

expulsions equivalent across demographic subgroups of students? (3) What is the sequence of events that lead from a school-related disciplinary incident to an arrest and to juvenile or adult court involvement and disposition, and which individual, family, school, and neighborhood factors influence this trajectory? and (4) What are the responses to and consequences of shootings in K–12 public school settings? This report describes an overview of findings related to each research question that were developed with support from funding through the Comprehensive School Safety Initiative (CSSI NIJ Award 2016-CK-BX-0014).

Research Methods

Sample and Data Sources. This study utilized a robust multiagency longitudinal dataset developed using a resource provided through Oregon state agencies that allows for linking masked identifiers across agency datasets called the *feeder system*. Integrated Client Services created a masked identification code for each student in Oregon to support matching of records that includes more than 10 years of records (2004-2015); RMC Research created a single comprehensive dataset to support analyses of Research Questions 1-3. A full list of agencies and the subset of variables included in the dataset appears in Appendix A. The full merged dataset contains 5,129,815 student-level records from the Oregon Department of Education from the 2004/05 through 2012/13 academic year for all K-12 students and comprises student characteristics; masked school information; attendance records; student performance; behavior and discipline information; and graduation outcomes. For each student, these data are matched to data from DHS (child welfare, foster care, self-sufficiency); OHA (medical assistance, mental health treatment services, alcohol and drug treatment services); and JJIS (juvenile referral and disposition records, risk level). JJIS data were provided through 2014/15 to model longer-term

