Criminalized school discipline and increased methods of surveillance and detection have the criminal justice system more actively engaged in student life. The distribution of odds ratios for the Black/White referral and arrest ratios show that most values were above 1.0, indicating disproportionality. What is the distribution of race in terms of referrals and arrests? Homer & Fisher (2020) used the entire data set of all U.S. schools, likely introducing bias into their results. By contrast, Homer & Fisher (2020) utilized the same dataset but did not restrict the analytic sample to schools that have sufficient students of each racial group and non-zero arrest rates to determine disproportionality in student arrest rates. Latinx/White arrest disproportionality.

### Results

1. **Which U.S. schools have demographics and referral and arrest rates in which it is appropriate to study racial disproportionality in these rates?**

   - Out of approximately 96,000 schools nationwide, only 2,451 met the criteria for studying Black/White referral disproportionality, 954 for Black/White arrest disproportionality, 2651 for Latino/White referral disproportionality, and 921 for Latino/White arrest disproportionality.

2. **What is the distribution of race-specific referral and arrest odds ratios in schools?**

   - The vast majority of schools have racial odds ratios above 1.0, indicating that in schools appropriate for this study, Black and Latinx students have a higher risk than White students of coming in contact with the criminal justice system.

3. **Which school characteristics predict higher referral and arrest odds ratios in schools?**

   - Black/White referral and arrest rates. This was largely due to the requirement for at least one referral or arrest for each arrest group. Homer and Fisher (2020) find that police presence is associated with higher arrest rates for Black students.

### Discussion

- This exploratory study of CRDC data revealed that only about 2% of schools nationally are appropriate to investigate racial disproportionality in student referral and arrest rates. This was largely due to the requirement for at least one referral or arrest for each arrest group. Otherwise, ratios cannot be calculated when there is a 0 in the denominator. These schools differ markedly from the full population of U.S. schools; some of these data—they are more likely to be high schools, have a police officer present, and have a higher percentage of nonwhite students. Police presence was associated with higher referral and arrest rates for Black students.

   - By contrast, Homer & Fisher (2020) used the entire data set of all U.S. schools, likely introducing bias into their results. The distribution of odds ratios for the Black/White referral and arrest ratios show that most values were above 1.0, indicating an overall high level of racial disproportionality. Further, 15-20% of these Black/White odds ratios had extreme values above 5.0. These outliers deserve further investigation.

   - In general, racial disproportionality for referrals was higher for both Black and Latinx students than for White students. This is consistent with findings on the disproportional placement of non-White students into special education (Hibel, Farkas, & Morgan, 2010).

### Literature Cited


- Grace (Ha Eun) Kim, Dr. George Farkas University of California, Irvine

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**Introduction**

- Criminalized school discipline and increased methods of surveillance and detection have the criminal justice system more actively engaged in student life. The distribution of odds ratios for the Black/White referral and arrest ratios show that most values were above 1.0, indicating disproportionality. What is the distribution of race in terms of referrals and arrests? Homer & Fisher (2020) used the entire data set of all U.S. schools, likely introducing bias into their results. By contrast, Homer & Fisher (2020) utilized the same dataset but did not restrict the analytic sample to schools that have sufficient students of each racial group and non-zero arrest rates to determine disproportionality in student arrest rates. Latinx/White arrest disproportionality.

**Goals**

This is an exploratory study to use the CRDC to investigate which schools disproportionately refer or arrest non-white students. Homer & Fisher (2020) utilized the same dataset but did not restrict the analytic sample to schools that have sufficient students of each racial group and non-zero arrest rates to determine disproportionality in student enrollment. This post-estimators on preliminary results using CRDC to address the following research questions:

### Research Questions

1. Which U.S. schools have demographics and referral and arrest rates in which it is appropriate to study racial disproportionality in these rates?

2. What is the distribution of race-specific referral and arrest odds ratios in schools?

3. Which school characteristics significantly predict higher referral and arrest odds ratios in schools?

### Methods

- **2013-2014 school year data from Civil Rights Data Collection (CRDC) and the Common Core of Data (CCD)**
- Not all schools can be reached with surveys that racially disproportionate criminal justice referral and arrest rates. There are two important considerations for such research.

#### 1. If schools do not have enough students of different racial backgrounds, they cannot be used as venues to study racially disproportionate referral and arrest rates.

#### 2. There can be no calculation of Black or Latinx to White rate ratios unless these numbers are greater than zero.

- **Referral or Arrest Rate:** # of referrals or arrest events in student race group/# of students in race group.

- **Traditionally, studies of racial disproportionality have focused on the odds ratio which is the occurrence rate for the racial minority group divided by the occurrence rate for Whites.**

- **Black/White Referral Odds Ratio: Black referral rate/White referral rate**

- **Black/White Arrest Odds Ratio: Black arrest rate/White arrest rate**

- **Same principle for Lat/Hispanic Odds Ratio**

- **Four analytical samples: Black & White Referral Rates, Latinx & White Referral Rates, Black & White Arrest Rates, Latinx & White Arrest Rates**

- **Multivariate linear regressions to predict race-specific referral and arrest rates and race-specific odd ratios**

- **Predictor variables: police presence in school, percentage of students qualifying for free or reduced-price lunch, school level (primary, middle, high), racial composition of school, number of students enrolled, geographic location of school (city, suburb, town, rural)