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## *ANALYTIC METHODS*

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Because it was determined that several variables were confounding the analysis, these variables were not used in the subsequent analyses:

- Days to GED: this was confounded with number of hours of academic services, and thus any correlations were deemed to be because of a selection/opportunity bias.
- Total academic hours: rather, specific hours in each type of program or service were used)
- Age at incarceration was used rather than age at present school year
- Number of incarcerations had too many missing values

### ***CLASSIFICATION & REGRESSION TREES (“DECISION TREES”)***

Classification tree analysis predicts values of a categorical outcome variable from a number of predictor variables and offers a number of advantages over more commonly used statistical techniques (Homer, Fireman, & Wang, 2010). For instance, classification trees are both nonparametric and nonlinear. These features mean that missing data are not a problem and that typical assumptions regarding normality and linear relationship between variables is neither assumed nor necessary. In the present study, for example, a lack of normality and linear relations may mean that hours of services are related to academic outcomes only above a certain number of hours of service. In this initial exploratory stage—with many potential predictor variables and without specific a priori hypotheses about how the predictor variables are related to each other and to academic outcomes—this approach is potentially useful in discovering relations between variables that may have otherwise been missed.