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Assessing the Role of Immigration in the Linkage between School Safety, Education, and Juvenile Justice Contact

Comprehensive School Safety Initiative, National Institute of Justice

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Table of Contents

Assessing the Role of Immigration in the Linkage between School Safety, Education, and Juvenile Justice Contact

Study Purpose

The purpose of this project is to explore the extent to which first- and second-generation youth experience school safety, school discipline, and juvenile justice differently than non-immigrant students[1] and to explore how schools that have higher levels of immigrant students and/or are located near the US-Mexico border differ regarding school safety and school discipline. Schools in the United States (US) are largely safe places for students; however, it is clear that disorder, violence, and victimization rates occur at different rates across campuses (Robers et al., 2015). Immigrant students from linguistically, culturally, and racially/ethnically diverse backgrounds have higher likelihoods of attending disadvantaged and disorderly schools, as well as being victimized, and disproportionately surveilled and punished (Kozol, 2012, Rios, 2011; Shedd, 2015). As students are exposed to violence and inequitable, punitive, and harsh school practices immigrant youth face additional educational hurdles and barriers and compromise their perceptions of school safety and feelings of school belonging.

Safety is key for educational and learning outcomes for all students. Whether a "one-size fits all" approach towards school safety can be fully realized without considering the unique vulnerabilities immigrant youth encounter in the US education system is questionable. According to the US Department of Education, approximately 840,000 immigrant students and more than 4.6 million English language learners (ELL) are present in the US public educational system and these numbers are expected to growth astronomically by 2050 (Robers et al., 2015). A wide array of socio-demographic factors (e.g., socioeconomic status, race/ethnicity, nationality; English

[1] We recognize that only Native American children can be truly classified as non-immigrants. For ease of discussion, we discuss those students who are third-generation or higher immigrants and Native Americans as non-immigrants.

language proficiency) and educational policies contribute to disparate and marginalizing experiences immigrant youth experience at school (Peguero, 2009, 2011, 2012a,b, 2013; Peguero & Bondy, 2011, 2015; Portes & Rumbaut, 2014). With the increase of immigrant youth in US schools, any effort to address school violence and implement school safety policies must consider the challenges associated with immigrant youth's schooling, violence, and safety experiences.

Project Goals

The goals of this proposal are fourfold: 1) Determine if violence, safety and academic achievement are distinct at Texas schools near the Mexico border, accounting for other school and community factors known to be associated with school violence, safety, and academic success as well as the implications for immigrant youth and ELL students;
2) Determine the effect of a strict school-wide discipline policy on student outcomes such as attendance, course performance, future discipline involvement, and juvenile justice contact, irrespective of their personal discipline history at schools near the Texas-Mexico border in comparison to other Texas schools as well as the implications for immigrant youth and ELL students; 3) Determine the effect of individual school discipline experience on student outcomes such as attendance, test performance, grade promotion, dropout, future discipline involvement, and juvenile justice contact near the Texas-Mexico border in comparison to comparable Texas schools as well as the implications for immigrant youth and ELL students; 4) Identify combinations of student attributes (i.e., immigrant youth and ELL students) that characterize subtypes of youth at particularly high risk of school discipline and/or juvenile justice contact.

Study Design

Data Description

The project utilizes a unique secondary dataset that combines Texas Education Agency (TEA) and the Texas Juvenile Justice Department (TJJD) data. The data are stored on a secure data server at the University of Texas Education Research Center (ERC). Access to the data is highly restricted. The ERC merged the two databases together, leaving the research team with de-identified data for analysis. 89% of the juvenile justice records were successfully matched to the TEA data providing a great deal of confidence that the students who do not appear in the juvenile justice data were, in fact, not involved in the juvenile justice system.

Longitudinal Data Perspective. Because each of these datasets is collected on at least an annual basis, they provide the research team with the ability to integrate time into analyses and model any temporal effects that may be present in students' school and juvenile justice experiences. For example, it is possible to model the effect of grade retention in a given year on the likelihood of referral to the juvenile justice system—after controlling for the youth's overall academic trajectory in preceding years.

Study Sample Selection. All public school students enrolled in Texas public schools who were in the first grade during the 2000-01 and 2001-02 academic years form the base sample. Each cohort's kindergarten data are used to control for "prior-year" attributes in first grade. Students' progress is tracked from first grade through at least their cohort's twelfth grade year. Students who are retained can be tracked for evidence of completion at least one year beyond their cohort's senior year. In all, more than 600 thousand students are tracked.

US-Mexico Border. Texas is unique in that its border with Mexico spans over 1,200 miles. We utilize the Texas Department of State Health Services Office of Border Health (2021)

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classifications of border counties. This classification defines all counties within 100 km from the Mexico border as border counties. All but one of these counties either directly border Mexico or is adjacent to a county that borders Mexico as border counties. These border counties comprise 67,557 mi^2, larger than the state of Florida (Office of Border Health, 2021).

School Discipline. In the state of Texas, all public schools are required to report each instance of school discipline that resulted in at least one of the following punishments: in-school suspension, out-of-school suspension, placement in a disciplinary alternative education program, placement in a juvenile justice alternative education program, or expulsion. For the purposes of this project having either of these punishments is considered a school discipline encounter. Since smaller punishments such as lunch detention are not reported to the state, we are unable to include these events in our analyses involving school discipline.

Juvenile Justice Referral. We classify students as having a juvenile encounter if a referral is made to the Texas Juvenile Justice Department that is not summarily dismissed by the probation officer for having no merit. These referrals can come from a variety of sources including law enforcement agencies and schools.

Analytical Approach. The methodological approach utilized in our analyses depends upon the research questions at hand. However, at all times, we utilize multivariate techniques that allow for factors that might affect a relationship to be statistically "controlled" for. As an example, when looking at the relationship between race/ethnicity and school discipline, poverty could explain some of the link between race/ethnicity and discipline. By utilizing multivariate techniques, we can explore the relationship between race/ethnicity and discipline while removing the effect of poverty.

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When exploring questions related to the student, we utilize the student/year as the unit of analysis. When looking at research questions concerning the school, the campus/year serves as the unit of analysis.

Findings

1. Determine if violence, safety and academic achievement are distinct at Texas schools near the Mexico border, accounting for other school and community factors known to be associated with school violence, safety, and academic success as well as the implications for immigrant youth and ELL students

When looking at measures of safety and violence at border schools versus non-border schools we see a mixed picture. In regard to percent of students who are disciplined at a campus and the percent of students who have a juvenile justice referral in the year, there is not a statistically significant difference between border and non-border schools; however, when utilizing a multivariate model that controls for campus characteristics, both of these measures are significantly lower at border schools (β=-.214, $p<.001$, and β=-.807, $p<.001$, respectively) (Paper 1).

When looking at serious discipline infractions (indicated as a discipline event that is reported as more serious than a school code-of-conduct violation and/or an infraction where state law mandates punishment (typically criminal offenses)) rates at a campus, though, we see that border campuses have nearly one additional serious discipline infraction per 100 students (5.1 vs. 4.2, $p<.001$). Interestingly, after controlling for a variety of campus characteristics (immigrant and racial/ethnic makeup, poverty, congruence between teachers' and students' race/ethnicity, teacher diversity, school size, student/teacher ratio, campus type, urbanicity, and campus

strictness), border campuses actually see a lower rate of these infractions (β=-.80, p<.01) (Paper 8).[2]

When looking at the relationship between immigrant students and these negative outcomes, we see that both first- and second-generation immigrants are linked to lower percentages of students referred to juvenile justice in the school year, though the effect is substantively small (β=-.01, p<.05, and β=-.01, p<.001, respectively). We see similar results for school discipline (β=-.01, p<.01, and β=-.01, p<.001, respectively) (Paper 1). Looking at rates of serious discipline infractions, only second-generation immigrants are significant and are related to slightly lower rates of serious events (β=-.02, p<.001) (Paper 8).

Regarding grade retention, border schools have a higher percentage of their students retained than non-border schools (7% vs. 5%, p<.001). However, after controlling for various school factors (racial/ethnic and gender makeup, poverty, congruence between teachers' and students' race/ethnicity, school size, student/teacher ratio, teacher diversity, campus type, urbanicity, and percent of students with limited English proficiency), the relationship becomes insignificant (Paper 2). A similar pattern is found with dropouts, where border schools have higher dropout rates than non-border schools (2.8% vs. 2.2%, p<.001); however, in a multivariate model, the results are flipped (β=-.43, p<.001) (Paper 2).

[2] Here and throughout this summary, papers developed from this project are labeled as Paper X and are included in the bibliography before published works. Tables and/or figures from the papers are included as well. The section "Top Outlets" indicates the scholarly journals we will target first to get the paper published.

2. Determine the effect of a strict school-wide discipline policy on student outcomes such as attendance, grade promotion, dropout, future discipline involvement, and juvenile justice contact, irrespective of their personal discipline history at schools near the Texas-Mexico border in comparison to other Texas schools as well as the implications for immigrant youth and ELL students

When examining the strictness of a school's discipline policy we utilize the method developed by Booth et al (2012) which defines school strictness by comparing the actual level of discipline to the expected level of discipline utilizing a multivariate approach to predict discipline levels. This approach has also proven successful for Varela et al (2018) and Peguero et al (2018). We find that schools that are either more or less strict than expected are linked to higher rates of students with juvenile justice referrals (β=2.61, $p<.001$). These findings were found in both border (β=4.72, $p<.001$) and non-border campuses (β=2.13, $p<.001$); however, at border campuses stricter schools were related to more juvenile justice referral than lenient campuses (β=-3.24, $p<.01$)—both strict and lenient schools were related to higher juvenile justice contact than schools that disciplined at expected levels (Paper 3).

The relationship between school strictness and grade retention is similar. As schools become more strict or lenient, they see higher levels of grade retention (β=2.13, $p<.001$). Similar findings were found at border (β=2.91, $p<.001$) and non-border campuses (β=1.98, $p<.001$). Interestingly, in non-border schools, lenient campuses saw higher rates of grade retention than did strict campuses (β=0.82, $p<.05$); however, both had higher rates of retention than schools with expected levels of discipline (Paper 4).

When exploring dropout rates, we find that schools that discipline less than expected are related to higher dropout rates (β=3.52, $p<.001$) while strict schools do not vary from schools with expected levels of discipline. These results were consistent in both border (β=4.97, $p<.001$) and non-border schools (β=3.45, $p<.001$) (Paper 4).

Further, we look at the relationship between school strictness and rates of serious discipline events. We find that in both border and non-border campuses, strictness is related to higher rates of serious discipline (β=19.37, $p<.001$, and β=9.22, $p<.001$, respectively), while leniency was related to lower rates of serious discipline (β=-4.95, $p<.001$, and β=-7.12, $p<.001$, respectively) (Paper 8).

When looking at the relationship between percentage of immigrant students and students with limited English proficiency (LEP) at a campus and these negative outcomes, we do not see any appreciable change in the relationship when school strictness is added. This observation suggests that the relationships between school strictness and negative campus outcomes is similar for immigrant and LEP students when compared to non-immigrant and students more fluent in English.

3. Determine the effect of individual school discipline experience on student outcomes such as attendance, test performance, course performance, future discipline involvement, and juvenile justice contact near the Texas-Mexico border in comparison to other Texas schools as well as the implications for immigrant youth and ELL students

We utilize border status as a measure of high enrollment of immigrant student. We do so as it represents a clean measure, and the average border school has 57% first- or second-generation students compared to 19% for non-border schools (Paper 3). Further, proximity to the border was a key theoretical focus of the project.

Not surprisingly, prior year discipline is highly predictive of future school discipline at both border (β=1.73, $p<.001$) and non-border (β=1.75, $p<.001$) campuses (Paper 5). In addition, the relationship between school discipline and standardized test failure is similar for border schools (β=1.54, $p<.001$) and non-border schools (β=1.28, $p<.001$), indicating schools with higher levels of discipline see higher rates of failure on standardized tests (Paper 6).

When looking at juvenile justice contact, prior year discipline is highly related to the number of juvenile justice encounters a student has in a year, with disciplined students seeing more juvenile justice encounters in the future (β=0.19, $p<.001$). This relationship is present in both order and non-border campuses (Paper 9).

The lack of a substantive difference in the relationship between school discipline and various outcomes for border and non-border schools is surprising and both encouraging and discouraging—encouraging in that students on the border are not facing higher academic, disciplinary, or juvenile justice outcomes following school discipline; discouraging in that the relationships are still high.

We also find that discipline contact is related to lower attendance (β=-0.09, $p<.05$). (Paper 11), poorer standardized test performance (β=0.452, $p<.001$) (Paper 10), and lower course grades (β=-0.825, $p<.001$).

4. Identify combinations of student attributes (i.e., immigrant youth and ELL students) that characterize subtypes of youth at particularly high risk of school discipline and/or juvenile justice contact

School Discipline

When predicting the number of discretionary discipline events a student has in a year, after controlling for known predictors of discipline, the key variables of interest are protective: first-generation immigrant students have lower discipline rates (β=-0.08, $p<.001$), similar to the findings for second generation immigrants (β=-0.08, $p<.001$); students attending a school on the border also had lower numbers of predicted discretionary school discipline encounters (β=-0.27, $p<.001$) (Paper 9).

After controlling for immigrant status, minority students, though, saw substantively higher rates of discipline. Latinx students were more likely to be disciplined than their White

peers (β=0.27, p<.001), while African American individuals were even more likely to be disciplined (β=0.58, p<.001). Other race/ethnicity students saw increased rates of discipline, but much less than African American and Latinx students (β=0.09, p<.001) (Paper 9; Paper 7). While immigrant students have lower discipline rates, they are most often minority students; the high effect of race/ethnicity outpaces the protective nature of being an immigrant (Paper 9). Other factors that were related to discipline include the years behind a students' cohort they were (usually due to grade retention) (β=0.13, p<.001), being in a rural county (β=-0.43, p<.001), male (β=0.54, p<.001), prior discipline (β=0.31, p<.001), standardized test failure (β=0.42, p<.001), receiving free/reduced price lunch (β=0.38, p<.001), low attendance rate (β=-0.04, p<.001), and being classified as at risk of dropping out (β=0.09, p<.001) (Paper 9).

Juvenile Justice

The number of juvenile justice referrals in a school year were predicted for all students that were in the age range to fall under the juvenile justice system (10-16). Similar to school discipline, both first- and second-generation immigrant children were less likely to encounter juvenile justice (β=-0.54, p<.001, and β=-0.27, p<.001, respectively). Students residing on the border also experienced fewer juvenile justice referrals (β=-0.22, p<.05) (Paper 9).

Unfortunately, also similar to school discipline, minority children were more likely to encounter juvenile justice than their White peers: with Latinx (β=0.11, p<.001), African American (β=0.22, p<.001), and other race/ethnicity students (β=0.16, p<.01) all seeing increased predicted juvenile justice referrals (Paper 9). Other factors that were related to juvenile justice referrals include years behind schedule (β=0.15, p<.001), being in a suburban county (β=-0.28, p<.001) being in a rural county (β=-0.38, p<.001), male (β=0.64, p<.001), prior year discipline (β=0.19, p<.001), standardized test failure (β=0.29, p<.001), receiving free/reduced

price lunch (β=0.39, p<.001), attendance rate (β=-0.07, p<.001), and being classified as at risk of dropping out (β=0.52, p<.001) (Paper 9).

We tracked every referral made to the juvenile justice system for our cohort members to its ultimate disposition. Specifically, we first model if the referral is forwarded by the probation officer to the prosecutor. For those cases sent prosecutors, we then analyze the prosecutors' decision to either dismiss or prosecute the case. For those case prosecuted, we then modeled the ultimate outcome—not delinquent, received deferred adjudication, receives probation, or receives secure confinement. In all cases, we control the severity of the offense, the youth's prior juvenile justice record, and based upon Leiber's (2013) findings indicating parental structure affects juvenile justice processing outcomes, we control for their home living situation (e.g., single-parent, two-parent, other family, friends, social services, on their own, or unknown).

For prosecutorial referral, both first- and second-generation juveniles were less likely to be forwarded to a prosecutor (β=-0.17, p<.001, and β=-0.08, p<.001, respectively). Neither border status nor race/ethnicity were related to referral while school discipline was (β=0.01, p<.001) (Paper 9).

When looking at the decision to prosecute, neither immigrant status nor border location were predictive. In terms of race/ethnicity, Latinx students were more likely to be prosecuted (β=-0.43, p<.001). Prior school discipline was also predictive of prosecution (β=0.02, p<.001).

For cases that are prosecuted, second-generation immigrants receive harsher outcomes (β=0.09, p<.05) while juveniles in a border county receive less severe outcomes (β=-0.35, p<.01). In addition, Latinx children have more negative outcomes than White children (β=0.12, p<.001). School discipline continues to be predictive (β=0.01, p<.01) (Paper 9).

Implications

Implications for School Policy and Practice

The research here presents a nuanced picture. First, border schools have higher levels of serious school discipline rates, and juvenile justice rates, suggesting they may be more dangerous. However, we find that after controlling for campus characteristics, we actually see lower rates of these negative outcomes suggesting that the higher levels of school discipline and juvenile justice referrals are related to factors that covary with border such as poverty rather than the schools' location. These schools, then, are less dangerous than non-border campuses with similar characteristics.

Next, we also see that contrary to public discourse in recent years that frames the US–Mexico border as a place where "immigrant criminals" are entering warranting heightened surveillance and security (Durán 2018; Durán and Posadas 2016; Slack et al. 2017), immigrant students are actually associated with lower levels of outcomes suggestive of an unsafe school. While the findings go against the popular narrative, immigrant students are overrepresented on the border, where as noted above, we see higher levels of juvenile justice and school discipline. While campus characteristics such as poverty, and the racial/ethnic congruence between teachers and students can explain away this relationship, additional efforts should be taken to help ensure that border schools' levels of discipline and juvenile justice lowers to the levels of non-border schools. While there is likely no cure-all, cultural competency training for educators (Hershfeldt et al., 2009, implementation of Positive Behavior Intervention and Supports (PBIS) (Bradshaw et al., 2008), providing educators with information on the detrimental effects of multiple suspensions (Blake et al., 2011; Blake et al., 2016), and restorative justice programs (González 2012) may be good places to start.

Further, we find that schools should pursue the middle ground when considering the level of strictness. Both strict and lenient campuses are associated with more negative outcomes than moderate-strictness schools. Previous research has shown that schools with high levels of disorder are linked to higher levels of juvenile justice contact, educational struggles, and delinquency (Gottfredson 2001; Gottfredson et al. 2005; Payne, Gottfredson and Gottfredson 2003; Stewart 2003; Welsh 2001; Welsh, Greene, and Jenkins 1999).

This suggests that schools cannot be an environment where "anything goes" and discipline is not existent. However, these same negative outcomes are linked in the literature to strict discipline practices. These practices are related to dropping out, and elevated risk of juvenile and criminal justice contact (Gregory et al. 2010; Kim et al. 2012; Rocque and Snellings 2017; Shedd 2015). Taken together, our findings and prior literature suggests that schools utilize a measured, consistent, and reasonable discipline policy where order is maintained while minor infractions to not result in exclusionary discipline.

Implications for Juvenile Justice

Further supporting the notion that immigrant children do not pose a danger, we find that they are less likely to be referred to juvenile justice, and less likely to be sent to a prosecutor when they are referred. It appears that as children become more assimilated into American culture, they become more likely to take on troubling behavior. Efforts should be taken to identify the nature of this causal mechanism and how to prevent immigrant children from adopting the negative behaviors of non-immigrant youth.

What is apparent, though is that the school-to-prison pipeline does not end at referral to the juvenile justice system where other scholars have stopped (Fabelo et al 2011). School discipline was related to progression through each stage of the juvenile justice system. Given that

minority students are overrepresented in school discipline, even after controlling for known predictors of discipline, this finding is of special concern. Despite race/ethnicity showing few effects in the processing of juveniles, the overrepresentation of minorities in school discipline will contribute to increased levels of disproportionate minority contact at each stage of the juvenile justice process. Reformers should continue to explore how this relationship can be weakened.

Students involved in school discipline are clearly more likely to encounter the juvenile justice system. Knowing this provides opportunities for intervention. Juvenile and criminal justice officials need to work in concert with educators to implement programs that can help interrupt the school-to-prison pipeline. Programs such as restorative justice have roots in the juvenile justice system and have proven successful in the school system as well (González 2012). Both criminal justice and education researchers need to work together to identify additional programs to help keep disciplined students from moving into the justice system and how to improve restorative justice programs to further improve outcomes.

Conclusion

Immigrant children face unique challenges ranging from learning the English language to adjusting to a new culture. In addition, these students are also more likely to have less financial resources and struggle in school. They are also frequently characterized as troublemakers and criminals. The work here suggests that immigrant students are less likely to get in trouble—either in school or in the juvenile justice system—contradicting this stereotype.

We have also found that the border does have higher levels of school discipline and juvenile justice. However, this appears to be due to campus characteristics such as poverty.

When one controls for campus characteristics, border campuses actually see fewer punitive outcomes than do their similarly constituted non-border schools.

Finally, we show that the school-to-prison pipeline is not limited to entry into the juvenile justice system but follows all the way to ultimate case disposition. School discipline was a consistent predictor of a case being referred to a prosecutor, being prosecuted, and ultimate case outcome—even when race was often not a predictor.

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Bibliography

New Research Funded by Grant

Paper 1: Is there an immigrant threat within schools?: Immigration, punishment, and juvenile justice contact

Top outlets: Social Problems; Punishment & Society; Journal of Research in Crime and Delinquency ;Crime and Delinquency; Journal of School Violence; Youth Violence and Juvenile Justice

Table 1. Campus School Discipline Rate

	Model 1			Model 2			Model 3		
	b	SE	1 Δ	*b*	SE	1 Δ	*b*	SE	1 Δ
% Latinx Students	-0.006 ***	0.001	-0.001	-0.004 ***	0.001	-0.001	-0.004 ***	0.001	-0.001
% African American Students	0.005 ***	0.001	0.001	0.005 ***	0.001	0.001	0.005 ***	0.001	0.001
% Other Students	-0.021 ***	0.003	-0.004	-0.017 ***	0.003	-0.003	-0.017 ***	0.003	-0.003
% Male Students	0.021 ***	0.001	0.004	0.021 ***	0.001	0.004	0.021 ***	0.001	0.004
% Free/Reduced Lunch Students	0.013 ***	0.001	0.002	0.014 ***	0.001	0.003	0.014 ***	0.001	0.003
Student/Teacher Racial Incongruence	0.004 ***	0.001	0.001	0.004 ***	0.001	0.001	0.005 ***	0.001	0.001
Teacher Diversity	0.412 ***	0.086	0.078	0.358 ***	0.090	0.067	0.438 ***	0.093	0.083
School Size	0.000 ***	0.000	0.000	0.000 ***	0.000	0.000	0.000 ***	0.000	0.000
Student/Teacher Ratio	-0.052 ***	0.005	-0.009	-0.050 ***	0.005	-0.009	-0.049 ***	0.005	-0.009
Junior High School	0.613 ***	0.033	0.125	0.622 ***	0.032	0.127	0.626 ***	0.032	0.128
Junior/Senior High School	0.241 ***	0.056	0.046	0.241 ***	0.056	0.046	0.240 ***	0.056	0.046
Elementary-High School	-0.114 *	0.053	-0.020	-0.111 *	0.053	-0.020	-0.111 *	0.053	-0.020
Elementary-Junior High School	0.439 ***	0.024	0.083	0.440 ***	0.024	0.084	0.440 ***	0.024	0.084
Suburban District	0.054	0.029	0.010	0.065 *	0.029	0.012	0.073 *	0.029	0.013
Rural District	-0.414 ***	0.052	-0.070	-0.438 ***	0.052	-0.073	-0.425 ***	0.052	-0.071
Other Urbanicity District	-0.011	0.036	-0.002	-0.031	0.036	-0.006	-0.025	0.036	-0.005
County Felonies Per-Capita	-7.781 **	2.540	-0.252	-7.307 **	2.528	-0.251	-6.682 **	2.519	-0.249
Border County	....	....	....	0.001	0.057	0.000	-0.208 *	0.091	-0.036
% First Generation Immigrant Students	....	....	....	-0.008 **	0.003	-0.001	-0.008 **	0.003	-0.001
% 2nd Generation Immigrant Students	....	....	....	-0.004 ***	0.001	-0.001	-0.005 ***	0.001	-0.001
% First Generation Immigrant Students * Border	....	....	....	....	....	....	0.011	0.008	0.002
% 2nd Generation Students * Border	....	....	....	....	....	....	0.004 *	0.002	0.001
Constant	-2.604 ***	0.095	....	-2.686 ***	0.097	....	-2.650 ***	0.101	....
	Base Proportion =.237			Base Proportion =.237			Base Proportion =.237		

Note: 1 Δ= Change in Proportion from a One-Unit Change in Independent Variable; SE=Standard Error, *=p<.05; **=p<.01; ***=p<.001
n = 15,892; Standard Errors Clustered on School

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Table 2. Campus Juvenile Justice Referral Rate

	Model 4			Model 5			Model 6		
	b	SE	1 Δ	*b*	SE	1 Δ	*b*	SE	1 Δ
% Latinx Students	0.005 *	0.002	0.000	0.011 ***	0.002	0.000	0.012 ***	0.002	0.000
% African American Students	0.009 ***	0.002	0.000	0.011 ***	0.002	0.000	0.011 ***	0.002	0.000
% Other Students	-0.035 ***	0.007	-0.001	-0.025 ***	0.007	-0.001	-0.025 ***	0.007	-0.001
% Male Students	0.041 ***	0.003	0.001	0.041 ***	0.003	0.001	0.041 ***	0.003	0.001
% Free/Reduced Lunch Students	0.006 **	0.002	0.000	0.007 ***	0.002	0.000	0.007 **	0.002	0.000
Student/Teacher Racial Incongruence	0.004 ***	0.001	0.000	0.002	0.001	0.000	0.004 *	0.001	0.000
Teacher Diversity	-0.084	0.193	-0.002	-0.312	0.193	-0.006	-0.203	0.196	-0.004
School Size	-0.000 ***	0.000	-0.000	-0.000 ***	0.000	-0.000	-0.000 ***	0.000	-0.000
Student/Teacher Ratio	-0.072 ***	0.013	-0.002	-0.071 ***	0.013	-0.002	-0.069 ***	0.013	-0.001
Junior High School	0.295 ***	0.066	0.007	0.315 ***	0.064	0.008	0.325 ***	0.064	0.008
Junior/Senior High School	1.261 ***	0.108	0.047	1.261 ***	0.109	0.047	1.260 ***	0.108	0.047
Elementary-High School	0.936 ***	0.103	0.029	0.939 ***	0.104	0.029	0.934 ***	0.104	0.028
Elementary-Junior High School	0.238 ***	0.050	0.005	0.248 ***	0.049	0.006	0.248 ***	0.049	0.006
Suburban District	-0.358 ***	0.068	-0.007	-0.325 ***	0.067	-0.007	-0.302 ***	0.067	-0.006
Rural District	-2.099 ***	0.105	-0.027	-2.116 ***	0.107	-0.027	-2.083 ***	0.108	-0.027
Other Urbanicity District	-0.616 ***	0.096	-0.011	-0.635 ***	0.096	-0.011	-0.615 ***	0.096	-0.011
County Felonies Per-Capita	-23.566 ***	6.704	-0.028	-24.234 ***	6.766	-0.028	-22.467 ***	6.758	-0.027
Border County	…. ….	….	….	-0.256 *	0.110	-0.005	-0.786 ***	0.201	-0.013
% First Generation Immigrant Students	…. ….	….	….	-0.017 **	0.005	-0.000	-0.013 *	0.006	-0.000
% 2nd Generation Immigrant Students	…. ….	….	….	-0.006 **	0.002	-0.000	-0.010 ***	0.002	-0.000
% First Generation Immigrant Students * Border	…. ….	….	….	…. ….	….	….	-0.008	0.017	-0.000
% 2nd Generation Students * Border	…. ….	….	….	…. ….	….	….	0.014 **	0.004	0.000
Constant	-4.889 ***	0.287	….	-5.023 ***	0.297	….	-5.099 ***	0.298	….
	Base Proportion =.022			Base Proportion =.022			Base Proportion =.022		

Note: 1 Δ= Change in Proportion from a One-Unit Change in Independent Variable; SE=Standard Error, *=p<.05; **=p<.01; ***=p<.001

n = 15,892; Standard Errors Clustered on School

Paper 2: Investigating English language learners' educational disparities in border and non-border schools.

Top outlets: Sociology of Education; Urban Education; Education and Urban Society; The Urban Review; Youth & Society; Journal of Youth & Adolescence

Table 1. Predicting Campus Grade Retention and Dropout Rates

	Campus Grade Retention Rate						Campus Dropout Rate					
	Coef.		SE	Coef.		SE	Coef.		SE	Coef.		SE
% African American Students	0.008	***	0.002	0.008	***	0.002	0.010	***	0.003	0.010	***	0.003
% Other Students	0.010	***	0.002	0.010	***	0.002	0.014	***	0.002	0.015	***	0.002
% Male Students	-0.001		0.005	-0.001		0.005	-0.021	*	0.011	-0.021		0.011
% Free/Reduced Lunch Students	0.005	**	0.002	0.005	**	0.002	0.005	**	0.002	0.005	*	0.002
Student/Teacher Racial Incongruence	-0.002		0.001	-0.002		0.001	0.002		0.002	0.002		0.002
Teacher Diversity	0.104		0.176	0.107		0.177	0.041		0.237	0.073		0.233
School Size	0.000	*	0.000	0.000	*	0.000	-0.001	***	0.000	-0.001	***	0.000
Student/Teacher Ratio	0.001		0.010	0.001		0.011	0.025	**	0.009	0.027	**	0.009
Junior High School	-1.658	***	0.071	-1.659	***	0.071	0.000	***		----		----
Junior/Senior High School	0.262	**	0.083	0.262	**	0.083	0.370	**	0.122	0.359	**	0.123
Elementary-High School	0.164		0.094	0.164		0.094	-0.190		0.115	-0.191		0.114
Elementary-Junior High School	-1.831	***	0.052	-1.832	***	0.053	0.000	***		----		----
Suburban District	-0.196	***	0.057	-0.196	***	0.057	-0.083		0.086	-0.081		0.085
Rural District	-1.874	***	0.096	-1.873	***	0.096	-1.269	***	0.108	-1.242	***	0.107
Other Urbanicity District	-0.592	***	0.069	-0.590	***	0.069	-0.577	***	0.103	-0.560	***	0.102
Border County	-0.220	*	0.111	-0.237		0.136	-0.213		0.166	-0.427	*	0.206
% LEP	0.010	***	0.002	0.010	***	0.003	0.006		0.004	0.003		0.005
%LEP*Border	----		----	0.001		0.005	----		----	0.016	*	0.008
Constant	-2.970	***	0.165	-2.973	***	0.164	-4.376	***	0.170	-4.415	***	0.171
	n=15,468						n=9,119					

*** p<0.001, ** p<0.01, * p<0.05; Standard Errors Clustered on Campus

Table 1. Predicting Campus Juvenile Justice Referral Rate

	Model 1					Model 2			
	Coef.		SE	σΔ	1Δ	Coef.		SE	σΔ	1Δ
Border County	-0.200		0.153	-----	-0.004	-0.208		0.151	-----	-0.004
% First Generation Immigrant Students	-0.021	**	0.007	-0.005	-----	-0.021	***	0.006	-0.005	-----
% 2nd Generation Immigrant Students	-0.005		0.003	-0.004	-----	-0.005	*	0.002	-0.004	-----
% Hispanic Students	0.013	***	0.003	0.017	-----	0.012	***	0.003	0.016	-----
% African American Students	0.014	***	0.002	0.011	-----	0.013	***	0.002	0.009	-----
% Other Race/Ethnicity students	-0.018	*	0.008	-0.004	-----	-0.018	*	0.007	-0.004	-----
% Free/Reduced Lunch Students	0.007	**	0.003	0.008	-----	0.007	**	0.002	0.008	-----
Student/Teacher Racial Incongruence	0.004		0.002	0.004	-----	0.004	*	0.002	0.004	-----
Teacher Diversity	-0.567	*	0.236	-0.005	-----	-0.562	*	0.230	-0.005	-----
School Size	-0.000	***	0.000	-0.008	-----	-0.000	***	0.000	-0.006	-----
Student/Teacher Ratio	-0.123	***	0.015	-0.021	-----	-0.112	***	0.015	-0.019	-----
Junior High School	0.348	***	0.072	-----	0.009	0.393	***	0.073	-----	0.010
Junior/Senior High School	1.465	***	0.131	-----	0.062	1.390	***	0.128	-----	0.057
Elementary-High School	1.209	***	0.113	-----	0.043	1.208	***	0.110	-----	0.042
Elementary-Junior High School	0.284	***	0.059	-----	0.007	0.338	***	0.060	-----	0.008
Suburban District	-0.265	**	0.086	-----	-0.006	-0.265	**	0.085	-----	-0.006
Rural District	-2.464	***	0.117	-----	-0.031	-2.366	***	0.116	-----	-0.030
Other Urbanicity District	-0.688	***	0.106	-----	-0.013	-0.657	***	0.104	-----	-0.012
Strictness (Absolute Value)	-----		-----	-----	-----	2.608	***	0.399	0.009	-----
Strictness (Absolute Value)*Lenient	-----		-----	-----	-----	-0.813		0.449	-0.003	-----
Constant	-2.548	***	0.242	-----	-----	-2.899	***	0.235	-----	-----
	Base Proportion=0.022					Base Proportion=0.022				

n=15,887; *=p<.05; **=p<.01; ***=p<.001

Table 2. Predicting Campus Juvenile Justice Referral Rate, Border Campuses

	Model 3				Model 4			
	Coef.	SE	σΔ	1Δ	Coef.	SE	σΔ	1Δ
% First Generation Immigrant Students	-0.021	0.017	-0.005	-----	-0.022	0.017	-0.005	-----
% 2nd Generation Immigrant Students	0.010 *	0.004	0.011	-----	0.007	0.004	0.008	-----
% Hispanic Students	0.015	0.010	0.010	-----	0.013	0.009	0.008	-----
% African American Students	0.055	0.041	0.007	-----	0.043	0.044	0.006	-----
% Other Race/Ethnicity students	-0.005	0.069	0.000	-----	-0.023	0.063	-0.002	-----
% Free/Reduced Lunch Students	-0.003	0.008	-0.003	-----	-0.003	0.008	-0.003	-----
Student/Teacher Racial Incongruence	0.010	0.007	0.010	-----	0.010	0.007	0.010	-----
Teacher Diversity	-2.314 ***	0.699	-0.017	-----	-2.234 ***	0.674	-0.017	-----
School Size	-0.000 *	0.000	-0.015	-----	-0.000 *	0.000	-0.012	-----
Student/Teacher Ratio	-0.101 *	0.045	-0.019	-----	-0.082	0.043	-0.015	-----
Junior High School	0.202	0.228	-----	0.005	0.158	0.245	-----	0.004
Junior/Senior High School	1.915 ***	0.324	-----	0.115	1.813 ***	0.304	-----	0.103
Elementary-High School	1.479 ***	0.305	-----	0.067	1.420 ***	0.304	-----	0.062
Elementary-Junior High School	0.406 **	0.130	-----	0.011	0.438 **	0.148	-----	0.012
Suburban District	0.266	0.177	-----	0.007	0.195	0.165	-----	0.005
Rural District	-2.100 ***	0.376	-----	-0.027	-2.107 ***	0.357	-----	-0.027
Other Urbanicity District	-0.671 **	0.231	-----	-0.013	-0.725 ***	0.222	-----	-0.014
Strictness (Absolute Value)	-----	-----	-----	-----	4.716 ***	1.053	0.020	-----
Strictness (Absolute Value)*Lenient	-----	-----	-----	-----	-3.237 **	1.072	-0.014	-----
Constant	-3.138 **	1.039	-----	-----	-3.342 ***	0.991	-----	-----
	Base Proportion=0.025				Base Proportion=0.025			

n=1,890; *=p<.05; **=p<.01; ***=p<.001

Table 3. Predicting Campus Juvenile Justice Referral Rate, on-Border Campuses

	Model 5				Model 6			
	Coef.	SE	σΔ	1Δ	Coef.	SE	σΔ	1Δ
% First Generation Immigrant Students	-0.018 *	0.007	-0.004	-----	-0.019 **	0.007	-0.004	-----
% 2nd Generation Immigrant Students	-0.011 ***	0.003	-0.007	-----	-0.010 ***	0.003	-0.007	-----
% Hispanic Students	0.010 ***	0.003	0.012	-----	0.010 ***	0.003	0.010	-----
% African American Students	0.012 ***	0.002	0.009	-----	0.011 ***	0.002	0.008	-----
% Other Race/Ethnicity students	-0.021 **	0.008	-0.005	-----	-0.021 **	0.007	-0.005	-----
% Free/Reduced Lunch Students	0.008 **	0.003	0.008	-----	0.008 **	0.003	0.008	-----
Student/Teacher Racial Incongruence	0.006 **	0.002	0.006	-----	0.006 ***	0.002	0.006	-----
Teacher Diversity	-0.137	0.262	-0.001	-----	-0.139	0.254	-0.001	-----
School Size	-0.000 ***	0.000	-0.007	-----	-0.000 **	0.000	-0.005	-----
Student/Teacher Ratio	-0.122 ***	0.014	-0.020	-----	-0.114 ***	0.014	-0.019	-----
Junior High School	0.384 ***	0.074	-----	0.010	0.430 ***	-----	0.005	0.011
Junior/Senior High School	1.394 ***	0.139	-----	0.056	1.325 ***	-----	0.014	0.051
Elementary-High School	1.198 ***	0.121	-----	0.041	1.192 ***	-----	0.017	0.040
Elementary-Junior High School	0.280 ***	0.063	-----	0.006	0.329 ***	-----	0.006	0.008
Suburban District	-0.311 ***	0.095	-----	-0.006	-0.310 ***	-----	-0.006	-0.006
Rural District	-2.453 ***	0.125	-----	-0.030	-2.362 ***	-----	-0.043	-0.030
Other Urbanicity District	-0.655 ***	0.115	-----	-0.012	-0.634 ***	-----	-0.011	-0.012
Strictness (Absolute Value)	-----	-----	-----	-----	2.129 ***	-----	0.007	-----
Strictness (Absolute Value)*Lenient	-----	-----	-----	-----	-0.418	-----	-0.001	-----
Constant	-2.642 ***	0.251	-----	-----	-2.943 ***	-----	-----	-----
	Base Proportion=0.022				Base Proportion=0.022			

n=13,997; *=p<.05; **=p<.01; ***=p<.001

Table 1. Campus Drropout Rates

	Statewide						Border				Non-Border			
	Model 1		Model 2		Model 3		Model 4		Model 5		Model 6	
	Coef.	SE	Coef.	SE	Coef.	SE	Coef.	SE	Coef.	SE	Coef.	SE
Border County	-0.202	0.161	-0.166	0.174								
% Students LEP	0.005	0.004	0.007	0.004	0.017 **	0.005	0.022 ***	0.007	0.002	0.005	0.003	0.005
% Hispanic Students	0.010 ***	0.003	0.011 ***	0.003	0.008	0.007	0.008	0.007	0.010 **	0.003	0.011 **	0.004
% African American Students	0.016 ***	0.002	0.015 ***	0.002	0.113 **	0.036	0.113 **	0.036	0.015 ***	0.002	0.015 ***	0.003
% Other Race/Ethnicity students	-0.022 *	0.010	-0.023 *	0.010	-0.194 **	0.069	-0.243 **	0.076	-0.020 *	0.010	-0.020 *	0.010
% Free/Reduced Lunch Students	0.003	0.002	0.004	0.002	-0.007	0.005	-0.008	0.004	0.005 *	0.002	0.005 *	0.002
Student/Teacher Racial Incongruence	0.000	0.002	0.001	0.002	-0.002	0.006	0.001	0.007	0.000	0.002	0.001	0.002
Teacher Diversity	0.268	0.220	0.099	0.244	-0.423	0.666	-0.410	0.771	0.287	0.260	0.123	0.289
School Size	0.000 ***	0.000	-0.001 ***	0.000	0.000 ***	0.000	-0.001 ***	0.000	0.000 ***	0.000	-0.001 ***	0.000
Student/Teacher Ratio	0.028 ***	0.008	0.027 **	0.010	0.011	0.015	0.024	0.017	0.032 ***	0.009	0.030 **	0.011
Junior High School	-		-		-		-		-		-	
Junior/Senior High School	0.239 *	0.117	0.326 **	0.123	0.072	0.350	0.225	0.432	0.257 *	0.124	0.324 *	0.128
Elementary-High School	-0.221 *	0.105	-0.298 **	0.114	0.361	0.255	0.169	0.276	-0.314 **	0.110	-0.373 **	0.120
Elementary-Junior High School	-		-		-		-		-		-	
Suburban District	-0.047	0.080	-0.100	0.088	-0.020	0.163	-0.065	0.202	-0.005	0.089	-0.064	0.096
Rural District	-0.851 ***	0.112	-1.158 ***	0.114	-0.695 *	0.294	-1.084 ***	0.293	-0.839 ***	0.120	-1.131 ***	0.122
Other Urbanicity District	-0.464 ***	0.100	-0.639 ***	0.103	-0.159	0.243	-0.473	0.242	-0.449 ***	0.111	-0.604 ***	0.115
Strictness (Absolute Value)	0.456	0.418			-1.011	0.987			0.532	0.454		
Strictness (Absolute Value)*Lenient	3.522 ***	0.391			4.970 ***	0.958			3.447 ***	0.427		
Constant	-4.821 ***	0.164	-4.355 ***	0.176	-3.796 ***	0.767	-3.398 ***	0.764	-4.943 ***	0.175	-4.480 ***	0.193
	n=9,9495				n=1,076				n=8,419			

*=p<.05; **=p<.01; ***=p<.001

Table 2. Campus Grade Retention Rates

	Statewide				Border				Non-Border			
	Model 7		Model 8		Model 9		Model 10		Model 11		Model 12	
	Coef.	SE	Coef.	SE	Coef.	SE	Coef.	SE	Coef.	SE	Coef.	SE
Border County	-0.180	0.105	-0.177	0.109								
% Students LEP	0.010 ***	0.002	0.011 ***	0.002	0.009 *	0.004	0.013 **	0.005	0.010 ***	0.003	0.010 ***	0.003
% Hispanic Students	0.006 *	0.002	0.006 **	0.002	0.003	0.007	0.004	0.008	0.006 *	0.003	0.007 *	0.003
% African American Students	0.008 ***	0.002	0.009 ***	0.002	0.074 ***	0.020	0.088 ***	0.021	0.008 ***	0.002	0.009 ***	0.002
% Other Race/Ethnicity students	-0.006	0.005	-0.006	0.005	-0.007	0.037	-0.012	0.040	-0.006	0.005	-0.006	0.005
% Free/Reduced Lunch Students	0.006 ***	0.002	0.007 ***	0.002	0.006	0.004	0.006	0.004	0.006 ***	0.002	0.007 ***	0.002
Student/Teacher Racial Incongruence	-0.002	0.001	-0.001	0.001	0.004	0.003	0.006	0.003	-0.002	0.002	-0.002	0.002
Teacher Diversity	0.232	0.168	0.155	0.176	-0.962 *	0.431	-1.181 **	0.433	0.247	0.198	0.179	0.207
School Size	0.000 *	0.000	0.000 ***	0.000	0.000	0.000	0.000 *	0.000	0.000 *	0.000	0.000 ***	0.000
Student/Teacher Ratio	0.010	0.009	0.007	0.009	-0.020	0.018	-0.022	0.019	0.016	0.010	0.012	0.011
Junior High School	-1.539 ***	0.069	-1.630 ***	0.068	-2.170 ***	0.251	-2.281 ***	0.253	-1.473 ***	0.072	-1.557 ***	0.071
Junior/Senior High School	0.199 *	0.080	0.283 ***	0.083	0.202	0.194	0.353 *	0.179	0.182 *	0.086	0.249 **	0.091
Elementary-High School	0.175 *	0.087	0.145	0.091	0.193	0.221	0.122	0.236	0.179	0.094	0.161	0.098
Elementary-Junior High School	-1.707 ***	0.053	-1.798 ***	0.052	-2.104 ***	0.133	-2.248 ***	0.127	-1.642 ***	0.058	-1.721 ***	0.057
Suburban District	-0.225 ***	0.054	-0.232 ***	0.055	-0.237 *	0.111	-0.212	0.115	-0.211 ***	0.061	-0.224 ***	0.063
Rural District	-1.745 ***	0.094	-1.862 ***	0.094	-1.837 ***	0.250	-1.912 ***	0.251	-1.747 ***	0.100	-1.861 ***	0.100
Other Urbanicity District	-0.537 ***	0.068	-0.602 ***	0.068	-0.699 ***	0.146	-0.748 ***	0.142	-0.505 ***	0.075	-0.564 ***	0.075
Strictness (Absolute Value)	2.130 ***	0.301			2.907 ***	0.655			1.975 ***	0.326		
Strictness (Absolute Value)*Lenient	0.658	0.342			-0.338	0.735			0.824 *	0.370		
Constant	-3.352 ***	0.144	-3.044 ***	0.155	-2.608 ***	0.664	-2.402 ***	0.685	-3.440 ***	0.158	-3.137 ***	0.169
	n=15,085				n=1,773				n=13,312			

*=p<.05; **=p<.01; ***=p<.001

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Paper 5: The Impact of school punishment on the children of immigrants' future punishment: Investigating the distinctions of being at the border

Top outlets: Punishment & Society; Journal of Research in Crime and Delinquency; Crime and Delinquency; Journal of School Violence; Youth Violence and Juvenile Justice

Table 1. Predicting Current Year School Discipline

	Border								Non-border							
	Model 1			Model 2			Model 3			Model 4		
	b	SE	OR	b	SE	OR	b	SE	OR	b	SE	OR
First Generation Immigrant	0.112	0.280	1.119	-0.039	0.279	0.962	0.070	0.050	1.072	0.019	0.044	1.019
Second Generation Immigrant	0.044	0.096	1.045	0.041	0.091	1.042	-0.020	0.045	0.980	-0.042	0.040	0.959
First Generation x Hispanic	0.137	0.282	1.147	0.196	0.281	1.217	-0.065	0.052	0.937	-0.030	0.046	0.970
First Generation x African American	-0.848	0.703	0.428	-0.540	0.617	0.583	-0.354 ***	0.079	0.702	-0.294 ***	0.069	0.745
First Generation x Asian American	-0.150	0.514	0.861	0.032	0.492	1.033	-0.193 *	0.077	0.824	-0.126	0.070	0.882
First Generation x Other Race/Ethnicity	-0.903	1.131	0.405	-0.431	1.162	0.650	-0.403 *	0.158	0.668	-0.378 **	0.141	0.685
Second Generation x Hispanic	0.076	0.096	1.079	0.041	0.091	1.041	-0.016	0.045	0.984	-0.003	0.041	0.997
Second Generation x African American	-0.463	0.268	0.629	-0.402	0.231	0.669	-0.489 ***	0.077	0.613	-0.387 ***	0.067	0.679
Second Generation x Asian American	0.097	0.303	1.102	0.027	0.286	1.027	-0.019	0.060	0.981	0.019	0.054	1.019
Second Generation x Other Race/Ethnicity	0.069	0.273	1.071	0.245	0.236	1.278	-0.011	0.082	0.989	-0.049	0.074	0.952
Hispanic	0.022	0.038	1.023	0.018	0.034	1.018	0.289 ***	0.011	1.335	0.218 ***	0.010	1.244
African American	0.376 ***	0.080	1.456	0.254 ***	0.074	1.289	0.754 ***	0.014	2.125	0.532 ***	0.013	1.702
Asian American	-0.255	0.191	0.775	-0.234	0.176	0.791	-0.470 ***	0.031	0.625	-0.469 ***	0.029	0.626
Other Race/Ethnicity	-0.046	0.149	0.955	-0.044	0.138	0.957	0.145 ***	0.020	1.156	0.104 ***	0.018	1.110
Male	0.639 ***	0.014	1.895	0.452 ***	0.013	1.571	0.676 ***	0.006	1.966	0.481 ***	0.005	1.618
Free/Reduced Lunch	0.296 ***	0.023	1.344	0.250 ***	0.021	1.284	0.435 ***	0.008	1.545	0.368 ***	0.007	1.445
Attendance Rate	-0.047 ***	0.002	0.954	-0.017 ***	0.001	0.984	-0.062 ***	0.001	0.940	-0.025 ***	0.001	0.975
Ever Failed TAKS Test	0.383 ***	0.018	1.467	0.314 ***	0.016	1.369	0.462 ***	0.007	1.587	0.373 ***	0.006	1.452
Failed Last TAKS	0.568 ***	0.015	1.765	0.395 ***	0.014	1.484	0.491 ***	0.006	1.634	0.327 ***	0.006	1.387
Vocational Program Involvement	-0.136 ***	0.014	0.873	-0.102 ***	0.013	0.903	-0.060 ***	0.005	0.942	-0.040 ***	0.005	0.961
Gifted/Talented	-0.468 ***	0.027	0.626	-0.400 ***	0.024	0.670	-0.537 ***	0.013	0.584	-0.460 ***	0.012	0.631
Special Education	-0.035	0.069	0.965	-0.049	0.075	0.952	-0.066 **	0.025	0.936	-0.040	0.027	0.961
Intellectual Disability	-1.184 ***	0.148	0.306	-0.997 ***	0.145	0.369	-0.751 ***	0.045	0.472	-0.596 ***	0.042	0.551
Emotional Disturbance	0.526 ***	0.084	1.692	0.352 ***	0.086	1.422	0.756 ***	0.031	2.130	0.438 ***	0.032	1.550
Learning Disability	0.114	0.069	1.121	0.107	0.075	1.113	0.072 **	0.026	1.074	0.046	0.028	1.047
Autism	-1.432 ***	0.185	0.239	-1.120 ***	0.167	0.326	-0.903 ***	0.054	0.405	-0.719 ***	0.048	0.487
Other Disability	-0.185 *	0.078	0.831	-0.172 *	0.081	0.842	0.098 ***	0.028	1.103	0.041	0.030	1.042
Urban	-0.113 **	0.043	0.893	-0.129 ***	0.038	0.879	-0.055 **	0.017	0.946	-0.017	0.016	0.983
Rural	-0.447 ***	0.075	0.640	-0.378 ***	0.080	0.685	-0.410 ***	0.021	0.664	-0.296 ***	0.020	0.744
Number of discipline last year	----	----	----	0.543 ***	0.010	1.721	----	----	----	0.521 ***	0.004	1.684
Constant	2.402 ***	0.193	11.045	-0.647 ***	0.148	0.524	3.648 ***	0.099	36.905	0.059	0.072	0.822
Observations	407,095						2,693,945					

*** p<0.001, ** p<0.01, * p<0.05; Standard Errors Clustered on Campus/Year and Student

Paper 6: The Significance of school discipline on education for English language learners: Investigating border disparities

Top outlets: Urban Education; Education and Urban Society; The Urban Review; Youth & Society; Journal of Youth & Adolescence

Table 1. Predicting Standardized Test Failure

	Border						Non-Border			
	Model 1		Model 2		Model 3		Model 4			
	Coef.	SE	Coef.	SE	Coef.	SE	Coef.	SE		
Hispanic	0.426	*** 0.034	0.409	*** 0.034	0.568	*** 0.009	0.537	***	0.009	
African American	0.661	*** 0.056	0.625	*** 0.056	0.999	*** 0.012	0.905	***	0.012	
Asian American	-0.596	*** 0.138	-0.615	*** 0.140	-0.592	*** 0.020	-0.584	***	0.020	
Other Race/Ethnicity	0.226	* 0.101	0.239	* 0.103	0.139	*** 0.018	0.131	***	0.018	
Limited English Proficiency	1.616	*** 0.319	1.577	*** 0.321	1.473	*** 0.108	1.467	***	0.109	
Latin x Limited English Proficiency	-0.216	0.321	-0.202	0.323	-0.241	* 0.109	-0.251	*	0.110	
African American x Limited English Proficiency	-1.324	* 0.603	-1.334	* 0.589	-0.953	*** 0.217	-0.925	***	0.221	
Asian American x Limited English Proficiency	-0.922	0.573	-0.941	0.611	0.620	*** 0.133	0.623	***	0.135	
Other Race/Ethnicity x Limited English Proficiency	-0.222	0.707	-0.176	0.716	-0.191	0.217	-0.216		0.221	
Male	-0.070	*** 0.009	-0.150	*** 0.009	-0.021	*** 0.004	-0.105	***	0.004	
Free/Reduced Lunch	0.296	*** 0.017	0.271	*** 0.017	0.513	*** 0.007	0.477	***	0.007	
Attendance Rate	-0.055	*** 0.001	-0.042	*** 0.001	-0.056	*** 0.000	-0.042	***	0.000	
Vocational Pprogram Involvement	-0.217	*** 0.014	-0.197	*** 0.013	-0.142	*** 0.005	-0.129	***	0.005	
Gifted Education	-2.326	*** 0.034	-2.291	*** 0.033	-2.418	*** 0.029	-2.381	***	0.029	
Intellectual Disability	3.542	*** 0.260	3.593	*** 0.259	3.116	*** 0.053	3.157	***	0.053	
Emotional Disturbance	1.161	*** 0.062	1.094	*** 0.064	1.446	*** 0.018	1.343	***	0.019	
Learning Disability	1.537	*** 0.036	1.537	*** 0.036	1.580	*** 0.011	1.583	***	0.012	
Autism	1.540	*** 0.107	1.622	*** 0.106	1.549	*** 0.027	1.602	***	0.027	
Other Disability	1.399	*** 0.042	1.413	*** 0.042	1.669	*** 0.014	1.658	***	0.014	
Rural	0.170	** 0.060	0.218	*** 0.060	0.165	*** 0.019	0.183	***	0.019	
Suburban	-0.0439	0.033	-0.0455	0.034	-0.227	*** 0.016	-0.252	***	0.016	
Other urbanicity	0.238	*** 0.040	0.225	*** 0.040	0.106	*** 0.017	0.090	***	0.017	
Discipline Count			0.154	*** 0.005			0.128	***	0.002	
Constant	4.060	*** 0.132	2.806	*** 0.123	3.861	*** 0.047	2.474	***	0.044	
Observations	327,051				2,147,820					

*** p<0.001, ** p<0.01, * p<0.05; Standard Errors Clustered on Campus/Year

Paper 7: On the border: How variable is school strictness across border campuses?
Top outlets: Sociology of Education; Urban Education; Education and Urban Society; Journal of School Violence; Youth & Society

Table 1. Predicting School Discipline in the School Year

	Coef.		SE
Hispanic	0.193	***	0.010
African American	0.634	***	0.012
Asian	-0.466	***	0.029
Other Race	0.212	***	0.018
Immigrant	0.059		0.044
Second Generation Immigrant	0.010		0.037
Immigrant*Hispanic	0.008		0.046
Immigrant*African American	-0.306	***	0.071
Immigrant*Asian	-0.144	*	0.069
Immigrant*Other Race	-0.376	**	0.140
Second Generation Immigrant*Hispanic	-0.032		0.038
Second Generation Immigrant*African American	-0.430	***	0.066
Second Generation Immigrant*Asian	0.013		0.052
Second Generation Immigrant*Other Race	-0.042		0.070
Male	0.489	***	0.005
Free/Reduced Lunch	0.322	***	0.006
Attendance Rate	-0.049	***	0.001
Failed Last TAKS	0.447	***	0.005
Voced Student	0.072	***	0.005
Gifted Student	-0.575	***	0.010
Intelectual Disability	-0.499	***	0.032
Emotional Disturbance	0.343	***	0.018
Learning Disability	0.045	***	0.007
Autism	-0.612	***	0.039
Other Disability	0.022		0.013
Rural Urbanicity	-0.196	***	0.027
Suburban Urbanicity	0.059	***	0.016
Other Urbanicity	0.114	***	0.019
8th Grade	-0.057	***	0.011
9th Grade	-0.313	***	0.021
10th Grade	-0.494	***	0.019
11th Grade	-0.768	***	0.020
12th Grade	-0.964	***	0.021
Title I individual	0.034		0.042
Title I School	0.045	**	0.014
Retained in Grade Last Year	-0.146	***	0.016
School Size	0.000	***	0.000
Student/Teacher Ratio	-0.030	***	0.003
Attendance Rate Last Year	0.009	***	0.001
Past TJJD encounter	0.409	***	0.011
Number of discipline events last year	0.504	***	0.003
Constant	2.037	***	0.084

*** p<0.001, ** p<0.01, * p<0.05; n=3,070,596

Standard Errors Clustered on Campus/Year and Individual

Paper 8: Strictly safe: The Role of school strictness and campus safety

Top outlets: Social Problems; Punishment & Society; Journal of Research in Crime and Delinquency; Crime and Delinquency; Journal of School Violence; Youth Violence and Juvenile Justice

Table 1. Predicting Campus Rate of Serious Disciplinary Actions

	Statewide						Border				Non-Border			
	Model 1		Model 2		Model 3		Model 4		Model 5		Model 6			
	Coef.	SE	Coef.	SE	Coef.	SE	Coef.	SE	Coef.	SE	Coef.	SE		
Border County	-0.574	0.311	-0.796 **	0.307	...	...	...	...	...	...	...	...		
% First Generation Immigrant Students	-0.007	0.016	-0.007	0.016	0.077	0.050	0.064	0.047	0.004	0.017	0.006	0.017		
% 2nd Generation Immigrant Students	-0.020 **	0.006	-0.020 **	0.006	0.023	0.012	0.022 *	0.011	-0.038 ***	0.007	-0.039 ***	0.007		
% Hispanic Students	0.005	0.006	0.009	0.006	-0.002	0.026	0.001	0.025	0.011	0.007	0.016 *	0.007		
% African American Students	0.040 ***	0.007	0.035 ***	0.007	0.545 ***	0.108	0.557 ***	0.096	0.041 ***	0.007	0.037 ***	0.007		
% Other Race/Ethnicity students	-0.036 **	0.012	-0.029 *	0.012	-0.285 **	0.094	-0.248 *	0.103	-0.027 *	0.013	-0.019	0.012		
% Free/Reduced Lunch Students	0.059 ***	0.004	0.057 ***	0.004	0.025	0.013	0.025	0.013	0.062 ***	0.004	0.059 ***	0.004		
Student/Teacher Racial Incongruence	-0.012 **	0.004	-0.014 ***	0.004	-0.004	0.012	-0.002	0.012	-0.011 *	0.005	-0.013 **	0.005		
Teacher Diversity	1.047 *	0.496	0.538	0.489	-0.478	1.632	-1.223	1.573	1.062	0.619	0.521	0.611		
School Size	0.001 ***	0.000	0.001 ***	0.000	0.001 ***	0.000	0.001 ***	0.000	0.001 ***	0.000	0.001 ***	0.000		
Student/Teacher Ratio	-0.201 ***	0.024	-0.195 ***	0.024	-0.378 ***	0.080	-0.313 ***	0.071	-0.169 ***	0.025	-0.172 ***	0.025		
Junior High School	2.107 ***	0.205	1.798 ***	0.205	2.007 **	0.706	1.317	0.778	2.117 ***	0.214	1.843 ***	0.212		
Junior/Senior High School	1.164 ***	0.253	1.230 ***	0.249	1.030	1.076	1.097	0.937	1.165 ***	0.258	1.254 ***	0.255		
Elementary-High School	0.236	0.257	0.283	0.266	0.268	1.044	-0.134	0.909	0.238	0.259	0.324	0.273		
Elementary-Junior High School	1.869 ***	0.137	1.740 ***	0.134	2.114 ***	0.390	1.758 ***	0.377	1.761 ***	0.145	1.660 ***	0.141		
Suburban District	-1.169 ***	0.160	-1.258 ***	0.160	-0.913 *	0.389	-1.120 **	0.370	-1.033 ***	0.173	-1.104 ***	0.173		
Rural District	-2.802 ***	0.252	-3.269 ***	0.251	-3.176 ***	0.942	-3.903 ***	0.836	-2.623 ***	0.260	-3.074 ***	0.260		
Other Urbanicity District	-1.624 ***	0.197	-1.798 ***	0.195	-1.860 **	0.579	-2.417 ***	0.587	-1.415 ***	0.207	-1.555 ***	0.206		
Strictness (Absolute Value)	...	...	10.709 ***	1.120	...	...	19.370 ***	3.376	...	...	9.216 ***	1.146		
Strictness (Absolute Value)*Lenient	...	...	-17.185 ***	1.223	...	...	-24.324 ***	3.725	...	...	-16.340 ***	1.246		
Constant	3.329 ***	0.414	3.749 ***	0.411	5.875 *	2.315	5.120 *	2.127	2.665 ***	0.419	3.187 ***	0.423		
Observations	13,139				1,573				11,566					

*** p<0.001, ** p<0.01, * p<0.05; Standard Errors Clustered on Campus

Paper 9: Down the pipeline: Predicting school discipline encounters and subsequent juvenile justice outcomes at each stage of the process

Top outlets: Social Problems; Punishment & Society; Journal of Research in Crime and Delinquency; Crime and Delinquency; Youth Violence and Juvenile Justice; Sociological Spectrum; Sociology of Race and Ethnicity

Table 1. Predicting Number of Discretionary and Mandorty Discipline Events and Juvenile Justice Encounters per Year

	Discretionary Model 1		Mandatory Model 2		Juvenile Justice Model 3	
	Coef.	SE	Coef.	SE	Coef.	SE
First Generation Immigrant	-0.075 ***	0.012	-0.197 ***	0.027	-0.272 ***	0.034
Second Generation Immigrant	-0.085 ***	0.008	-0.216 ***	0.016	-0.536 ***	0.052
Hispanic	0.268 ***	0.009	0.192 ***	0.018	0.110 ***	0.031
African American	0.584 ***	0.011	-0.009	0.022	0.222 ***	0.029
Other Race	0.089 ***	0.024	0.051	0.066	0.159 **	0.055
Male	0.543 ***	0.005	0.795 ***	0.014	0.640 ***	0.018
Border County	-0.270 ***	0.024	0.031	0.029	-0.219 *	0.110
Suburban	-0.007	0.016	-0.240 ***	0.022	-0.284 ***	0.067
Rural	-0.426 ***	0.033	-0.831 ***	0.085	-0.384 ***	0.068
Other County Urbanicity	0.004	0.018	-0.468 ***	0.029	-0.308 ***	0.050
Number of Discretionary Discipline Events Last Year	0.308 ***	0.002	0.126 ***	0.002	0.192 ***	0.005
Number of Mandatory Discipline Events Last Year	0.302 ***	0.011	1.445 ***	0.017	1.043 ***	0.030
Years Behind Schedule in School	0.130 ***	0.005	0.007	0.010	0.145 ***	0.014
Ever Failed TAKS Test	0.421 ***	0.006	0.189 ***	0.019	0.293 ***	0.018
Failed Last TAKS	0.142 ***	0.006	0.078 ***	0.013	0.187 ***	0.016
September 1 Age	0.004	0.003	0.266 ***	0.004	0.202 ***	0.019
Attendance Rate Last Year	-0.039 ***	0.001	-0.028 ***	0.001	-0.066 ***	0.002
Free/Reduced Price Lunch	0.383 ***	0.006	0.180 ***	0.014	0.387 ***	0.017
At-Risk for Dropping Out	0.281 ***	0.006	0.786 ***	0.019	0.523 ***	0.022
Constant	1.546 ***	0.066	-6.728 ***	0.094	-1.581 ***	0.236
Dispersion	2.929 ***	0.018	2.752 ***	0.070	6.428 ***	0.310

n= 3,663,590; *** p<0.001, ** p<0.01, * p<0.05; Standard Errors Clustered on Campus/Year and individual

Table 2. Predicting Juvenile Justice Case Outcomes

	Referred to Pros.		Prosecuted		Case Outcome	
	Coef.	SE	Coef.	SE	Coef.	SE
First Generation Immigrant	-0.077 **	0.028	-0.073	0.039	0.087 *	0.036
Second Generation Immigrant	-0.168 **	0.057	-0.096	0.085	0.043	0.072
Hispanic	-0.029	0.027	0.088 *	0.037	0.124 ***	0.037
African American	0.038	0.029	-0.007	0.040	-0.074	0.038
Other Race	-0.124	0.096	0.097	0.134	0.114	0.143
Male	0.239 ***	0.021	0.288 ***	0.030	-0.040	0.030
Border County	-0.123	0.106	0.091	0.135	-0.350 **	0.114
Suburban	0.992 ***	0.277	0.237	0.265	0.076	0.175
Rural	1.652 ***	0.269	-0.054	0.240	-0.582 *	0.238
Other County Urbanicity	1.152 ***	0.248	0.093	0.220	0.231	0.146
# of Discretionary Discipline Events Last Year	0.011 ***	0.002	0.020 ***	0.002	0.007 ***	0.002
# of Mandatory Discipline Events Last Year	0.143 ***	0.022	0.128 ***	0.031	-0.007	0.026
Years Behind Schedule in School	0.121 ***	0.015	0.071 ***	0.020	0.019	0.019
Ever Failed TAKS Test	0.046	0.031	0.020	0.043	0.058	0.044
Failed Last TAKS	0.060 **	0.023	0.036	0.032	0.012	0.032
September 1 Age	-0.096 ***	0.007	0.012	0.009	-0.041 ***	0.010
Attendance Rate Last Year	-0.012 ***	0.001	-0.008 ***	0.001	0.003 **	0.001
Free/Reduced Price Lunch	0.036	0.022	0.088 **	0.030	-0.003	0.030
At-Risk for Dropping Out	0.136 ***	0.026	0.163 ***	0.036	0.022	0.037
Occurred During Probation	0.807 ***	0.027	0.612 ***	0.035	-0.221 ***	0.032
Occurred During Placement in JJ Program	0.271 ***	0.041	-0.280 ***	0.058	0.107 *	0.052
Misd C	-0.271 ***	0.068	-0.260	0.134	-0.035	0.167
Misd *	2.267 ***	0.042	1.343 ***	0.082	1.448 ***	0.090
Misd B	2.848 ***	0.042	0.324 ***	0.077	0.704 ***	0.088
Misd A	4.119 ***	0.045	0.703 ***	0.075	0.811 ***	0.086
Felony *	5.545 ***	0.167	1.413 ***	0.191	1.385 ***	0.172
State Jail Felony	5.710 ***	0.058	1.038 ***	0.079	1.191 ***	0.091
3rd Degree Felony	5.858 ***	0.070	1.076 ***	0.085	1.199 ***	0.096
2nd Degree Felony	6.539 ***	0.070	1.437 ***	0.083	1.336 ***	0.092
1st Degree Felony	7.144 ***	0.122	1.799 ***	0.104	1.645 ***	0.109
# of Priors: Children in Need of Supervision	0.140 ***	0.015	0.202 ***	0.021	0.013	0.017
# of Priors: Misdemeanor C	-0.015	0.028	-0.039	0.038	0.024	0.034
# of Priors: Misdemeanor *	-0.074 ***	0.009	-0.005	0.014	0.096 ***	0.013
# of Priors: Misdemeanor B	0.149 ***	0.015	0.204 ***	0.020	-0.023	0.016
# of Priors: Misdemeanor A	0.260 ***	0.014	0.111 ***	0.018	0.010	0.016
# of Priors: Felony *	0.170	0.139	0.020	0.206	0.000	0.160
# of Priors: State Jail Felony	0.317 ***	0.024	0.104 ***	0.030	0.089 ***	0.027
# of Priors: 3rd Degree Felony	0.257 ***	0.033	-0.030	0.040	0.093 *	0.036
# of Priors: 2nd Degree Felony	0.334 ***	0.028	0.087 *	0.036	0.226 ***	0.031
# of Priors: 1st Degree Felony	0.624 ***	0.057	0.169 *	0.069	0.142 *	0.060
Lives: In Blended Family	0.106 **	0.038	0.109 *	0.052	0.005	0.053
Lives: In Single Parent Family	-0.025	0.025	0.051	0.035	0.056	0.034
Lives: In Other Family Members	0.119 **	0.042	0.193 ***	0.056	-0.005	0.054
Lives: In Social Services	0.702 ***	0.071	0.070	0.099	0.093	0.084
Lives: On Own	0.717 *	0.306	0.467	0.407	0.485	0.429
Lives: Other/Unknown	0.059	0.036	0.005	0.046	-0.009	0.049
Constant	-2.761 ***	0.275	-0.204	0.289	…	…
Deferred Adjudication Cutoff	…	…	…	…	-1.128	0.237
Probation Cutoff	…	…	…	…	4.400	0.239
Secure Confinement Cutoff	…	…	…	…	4.444	0.239
Observations	120,282		65,659		49,760	

*** p<0.001, ** p<0.01, * p<0.05

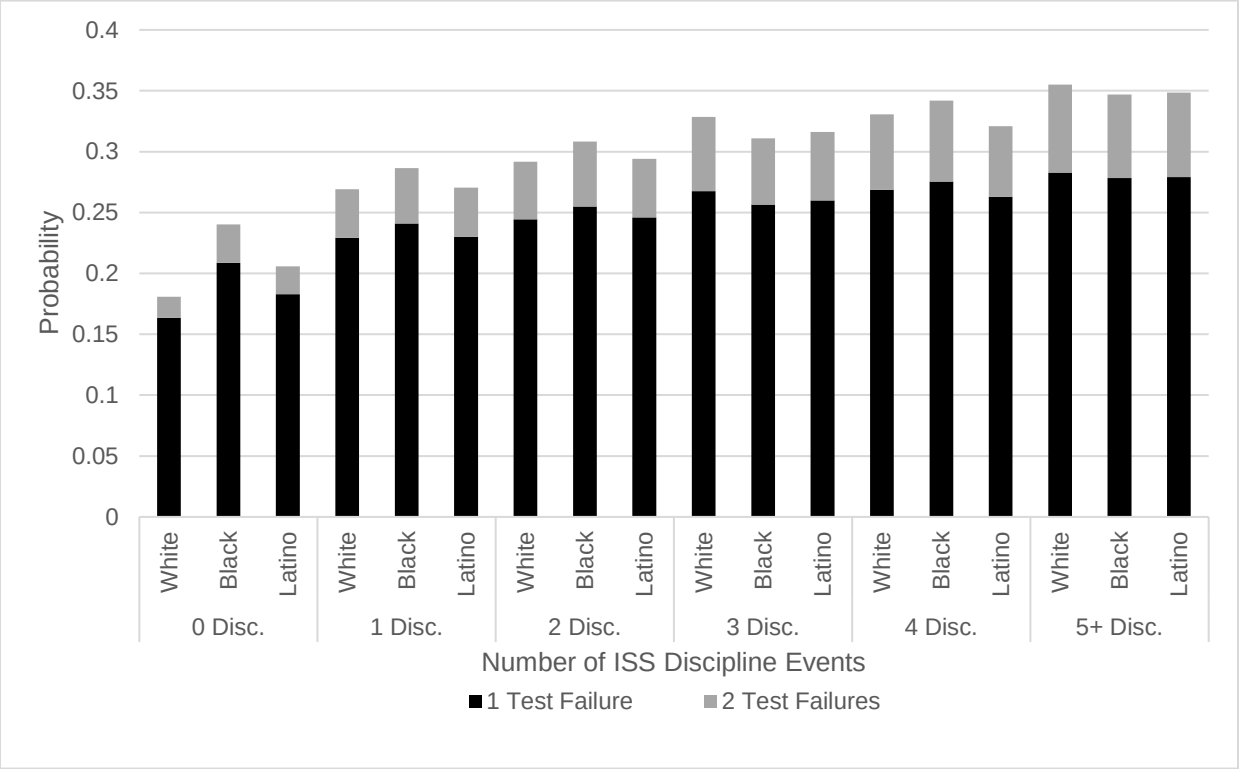
Paper 10: Smith, D. Ortiz, N.A., Blake, J.J., Unni, A., Marchbanks, M.P., & Peguero, A.A. (2021). "Tipping point: Effect of the number of in-school suspensions on academic failure." *Contemporary School Psychology*, 25: 466-47.

Table 1. Predictors of Standardized Test Failure

	Coefficient	Sig.	Standard Error	% Effect of 1 Unit Change
African American	0.320	***	0.013	37.749
Latino	0.144	***	0.011	15.466
1 ISS	0.452	***	0.021	57.13
2 ISS	0.548	***	0.033	72.96
3 ISS	0.691	***	0.047	99.65
4 ISS	0.699	***	0.066	101.24
5 ISS	0.787	***	0.056	119.77
1 ISS*African American	-0.246	***	0.030	-21.80
2 ISS*African American	-0.254	***	0.047	-22.45
3 ISS*African American	-0.388	***	0.067	-32.15
4 ISS*African American	-0.279	**	0.092	-24.36
5 ISS*African American	-0.349	***	0.078	-29.43
1 ISS*Latino	-0.138	***	0.024	-12.86
2 ISS*Latino	-0.134	***	0.039	-12.57
3 ISS*Latino	-0.190	***	0.055	-17.33
4 ISS*Latino	-0.180	*	0.076	-16.49
5 ISS*Latino	-0.167	**	0.064	-15.37
Female	-0.089	***	0.007	-8.50
Free/Reduced Lunch	0.177	***	0.008	19.38
Test Failure History	2.293	***	0.012	890.04
Test Year: 2004	-0.179	***	0.007	-16.37
Title I School	0.062	***	0.015	6.40
Constant	-3.268	***	0.018	…..
Campus Variance	0.128		0.007	…..

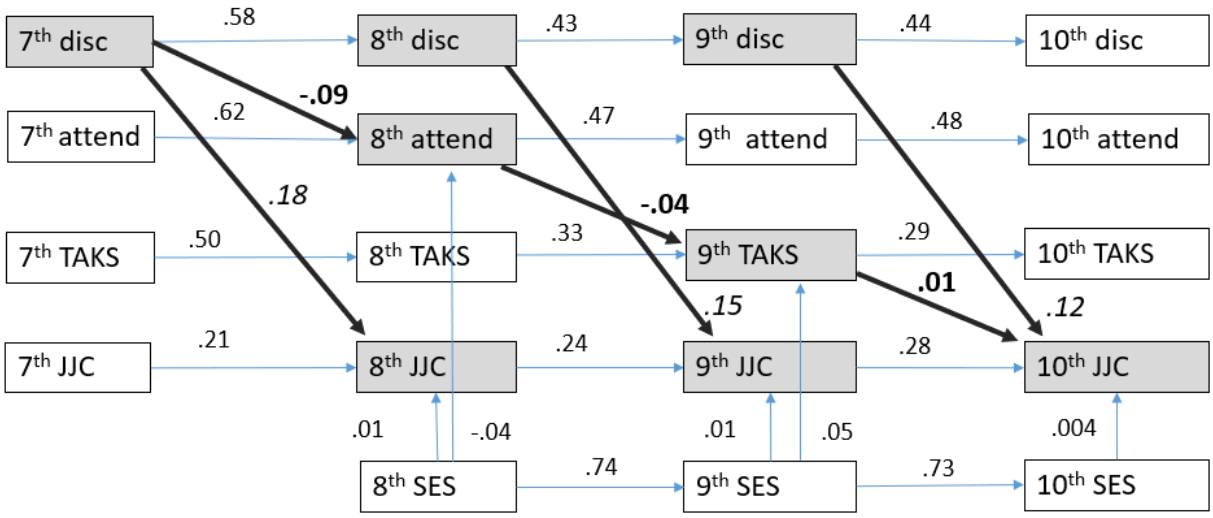
Notes. N = 360,826. * p<.05, ** p<.01, *** p<.001. Sig = Significance. ISS = In-School Suspension.

Figure 1. Relationship between race, suspensions and probability of standardized test failure.



Paper 11: An Empirical Test of the School to Prison Pipeline
Top outlets: School Psychology Review; Contemporary School Psychology; Youth Violence and Juvenile Justice; Journal of Research in Crime and Delinquency; Crime and Delinquency

Figure 1. Grouped Cross-lagged model of juvenile justice contact (JJC) with standardized path coefficients constrained to be equal across groups (race/ethnicities).



Note: TAKS = failure in the Texas Assessment of Knowledge and Skills; disc = discipline; attend = attendance; SES = free/reduced price lunch status. The major variables are colored yellow. The path coefficients on the main diagonal (from 7th grade discipline to 10th grade JJC) are in bold. The path coefficients from discipline to JJC are in italic.

Table 1. Predictors of Final Course Grade

	Coef.		Std. Err.
Student/teacher racial congruence	-0.010	***	0.000
Teachers of Same Race/Ethnicity	0.620	***	0.018
First Generation Immigrant	-0.942	***	0.037
First-Generation Immigrant*Teacher of Same Race	0.414	***	0.070
Second-Generation Immigrant	-0.732	***	0.021
Second-Generation Immigrant*Teacher of Same Race	0.359	***	0.034
At-Risk for Dropout	-2.311	***	0.016
Hispanic	0.025		0.021
White	0.696	***	0.024
Male	-2.315	***	0.012
12th Grade	0.962	***	0.013
Retained in Grade Last Year	-2.194	***	0.068
Received Free/Reduced Lunch	-0.233	***	0.015
Gifted Student	1.760	***	0.020
Attendance Rate	0.412	***	0.001
Ever Failed TAKS	-2.007	***	0.016
Failed Last TAKS	-1.683	***	0.018
Number of Discipline Encounters	-0.825	***	0.004
Border School	-0.131	***	0.024
Suburban District	-0.172	***	0.014
Rural District	1.863	***	0.070
Other Urbanicity	0.530	***	0.020
Number of Students in Class	-0.101	***	0.001
Teacher has Master's Degree	-0.887	***	0.013
Teacher has PhD	-2.602	***	0.051
Teacher Experience	0.021	***	0.001
Constant	51.393	***	0.102

n = 2,732,458; *=p<.05; **=p<.01; ***=p<.001

Table 2. Predictors of Discipline Involvement

	Coef.		Std. Err.
Student/teacher racial congruence	0.003	***	0.000
% Teachers of Same Race/Ethnicity	0.000	*	0.000
First Generation Immigrant	-0.081	***	0.023
First-Generation Immigrant*% Teachers of Same Race	0.002	***	0.001
Second-Generation Immigrant	-0.030	*	0.013
Second-Generation Immigrant*% Teachers of Same Race	0.000		0.000
At-Risk for Dropout	0.480	***	0.008
Hispanic	-0.576	***	0.010
White	-0.730	***	0.016
Male	0.766	***	0.007
12th Grade	-0.268	***	0.007
Retained in Grade Last Year	-0.324	***	0.019
Received Free/Reduced Lunch	0.183	***	0.008
Gifted Student	-0.396	***	0.016
Attendance Rate	-0.045	***	0.000
Ever Failed TAKS	0.332	***	0.009
Failed Last TAKS	0.118	***	0.008
Border School	-0.237	***	0.016
Suburban District	0.191	***	0.008
Rural District	-0.124	***	0.020
Other Urbanicity	0.224	***	0.010
Constant	2.187	***	0.039

n = 682,576; *=p<.05; **=p<.01; ***=p<.001

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