



SAFE AND SUCCESSFUL KIDS INTERLOCAL



Safe and Successful Kids Interlocal

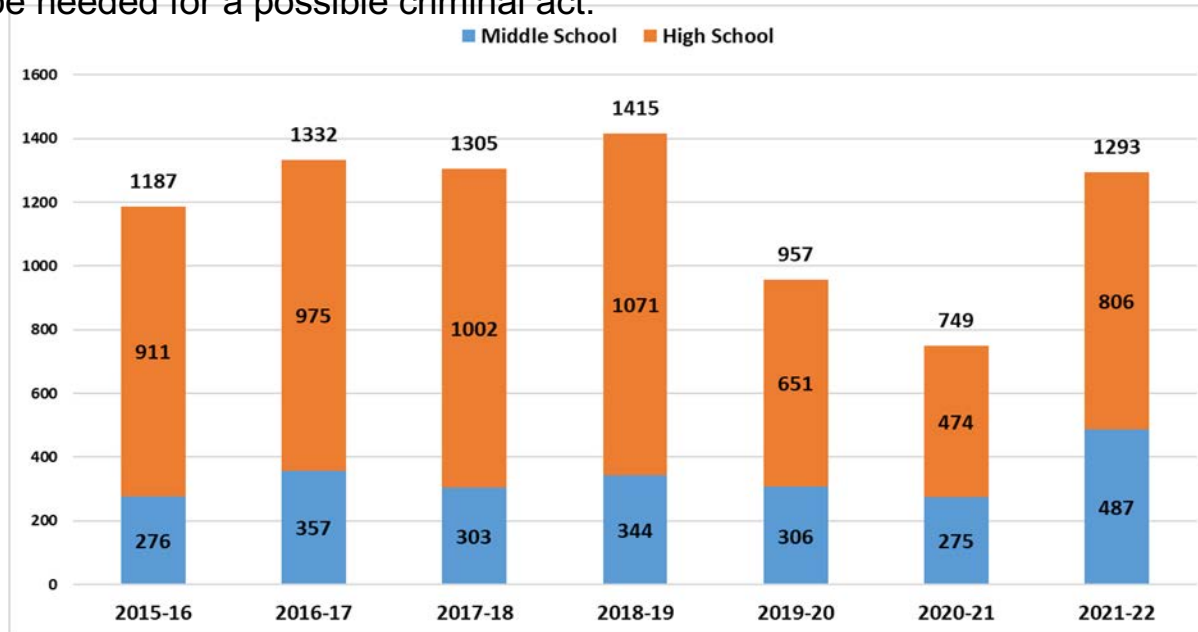
School Resource Officer Annual Program Review for 2021-2022

November 3, 2022

Lincoln Police Department Data

Calls for Service

- From 2015/16 to 2018/19, LPD responded to an average of 1,310 CFS annually (school calendar year) at LPS middle and high schools. In 2021-22, LPD responded to 1,293 CFS at LPS middle and high schools.
- CFS is defined as when there is a need for an official report by an SRO as documentation may be needed for a possible criminal act.

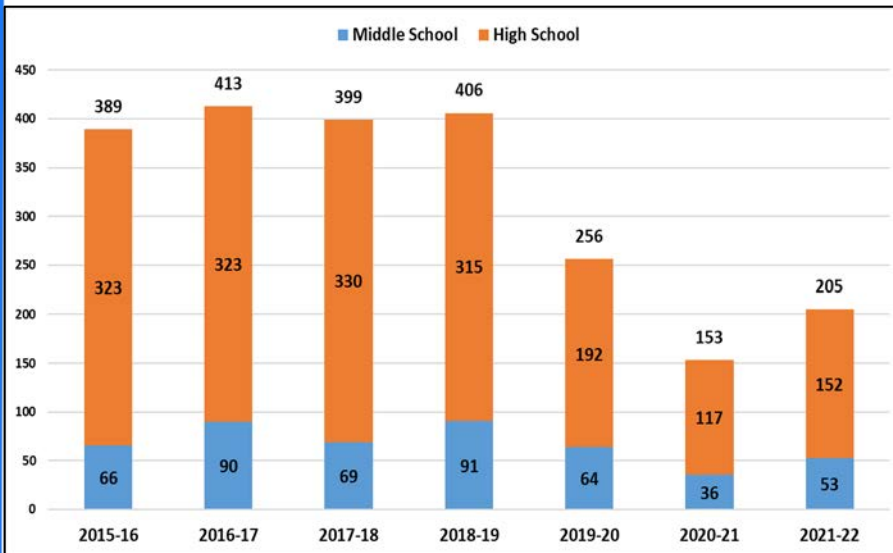


COVID factor: 2019/20 and 2020/21 CFS were down

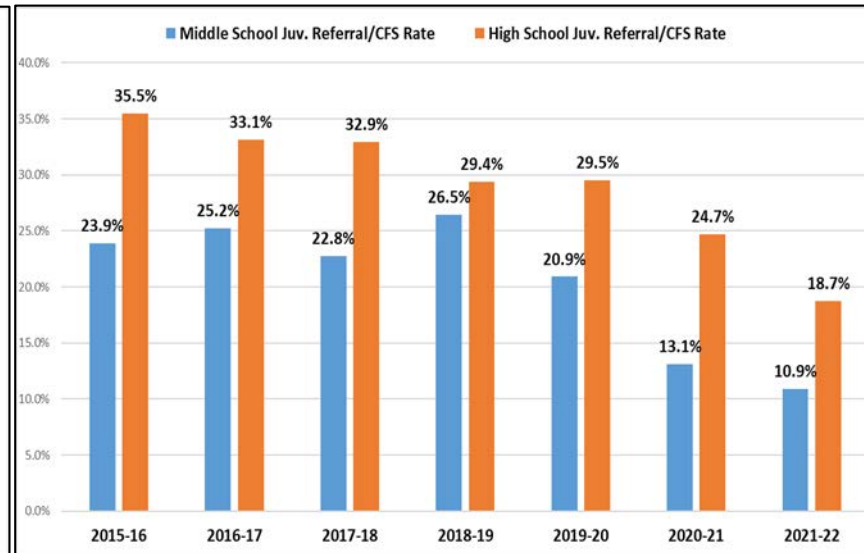
Calls for Service & Referrals

- Left: LPD issued 205 juvenile referrals at LPS middle and high schools in 2021/22 compared to the 4-year average of 406.
- Right: 15.8% of CFS resulted in a referral in 2021/22, compared to the 4-year average of 30.8%.
 - A referral is when an SRO believes a juvenile is responsible for a criminal act and the juvenile is referred to the County Attorney.

LEFT: CFS that result in a Referral



RIGHT: Referrals - % of CFS



Who initiates CFS?

- In 2021/22, SROs initiated approximately 6.6% of CFS occurring at LPS middle and high schools

Middle and High School: 2015/16 to 2018/19 (avg)

- Students (21.9%)
- Teachers/staff (29.7%)
- Administrators (15.4%)
- Parents (11.9%)
- **SROs (6.9%)**
- Other (4.9%)
- Unknown (9.3%)

Middle and High School: 2021/22

- Students (14.1%)
- Teachers/staff (31.7%)
- Administrators (13.8%)
- Parents (18.3%)
- **SROs (6.6%)**
- Other (6.4%)
- Unknown (9.1%)

When teachers/staff members are initiating CFS at LPS middle and high schools (including those CFS that result in a juvenile referral), school administrators are being notified 99.7% of the time. These results are consistent with all the data.

- 4 incidents when an administrator was not notified or unknown in 2021/22. These are examples in which the reports are not clear - it is very possible an administrator was notified but the data is not clear.

Key Takeaway (Who initiates CFS with Referral):

- In 2021/22, SROs initiated approximately 2.9% of CFS occurring at LPS middle and high schools resulting in a juvenile referral.

Middle and High School: 2015/16 to 2018/19 (avg)

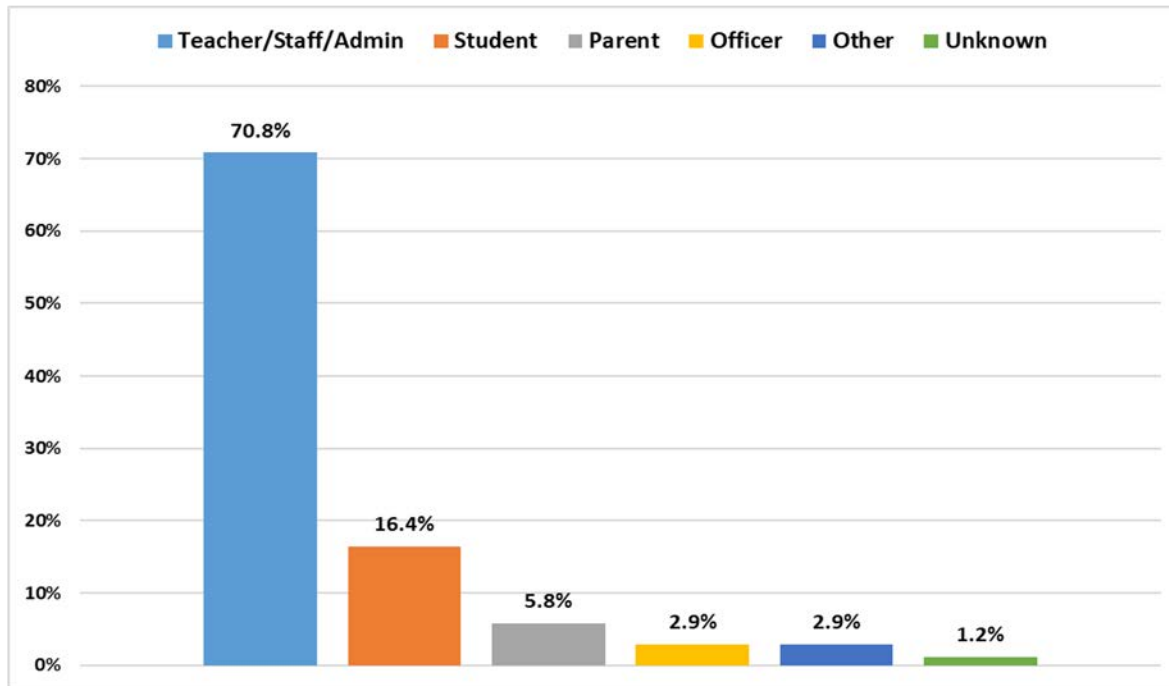
- Students (18.6%)
- Teachers/staff (39.5%)
- Administrators (30.9%)
- Parents (3.7%)
- **SROs (4.2 %)**
- Other (1.1%)
- Unknown (2.1%)

Middle and High School: 2021/22

- Students (17.1%)
- Teachers/staff (38%)
- Administrators (32.7%)
- Parents (4.9%)
- **SROs (2.9%)**
- Other (3.4%)
- Unknown (1%)

Types of Incidents

- 2021/22: Simple assaults, narcotics, disturbances, vandalism, traffic, trespassing and larceny make up 83% of the incidents that result in a juvenile referral.



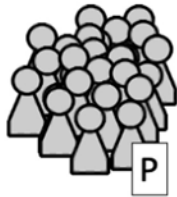


Teachers/staff initiated the largest percentage of these seven types of incidents, followed by Administration and then Students.

Disparity Defined

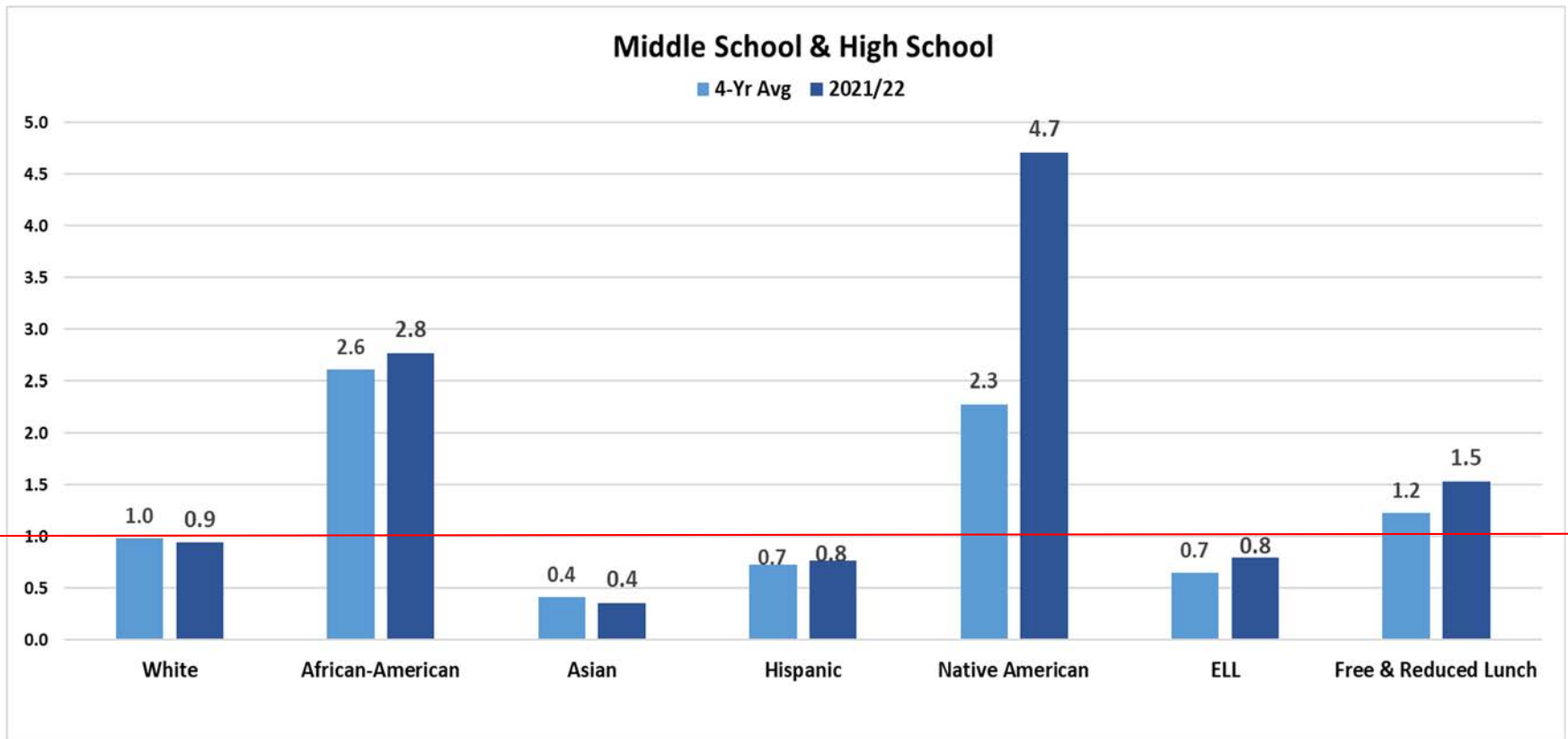
- Disparity index = a measure of over or underrepresentation in a particular category
- A disparity index **over** 1.0 = overrepresentation
- A disparity index **under** 1.0 = underrepresentation
- **A disparity index of 1.0 = equitable representation**

Disparity Index Example

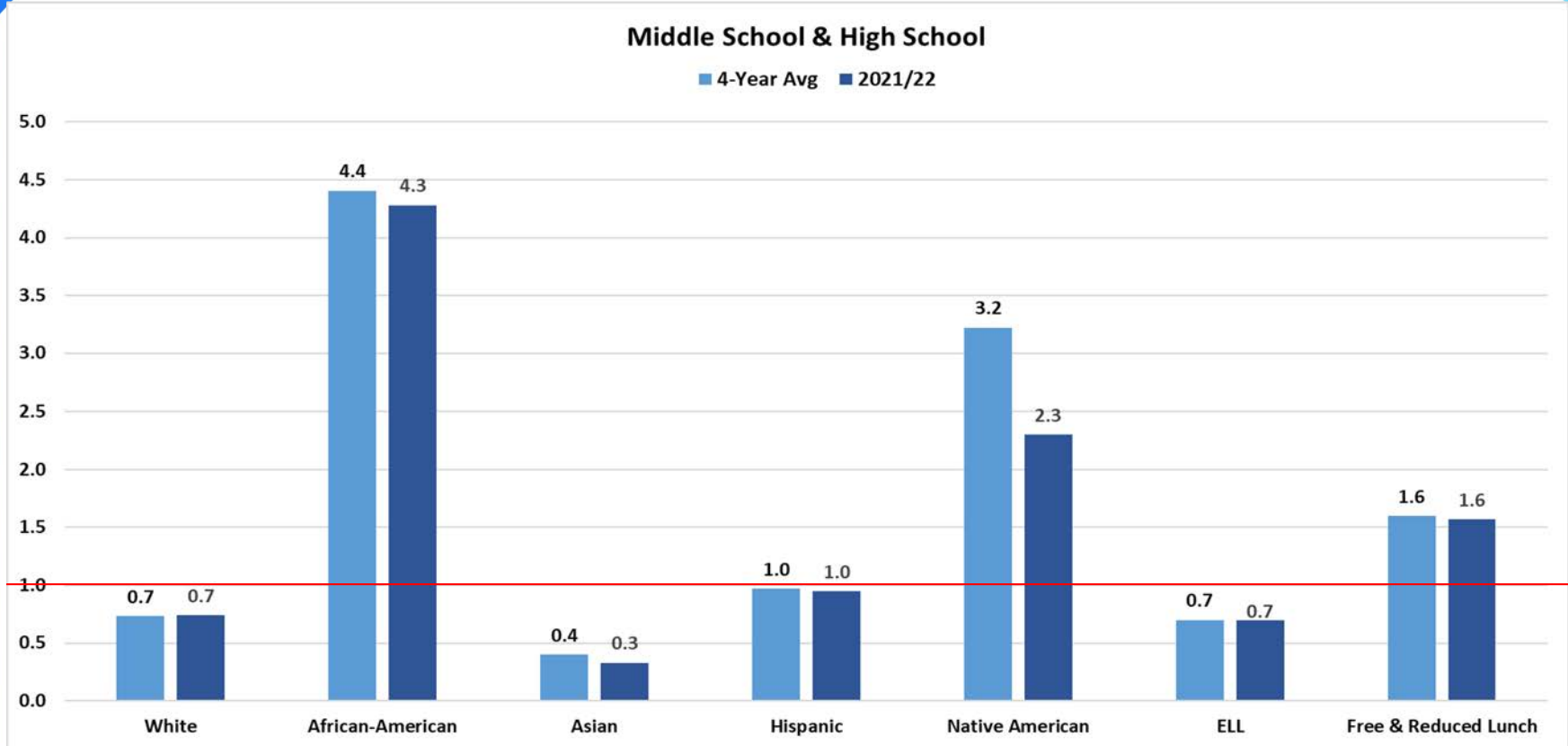
Example using student absence rates

Group	Description of	Disparity Index
	Overall Population: 10,000 students 1,000 of these students have five absence or more = 10%	Ratio: 1:1 Disparity Index: 1.0
	Demographic Group 1: 600 students 200 of these students were absent over 5 times in a year = 33%	Ratio: 3.3:1 Disparity Index: 3.3
	Demographic Group 2: 2,000 students 200 of these students were absent over 5 times in a year = 10%	Ratio: 1:1 Disparity Index: 1.0

Victim Disparity Index Middle & High School



Suspect/PR Disparity Index Middle & High School



Key Takeaway (Disparity):

As in prior years, African American and Native American students were overrepresented among both victims and suspects/persons responsible in 2021/22. In general, the disparity ratios did not vary substantially among demographic groups in 2021/22 compared to the prior four-year average. The same holds true for Free & Reduced Lunches students.

	Victim Disparity Index Total (Middle & High School)							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	1.0	1.0	1.0	1.0	1.0	1.0	0.96	0.9
African-American	2.5	2.5	2.8	2.7	2.6	2.6	2.90	2.8
Asian	0.4	0.4	0.5	0.3	0.4	0.4	0.22	0.4
Hispanic	0.7	0.9	0.6	0.7	0.7	0.6	0.73	0.8
Native American	1.1	2.6	2.0	3.4	2.3	2.4	3.00	4.7
ELL	0.6	0.7	0.8	0.5	0.7	0.7	0.40	0.8
Free & Reduced Lunch	1.2	1.1	1.3	1.3	1.2	1.3	1.30	1.5

	Suspect/Person Responsible Disparity Index Total (Middle & High School)							
	2015/16	2016/17	2017/18	2018/19	4-Year Avg	2019/20	2020/21	2021/22
White	0.8	0.7	0.7	0.7	0.7	0.8	0.8	0.7
African-American	4.1	5.0	4.4	4.0	4.4	4.3	4.6	4.3
Asian	0.2	0.4	0.6	0.3	0.4	0.5	0.2	0.3
Hispanic	1.0	0.9	0.9	1.1	1.0	1.1	0.8	1.0
Native American	2.9	2.6	3.4	3.9	3.2	1.4	1.9	2.3
ELL	0.6	0.9	0.8	0.5	0.7	0.8	0.5	0.7
Free & Reduced Lunch	1.7	1.6	1.6	1.5	1.6	1.5	1.6	1.6

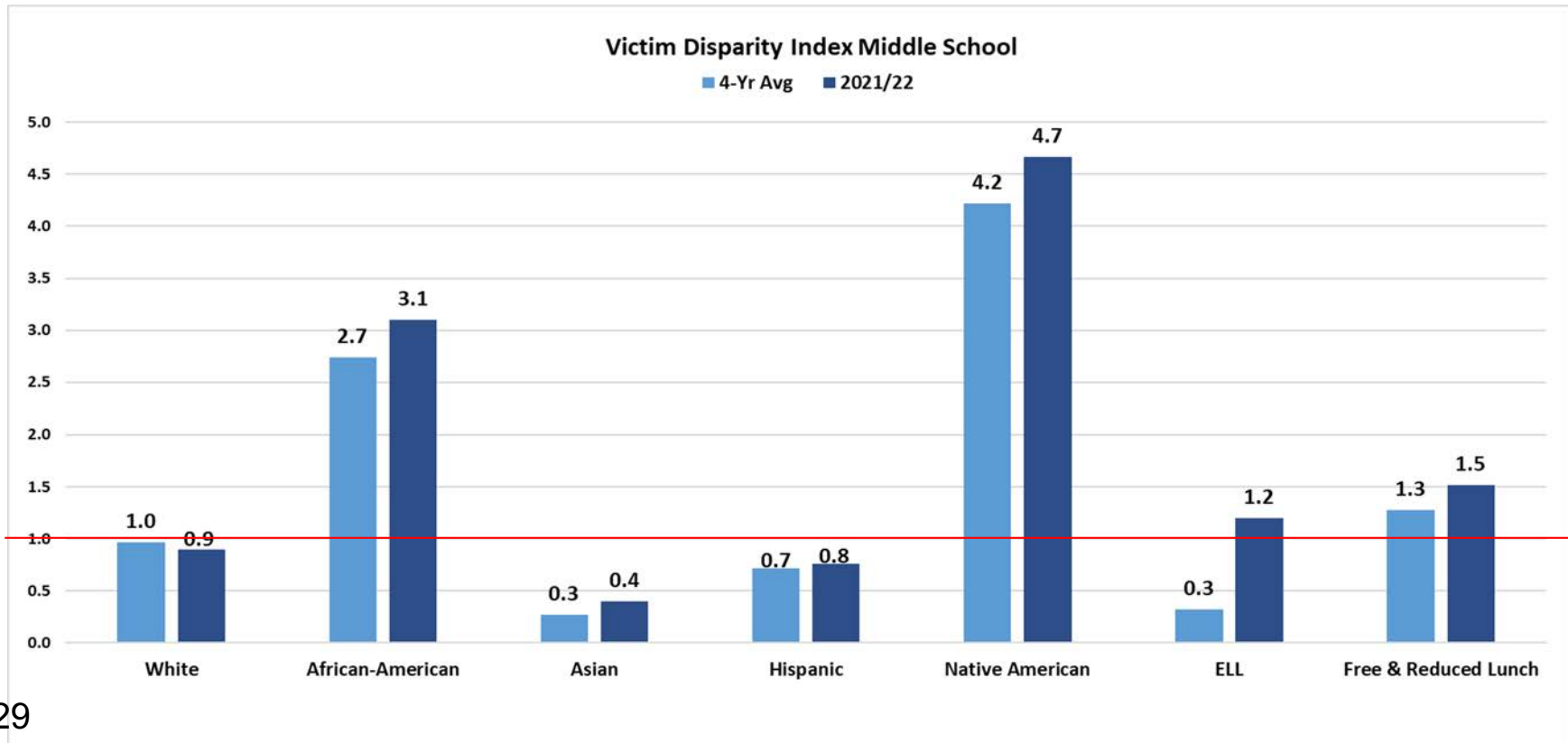
Population Totals - Middle/High School

	Suspect/Person Responsible Total Middle & High School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	283	242	253	291	267	220	165	293
African-American	138	157	141	151	147	115	94	182
Asian	6	11	15	9	10	11	3	9
Hispanic	68	60	63	91	71	66	37	91
Native American	13	10	14	17	14	4	4	10
ELL	9	20	19	14	16	15	6	16
Free & Reduced Lunch	350	356	363	402	368	289	217	406

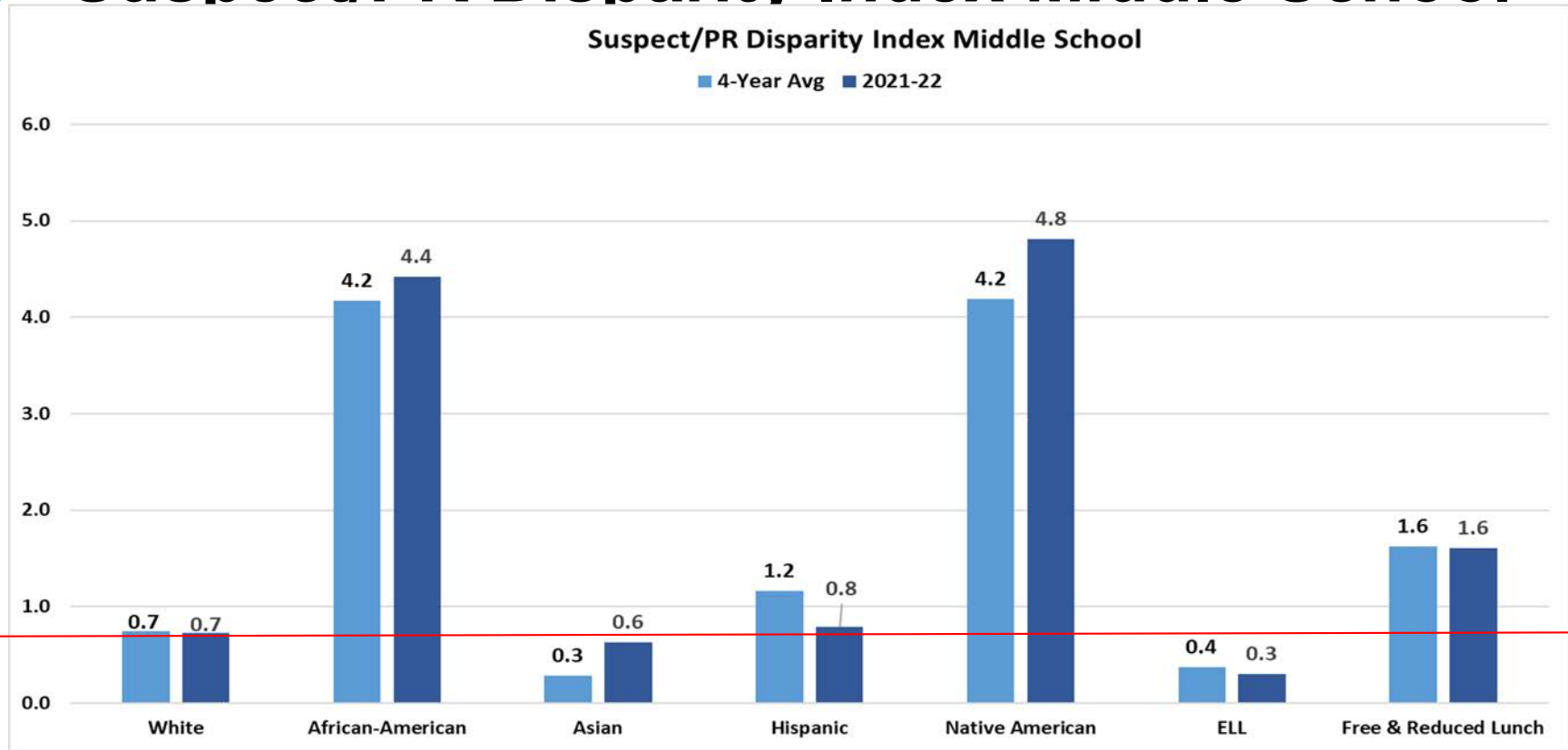
	Victim Total High School & Middle School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	424	432	468	471	449	357	241	400
African-American	97	100	122	121	110	89	73	129
Asian	13	14	16	11	14	10	4	11
Hispanic	57	75	58	72	66	50	42	78
Native American	6	14	11	18	12	9	8	22
ELL	11	21	27	17	19	15	6	18
Free & Reduced Lunch	283	158	392	404	309	302	221	426

	Population Total Middle and High School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	13713	14030	14415	14392	14138	14424	14353	14060
African-American	1269	1275	1313	1354	1303	1363	1435	1514
Asian	957	1024	1030	1017	1007	1032	1030	996
Hispanic	2598	2753	2899	2971	2805	3118	3290	3405
Native American	171	171	168	156	167	150	152	154
ELL	595	986	1023	1014	905	920	871	782
Free & Reduced Lunch	8044	8990	9343	9484	8965	9745	9825	9230

Victim Disparity Index Middle School



Suspect/PR Disparity Index Middle School



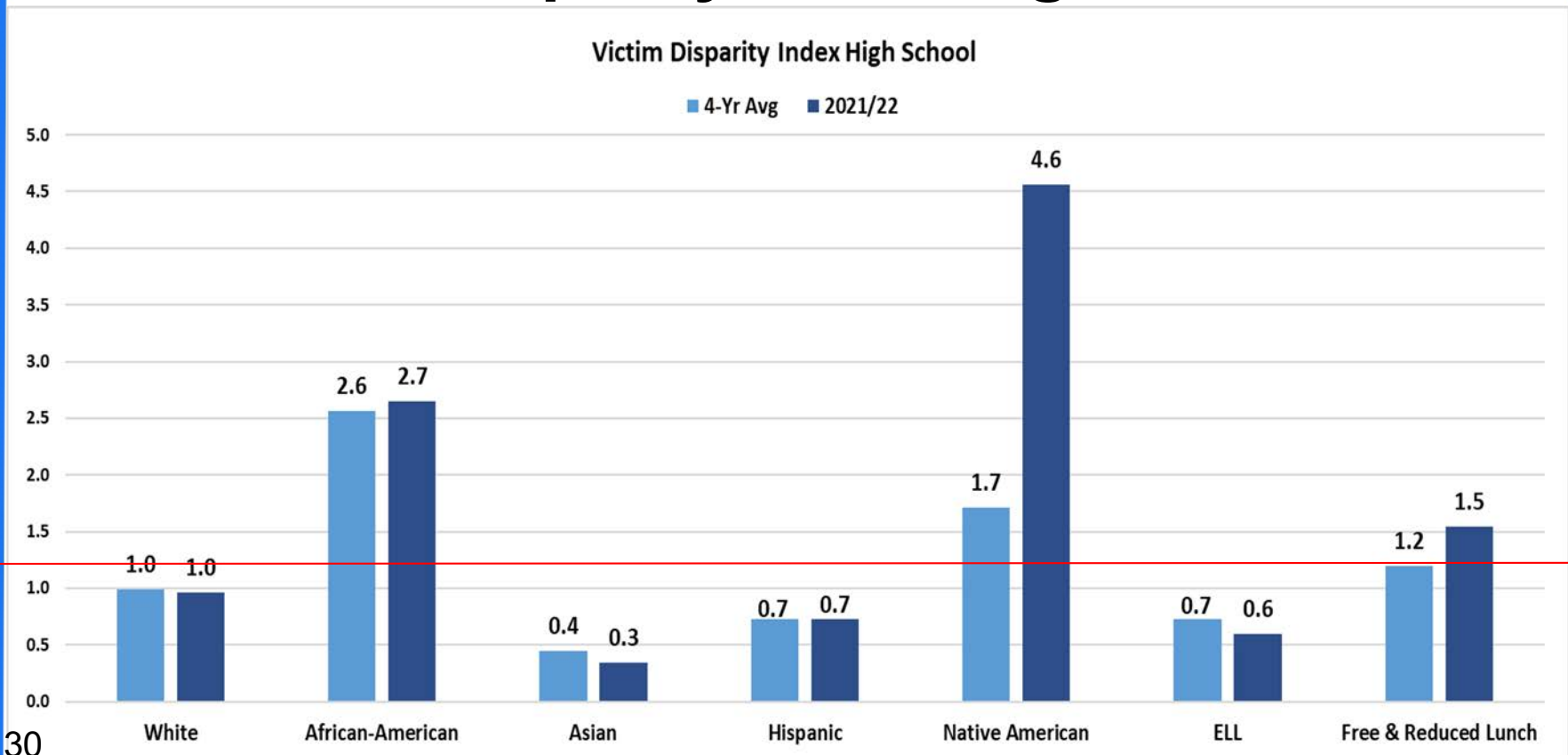
Population Totals - Middle School

	Suspect/Person Responsible Middle School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	53	52	68	72	61	64	71	106
African-American	21	46	23	39	32	36	31	72
Asian	1	2	0	0	1	0	0	6
Hispanic	17	15	16	31	20	30	12	29
Native American	4	2	4	5	4	2	1	6
ELL	1	2	2	2	2	5	0	2
Free & Reduced Lunch	76	87	83	108	89	100	83	157

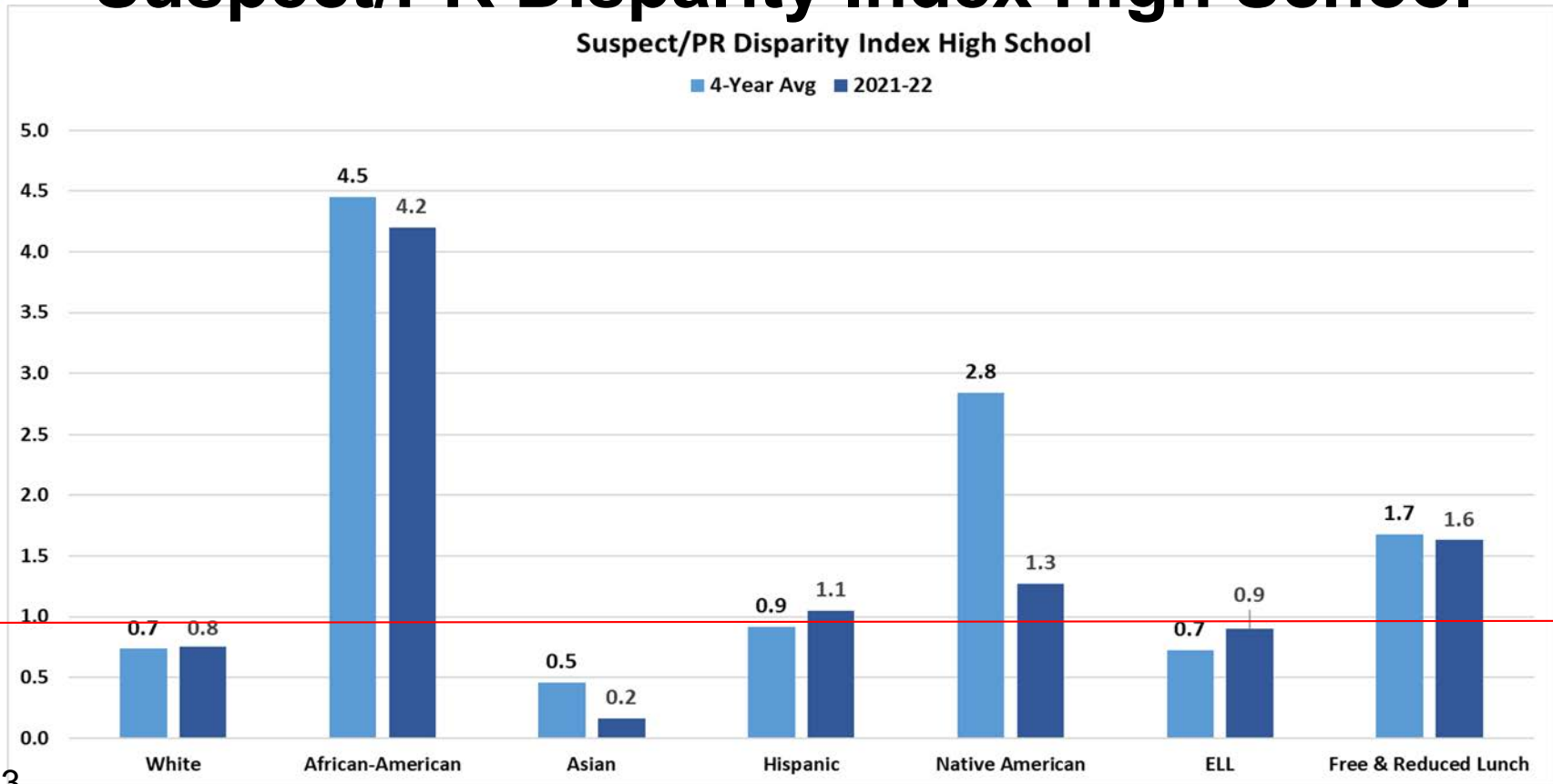
	Victims Middle School Total							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	96	106	101	122	106	104	85	134
African-American	18	31	32	31	28	30	33	52
Asian	1	3	2	2	2	0	1	4
Hispanic	16	18	12	16	16	18	18	30
Native American	1	5	6	8	5	3	0	6
ELL	2	1	5	0	2	2	1	8
Free & Reduced Lunch	68	92	57	123	85	95	87	157

	Population Middle School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	5966	6124	6250	6027	6092	5946	5886	5826
African-American	547	551	569	578	561	601	632	652
Asian	393	425	414	384	404	391	377	392
Hispanic	1187	1211	1231	1217	1212	1299	1396	1457
Native American	75	76	70	51	68	47	47	50
ELL	245	413	392	373	356	314	300	261
Free & Reduced Lunch	3691	4092	4257	4197	4059	4273	4256	4023

Victim Disparity Index High School



Suspect/PR Disparity Index High School



Population Totals - High School

	Suspect/Person Responsible High School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	230	190	185	219	206	156	97	187
African-American	117	111	118	112	115	79	63	110
Asian	5	9	15	9	10	11	3	3
Hispanic	51	45	47	60	51	36	25	62
Native American	9	8	10	12	10	2	3	4
ELL	8	18	17	12	14	10	6	14
Free & Reduced Lunch	274	269	280	294	279	189	134	249

	Victims High School Total							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	328	326	367	349	343	253	156	266
African-American	79	69	90	90	82	59	40	77
Asian	12	11	14	9	12	10	3	7
Hispanic	41	57	46	56	50	32	24	48
Native American	5	9	5	10	7	6	8	16
ELL	9	20	22	17	17	13	5	10
Free & Reduced Lunch	215	234	292	281	256	207	134	269

	Population High School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	7747	7806	8165	8365	8021	8478	8467	8234
African-American	722	724	744	776	742	762	803	862
Asian	564	599	616	633	603	641	653	604
Hispanic	1411	1542	1668	1754	1594	1819	1894	1948
Native American	96	95	98	105	99	103	105	104
ELL	350	523	634	641	537	606	571	521
Free & Reduced Lunch	4353	4898	5086	5287	4906	5472	5569	5207

SRO Presentations/Training/ Complaints/Commendations

- LPD investigated three complaints against SROs in 2021/22. In two instances, the complaints were classified as exonerated. In one instance, the SRO received a warning.
- LPD SROs received five commendations.
- LPD SROs received an average of approximately 49 hours of training that included a wide variety of topics related to mental health, threat response, adolescent development, cultural awareness, and de-escalation, among others.
- LPD SROs conducted a total of 117 presentations reaching 3,301 students for a total of 5,059 minutes.

Lodges at YSC

LPS has approximately 22,000 middle and high school students

- 2 students out of 22,000 students were lodged at YSC = **0.009%**

In 2021/22 there were 1,293 CFS

- 2 students out of 1,293 CFS were lodged at YSC = **0.15%**

Resulting in 205 juvenile referrals and two lodges at the Youth Services Center

- 2 students out of 205 referrals were lodged at YSC = **0.97%**

LPS Data

Note about LPS data from the 2021-22 school year

- Because of the continuing Covid pandemic, instruction was interrupted for many LPS students and teachers during the 2021-22 school year, and long term data trends continue to be disrupted.
- The LPS Perception Survey was not administered in 2020-21 but was administered in April of 2022. The data from 2022 are represented in this report.

LPS Perception Survey Data Student Data (2021-22 school year)

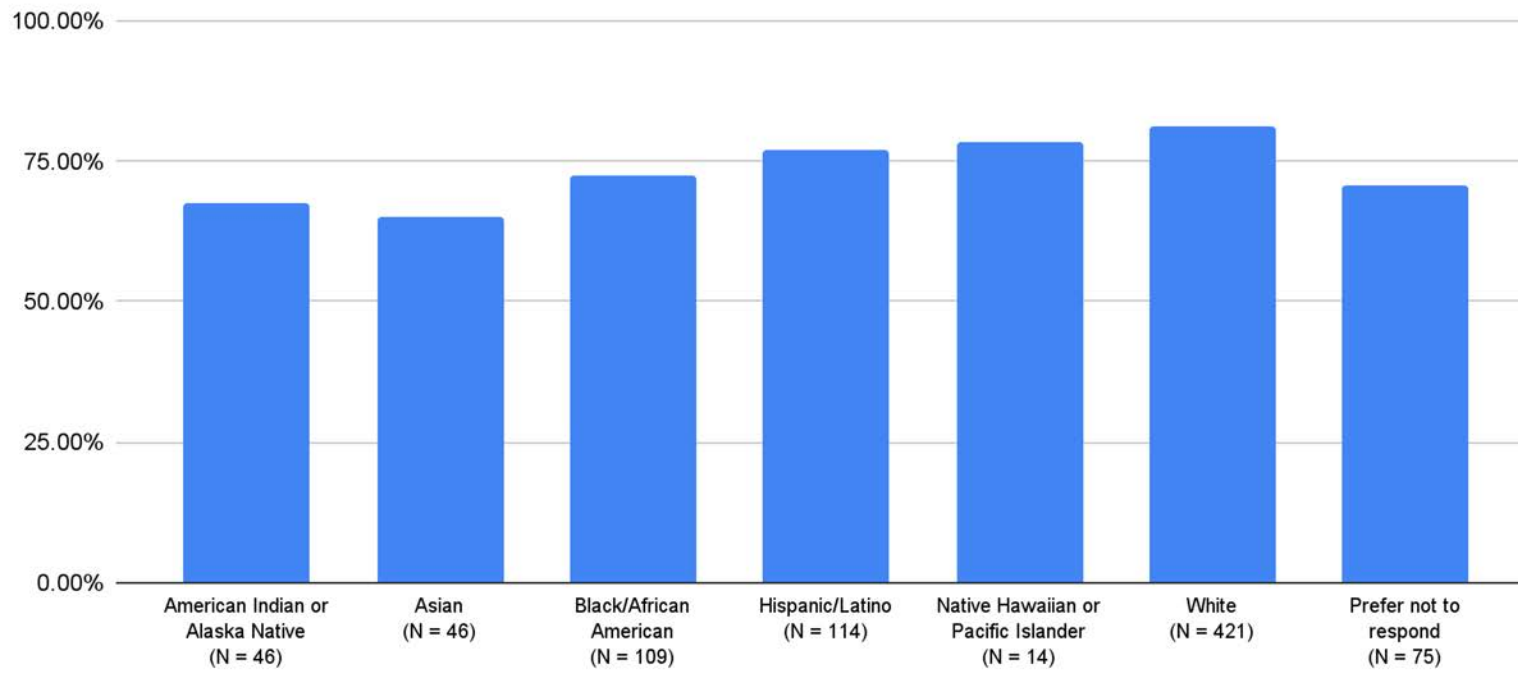
Key Takeaway:

Student Responses about the SRO program on the Spring 2022 Perception Survey:

Overall, the responses were fairly positive but students of color rated their interactions with School Resource Officers less positively than the white students.

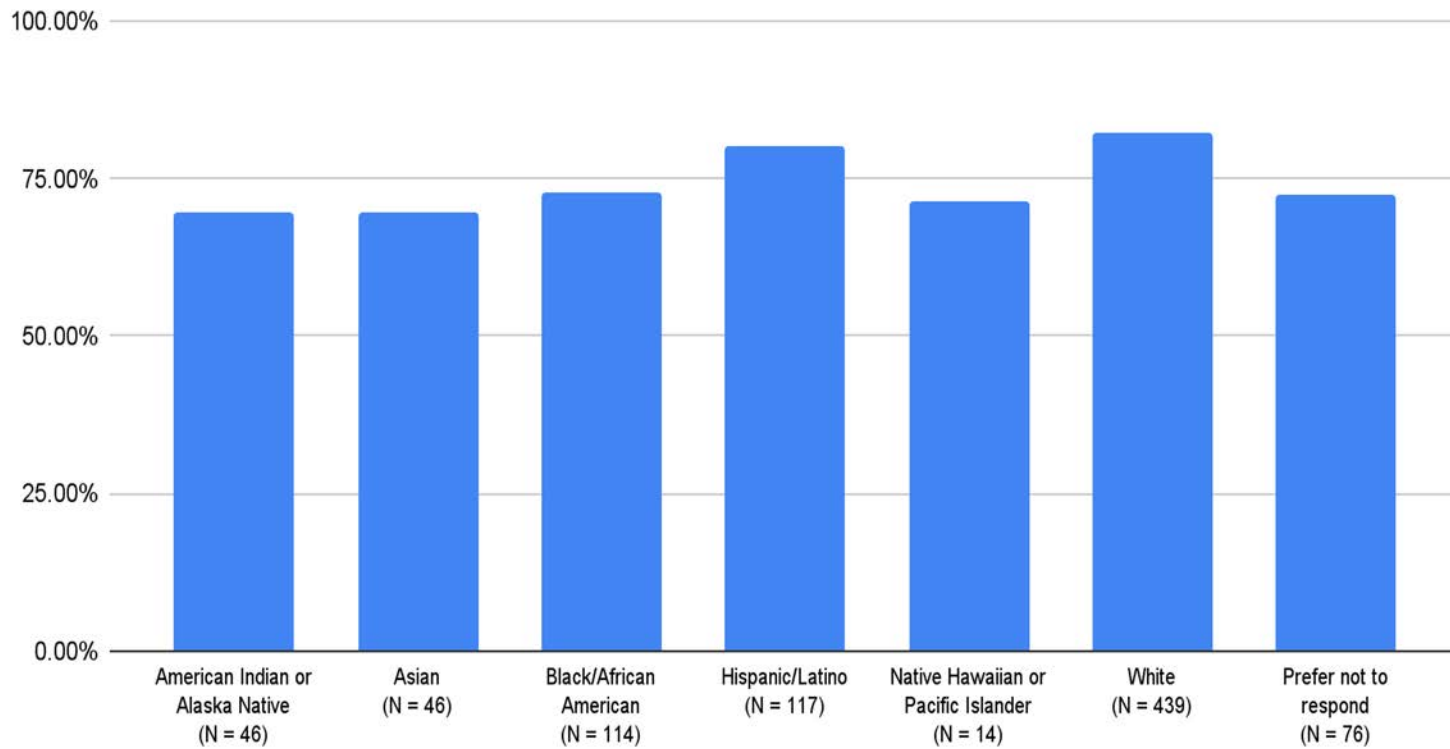
Student Data - By Ethnicity

Mostly/Completely True - The SRO listened to my side of the story.



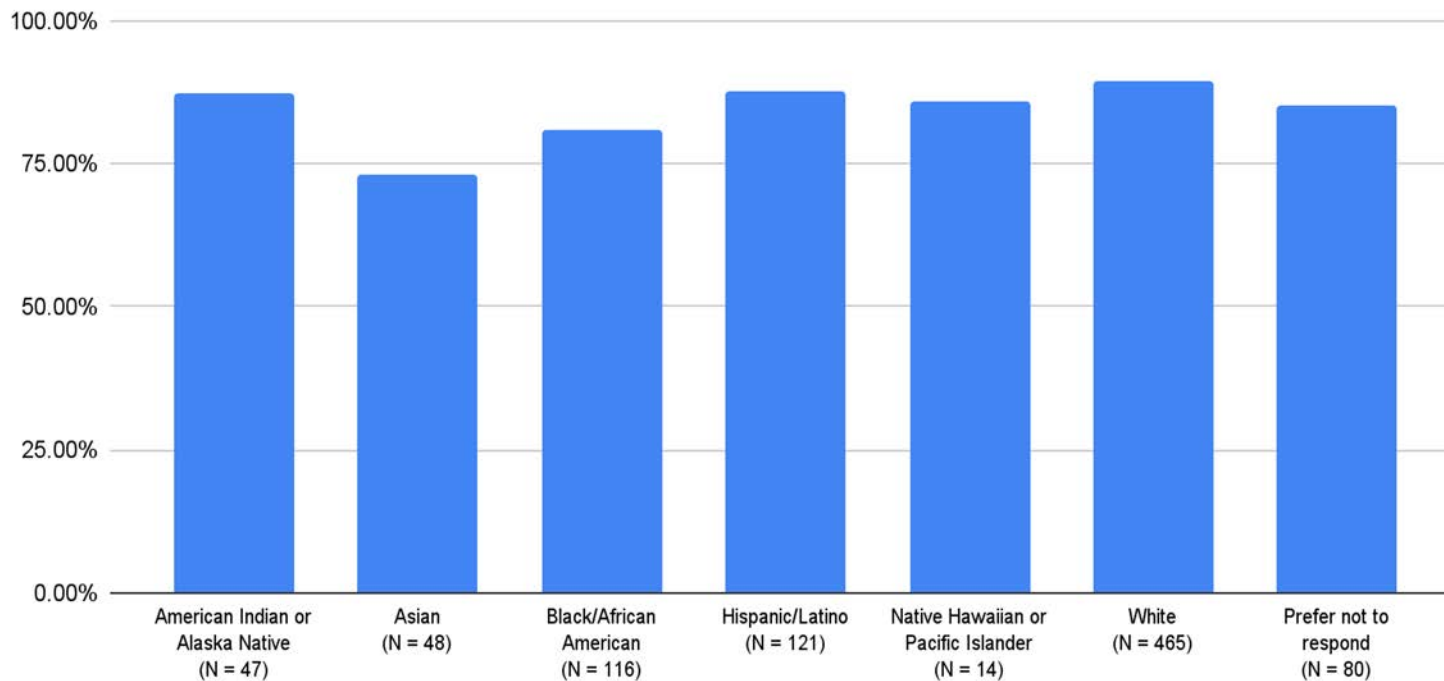
Student Data - By Ethnicity

Mostly/Completely True - I was treated fairly in this situation.



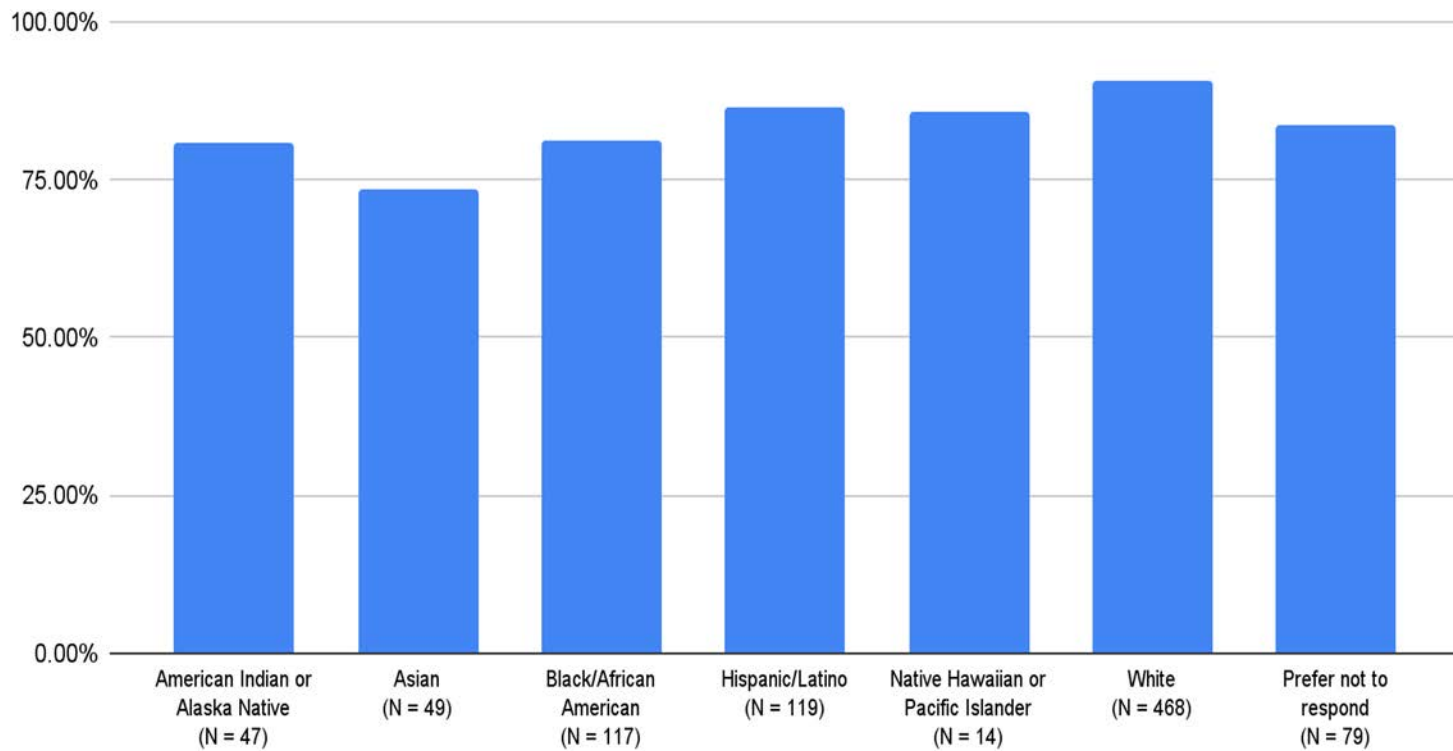
Student Data - By Ethnicity

Mostly/Completely True - The SRO treated me with respect.



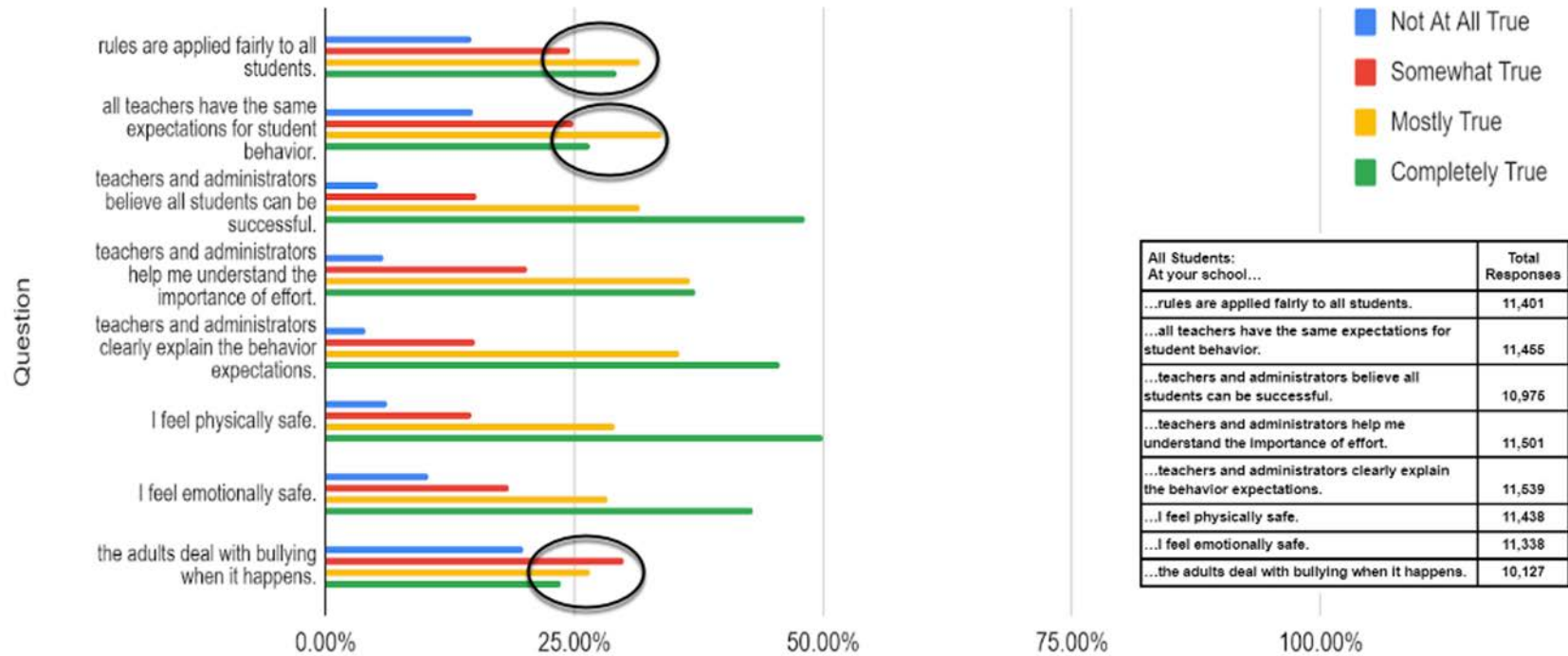
Student Data - By Ethnicity

Mostly/Completely True - The SRO behaved in a professional manner.



Student Data - Total Responses

At your school...



All Students: At your school...	Total Responses
...rules are applied fairly to all students.	11,401
...all teachers have the same expectations for student behavior.	11,455
...teachers and administrators believe all students can be successful.	10,975
...teachers and administrators help me understand the importance of effort.	11,501
...teachers and administrators clearly explain the behavior expectations.	11,539
...I feel physically safe.	11,438
...I feel emotionally safe.	11,338
...the adults deal with bullying when it happens.	10,127

Key Takeaway:

Student Responses about their school on the Spring 2022 Perception Survey:

Although the responses for the total group are generally positive, according to students the biggest issues are fairness of rules, consistency across teachers, and adult responses to bullying.

LPS Perception Survey Data Parent Data (2021-22 school year)

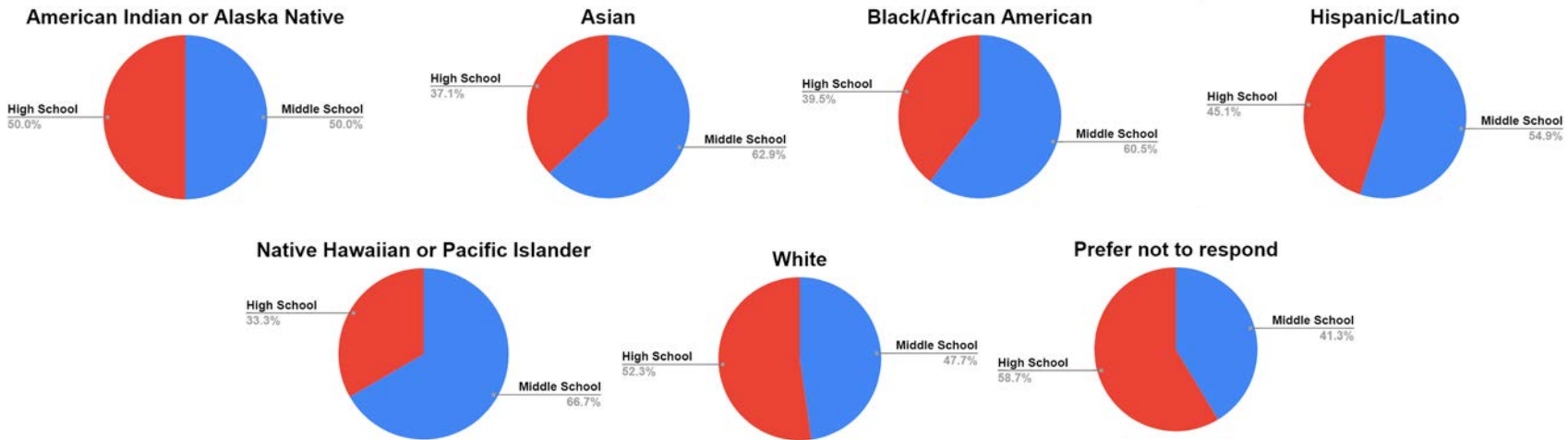
Key Takeaway:

Parent/Guardian Responses about the SRO program on 2022 Spring Perception Survey:

Overall the responses overall and for each demographic group were fairly positive. Disaggregation was not possible for some items because there were too few responses per group.

1,668 responses to the Parent Perception survey

What level is the school for which you want to provide feedback?



	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Middle School	12	22	26	39	4	611	86
High School	12	13	17	32	2	670	122

Key Takeaway:

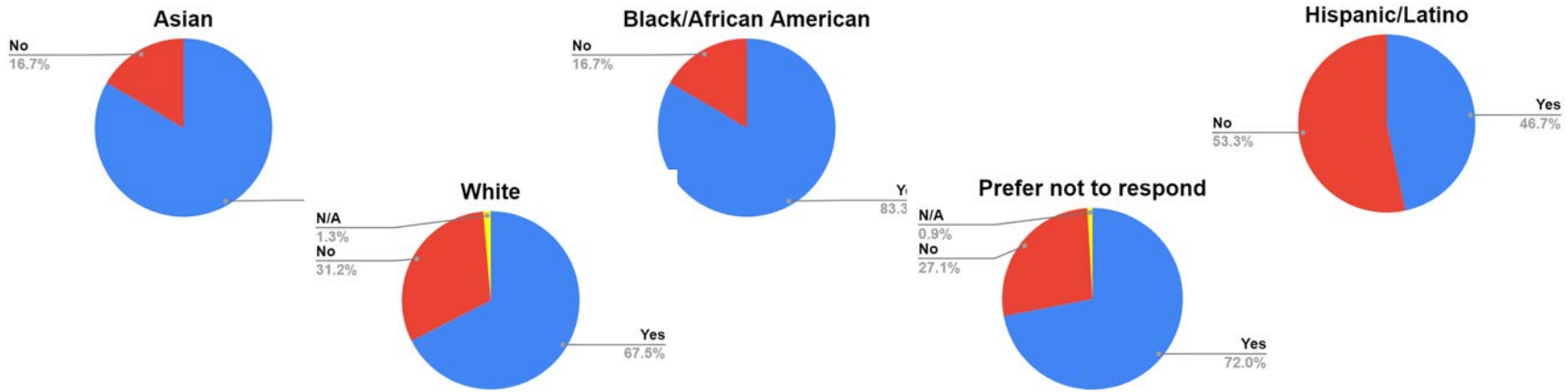
Parent/Guardian Responses about their school on the 2022 Spring Perception Survey:

Parent responses are overall positive. Across all groups, parents emphasized issues of consistency in behavioral expectations across teachers and adult responses to bullying (similar to student responses).

LPS Perception Survey Data Certified Staff Data (2021-22 school year)

Certified Staff Data - By Ethnicity

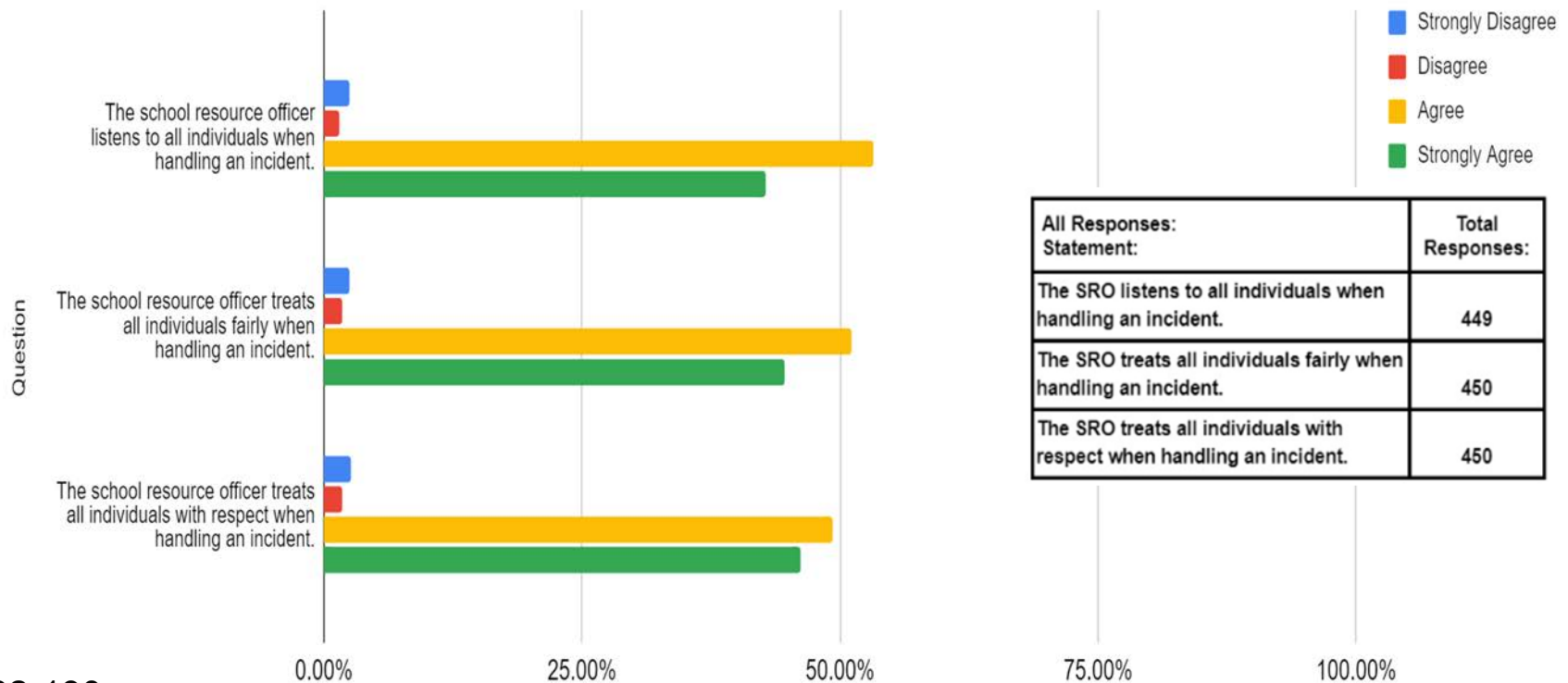
Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



	Number of Responses				
Response	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Yes	5	10	7	353	77
No	1	2	8	163	29
N/A	0	0	0	7	1

Certified Staff Data - Total Responses

This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.



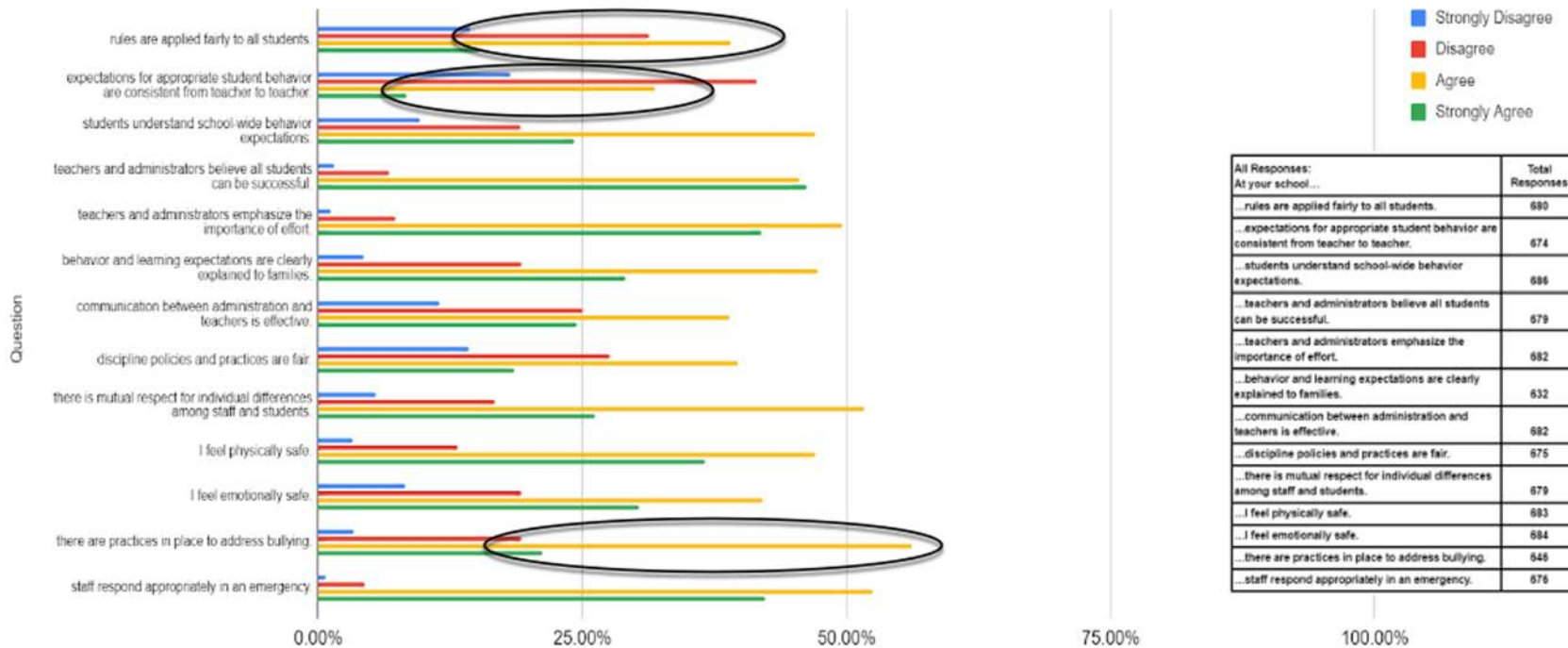
All Responses: Statement:	Total Responses:
The SRO listens to all individuals when handling an incident.	449
The SRO treats all individuals fairly when handling an incident.	450
The SRO treats all individuals with respect when handling an incident.	450

Key Takeaway:

Certified Staff Responses about the SRO program on the 2022 Spring Perception Survey:

The responses for the total group of certified staff members are generally positive in regards to their perception of School Resource Officers. Low representation in some demographic groups limit the ability to look for differences in responses between groups.

**Certified Staff Data - Total Responses
At your school...**



All Responses: At your school...	Total Responses
...rules are applied fairly to all students.	680
...expectations for appropriate student behavior are consistent from teacher to teacher.	674
...students understand school-wide behavior expectations.	686
...teachers and administrators believe all students can be successful.	679
...teachers and administrators emphasize the importance of effort.	682
...behavior and learning expectations are clearly explained to families.	632
...communication between administration and teachers is effective.	682
...discipline policies and practices are fair.	675
...there is mutual respect for individual differences among staff and students.	679
...I feel physically safe.	683
...I feel emotionally safe.	684
...there are practices in place to address bullying.	646
...staff respond appropriately in an emergency.	676

Key Takeaway:

Certified Staff Responses about their school on the 2022 Spring Perception Survey:

Although the responses are generally positive, according to staff the biggest issues involve fairness and consistency across teachers (similar to parent and student responses).

LPS Discipline Data

Note: Because of the COVID-19 pandemic, including many students participated in remote learning during the 2019-20 through 2021-22 school years, so discipline data from those years may not be comparable to other years.

LPS Discipline Data

Addresses the following objectives:

- Objective 3. To promote effectiveness and accountability.
- Objective 5. To employ best practices so that all students are treated impartially and without bias by SROs and LPS staff in alignment with applicable City and LPS equity policies.
- Objective 6. To utilize best practices for training and oversight with the goal of reducing disproportionality.

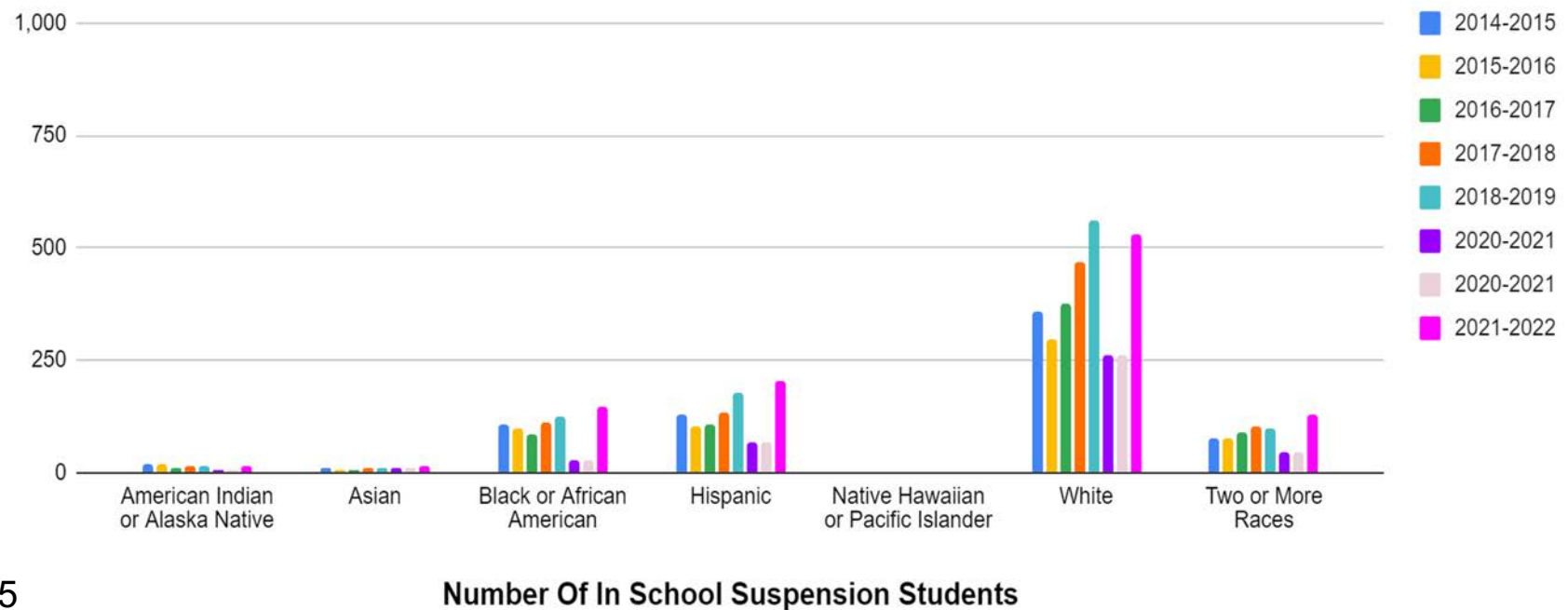
Key Takeaway LPS Discipline Data:

Compared to previous years (both pre and during the pandemic), more students experienced in/out of school suspensions (but not expulsions). This increase is generally proportional across demographic groups.

Note: these data are relevant to the ongoing [LPS Board Equity goals](#), specifically the “Positive Behavior” goal.

Example of the 2021-22 increase in suspensions

High School In School Suspensions by Race/Ethnicity



Over-representation, High School In-School Suspensions

Percent of Yearly In School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
2014-2015	3%	1%	15%	18%	0%	51%	11%
2015-2016	3%	1%	16%	17%	0%	49%	13%
2016-2017	1%	1%	13%	16%	0%	56%	14%
2017-2018	1%	1%	14%	16%	0%	56%	12%
2018-2019	1%	1%	13%	18%	0%	57%	10%
2019-2020	2%	2%	11%	19%	0%	56%	10%
2020-2021	2%	2%	6%	16%	0%	64%	10%
2021-2022	2%	1%	14%	20%	0%	51%	12%
Overall % of 21-22 Student Population	1%	5%	7%	16%	0%	64%	8%

Key Takeaway:

LPS Discipline Data, Out of School Suspensions:

Overall trends in the out of school suspension data remain relatively consistent and continue to show evidence of disproportionality for our students of color and those participating in special programs (SE, ELL, free/reduced lunch). However, the rate of out of school suspensions for high school students receiving special education services and student participating in the free/reduced lunch program appears to be more disproportionate than previous years. Additional data is needed to determine if this is a trend or an anomaly.

notes:

- Data from the 2019-20 school year is only based on quarter 1, 2 and 3 because of COVID
- F/R rates represent family income less accurately for the 2020-21 and 2021-22 because free lunch was offered to all students.

Key Takeaway: LPD Referral data and LPS Discipline Data

LPD Referral data: declining numbers of referrals may be related to schools being more conscious about when to involve law enforcement. They have been working to try to resolve issues at the building level.

LPS Discipline data: increasing numbers of suspensions may be related to students being removed from normal routine of school for an extended time. This absence may have created behavior issues that resulted in more in school/out of school suspensions. Overall mental health concerns brought on by the pandemic compounded this issue.

Overall, we continue to see disproportionality for our students of color and those participating in special programs (SE, ELL, free/reduced lunch). Because of continued interruptions caused by the ongoing Covid pandemic, long term trends are difficult to interpret.

Overall Key Takeaway #1:

Overall Takeaway #1: Concerns existed before SROs returned to middle schools in 2019, that their presence in schools may increase the number of referrals. Since the re-introduction of SROs to middle school, the number of referrals given to middle school students has remained below the four-year average.

Recommendation #1. LPD and LPS will continue to work collaboratively to ensure that school discipline is kept separate from the work of the SROs and that programming is in place to support to students and families in ways that decrease the likelihood of a referral.

Following some of the restrictions of the pandemic, having students participate in some of the training to provide their perspective may be especially valuable.

Overall Key Takeaway:

Another concern expressed at the time of the re-introduction of SROs into middle school was an increase in the disparity index. While the overall disparity has declined from the 4-year average to the end of the 2020-21 school year, the decline is mostly attributed to improvements in the high school. The disparity index in middle school remains about the same.

Recommendation #2. LPS Administrators and staff must:

- Continue to work with LPD and the Lancaster County in joint training and programs such as Project RESTORE, which have been successful in decreasing disproportionality, and
- Implement the LPS Equity Plan that includes a number of action steps specifically focused on increasing positive behavior and decreasing disparity ratios to 1.2 or less.

Action Steps: Positive Behavior

Reduce total suspensions for “All Students” by 20%, and reduce disproportionality ratios to 1.2 or less for all student groups.

4. Staff will be trained in restorative and trauma-informed practices, implement those practices, and continue to foster their own growth mindset to enhance positive relationships with students.

- Strategy: Provide training on trauma-informed practices to the following groups:
- All staff: Required through equity modules, embedded during professional learning sessions, and optional ESSER sessions. Additional training for specific staff groups, such as clinicians (school psychologists, school social workers, counselors, etc.).
- Administrators: During monthly administrator meetings.
- New teachers: Required as a part of new teacher meetings and tenure courses.
- Strategy: Provide training on restorative practices, including mindset and strategies to the same employee groups listed in 4.1

Action Steps: Positive Behavior

Reduce total suspensions for “All Students” by 20%, and reduce disproportionality ratios to 1.2 or less for all student groups.

5. Systems of academic and behavioral support that are equitable, restorative, and multi-tiered, will be implemented with fidelity in all LPS schools and programs.

- Strategy: Leverage Synergy functionality and district reporting tools to measure the fidelity of implementation of restorative and equitable systems at Tier 1, Tier 2, and Tier 3.
- Strategy: Create a district monitoring system to ensure fidelity of implementation of restorative and equitable MTSS-B systems at Tier 1, Tier 2, and Tier 3.
- Strategy: Convene a committee to revise the LPS code of conduct language to reflect restorative language, including outcomes that highlight alternatives to suspension and restorative practices.

Questions



SAFE AND SUCCESSFUL KIDS INTERLOCAL



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