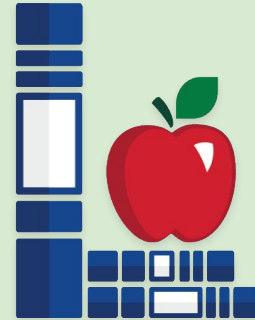


School Resource Officer Program

2022-23 School Year



Lincoln Public Schools

Background

Lincoln Public Schools (LPS) and the city of Lincoln (City) share the goal of promoting school safety which is an essential element of a positive and safe school climate. Building that environment includes

- Building positive relationships with students and families,
- Minimizing the loss of instruction time,
- Providing proactive instruction for positive behaviors,
- Offering a wide range of student supports,
- Focusing on de-escalating conflicts and negative behaviors,
- Engaging in only developmentally appropriate and fair processes,
- Assigning developmentally appropriate and fair consequences, and
- Utilizing those consequences and supports to address the root causes of misbehavior

Background

LPS and LPD successfully partner in the SRO program through their specific roles in providing a positive and safe school environment by:

- LPS administrators responding to students when they are reported for violating school rules.
- School staff relying on school administrators to serve as the most skilled individuals to determine which issues should be referred to school resource officers.
- School resource officers responding to students when they are reported for violating the law.
- The SRO team joining students parents, behavioral health professionals, and the community as partners in a collaborative effort.

Background

In 2018, in a memorandum of understanding, the city of Lincoln and Lincoln Public Schools agreed to six-goals for the SRO program:

1. To create a common understanding that school administrators and teachers are ultimately responsible for school discipline and culture;
 - SROs should not be involved in the enforcement of school rules; and
 - A clear delineation of the roles and responsibilities of SROs as to student discipline, with regular review by all stakeholders, is essential.
2. To minimize student discipline issues so they do not become school-based referrals to the juvenile justice system.
3. To promote effectiveness and accountability.
4. To provide training as available to SROs and appropriate LPS staff on effective strategies to work with students that align with program goals.
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; and
6. To utilize best practices for training and oversight with the goal of reducing disproportionality.

History of the Annual SRO Report

- Memorandum of Understanding requires:
- Report sharing measuring progress toward the six SRO program goals - shared with the city of Lincoln, Lincoln Public Schools, and to the extent possible, make it available online.
- Annual review by 2020 created by the Safe and Successful Kids Interlocal Board which includes community stakeholders as part of the regular review of the program goals and relevant data.
- Requirement for LPD and LPS to use the results of annual review to make modifications as necessary to accomplish the stated SRO program goals

History of the Annual SRO Report

To accomplish the process of creating the annual review, the interlocal board established an evaluation process that was

- Created through *involvement with community stakeholders
- Conceptualized during a *meeting open to the community.
- Created to measure progress toward the six SRO goals, along with other relevant data, and
- Developed to serve as an annual review to be presented to the Safe and Successful Interlocal Board in partial fulfillment of the required annual report.

The Annual SRO Report

To fulfill its purpose, this report includes:

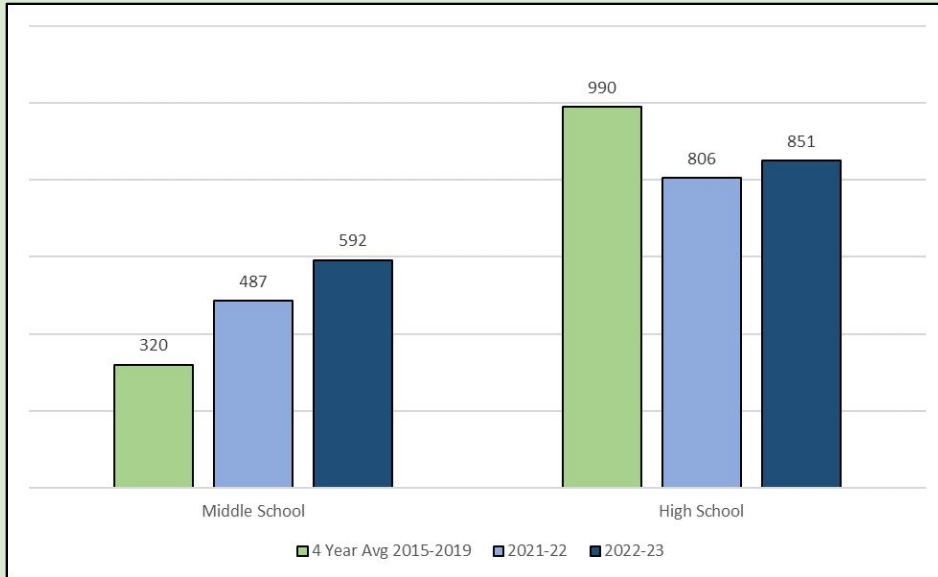
- Data measuring the SRO program in schools,
- Perception data from parents, staff, and students measuring thoughts about their experience with SROs, and
- Discipline data regarding suspension and expulsion of LPS students.

This report is presented publicly, live online, recorded online, and in three report formats online.

Lincoln Police Department Data

Calls For Service (CFS)

- 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.
- In 2022-23, LPD responded to 1,443 CFS at LPS middle and high schools.

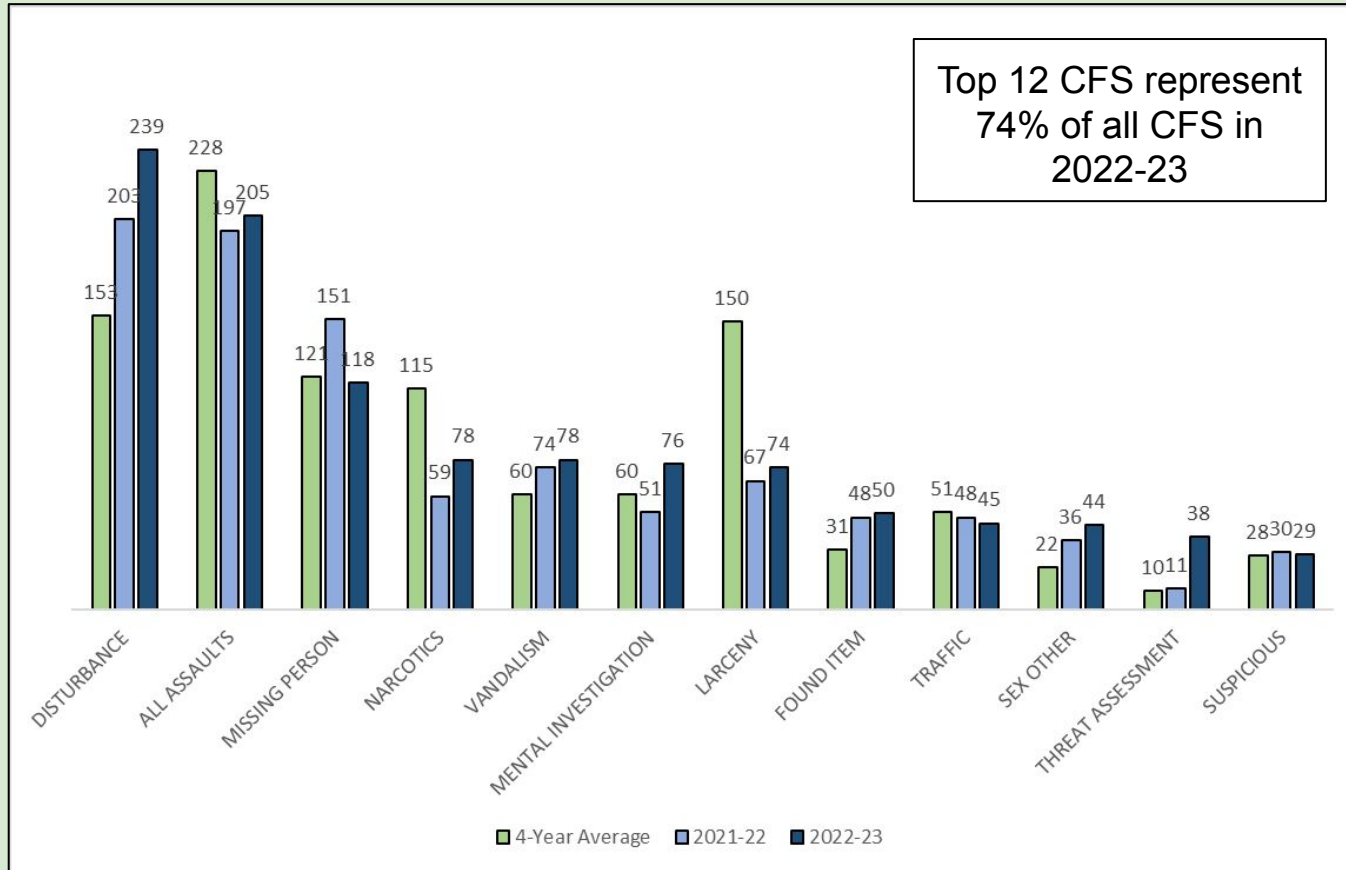


*A CFS is an incident that requires the presence of an officer for assistance. A CFS can be self-initiated by the officer or directed by dispatch at the request of any staff, student, or citizen.

*2019-20 and 2020-21 are outliers due to the impact of the pandemic and were not included in this section of the report.

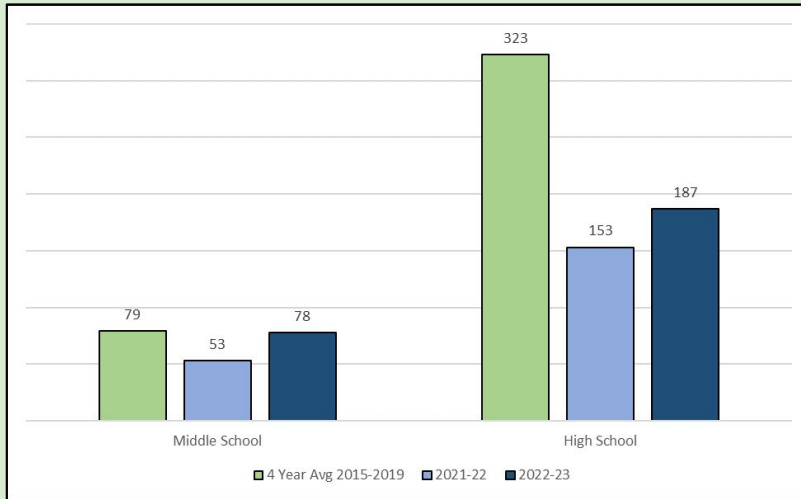
Calls for Service (CFS)	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
Middle School	320	487	592	85%
High School	990	806	851	- 14%
Total	1310	1293	1443	10%

Middle and High Schools: Top 12 Calls For Service (CFS)

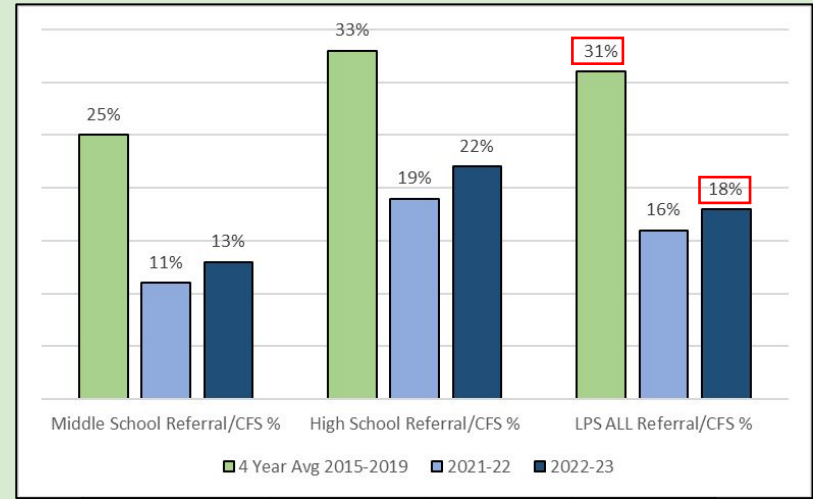


Calls For Service & Referrals

- Juvenile referrals were issued during 265 CFS at LPS schools in 2022-23 compared to the 4-year average of 402.
- 18% of CFS resulted in a referral in 2022-23 compared to the 4-year average of 31%.
 - A juvenile referral is when an SRO or responding officer has probable cause that a juvenile is responsible for a criminal act and the juvenile is referred to the County Attorney.



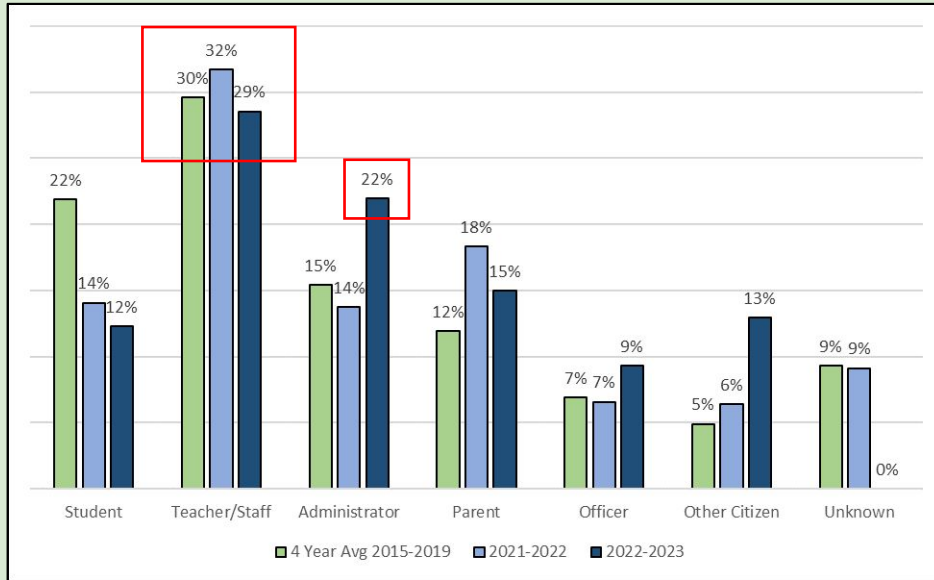
Middle and High School Juvenile Referrals	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
Middle School	79	53	78	- 1%
High School	323	153	187	- 42%
Total	402	206	265	- 34%



Referral/CFS %	Middle School Referral/CFS %	High School Referral/CFS %	LPS ALL Referral/CFS %
4-Year Avg 2015-2019	25%	33%	31%
2021-22	11%	19%	16%
2022-23	13%	22%	18%

Who Initiated CFS?

- Consistently, Teachers/Staff initiate the highest percentage of CFS. In 2022-23, Administrators initiated the second highest percentage of CFS.
- In 2022-23, the “Unknown” and “Other” categories were combined into “Other Citizen”.

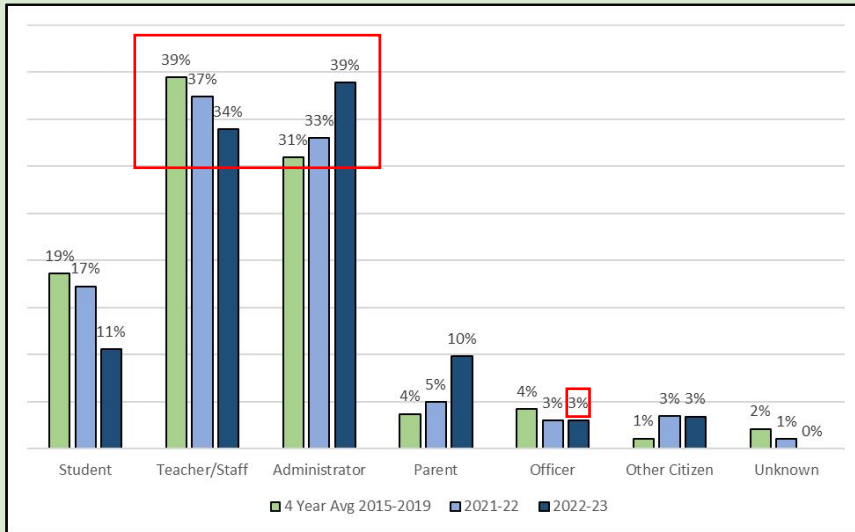


- CFS initiated by Officers appear to have increased due to the elimination of the “Unknown” category and an increased knowledge of how CFS are generated.

Middle and High School: Who Initiated CFS?	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
Student	287 (22%)	182 (14%)	177 (12%)	- 38%
Teacher/Staff	387 (30%)	410 (32%)	412 (29%)	6%
Administrator	203 (15%)	178 (14%)	317 (22%)	56%
Parent	157 (12%)	237 (12%)	216 (15%)	38%
Officer	90 (7%)	85 (7%)	134 (9%)	49%
Other Citizen	64 (5%)	83 (6%)	187 (13%)	192%
Unknown	123 (9%)	118 (9%)	0	-100%

Who Initiated CFS that Resulted in a Referral?

- Consistently, Teachers/Staff and Administrators initiate the highest percentage of CFS that result in a referral.
- In 2022-23, SROs or other officers initiated 3% of CFS that resulted in a referral.
- Parents initiated more CFS while students initiated fewer.

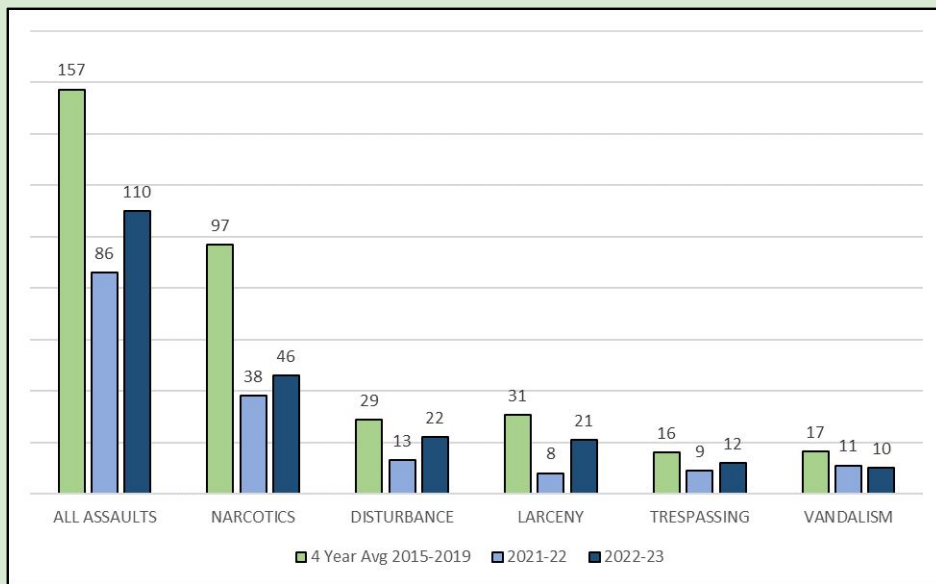


Middle and High School: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-2019	2021-22	2022-23
Student	19%	17%	11%
Teacher/Staff	39%	37%	34%
Administrator	31%	33%	39%
Parent	4%	5%	10%
Officer	4%	3%	3%
Other Citizen	1%	3%	3%
Unknown	2%	1%	0%

73%

Types of Incidents that Resulted in a Referral

- In 2022-23, Assaults, Narcotics, Disturbances, Larcenies, Trespassing and Vandalism made up 83% of CFS that resulted in a referral.
- There was reduction in referrals in 2022-23 for these incident types compared to the 4-year average and an increase in referrals for these incident types compared to 2021-22, except vandalism.



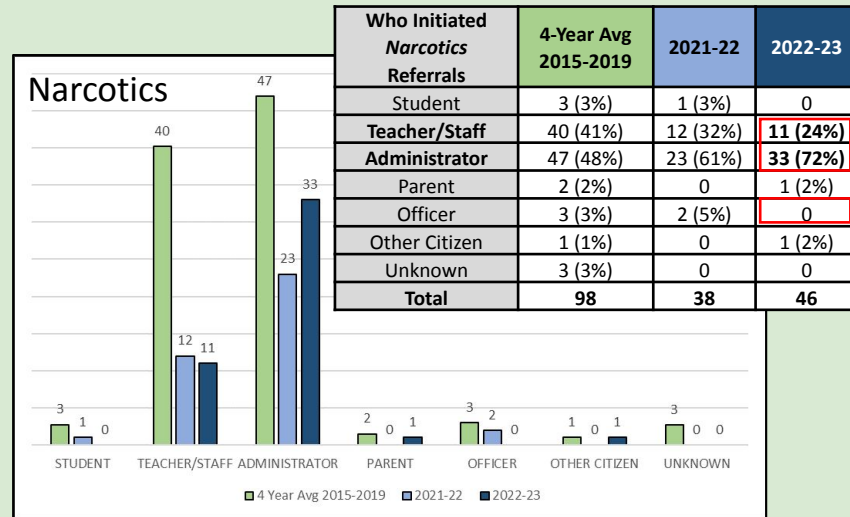
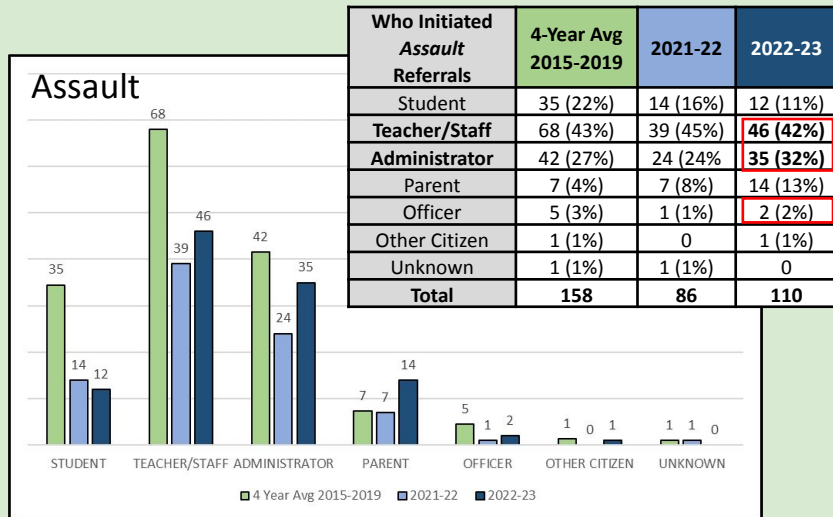
Of these Top 6 CFS that resulted in a referral (221)

- Teachers/Staff and Administrators initiated **76%** (169).
- SROs or other officers initiated **.9%** (2).

Middle and High Schools Referrals	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
All Assaults	157	86	110	- 30%
Narcotics	97	38	46	- 53%
Disturbance	29	13	22	- 24%
Larceny	31	8	21	- 32%
Trespassing	16	9	12	- 25%
Vandalism	17	11	10	- 41%

Who Initiated Assault and Narcotics CFS that Resulted in a Referral?

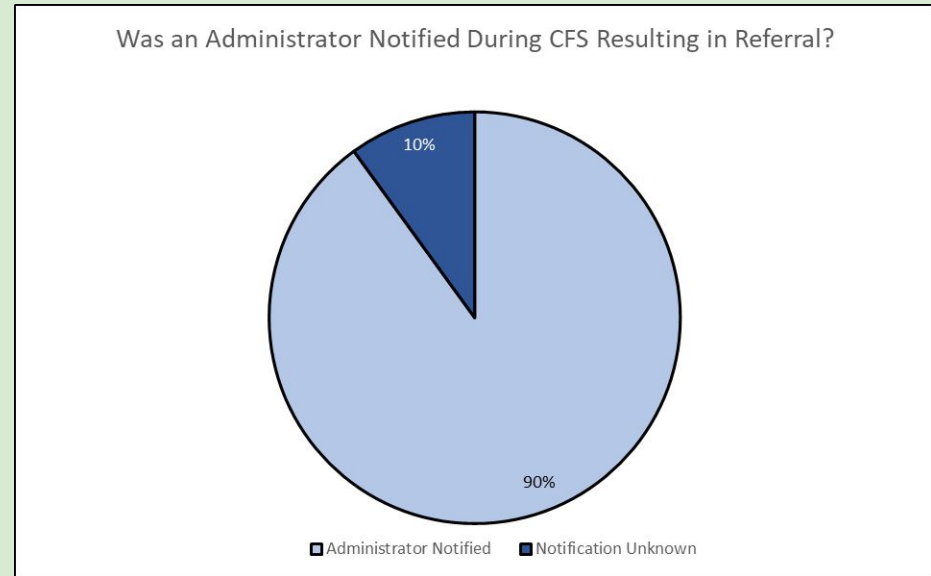
- In 2022-23, Teachers/Staff and Administrators initiated 74% of Assault CFS that resulted in a referral.
 - SROs or other officers initiated 2%
- In 2022-23, Teachers/Staff and Administrators initiated 96% of Narcotics CFS that resulted in a referral.
 - SROs or other officers initiated 0%



Notification of Administration

- Administrators were notified during 90% of all CFS resulting in a referral. There were 26 CFS resulting in a referral where it is unknown if an administrator was notified.
 - When Teachers/Staff initiated a CFS and a referral was issued, documentation that an administrator was notified occurred 92% of the time.

Who Initiated CFS?	Administrator Notified	Notification Unknown
Student	21	7
Teacher/Staff	83	7
Administrator	103	0
Parent	21	5
Officer	7	2
Other Citizen	4	5
Total	239 (90%)	26 (10%)



Middle and High School Student Populations

- In 2018-2021, the race/ethnicity information used for disparity index calculations was identified by LPD and derived from the National Crime Information Center.
- This year, the race/ethnicity information was identified by the LPS student information system and derived from the US Census demographic categories.

LPS Student Population	2021-22 LPS Middle and High School	2021-22 Middle School	2021-22 High School	2022-23 LPS Middle and High School	2022-23 Middle School	2022-23 High School
White	14060	5826	8234	13943	5804	8139
African American	1514	652	862	1591	690	901
Asian	996	392	604	1028	413	615
Hispanic	3405	1457	1948	3496	1447	2049
Native American	154	50	104	150	64	86
Two or More	1993	918	1075	1998	895	1103
ELL	782	261	521	880	279	601
Free/Reduced Lunch	9230	4023	5207	10064	4535	5529
All Students	22142	9302	12840	22224	9319	12905

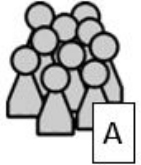
*These race/ethnicity categories are imperfect and may not align with the ways people represent their own ethnic and racial backgrounds. The US Census demographic categories are commonly used in educational reports.

Disparity Index Defined

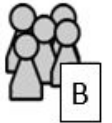
- Disparity Index: A measure of over or underrepresentation in a particular category.
 - A disparity index **over 1.0** = Overrepresentation
 - A disparity index **under 1.0** = Underrepresentation
 - A disparity index **of 1.0** = Equitable Representation



10,000 students in the overall population.
On average, **10%** of students were absent over 5 times.



2,000 students in “Group A” demographic group.
200 were absent over 5 times = **10%**



1,000 students in “Group B” demographic group.
200 were absent over 5 times = **20%**

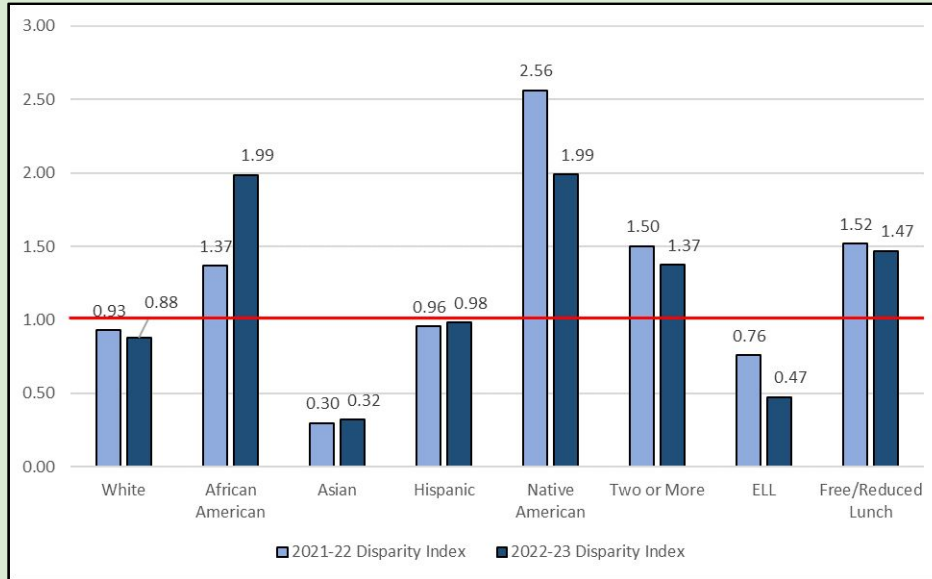
10% versus 20%

**Students in Group A had an
equitable representation
(index=1.0)**

**Students in Group B were
overrepresented (index=2.0)**

Victim Disparity Index: Middle and High School

The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.

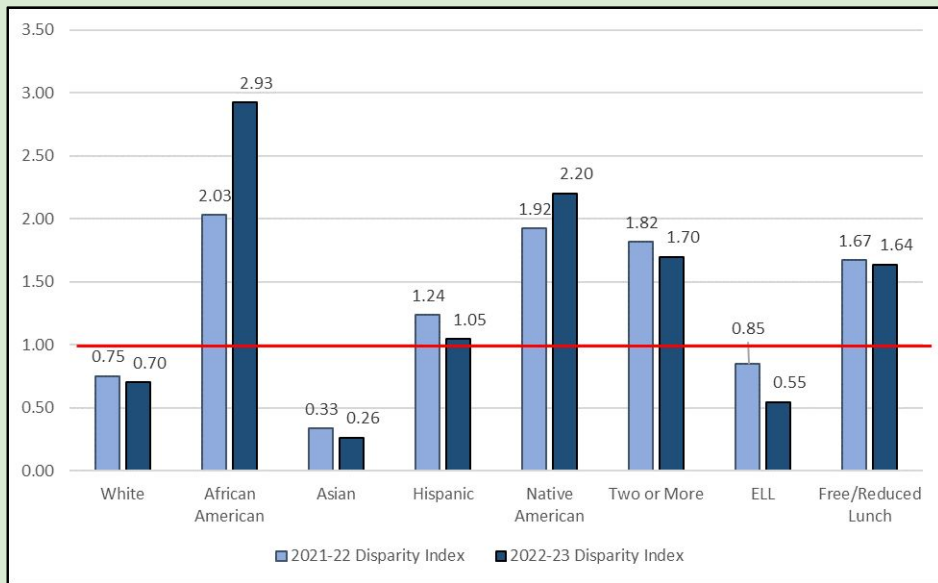


- During a missing person CFS, the missing person is listed as a victim. The overwhelming majority of these cases involve students who willingly abscond and are later located or return home. As noted previously, there were 118 missing person CFS in the 2022-23 school year.

Middle and High School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index
White	398	0.93	409	0.88
African American	63	1.37	106	1.99
Asian	9	0.30	11	0.32
Hispanic	99	0.96	115	0.98
Native American	12	2.56	10	1.99
Two or More	91	1.50	92	1.37
ELL	18	0.76	14	0.47
Free/Reduced Lunch	426	1.52	496	1.47

Suspect/PR Disparity Index: Middle and High School

The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



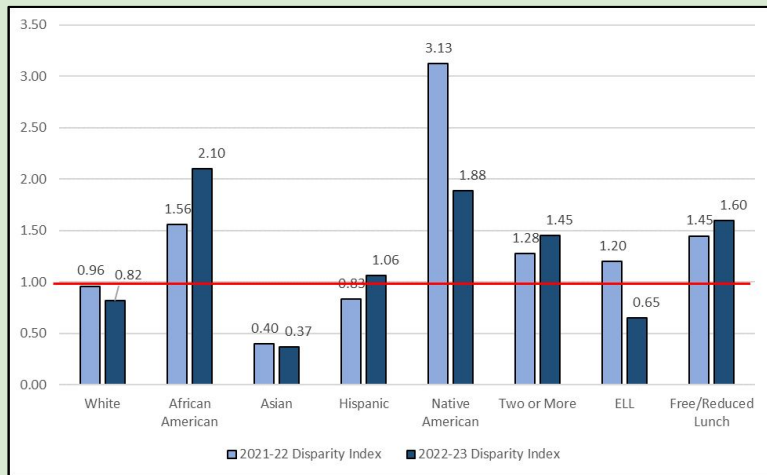
- In the 2022-23 data, when a juvenile is listed as a person responsible (PR), this means there was probable cause to refer the juvenile for a crime and a referral was issued. This is a coding change from previous years where a juvenile could be listed as a person responsible even if there was no referral issued.

Middle and High School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index
White	286	0.75	327	0.70
African American	83	2.03	155	2.93
Asian	9	0.33	9	0.26
Hispanic	114	1.24	122	1.05
Native American	8	1.92	11	2.20
Two or More	98	1.82	113	1.70
ELL	18	0.85	16	0.55
Free/Reduced Lunch	417	1.67	549	1.64

Suspects/PRs have been reviewed together, however, additional analysis will be possible as they are recorded separately moving forward.

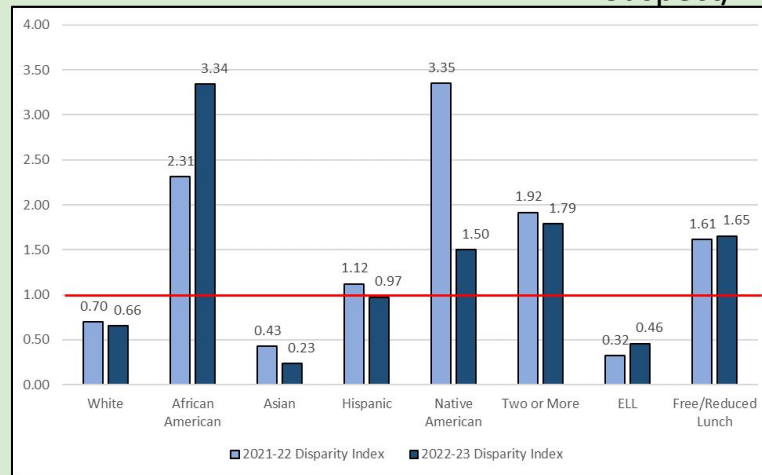
Disparity Index: Middle School

Victims



Middle School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index
White	143	0.96	158	0.82
African American	26	1.56	48	2.10
Asian	4	0.40	5	0.37
Hispanic	31	0.83	51	1.06
Native American	4	3.13	4	1.88
Two or More	30	1.28	43	1.45
ELL	8	1.20	6	0.65
Free/Reduced Lunch	149	1.45	240	1.60

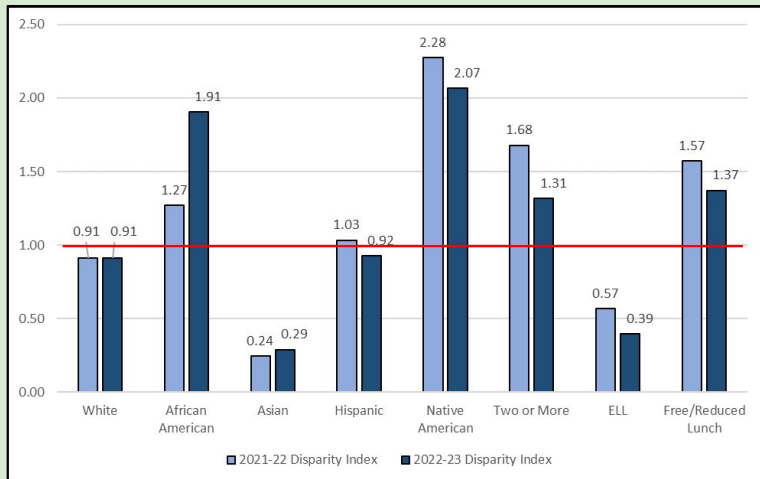
Suspect/PR



Middle School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index
White	97	0.70	119	0.66
African American	36	2.31	72	3.34
Asian	4	0.43	3	0.23
Hispanic	39	1.12	44	0.97
Native American	4	3.35	3	1.50
Two or More	42	1.92	50	1.79
ELL	2	0.32	4	0.46
Free/Reduced Lunch	155	1.61	234	1.65

Disparity Index: High School

Victims



High School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index
White	254	0.91	251	0.91
African American	37	1.27	58	1.91
Asian	5	0.24	6	0.29
Hispanic	68	1.03	64	0.92
Native American	8	2.28	6	2.07
Two or More	61	1.68	49	1.31
ELL	10	0.57	8	0.39
Free/Reduced Lunch	277	1.57	256	1.37

Suspect/PR



High School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index
White	188	0.78	208	0.73
African American	47	1.87	83	2.65
Asian	5	0.28	6	0.28
Hispanic	75	1.32	78	1.09
Native American	4	1.32	8	3.59
Two or More	56	1.78	63	1.64
ELL	16	1.05	12	0.57
Free/Reduced Lunch	261	1.72	315	1.64

Disparity Index Key Takeaway

- As in prior years, African Americans and Native Americans were overrepresented among both victims and suspects/persons responsible in 2022-23.
- Historical data beyond 2021-22 is not currently available with the transition to the LPS student information system race/ethnicity US Census demographic categories. However, in general, the racial disparity index for all victims and suspects/persons responsible in 2021-22 closely corresponded with the prior 4-year average.

Victims

Middle and High School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index
White	398	0.93	409	0.88
African American	63	1.37	106	1.99
Asian	9	0.30	11	0.32
Hispanic	99	0.96	115	0.98
Native American	12	2.56	10	1.99
Two or More	91	1.50	92	1.37
ELL	18	0.76	14	0.47
Free/Reduced Lunch	426	1.52	496	1.47

Suspect/PR

Middle and High School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index
White	286	0.75	327	0.70
African American	83	2.03	155	2.93
Asian	9	0.33	9	0.26
Hispanic	114	1.24	122	1.05
Native American	8	1.92	11	2.20
Two or More	98	1.82	113	1.70
ELL	18	0.85	16	0.55
Free/Reduced Lunch	417	1.67	549	1.64

*Small total population numbers can cause the disparity index to vary greatly.

SRO Complaints/Commendations/Training/Presentations

Complaints:

In 2022-23, LPD investigated five complaints against SROs. All complaints were classified as exonerated.

Commendations:

In 2022-23, SROs received three commendations for a variety of events

Training:

In 2022-23, SROs received an average of approximately 48 hours of training that included a variety of topics related to mental health, ethics, diversity and crisis intervention, among others.

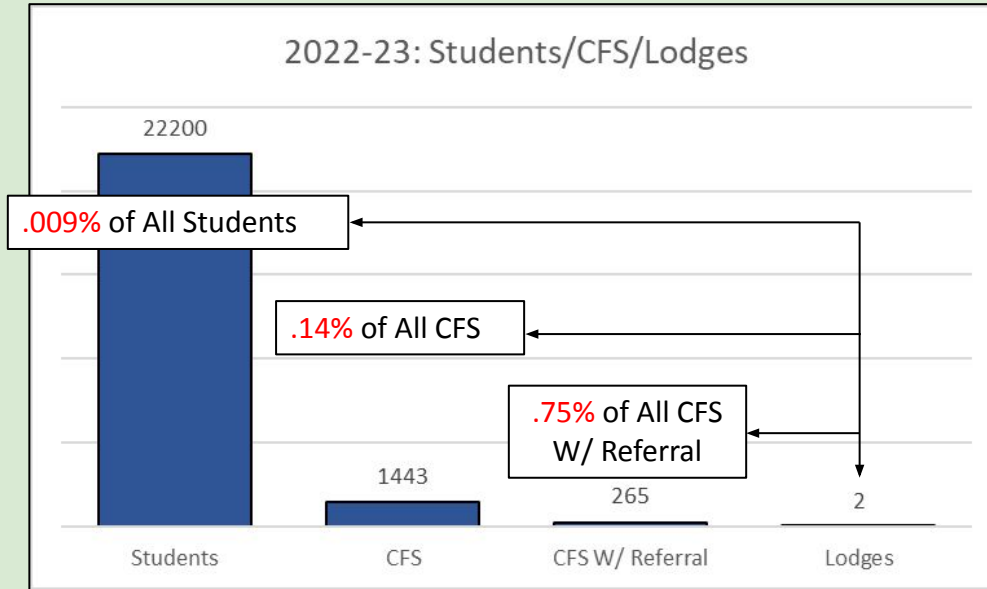
Presentations:

In 2022-23, SROs conducted a total of 102 presentations for 2,701 students for a total of over 55 hours.

- This is only a partial reflection of the time SROs spent presenting to students. Moving forward, LPD will work with the SROs to more accurately capture the total amount of presentation hours.

Lodges at Youth Services Center (YSC)

In 2022-23, 2 students were lodged at YSC. The following graph outlines what percentage those 2 students represent.



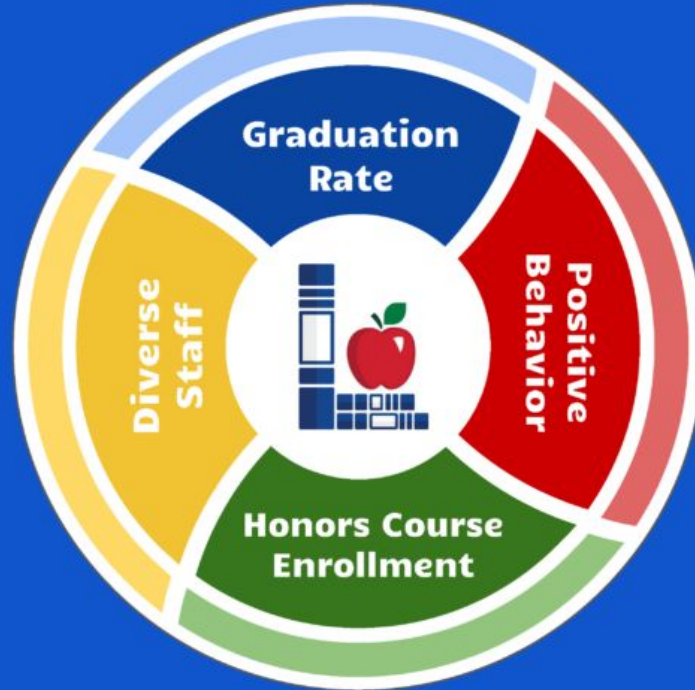
2021-22:

- 1,293 CFS
- 2 students were lodged at YSC (.15% of all CFS)
- 206 CFS with referral (.97% of CFS with referral)

Lincoln Public Schools Data

LPS Board of Education

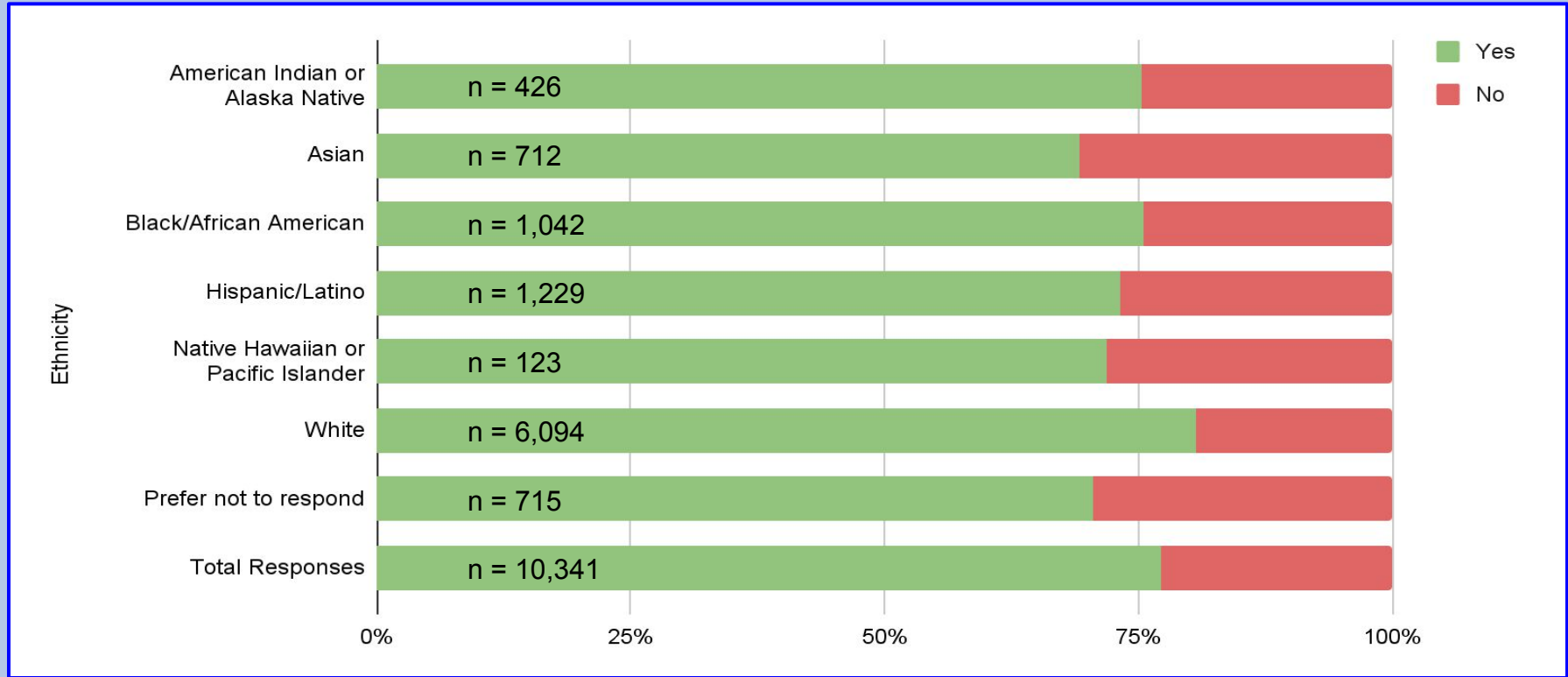
All Means All Action Plan for Equitable Outcomes



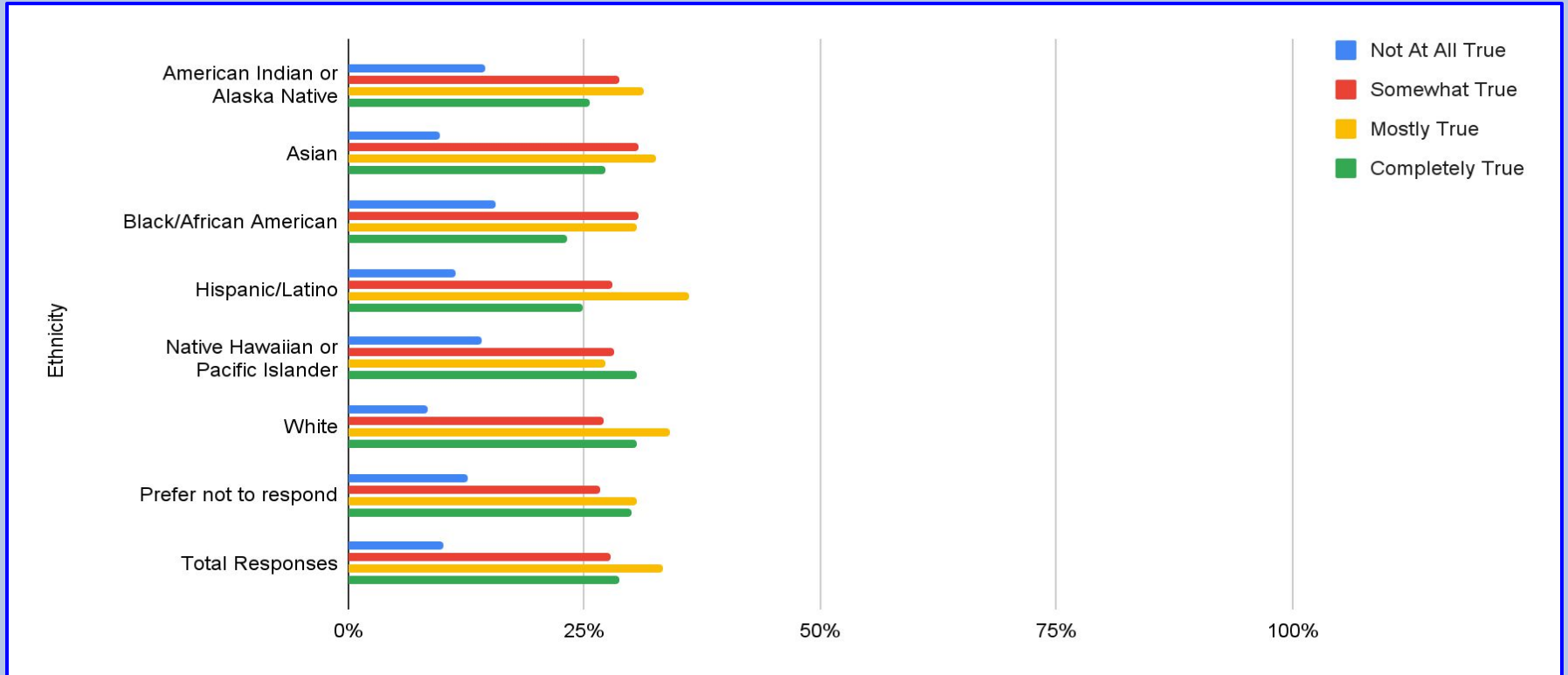
LPS Perception Survey Data Student Data (2022-23 school year)

	Middle School	High School	Total Responses
American Indian or Alaska Native	333	245	578
Asian	530	515	1,045
Black/African American	782	639	1,421
Hispanic/Latino	893	821	1,714
Native Hawaiian or Pacific Islander	99	76	175
White	3,797	3,901	7,698
Prefer not to respond	701	342	1,043
Total Responses	7,135	6,539	13,674

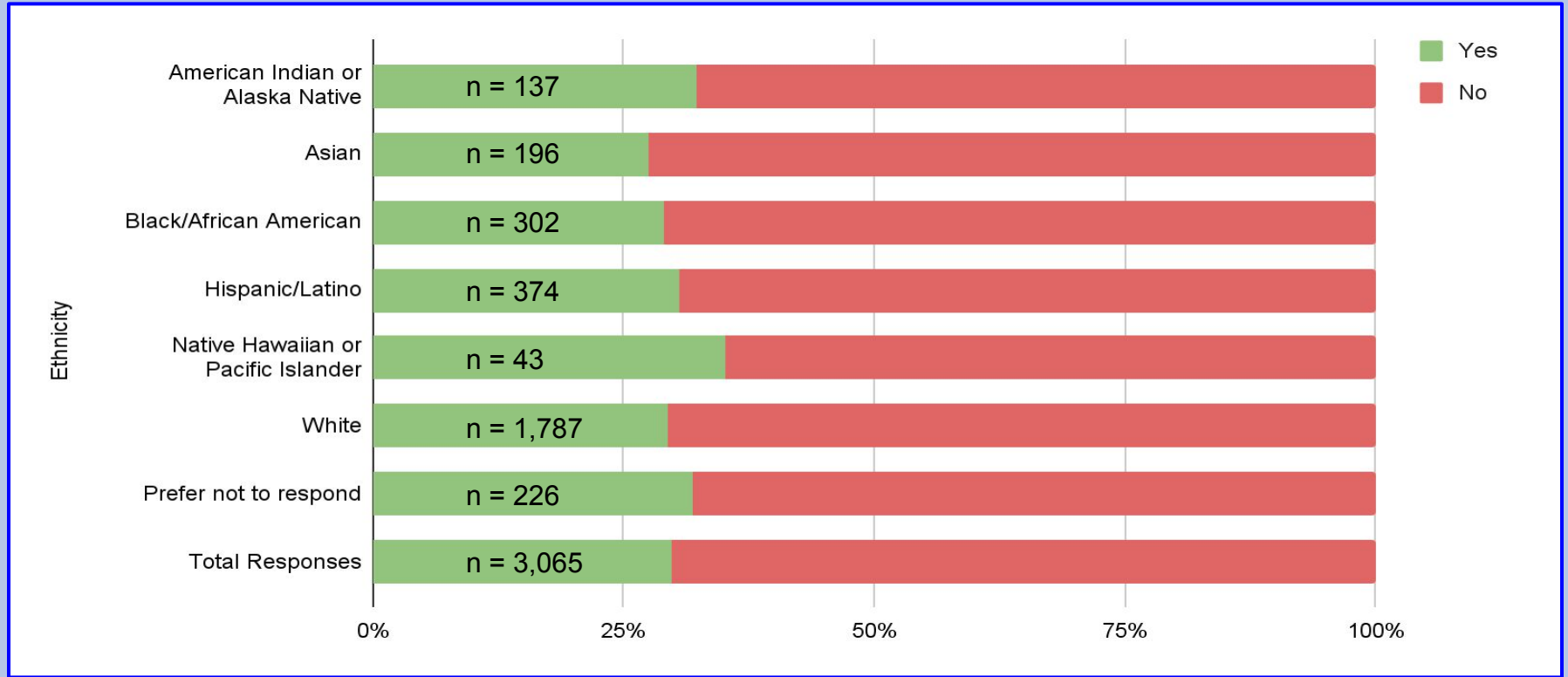
Were you aware that there is a School Resource Officer (SRO) at your school?



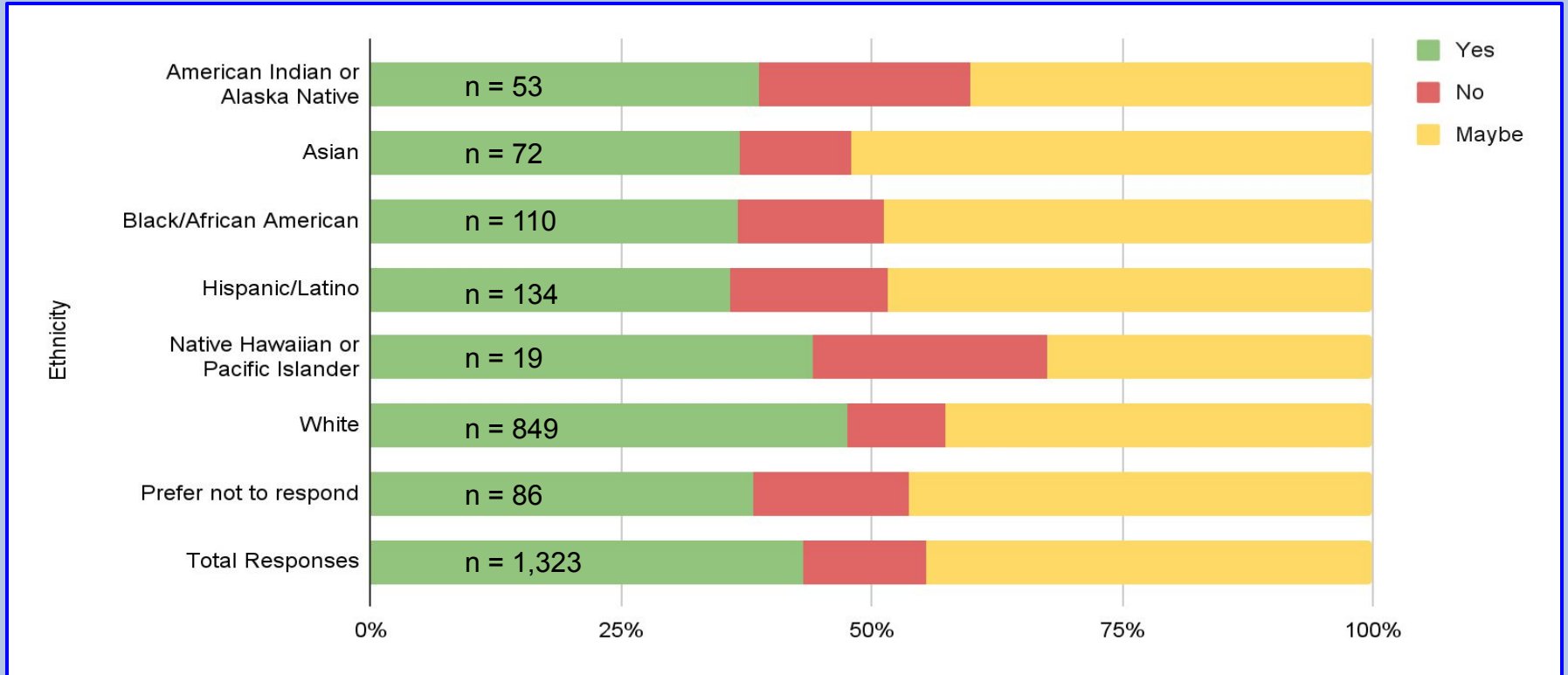
I feel more safe with the SRO on campus.



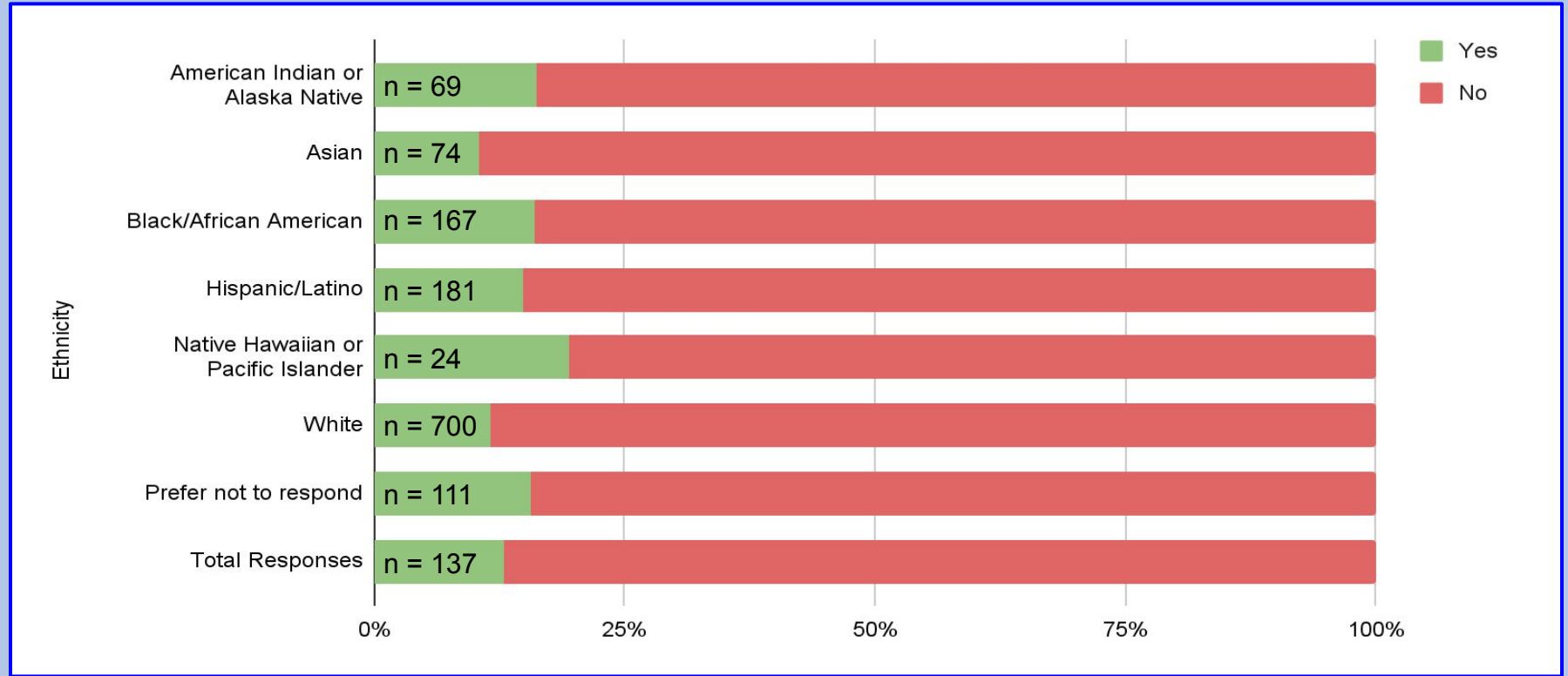
Has the School Resource Officer (SRO) presented in any of your classes?



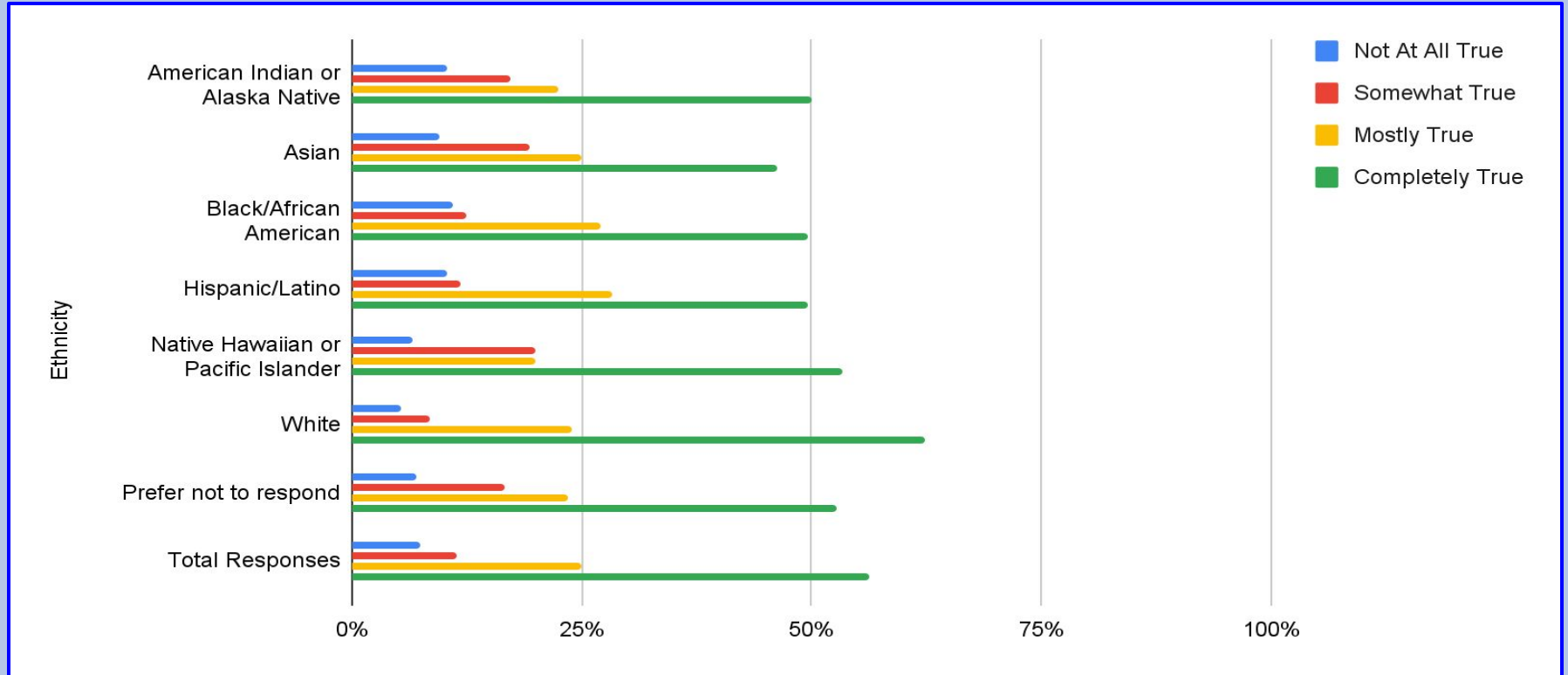
Did you find that presentation useful?



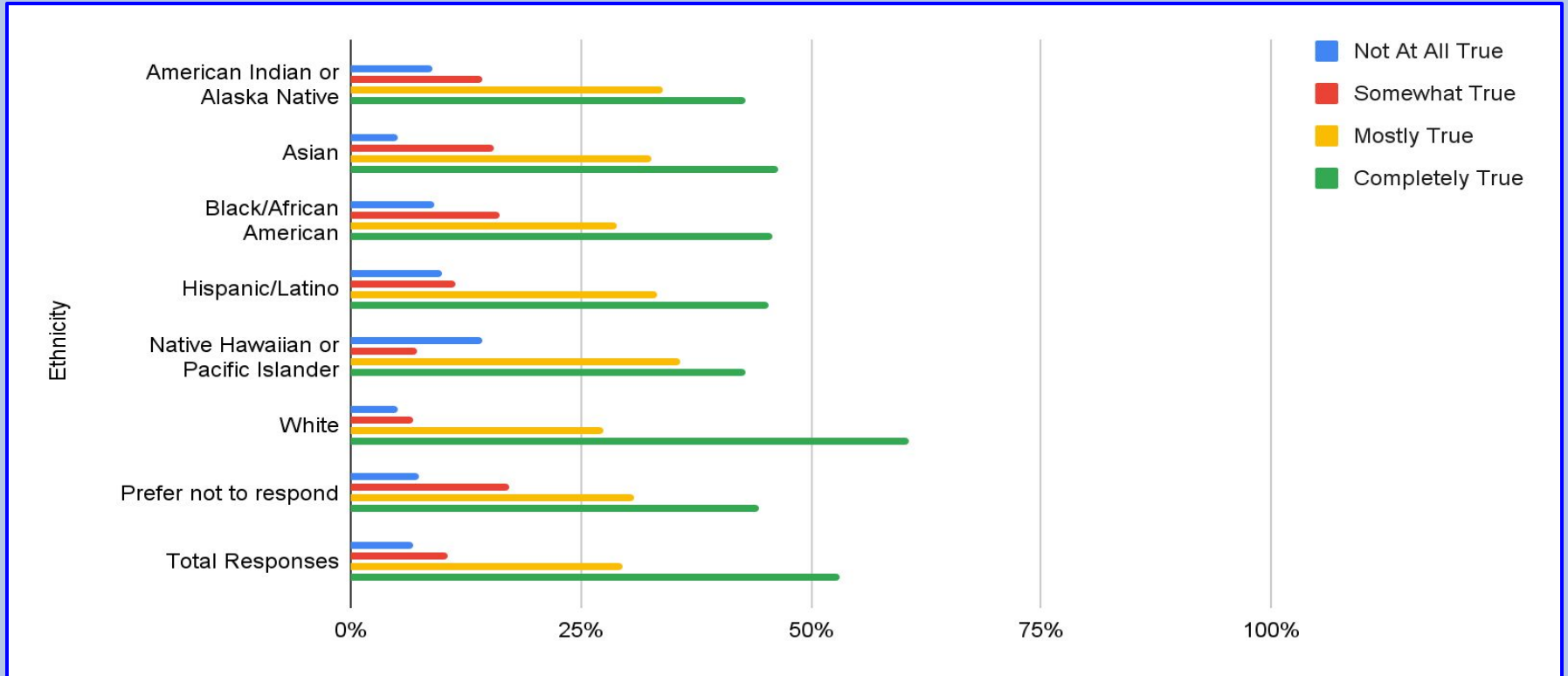
Did the School Resource Officer (SRO) contact you about an issue at school this year?



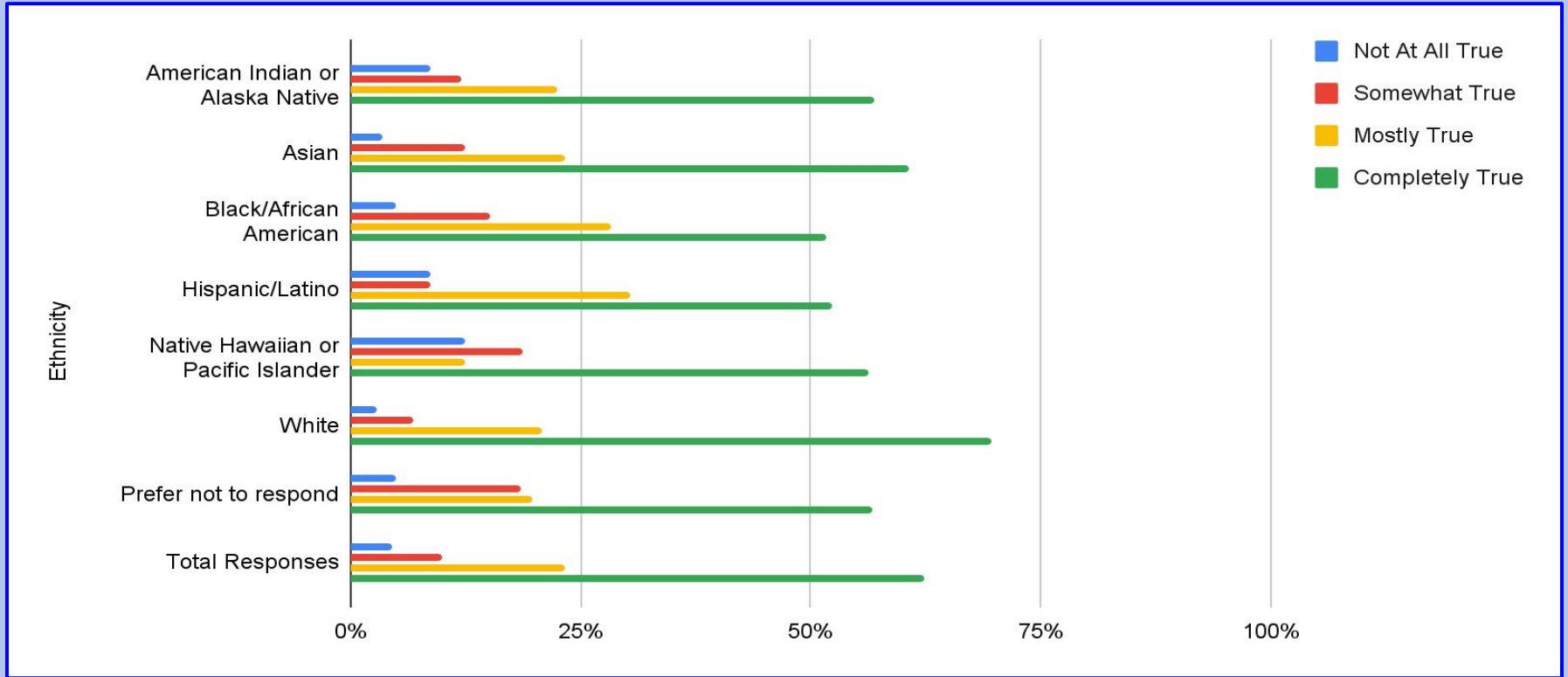
The SRO listened to my side of the story.



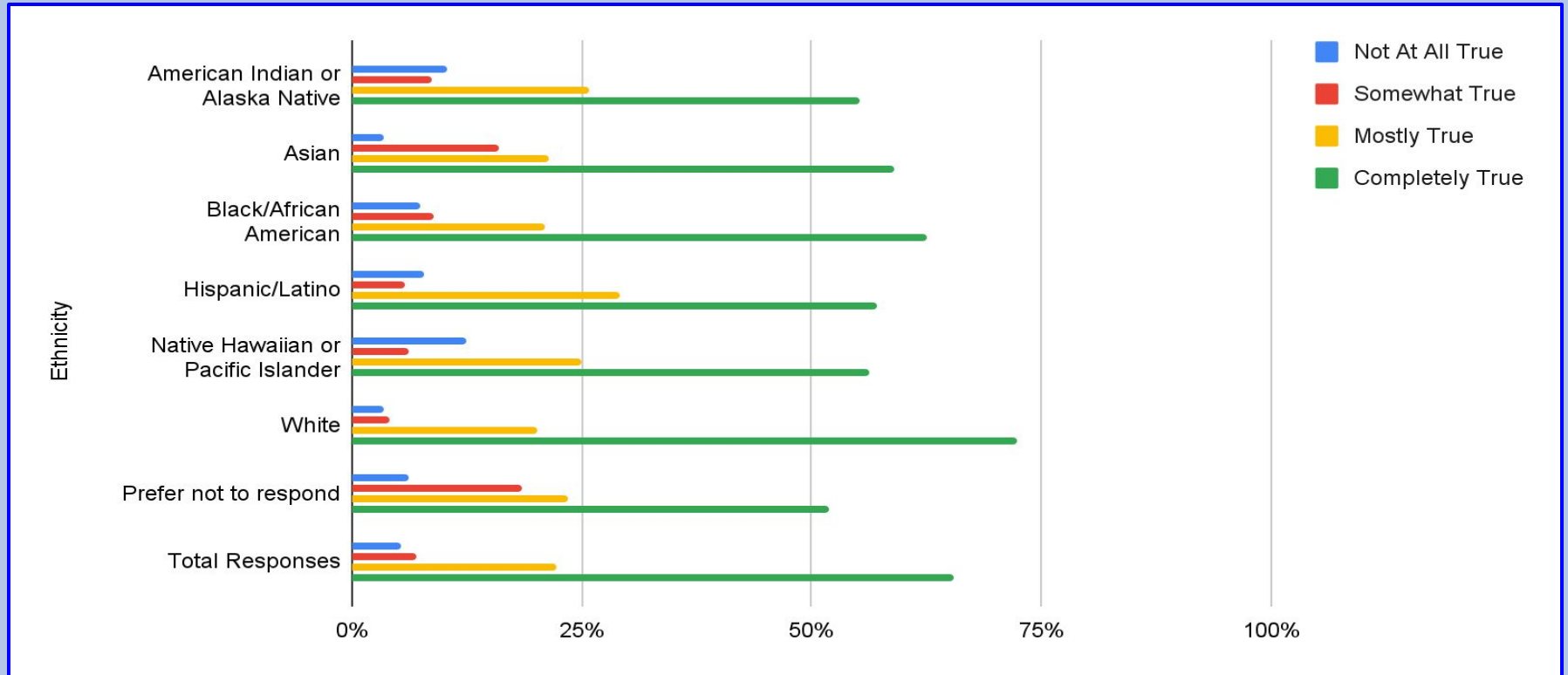
I was treated fairly in this situation.



The SRO treated me with respect.



The SRO behaved in a professional manner.



Key Takeaway:

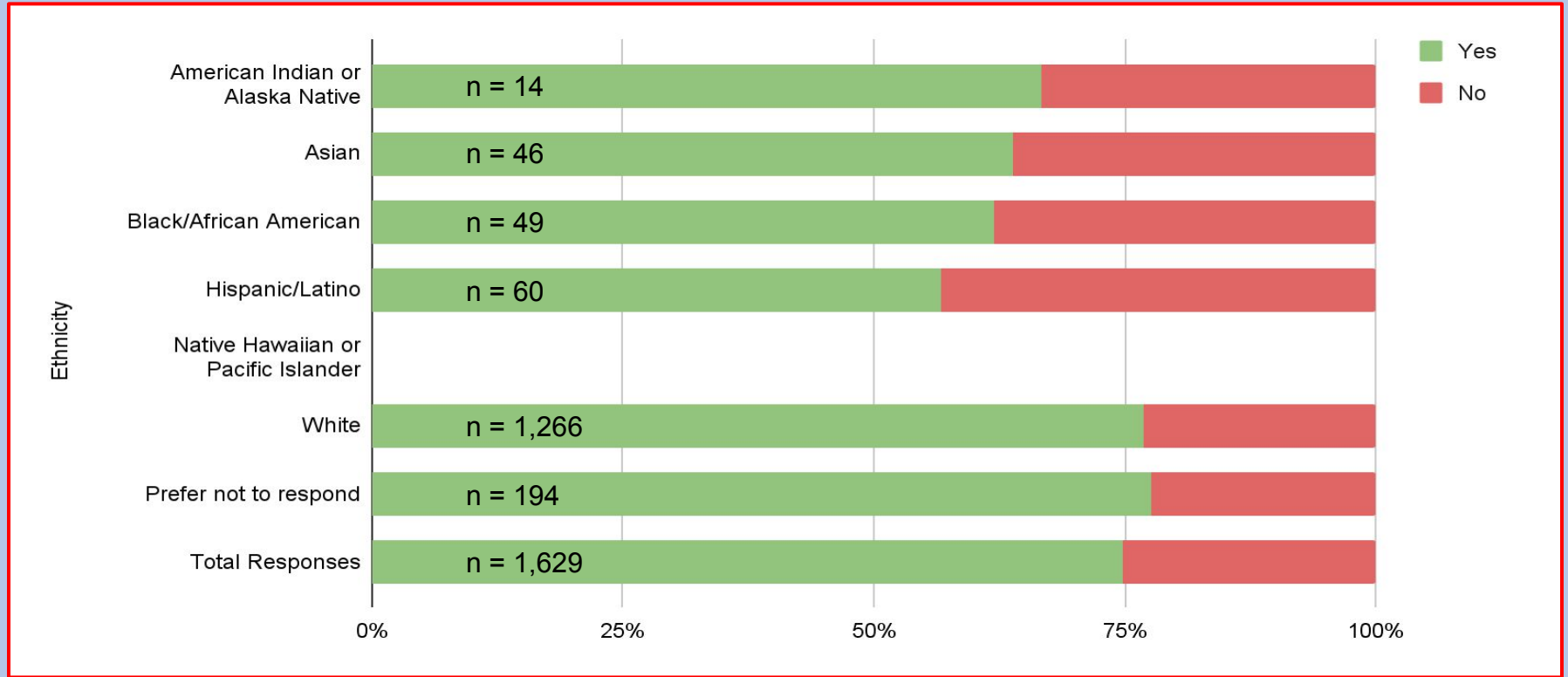
As in previous years, students reported:

- positive perceptions about School Resource Officers (SROs) on campus
- students felt more safe
- Those who had interactions with the School Resource Officer (SRO) felt that they were
 - listened to,
 - treated fairly,
 - respected, and
 - the School Resource Officer (SRO) behaved in a professional manner.
- All ethnic groups reported positive perceptions about the School Resource Officer (SRO), in most cases white students were slightly more positive than other groups.

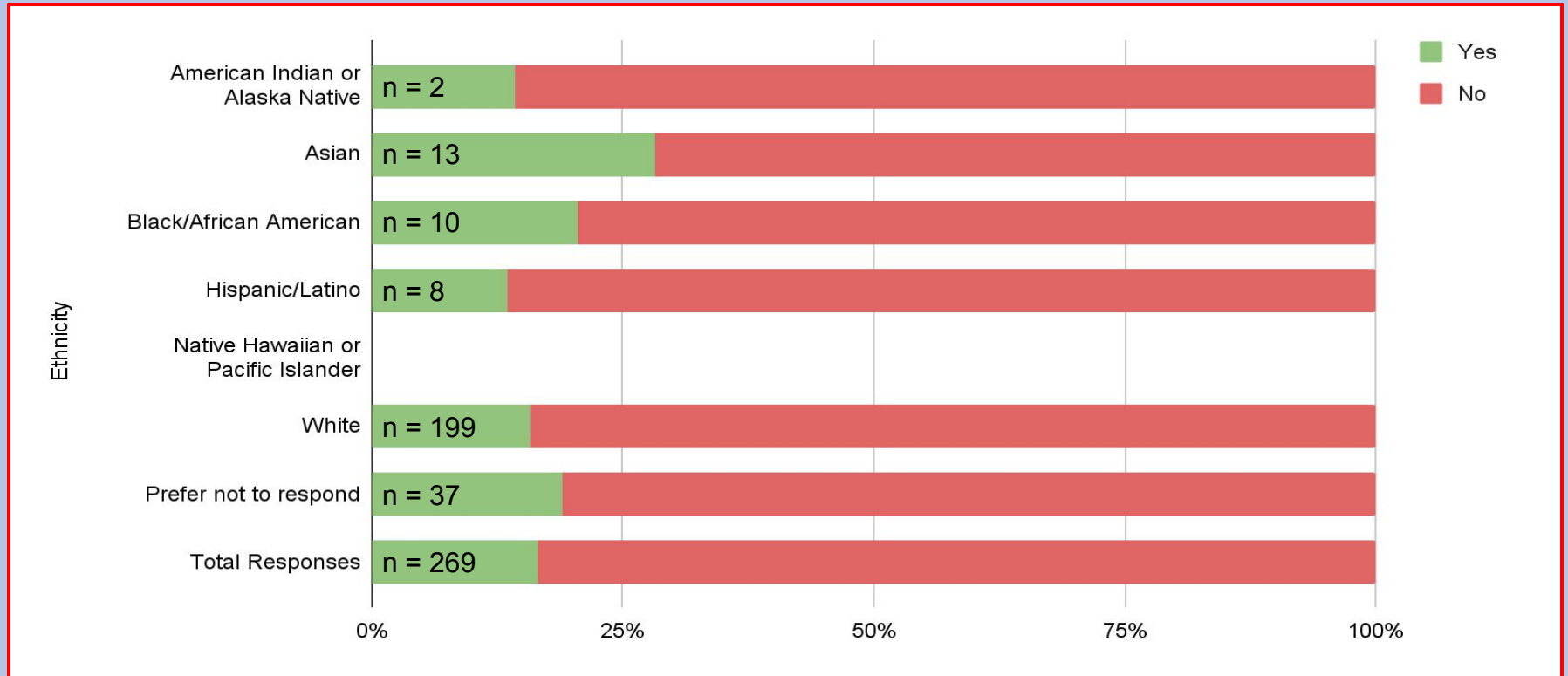
LPS Perception Survey Data Parent Data (2022-23 school year)

	Middle School	High School	Total Responses
American Indian or Alaska Native	9	12	21
Asian	44	28	72
Black/African American	38	41	79
Hispanic/Latino	45	61	106
Native Hawaiian or Pacific Islander	3	3	6
White	764	886	1,650
Prefer not to respond	124	129	253
Total Responses	1,027	1,160	2,187

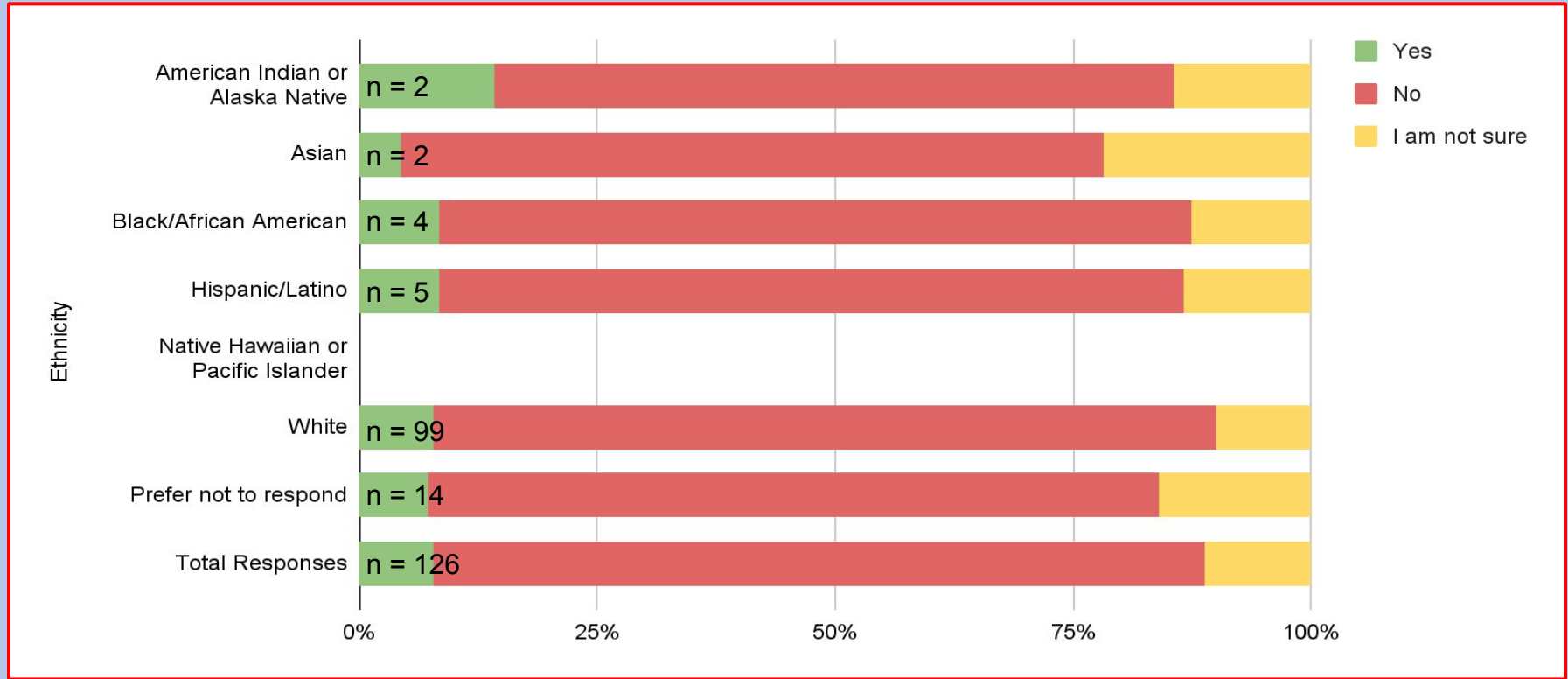
Are you aware that there is a School Resource Officer (SRO) at your student's school?



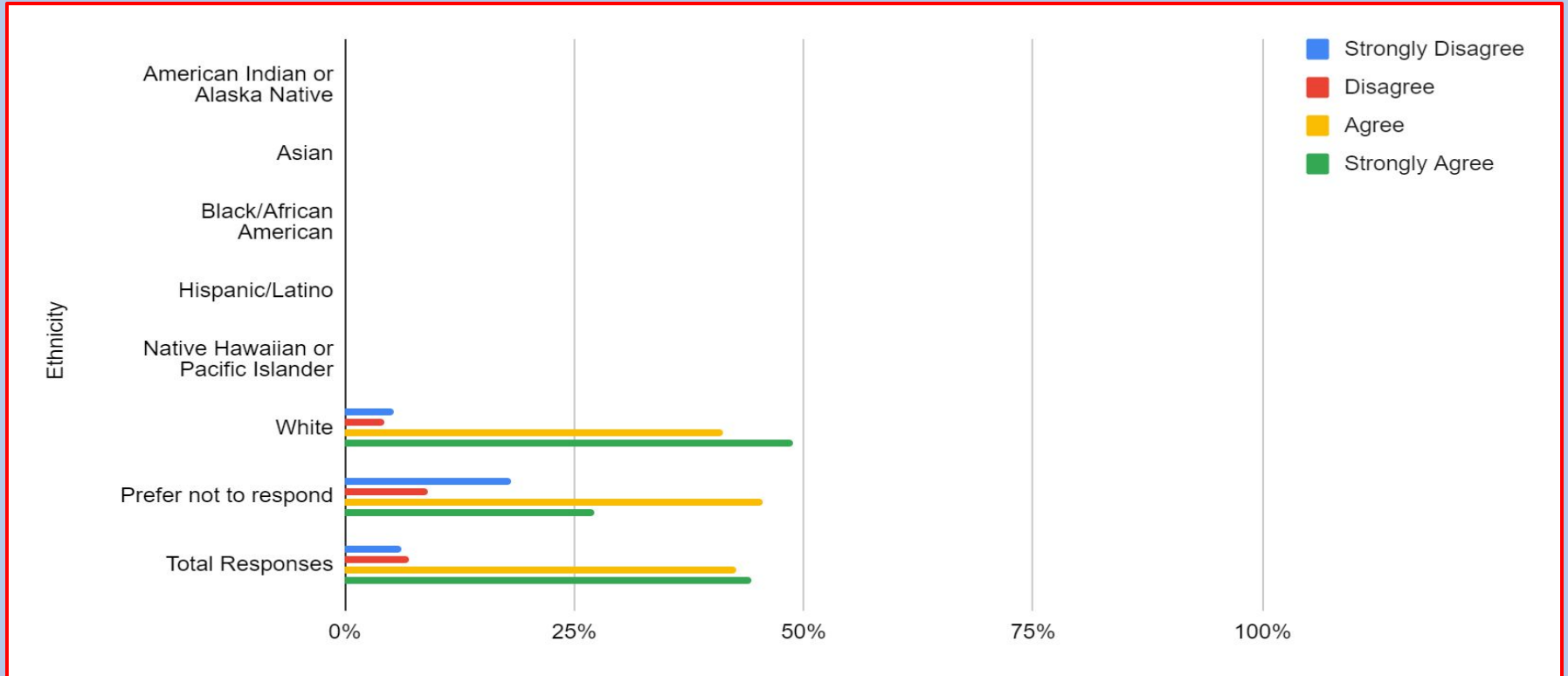
Have you met the School Resource Officer (SRO)?



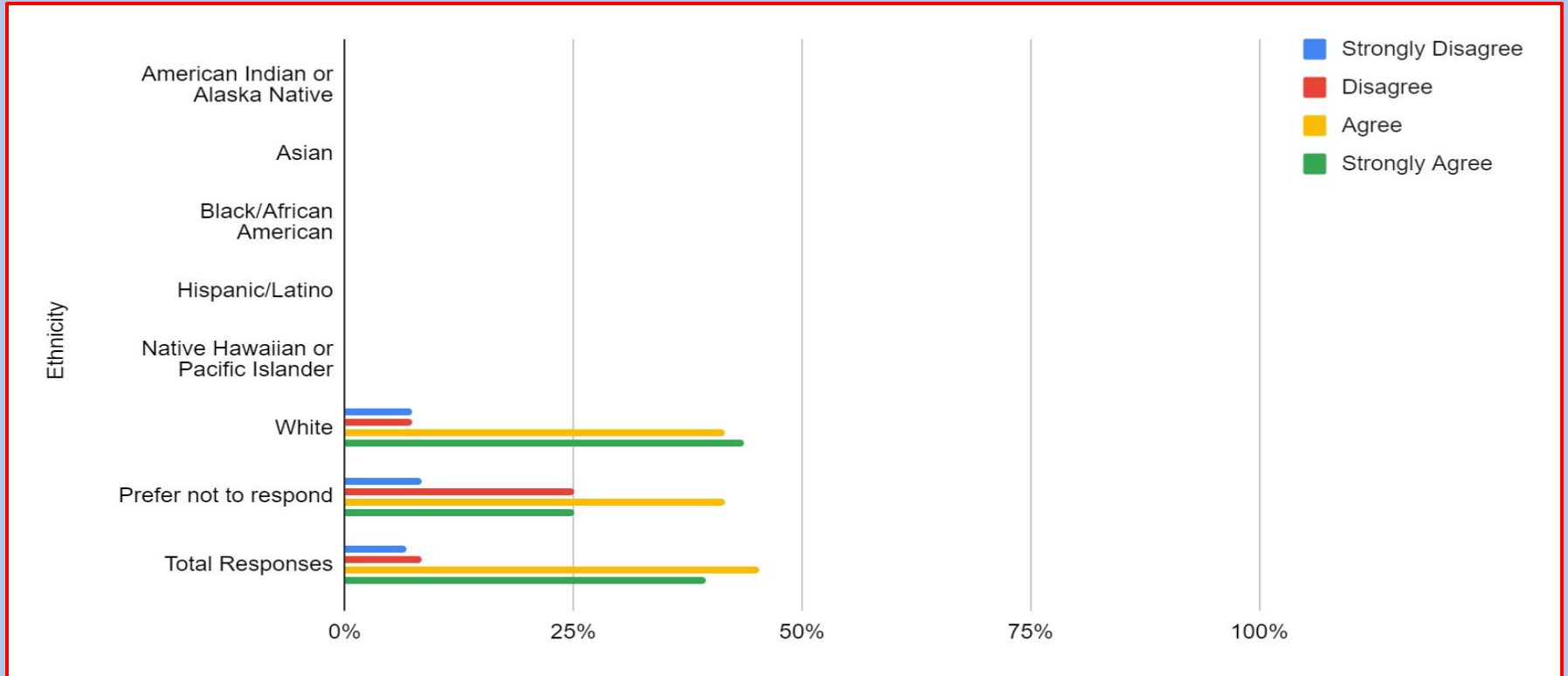
Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



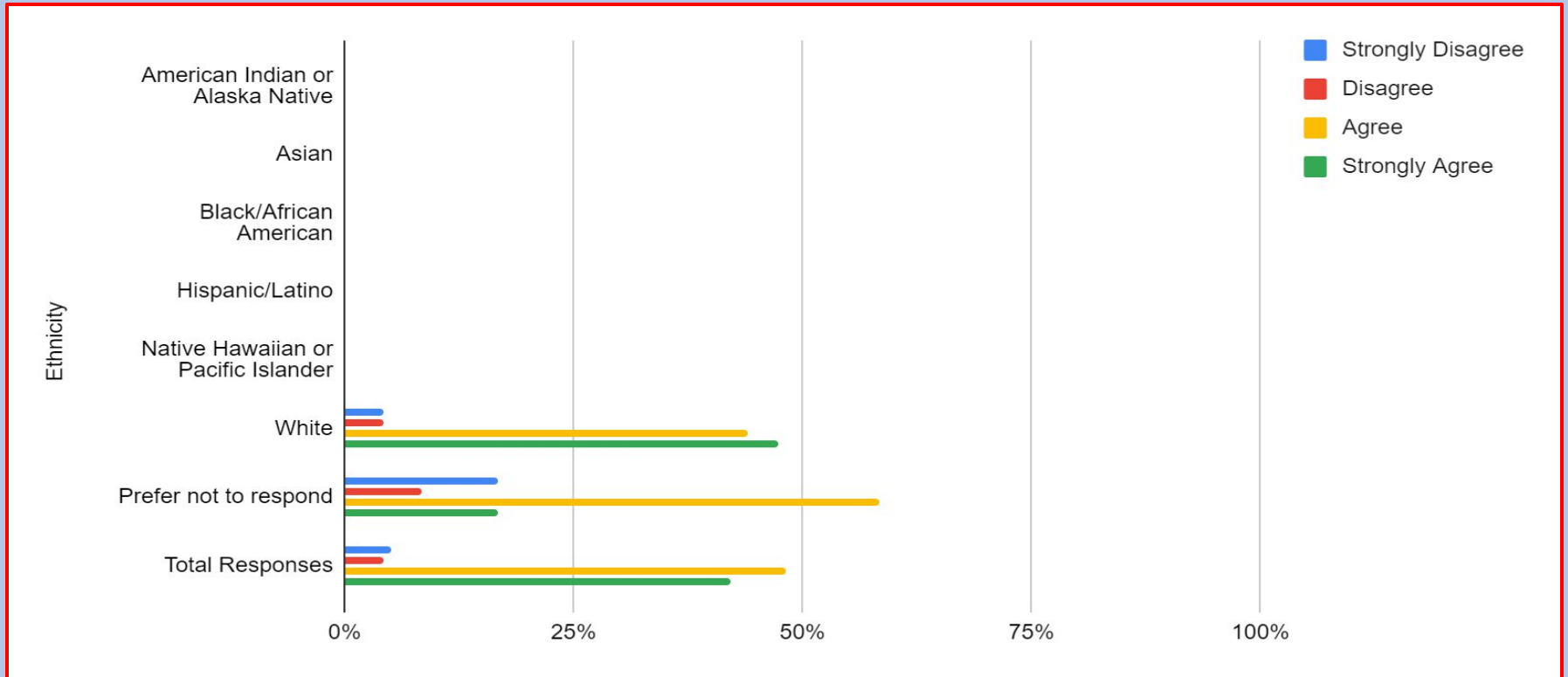
The SRO listened to my student.



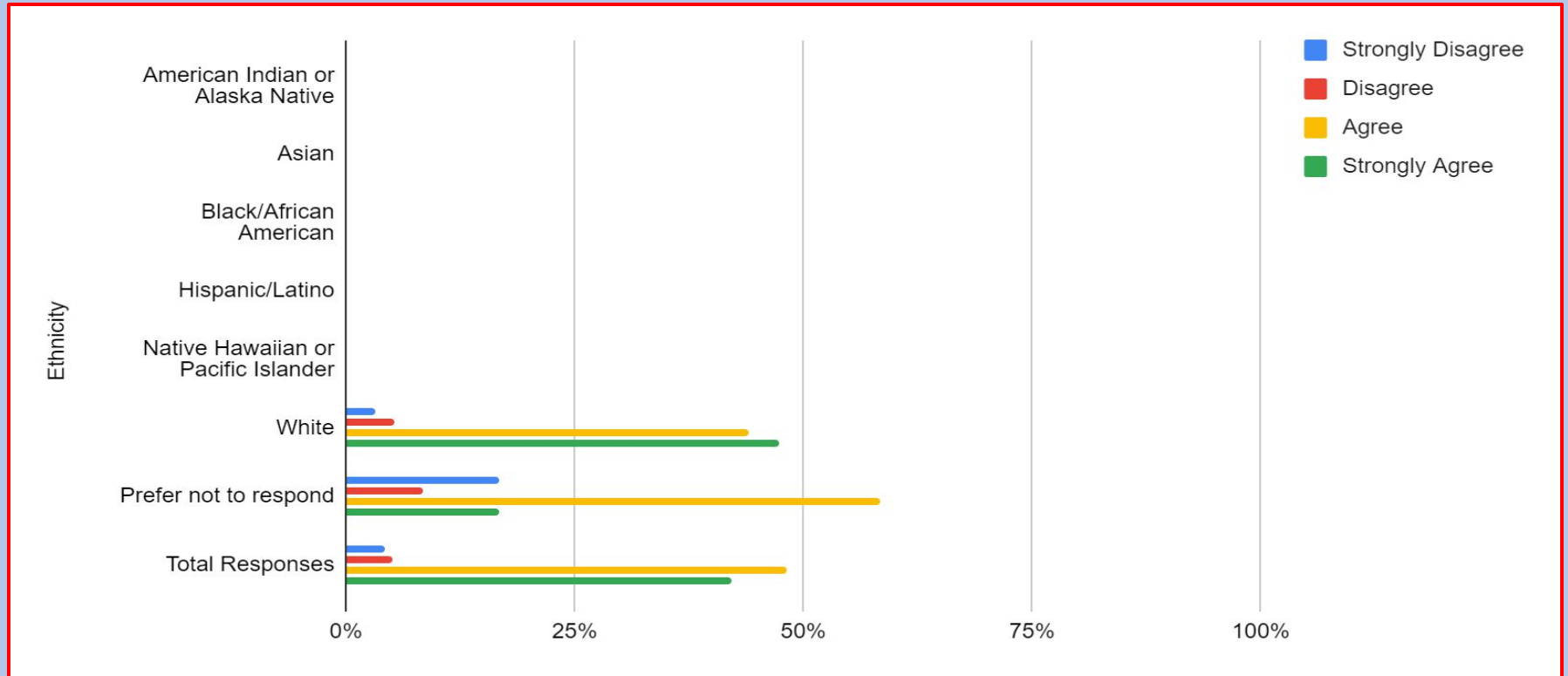
My student was treated fairly in this situation.



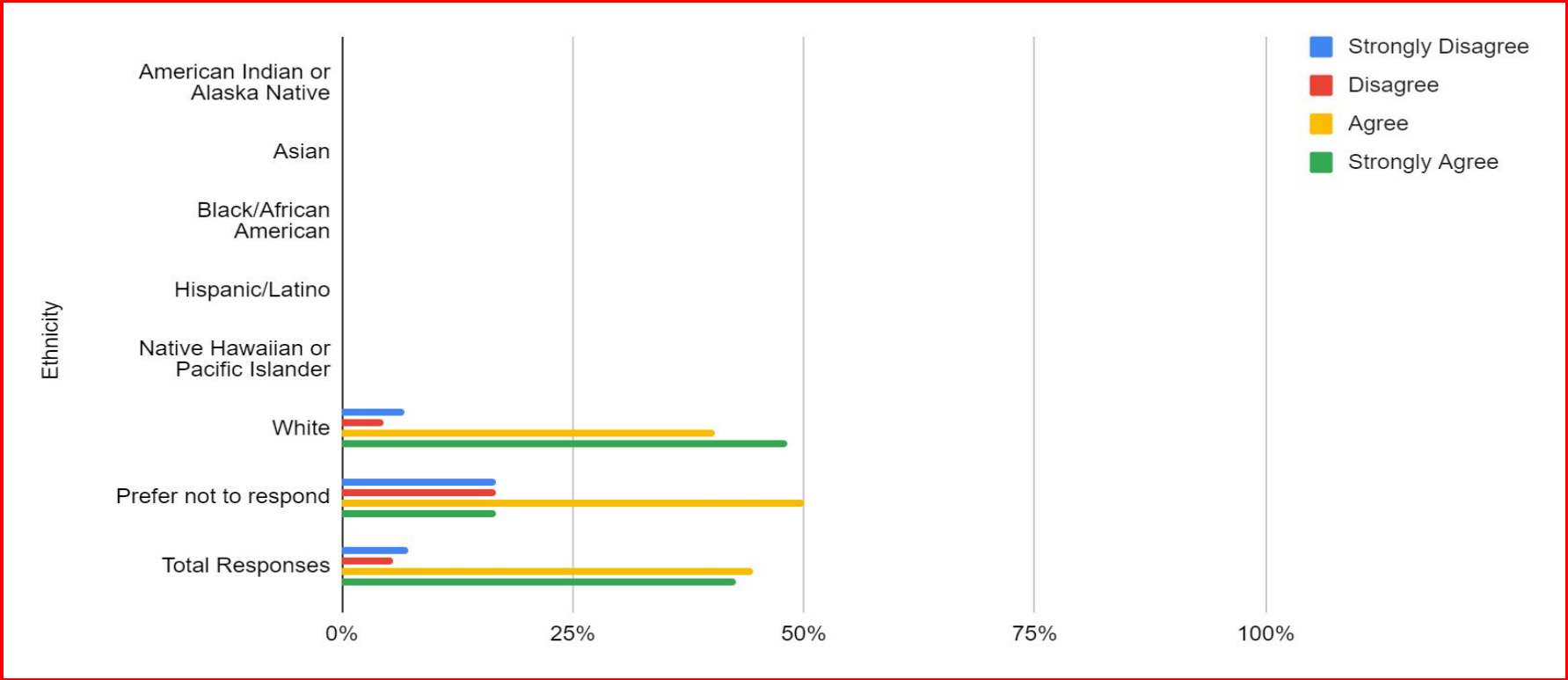
The SRO treated my student with respect.



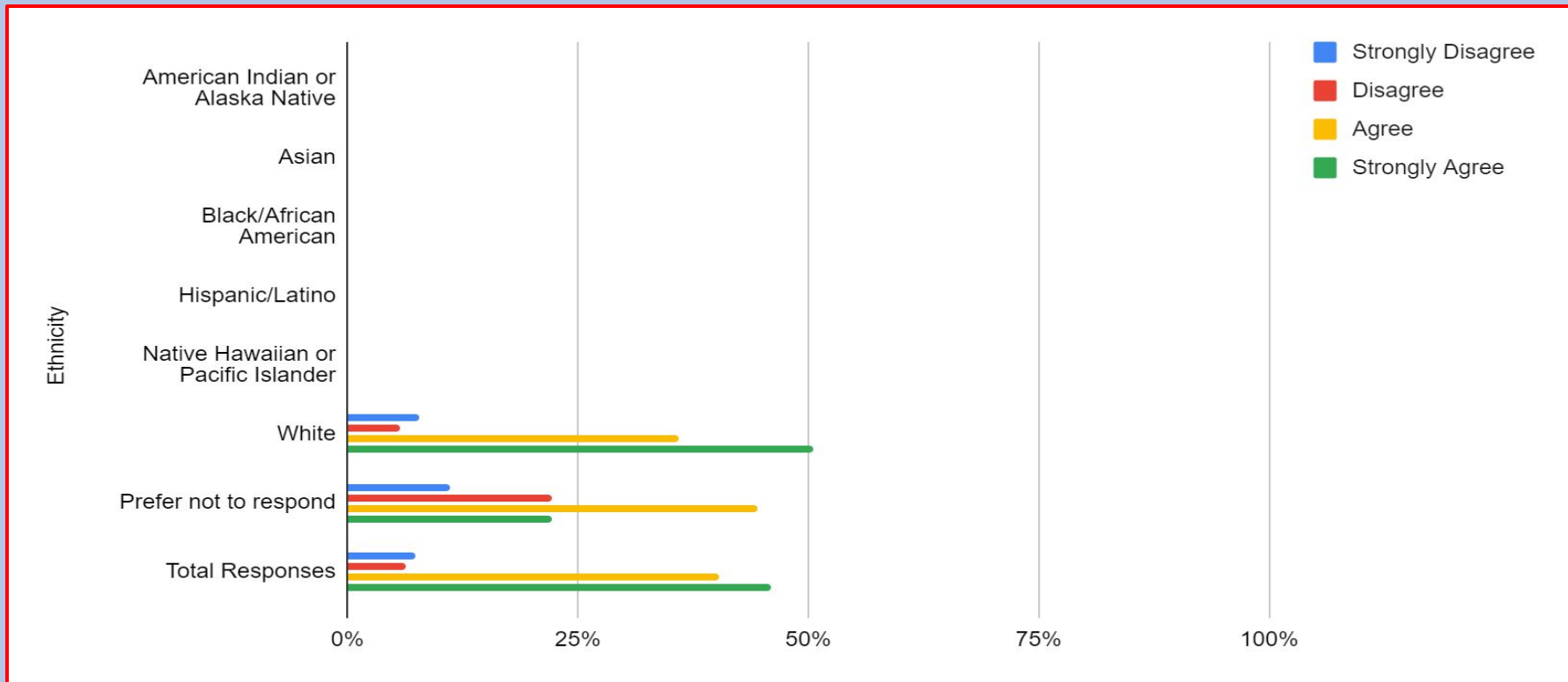
The SRO behaved in a professional manner.



The SRO was considerate of my student's feelings.



The SRO did a good job handling this issue.



Key Takeaway:

Parent/Guardian Responses on 2023 Spring Perception Survey:

Overall parents reported positive perceptions of School Resources Officers (SROs) being on campus.

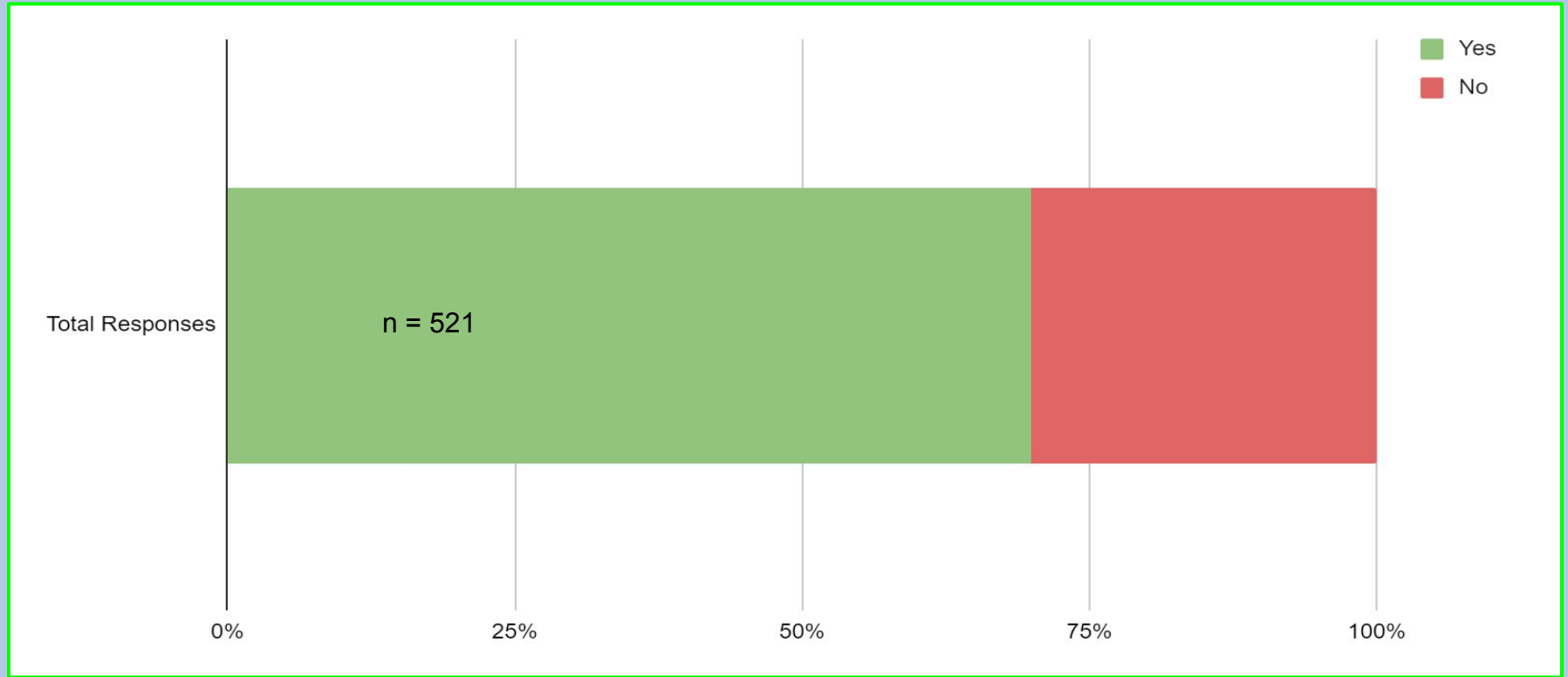
Note:

- Because of low numbers of responses from parents in some of the race/ethnic categories, data reported here have not been disaggregated by demographic groups.

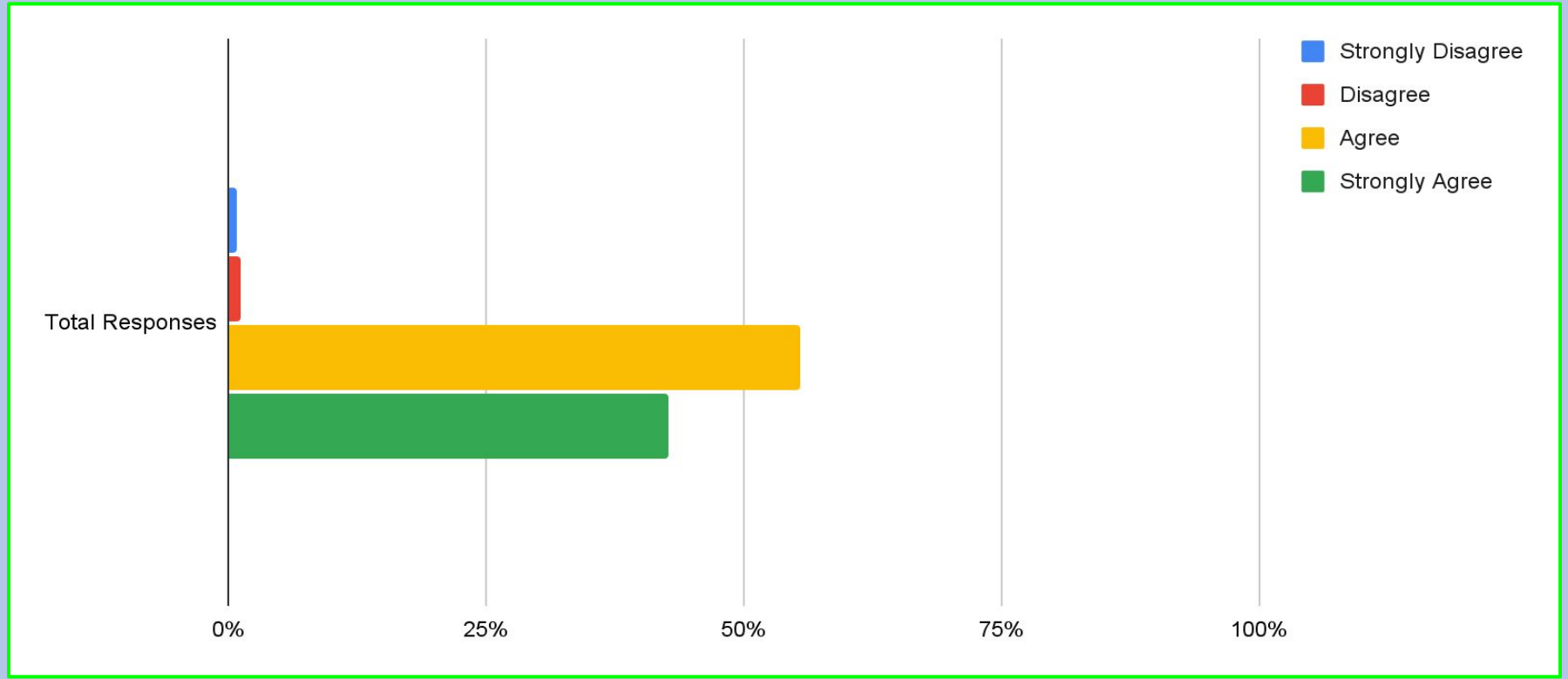
LPS Perception Survey Data
Certified Staff Data
(2022-23 school year)

	Middle School	High School	Total Responses
American Indian or Alaska Native	1	4	5
Asian	3	3	6
Black/African American	5	7	12
Hispanic/Latino	6	10	16
Native Hawaiian or Pacific Islander	0	1	1
White	311	334	645
Prefer not to respond	44	59	103
Total Responses	370	418	788

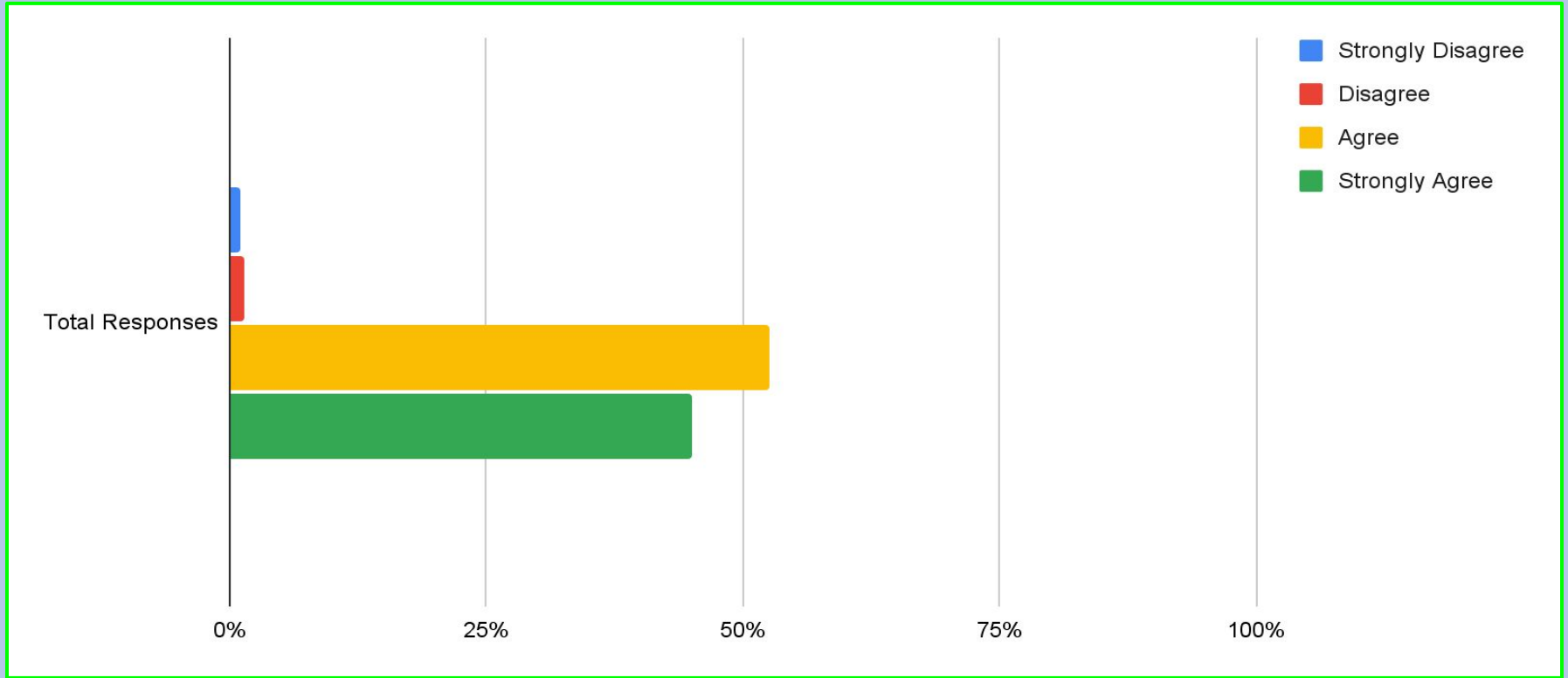
Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



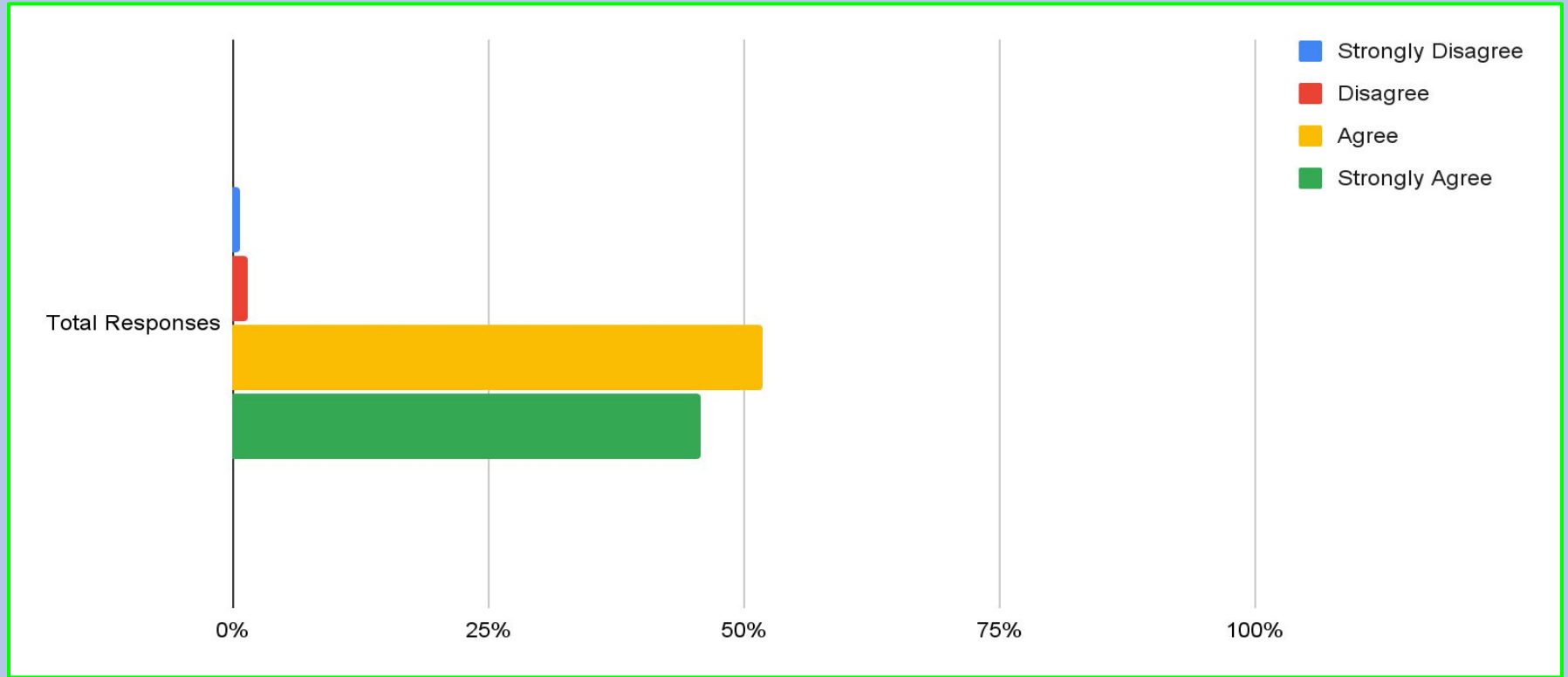
The SRO listens to all individuals when handling an incident.



The SRO treats all individuals fairly when handling an incident.



The SRO treats all individuals with respect when handling an incident.



Key Takeaway:

Certified Staff Responses about the SRO program on the 2023 Perception Survey:

Staff were very positive about the interactions they observed between School Resource Officers (SROs) and students they have contacted because of an issue on campus. Low participation by certified staff in some demographic groups limit the ability to look for differences in responses between groups.

LPS Discipline Data

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

Note about LPS data from the 2022-23 school year

- Because of the pandemic, LPS students were not able to attend school in person toward the end of the 2019-20 school year. LPS discipline data from 2019-20 should not be directly compared to other school years.
- Since some LPS students were not in school buildings, LPS discipline data from 2020-21 may not be representative of a “typical” school year, and should not be compared to other school years.
- Note: in the data tables in this section, percentages that indicate “overrepresentation” are highlighted in pink. For example: during the 2022-23 school year, 62% of the middle school students who were suspended identified as male. Since only 52% of all middle school students identify as male, males are overrepresented and highlighted.

In School Suspensions	behaviors that are repeated, violate school rules, and disrupt the learning environment (e.g. inappropriate language use, minor physical altercation)
Out of School Suspensions	behaviors that are repeated, violate school rules, and seriously disrupt the learning environment (e.g. perceived harassment of another student or staff, a more serious physical altercation)
Expulsions	the most serious student behaviors that violate school rules, seriously disrupt the learning environment, and are associated with potential physical harm to self or others (e.g. possession of a weapon or drugs at school)

In School Suspensions:
2,644 secondary students (11.4%)
experienced at least 1 in school
suspension. This is slightly higher than
the previous year (10.1%)

In School Suspensions by Gender

Middle School

High School

Percentage of Yearly In School Suspensions		
Year	Female	Male
2014-2015	26%	74%
2015-2016	28%	72%
2016-2017	28%	72%
2017-2018	24%	76%
2018-2019	34%	66%
2019-2020	32%	68%
2020-2021	33%	67%
2021-2022	37%	63%
2022-2023	38%	62%
Overall % of 22-23 Student Population	48%	52%

Percent of Yearly In School Suspensions		
Year	Female	Male
2014-2015	34%	66%
2015-2016	31%	69%
2016-2017	31%	69%
2017-2018	36%	64%
2018-2019	31%	69%
2019-2020	33%	67%
2020-2021	31%	69%
2021-2022	39%	61%
2022-2023	41%	59%
Overall % of 22-23 Student Population	48%	52%

In School Suspensions by Ethnicity

Middle School

High School

Percent of Yearly In School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	1%	2%	17%	15%	0%	54%	11%
2015-2016	1%	1%	15%	21%	0%	52%	9%
2016-2017	2%	2%	15%	19%	0%	53%	9%
2017-2018	1%	2%	14%	18%	0%	52%	13%
2018-2019	1%	2%	14%	17%	0%	52%	13%
2019-2020	1%	2%	15%	20%	0%	48%	15%
2020-2021	1%	1%	13%	18%	0%	51%	15%
2021-2022	1%	2%	15%	20%	0%	47%	15%
2022-2023	1%	2%	16%	18%	0%	47%	15%
Overall % of 22-23 Student Population	1%	4%	8%	16%	0%	62%	10%

n = 1,479

Percent of Yearly In School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other 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%
2022-2023	1%	2%	14%	21%	0%	49%	13%
Overall % of 22-23 Student Population	1%	5%	7%	16%	0%	63%	9%

n = 1,165

In School Suspensions by SE, ELL, F/R Lunch

Middle School

High School

Percent of Yearly In School Suspensions			
Year	SE	ELL	FRL
2014-2015	33%	5%	65%
2015-2016	32%	5%	69%
2016-2017	36%	5%	73%
2017-2018	35%	5%	73%
2018-2019	31%	4%	72%
2019-2020	31%	4%	74%
2020-2021	33%	4%	74%
2021-2022	29%	3%	67%
2022-2023	30%	3%	75%
Overall % of 22-23 Student Population	17%	3%	48%

Percent of Yearly In School Suspensions			
Year	SE	ELL	FRL
2014-2015	22%	2%	67%
2015-2016	20%	4%	60%
2016-2017	25%	3%	64%
2017-2018	26%	5%	63%
2018-2019	26%	4%	61%
2019-2020	26%	5%	65%
2020-2021	29%	4%	68%
2021-2022	23%	5%	63%
2022-2023	23%	5%	64%
Overall % of 22-23 Student Population	11%	5%	41%

Takeaways: In School Suspension

In school suspension data in 2022-23 are similar to the in school suspension rates from the 2021-22 school year. More students experienced in/out of school suspensions. This increase is generally proportional across demographic groups. School suspension data continue to show evidence of disproportionality for students who identify as Black, Hispanic, or Two or more races, and those participating in Special Education services and the free/reduced lunch program (little to no disparity evidence exists for students in the English Language Learner program).

Out of School Suspensions:
2,360 secondary students (10.1%)
experienced at least 1 in school
suspension. This is slightly higher than
the previous year (9.6%)

Out of School Suspensions by Gender

Middle School

High School

Percentage of Yearly Out of School Suspensions		
Year	Female	Male
2014-2015	32%	68%
2015-2016	30%	70%
2016-2017	26%	74%
2017-2018	27%	73%
2018-2019	33%	67%
2019-2020	35%	65%
2020-2021	36%	64%
2021-2022	40%	60%
2022-2023	39%	61%
Overall % of 22-23 Student Population	48%	52%

Percent of Yearly Out of School Suspensions		
Year	Female	Male
2014-2015	36%	64%
2015-2016	35%	65%
2016-2017	36%	64%
2017-2018	34%	66%
2018-2019	32%	68%
2019-2020	32%	68%
2020-2021	30%	70%
2021-2022	40%	60%
2022-2023	39%	61%
Overall % of 22-23 Student Population	48%	52%

Out of School Suspensions by Ethnicity

Middle School

High School

Percent of Yearly Out of School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	2%	2%	17%	19%	0%	48%	13%
2015-2016	1%	1%	15%	20%	0%	50%	12%
2016-2017	3%	1%	15%	21%	0%	48%	13%
2017-2018	1%	1%	16%	20%	0%	49%	13%
2018-2019	1%	1%	13%	18%	0%	54%	14%
2019-2020	0%	1%	15%	20%	0%	46%	17%
2020-2021	1%	1%	14%	18%	0%	49%	17%
2021-2022	1%	2%	17%	21%	0%	44%	15%
2022-2023	1%	2%	19%	19%	0%	44%	15%
Overall % of 22-23 Student Population	1%	4%	8%	16%	0%	62%	10%

n = 1,229

Percent of Yearly Out of School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	3%	1%	14%	17%	0%	53%	11%
2015-2016	2%	2%	15%	16%	0%	51%	14%
2016-2017	3%	1%	16%	16%	0%	51%	13%
2017-2018	2%	1%	16%	16%	0%	52%	14%
2018-2019	2%	1%	16%	17%	0%	51%	12%
2019-2020	2%	2%	15%	18%	0%	50%	13%
2020-2021	2%	2%	14%	19%	0%	48%	16%
2021-2022	2%	1%	17%	19%	0%	48%	14%
2022-2023	1%	1%	17%	22%	0%	43%	15%
Overall % of 22-23 Student Population	1%	5%	7%	16%	0%	63%	9%

n = 1,131

Out of School Suspensions by SE, ELL, FRL

Middle School

High School

Percent of Yearly Out of School Suspensions			
Year	SE	ELL	FRL
2014-2015	40%	4%	73%
2015-2016	38%	4%	74%
2016-2017	41%	5%	77%
2017-2018	40%	5%	78%
2018-2019	37%	4%	71%
2019-2020	38%	4%	78%
2020-2021	38%	5%	77%
2021-2022	34%	4%	73%
2022-2023	34%	4%	79%
Overall % of 22-23 Student Population	16%	3%	48%

Percent of Yearly Out of School Suspensions			
Year	SE	ELL	FRL
2014-2015	25%	2%	64%
2015-2016	29%	2%	61%
2016-2017	28%	3%	66%
2017-2018	30%	3%	63%
2018-2019	29%	3%	63%
2019-2020	32%	3%	68%
2020-2021	38%	3%	72%
2021-2022	27%	3%	64%
2022-2023	27%	4%	66%
Overall % of 22-23 Student Population	11%	5%	41%

Takeaways: Out of School Suspension

Out of school suspension data in 2022-23 are similar to the out of school suspension rates from the 2021-22 school year. Increases are generally proportional across demographic groups.

School suspension data continue to show evidence of disproportionality for students who identify as Black, Hispanic, or Two or more races, and those participating in Special Education services and the free/reduced lunch program (little to no disparity evidence exists for students in the English Language Learner program). The rates of out of school suspensions for high school students receiving special education services and students participating in the free/reduced lunch program appears to be less disproportionate than the recent past.

Expulsions:

77 secondary students (.3 %) experienced expulsion. This is slightly lower than the previous year (.4%)

Expulsions by Gender

Middle School

Percentage of Yearly Expulsions		
Year	Female	Male
2014-2015	44%	56%
2015-2016	42%	58%
2016-2017	29%	71%
2017-2018	32%	68%
2018-2019	49%	51%
2019-2020	40%	60%
2020-2021	63%	37%
2021-2022	44%	56%
2022-2023	41%	59%
Overall % of 22-23 Student Population	48%	52%

High School

Percent of Yearly Expulsions		
Year	Female	Male
2014-2015	35%	65%
2015-2016	40%	60%
2016-2017	29%	71%
2017-2018	33%	67%
2018-2019	19%	81%
2019-2020	24%	76%
2020-2021	31%	69%
2021-2022	44%	56%
2022-2023	33%	67%
Overall % of 22-23 Student Population	48%	52%

Expulsions by Ethnicity

Middle School

High School

Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	6%	0%	17%	31%	0%	29%	17%
2015-2016	1%	1%	12%	36%	0%	41%	8%
2016-2017	5%	3%	17%	33%	0%	33%	8%
2017-2018	6%	0%	15%	27%	0%	40%	11%
2018-2019	4%	2%	20%	16%	0%	43%	16%
2019-2020	0%	4%	28%	24%	0%	36%	8%
2020-2021	0%	0%	16%	21%	0%	47%	16%
2021-2022	5%	0%	16%	26%	0%	33%	21%
2022-2023	0%	0%	14%	34%	0%	31%	21%
Overall % of 22-23 Student Population	1%	4%	8%	16%	0%	62%	10%

n = 29

Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific	White	Two or More Races
2014-2015	5%	1%	18%	24%	0%	47%	5%
2015-2016	4%	3%	15%	20%	0%	39%	18%
2016-2017	4%	0%	22%	16%	0%	46%	12%
2017-2018	0%	0%	21%	14%	0%	49%	15%
2018-2019	1%	3%	9%	28%	0%	44%	15%
2019-2020	0%	0%	12%	24%	0%	49%	15%
2020-2021	0%	6%	19%	19%	0%	56%	0%
2021-2022	0%	2%	12%	26%	0%	46%	14%
2022-2023	2%	0%	23%	31%	0%	29%	15%
Overall % of 22-23 Student Population	1%	5%	7%	16%	0%	63%	9%

n = 48

Expulsions by SE, ELL, FRL

Middle School

Percent of Yearly Expulsions			
Year	SE	ELL	FRL
2014-2015	23%	4%	74%
2015-2016	11%	4%	84%
2016-2017	22%	5%	79%
2017-2018	18%	6%	76%
2018-2019	12%	4%	80%
2019-2020	28%	4%	84%
2020-2021	32%	16%	89%
2021-2022	21%	2%	79%
2022-2023	31%	3%	86%
Overall % of 22-23 Student Population	16%	3%	48%

High School

Percent of Yearly Expulsions			
Year	SE	ELL	FRL
2014-2015	13%	0%	75%
2015-2016	17%	1%	61%
2016-2017	18%	3%	74%
2017-2018	15%	4%	68%
2018-2019	10%	1%	60%
2019-2020	7%	2%	54%
2020-2021	25%	0%	69%
2021-2022	11%	2%	77%
2022-2023	21%	6%	77%
Overall % of 22-23 Student Population	11%	5%	41%

Takeaways: Expulsions

Overall, expulsion data from the 2022-23 school year continues to show that small numbers of students experience this most serious discipline consequence. Because of the small numbers of students in each category, there will be more change from year to year in the percentages represented in the tables in this section.

Overall trends in the expulsion data remain relatively consistent and continue to show evidence of disproportionality. However, the rate of expulsions for middle school students identifying as Hispanic, students who participate in the Free/Reduced Lunch program, and students who receive Special Education services may show increased disproportionality, but the low numbers in these groups overall may explain these percentage changes from year to year.

Overall Takeaways

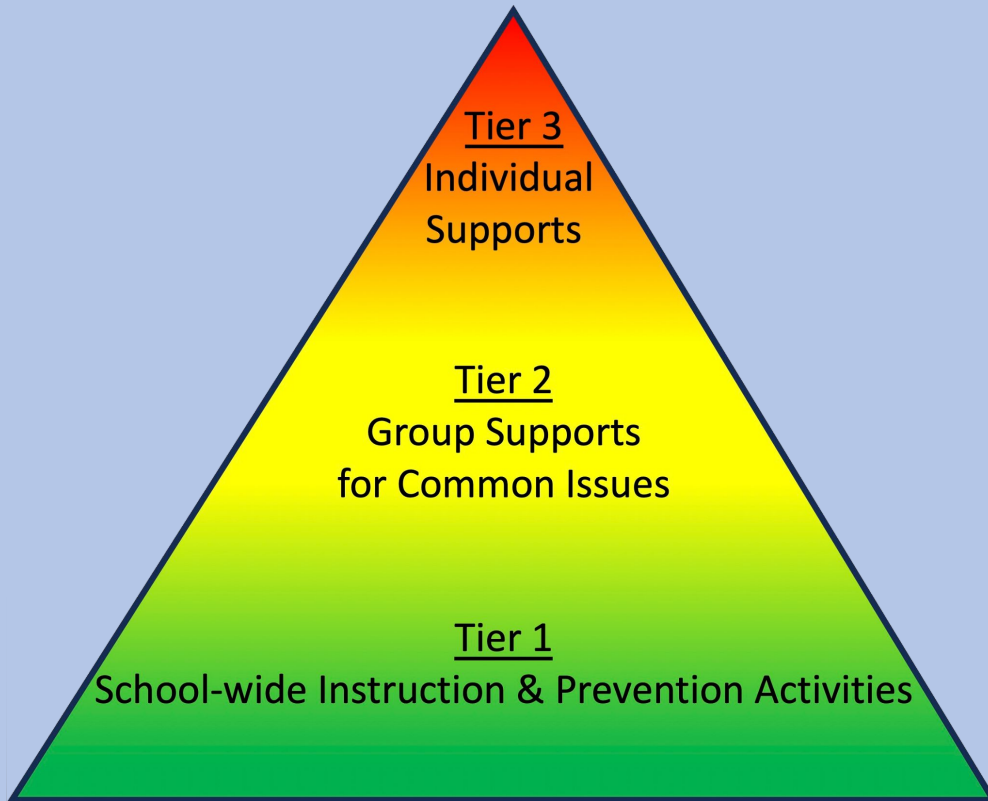
2022-2023

Each year since 2019-20, part of the SRO Program review has included a comparison of calls for service resulting in referrals to juvenile court comparing years before and after the reintroduction of SROs into middle school as part of the Safe and Successful Kids Interlocal Agreement. It is a measure that provides insight into whether the addition of SROs increased student involvement in the juvenile justice system. This was the issue of concern that was mentioned often in the initial year of the new agreement. While the pandemic has probably impacted the overall numbers in ways that are difficult to measure, in 2022-23, as in previous years, the number of referrals for middle school was below the four-year average number of referrals that occurred prior to the introduction of SROs. Over the same period of time, high school referrals to the juvenile justice system have also dropped.

Overall Takeaway 1

Overall, school suspension data in 2022-23 are similar to the in school suspension rates from the 2021-22 school year. Compared to previous years, both pre and during the pandemic, more students experienced in/out of school suspensions but not expulsions. In discussions with school administrators and teachers who are members of school MTSS-B teams, the transition from pandemic to post-pandemic school was still impacting the calls for service, referrals, suspensions, and expulsion in 2022-2023.

MTSS-B



Research supports that the MTSS-B framework, implemented with fidelity, provides a school-wide, systematic, tiered approach leads to increased student achievement and reduced behavioral issues.

Overall Recommendation 1

LPS and LPD should continue professional development to reinforce the separation of law enforcement and student discipline. It is an extension of the All Means All action plan that includes the goal to reduce total suspensions for “All Students” by 20%, and reduce disproportionality ratios to 1.2 or less for all student groups, and it should focus on professional development such as restorative practices and trauma-informed approaches that decrease the need for referral of students to SROs.

Overall Recommendation 1 (Con't)

Moving from 2022-2023 into the 2023-24 school year: LPS has already provided additional behavior professional development for Administrators and other staff starting last year and continuing through the summer of 2023:

- The professional development has included trauma-informed professional learning for all administrators with Cheryl Turner (UNL), which has been offered to all staff. Four hundred and fifteen staff have completed trauma-informed courses.
- School social workers were trained in conducting trauma walk-throughs (counselors in 2023) and completed the walk-throughs in the spring of 2023 in all buildings/programs.
- De-escalation training was provided for administrators..

Overall Recommendation 1 (con't)

Moving from 2022-2023 into the 2023-24 school year: LPS has already provided additional behavior professional development for Administrators and other staff starting last year and continuing through the summer of 2023:

- In addition to the spring and summer professional development, LPS continues to provide restorative options that have been added to dispositions in the Student Information System and a Multi-Tiered System of Support Supervisor/Restorative Practice Liaison positions to support behavior systems and provide ongoing professional development in each building.

Overall Takeaway 2

Historical data beyond 2021-22 is not currently available with the transition to the LPS student information system race/ethnicity US Census demographic categories. With the available data, efforts to reach a level of parity among demographic groups is mixed. Only one of eight demographic group has moved from outside to inside the LPS All Means All action plan target disparity index of 1.0-1.2. For the four demographic groups above 1.2, two moved closer to the target range, and of the three groups below 1.0, all moved further away from the 1.0 and became more underrepresented.

Overall Recommendation 2

In order to get at the heart of disparity issues, LPS and LPD are going to target one area of disparity to develop a template for addressing disparity in other areas. Even though the number of referrals for assault has dropped dramatically, mostly in high school, it is still the area most often cited for referrals of middle and high school students to the juvenile justice system. Assaults were also noted in the preliminary data as an area of greater disparity among demographic groups. To better understand and respond to disparity, in addition to all existing professional development, LPS and LPD will do a deep dive into the CFS/Referrals and school discipline suspensions and expulsions to understand why disparities exist, identify methods and strategies that may decrease disparity, and implement professional development to put those methods and strategies in place. This deep inquiry into the data and circumstances surrounding these incidents may open avenues into additional research that may help LPS and LPD better understand complicating factors that need to be addressed regarding first time behaviors and issues of recidivism.

Overall Takeaway 3

We continue to adjust the LPS Perception Survey to help better understand the experience of students and SROs. For instance, this year we learned that ninety-percent of students with knowledge of the SRO in their building felt at least somewhat safer having that SRO in their building. Among demographic groups the responses showed some variation ranging from 84% of African American students feeling at least somewhat safer with an SRO to 92% of white students feeling at least somewhat safer.

Overall Recommendation 3

The SRO annual program review process should continue to monitor data from the perception survey to target particular questions while retaining current perception survey questions related to SROs to maintain the historical trend data.

Overall Takeaway 4

Administrators were notified on 90% of calls for service resulting in a referral. The other 10% did not include whether the administrator was notified or not. In looking at the 26 incidents, 17 of them involved incidents that were outside of the school day for issues such as accidents on the school parking lot. A critical element of ensuring the separation of school discipline and referrals to the SRO relies on administrators being involved in the process since they have special training in how to make these decisions.

Overall Recommendation 4

LPS and LPD should adjust the data collection process to more accurately record when administrators are involved in the referral to school resource officers to better measure the goal of utilizing the professional development provided administrators in determining which student issues were better addressed as school discipline and which student issues were best addressed with a referral to the school resource officer.