in a delinquency court case(s) and students with multiple types of court cases had the highest rates of earning a GED (16% and 18% vs. 13% for all court-involved students), while dependency students had the lowest rate of earning a GED certificate (4% vs. 13% for all court-involved students).

Cohort 1: Dropout status and GED

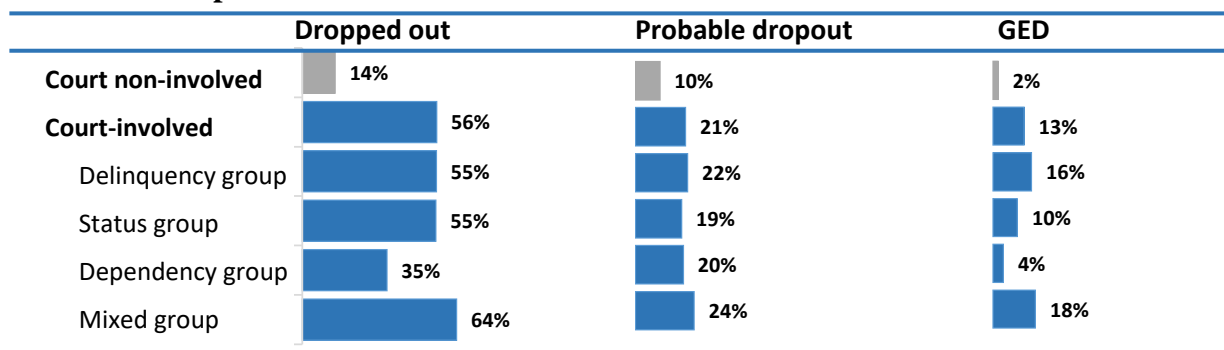


Figure 13: The percent of students in Cohort 1 who dropped out, disappeared, or earned a GED certificate. This information is also presented in Table 9 in the Appendix.

¹⁰ The significant changes to the GED test in 2013-14 should be noted, as they may have had an effect on Cohort 1. Washington community and technical colleges report GED completions dropped from 3,261 in 2013-14 to a mere 431 in 2014-15. This would be about the timeframe in which Cohort 1 would be taking the test. As the GED test underwent changes in 2014, other high school equivalency options came online, such as High School 21+ (started 2013-14). These may help to account for some of the “dropout” students who did not earn a GED certificate. For more information: <https://www.sbctc.edu/resources/documents/colleges-staff/research/pre-college-research/18-5-high-school-21-outcomes.pdf>

5A: Court involvement significantly increases the likelihood of dropout even after controlling for students' demographics and previous academic performance

Table 12 (see the Appendix) presents the results of binary logistic regression models predicting whether a student involved with the juvenile court in 8th or 9th grade dropped out. Figure 14 displays a list of significant predictors of high school dropout status¹¹. Analysis indicates that court involvement, without accounting for the different types of court cases, significantly increased students' likelihood of dropout (odds ratio = 1.47). In percentage terms, students who were court involved were 47% more likely than their court non-involved peers to drop out.

In addition to court involvement, poverty (measured by FRPL), homelessness, and school moves increased the likelihood of dropout. Male students were significantly more likely to drop out than female students. Compared to students of any other race, American Indian/Alaskan Native students and White students were more likely to drop out.

The factors that decreased the likelihood of dropout were related to academic success of students. Proficiency in reading, writing, science and math (as measured by 10th grade assessments), 9th grade credit accumulation, and a higher GPA in 9th grade significantly decreased the chances of dropout. Students receiving special education services or receiving bilingual education services were significantly less likely to drop out than students who were not receiving these services.

However, not all types of court involvement were predictive of dropout status (see Table 13 in the Appendix for results for individual types of court cases). Being court-involved based on an offender matter, non-offender matter, or being involved in multiple types of court cases significantly increased the odds of dropout. Of these three types of court cases, membership in the mixed group had the strongest effect of a students' tendency to drop out. Being involved in a dependency case was not found to be significant in predicting high school dropout status.

¹¹ The results from the binary logistic regression models predicting whether a court-involved student will disappear are not shown here, because court involvement was not useful in predicting students' chances to disappear.

Factors Associated with Dropping out from High school

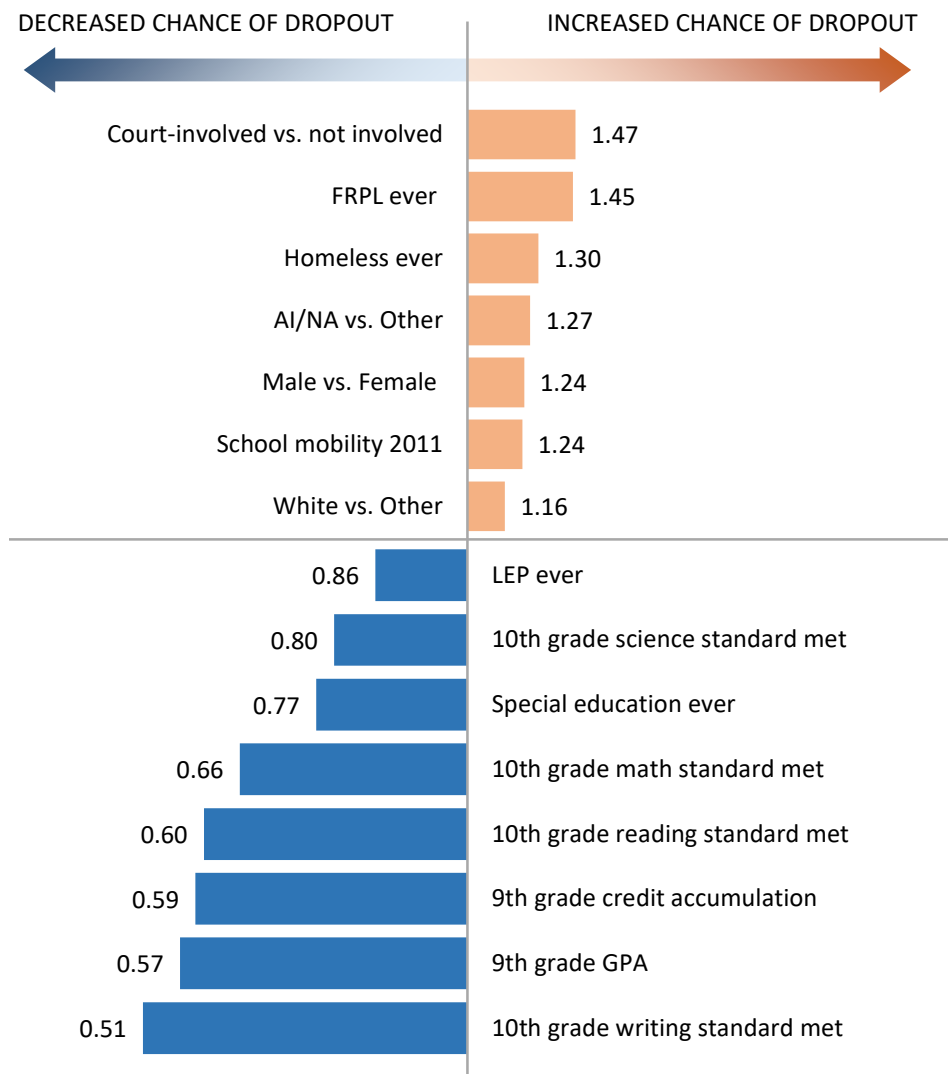


Figure 14: Odds ratio of dropout associated with significant predictor variables. This information is also presented in Table 12 in the Appendix. An odds ratio > 1 indicates that exposure to the factor was associated with higher odds of dropout. An odds ratio < 1 indicates that the exposure to the factor was associated with lower odds of dropout.

5B: Court involvement significantly increases the chances of earning a GED even after controlling for students’ demographics and previous academic performance

Table 14 (see the Appendix) presents the results of binary logistic regression models predicting whether a student, who did not graduate high school, earned a GED. Figure 15 displays a list of significant predictors of earning a GED. Court involvement, all other conditions being equal, significantly increased students’ likelihood of earning a GED (odds ratio=1.64). In other words, students who were court-involved were 64% more likely than their court non-involved peers to earn a GED.

School mobility was the second strongest predictor of obtaining a GED certificate. Also, being a male, White, and being proficient in reading have been shown to significantly increase the probability of earning a GED. The factors that decreased likelihood of earning a GED include receiving bilingual education services (LEP), be on track with 9th grade credit accumulation, and being proficient in writing and/or math.

Of all types of court cases, membership in the delinquency group or status group significantly increased the odds of earning a GED (see Table 15 in the Appendix for the results for different types of court cases).

Factors Associated with Earning a GED

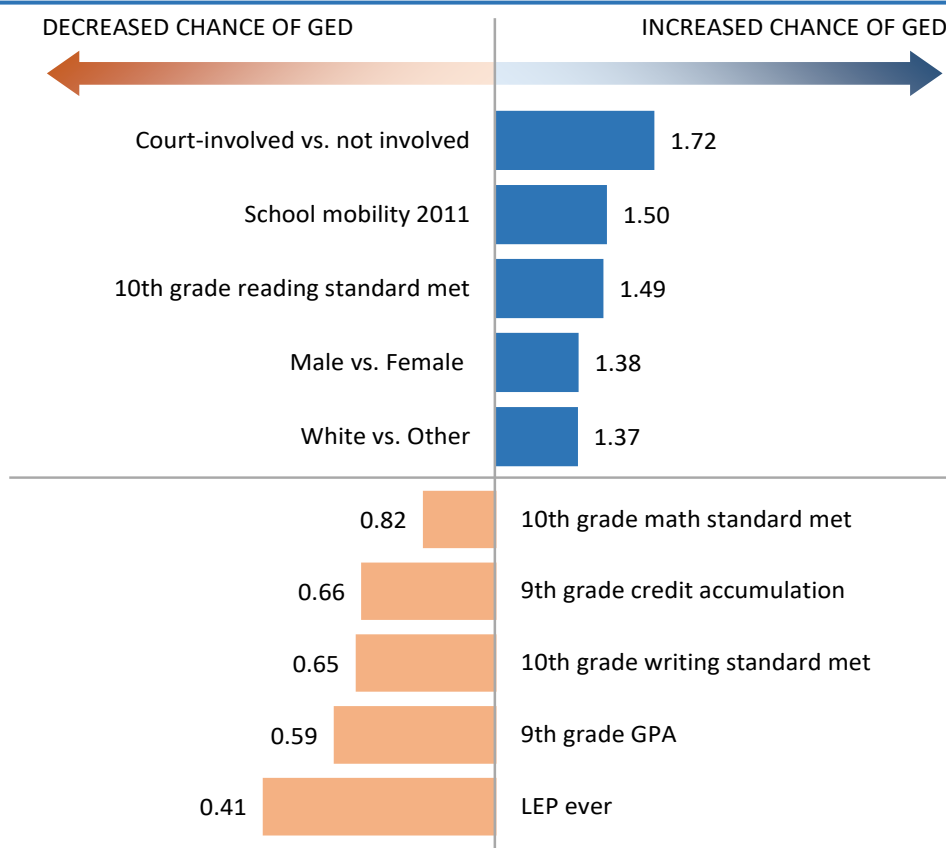


Figure 15: Odds of earning a GED associated with significant predictor variables. This information is also presented in Table 14 in the Appendix. An odds ratio > 1 indicates that exposure to the factor was associated with higher odds of earning a GED. An odds ratio < 1 indicates that the factor was associated with lower odds of earning a GED.

FINDING 6: Court-involved students had disproportionately lower rates of postsecondary enrollment than their court non-involved peers.

Figure 16 (Table 9 in the Appendix) presents the patterns of enrollment in public postsecondary (PS) institutions by AY15-16¹² among Cohort 1 students in the study. College enrollment (for both 2-year and 4-year colleges combined) was less likely among court-involved students (37%) than their court non-involved peers (54%). This gap was mostly attributed to the disparities in enrollment in 4-year colleges between the two groups of students. Only 1% of court-involved students attending a postsecondary institution were enrolled in a 4-year college, as opposed to 16% for court non-involved students.

Postsecondary enrollment rates (for both 2-year and 4-year colleges combined) varied by type of court involvement (see Table 9 in the Appendix) from 44% for students in the mixed group to 36% for students in the status group.

Cohort 1: Postsecondary Enrollment

	PS enrollment	2-year college	4-year college
Court non-involved	54%	38%	16%
Court-involved	38%	36%	1%
Delinquency group	38%	36%	2%
Status group	36%	35%	1%
Dependency group	40%	36%	4%
Mixed group	44%	44%	0%

Figure 16: The percentage students enrolled in a postsecondary institution, by institution type. This information is also presented in Table 9 in the Appendix.

6A: Court involvement is not predictive of postsecondary enrollment after controlling for students’ demographics and academic preparedness

Table 16 presents the results of binary logistic regression models predicting whether a student involved with the juvenile court in 8th or 9th grade was enrolled in a PS institution (for both 2-year and 4-year colleges combined). Figure 17 displays a list of significant predictors of PS enrollment. Court involvement, all other conditions being equal, did not predict students’ chances to enroll in a PS institution when controlling for students’ demographics and academic preparedness. College enrollment was mostly dependent on the applicant possessing a high school diploma or its equivalent, a GED certificate. In addition, academic preparedness (i.e., higher GPA, credit accumulation in 9th grade, and academic performance on 10th grade level tests) significantly increased the likelihood of PS

¹² This time frame did not allow enough time to capture students receiving an associate degree with a Direct Transfer Agreement to allow them to attend a four-year institution after completing a community college program.

enrollment. This means that students have a much better chance of enrollment in a PS institution if they have a high school diploma or a GED certificate, regardless of their exposure to the juvenile court.

Receiving a Plan 504 or LEP services significantly increased the probability of PS enrollment. The factors that decreased the likelihood of college enrollment included school moves, poverty (measured by eligibility for FRPL), having a disability, receiving special education services, and being a male. Compared to students of any other race, American Indian/Alaskan Native students, Hispanic, and White students were less likely to enroll in a PS institution.

Factors Associated with Postsecondary Enrollment

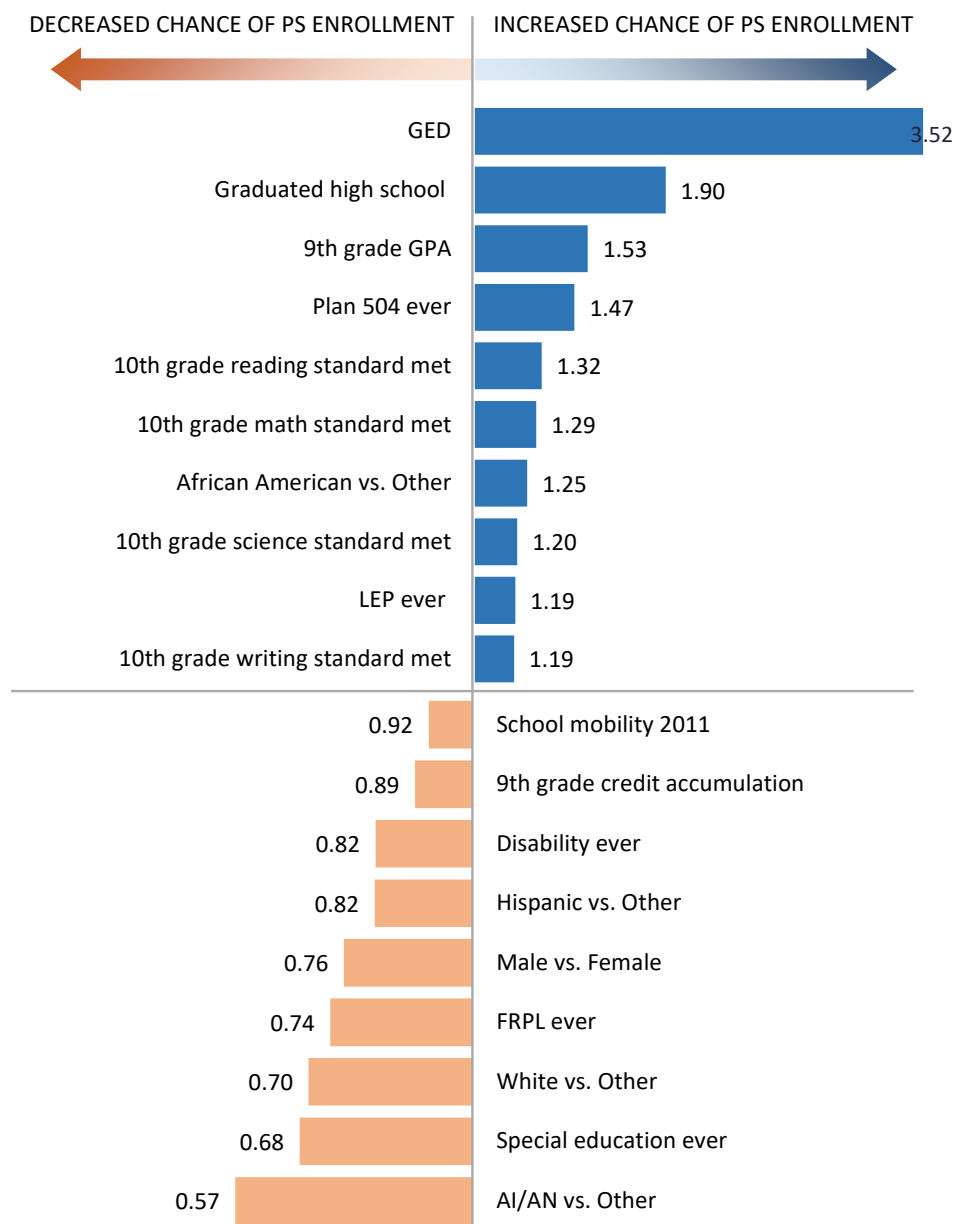


Figure 17: Odds ratio of post-secondary enrollment associated with significant predictor variables. This information is also presented in Table 16 in the Appendix. An odds ratio > 1 indicates that exposure to the factor was associated with higher odds of PS enrollment. An odds ratio < 1 indicates that the factor was associated with lower odds of PS enrollment.



Appendix

Table 1: Demographic Characteristics of court-involved and court non-involved students in Cohort 1

	Court-involved students in Cohort 1										Court non-involved students (N=160,610)	
	Delinquency group (N=2,712)		Status group (n=3,382)		Dependency group (N=274)		Mixed group (N=821)		Total (N=7,189)		N	%
	N	%	N	%	N	%	N	%	N	%		
Gender												
Male	2,045	75.4%	1,730	51.2%	105	38.3%	527	64.2%	4,407	61.3%	82,427	51.3%
Female	667	24.6%	1,652	48.8%	169	61.7%	294	35.8%	2,782	38.7%	78,183	48.7%
Race												
White	1,342	49.5%	1,739	51.4%	129	47.1%	420	51.2%	3,630	50.5%	100,062	62.3%
Black/African American	337	12.4%	206	6.1%	47	17.2%	105	12.8%	695	9.7%	8,061	5%
AI/AN ¹³	112	4.1%	150	4.4%	13	4.7%	32	3.9%	307	4.3%	2,807	1.7%
Asian	*	*	*	*	*	*	*	*	153	2.1%	12,022	7.5%
NH/OPI ¹⁴	*	*	*	*	*	*	*	*	55	0.8%	1,400	0.9%
Hispanic/Latino	721	26.6%	947	28%	48	17.5%	201	24.5%	1,917	26.7%	28,071	17.5%
Two or more races	142	5.2%	210	6.2%	27	9.9%	49	6.0%	428	6%	8,159	5.1%
Nor provided	*	*	*	*	*	*	*	*	*	*	28	0.0%
Age												
11-12	*	*	*	*	*	*	*	*	36	1.3%	2,144	1.3%
13-15	2,348	86.6%	3,133	92.7%	247	90.1%	732	89.3%	6,460	89.9%	155,201	96.6%
16 or older	349	12.9%	235	7%	24	8.8%	83	10.1%	691	9.6%	3,259	2%
Homelessness status												
Homeless in 2011	218	8%	271	8%	113	41.2%	126	15.3%	728	10.1%	2,827	1.8%
Homeless ever	347	12.8%	426	12.6%	123	44.9%	172	21%	1,068	14.9%	4,339	2.7%
Grade Level												
8th grade	869	32%	1025	30.3%	119	43.4%	210	25.6%	2223	30.9%	779,34	48.5%
9 th grade	1843	68%	2357	69.7%	155	56.6%	611	74.4%	4966	69.1%	82,676	51.5%
Immigrant status												
Immigrant	*	*	*	*	*	*	*	*	102	1.4%	3,523	2.2%
TOTAL	2,712	100%	3,382	100%	274	100%	821	100%	7,189	100%	160,610	100%

*Not reported to protect subgroup with fewer than 10 students.

Note: "Homelessness is measured during a year of detention; "Homeless ever" is measured two years prior to and including the year of detention exposure.

¹³ AI/AN- American Indian/Alaskan Native

¹⁴ NH/OPI-Native Hawaiian/Other Pacific Islander

Table 2: Demographic Characteristics of court-involved and court non-involved students in Cohort 2

	Court-involved students in Cohort 2										Court non-involved students (N=161,629)	
	Delinquency group (N=1,222)		Status group (n=3,240)		Dependency group (N=273)		Mixed group (N=468)		Total (N=5,203)		N	%
	N	%	N	%	N	%	N	%	N	%		
Gender												
Male	923	75.5%	1,638	50.6%	116	42.5%	302	64.5%	2,979	57.3%	82,723	51.2%
Female	299	24.5%	1,602	49.4%	157	57.5%	166	35.5%	2,224	42.7%	78,906	48.8%
Race												
White	599	49%	1,532	47.3%	136	49.8%	224	47.9%	2,491	47.9%	92,339	57.1%
Black/African American	136	11.1%	163	5%	22	8.1%	41	8.8%	362	7%	7,230	4.5%
AI/AN ¹⁵	*	*	*	*	*	*	*	*	191	3.7%	2,371	1.5%
Asian	*	*	*	*	*	*	*	*	85	1.6%	12,702	7.9%
NH/OPI ¹⁶	*	*	*	*	*	*	*	*	90	1.7%	1,715	1.1%
Hispanic/Latino	304	24.9%	1,038	32%	68	24.9%	146	31.2%	1,556	29.9%	34,571	21.4%
Two or more races	100	8.2%	268	8.3%	30	11%	27	5.8%	425	8.2%	10,677	6.6%
Nor provided	*	*	*	*	*	*	*	*	*	*	24	0%
Age												
11-12	*	*	*	*	*	*	*	*	*	*	19	0%
13-15	1,059	86.7%	2,870	88.6%	227	83.2%	408	87.2%	4,564	87.7%	151,777	93.9%
16 or older	163	13.3%	370	11.4%	45	16.5%	60	12.8%	638	12.3%	9,831	6.1%
Homelessness status												
Homeless in 2016	144	11.8%	364	11.2%	103	37.7%	103	22%	714	13.7%	4,138	2.6%
Homeless ever	280	22.9%	605	18.7%	142	52%	146	31.2%	1,173	22.5%	7,480	4.6%
Grade Level												
8th grade	465	38.1%	1,097	33.9%	128	46.9%	168	35.9%	1,858	35.7%	79,399	49.1%
9th grade	757	61.9%	2,143	66.1%	145	53.1%	300	64.1%	3,345	64.3%	82,230	50.9%
TOTAL	1,222	100%	3,240	100%	273	100%	468	100%	5,203	100%	161,629	100%

*Not reported to protect subgroup with fewer than 10 students.

Note: "Homelessness is measured during a year of detention; "Homeless ever" is measured two years prior to and including the year of detention exposure.

¹⁵ AI/AN- American Indian/Alaskan Native

¹⁶ NH/OPI-Native Hawaiian/Other Pacific Islander

Table 3: Student Characteristics of court-involved and court non-involved students in Cohort 1

	Court-involved students in Cohort 1										Court non-involved students (N=160,610)	
	Delinquency group (N=2,712)		Status group (n=3,382)		Dependency group (N=274)		Mixed group (N=821)		Total (N=7,189)			
	N	%	N	%	N	%	N	%	N	%	N	%
Disability status												
Disability in 2011	766	28.2%	786	23.2%	79	28.8%	269	32.8%	1,900	26.4%	19,163	11.9%
Disability ever	830	30.6%	827	24.5%	83	30.3%	280	34.1%	2,020	28.1%	20,675	12.9%
Special Education												
Special Education in 2011	724	26.7%	748	22.1%	78	28.5%	253	30.8%	1,803	25.1%	18,112	11.3%
Special Education ever	812	29.9%	818	24.2%	82	29.9%	276	33.6%	1,988	27.7%	20,815	13%
FRPL program												
FRPL in 2011	2,182	80.5%	2,731	80.8%	253	92.3%	717	87.3%	5,883	81.8%	72,135	44.9%
FRPL ever	2,388	88.1%	2,950	87.2%	261	95.3%	759	92.4%	6,358	88.4%	82,158	51.2%
Plan 504												
Plan 504 in 2011	*	*	*	*	*	*	*	*	207	2.9%	4,032	2.5%
Plan 504 ever	*	*	*	*	*	*	*	*	257	3.6%	4,576	2.8%
LEP status												
LEP in 2011	153	5.6%	251	7.4%	23	8.4%	47	5.7%	474	6.6%	8,169	5.1%
LEP ever	203	7.5%	333	9.8%	25	9.1%	67	8.2%	628	8.7%	11,358	7.1%
School Mobility in 2010												
No move	1,606	62.7%	2,398	75.5%	168	70.3%	476	59.9%	4,648	68.6%	139,402	93.3%
One move	556	21.7%	581	18.3%	43	18%	184	23.1%	1,364	20.1%	8,709	5.8%
Two moves	200	7.8%	157	4.9%	16	6.7%	79	9.9%	452	6.7%	1,119	0.7%
Three or more moves	199	7.8%	41	1.3%	12	5%	56	7%	308	4.5%	239	0.2%
School Mobility in 2011												
No move	1,100	40.6%	2,166	64%	161	58.8%	212	25.8%	3,639	50.6%	147,920	92.1%
One move	739	27.2%	840	24.8%	64	23.4%	245	29.8%	1,888	26.3%	10,894	6.8%
Two moves	412	15.2%	258	7.6%	31	11.3%	173	21.1%	874	12.2%	1,476	0.9%
Three or more moves	461	17%	118	3.5%	18	6.6%	191	23.3%	788	11%	320	0.2%
TOTAL	2712	100%	3382	100%	274	100%	821	100%	7,189	100%	160,610	100%

*Not reported to protect subgroup with fewer than 10 students.

Note: Participation in OSPI programs was measured during the year of court involvement (Academic Year 2010-11 for Cohort 1) as well as during a more extended period of time covering two years prior to and including the Academic Year when the court involvement occurred (or between Academic Year 2008-09 and Academic Year 2010-11 for Cohort 1).

Table 4: Student Characteristics of court-involved and court non-involved students in Cohort 2

	Court-involved students in Cohort 2										Court non-involved students (N=161,629)	
	Delinquency group (N=1,222)		Status group (n=3,240)		Dependency group (N=273)		Mixed group (N=468)		Total (N=5,203)		N	%
	N	%	N	%	N	%	N	%	N	%		
Disability status												
Disability in 2016	418	34.2%	707	21.8%	88	32.2%	138	29.5%	1,351	26%	19,932	12.3%
Disability ever	479	39.2%	796	24.6%	93	34.1%	153	32.7%	1,521	29.2%	23,773	14.7%
Special Education												
Special Education in 2016	411	33.6%	701	21.6%	87	31.9%	135	28.8%	1,334	25.6%	19,742	12.2%
Special Education ever	462	37.8%	766	23.6%	91	33.3%	146	31.2%	1,465	28.2%	22,390	13.9%
FRPL program												
FRPL in 2016	1,044	85.4%	2,754	85%	261	95.6%	421	90%	4,480	86.1%	75,037	46.4%
FRPL ever	1,096	89.7%	2,918	90.1%	265	97.1%	438	93.6%	4,717	90.7%	84,761	52.4%
Plan 504												
Plan 504 in 2016	66	5.4%	189	5.8%	8	2.9%	32	6.8%	295	5.7%	7,264	4.5%
Plan 504 ever	91	7.4%	233	7.2%	13	4.8%	39	8.3%	376	7.2%	8,473	5.2%
LEP status												
LEP in 2016	100	8.2%	315	9.7%	35	12.8%	49	10.5%	499	9.6%	9,686	6%
LEP ever												
School Mobility in 2015												
No move	757	65.6%	2,511	80.9%	163	70.3%	296	66.2%	3,727	75.5%	142,002	93.9%
One move	269	23.3%	501	16.2%	46	19.8%	111	24.8%	927	18.8%	8,504	5.6%
Two moves	91	7.9%	78	2.5%	18	7.8%	32	7.2%	219	4.4%	695	0.5%
Three or more moves	*	*	*	*	*	*	*	*	62	1.3%	97	0.1%
School Mobility in 2016												
No move	526	43.1%	2,405	74.2%	171	62.6%	152	32.5%	3,254	62.6%	152,507	94.4%
One move	420	34.4%	689	21.3%	73	26.7%	185	39.5%	1,367	26.3%	8,327	5.2%
Two moves	186	15.2%	126	3.9%	22	8.1%	87	18.6%	421	8.1%	701	0.4%
Three or more moves	*	*	*	*	*	*	*	*	160	3.1%	94	0.1%
TOTAL												

*Not reported to protect subgroup with fewer than 10 students.

Note: Participation in OSPI programs was measured during the year of court involvement (Academic Year 2010-11 for Cohort 1) as well as during a more extended period of time covering two years prior to and including the Academic Year when the court involvement occurred (or between Academic Year 2008-09 and Academic Year 2010-11 for Cohort 1).

Table 5: Absences and Disciplinary Sanctions of court-involved and court non-involved students in Cohort 2

	Court-involved students in Cohort 2										Court non-involved students (N=161,629)	
	Delinquency group (N=1,222)		Status group (n=3,240)		Dependency group (N=273)		Mixed group (N=468)		Total (N=5,203)		N	%
	N	%	N	%	N	%	N	%	N	%		
Chronic absenteeism												
Absenteeism 2012-13	365	29.9%	1,168	36%	69	25.3%	156	33.3%	1,758	33.8%	14,544	9%
Absenteeism 2013-14	431	35.3%	1,489	46%	83	30.4%	188	40.2%	2,191	42.1%	17,448	10.8%
Absenteeism 2014-15	467	38.2%	1,700	52.5%	77	28.2%	230	49.1%	2,474	47.4%	19,971	12.4%
Absenteeism 2015-16	623	51%	2,681	82.7%	94	34.4%	351	75%	3,749	72.1%	27,892	17.3%
Absenteeism 2013 – 2016												
Expulsions and suspensions during AY 2013-14												
At least one expulsion or suspension	509	41.7%	661	20.4%	31	11.4%	193	41.2%	1,394	26.8%	7,699	4.8%
Expulsion	*	*	*	*	*	*	*	*	64	1.2%	212	0.1%
In school suspension	*	*	*	*	*	*	*	*	46	0.9%	369	0.2%
Long-term suspension	*	*	*	*	*	*	27	5.8%	120	2.31%	329	0.2%
Short-term suspension	476	39%	625	19.3%	28	10.3%	184	39.3%	1,313	25.2%	7,195	4.5%
Expulsions and suspensions during AY 2014-15												
At least one expulsion or suspension	725	59.3%	977	30.2%	58	21.2%	280	59.8%	2,040	39.2%	11,917	7.4%
Expulsion	*	*	*	*	*	*	*	*	75	2.1%	210	0.1%
In-school suspension	225	18.4%	286	8.8%	17	6.2%	80	17.1%	608	11.7%	3,926	2.4%
Long-term suspension	124	10.1%	98	3%	*	*	46	9.8%	271	5.2%	592	0.4%
Short-term suspension	631	51.6%	813	25.1%	46	16.8%	244	52.1%	1,734	33.3%	9,030	5.6%
Expulsions and suspensions during AY 2015-16												
At least one expulsion or suspension	740	60.6%	1,045	32.3%	51	18.7%	299	63.9%	2,135	41%	11,843	7.3%
Expulsion	*	*	*	*	*	*	*	*	93	1.8%	157	0.1%
In-school suspension	179	14.6%	337	10.4%	10	3.7%	71	15.2%	597	11.5%	4,036	2.5%
Long-term suspension	*	*	*	*	*	*	*	*	335	6.44%	687	0.43%
Short-term suspension	632	51.7%	852	26.3%	40	14.7%	264	56.4%	1,788	34.4%	8,876	5.5%

*Not reported to protect subgroup with fewer than 10 students.

Table 6: Behaviors and Sanctions applied of court-involved and court non-involved students in Cohort 2

	Court-involved students in Cohort 2										Court non-involved students (N=161,629)	
	Delinquency group (N=1,222)		Status group (n=3,240)		Dependency group (N=273)		Mixed group (N=468)		Total (N=5,203)			
	N	%	N	%	N	%	N	%	N	%	N	%
Disruptive Conduct in 2015	314	25.7%	490	15.1%	33	21.1%	157	33.5%	994	19.1%	7,809	4.83%
Sanctions applied	193	61.5%	263	53.7%	12	36.4%	100	63.7%	568	57.1%	2,686	34.4%
Disruptive Conduct in 2016	338	27.7%	540	16.7%	33	12.1%	139	29.7%	1,050	20.2%	8,529	5.39%
Sanctions applied	195	57.7%	257	47.6%	13	39.4%	88	63.3%	553	52.7%	2,812	33.0%
Non Cooperate 2015	266	21.8%	431	13.3%	19	7.0%	112	23.9%	828	15.9%	5,339	3.3%
Sanctions applied	*	*	*	*	*	*	*	*	389	47%	1,411	26.1%
Non Cooperate 2016	327	26.8%	646	19.9%	29	10.6%	136	29.1%	1,138	21.9%	7,673	4.7%
Sanctions applied	*	*	*	*	*	*	*	*	551	44.4%	1,924	25.1%
Violence non-injury 2015	278	22.7%	301	9.3%	23	8.4%	94	20.1%	696	13.4%	4,324	2.7%
Sanctions applied	265	95.3%	284	94.4%	22	95.7%	89	94.7%	660	94.8%	3,836	88.7%
Violence non-injury 2016	236	19.3%	286	8.8%	18	6.6%	96	20.5%	636	12.2%	3,854	2.4%
Sanctions applied	218	92.4%	262	91.6%	16	88.9%	93	96.9%	589	92.6%	3,421	88.8%
Violence injury 2015	*	*	*	*	*	*	*	*	26	0.5%	125	0.08%
Sanctions applied	*	*	*	*	*	*	*	*	24	92.3%	104	83.2%
Violence injury 2016	*	*	*	*	*	*	*	*	45	0.9%	132	0.1%
Sanctions applied	*	*	*	*	*	*	*	*	40	88.9%	113	85.6%
Drugs 2015	152	12.4%	156	4.8%	10	3.7%	64	13.7%	382	7.3%	1,047	0.6%
Sanctions applied	149	98%	154	98.7%	10	100%	59	92.2%	372	97.4%	1,014	96.8%
Drugs 2016	204	16.7%	226	7%	*	*	*	*	523	10.1%	1,568	1%
Sanctions applied	195	95.6%	215	95.1%	*	*	*	*	499	95.4%	1,494	95.3%
Weapon 2015	50	4.1%	52	1.6%	*	*	*	*	126	2.4%	523	0.3%
Sanctions applied	46	92%	48	92.3%	*	*	*	*	116	92.1%	485	92.7%
Weapon 2016	51	4.17%	33	1.02%	*	*	*	*	96	1.85%	432	0.27%
Sanctions applied	45	88.2%	31	93.9%	*	*	*	*	86	89.6%	398	92.1%
Theft 2016	53	4.3%	43	1.3%	*	*	*	*	118	2.27%	666	0.41%
Sanctions applied	43	81.1%	31	72.1%	*	*	*	*	92	78%	438	65.8%

*Not reported to protect subgroup with fewer than 10 students.

Table 7: GPAs of court-involved and court non-involved students in Cohort 1

	Court-involved students in Cohort 1										Court non-involved students (N=160,610)	
	Delinquency group (N=2,712)		Status group (n=3,382)		Dependency group (N=274)		Mixed group (N=821)		Total (N=7,189)		N	%
	N	%	N	%	N	%	N	%	N	%		
GPA during 2011 (N=105,051)												
F (from 0.00 to 0.49)	568	36.35	987	41.2%	34	19.7%	245	52.6%	1,834	39.9%	11,516	11.5%
D (from 0.50 to 1.49)	461	29.5%	868	36.2%	40	23.15	127	27.3%	1,496	32.5%	10,601	10.6%
C (from 1.50 to 2.49)	311	19.9%	372	15.5%	46	26.6%	60	12.9%	789	17.1%	20,725	20.6%
B (from 2.50 to 3.49)	186	11.9%	142	5.9%	38	22%	23	4.9%	389	8.5%	31,844	31.7%
A (from 3.50 to 4.00)	39	2.65%	28	1.2%	15	8.7%	11	2.4%	93	2%	25,764	25.6%
GPA during 2012 (N=149,554)												
F (from 0.00 to 0.49)	488	27.9%	848	32.1%	27	12.3%	217	44.2%	1,580	31%	6,267	4.3%
D (from 0.50 to 1.49)	533	30.4%	1,005	38.1%	53	24.2%	143	29.1%	1,734	34%	16,215	11.2%
C (from 1.50 to 2.49)	451	25.7%	519	19.7%	71	32.4%	75	15.3%	1,116	21.9%	34,889	24.2%
B (from 2.50 to 3.49)	234	13.4%	230	8.7%	57	26%	40	8.1%	561	11%	51,159	35.4%
A (from 3.50 to 4.00)	46	2.6%	37	1.4%	11	5%	16	3.3%	110	2.2%	35,923	24.9%
GPA during 2013 (N=142,402)												
F (from 0.00 to 0.49)	307	20.5%	526	24%	*	*	*	*	972	22.6%	4,273	3.1%
D (from 0.50 to 1.49)	474	31.4%	825	37.7%	46	22.4%	110	27.5%	1,455	33.9%	13,891	10.1%
C (from 1.50 to 2.49)	461	30.7%	575	26.3%	83	40.3%	103	25.8%	1,222	28.5%	35,676	25.8%
B (from 2.50 to 3.49)	217	14.5%	219	10%	58	28.3%	39	9.8%	533	12.4%	52,101	37.7%
A (from 3.50 to 4.00)	42	2.8%	44	2%	11	5.4%	16	4%	113	2.6%	32,166	23.3%
GPA during 2014 (N=138,652)												
F (from 0.00 to 0.49)	180	14%	281	16%	*	*	*	*	526	14.9%	2,632	1.9%
D (from 0.50 to 1.49)	356	27.6%	620	35.3%	31	17.3%	101	31.8%	1,108	31.3%	11,512	8.5%
C (from 1.50 to 2.49)	481	37.3%	583	33.3%	68	38%	99	31.1%	1,231	34.8%	35,879	26.6%
B (from 2.50 to 3.49)	226	17.5%	238	13.6%	62	34.6%	47	14.8%	573	16.2%	54,509	40.3%
A (from 3.50 to 4.00)	45	3.5%	31	1.8%	10	5.6%	14	4.4%	100	2.8%	30,582	22.6%
GPA during 2015 (N=76,017)												
F (from 0.00 to 0.49)	75	10.9%	146	1.2%	*	*	*	*	253	12.5%	1,586	2.1%
D (from 0.50 to 1.49)	194	28.2%	363	35.2%	19	15.1%	58	33.7%	634	31.4%	7,113	9.6%
C (from 1.50 to 2.49)	260	37.7%	365	35.4%	56	44.4%	61	35.5%	742	36.8%	21,072	28.5%
B (from 2.50 to 3.49)	144	20.9%	124	12%	38	30.2%	24	14%	330	16.4%	28,756	38.9%
A (from 3.50 to 4.00)	16	2.3%	32	3.1%	*	*	*	*	58	2.9%	15,473	20.9%

*Not reported to protect subgroup with fewer than 10 students.

Table 8: Credits accumulation among court-involved and court non-involved students in Cohort 1

	Court-involved students in Cohort 1										Court non-involved students (N=160,610)	
	Delinquency group (N=2,712)		Status group (n=3,382)		Dependency group (N=274)		Mixed group (N=821)		Total (N=7,189)		N	%
	N	%	N	%	N	%	N	%	N	%		
Credits Ratio of 9th graders during AY2010-11 (N=81,649)												
Less than 50	810	49.9%	1,264	56.2%	30	20.5%	342	64.9%	2,446	53.8%	6,417	8.3%
50-79	373	23%	557	24.8%	34	23.3%	103	19.5%	1,067	23.5%	9,041	11.7%
80-100	440	27.1%	429	19.1%	82	56.2%	82	15.6%	1,033	22.7%	61,645	80%
Credits Ratio of 9th graders during AY2011-12 (N=78,317)												
Less than 50	668	45.6%	1,085	54.7%	21	16.2%	327	64.8%	2,101	51.4%	5,227	7.0%
50-79	421	28.7%	564	28.4%	42	32.3%	119	23.6%	1,146	28.1%	10,272	13.8%
80-100	376	25.7%	335	16.9%	67	51.5%	59	11.7%	837	20.5%	58,734	79.1%
Credits Ratio of 8th graders during AY 2011-2012 (N=70,761)												
Less than 50	268	40.1%	409	47.7%	23	22.5%	90	55.9%	790	44.2%	4,579	6.6%
50-79	148	22.2%	187	21.8%	27	26.5%	26	16.1%	388	21.7%	7,309	10.6%
80-100	252	37.7%	261	30.5%	52	51%	45	28%	610	34.1%	57,085	82.8%
Credits Ratio of 8th graders during AY 2012-2013 (N=69,559)												
Less than 50	251	38.3%	360	43.6%	20	20.4%	80	50%	711	40.9%	4,136	6.1%
50-79	185	28.2%	254	30.8%	26	26.5%	38	23.8%	503	28.9%	8,530	12.6%
80-100	220	33.5%	211	25.6%	52	53.1%	42	26.3%	525	30.2%	55,154	81.3%
9th Grade Credit Accumulation (combined for 9th and 8th)												
Less than 50	1,078	47.1%	1,673	53.8%	53	21.4%	432	62.8%	3,236	51.1%	10,996	7.5%
50-79	521	22.7%	744	23.9%	61	24.6%	129	18.8%	1,455	23.0%	16,350	11.2%
80-100	629	30.2%	690	22.2%	134	54%	127	18.5%	1,643	25.9%	118,730	81.3%
Meeting standards on 10th grade assessment tests												
Reading (n=146,945)	1,014	68.1%	1,339	71.6%	139	70.9%	208	55.8%	2,700	68.7%	130,783	91.4%
Writing (n=145,649)	1,050	74.4%	1,443	80.3%	148	77.1%	222	66.5%	2,863	76.7%	1333,768	94.3%
Science (n=122,996)	348	38.5%	464	39.8%	70	47%	55	29.1%	937	38.9%	84,167	69.7%
Math (n=84,792)	288	29.9%	364	29.4%	54	36.7%	38	18.4%	744	29.1%	47,501	57.8%
TOTAL	2712	100%	3382	100%	274	100%	821	100%	7,189	100%	160,610	100%

*Not reported to protect subgroup with fewer than 10 students.

Table 9: Education outcomes of court-involved and court non-involved students in Cohort 1

	Court-involved students in Cohort 1										Court non-involved students (N=160,610)	
	Delinquency group (N=2,712)		Status group (n=3,382)		Dependency group (N=274)		Mixed group (N=821)		Total (N=7,189)		N	%
	N	%	N	%	N	%	N	%	N	%		
School Exists												
Graduated	550	20.3%	710	21%	114	41.6%	84	10.2%	1,458	20.3%	118,390	73.7%
Graduation timing												
Early graduation	41	7.5%	42	5.9%	*	*	*	*	110	6.9%	2,229	1.9%
On time graduation	399	73.2%	520	73.7%	94	82.5%	55	66.3%	1,068	73.8%	110,409	93.5%
Delayed graduation	105	19.3%	144	20.4%	12	10.5%	19	22.9%	280	19.3%	5,506	4.7%
Years of delay												
1-year delay	77	73.3%	108	75%	11	91.7%	12	63.2%	208	74.3%	4,596	83.5%
2-year delay	20	19%	33	22.9%	*	*	*	*	60	21.4%	813	14.8%
3-year delay	*	*	*	*	*	*	*	*	12	4.3%	97	1.8%
GED	445	16.4%	351	10.4%	12	4.4%	149	18.1%	957	13.3%	3,486	2.2%
Dropout	1,502	55.4%	1,867	55.2%	96	35.0%	524	63.8%	3,989	55.5%	21,836	13.6%
Probably dropout	583	21.5%	643	19.0%	54	19.7%	199	24.2%	1,479	20.6%	16,142	10.1%
Deceased after 2011	10	0.4%	*	*	*	*	*	*	16	0.2%	142	0.1%
Timing of dropout												
Dropout AY2010-11	116	4.3%	138	4.1%	*	*	*	*	289	4.0%	1,818	1.1%
Dropout AY2011-12	212	7.8%	233	6.9%	*	*	*	*	514	7.1%	1,583	1.0%
Dropout AY2012-13	264	9.7%	362	10.7%	16	5.8%	131	16.0%	773	10.8%	2,548	1.6%
Dropout AY2013-14	400	14.7%	474	14.0%	14	5.1%	137	16.7%	1,025	14.1%	4,872	3.0%
Dropout AY2014-15	303	11.2%	388	11.5%	34	12.4%	99	12.1%	824	11.5%	6,040	3.8%
Dropout AY2015-16	156	5.8%	235	6.9%	16	5.8%	54	6.6%	461	6.4%	4,008	2.5%
PS Enrollment	1,020	37.6%	1,206	35.7%	110	40.1%	360	43.8%	2,969	37.5%	86,440	53.8%
LNI_Apprentice	*	*	*	*	*	*	*	*	11	0.2%	360	0.2%
2-year colleges	973	35.9%	1,173	34.7%	98	35.8%	357	43.5%	2,601	36.2%	61,169	38.1%
4-year colleges	40	1.5%	29	0.9%	*	*	*	*	84	1.2%	24,911	15.5%
TOTAL	2712	100%	3382	100%	274	100%	821	100%	7,189	100%	160,610	100%

*Not reported to protect subgroup with fewer than 10 students.

Table 10: Results of Binary Logistic Regression, Dependent Variable: Graduated high school

	Model 1			Model 2			Model 3			Model 4		
	β	SE	Exp(β)	β	SE	Exp(b)	β	SE	Exp(β)	β	SE	Exp(β)
Court-involved vs. not involved	-2.400*	.030	.091	-2.300*	.030	.098	-1.663*	.032	.189	-.288*	.065	.750
Male vs. Female				-.310*	.011	.733	-.285*	.012	.752	-.140*	.022	.870
African American vs. Other				-.752*	.028	.471	-.494*	.029	.610	.047	.053	1.048
AI/AN vs. Other				-1.011*	.041	.364	-.782*	.042	.457	-.080	.077	.923
White vs. Other				-.076*	.018	.927	-.178*	.019	.837	-.058	.036	.943
Hispanic vs. Other				-.542*	.020	.582	-.242*	.021	.785	.198*	.040	1.219
Homeless ever							-.599*	.031	.550	-.233*	.057	.793
Plan 504 ever							.129*	.033	1.137	.061	.061	1.062
Disability ever							-.377*	.052	.686	.003	.098	1.003
LEP ever							-.326*	.022	.722	.146*	.040	1.158
Special education ever							-.071	.052	.932	-.035	.097	.966
FRPL ever							-.747*	.013	.474	-.290*	.025	.748
School mobility 2010-2011							-.776*	.015	.460	-.277*	.029	.758
9 th grade GPA										.471*	.015	1.601
9 th credit accumulation										.655*	.023	1.925
10th grade reading standard met										.549*	.034	1.732
10th grade writing standard met										.768*	.038	2.156
10th grade science standard met										.142*	.025	1.153
10th grade math standard met										.257*	.025	1.293
Constant	1.407*	.017	4.084	1.097*	.017	2.995	1.994*	.020	7.347	-2.937*	.075	.053

Note: B = B Coefficient; SE=Standard Error; Exp(B)= odds ratio; *p < .05.

Description: Table 10 and the rest of the tables in this document show the regression results from 4 different binary logistic regressions which were built in a sequential manner in which every subsequent model included an increased number of independent variables. For each variable, the table shows the coefficient (estimate β), the estimated standard error for the coefficient (SE), and exponentiated coefficient estimate (Exp(B)). A p-value of less than 0.05 indicates that the regression coefficient is statistically significantly different from zero, which would indicate that the variable has a statistically significant effect on the dependent variable. Estimate β is the value for the logistic regression equation for predicting the dependent variable from the independent variable. This estimate tells the amount of increase (or decrease, if the sign of the coefficient is negative) in the predicted log odds of graduation=1 that would be predicted by a 1 unit increase (or decrease) in the predictor, holding all other predictors constant. Because these coefficients are in log-odds units, they are difficult to interpret, so they are often converted into odds ratios which are calculated by exponentiation of β coefficient. The odds ratio of a coefficient indicates how the risk of the outcome falling in the comparison group compared to the risk of the outcome falling in the reference group changes with the variable in question. An odds ratio > 1 indicates that the risk of the outcome falling in the comparison group relative to the risk of the outcome falling in the referent group increases as the variable increases. In other words, the comparison outcome is more likely. An odds ratio < 1 indicates that the risk of the outcome falling in the comparison group relative to the risk of the outcome falling in the referent group decreases as the variable increases. In other words, if the odds ratio < 1, the outcome is more likely to be in the reference group.

Table 11: Results of Binary Logistic Regression, Dependent Variable: Graduated high school

	Model 1			Model 2			Model 3			Model 4		
	β	SE	Exp(β)	β	SE	Exp(b)	β	SE	Exp(β)	β	SE	Exp(β)
Offenders vs. not involved	-2.400*	.048	.091	-2.257*	.049	.105	-1.468*	.052	.230	-.273*	.110	.761
Status vs. Not involved	-2.356*	.043	.095	-2.324*	.043	.098	-1.856*	.044	.156	-.306*	.086	.736
Dependent vs. not involved	-1.370*	.123	.254	-1.332*	.125	.264	-.401*	.133	.670	-.020	.245	.980
Mixed vs. not involved	-3.203*	.115	.041	-3.114*	.116	.044	-2.016*	.121	.133	-.567*	.284	.567
Male vs. Female				-.309*	.011	.044	-.286*	.012	.751	-.139*	.022	.870
African American vs. Other				-.753*	.028	.471	-.498*	.029	.608	.047	.053	1.049
AI/AN vs. Other				-1.012*	.041	.364	-.781*	.042	.458	-.080	.077	.923
White vs. Other				-.075*	.018	.928	-.177*	.019	.837	-.058	.036	.944
Hispanic vs. Other				-.541*	.020	.582	-.241*	.021	.786	.198*	.040	1.220
Homeless ever							-.614*	.031	.541	-.237*	.057	.789
Plan 504 ever							.129*	.033	1.138	.061	.061	1.063
Disability ever							-.377*	.052	.686	.004	.098	1.004
LEP ever							-.326*	.022	.722	.146*	.040	1.158
Special education ever							-.072*	.052	.931	-.036	.097	.965
FRPL ever							-.747*	.013	.474	-.290*	.025	.748
School mobility 2011							-.778*	.015	.459	-.277*	.029	.758
9 th grade GPA										.471*	.015	1.601
9 th grade credit accumulation										.654*	.023	1.924
10th grade reading standard met										.549*	.034	1.732
10th grade writing standard met										.769*	.038	2.157
10th grade science standard met										.142*	.025	1.153
10th grade math standard met										.257*	.025	1.293
Constant	1.031*	.006	2.804	1.406*	.017	4.078	1.995*	.020	7.355	-2.936*	.075	.053

Note 1: B = B Coefficient; SE=Standard Error; Exp(B)= odds ratio; *p < .05.

Note 2: 9th grade GPA was calculated in 2010-2011 for 9th graders and in 2011-2012 for 8th graders

Note 3: 9th credit accumulation was calculated in 2010-2011 for 9th graders and in 2011-2012 for 8th graders

Table 12: Results of Binary Logistic Regression, Dependent Variable: Dropped out

	Model 1			Model 2			Model 3			Model 4		
	β	SE	Exp(β)	β	SE	Exp(b)	β	SE	Exp(β)	β	SE	Exp(β)
Court-involved vs. not involved	2.070*	.025	7.922	1.974*	.025	7.203	1.296*	.028	3.655	.382*	.068	1.465
Male vs. Female				.360*	.014	1.433	.343*	.015	1.409	.218*	.028	1.243
African American vs. Other				.642*	.034	1.901	.364*	.035	1.439	-.079	.066	.924
AI/AN vs. Other				1.096*	.046	2.991	.865*	.047	2.375	.238*	.090	1.269
White vs. Other				.116*	.023	1.123	.237*	.024	1.268	.148*	.046	1.160
Hispanic vs. Other				.681*	.026	1.976	.372*	.027	1.450	-.097	.050	.907
Homeless ever							.422*	.032	1.524	.266*	.065	1.304
Plan 504 ever							-.142*	.039	.868	-.073	.073	.930
Disability ever							.330*	.064	1.391	-.156	.126	.856
LEP ever							.258*	.025	1.295	-.149*	.047	.862
Special education ever							-.092	.065	.912	-.257*	.125	.773
FRPL ever							1.002*	.018	2.724	.374*	.033	1.453
School mobility 2011							.582*	.015	1.790	.211*	.033	1.235
9 th grade GPA										-.566*	.019	.568
9 th grade credit accumulation										-.525*	.026	.591
10 th grade reading standard met										-.505*	.040	.604
10 th grade writing standard met										-.669*	.043	.512
10 th grade science standard met										-.223*	.031	.800
10 th grade math standard met										-.419*	.031	.658
Constant	-1.849*	.007	.157	-2.315	.023	.099	--3.056*	.026	.047	2.017*	.085	7.513

Note: B = B Coefficient; SE=Standard Error; Exp(B)= odds ratio; *p < .05.

Table 13: Results of Binary Logistic Regression, Dependent Variable: Dropped out

	Model 1			Model 2			Model 3			Model 4		
	β	SE	Exp(β)	β	SE	Exp(b)	β	SE	Exp(β)	β	SE	Exp(β)
Offenders vs. not involved	2.065*	.039	7.889	1.904*	.040	6.712	1.086*	.044	2.962	.383*	.117	1.466
Status vs. not involved	2.058*	.035	7.832	2.011*	.036	7.469	1.523*	.037	4.585	.387*	.089	1.472
Dependent vs. not involved	1.232*	.127	3.428	1.204*	.129	3.335	.329*	.135	1.390	.040	.279	1.041
Mixed vs. not involved	2.417*	.073	11.213	2.319*	.074	10.161	1.232*	.080	3.427	.703*	.279	2.020
Male vs. Female				.359*	.014	1.432	.347*	.015	1.416	.217*	.028	1.242
African American vs. Other				.645*	.034	1.906	.374*	.035	1.453	-.081	.066	.922
AI/AN vs. Other				1.096*	.046	2.993	.864*	.047	2.372	.238*	.090	1.269
White vs. Other				.115*	.023	1.121	.237*	.024	1.268	.148*	.046	1.159
Hispanic vs. Other				.680*	.026	1.974	.371*	.027	1.449	-.098	.050	.906
Homeless ever							.437*	.032	1.548	.271*	.066	1.312
Plan 504 ever							-.143*	.039	.867	-.073	.073	.929
Disability ever							.332*	.064	1.394	-.158	.126	.854
LEP ever							.257*	.025	1.293	-.149*	.047	.862
Special education ever							-.092	.065	.912	-.255*	.125	.775
FRPL ever							1.000*	.018	2.719	.374*	.033	1.454
School mobility 2011							.596*	.015	1.816	.210*	.033	1.234
9 th grade GPA										-.566*	.019	.568
9 th grade credit accumulation										-.525*	.026	.592
10 th grade reading standard met										-.505*	.040	.604
10 th grade writing standard met										-.669*	.043	.512
10 th grade science standard met										-.223*	.031	.800
10 th grade math standard met										-.419*	.031	.658
Constant	-1.849*	.007	.157	-2.314*	.023	.099	-3.061*	.026	.047	2.016*	.085	7.510

Note: B = B Coefficient; SE=Standard Error; Exp (B) = odds ratio; *p < .05.

Table 14: Results of Binary Logistic Regression, Dependent Variable: GED

	Model 1			Model 2			Model 3			Model 4		
	β	SE	Exp(β)	β	SE	Exp(b)	β	SE	Exp(β)	β	SE	Exp(β)
Court-involved vs. not involved	.809*	.040	2.246	.836*	.040	2.307	.561*	.046	1.752	.540*	.144	1.717
Male vs. Female				.101*	.033	1.106	.186*	.033	1.204	.320*	.077	1.377
African American vs. Other				.078	.082	1.081	.052	.084	1.053	-.232	.203	.793
AI/AN vs. Other				.347*	.102	1.415	.226*	.103	1.253	.335	.239	1.397
White vs. Other				.455*	.058	1.576	.383*	.059	1.467	.317*	.128	1.373
Hispanic vs. Other				-.089	.067	.915	.069	.068	1.072	-.289	.155	.749
Homeless ever							-.061	.063	.941	.262	.168	1.299
Plan 504 ever							.259*	.078	1.296	.321	.164	1.379
Disability ever							-.355*	.162	.701	-.554	.367	.575
LEP ever							-1.490*	.103	.225	-.889*	.206	.411
Special education ever							-.660*	.164	.517	-.434	.361	.648
FRPL ever							.118*	.039	1.125	.048	.085	1.049
School mobility 2011							.391*	.023	1.478	.408*	.069	1.504
9 th grade GPA										-.527*	.052	.590
9 th grade credit accumulation										-.417*	.069	.659
10 th grade reading standard met										.398*	.130	1.488
10 th grade writing standard met										-.439*	.124	.645
10 th grade science standard met										-.019	.084	.981
10 th grade math standard met										-.204*	.084	.815
Constant	--2.436*	.018	.087	-2.771*	.058	.063	-2.751*	.064	.064	-1.866*	.228	.155

Note: B = B Coefficient; SE=Standard Error; Exp(B)= odds ratio; *p < .05.

Table 15: Results of Binary Logistic Regression, Dependent Variable: GED

	Model 1			Model 2			Model 3			Model 4		
	β	SE	Exp(β)	β	SE	Exp(b)	β	SE	Exp(β)	β	SE	Exp(β)
Offenders vs. not involved	1.066*	.056	2.904	1.095*	.057	2.990	.750*	.065	2.118	.728*	.223	2.070
Status vs. Not involved	.521*	.061	1.684	.553*	.061	1.738	.416*	.063	1.516	.481*	.186	1.617
Dependent vs. not involved	-.076	.301	.927	-.036	.301	.965	-.201	.307	.818	-.739	1.029	.478
Mixed vs. not involved	1.055*	.094	2.873	1.073*	.094	2.925	.652*	.103	1.920	.605	.492	1.831
Male vs. Female				.076*	.033	1.079	.171*	.034	1.187	.314*	.077	1.369
African American vs. Other				.053	.083	1.054	.038	.084	1.038	-.240	.203	.786
AI/AN vs. Other				.343*	.102	1.409	.224*	.103	1.251	.332	.239	1.393
White vs. Other				.451*	.058	1.569	.380*	.059	1.462	.313*	.128	1.367
Hispanic vs. Other				-.095	.067	.910	.061	.068	1.063	-.293	.155	.746
Homeless ever							-.042	.063	.959	.295	.169	1.343
Plan 504 ever							.262*	.078	1.300	.321	.164	1.378
Disability ever							-.364*	.162	.695	-.563	.365	.569
LEP ever							-1.487*	.103	.226	-.888*	.206	.411
Special education ever							-.658*	.164	.518	-.425	.359	.654
FRPL ever							.120*	.039	1.128	.048	.085	1.049
School mobility 2011							.369*	.024	1.447	.404*	.070	1.497
9 th credit GPA										-.526*	.053	.591
9 th grade credit accumulation										-.418*	.069	.658
10th grade reading standard met										.396*	.130	1.486
10th grade writing standard met										-.440*	.124	.644
10th grade science standard met										-.018	.084	.982
10th grade math standard met										-.204*	.084	.815
Constant	-2.436*	.018	.087	-2.751*	.058	.064	-2.734*	.064	.065	-1.857*	.228	.092

Note: B = B Coefficient; SE=Standard Error; Exp(B)= odds ratio; *p < .05.

Table 16: Results of Binary Logistic Regression, Dependent Variable: PS enrollment

	Model 1			Model 2			Model 3			Model 4		
	β	SE	Exp(β)	β	SE	Exp(b)	β	SE	Exp(β)	β	SE	Exp(β)
Court-involved vs. not involved	-.664*	.025	.515	-.576*	.025	.562	-.184*	.027	.832	.103	.063	1.108
Male vs. Female				-.334*	.010	.716	-.283*	.010	.754	-.269*	.017	.764
African American vs. Other				-.419*	.026	.658	-.196*	.026	.822	.221*	.042	1.247
AI/AN vs. Other				-1.016*	.040	.362	-.848*	.041	.428	-.570*	.067	.565
White vs. Other				-.305*	.015	.737	-.378*	.016	.685	-.359*	.027	.699
Hispanic vs. Other				-.625*	.018	.535	-.376*	.019	.686	-.199*	.031	.820
Homeless ever							-.206*	.030	.813	-.053	.052	.948
Plan 504 ever							.375*	.030	1.455	.386*	.049	1.471
Disability ever							-.305*	.047	.737	-.196*	.074	.822
LEP ever							-.284*	.021	.753	.175*	.032	1.191
Special education ever							-.542*	.047	.582	-.382*	.073	.683
FRPL ever							-.583*	.011	.558	-.302*	.019	.739
School mobility 2011							-.137*	.013	.872	-.084*	.026	.919
9th grade GPA										.428*	.012	1.534
9 th grade credit accumulation										-.113*	.022	.894
10th grade reading standard met										.275*	.033	1.316
10th grade writing standard met										.170*	.039	1.185
10th grade science standard met										.182*	.019	1.200
10th grade math standard met										.255*	.019	1.290
Graduated high school										.643*	.024	1.902
GED										1.260*	.078	3.527
Constant	.153*	.005	1.165	.665*	.015	1.944	1.062*	.016	2.893	-1.778*	.070	.169

Note: B = B Coefficient; SE=Standard Error; Exp(B)= odds ratio; *p < .05.

Table 17: Results of Binary Logistic Regression, Dependent Variable: PS enrollment

	Model 1			Model 2			Model 3			Model 4		
	β	SE	Exp(β)	β	SE	Exp(b)	β	SE	Exp(β)	β	SE	Exp(β)
Offenders vs. not involved	-.659*	.040	.517	-.515*	.040	.597	-.078	.043	.925	.027	.107	1.028
Status vs. Not involved	-.743*	.036	.476	-.693*	.037	.500	-.367*	.038	.693	.110	.084	1.117
Dependent vs. not involved	-.552*	.123	.576	-.571*	.125	.565	-.045	.128	.956	.173	.218	1.189
Mixed vs. not involved	-.400*	.071	.670	-.299*	.071	.741	.294*	.075	1.342	.422	.265	1.526
Male vs. Female				-.336*	.010	.715	-.285*	.010	.752	-.269*	.017	.764
African American vs. Other				-.422*	.026	.656	-.200*	.026	.818	.221*	.042	1.247
AI/AN vs. Other				-1.016*	.040	.362	-.847*	.041	.429	-.570*	.067	.566
White vs. Other				-.305*	.015	.737	-.379*	.016	.685	-.358*	.027	.699
Hispanic vs. Other				-.625*	.018	.535	-.377*	.019	.686	-.199*	.031	.820
Homeless ever							-.209*	.030	.812	-.057	.052	.944
Plan 504 ever							.376*	.030	1.456	.386*	.049	1.471
Disability ever							-.306*	.047	.737	-.196*	.074	.822
LEP ever							-.283*	.021	.753	.175*	.032	1.191
Special education ever							-.543*	.047	.581	-.382*	.073	.683
FRPL ever							-.582*	.011	.559	-.302*	.019	.739
School mobility 2011							-.155*	.014	.856	-.085*	.026	.919
9 th grade GPA										.428*	.012	1.534
9 th grade credit accumulation										-.112*	.022	.894
10th grade reading standard met										.275*	.033	1.316
10th grade writing standard met										.169*	.039	1.185
10th grade science standard met										.182*	.019	1.200
10th grade math standard met										.255*	.019	1.290
Graduated										.643*	.024	1.902
GED										1.261*	.078	3.528
Constant	.153*	.005	1.165	.330*	.015	1.391	.780*	.016	2.182	-1.778*	.070	.169

Note: B = B Coefficient; SE=Standard Error; Exp(B)= odds ratio; *p < .05.