
Students with Multi-System Involvement: A Comparative Analysis

Report prepared by:

Susan Wagner, Ph.D.

President

Data Driven Enterprises

Susan@DataDrivenEnterprises.com

www.datadrivenenterprises.com



Michelle Woodcock

Assistant Director

Office of Specially Designed Instruction

ND Department of Public Instruction

mwoodcock@nd.gov

(701) 328-2633

<https://www.nd.gov/dpi/>



Table of Contents

Executive Summary.....	3
Purpose and Design of Analysis	4
Data Sources	5
Same School & Grade Group Comparison	6
Demographics	6
School Program Variables	7
Special Education Variables	10
Behavioral and Educational Outcomes	12
Attendance	12
Proficiency	13
Discipline	15
Matched Group Comparison.....	19
Behavioral and Educational Outcomes	20
Attendance	20
Proficiency	21
Discipline	22
Conclusion.....	26

Executive Summary

Students with multi-system involvement were compared to other students with disabilities in the same grades and schools and were found to differ in several important ways:

- They are more likely to experience socioeconomic challenges, including homelessness, participation in the National School Lunch Program (NSLP), direct certification for free meals through SNAP or TANF enrollment, and foster care placement.
- They are more likely to have autism or emotional disability (ED) as their primary disability classification and less likely to have a specific learning disability (SLD).
- They are less likely to spend 80% or more of the school day in the regular education environment and more likely to be educated in more restrictive settings, including separate classrooms, residential facilities, and homebound or hospital settings.
- They have lower attendance rates and lower proficiency rates on state assessments.
- They experience higher rates of suspension and expulsion.
- Even when compared to a matched group of students with similar demographic characteristics, they continue to demonstrate lower attendance and proficiency rates and higher levels of disciplinary exclusion.

Taken together, these findings suggest that students with multi-system involvement face greater challenges and support needs than many of their peers with disabilities and experience less favorable educational outcomes.

Purpose and Design of Analysis

This report was developed to help educational leaders understand the characteristics and experiences of K-12 students with multi-system involvement. It provides a broad statistical examination of this population as a foundation for understanding the complex challenges they might experience in educational settings. The analysis focuses on a cohort of students with multi-system involvement identified by special education units across North Dakota (hereafter referred to as the **target group**).

The objective of this analysis is to compare students with multi-system involvement (the target group) to other students in similar educational settings. The sections that follow describe the demographics, educational context, and behavioral and educational outcomes of the target group and compare them to those of two comparison groups.

Same School & Grade Comparison Group: All other students with disabilities (SWD) enrolled in the same schools and grade levels as the target group. The same school and grade comparison group was restricted to SWD in the December 2025 child count because nearly all students in the target group were identified as SWD. The same-grade selection was conducted within each school attended by a member of the target group. For example, if a high school had a grade 9 student and a grade 12 student in the target group, all other grade 9 and grade 12 SWD from that school were included in the comparison group, while students in grades 10 and 11 were not.

Matched Comparison Group: A one-to-one matched sample of students selected to be as similar as possible to members of the target group on key demographic, disability, and socio-economic characteristics. This comparison group provides a more rigorous benchmark for identifying characteristics associated with multi-system involvement. Additional details regarding the matching process are provided later in this report.

Comparisons with these groups allow us to identify ways in which students with multi-system involvement differ from their peers.

Students with multi-system involvement often receive coordinated supports from multiple systems that provide wraparound services, such as special education, mental health services, behavioral supports, juvenile justice services, community-based services, healthcare services, and child welfare services. As a result, they are more likely than their peers to experience significant academic, behavioral, social-emotional, health, and family-related challenges.

At the same time, students with multi-system involvement should not be viewed as a uniform population. Although they share a greater likelihood of experiencing such challenges, the nature and severity of those challenges vary considerably from student to student. Examining the distribution of demographic characteristics, disability classifications, and other student characteristics helps illuminate this diversity and provides a more nuanced understanding of the students who comprise the target group.

Data Sources

Demographic data and servicing district/school information was pulled from school enrollment and special education child count records from the 2022-23 to 2025-26 school years. The December 2025 child count was used as the authoritative source for these variables, but in cases where a record could not be found in that file for a given student, we looked next at the fall 2025 enrollment data, followed by child count then enrollment for each prior year, using the last known record for each student. The target group consisted of 123 students by state ID. Of those 123, 108 were found in the 2025-26 child count. The remainder were found in 2025-26 enrollment or 2024-25 child count or enrollment. Display 1 shows the most recent data available for the target group. Note that of the 12 IDs found last in an enrollment file, 9 were not found in any child count files and were identified as non-SWD in enrollment. All students in the comparison groups had records in the 2025-26 child count or enrollment files.

Display 1: Most recent data available on target group, prioritizing child count

Most Recent Data Source	# in Group	% of Group
Child Count 2025-26	108	87.8%
Enrollment 2025-26	11	8.9%
Child Count 2024-25	3	2.4%
Enrollment 2024-25	1	0.8%

Additionally, we pulled data on state test proficiency results, attendance, and disciplinary incidents from 2022-23 to 2024-25. The 2025-26 data for these are not available at the time of the report.

Same School & Grade Comparison

This comparison group provides a broad comparison to the target group's local peers.

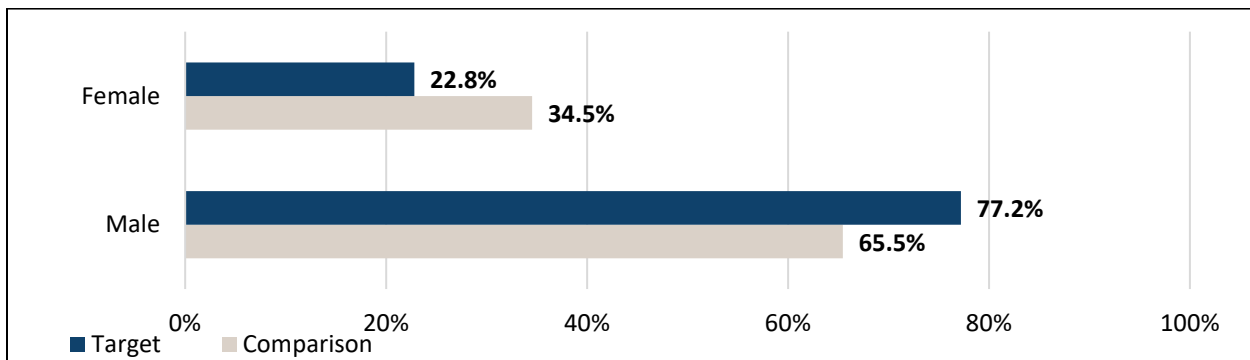
Demographics

The following displays compare the target group (total n=123) to the same school and grade comparison group (total n=1,549) in two demographic categories. All results referring to significant differences were tested using a Chi-square test to check the similarity between the target group and the comparison group.

The target group was 77.2% male, which was significantly higher than the comparison group (65.5% male).

Display 2: Number and Percent of Students in Each Gender Category

	Comparison Group		Target Group	
	# in Group	% of Total	# in Group	% of Total
Female	535	34.5%	28	22.8%
Male	1014	65.5%	95	77.2%



While there were some differences in race/ethnicity between the target group and comparison group, these differences were not statistically significant.

Display 3: Number and Percent of Students in Each Racial/Ethnic Category

	Comparison Group		Target Group	
	# in Group	% of Total	# in Group	% of Total
Asian	14	0.9%	1	0.8%
Black	150	9.7%	12	9.8%
Hispanic	100	6.5%	8	6.5%
Multiple	111	7.2%	5	4.1%
Native American	230	14.8%	25	20.3%
Pacific Islander/Hawaiian	6	0.4%	0	0.0%
White	938	60.6%	72	58.5%

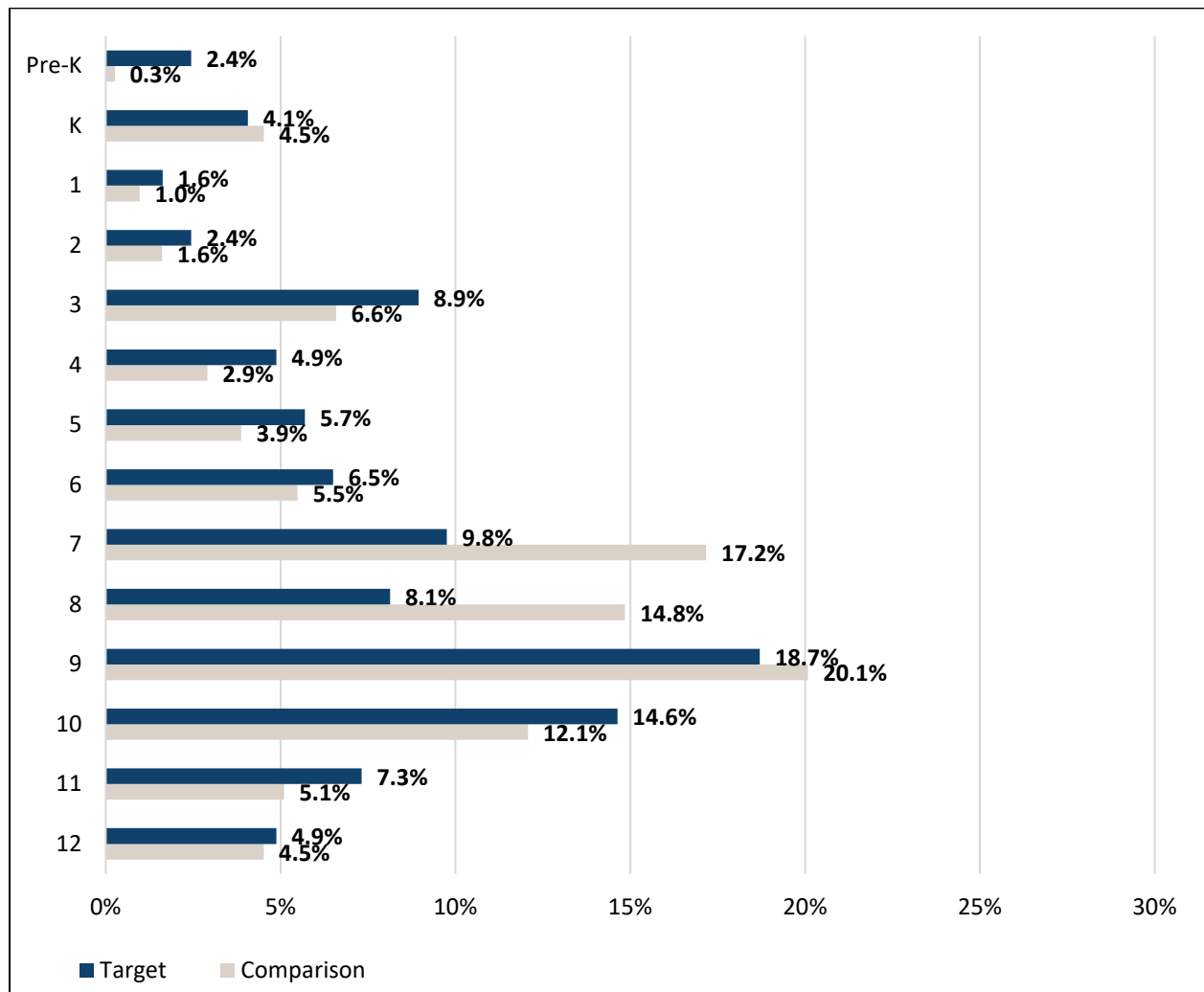
School Program Variables

The following displays compare the target group to the comparison group on various school program variables. As shown in Display 4, the grade-level distributions differed somewhat between the two groups. Students in grades 7 and 8 accounted for a smaller share of the target group (17.9%) than of the comparison group (32.0%). Conversely, students in Pre-K through Grade 5 represented a larger share of the target group than of the comparison group (30.1% vs. 20.7%, respectively). This finding suggests that students identified as having multi-system involvement may be less common in middle school than in other grade levels. Whether this reflects a true difference in prevalence or simply year-to-year variation remains unclear.

Display 5 compare the two groups on socio-economic program participation. The target group was significantly more likely than the comparison group to experience homelessness, participate in the National School Lunch Program (NSLP), qualify through Direct Certification, or be involved in foster care. Conversely, they were significantly less likely to have no participation in any of these programs, both in the current year (28.5% vs. 46.0%) and across the previous four years (22.8% vs. 37.2%). These findings indicate that students in the target group experienced substantially higher levels of socio-economic risk and vulnerability than their peers in the comparison group.

Display 4: Number and Percent of Students in at Each Grade Level

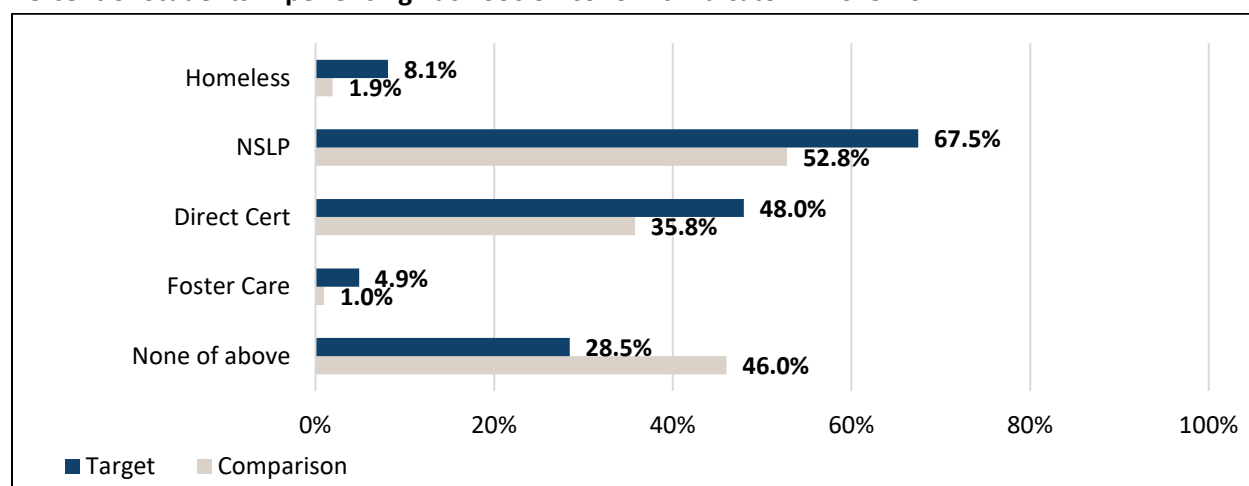
	Comparison Group		Target Group	
	# in Group	% of Total	# in Group	% of Total
Pre-K	4	0.3%	3	2.4%
K	70	4.5%	5	4.1%
1	15	1.0%	2	1.6%
2	25	1.6%	3	2.4%
3	102	6.6%	11	8.9%
4	45	2.9%	6	4.9%
5	60	3.9%	7	5.7%
6	85	5.5%	8	6.5%
7	266	17.2%	12	9.8%
8	230	14.8%	10	8.1%
9	311	20.1%	23	18.7%
10	187	12.1%	18	14.6%
11	79	5.1%	9	7.3%
12	70	4.5%	6	4.9%



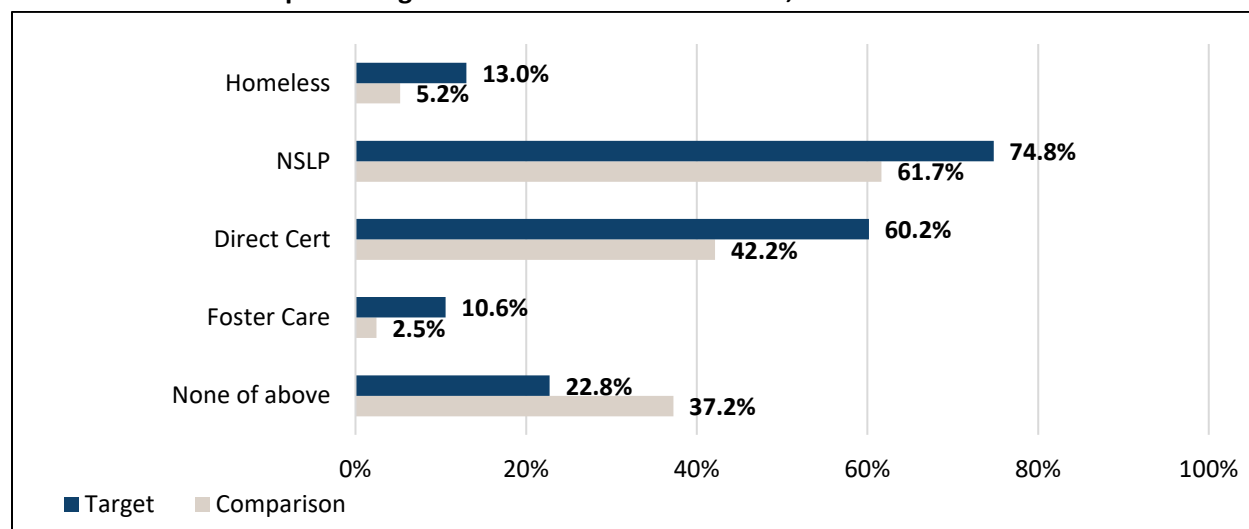
Display 5: Number and Percent of Students Experiencing Each Socio-Economic Indicator

	Indicator	Comparison Group		Target Group	
		# in Group	% of Total	# in Group	% of Total
2025-26 Child Count or Enrollment	Homeless	30	1.9%	10	8.1%
	NSLP	818	52.8%	83	67.5%
	Direct Cert	554	35.8%	59	48.0%
	Foster Care	15	1.0%	6	4.9%
	None of above	713	46.0%	35	28.5%
Any Record in Past 4 Years (Child Count or Enrollment)	Homeless	81	5.2%	16	13.0%
	NSLP	955	61.7%	92	74.8%
	Direct Cert	653	42.2%	74	60.2%
	Foster Care	38	2.5%	13	10.6%
	None of above	577	37.2%	28	22.8%

Percent of Students Experiencing Each Socio-Economic Indicator in 2025-26



Percent of Students Experiencing Each Socio-Economic Indicator, Across All Four Years

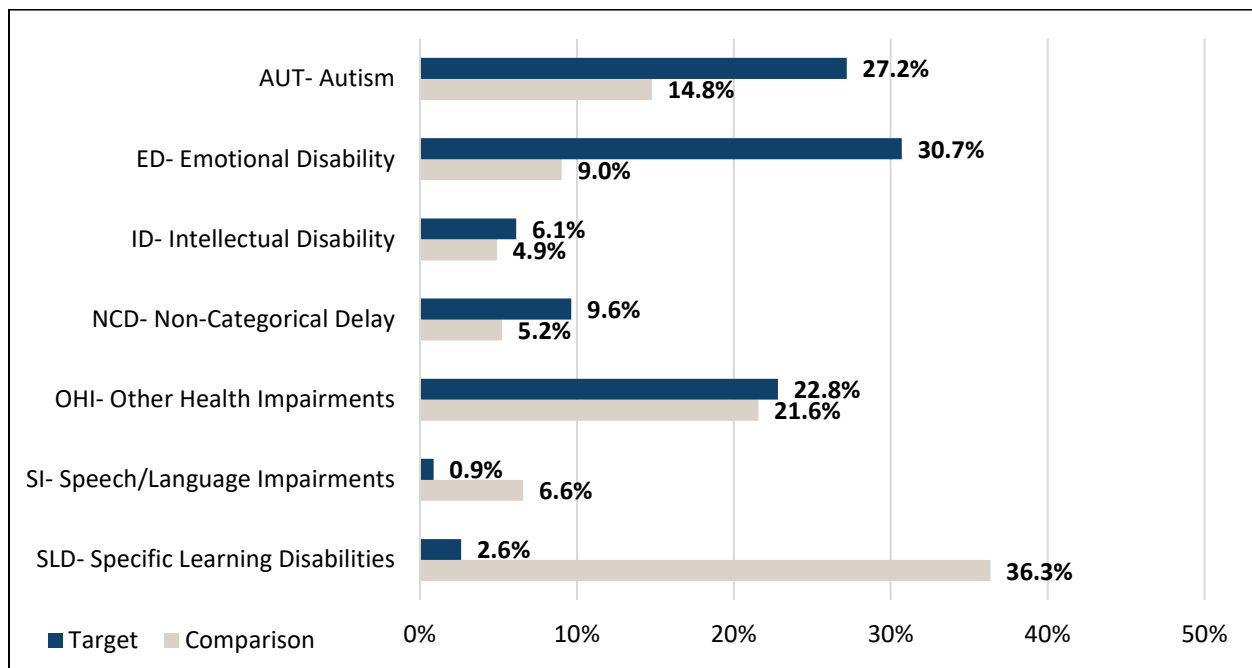


Special Education Variables

The following two displays focus on special education-specific variables. These displays indicate that SWD in the target group were significantly more likely than the comparison group to have autism (27.2% vs 14.8%, respectively) or ED (30.7% vs 9.0%, respectively) as a primary disability and significantly less likely to have SLD (2.6% vs 36.3%, respectively) as a primary disability. There were no significant differences between the target and comparison groups' secondary disabilities.

Display 6: Number and Percent of Students with a Given Primary Disability

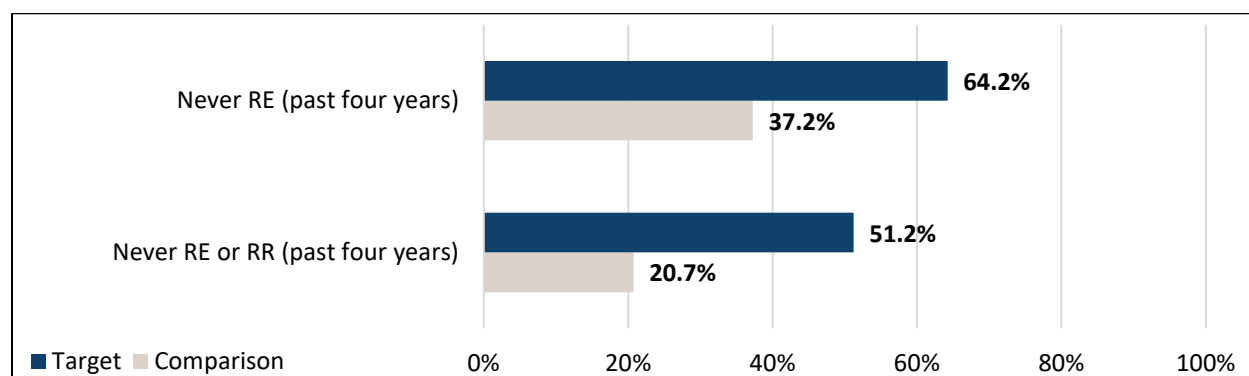
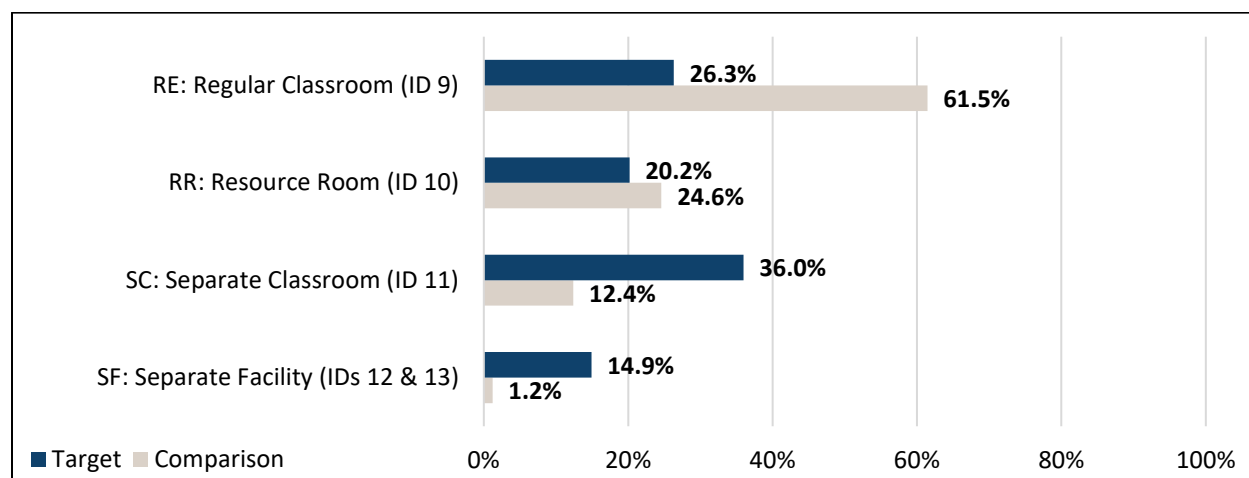
	Comparison Group		Target Group	
	# in Group	% of Total	# in Group	% of Total
AUT- Autism	229	14.8%	31	27.2%
DB- Deaf-Blindness	1	0.1%	0	0.0%
ED- Emotional Disability	140	9.0%	35	30.7%
HI- Hearing Impairments	10	0.6%	0	0.0%
ID- Intellectual Disability	76	4.9%	7	6.1%
NCD- Non-Categorical Delay	81	5.2%	11	9.7%
OHI- Other Health Impairments	334	21.6%	26	22.8%
OI- Orthopedic Impairments	2	0.1%	0	0.0%
SI- Speech/Language Impairments	102	6.6%	1	0.9%
SLD- Specific Learning Disabilities	563	36.3%	3	2.6%
TBI- Traumatic Brain Injury	5	0.3%	0	0.0%
VI- Visual Impairments	6	0.4%	0	0.0%



The target group was significantly less likely than the comparison group to be educated in the regular education (RE) setting (26.3% vs. 61.5%) and significantly more likely to be served in separate class (SC) settings (36.0% vs. 12.4%) or separate facilities (SF) (14.9% vs. 1.2%). These differences were also evident longitudinally. Nearly two-thirds of students in the target group (64.2%) had never been served in an RE setting during the previous four years, compared with 37.2% of students in the comparison group, indicating a substantially greater history of placement in more restrictive educational environments.

Display 7: Number and Percent of Students Placed in a Given Educational Environment

	Comparison Group		Target Group	
	# in Group	% of Total	# in Group	% of Total
RE: Regular Classroom (ID 9)	952	61.5%	30	26.3%
RR: Resource Room (ID 10)	381	24.6%	23	20.2%
SC: Separate Classroom (ID 11)	192	12.4%	41	36.0%
SF: Separate Facility (IDs 12 & 13)	19	1.2%	17	14.9%
PP: Parentally Placed in Private School (ID 16)	1	0.1%	2	1.8%
Pre-K environment code	4	0.3%	1	0.9%
Never RE (past four years)	577	37.2%	79	69.3%
Never RE or RR (past four years)	321	20.7%	63	55.3%



Behavioral and Educational Outcomes

Attendance

The target group had significantly lower average attendance rates than students with disabilities in the comparison group in each year examined, although the differences were relatively modest (2 percentage points or less). Despite these small differences in average attendance, the target group was significantly more likely to be chronically absent (missing 10% or more of the school year) in every year and significantly less likely to have high attendance (95% or higher) in 2022–23 and 2023–24. These findings suggest that attendance challenges were more prevalent among students in the target group, particularly at the lower end of the attendance distribution. The chronic absenteeism gap was at its widest in the most recent year, with 39.8% of students in the target group classified as chronically absent compared with 23.8% of students in the comparison group.

Display 8: Average Attendance Rates, By Year

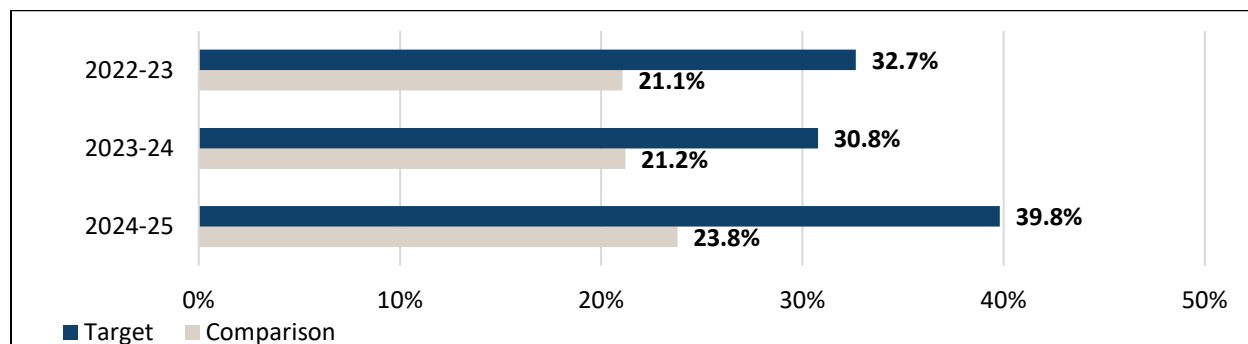
	Comparison Group		Target Group	
	# w/Data	Average Rate	# w/Data	Average Rate
2022-23	1301	93.4%	98	91.7%
2023-24	1382	92.9%	104	91.4%
2024-25	1446	92.3%	108	90.2%

Display 9: Percent of Students with High Attendance, By Year

	Target Group		Comparison Group	
	# w/Data	% High	# w/Data	% High
2022-23	98	41.8%	1301	51.3%
2023-24	104	46.2%	1382	49.0%
2024-25	108	44.4%	1446	45.7%

Display 10: Percent of Students with Chronic Absenteeism, By Year

	Comparison Group		Target Group	
	# w/Data	% Chronic	# w/Data	% Chronic
2022-23	1301	21.1%	98	32.7%
2023-24	1382	21.2%	104	30.8%
2024-25	1446	23.8%	108	39.8%



Proficiency

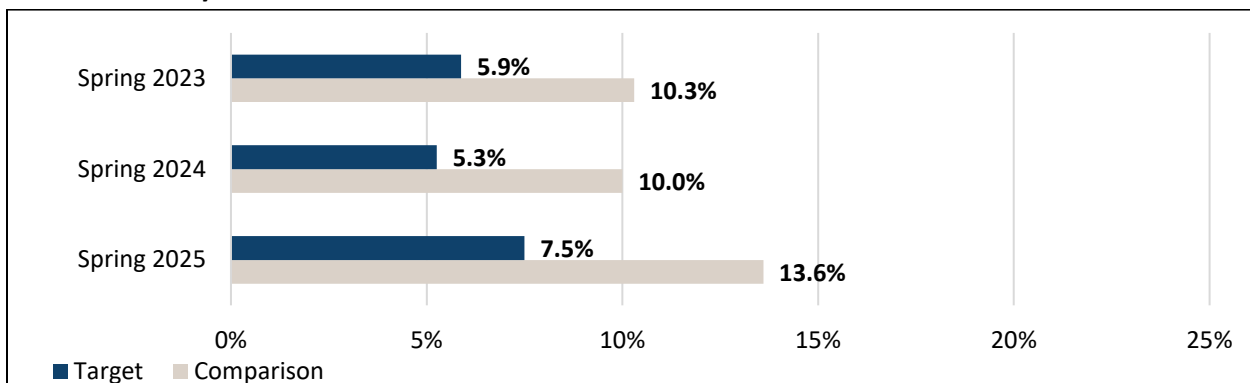
Proficiency rates for the target group were generally lower than those of the comparison group across the previous three years. When all test-takers are included, the gaps are relatively modest, ranging from 1.6 to 6.2 percentage points, with one notable exception: in Spring 2025 Reading, the target group outperformed the comparison group (17.5% vs. 10.1%). For example, in Spring 2023 Reading, the proficiency rate was 5.8% for the target group compared with 12.0% for the comparison group, a difference of 6.2 percentage points. Similarly, in Spring 2025 Math, the proficiency rate was 7.5% for the target group versus 13.6% for the comparison group, a difference of 6.1 percentage points.

When alternate assessment participants are excluded, the proficiency gaps generally become larger in favor of the comparison group, particularly in math. For example, the Spring 2025 Math gap increases from 6.1 percentage points to 9.7 percentage points after excluding alternate assessment participants. Similarly, the reading proficiency rate for the target group declines substantially in Spring 2024 when alternate assessment participants are excluded (from 10.7% to 6.5%), suggesting that students taking the alternate assessment contributed disproportionately to the target group's overall reading proficiency rate that year. This pattern indicates that differences in assessment participation may partially mask the achievement gap between the two groups when all test-takers are included.

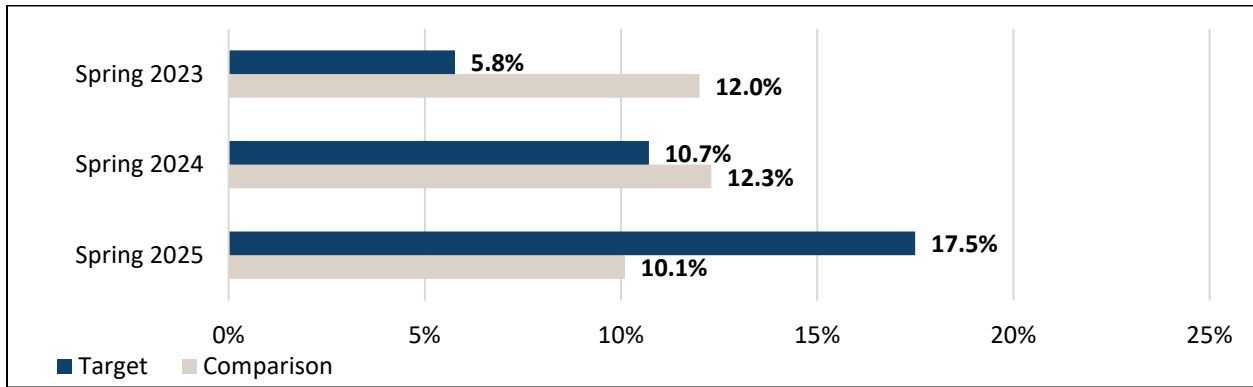
Display 11: Percent of Students Scoring Proficient on the State Math and Reading Tests, By Year

		Comparison Group		Target Group		Difference (Comparison - Target)
		# Test-takers	% Proficient	# Test-Takers	% Proficient	
Math	Spring 2023	990	10.3%	51	5.9%	4.4%
	Spring 2024	1009	10.0%	57	5.3%	4.7%
	Spring 2025	962	13.6%	40	7.5%	6.1%
Reading	Spring 2023	976	12.0%	52	5.8%	6.2%
	Spring 2024	994	12.3%	56	10.7%	1.6%
	Spring 2025	947	10.1%	40	17.5%	-7.4%

Math Proficiency Rates



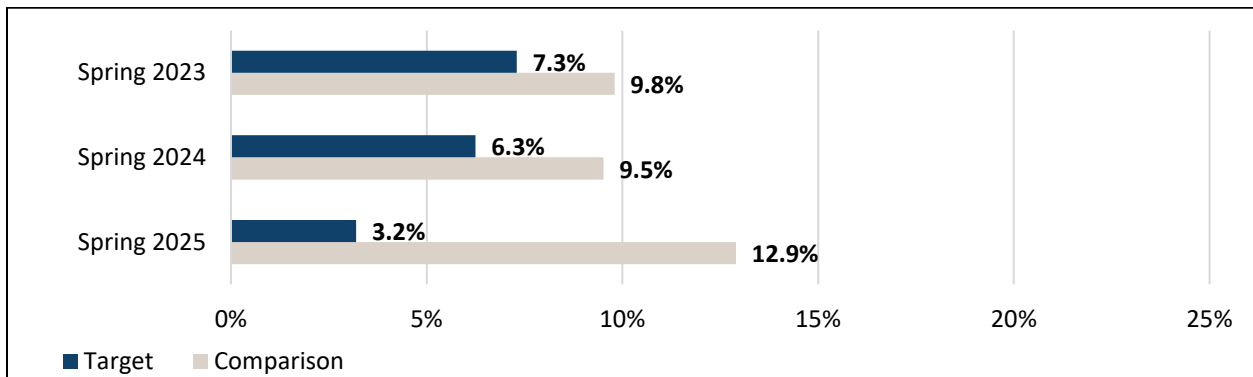
Reading Proficiency Rates



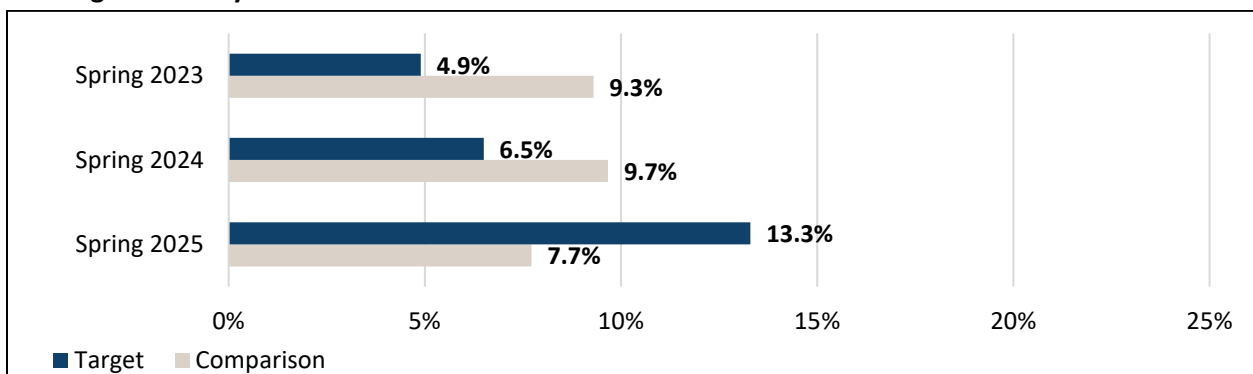
Display 12: Percent of Students Scoring Proficient on the State Math and Reading Tests, By Year Not Including Alternate Assessment

		Comparison Group		Target Group		Difference (Comparison - Target)
		# Test-takers	% Proficient	# Test-Takers	% Proficient	
Math	Spring 2023	916	9.8%	41	7.3%	2.5%
	Spring 2024	935	9.5%	48	6.3%	4.4%
	Spring 2025	896	12.9%	31	3.2%	3.3%
Reading	Spring 2023	902	9.3%	41	4.9%	3.2%
	Spring 2024	921	9.7%	46	6.5%	9.7%
	Spring 2025	881	7.7%	30	13.3%	-5.6%

Math Proficiency Rates



Reading Proficiency Rates



Discipline

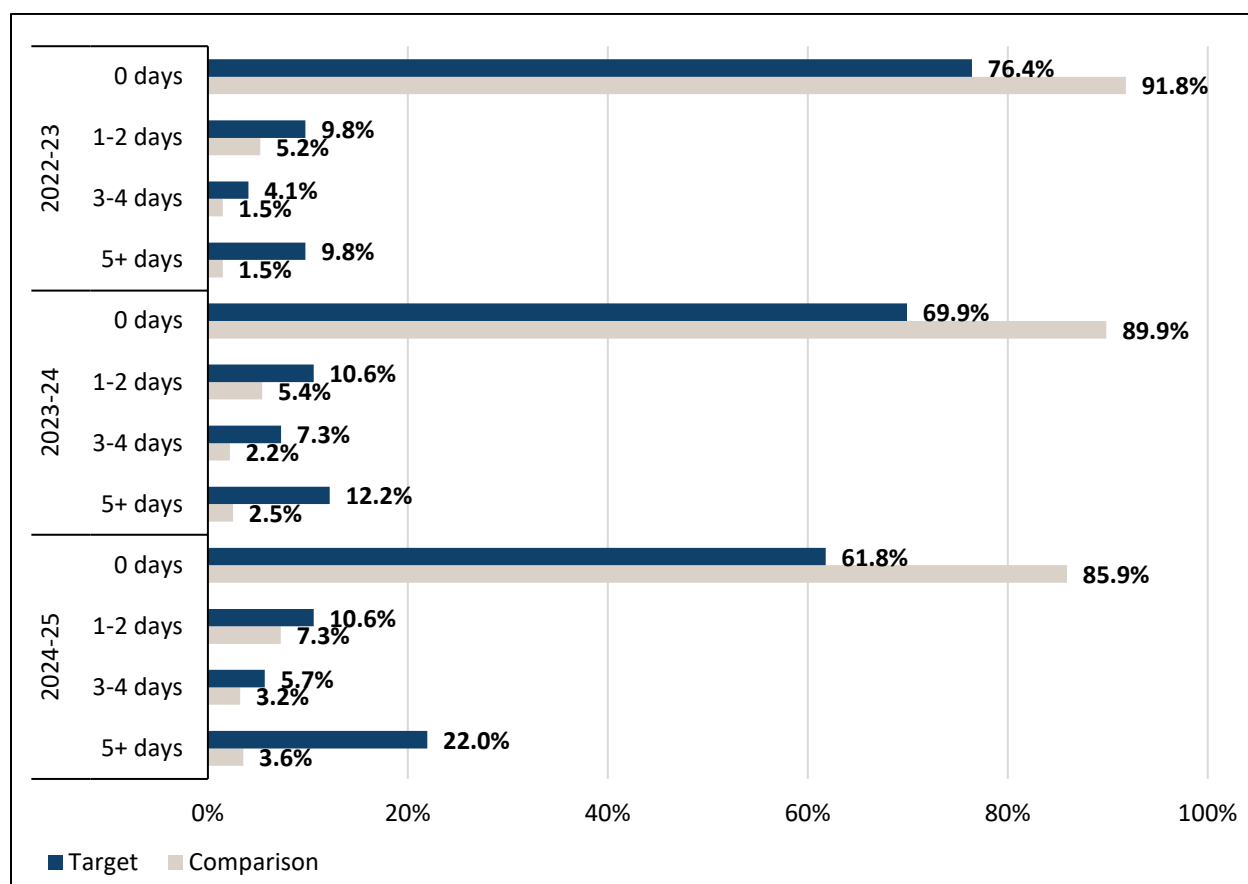
The cumulative number of suspension and expulsion days students received within each year and across the three-year period from 2022–23 to 2024–25 was examined. Students in the target group were significantly more likely than other students with disabilities in the same schools and grades to experience disciplinary removals and to accumulate larger numbers of removal days. These differences were evident in every year examined and became more pronounced over time. In 2024–25, 38.2% of students in the target group experienced at least one day of removal, compared with 14.1% of students in the comparison group. Moreover, 22.0% of students in the target group accumulated five or more days of removal during the year, compared with only 3.6% of students in the comparison group. Across the full three-year period, one-third of students in the target group (33.3%) accumulated five or more days of removal, compared with 7.5% of students in the comparison group.

To better understand the nature of these removals, we aggregated incident-level disciplinary data and identified whether students had experienced one or more incidents with selected disciplinary actions or incident characteristics. Consistent with the removal-day findings, students in the target group were significantly more likely to experience nearly every disciplinary action examined. Over the three-year period, half of students in the target group (50.4%) received at least one out-of-school suspension, compared with 16.2% of students in the comparison group. Students in the target group were also substantially more likely to receive an in-school suspension (30.1% vs. 16.4%), be referred to law enforcement (19.5% vs. 3.2%), be expelled (4.1% vs. 0.3%), or experience removals totaling 10 or more days (4.9% vs. 0.2%). Although arrests were rare overall, they occurred only among students in the target group.

Differences were similarly evident when examining the reasons for disciplinary incidents. Students in the target group were significantly more likely to have one or more incidents involving fighting (25.2% vs. 10.5%), violence, injury, or weapons (25.2% vs. 4.8%), alcohol, drugs, or tobacco (12.2% vs. 3.9%), or incidents in which one or more victims were identified (48.8% vs. 16.7%). Truancy was the only incident category for which the groups did not differ substantially. Taken together, these findings indicate that the target group not only experienced more frequent disciplinary removals, but also more severe disciplinary consequences and a higher prevalence of serious incident types.

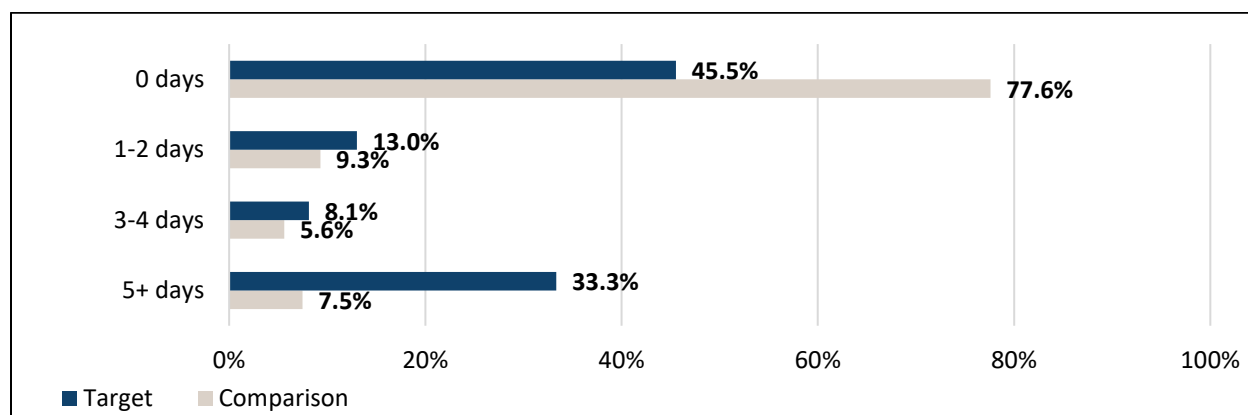
Display 13: Percent of Students Removed (Suspended/Expelled) a Given Number of Days, By Year

		Comparison Group		Target Group	
		# in Group	% of Total	# in Group	% of Total
2022-23	0 days	1422	91.8%	94	76.4%
	1-2 days	81	5.2%	12	9.8%
	3-4 days	23	1.5%	5	4.1%
	5+ days	23	1.5%	12	9.8%
2023-24	0 days	1392	89.9%	86	69.9%
	1-2 days	84	5.4%	13	10.6%
	3-4 days	34	2.2%	9	7.3%
	5+ days	39	2.5%	15	12.2%
2024-25	0 days	1331	85.9%	76	61.8%
	1-2 days	113	7.3%	13	10.6%
	3-4 days	50	3.2%	7	5.7%
	5+ days	55	3.6%	27	22.0%



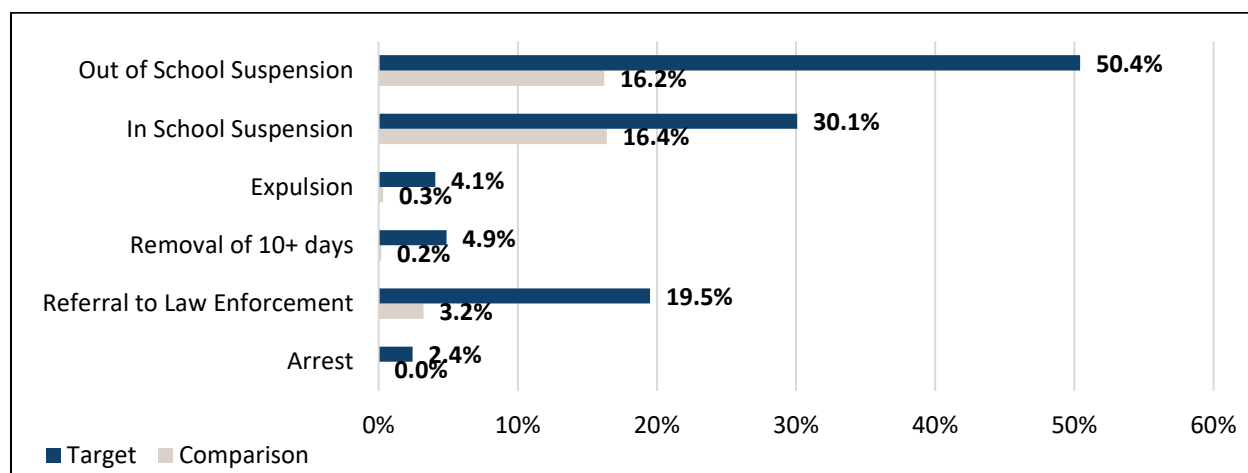
Display 14: Percent of Students Removed (Suspended/Expelled) a Given Number of Cumulative Days Over Three Years

		Comparison Group		Target Group	
		# in Group	% of Total	# in Group	% of Total
Cumulative, 2022-23 to 2024-25	0 days	1202	77.6%	56	45.5%
	1-2 days	144	9.3%	16	13.0%
	3-4 days	87	5.6%	10	8.1%
	5+ days	116	7.5%	41	33.3%



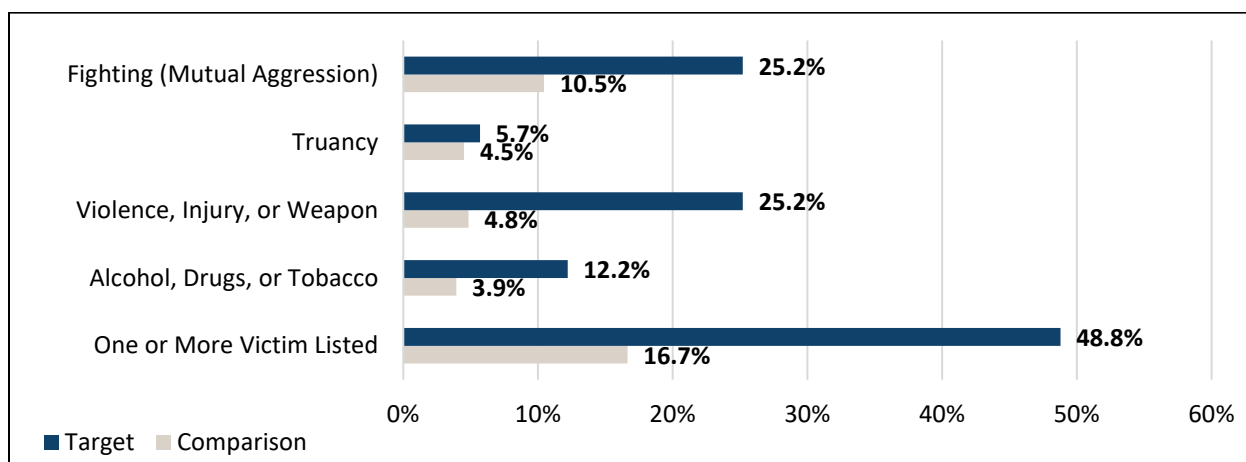
Display 15: Number and Percent of Students with a Given Type of Disciplinary Incident (2022-23 to 2024-25)

	Comparison Group		Target Group	
	# in Group	% of Total	# in Group	% of Total
Out of School Suspension	251	16.2%	62	50.4%
In School Suspension	254	16.4%	37	30.1%
Expulsion	5	0.3%	5	4.1%
Removal of 10+ days	3	0.2%	6	4.9%
Referral to Law Enforcement	50	3.2%	24	19.5%
Arrest	0	0.0%	3	2.4%



Display 16: Number and Percent of Students with a Given Type of Incident Reason (2022-23 to 2024-25)

	Comparison Group		Target Group	
	# in Group	% of Total	# in Group	% of Total
Fighting (Mutual Aggression)	162	10.5%	31	25.2%
Truancy	70	4.5%	7	5.7%
Violence, Injury, or Weapon	75	4.8%	31	25.2%
Alcohol, Drugs, or Tobacco	61	3.9%	15	12.2%
One or More Victim Listed	258	16.7%	60	48.8%



Matched Group Comparison

While comparisons to all students with disabilities provide useful context, those comparisons may reflect underlying differences in demographics, disability characteristics, and socio-economic factors. To better isolate characteristics associated with multi-system involvement, we also compared the target group to a matched comparison group of similar students. A propensity score matching approach was used to identify students who were most similar to members of the target group on a range of demographic, disability-related, geographic, and socio-economic characteristics.

The matched comparison group consisted of 123 students, with one student matched to each member of the target group. Matches were drawn from the 2025–26 special education child count, except for the nine students in the target group who were not identified as students with disabilities; for those students, matches were selected from the 2025–26 enrollment file. Potential matches were initially restricted to students attending the same district and within two grade levels of the target student.

From this pool of candidates, the best available match was selected based on school attended, primary disability category (for students with disabilities), grade level, gender, race/ethnicity, and participation in selected socio-economic programs and circumstances, including homelessness, National School Lunch Program (NSLP) eligibility, Direct Certification, and foster care. Priority was given to matching students on school, primary disability, and grade level. Although no target student had a perfect match on every characteristic, the matching process produced a comparison group that closely resembled the target group across all matching variables. As a result, differences observed between the two groups are less likely to be attributable to demographic, disability, geographic, or socio-economic factors and more likely to reflect characteristics associated with membership in the target group.

Despite being matched to students with similar demographic, disability, geographic, and socio-economic characteristics, students in the target group experienced less favorable outcomes across multiple domains. Students in the target group were more likely to be chronically absent, demonstrated lower rates of academic proficiency, and experienced higher levels of disciplinary involvement than their matched counterparts.

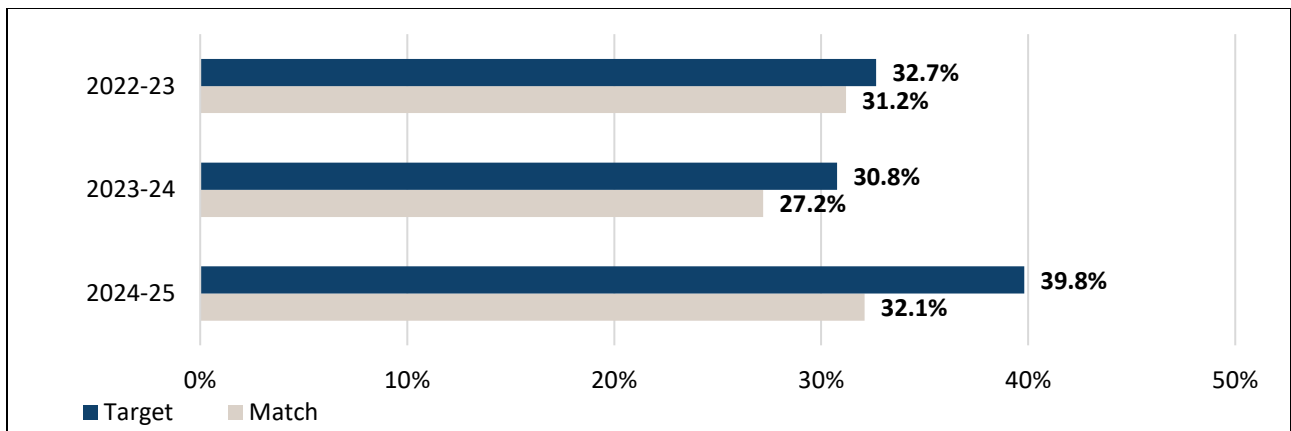
Behavioral and Educational Outcomes

Attendance

Students in the target group were more likely to be chronically absent than students in the matched group across all three years examined. The difference was modest in 2022-23 and 2023-24 but widened in 2024-25, when 39.8% of students in the target group were chronically absent compared to 32.1% of students in the matched group.

Display 17: Percent of Students with Chronic Absenteeism, By Year

	Matched Group		Target Group	
	# w/Data	% Chronic	# w/Data	% Chronic
2022-23	93	31.2%	98	32.7%
2023-24	103	27.2%	104	30.8%
2024-25	109	32.1%	108	39.8%



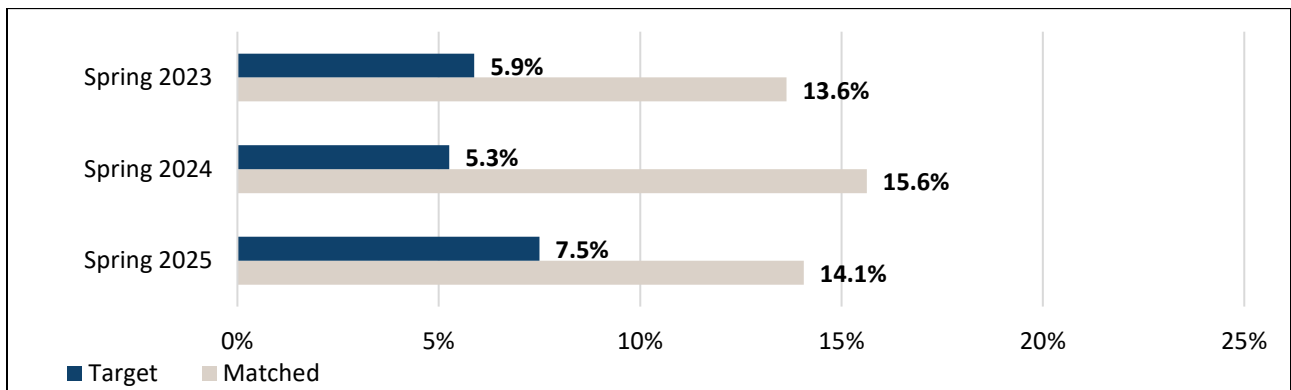
Proficiency

Proficiency rates for the target group were consistently lower than those of the matched group across all three years in both math and reading. In math, proficiency rates for the target group ranged from 5.3% to 7.5%, compared to 13.6% to 15.6% for the matched group. In reading, the gaps were largest in 2023 and 2024 and smallest in 2025.

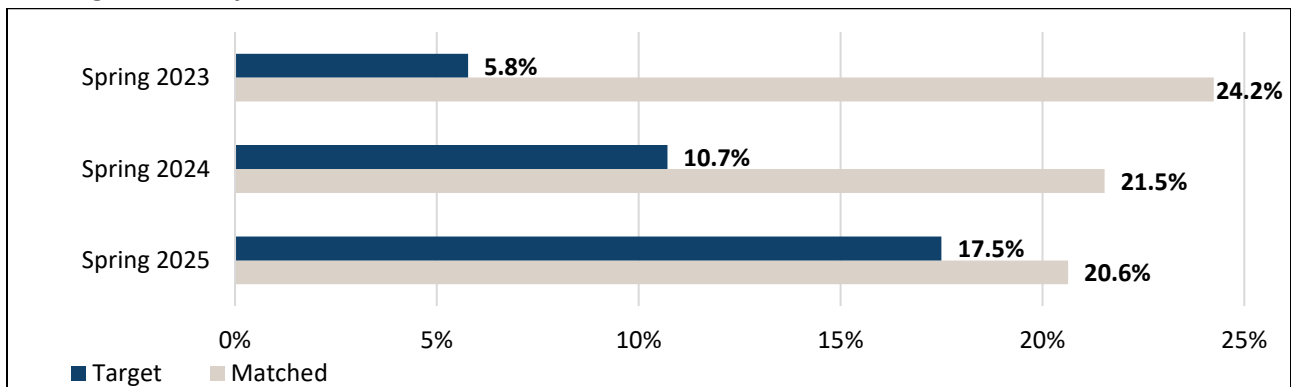
Display 18: Percent of Students Scoring Proficient on the State Math and Reading Tests, By Year

		Matched Group		Target Group		Difference (Matched - Target)
		# Test-takers	% Proficient	# Test-Takers	% Proficient	
Math	Spring 2023	66	13.6%	51	5.9%	7.8%
	Spring 2024	64	15.6%	57	5.3%	10.4%
	Spring 2025	64	14.1%	40	7.5%	6.6%
Reading	Spring 2023	66	24.2%	52	5.8%	18.5%
	Spring 2024	65	21.5%	56	10.7%	10.8%
	Spring 2025	63	20.6%	40	17.5%	3.1%

Math Proficiency Rates



Reading Proficiency Rates



Discipline

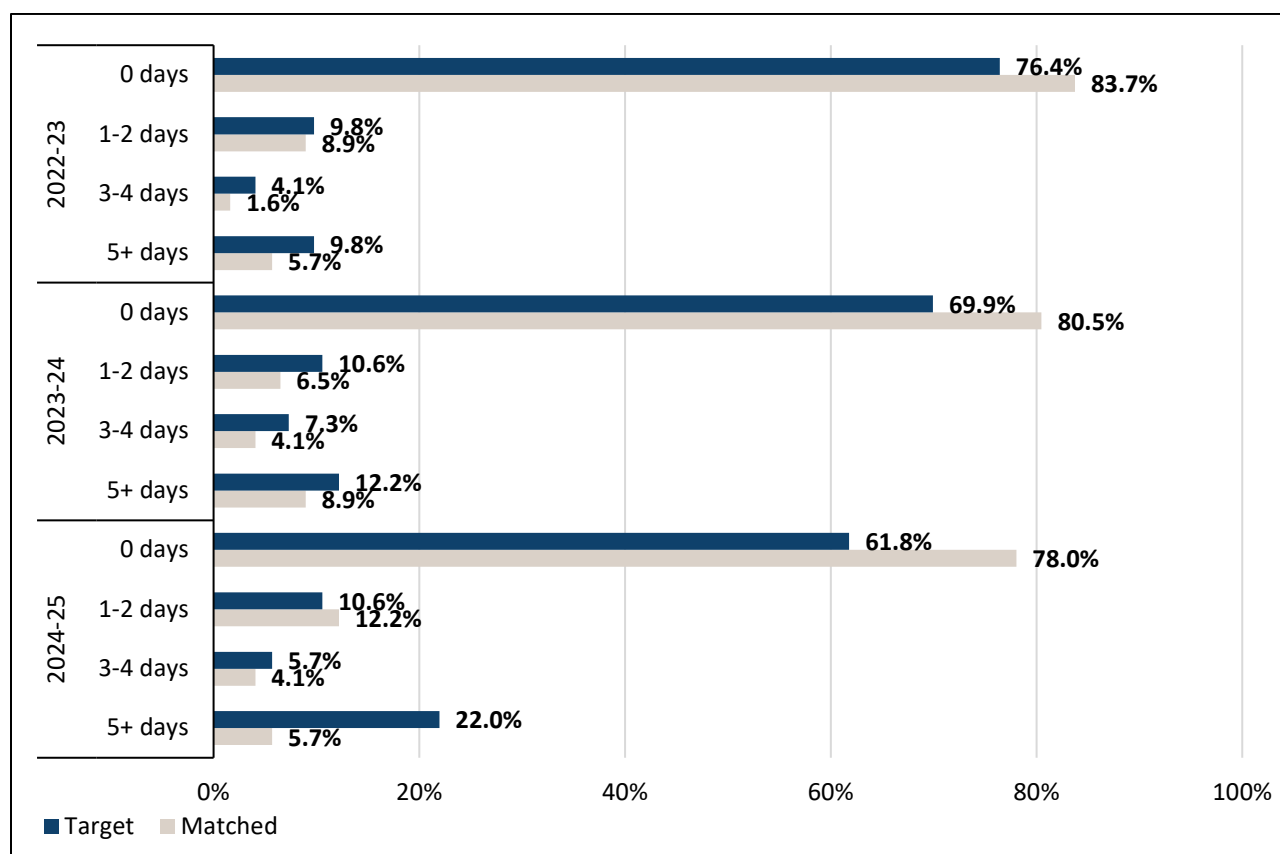
Students in the target group were significantly more likely than students in the matched group to experience disciplinary removals and to accumulate larger numbers of removal days. Across the three-year period, only 45.5% of students in the target group had no removal days, compared to 69.1% of students in the matched group. Conversely, one-third (33.3%) of students in the target group accumulated five or more removal days, compared to 16.3% of students in the matched group.

Consistent with the removal-day findings, students in the target group were more likely to experience nearly every type of disciplinary action examined. The largest differences were observed for out-of-school suspensions, which affected approximately half of students in the target group (50.4%) compared to about one-quarter of students in the matched group (26.0%). Students in the target group were also more likely to experience expulsions, removals exceeding 10 days, referrals to law enforcement, and arrests.

Differences were similarly evident when examining the reasons for disciplinary incidents. Students in the target group were substantially more likely to have incidents involving fighting, violence, injury, or weapons, and were more than twice as likely to have an incident in which one or more victims were identified. Rates of truancy-related incidents were similar between the two groups.

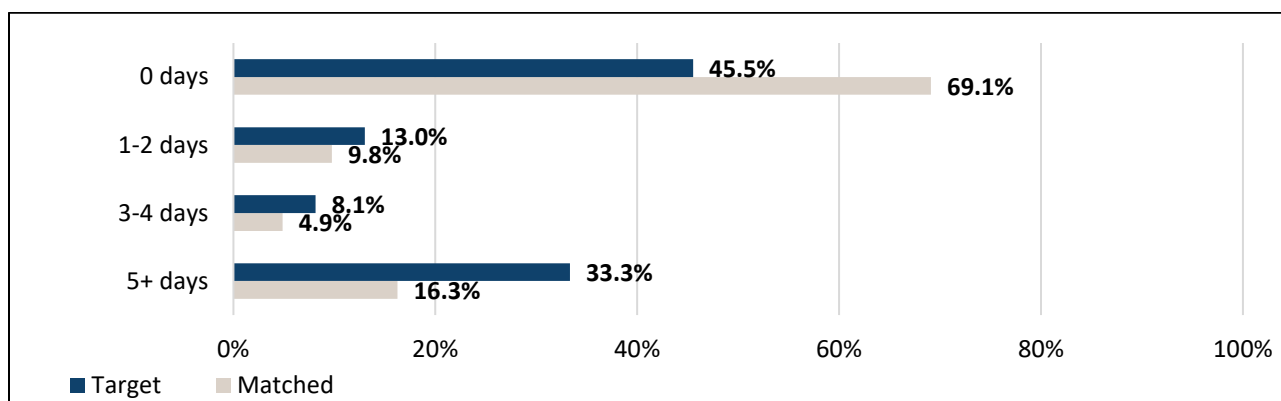
Display 19: Percent of Students Removed (Suspended/Expelled) a Given Number of Days, By Year

		Matched Group		Target Group	
		# in Group	% of Total	# in Group	% of Total
2022-23	0 days	103	83.7%	94	76.4%
	1-2 days	11	8.9%	12	9.8%
	3-4 days	2	1.6%	5	4.1%
	5+ days	7	5.7%	12	9.8%
2023-24	0 days	99	80.5%	86	69.9%
	1-2 days	8	6.5%	13	10.6%
	3-4 days	5	4.1%	9	7.3%
	5+ days	11	8.9%	15	12.2%
2024-25	0 days	96	78.0%	76	61.8%
	1-2 days	15	12.2%	13	10.6%
	3-4 days	5	4.1%	7	5.7%
	5+ days	7	5.7%	27	22.0%



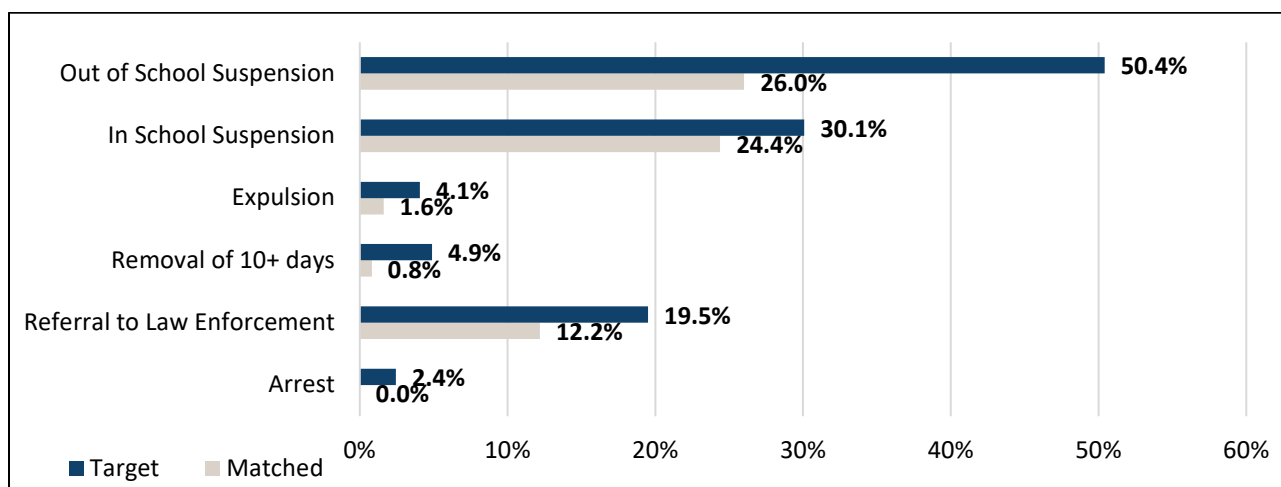
Display 20: Percent of Students Removed (Suspended/Expelled) a Given Number of Cumulative Days Over Three Years

		Matched Group		Target Group	
		# in Group	% of Total	# in Group	% of Total
Cumulative, 2022-23 to 2024-25	0 days	85	69.1%	56	45.5%
	1-2 days	12	9.8%	16	13.0%
	3-4 days	6	4.9%	10	8.1%
	5+ days	20	16.3%	41	33.3%



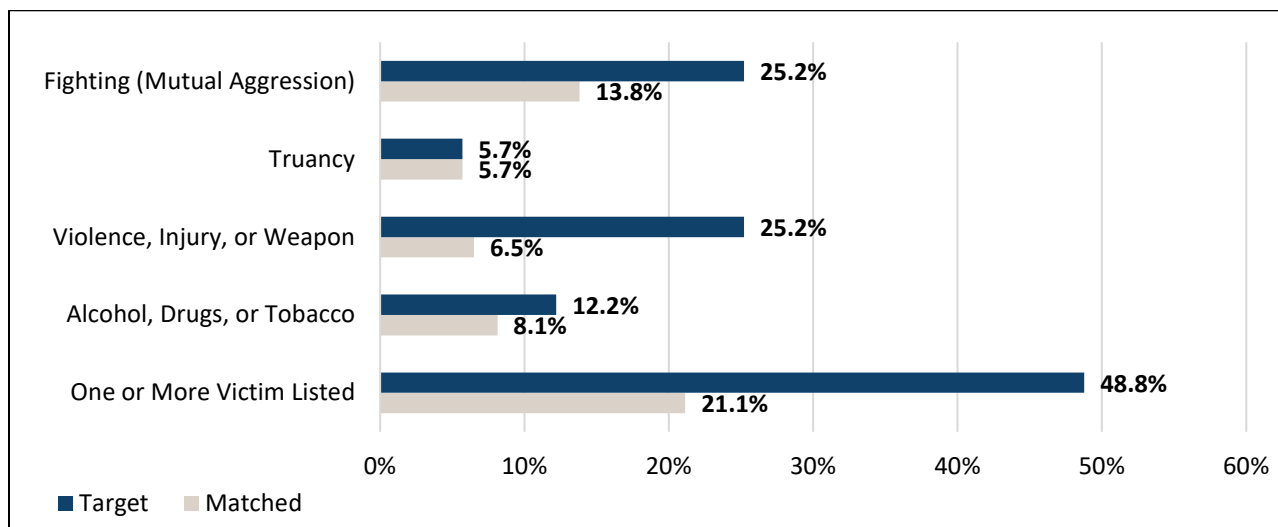
Display 21: Number and Percent of Students with a Given Type of Disciplinary Incident (2022-23 to 2024-25)

	Matched Group		Target Group	
	# in Group	% of Total	# in Group	% of Total
Out of School Suspension	32	26.0%	62	50.4%
In School Suspension	30	24.4%	37	30.1%
Expulsion	2	1.6%	5	4.1%
Removal of 10+ days	1	0.8%	6	4.9%
Referral to Law Enforcement	15	12.2%	24	19.5%
Arrest	0	0.0%	3	2.4%



Display 22: Number and Percent of Students with a Given Type of Incident Reason (2022-23 to 2024-25)

	Matched Group		Target Group	
	# in Group	% of Total	# in Group	% of Total
Fighting (Mutual Aggression)	17	13.8%	31	25.2%
Truancy	7	5.7%	7	5.7%
Violence, Injury, or Weapon	8	6.5%	31	25.2%
Alcohol, Drugs, or Tobacco	10	8.1%	15	12.2%
One or More Victim Listed	26	21.1%	60	48.8%



Conclusion

The findings from this study indicate that students with multi-system involvement experience substantially greater challenges than their peers in the same schools and grade levels. Compared to other students with disabilities in similar educational settings, they were more likely to experience socio-economic risk factors such as homelessness, foster care involvement, and economic disadvantage. They were also more likely to be identified with disability categories associated with intensive behavioral and support needs, including autism and emotional disabilities, and more likely to be educated in more restrictive educational environments.

These differences were accompanied by less favorable educational outcomes. Students with multi-system involvement had lower attendance rates, lower proficiency rates in reading and math, and higher rates of disciplinary removals than their peers. Collectively, these findings suggest that students with multi-system involvement face a combination of educational, behavioral, and social challenges that place them at greater risk for poor school outcomes.

The matched-group comparison generally supported these findings. Although differences were smaller when students were compared to otherwise similar peers, the target group continued to demonstrate lower academic performance and greater disciplinary involvement in several analyses. Taken together, the results suggest that students with multi-system involvement represent a particularly vulnerable population whose needs often extend beyond those of other students with disabilities and may require coordinated supports across educational and community systems.