

School Resource Officer Program and School Perception and Discipline Data Reports

in partial fulfillment of the Annual Report requirement of the

Safe and Successful Kids Interlocal Board

October, 2023

Information prepared by:

**Assessment & Evaluation Team,
Lincoln Public Schools**

and

**Lincoln Police Department Crime Analysis Unit
Crime Analysis Unit Manager Jeff Peterson and Crime Analyst Trisha Todd**

TABLE OF CONTENTS

Click on the section name below to go directly to that section.

Introduction	3
Lincoln Police Department Data	5
Number of Calls for Service (CFS) and Referrals at LPS Middle and High Schools	7
Juveniles Referred and Placed at the Youth Services Center (YSC)	10
Who Initiated CFS at LPS Middle and High Schools	11
CFS Types of Incidents Occurring in LPS Middle and High Schools (Including Referrals)	17
Notification of Administrators by Staff Members	26
Disparity Indices for CFS	27
SRO Complaints and Commendations	35
SRO Presentations/Training	35
SRO Training	35
Lincoln Public Schools (LPS) Data (Note about LPS Data from 2022-2023 School Year)	36
LPS Perception Survey Data Student Data (2022-23 school year)	37
LPS Perception Survey Data Parent Data (2022-23 school year)	50
LPS Perception Survey Data Certified Staff Data (2022-23 school year)	62
LPS Discipline Data	68
Recommendations	90
Appendix A: SRO Memorandum of Understanding	92
Appendix B: LPS All Means All Action Plans	96

Appendix C: LPS Perception Survey Data Student Data (2022-23 school year)	101
Appendix D: LPS Perception Survey Data Parent Data (2022-23 school year)	138
Appendix E: LPS Perception Survey Data Certified Staff Data (2022-23 school year)	165

Introduction

Lincoln Public Schools (LPS) and the city of Lincoln (City) share the goal of promoting school safety and a positive school climate. They have had a successful partnership spanning decades of enhancing the safety of LPS students with the School Resource Officer (SRO) program wherein Lincoln Police Department (LPD) officers are assigned to LPS schools. All parties acknowledge that crime prevention is most effective when LPS, LPD, parents, behavioral health professionals, and the community are working in a positive and collaborative manner. Student contact with LPD's SROs and LPS staff builds positive relationships leading to better student outcomes.

It is important to maintain a school environment in which conflicts are de-escalated and students are supported with developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time. To best accomplish this goal, LPS staff should be responsible for providing appropriate instruction and support, while enforcing LPS discipline policies when necessary. Ideally, an SRO would only be called in by properly trained LPS administrators to deal with student actions when the actions clearly meet the definition agreed upon between the District and the County Attorney for behaviors appropriate for referral to law enforcement. However, due to the dynamic nature of some calls for service, it is important that all students, parents, staff and citizens feel comfortable calling for assistance for safety purposes. Referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all LPS students.

LPS and LPD's six-goals for the SRO program established in the summer of 2018:

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.

In partial fulfillment of the Annual Report requirement of the Safe and Successful Kids Interlocal Board, LPD, and LPS conduct an annual review of the SRO program and LPS

student and parent perception data in order to make modifications as necessary to accomplish the stated SRO program goals. The data and recommendations from that work are included in this report that is being presented to the Safe and Successful Kids Interlocal Board, the Lincoln Board of Education, the Lincoln City Council, the Mayor, and, to the extent permitted by law, made available online for the public.

To accomplish the process of creating the annual review, the interlocal board established an evaluation process that included community stakeholders that took place on November 8, 2018 at School Middle School. The evaluation process was to include the regular review of program goals and relevant data, including specific measures, data points, and metrics included in the report. The first of the annual reports was scheduled for the fall of 2020 based on data collected from the 2019-2020 school year. An initial FAQ was developed and posted immediately online to respond to some immediate questions from the community. LPS and LPD will continue to partner with community and governmental agencies to further program goals, support strategies to divert students from the criminal justice system, and access additional support services for students.

Note about race/ethnicity data used in the 2022-23 report: in previous years (2018-2021) the race/ethnicity information used for disparity index calculations were derived from National Crime Information Center (NCIC) race/ethnicity data as identified by LPD. In an effort to more consistently represent this information, race/ethnicity data in this report is aligned with the US Census demographic categories as represented in the LPS student information system. These race/ethnicity categories are imperfect and may not align with the ways many people represent their own ethnic and racial backgrounds, these US Census race/ethnicity categorizations are commonly used in most educational reports.

Lincoln Police Department Data

GLOSSARY

TERM	DEFINITION
CFS: Call for Service	An incident that requires the presence of an officer for assistance. A Call for Service (CFS) can be self-initiated by the officer or directed by dispatch at the request of any staff, student, or citizen.
Juvenile Referral	The juvenile legal equivalent to an adult citation. There can be multiple referrals during a single CFS.
Lodge	A juvenile is arrested and placed at the Youth Services Center (YSC).
PR: Person Responsible	A juvenile is considered a Person Responsible (PR) if probable cause exists to refer them for a crime <i>and</i> a referral was issued. There can be multiple PRs during a single CFS.
YSC: Youth Services Center	Provides temporary levels of detention for juveniles being processed through the justice system, or who have been adjudicated and ordered by the court to serve a specified period of time.

Creation of the Dataset & Coding Notes

LPD created a dataset by analyzing all calls for service at LPS middle and high schools during the 2022-2023 school year. Incidents that occurred at a middle or high school in the summer were excluded. However, incidents that occurred at a middle or high school outside of normal school hours (for example, an assault at a school-sponsored event in the evening or vandalism to a school at night) are included in the dataset. All incidents, regardless of whether an SRO or a non-SRO police officer responded to the call were included, and it was possible to differentiate between what type of officer handled the call. Furthermore, "all incidents" include those incidents in which an officer responded to a call for service, regardless of who initiated the call for service or whether the call for service resulted in a police report and/or a referral. Essentially, if a police call for service occurred at an LPS middle or high school during the school year (regardless of the outcome), it was included in our database.

The LPD Crime Analysis Unit numerically coded the data from 2021-2022 and 2022-2023. A trained team of coders numerically coded the data from 2015-2021. Due to the impact of COVID, school years 2019-2020 and 2020-2021 are excluded from this report. The data from 2015-2019 compose the “prior four-year average” frequently cited in this report. This endeavor would not have been possible without effective collaboration and communication between the two organizations.

A few coding notes are worth mentioning. First, the report only includes individuals in the dataset if they were listed as a victim, suspect, and/or a person responsible (PR) in the LPD reports. Individuals listed as a “witness” or “other,” for example, were omitted. When an individual is listed as a suspect, it means that the officer had credible information to believe that they *might* be the individual responsible for the crime. For example, a witness might identify them or the digital/forensic evidence might suggest that an individual is responsible for the crime. However, depending on a variety of factors, a police officer may not be able to develop probable cause to consider the individual a party responsible.

Note about person responsible data used in the 2022-23 report: In the 2022-23 data, when a juvenile or individual is listed as a person responsible (PR), this means there was probable cause to refer the juvenile or cite the adult for the crime and a referral/citation was issued. This is a coding change from previous years where an individual could be listed as a person responsible even if there was no referral/citation issued. There could be multiple PRs during a single CFS.

Throughout this document, the term “juvenile referral” is used. A juvenile referral is the legal equivalent of other terms that might be used in the community such as arrested or cited. There could be multiple juvenile referrals during a single CFS. Incidents of juvenile referral, arrest, or citation do *not* indicate that a student was placed in handcuffs and/or transported to the Youth Services Center (YSC). In fact, this rarely happens. The term “lodge” refers to placing an arrested juvenile at the YSC (see section “Juveniles Referred and Placed at the Youth Services Center (YSC)").

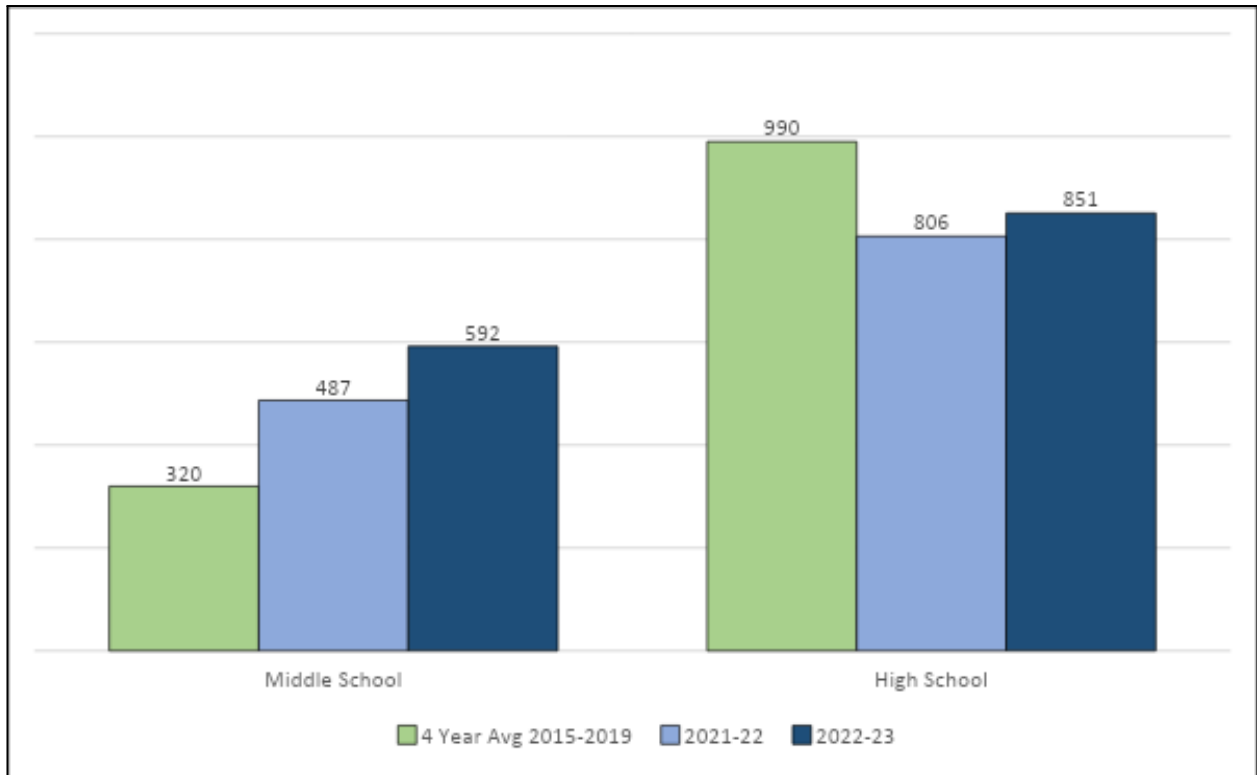
The four-year average refers to school years 2015-16 to 2018-19. The four-year average was not updated because 2019-20 and 2020-21 are outliers due to the impact of the pandemic. During 2019-20, the LPS school year was shortened due to COVID-19 (ended mid-March) and during 2020-21, LPS students could attend school remotely due to COVID-19. ***Data from these two school years are not included in this section of the report due to these reasons.**

The goal for future reports is to maintain historical data in the form of a four-year average prior to the addition of SROs in LPS middle schools and build toward a four-year average post the addition of SROs in LPS middle schools.

LPS Middle and High Schools: Number of Calls for Service (CFS)

In examining the number of calls for service (CFS) that occurred at LPS middle and high schools, we first analyzed whether the number of CFS increased, decreased, or remained about the same, *and* whether both middle and high schools witnessed similar trends.

*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.

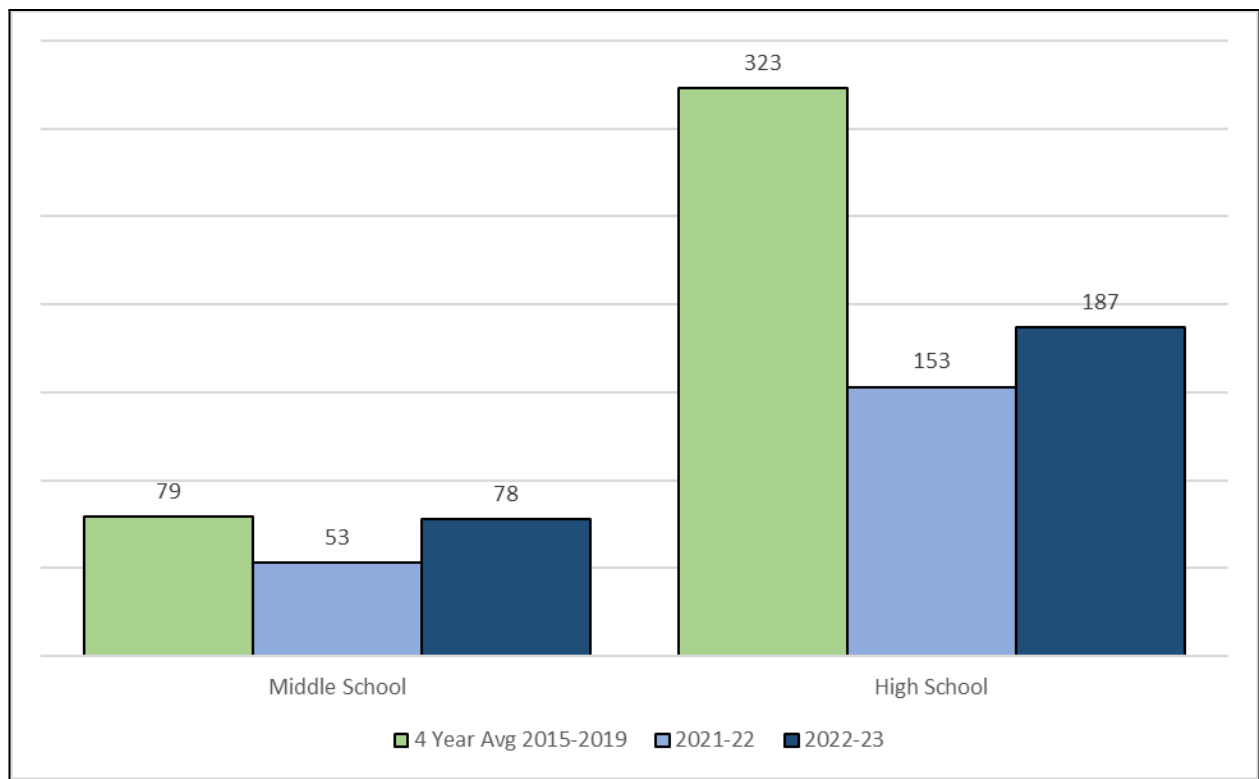


Calls for Service (CFS)	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
Middle School	320	487	592	85%
High School	990	806	851	- 14%
Total	1310	1293	1443	10%

- Calls for Service (CFS) at Middle Schools have increased 85% over the prior 4-Year Average and 22% over 2021-22. In 2019-20, SROs were added to the 12 middle schools. This would naturally cause an increase in the CFS when compared to the 4-year average.

LPS Middle and High Schools: Number of CFS that Resulted in a Juvenile Referral

Next, we examined whether the number of CFS that resulted in a juvenile referral at LPS middle and high schools increased, decreased, or remained about the same, and whether both middle and high schools witnessed similar trends.

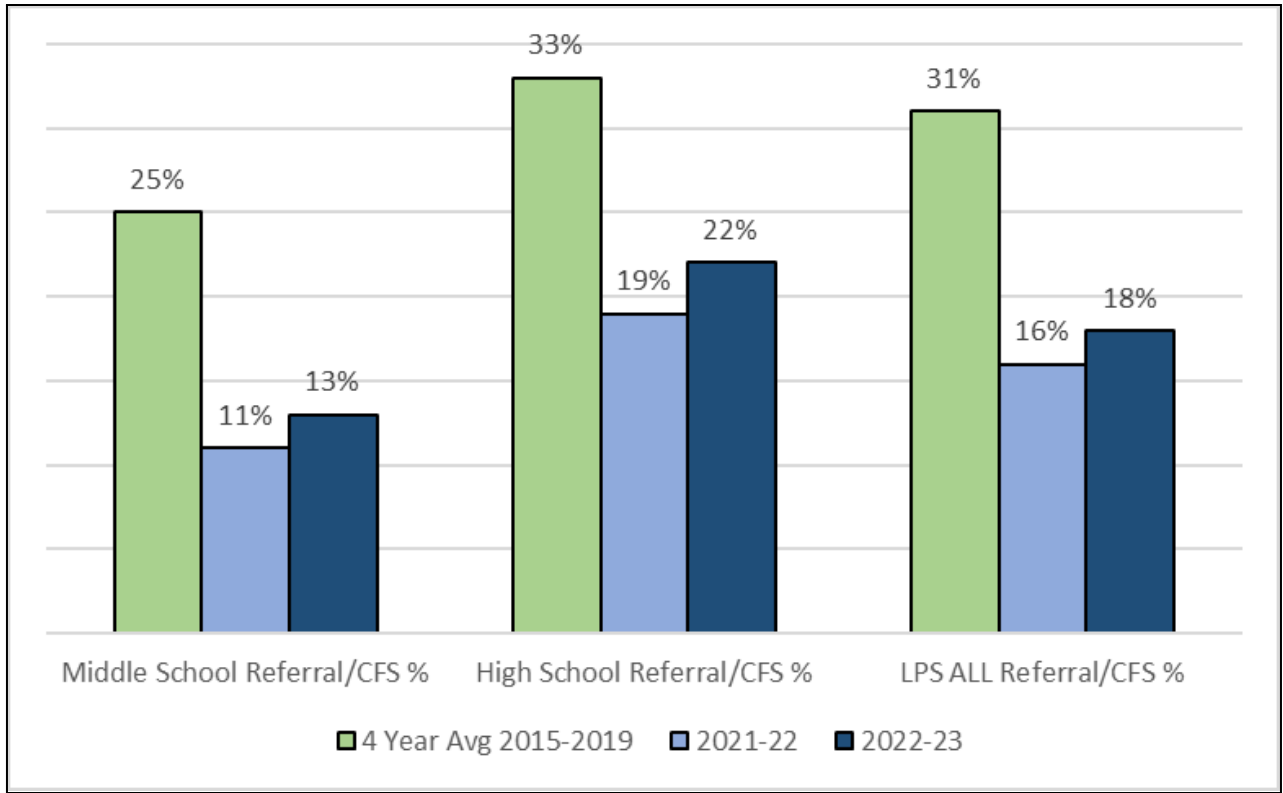


Middle and High School Juvenile Referrals	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
Middle School	79	53	78	- 1%
High School	323	153	187	- 42%
Total	402	206	265	- 34%

Despite the 85% increase in CFS at Middle Schools, the number of CFS that resulted in a referral decreased by 1%.

LPS Middle and High Schools: Juvenile Referral/CFS Rate

To better understand the totality of the referrals, we need to examine the number of CFS that resulted in a referral compared to the total number of CFS in a percentage.

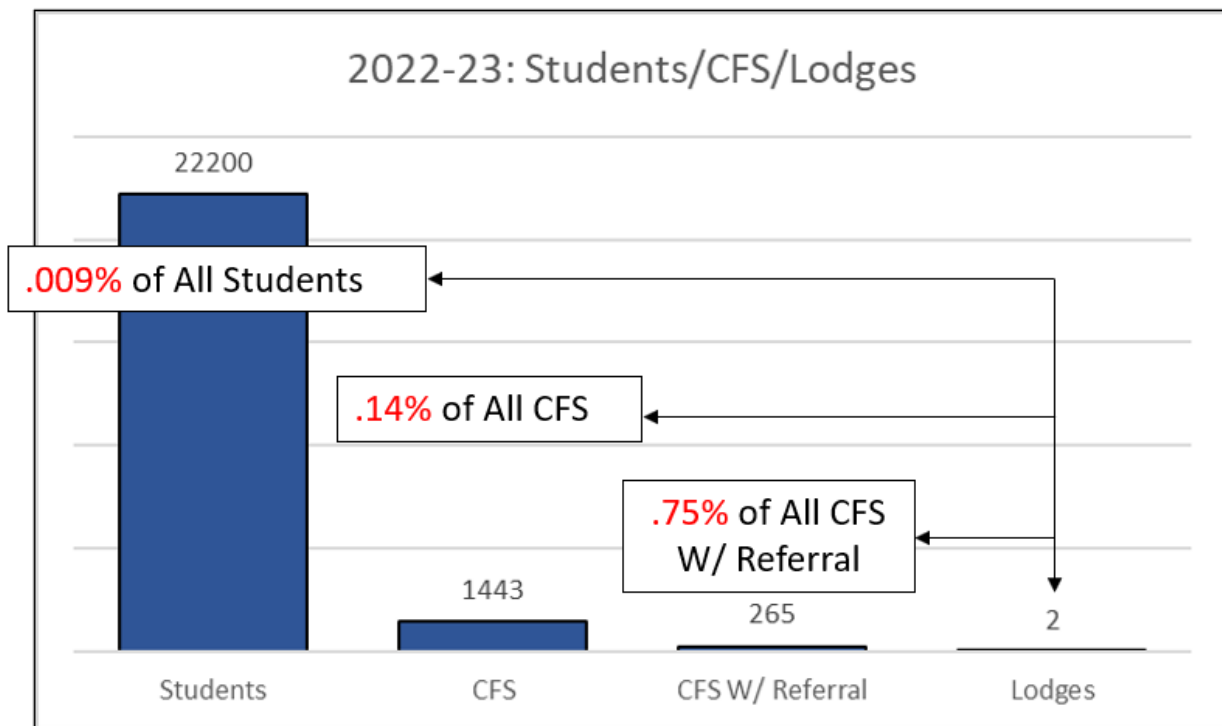


Referral/CFS %	Middle School Referral/CFS %	High School Referral/CFS %	LPS All Referral/CFS %
4 Year Avg 2015-2019	25%	33%	31%
2021-22	11%	19%	16%
2022-23	13%	22%	18%

The referral rate for all LPS schools remains below the prior 4-year average. It is important to note that despite the significant increase in CFS at Middle Schools, the referral rate has decreased from the 4-year average.

Juveniles Referred and Placed at the Youth Services Center (YSC)

LPS has approximately 22,200 middle and high school students, and in 2022-23 LPD issued a juvenile referral for 265 incidents occurring at an LPS middle or high school. Of these juvenile referrals, only **two** students were lodged at the Youth Services Center. This is a lodge rate of less than **.75%** of CFS resulting in a referral and **.14%** of all CFS.



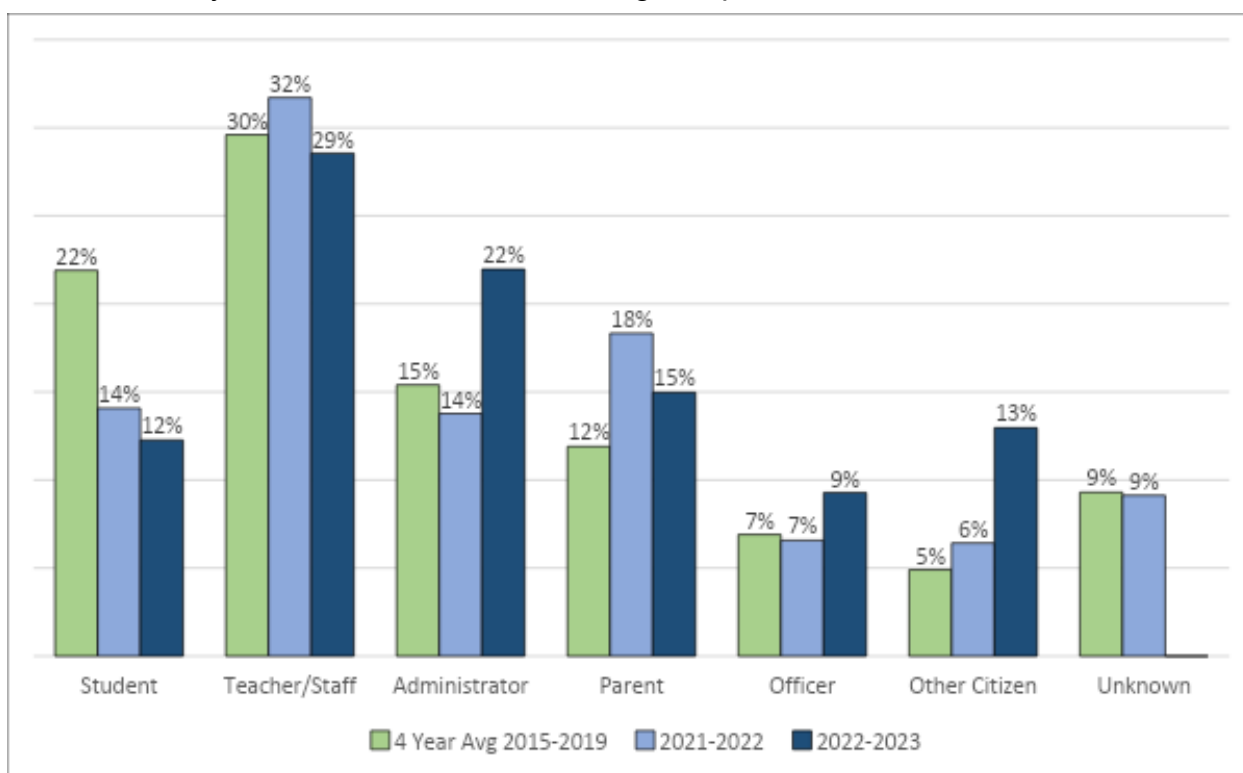
2021-22: 1,293 CFS

- Two students were lodged at YSC (.15% of all CFS)
- 206 CFS with referral (.97% of CFS with referral)

LPS Middle and High Schools: Who Initiated Calls For Service?

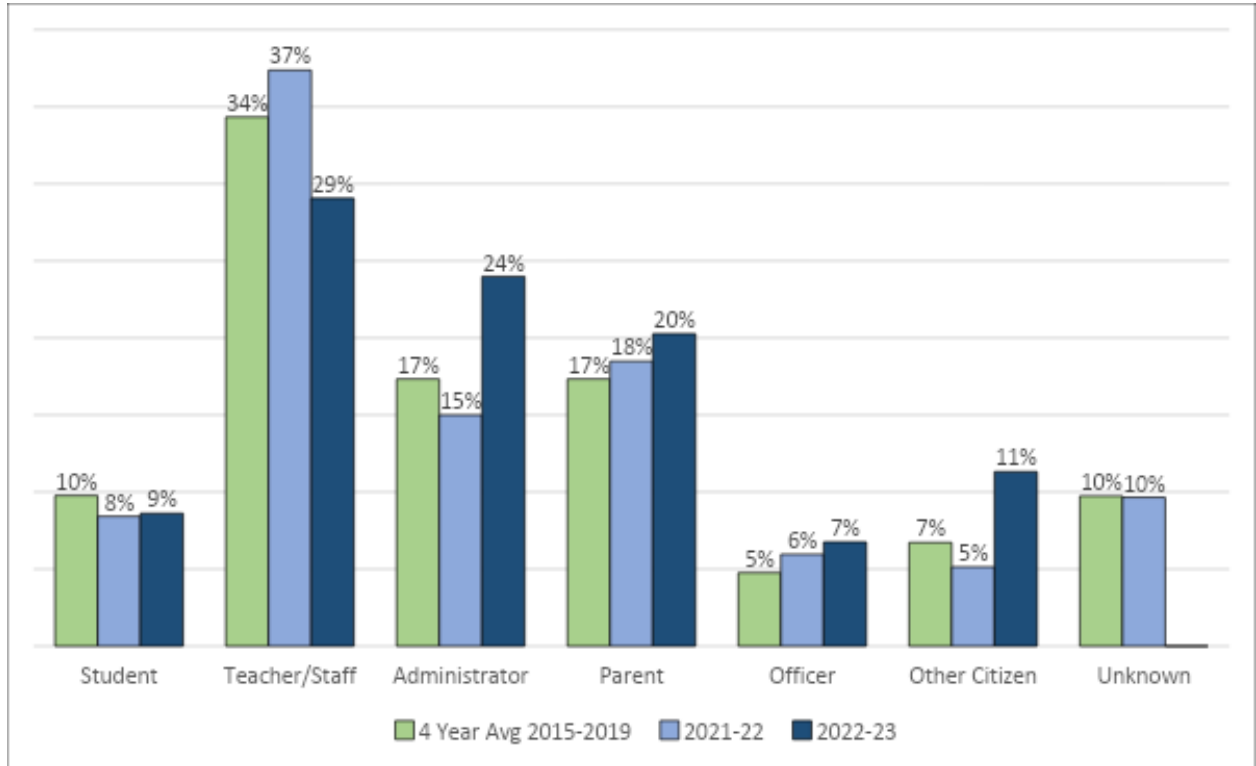
We analyzed who initiated CFS at LPS middle and high schools, and whether these trends changed in 2022-23 compared to 2021-22 and the 4-year average. We also examined who initiated CFS at LPS middle and high schools *that resulted in referral*, and whether these trends changed in 2022-23.

- In 2022-23, the “Unknown” and “Other” categories were combined into “Other Citizen”. An increase in Officer initiated calls is seen that were previously captured under “Unknown” or “Other” due to an increased knowledge on how CFS are generated.
- Consistently, Teachers/Staff initiate the highest percent of CFS.



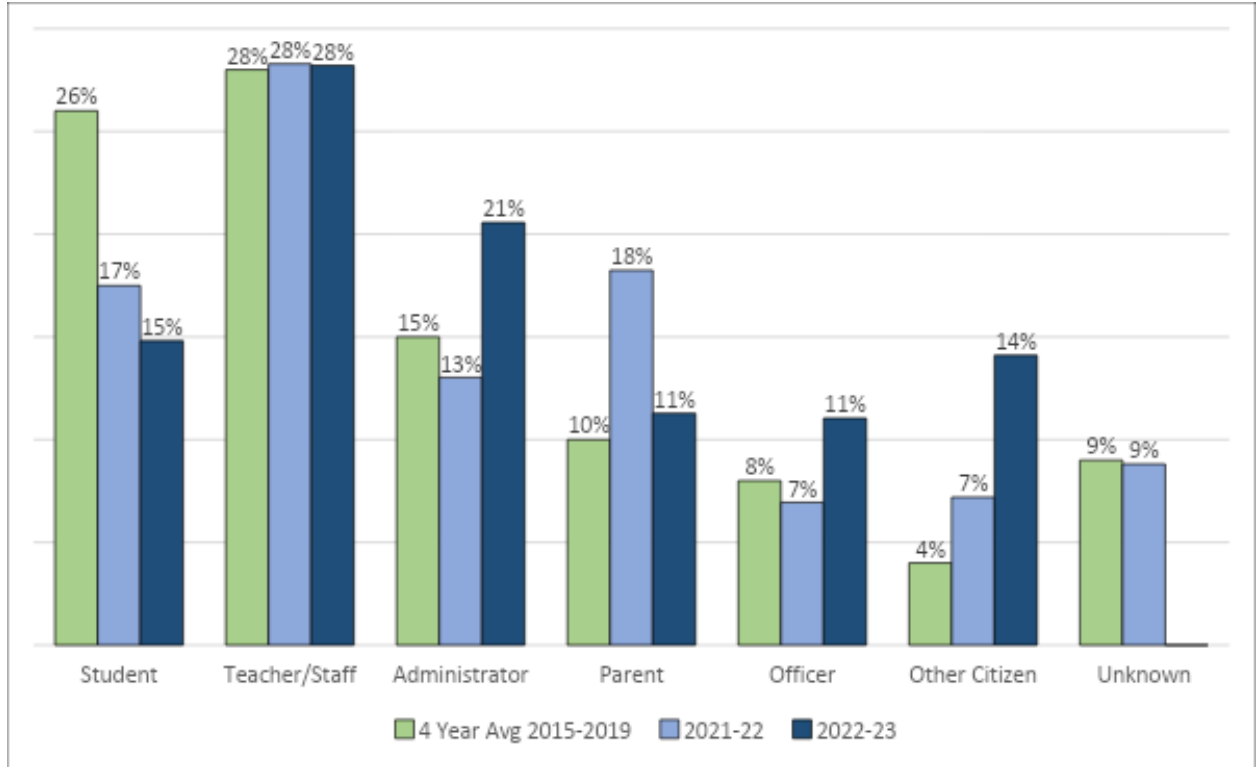
Middle and High School: Who Initiated CFS?	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
Student	287 (22%)	182 (14%)	177 (12%)	- 38%
Teacher/Staff	387 (30%)	410 (32%)	412 (29%)	6%
Administrator	203 (15%)	178 (14%)	317 (22%)	56%
Parent	157 (12%)	237 (12%)	216 (15%)	38%
Officer	90 (7%)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

LPS Middle Schools: Who Initiated Calls For Service?



Middle School: Who Initiated CFS?	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
Student	32 (10%)	41 (8%)	51 (9%)	59%
Teacher/Staff	110 (34%)	182 (37%)	172 (29%)	56%
Administrator	56 (17%)	73 (15%)	142 (24%)	154%
Parent	55 (17%)	90 (18%)	120 (20%)	118%
Officer	15 (5%)	29 (6%)	40 (7%)	167%
Other Citizen	21 (7%)	25 (5%)	67 (11%)	219%
Unknown	32 (10%)	47 (10%)	0	- 100%

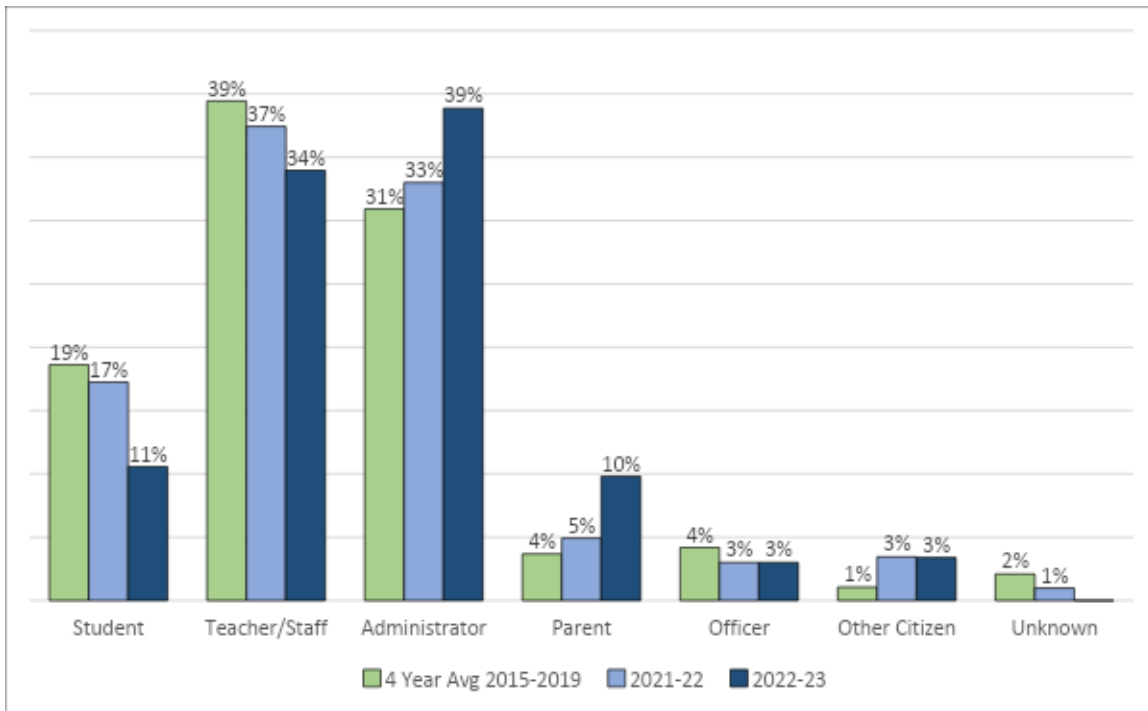
LPS High Schools: Who Initiated Calls For Service?



High School: Who Initiated CFS?	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
Student	255 (26%)	141 (17%)	126 (15%)	- 51%
Teacher/Staff	277 (28%)	228 (28%)	240 (28%)	- 13%
Administrator	147 (15%)	105 (13%)	175 (21%)	19%
Parent	102 (10%)	147 (18%)	96 (11%)	- 6%
Officer	75 (8%)	56 (7%)	94 (11%)	25%
Other Citizen	43 (4%)	58 (7%)	120 (14%)	179%
Unknown	91 (9%)	71 (9%)	0	- 100%

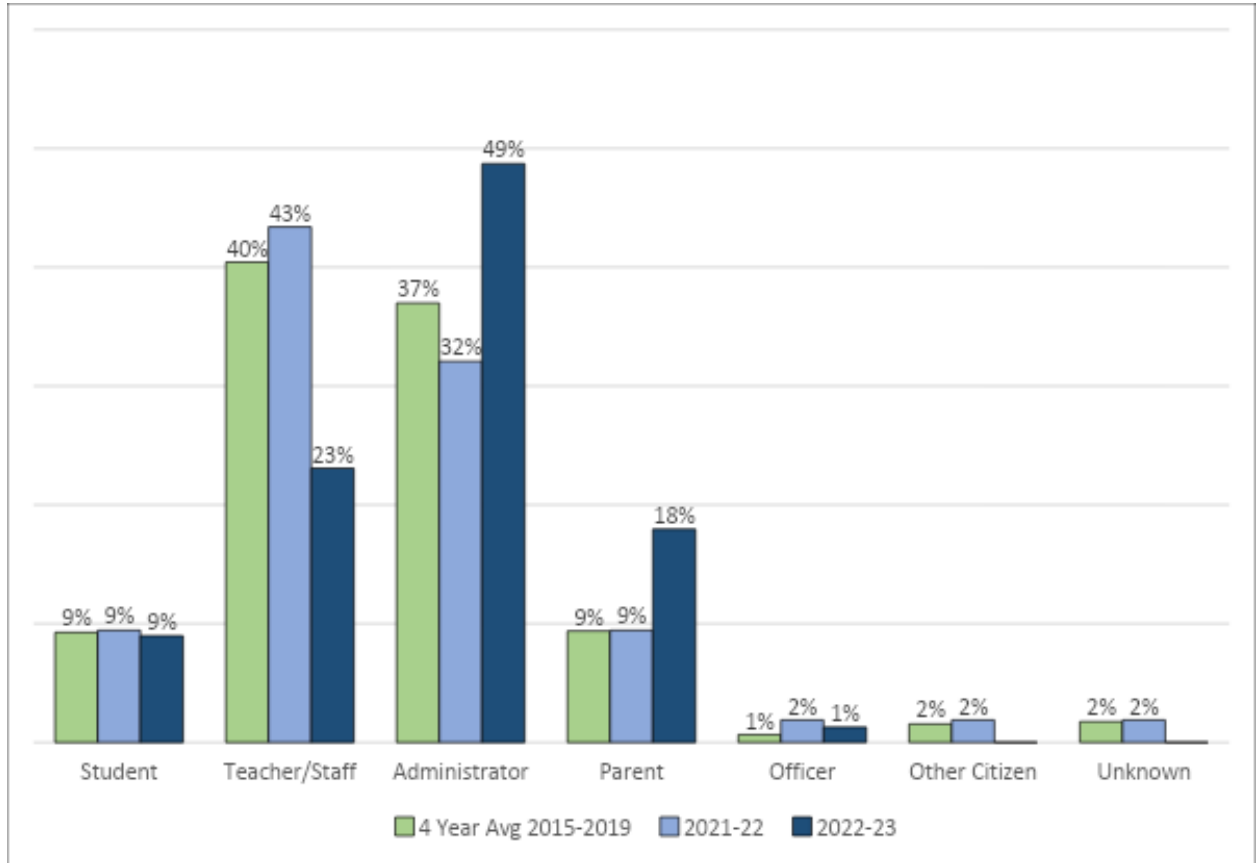
LPS Middle and High Schools: Who Initiated Calls For Service (CFS) that Resulted in a Referral?

We examined the person who initiated a CFS at a middle or high school that resulted in a juvenile referral during the four-year average (2015-19), 2021-22 and 2022-23. Notably, in 2022-23, SROs or other officers initiated approximately 9% of all CFS occurring at LPS middle and high schools and 3% of CFS resulting in a juvenile referral. 97% of CFS that resulted in a referral were initiated by a party other than law enforcement. In 2022-23, Administrators initiated the greatest percentage of CFS that resulted in a referral, followed by Teachers/Staff and Students. Combined, Administrators and Teachers/Staff were responsible for initiating 73% of the CFS that resulted in a juvenile referral. The trend shows that Administrators and Parents are generating more calls for service.



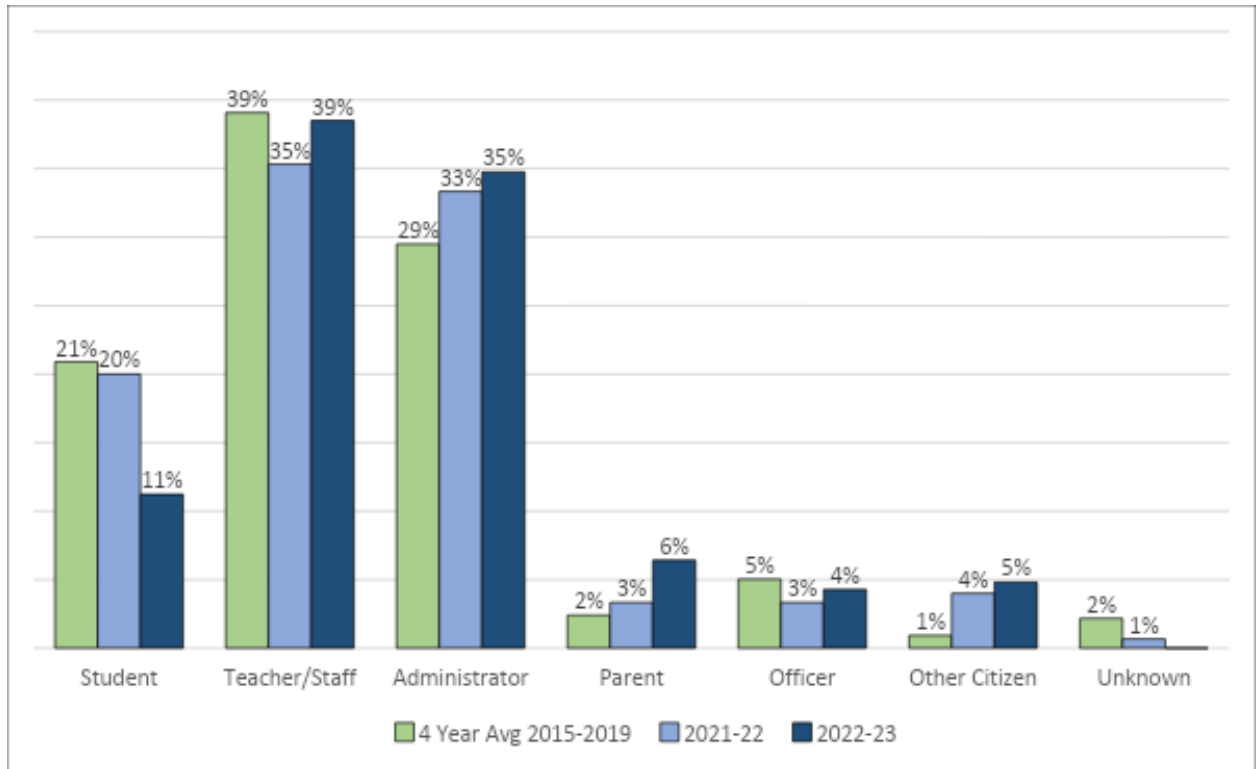
Middle and High School: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-2019	2021-22	2022-23
Student	19%	17%	11%
Teacher/Staff	39%	37%	34%
Administrator	31%	33%	39%
Parent	4%	5%	10%
Officer	4%	3%	3%
Other Citizen	1%	3%	3%
Unknown	2%	1%	0%

LPS Middle Schools: Who Initiated CFS that Resulted in a Referral?



Middle School: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-2019	2021-22	2022-23
Student	9%	9%	9%
Teacher/Staff	40%	43%	23%
Administrator	37%	32%	49%
Parent	9%	9%	18%
Officer	1%	2%	1%
Other Citizen	2%	2%	0%
Unknown	2%	2%	0%

LPS High Schools: Who Initiated CFS that Resulted in a Referral?



High School: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-2019	2021-22	2022-23
Student	21%	20%	11%
Teacher/Staff	39%	35%	39%
Administrator	29%	33%	35%
Parent	2%	3%	6%
Officer	5%	3%	4%
Other Citizen	1%	4%	5%
Unknown	2%	1%	0%

Types Occurring in LPS Middle and High Schools (Including Referrals)

We examined what types of CFS were occurring at LPS middle and high schools, as well as what contributed to the increase in CFS at LPS middle schools in 2022-23 compared to the four-year average from 2015-16 to 2018-19 as 2019-20 and 2020-21 were not calculated due to COVID limitations.

Consistent with the prior four-year average, the following CFS types in 2022-23 were among the most prevalent in LPS middle and high schools: assaults, disturbances, missing person incidents, narcotics-related offenses, miscellaneous property crime, and larcenies.

Historically, there are types of CFS that compose the majority of incidents that result in a juvenile referral: assaults, narcotics offenses, disturbing the peace (i.e., two students fighting in the hallway), larcenies, and vandalisms. An assault is not merely a student “shouldering” another student that he/she passes in the hallway, but rather a prolonged, violent encounter that disrupts school and places the involved students, onlookers, and/or staff members in danger of being injured.

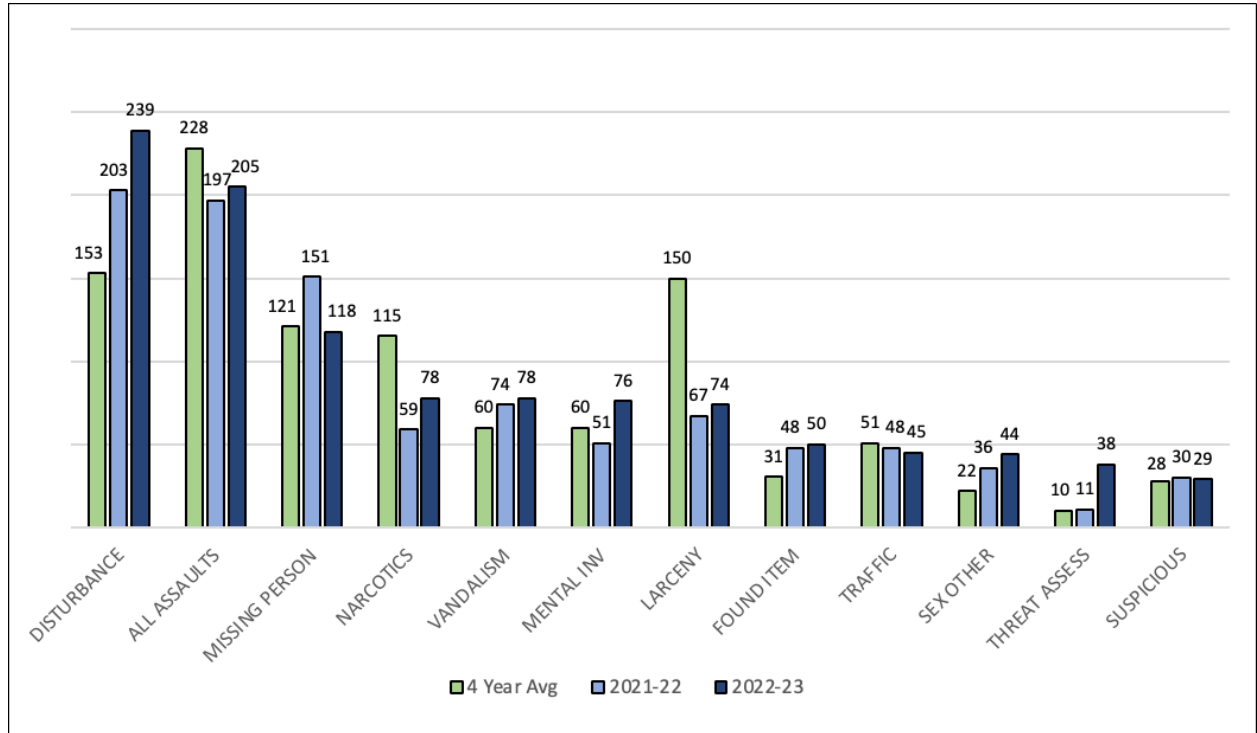
Disturbance referrals involve serious disruptions that impede learning, such as a prolonged mutual assault/fight between students that disrupts hallways/classrooms, students who are not simply being disruptive in class, but are throwing computers, damaging school property, and endangering other students, or a student who makes specific, credible school threat.

Threat assessments include an investigation of threats of violence toward staff, students, or the school. Threat assessments can be initiated by other types of calls for service such as a disturbance.

We examined who initiated two types of CFS that resulted in a referral, assaults and narcotics, as the others had a much lower percentage rate. 96% of Narcotics referrals were initiated by an Administrator or Teacher/Staff and 74% of Assault referrals were initiated by an Administrator or Teacher/Staff.

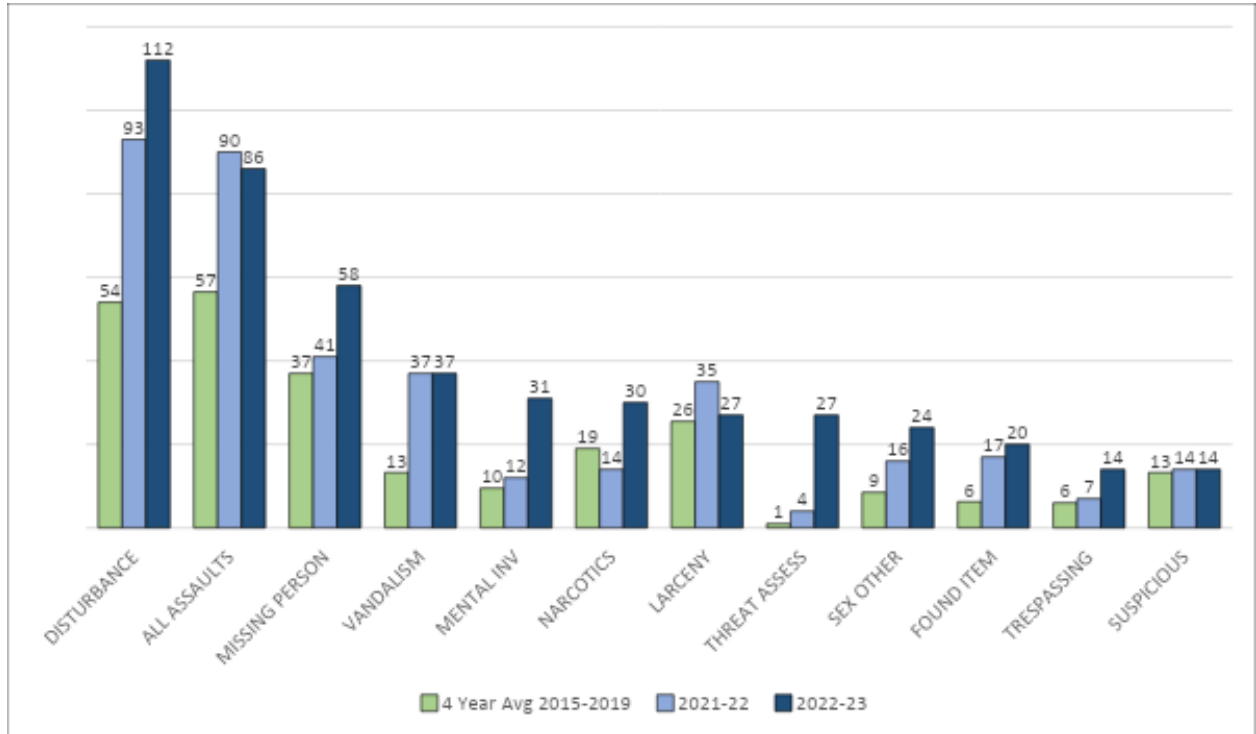
In summary, serious incidents compose the majority of CFS at LPS middle and high schools. Assaults, narcotics offenses, disturbances, larcenies, trespassing and vandalisms made up 83% of the incidents that result in a juvenile referral. School Administrators and Teachers/Staff initiated the largest percentage of these six types of incidents (76%).

LPS Middle and High Schools: Top 12 CFS Types



Middle and High School Top 12 CFS	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
Disturbance	153	203	239	56%
All Assaults	228	197	205	- 10%
Missing Person	121	151	118	- 2%
Narcotics	115	59	78	- 32%
Vandalism	60	74	78	30%
Mental Investigation	60	51	76	27%
Larceny	150	67	74	- 51%
Found Item	31	48	50	61%
Traffic	51	48	45	- 12%
Sex Other	22	36	44	100%
Threat Assessment	10	11	38	280%
Suspicious	28	30	29	4%

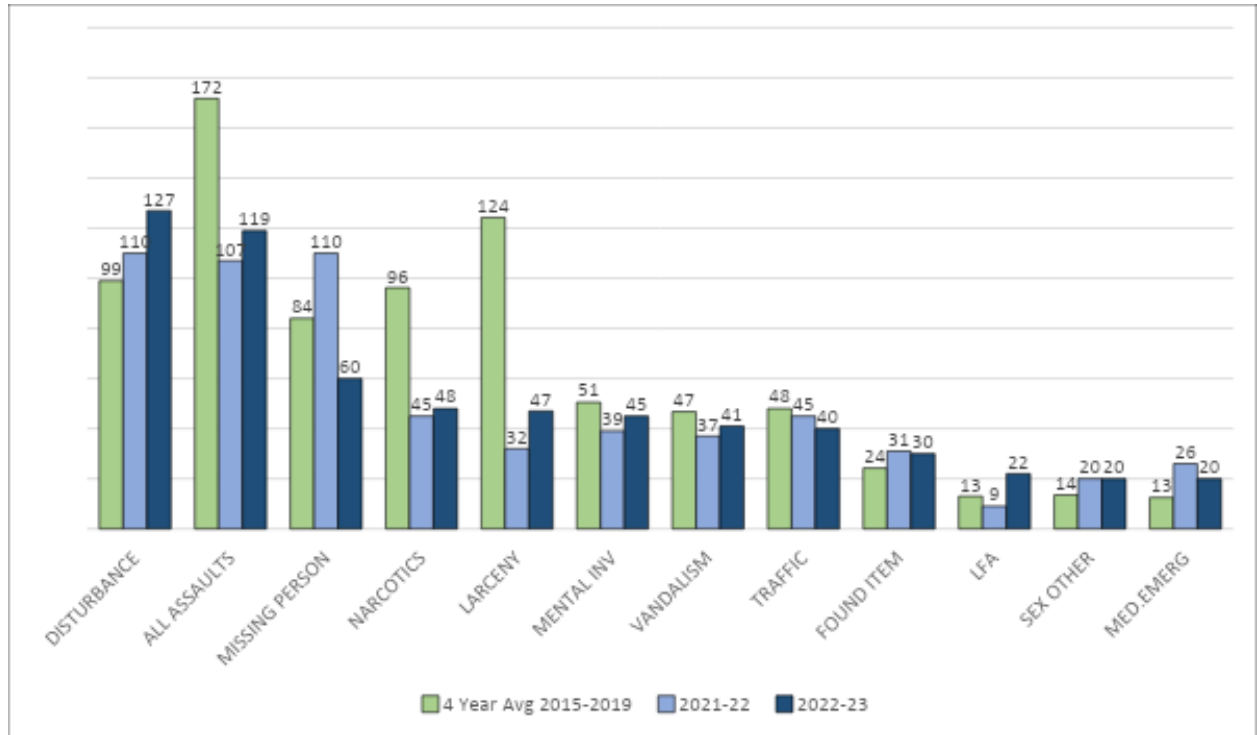
LPS Middle Schools: Top 12 CFS Types



Middle Schools Top 12 CFS	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
Disturbance	54	93	112	107%
All Assaults	57	90	86	51%
Missing Person	37	41	58	57%
Vandalism	13	37	37	185%
Mental Investigation	10	12	31	210%
Narcotics	19	14	30	58%
Larceny	26	35	27	4%
Threat Assessment	1	4	27	2600%
Sex Other	9	16	24	167%
Found Item	6	17	20	233%
Trespassing	6	7	14	133%
Suspicious	13	14	14	8%

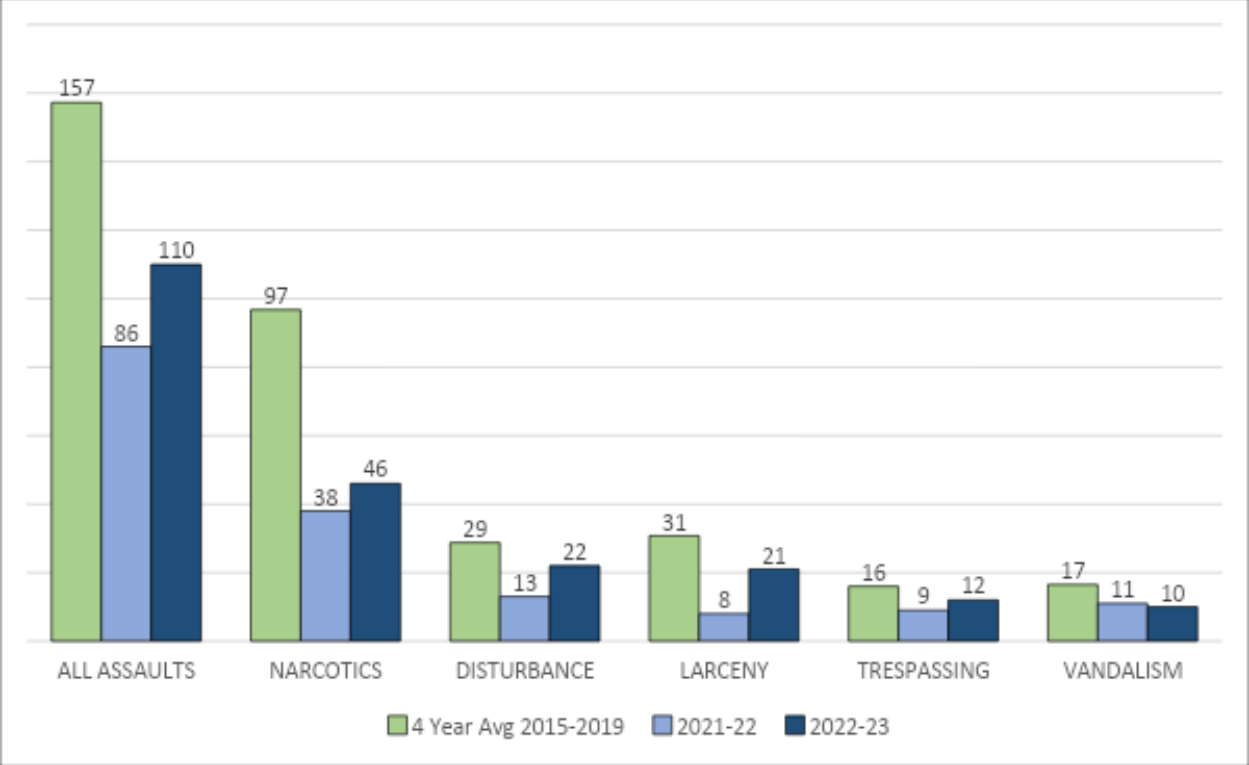
- In 2019-20, SROs were added to the 12 middle schools. This would naturally cause an increase in the CFS when compared to the 4-year average.

LPS High Schools: Top 12 CFS Types



High Schools Top 12 CFS	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
Disturbance	99	110	127	28%
All Assaults	172	107	119	- 31%
Missing Person	84	110	60	- 29%
Narcotics	96	45	48	- 50%
Larceny	124	32	47	- 62%
Mental Investigation	51	39	45	- 12%
Vandalism	47	37	41	- 13%
Traffic	48	45	40	- 17%
Found Item	24	31	30	25%
LFA: Larceny From Auto	13	9	22	69%
Sex Other	14	20	20	43%
Medical Emergency	13	26	20	54%

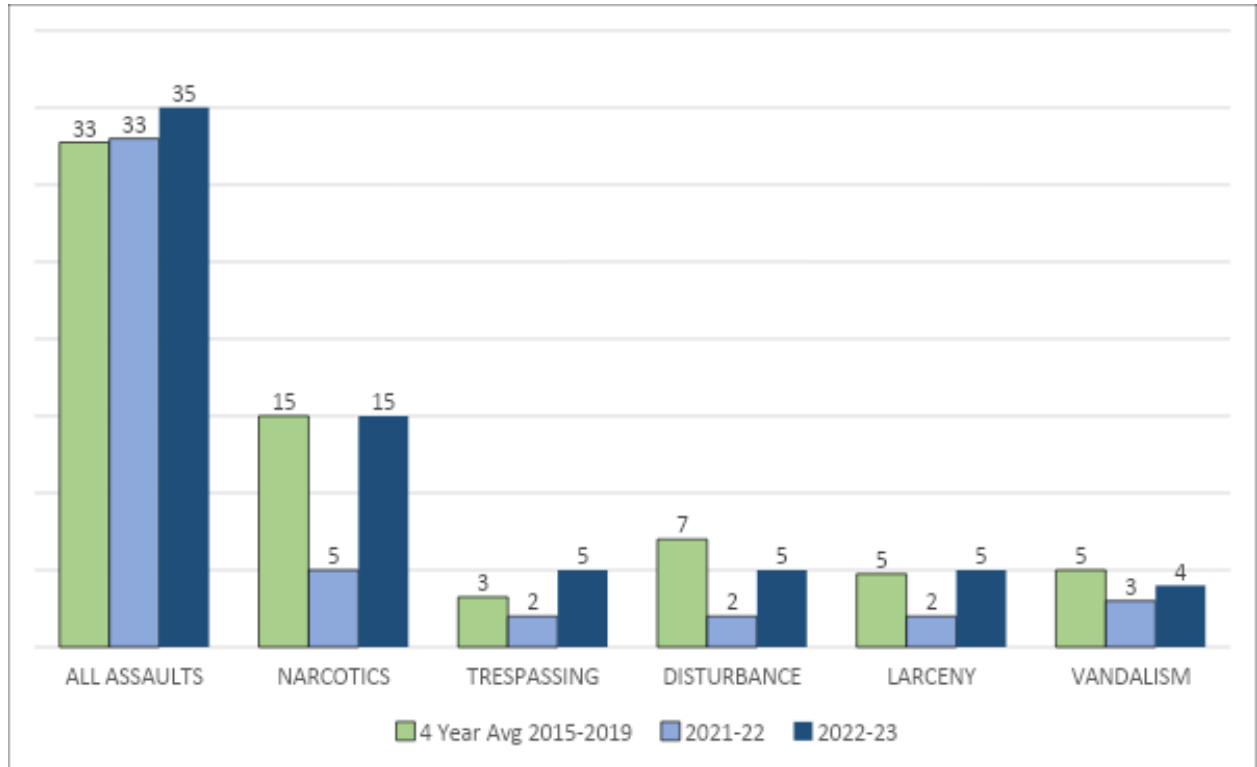
LPS Middle and High Schools: CFS Involving *Juvenile Referrals* (Top 6)



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%

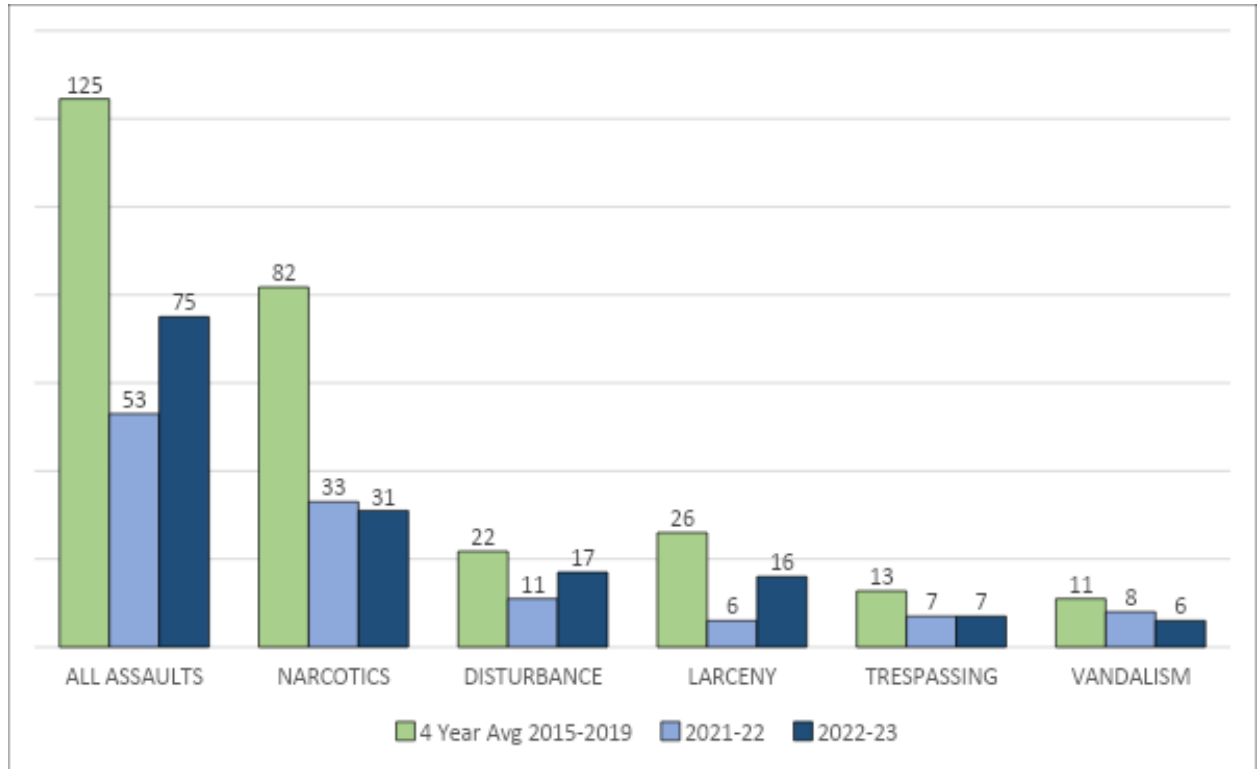
- The Top 6 CFS types represent 83% (221) of CFS that resulted in a referral. Teachers/Staff and Administrators initiated 76% (169) and SROs or other officers initiated .9% (2).

LPS Middle Schools: CFS Involving *Juvenile Referrals* (Top 6)



Middle School Referrals	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
All Assaults	33	33	35	6%
Narcotics	15	5	15	0%
Trespassing	3	2	5	67%
Disturbance	7	2	5	- 29%
Larceny	5	2	5	0%
Vandalism	5	3	4	- 20%

LPS High Schools: CFS Involving *Juvenile Referrals* (Top 6*)

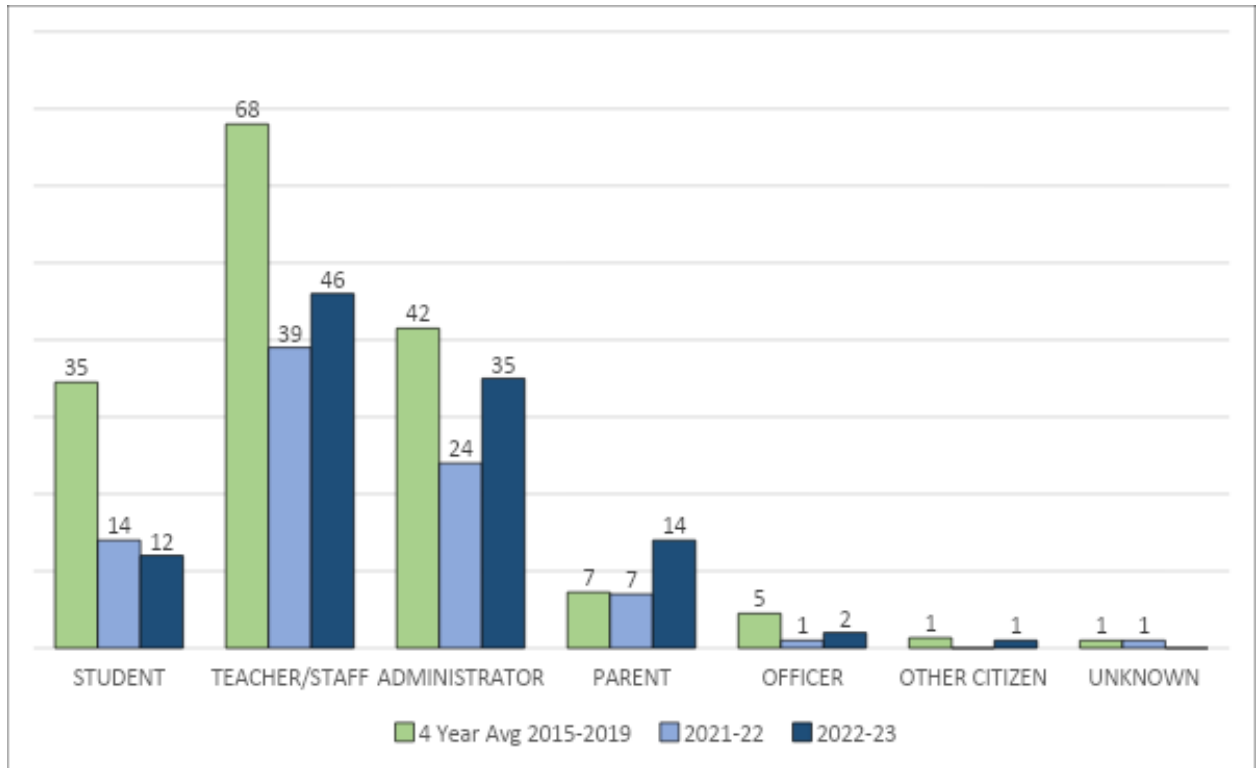


High School Referrals	4-Year Avg 2015-2019	2021-22	2022-23	% Change from 4-Year Avg
All Assaults	125	53	75	- 40%
Narcotics	82	33	31	- 62%
Disturbance	22	11	17	- 23%
Larceny	26	6	16	- 38%
Trespassing	13	7	7	- 46%
Vandalism	11	8	6	- 45%

*Traffic referrals are in the top six CFS types, however, were not included in the above data.

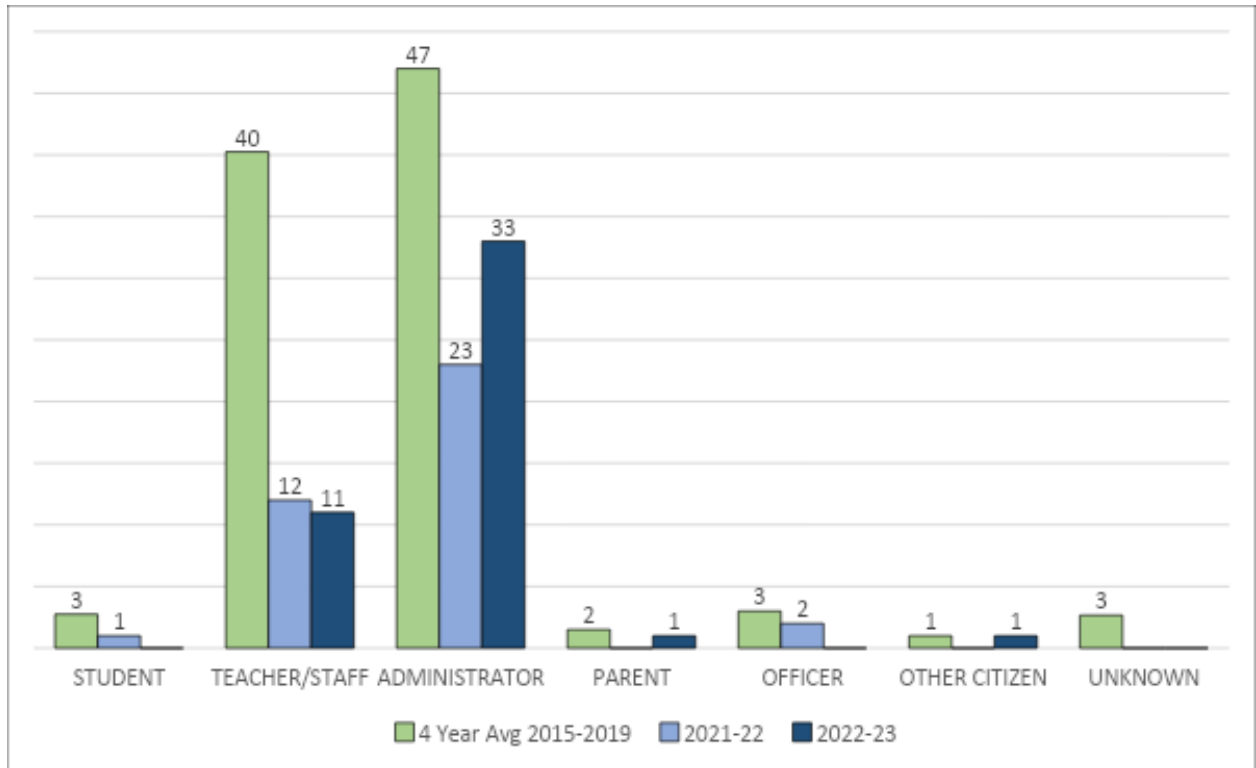
- o 4-Year Avg: 10
- o 2021-22: 10
- o 2022-23: 9

LPS Middle and High Schools: Who Initiated *Assault* CFS that Resulted in a Juvenile Referral?



Who Initiated Assault Referrals?	4-Year Avg 2015-2019	2021-22	2022-23
Student	35 (22%)	14 (16%)	12 (11%)
Teacher/Staff	68 (43%)	39 (45%)	46 (42%)
Administrator	42 (27%)	24 (24%)	35 (32%)
Parent	7 (4%)	7 (8%)	14 (13%)
Officer	5 (3%)	1 (1%)	2 (2%)
Other Citizen	1 (1%)	0	1 (1%)
Unknown	1 (1%)	1 (1%)	0
Total	158	86	110

LPS Middle and High Schools: Who Initiated *Narcotics* CFS that Resulted in a Juvenile Referral?



Who Initiated Narcotics Referrals?	4-Year Avg 2015-2019	2021-22	2022-23
Student	3 (3%)	1 (3%)	0
Teacher/Staff	40 (41%)	12 (32%)	11 (24%)
Administrator	47 (48%)	23 (61%)	33 (72%)
Parent	2 (2%)	0	1 (2%)
Officer	3 (3%)	2 (5%)	0
Other Citizen	1 (1%)	0	1 (2%)
Unknown	3 (3%)	0	0
Total	98	38	46

Notification of Administrators by Staff Members

In 2022-23, SROs or other officers initiated approximately 9% of calls for service occurring at LPS middle and high schools and approximately 3% of calls for service that resulted in a juvenile referral. There were only 2 CFS that an SRO initiated which resulted in a referral where it is unknown if an administrator was notified in 2022-23. Both incidents occurred in parking lots of LPS High Schools and resulted in a traffic referral.

When teachers/staff members initiated a CFS at LPS middle and high schools and a referral was made, school administrators were notified 92% of the time. Teacher/staff members initiated 7 CFS that resulted in a referral where it is unknown if an administrator was notified in 2022-23.

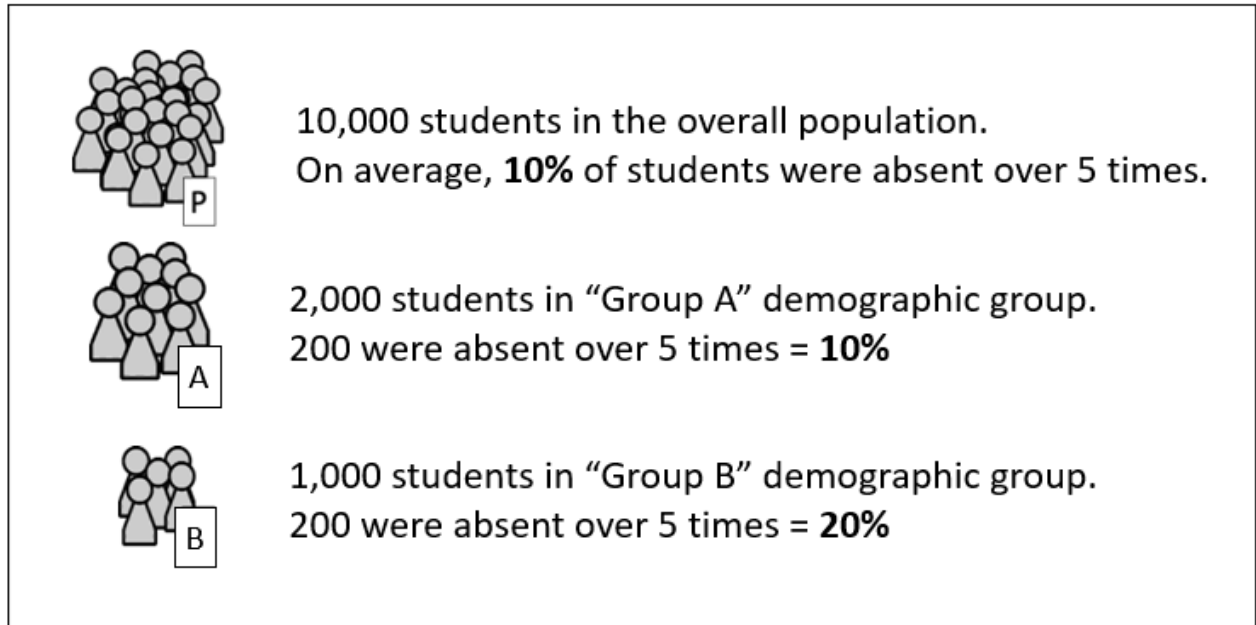
Administrators were notified during 90% of the 265 CFS that resulted in a referral. There were 26 (10%) CFS in which the CFS does not indicate if an administrator was notified. Of those 26 CFS, 4 occurred after school hours, 9 referrals were issued by an officer other than an SRO, 3 were traffic citations, 1 was an adult who was arrested after an accident at a school, and 2 mentioned the students receiving suspension. Consultations with LPS Student services indicate that if an LPS student experiences an LPS disciplinary action of any kind, a school or district administrator is always involved in that decision.

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%)

Disparity Indices for CFS

The disparity index is a measure of the over or underrepresentation in a particular category, such as being a victim or suspect.

- A disparity index **over** 1.0 = Overrepresentation
- A disparity index **under** 1.0 = Underrepresentation
- A disparity index **of 1.0** = Equitable Representation



- Students in Group “A” had an equitable representation (index = 1.0)
- Students in Group “B” were overrepresented (index = 2.0)

It is important to note that the disparity index can be subject to large changes due to small population sizes. For example, if a population is very small in LPS and a handful of those students received a referral for a single incident, then the disparity index for this group may change dramatically simply because of the small sample size. Hence, it is best to look at the disparity index over time using multiple years.

In general, the racial disparity index for all victims in 2021-22 approximated the four-year average. The racial disparity index for all suspects/persons responsible in 2021-22 also closely corresponded with the four-year average for nearly every group of students.

LPS Student Population

Note about race/ethnicity data used in the 2022-23 report: in previous years (2018-2021) the race/ethnicity information used for disparity index calculations were derived from National Crime Information Center (NCIC) race/ethnicity data as identified by LPD. In an effort to more consistently represent this information, race/ethnicity data in this report is aligned with the US Census demographic categories as represented in the LPS student information system. These race/ethnicity categories are imperfect and may not align with the ways many people represent their own ethnic and racial backgrounds, these US Census race/ethnicity categorizations are commonly used in most educational reports.

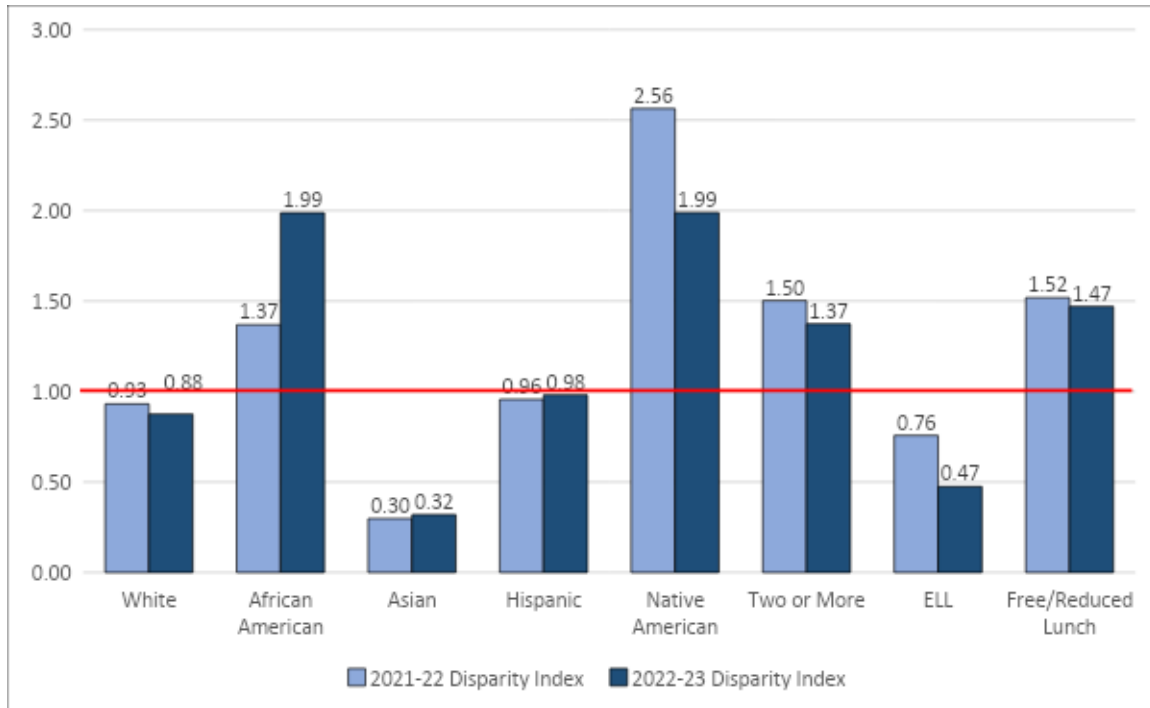
Historical data beyond 2021-22 is not currently available with the transition to the LPS student information system race/ethnicity US Census demographic categories. However, in general, the racial disparity index for all victims and suspects/persons responsible in 2021-22 closely corresponded with the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

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

LPS Middle and High Schools: Victim Disparity Index

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.

*Small total population numbers can cause the disparity index to vary greatly. The **red line** shown in the graph represents a disparity ratio of 1.0 indicating no disparity.

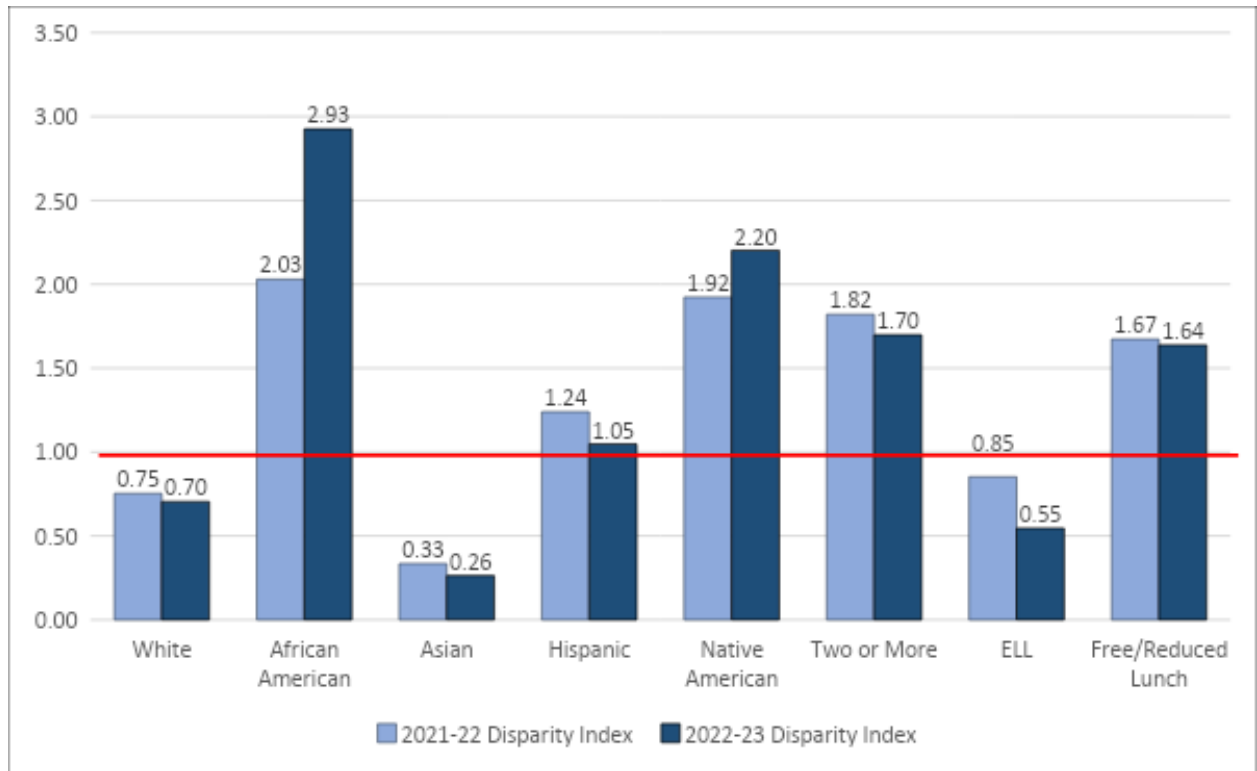


Middle and High School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index
White	398	0.93	409	0.88
African American	63	1.37	106	1.99
Asian	9	0.30	11	0.32
Hispanic	99	0.96	115	0.98
Native American	12	2.56	10	1.99
Two or More	91	1.50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

Among victims in LPS middle and high schools, Native American and African American students are overrepresented (1.99 each), while Asian students are underrepresented (.32).

LPS Middle and High Schools: Suspect/Person Responsible Disparity Index

*Small total population numbers can cause the disparity index to vary greatly.
The **red line** shown in the graph represents a disparity ratio of 1.0 indicating no disparity.

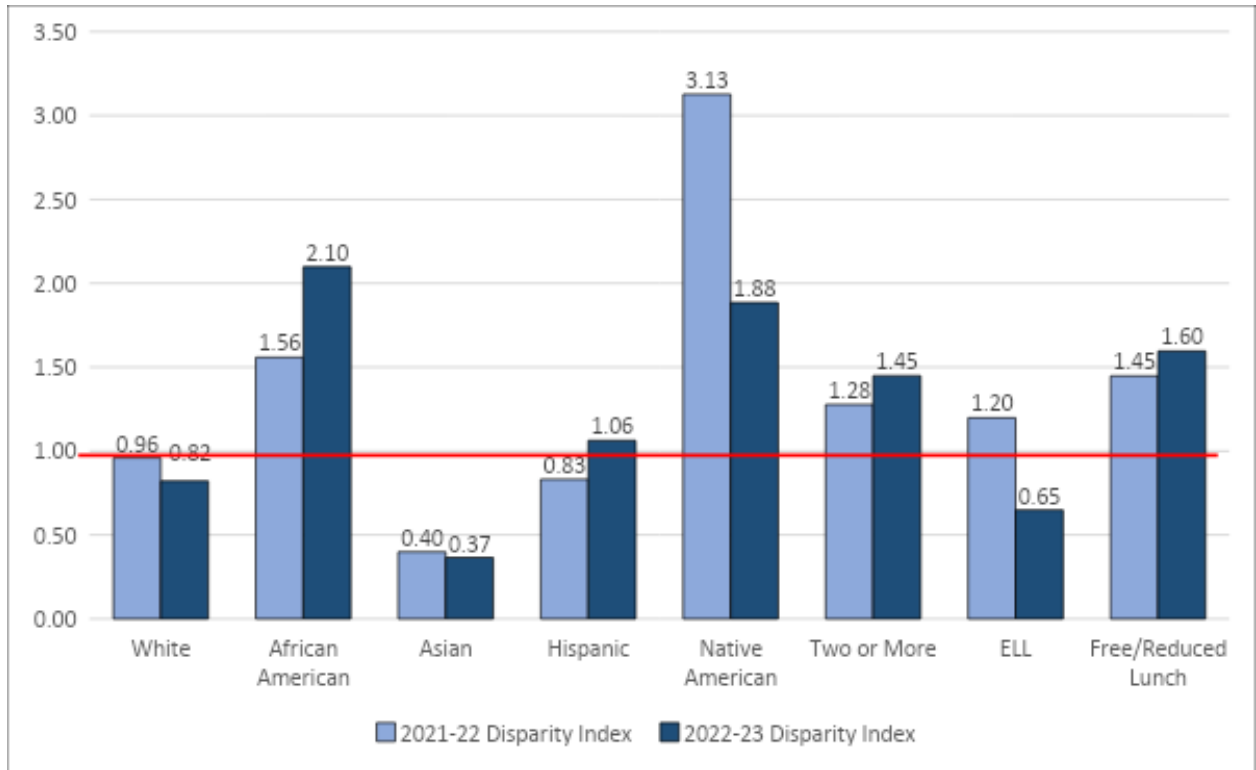


Middle and High School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index
White	286	0.75	327	0.70
African American	83	2.03	155	2.93
Asian	9	0.33	9	0.26
Hispanic	114	1.24	122	1.05
Native American	8	1.92	11	2.20
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

Among suspects/persons responsible in LPS middle and high schools, African Americans and Native Americans are overrepresented (2.93, and 2.20 respectively) while White, ELL, and Asian students are underrepresented (.70, .55 and .26, respectively).

LPS Middle Schools: Victim Disparity Index

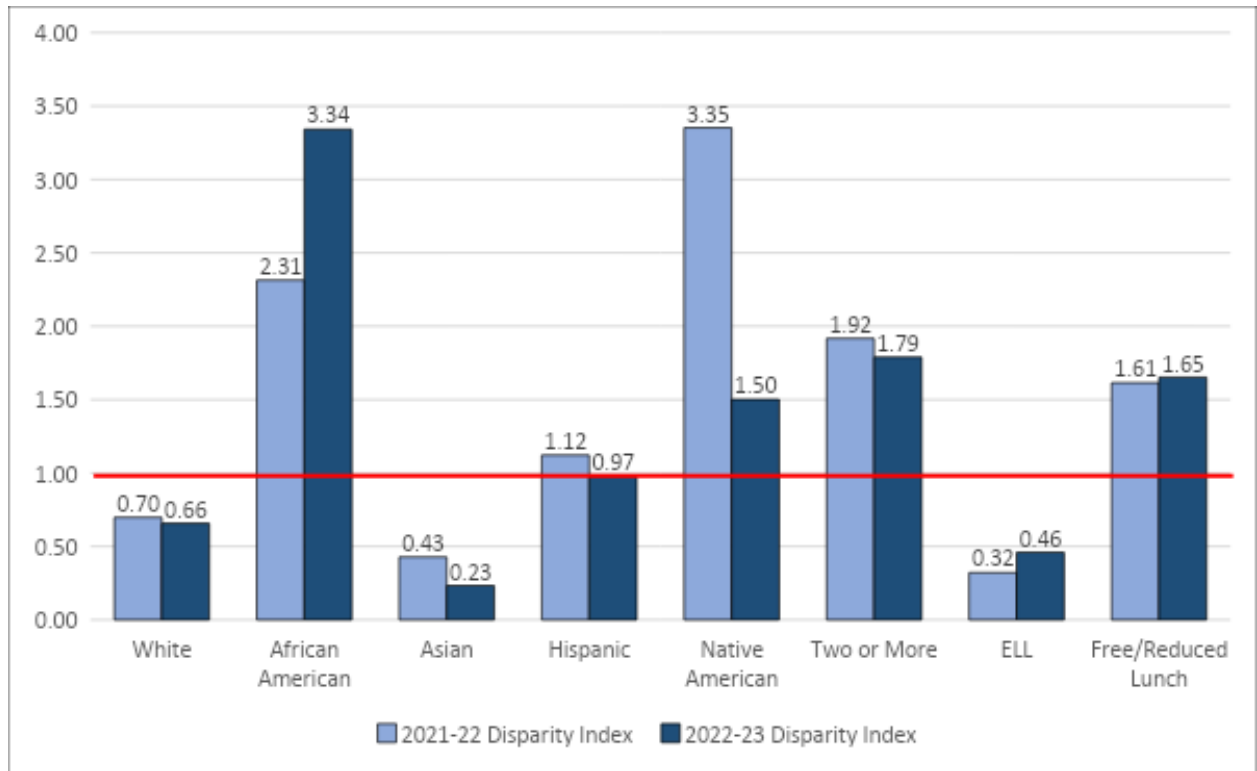
*Small total population numbers can cause the disparity index to vary greatly.
The **red line** shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



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

LPS Middle Schools: Suspect/Person Responsible Disparity Index

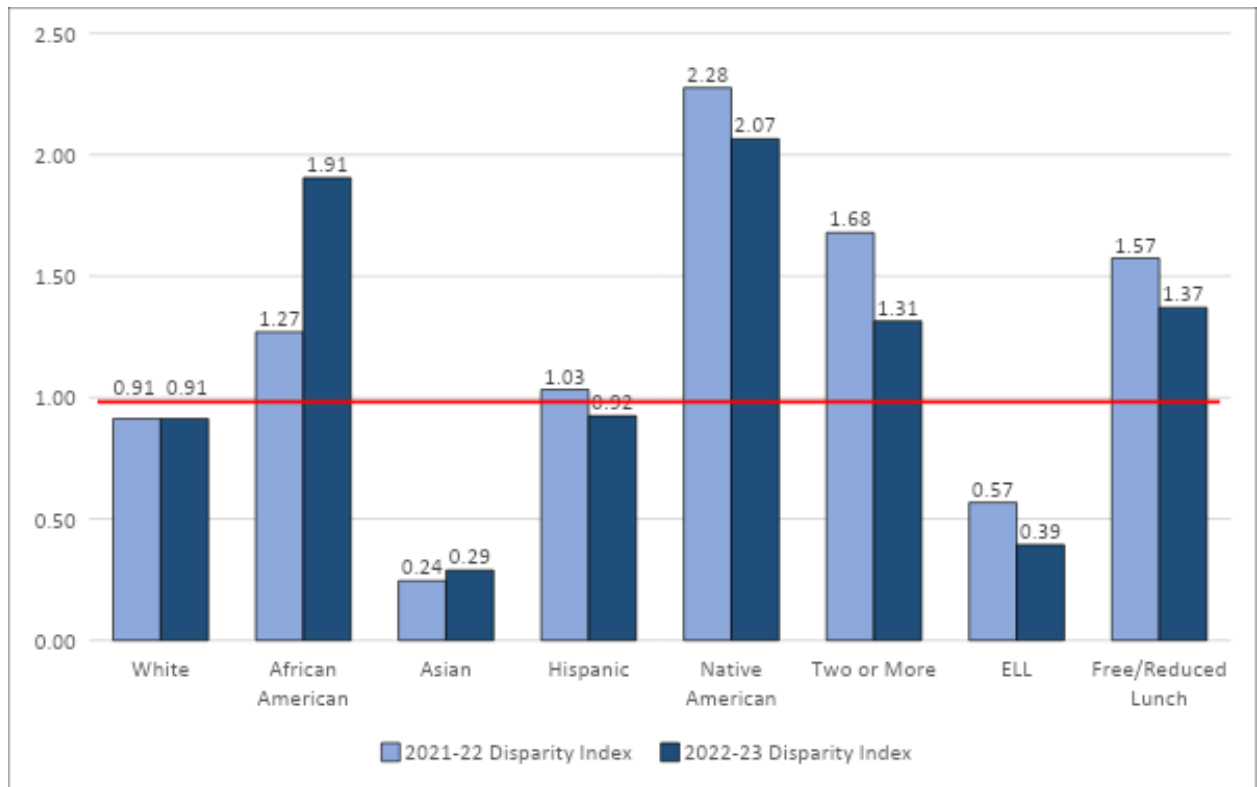
*Small total population numbers can cause the disparity index to vary greatly.
The **red line** shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



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

LPS High Schools: Victim Disparity Index

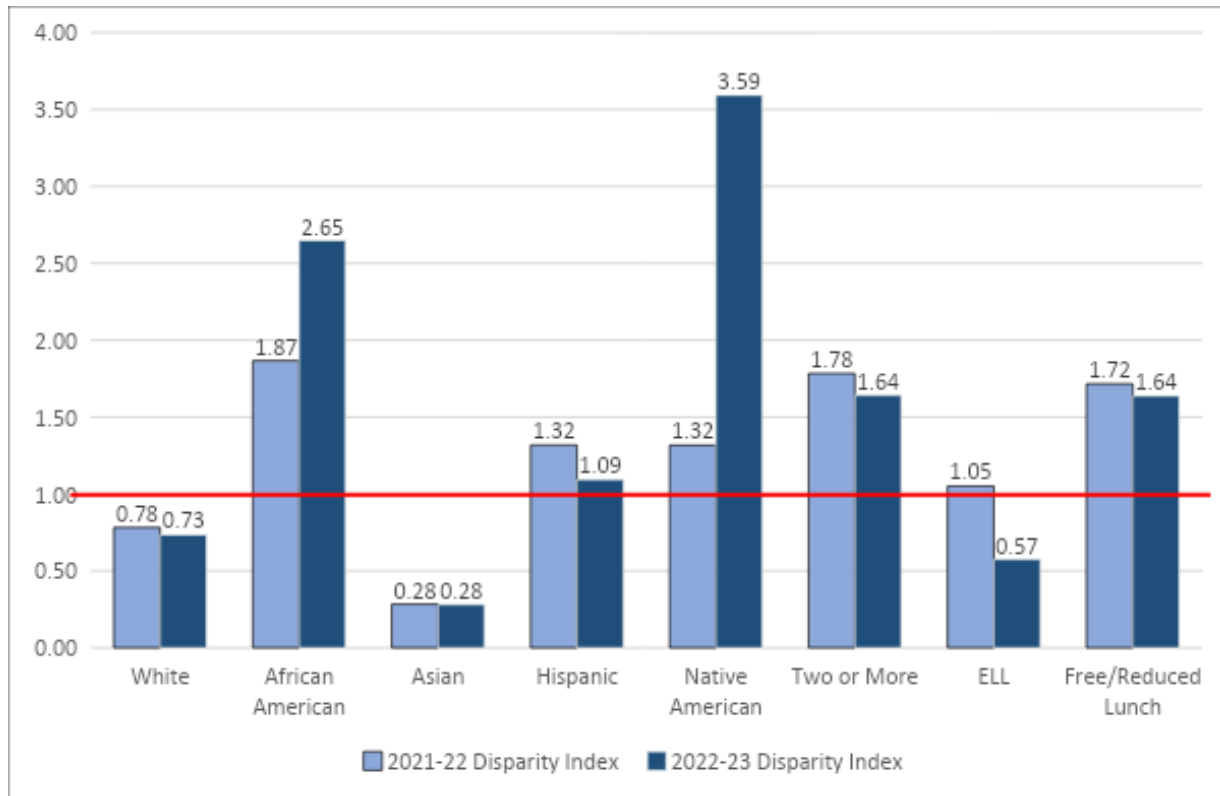
*Small total population numbers can cause the disparity index to vary greatly.
The **red line** shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



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

LPS High Schools: Suspect/Person Responsible Disparity Index

The **red line** shown in the graph represents a disparity ratio of 1.0 indicating no disparity.
*Small total population numbers can cause the disparity index to vary greatly.



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

SRO Complaints and Commendations

In 2022-23, LPD investigated five complaints against SROs.

- One exonerated for “dissatisfaction with investigation”.
- Three exonerated for “conduct”.
- One exonerated for “conduct” (which occurred during the school year, but not associated with schools).

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

SRO Presentations/Training

In 2022-23, SROs conducted 102 presentations for 2,701 students and a total of over 55 hours. SROs presented on a variety of topics, including Alcohol/DUI, Community Relations, General Law Enforcement, Internet Safety, Legal Topics, Personal Safety, and Traffic Safety. This is only a partial reflection of the time SROs spent presenting to students. Moving forward, LPD will work with the SROs to better capture a more complete picture of the presentation hours and topics.

SRO Training

The 14 SROs received a total of 668 training hours in 2022-23. Some examples of training topics that SROs received: Diversity Training, Ethics, Conflict Management, Active Shooter and Critical Incidents, Behavioral Health and Threat Assessment, Crisis Intervention, Youth in Mental Health Crisis, Community-Based Policing, Legal Updates, Use of Force and Criminal Investigations. Legislative Bill 390, approved in 2019, outlined the requirement that SROs attend a minimum of 20 hours of training focused on school-based law enforcement. The average training hours for an SRO in 2022-23 was 48 hours.

Lincoln Public Schools Data

Note about LPS data from the 2022-23 school year

Because of school disruptions caused by the COVID-19 pandemic in recent years, it may be useful to provide contextual information about the LPS data in this section of the report

- 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.
- Impact from the pandemic lessened during the 2022-23 school year, and data from 2022-23 is more comparable to pre-pandemic school years.

LPS Perception Survey Data

Student Data

(2022-23 school year)

Development of the District Perception Surveys (student, staff and parents/guardians) began in the 2014-2015 school year. The initial work focused on the following steps: (1) identifying the constructs to be measured and generating clear operational definitions, (2) developing items, (3) conducting item try-outs that included both feedback and empirical data, and (4) developing final field test forms. A district-wide field test was conducted in the spring of 2017. The results of the field test were analyzed and used to revise the instrument for full implementation in the 2017-2018 school year. The survey measures perception in 4 areas: Curriculum, Instruction, and Assessment; School Culture and Climate; Student and Staff Relationships; and Student Engagement. The survey is administered in the spring of each year and is administered to all stakeholders (parents, students, and staff). Results are used to help guide the school improvement process.

The interlocal agreement with Lincoln Public Schools, Lincoln Police Department and the city of Lincoln called for an evaluation of the school resource officers. Instead of creating a stand-alone instrument for this purpose, it was decided to append items to the end of the existing Perception survey. Stakeholders have had the opportunity to respond to items specifically about School Resource Officers since the spring of 2019 after the School Resource Officers were placed in secondary schools.

District Perception Surveys were not administered in the spring of 2020 due to the COVID-19 pandemic but resumed in the spring of 2021. In the spring of 2023 District Perception Surveys were administered (student, staff and parents/guardians) during the months of March and April. Data from the surveys are presented here in student, staff and parents/guardians sections.

In 2023, the District Perception Survey was administered March 20 - April 14, 2023. This year there was an increase in participation for students and parents. This is likely due to additional communication efforts employed by the Assessment and Evaluation Team and the Communications Teams of LPS. For the 2023 administration there was an increase of 13% for student responses (12,147 in 2022 to 13,670 in 2023). For parents the increase in the number of responses was almost 30%, 1,668 in 2022 to 2,187 in 2023. The results of the 2023 District Perception Survey were similar to those of previous years. Respondents, students, parents, and certified staff, had positive perceptions of the School Resource Officers (SROs).

Each year the District Perception Survey is administered to students, parents, and certified staff. The survey measures stakeholders' perception in 4 areas: Curriculum, Instruction, and Assessment; School Culture and Climate; Student and Staff Relationships; and Student Engagement. Results of the survey are used by schools to improve teaching and learning during the school improvement process. In 2019, when school resource officers (SROs) were added to LPS middle schools, the interlocal agreement with Lincoln Public Schools, Lincoln Police Department and the city of Lincoln called for an evaluation of the school resource officers. The existing District Perception Survey was amended to incorporate questions that specifically asked about school resource officers (SROs) in secondary buildings.

Pertinent information from the report will be summarized here. The report of the gathered data can be found in its entirety in Appendices C-E.

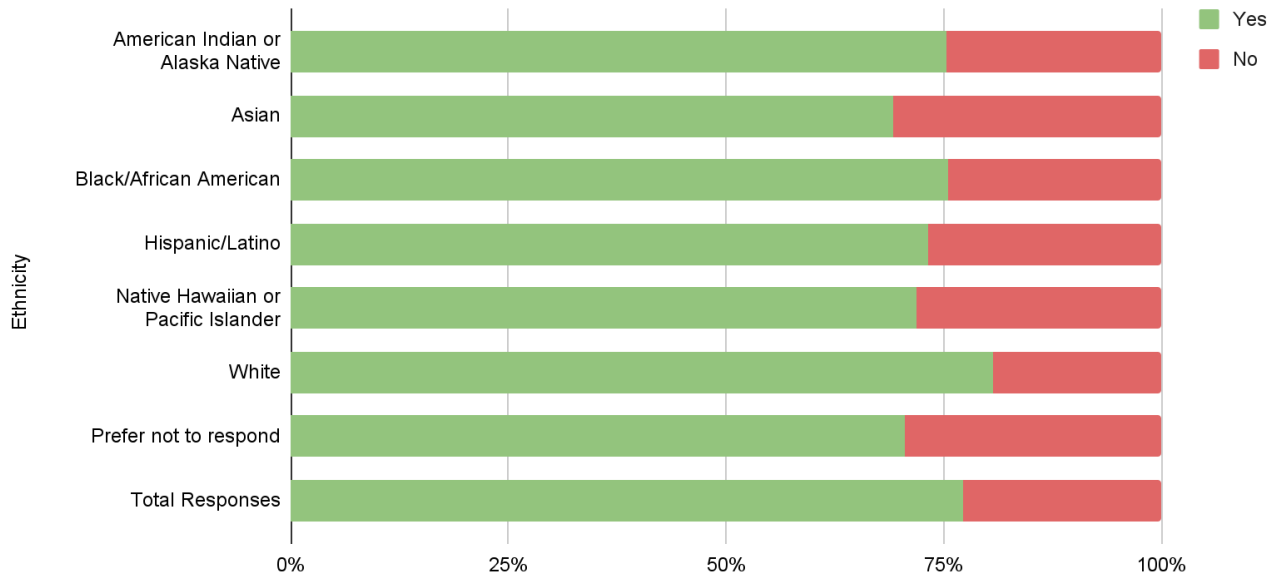
Principals were given advance notice of the upcoming Perception Survey administration so they were able to make plans for administration in schools. In addition, leadership personnel for a couple of grants continuously communicated the importance of the data in grant applications and evaluations. These additional communication efforts resulted in an increase of 13% for student responses (12,147 in 2022 to 13,670 in 2023). The majority of students responding to the survey identified white 7,698 (56%) as one of the ethnic groups they belong to. The next largest group of respondents were those students who identified Hispanic/Latino 1,714 (13%) as one of their ethnic groups. Black/African American 1,421 (10%)

What level is your school or program?

	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

Of the 13,674 students responding to the survey, 10,341 (76%) indicated “yes” they knew there was a School Resource Officer (SRO) at their school. This reflects an increase from 72% indicating they were aware an School Resource Officer (SRO) was on campus in the 2021-2022 school year.

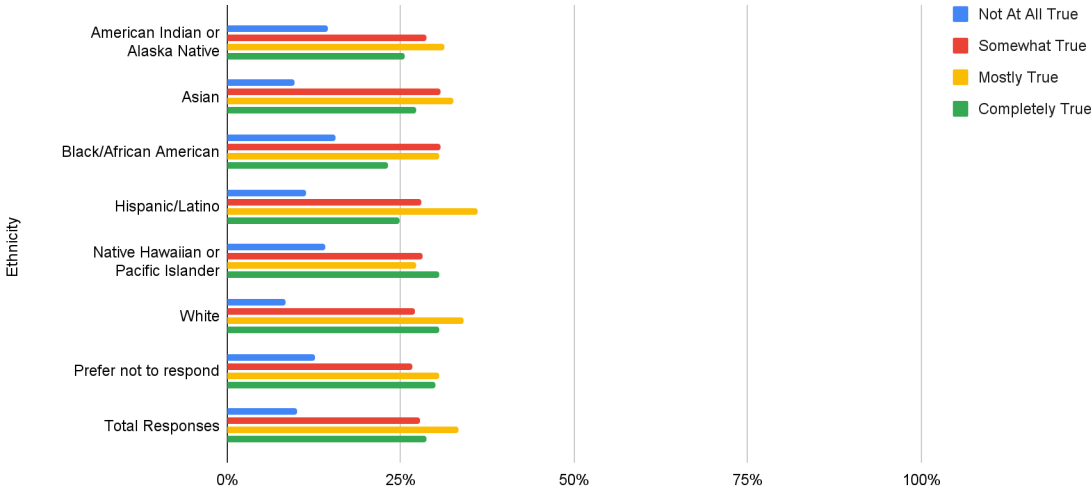
Were you aware that there is a School Resource Officer (SRO) at your school?



	Yes	No	Total Responses
American Indian or Alaska Native	426	139	565
Asian	712	317	1,029
Black/African American	1,042	338	1,380
Hispanic/Latino	1,229	448	1,677
Native Hawaiian or Pacific Islander	123	48	171
White	6,094	1,460	7,554
Prefer not to respond	715	298	1,013
Total Responses	10,341	3,048	13,389

At the request of a board member of Lincoln Public Schools, the 2023 Student Perception survey included the item “I feel more safe with SRO on campus.” Of the 10,341 students who responded that they were aware the School Resource Officer (SRO) was on campus, 10,272 (99% response rate) responded to the item about feeling more safe. Of the students responding to this item only 10% (1,041) indicated that they did not feel more safe with the school Resource Officer (SRO) on campus. The proportion of students reporting that they did not feel more safe with the School Resource Officer (SRO) on campus was highest among Black/African American students at 16% followed by American Indian or Alaskan Native and Native Hawaiian or Pacific Islander both at 14%. Only 8% (507) of white students indicated that they did not feel more safe with the School Resource Officer (SRO) on campus.

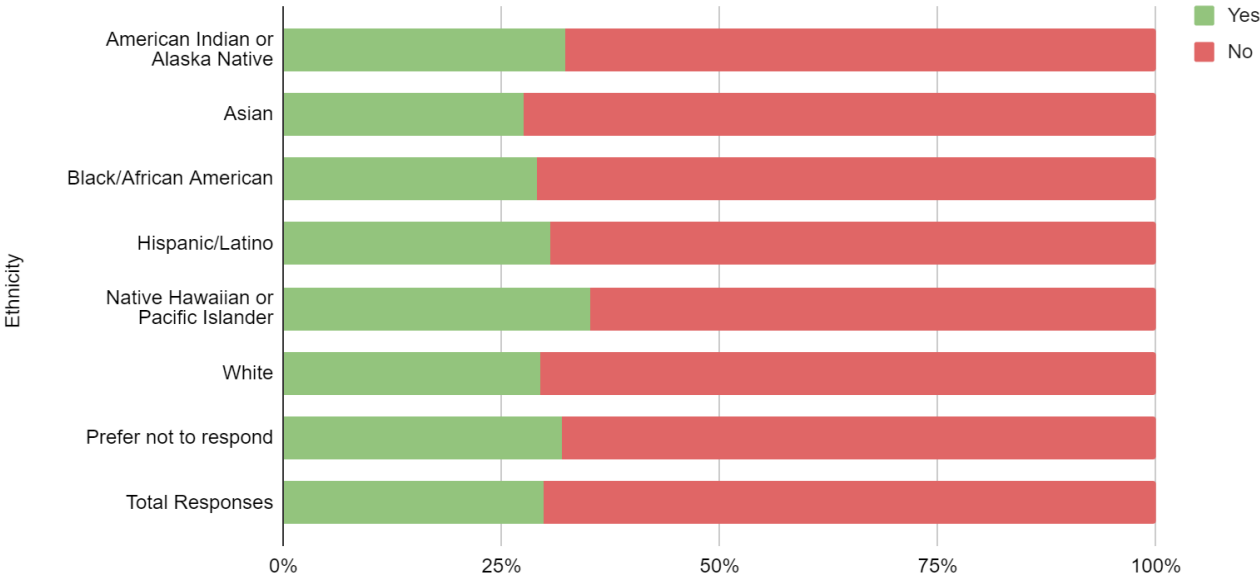
**For those whose response was Yes, they were aware that there is a School Resource Officer (SRO) at their school:
I feel more safe with the SRO on campus.**



	Not At All True	Somewhat True	Mostly True	Completely True	Total Responses
American Indian or Alaska Native	61	121	132	108	422
Asian	68	216	229	191	704
Black/African American	160	317	315	239	1,031
Hispanic/Latino	138	340	439	303	1,220
Native Hawaiian or Pacific Islander	17	34	33	37	121
White	507	1,641	2,061	1,856	6,065
Prefer not to respond	90	189	217	213	709
Total Responses	1,041	2,858	3,426	2,947	10,272

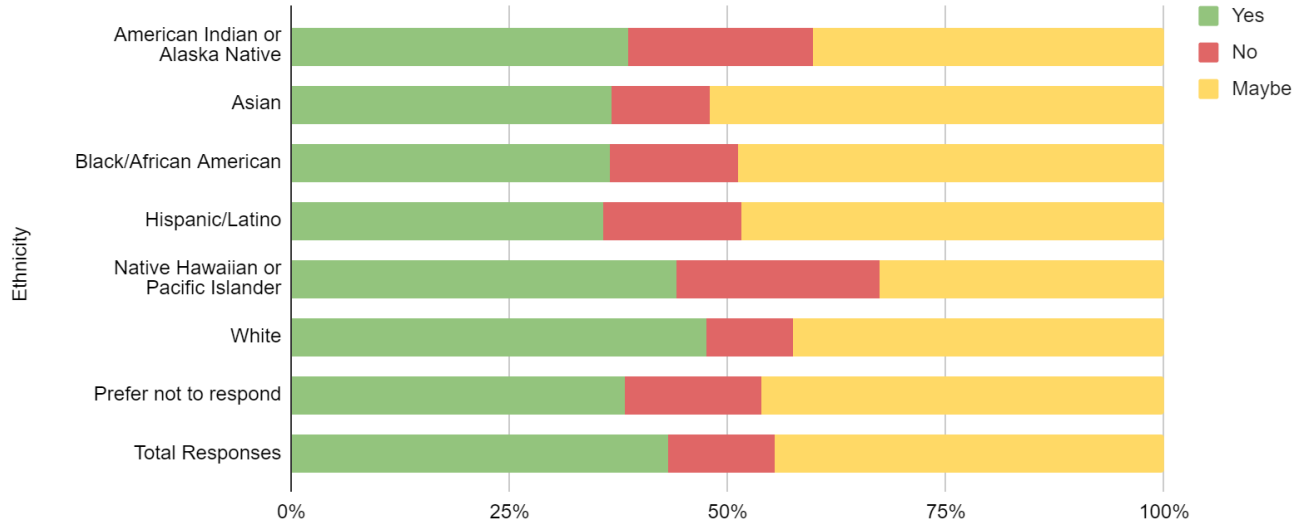
Part of the agreement with the City of Lincoln, Lincoln Police Department and Lincoln Public Schools is that School Resource Officers (SROs) are available to present information to classes. Three thousand sixty-five students responded that an officer presented in at least one of their classes. Of those 43% (1,323) found the presentation useful. This is slightly lower than last year when 46% of students who reported that a School Resource Officer (SRO) presented in their class found the presentation useful.

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



	Yes	No	Total Responses
American Indian or Alaska Native	137	288	425
Asian	196	515	711
Black/African American	302	735	1,037
Hispanic/Latino	374	851	1,225
Native Hawaiian or Pacific Islander	43	79	122
White	1,787	4,294	6,081
Prefer not to respond	226	483	709
Total Responses	3,065	7,245	10,310

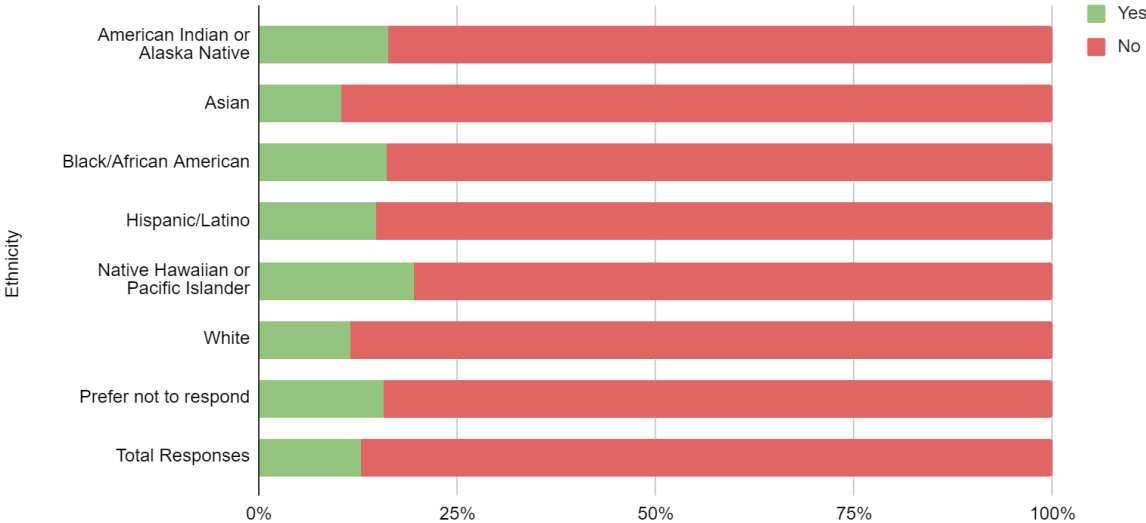
Did you find that presentation useful?



	Yes	No	Maybe	Total Responses
American Indian or Alaska Native	53	29	55	137
Asian	72	22	102	196
Black/African American	110	44	147	301
Hispanic/Latino	134	59	181	374
Native Hawaiian or Pacific Islander	19	10	14	43
White	849	177	761	1,787
Prefer not to respond	86	35	104	225
Total Responses	1,323	376	1,364	3,063

Students were asked if the School Resource Officer (SRO) contacted them about an issue at school during the year. Overall 13% of students indicated they were aware there was a School Resource Officer (SRO) on campus and they had been contacted by the officer (1,326 out of 10,301). The proportion of students by ethnicity indicating they were contacted by a School Resource Officer (SRO) ranged from 12% (700 out of 6,072) for white students to 20% (24 out of 123) for of Native Hawaiian or Pacific Islander heritage. Students indicating their background include American Indian (16%) and Native Hawaiian or Pacific Islander (20% had the highest proportion of students indicating they had been contacted by a School Resource Officer (SRO) of an issue. Students who were contacted by the School Resource Officer (SRO) were asked a series of questions about those interactions. Data from those items are summarized here.

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

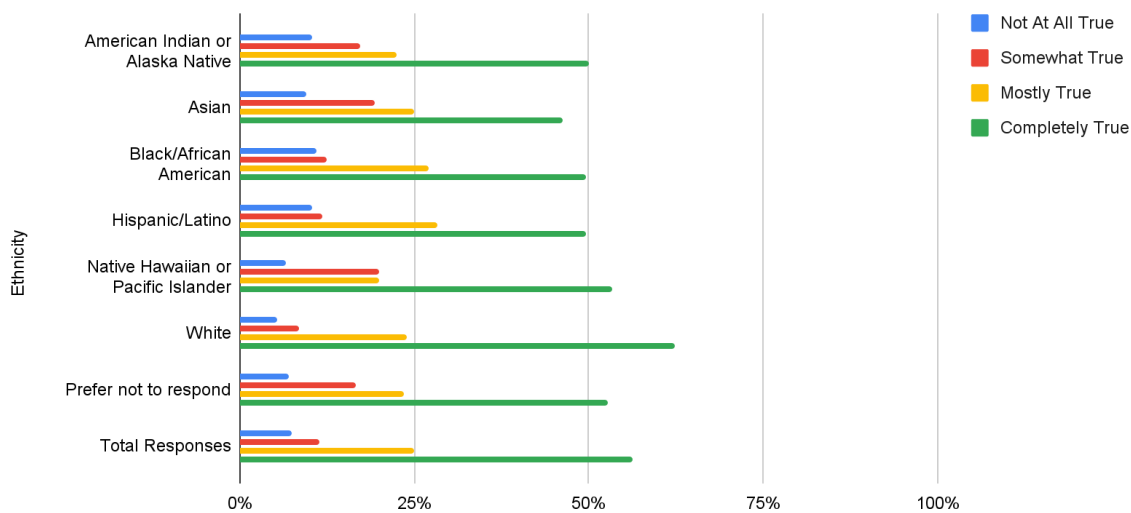


	Yes	No	Total Responses
American Indian or Alaska Native	69	355	424
Asian	74	637	711
Black/African American	167	872	1,039
Hispanic/Latino	181	1,040	1,221
Native Hawaiian or Pacific Islander	24	99	123
White	700	5,372	6,072
Prefer not to respond	111	600	711
Total Responses	1,326	8,975	10,301

When presented with the statement “The School Resource Officer (SRO) listened to my side of the story,” the overall student responses were positive for this item with 81% (802 out of 988) indicating that this was either “Mostly True” or “Completely True”. This overall percentage is up from last year by 3 percentage points when 78% (536 out of 691) responded positively to this item. This percentage was slightly higher for white students, 87% (439 out of 509 responses). The percentages for other ethnicities ranged from 71% for Asian to 78% for Hispanic/Latino students. All ethnic groups showed a proportional increase in positive responses except for Native Hawaiian or Pacific Islander. The data indicate that there was a decrease in their positivity of 6 percentage points. This decrease should be viewed with caution because the small number of students (14 in 2022 and 15 in 2023) will exacerbate small changes in data.

Please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?

The SRO listened to my side of the story.

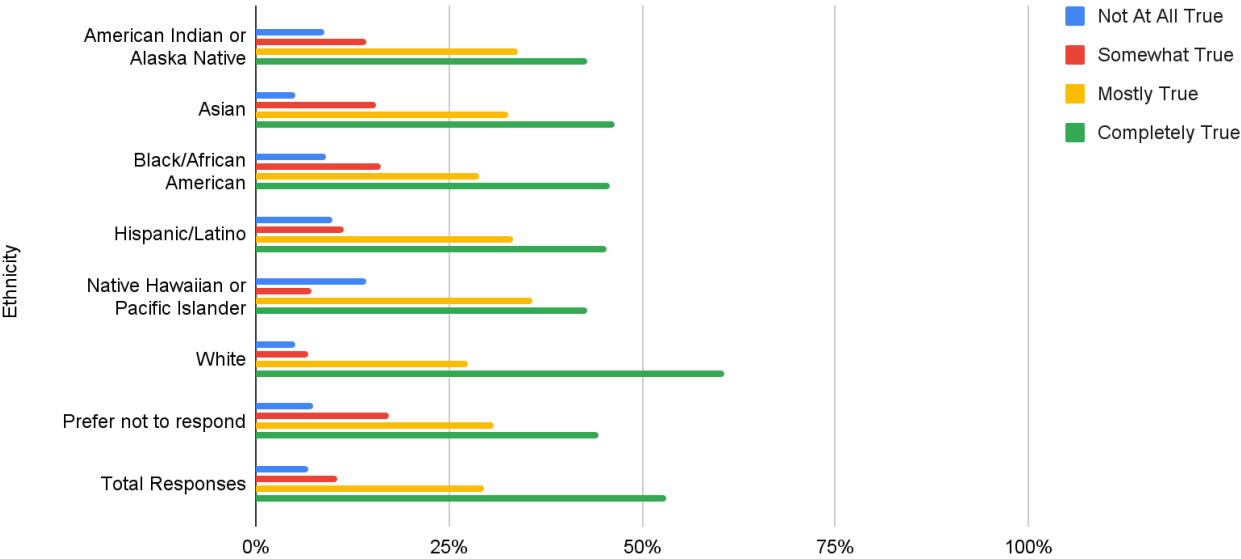


	Not At All True	Somewhat True	Mostly True	Completely True	Total Responses
American Indian or Alaska Native	6	10	13	29	58
Asian	5	10	13	24	52
Black/African American	15	17	37	68	137
Hispanic/Latino	15	17	41	72	145
Native Hawaiian or Pacific Islander	1	3	3	8	15
White	27	43	122	317	509
Prefer not to respond	5	12	17	38	72
Total Responses	74	112	246	556	988

When presented with the statement “I was treated fairly in this situation,” the overall student response was positive with 83% indicating they were treated fairly. This represents a 3 percentage point increase over the 2021-2022 proportion of 80%. When looking at the item by ethnicity, the proportion of white students is higher than the proportion of the total group at 88%. Proportion of all other groups is lower than that of the total group. The proportion of positive responses ranged from 75% for Black/African American to 79% for Hispanic Latino. The proportion of positive responses were consistently higher for all ethnic groups over what was reported in 2021-2022.

Please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?

I was treated fairly in this situation.

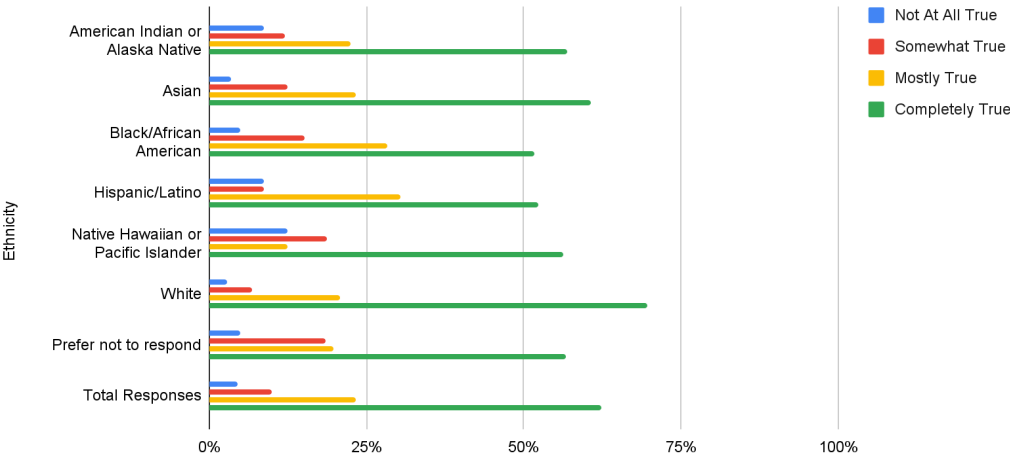


	Not At All True	Somewhat True	Mostly True	Completely True	Total Responses
American Indian or Alaska Native	5	8	19	24	56
Asian	3	9	19	27	58
Black/African American	13	23	41	65	142
Hispanic/Latino	14	16	47	64	141
Native Hawaiian or Pacific Islander	2	1	5	6	14
White	27	36	145	319	527
Prefer not to respond	6	14	25	36	81
Total Responses	70	107	301	541	1,019

Students responded positively when presented with the statement “The School Resource Officer (SRO) treated me with respect,” with 86% of those who had an interaction with the School Resource Officer indicating that this statement was either “Mostly True” or “Completely True.” This percentage represents the same proportion as last year’s data. For most ethnic groups the proportion of students responding positively increased over what was shown in last year’s data. Two ethnic groups were less positive than what was presented in the data from 2021-2022. The proportion for American Indian or Alaskan Native and Black/African American both decreased, 8 percentage points and 1 percentage points, respectively. The decrease in positivity among American Indian or Alaskan Native should be interpreted with caution because of the low number of students who indicated this ethnicity as part of their background (46 students in 2022 and 58 students in 2023).

Please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?

The SRO treated me with respect.

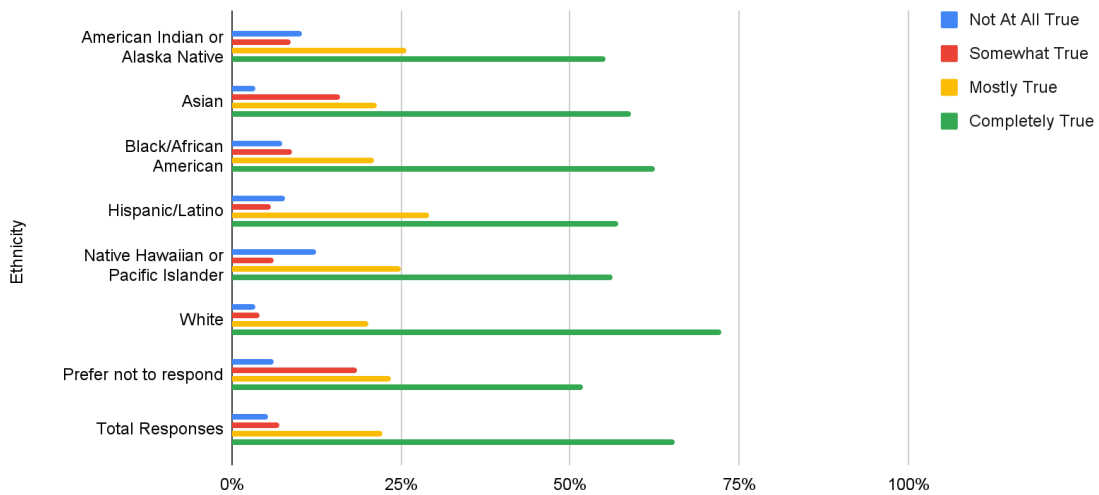


	Not At All True	Somewhat True	Mostly True	Completely True	Total Responses
American Indian or Alaska Native	5	7	13	33	58
Asian	2	7	13	34	56
Black/African American	7	22	41	75	145
Hispanic/Latino	13	13	46	79	151
Native Hawaiian or Pacific Islander	2	3	2	9	16
White	15	37	113	378	543
Prefer not to respond	4	15	16	46	81
Total Responses	48	104	244	654	1,050

Students responded positively when presented with the statement “The School Resource Officer (SRO) behaved in a professional manner,” with 88% indicating that this statement was either “Mostly True” or “Completely True” for them. This represents an increase of 7 percentage points over last year’s data which was 81% for this item. The proportion of positive responses either increased or remained for all ethnic groups except for Native Hawaiian or Pacific Islander. For this ethnic group the proportion of positive responses decreased by 5 percentage points. Again this fluctuation may largely be due to the small number of students indicating this as one of their ethnic groups. In 2022 14 students indicated Native Hawaiian or Pacific Islander as one of their ethnic groups. In 2023 that number was 16.

Please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?

The SRO behaved in a professional manner.



	Not At All True	Somewhat True	Mostly True	Completely True	Total Responses
American Indian or Alaska Native	6	5	15	32	58
Asian	2	9	12	33	56
Black/African American	11	13	31	92	147
Hispanic/Latino	12	9	45	88	154
Native Hawaiian or Pacific Islander	2	1	4	9	16
White	19	22	111	399	551
Prefer not to respond	5	15	19	42	81
Total Responses	57	74	237	695	1,063

Key Takeaways:

Student Responses on 2023 Spring Perception Survey:

- There was an increase in the number of responses possibly due to an increase in the amount of communication. As in the previous years, respondents were mostly white.
- 76% of respondents indicated awareness of the School Resource Officer (SRO) on campus. Last year only 72% of respondents indicated they were aware.
- 90% of students who were aware of the School Resource Officer (SRO) felt more safe with the officer on campus. This feeling of safety was pretty consistent across ethnic groups.
- 13% of students who were aware of the School Resource Officer (SRO) were contacted by the officer for an issue at school. This proportion was slightly higher for all ethnic groups except Asian and White.
- Overall, students who were contacted by the School Resource Officer (SRO) felt the officer listened to them, 81%. White students responded more positively to this item. Asian students were least positive.
- Overall 86% of the students felt the School Resource Officer (SRO) treated them with respect. The proportion of white students was slightly higher for this item. The proportion for all other ethnicities was lower than the overall group.
- 88% of the students contacted by the School Resource Officer (SRO) indicated that the officer treated them in a professional manner. This was pretty consistent across ethnic groups. White students responded more positively to this item than other groups and Asian students were least positive in their responses.

As in previous years, the overall students reported positive perceptions about School Resource Officers (SROs) on campus. Overall students felt more safe with the School Resource Officer (SRO) on campus. Students who had interactions with the School Resource Officer (SRO) felt that they were listened to, treated fairly, respected, and that the School Resource Officer (SRO) behaved in a professional manner. Although 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)

Prior to Secondary parents being sent an email link to the LPS Parent Perception Survey, the LPS Communication department helped the Assessment and Evaluation Team with a communication plan. Information about the Perception Survey was added to communications sent to parents/families explaining that the survey was coming and the importance of the survey results. Additionally, information about the survey was placed on the district's website. Parents were asked to respond to the survey for each school they wished to provide feedback. A total of 2,187 secondary parent responses to the survey were recorded. This is almost a 31% increase over last year's responses of 1,668. We believe the additional communication helped to increase the number of responses. In efforts to maintain the confidentiality of respondents, the decision was made to mask groups where the number of responses made reidentification possible. When possible, the total number of respondents for each ethnic group was provided.

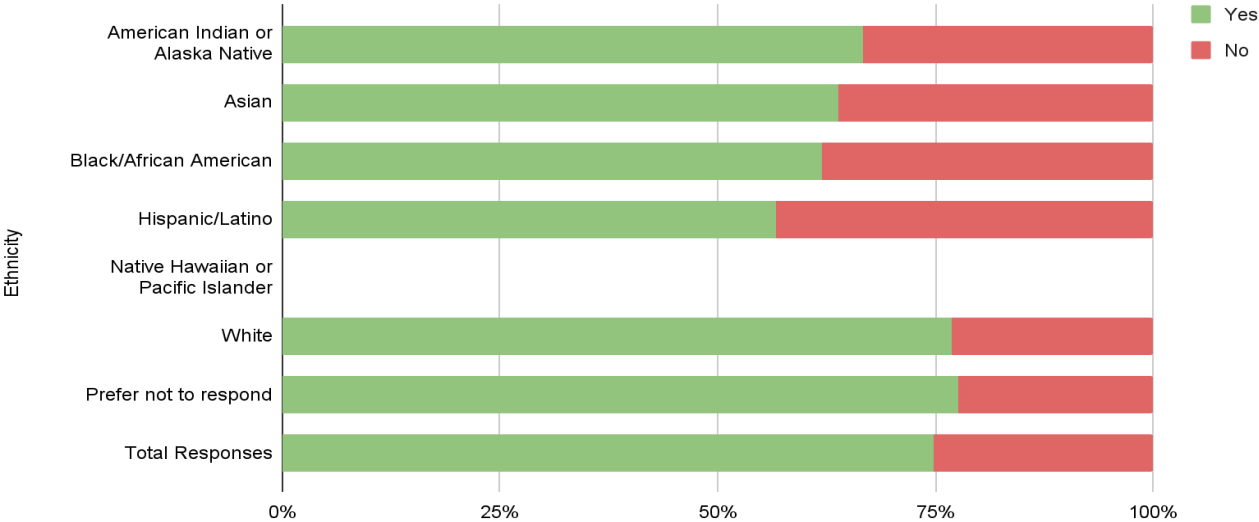
Of the 2,187 parents responding to the survey, 75% indicated white as part of their background. Each of the other groups comprised less than 10% of the total number of responses except for those indicating “Prefer not to respond” which made up 12% of the responses.

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

	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

Parents were asked about their awareness of the School Resource Officer (SRO) at their student’s school. Of the 2,183 responses to this question, 75% (1,635) indicated that they were aware of the officer on campus. The percentage of white parents and parents who preferred not to respond to the race/ethnicity question were slightly higher than the percentage of the whole group, 77% and 78% respectively. The percentages for other groups responding affirmatively ranged from 57% for Hispanic/Latino to 67% for American Indian or Alaskan Native.

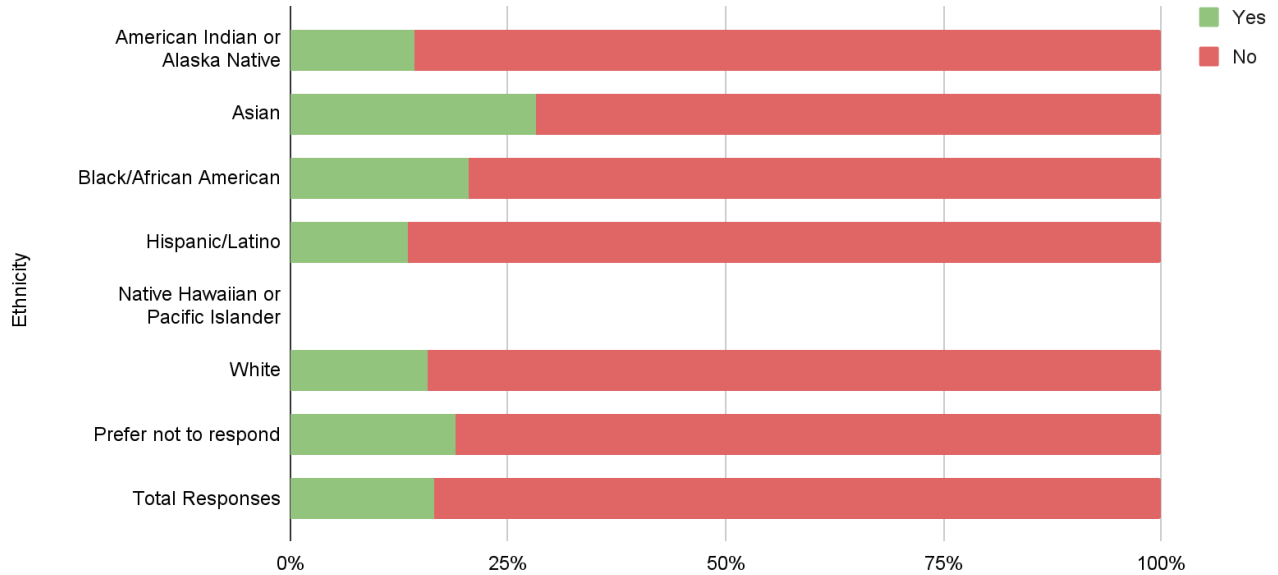
Are you aware that there is a School Resource Officer (SRO) at your student's school?



	Yes	No	Total Responses
American Indian or Alaska Native	14	7	21
Asian	46	26	72
Black/African American	49	30	79
Hispanic/Latino	60	46	106
Native Hawaiian or Pacific Islander	***	***	6
White	1,266	383	1,649
Prefer not to respond	194	56	250
Total Responses	1,629	548	2,183

Overall, 17% of those who responded that they were aware of the School Resource Officer (SRO) at their student’s school responded that they had met the officer. This was consistent across racial/ethnic groups.

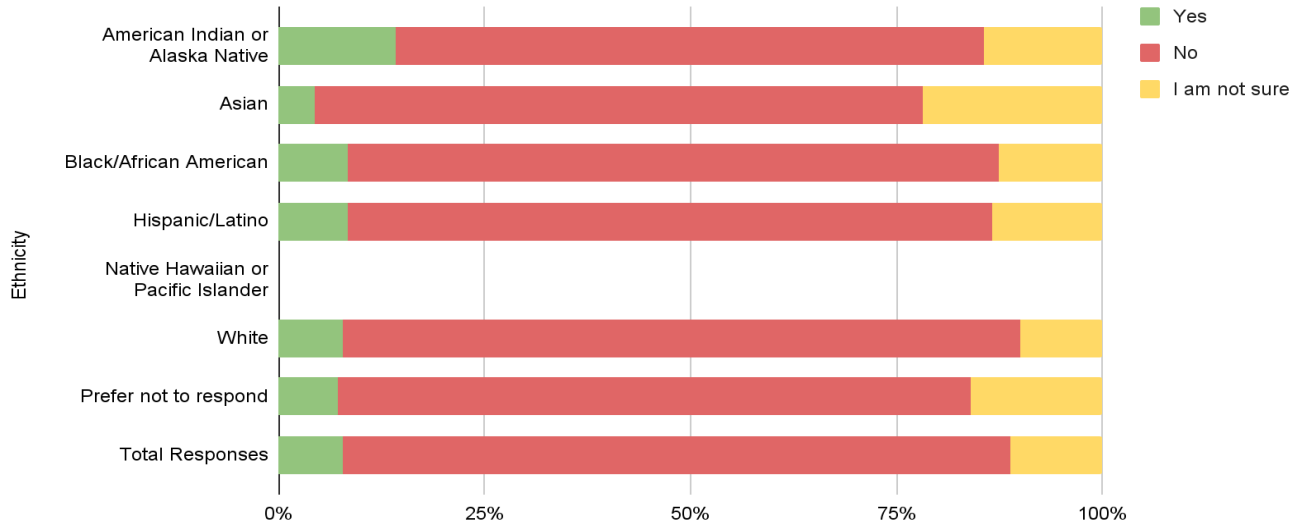
Have you met the School Resource Officer (SRO)?



	Yes	No	Total Responses
American Indian or Alaska Native	2	12	14
Asian	13	33	46
Black/African American	10	39	49
Hispanic/Latino	8	51	59
Native Hawaiian or Pacific Islander	***	***	6
White	199	1,065	1,264
Prefer not to respond	37	157	194
Total Responses	269	1,357	1,632

When asked if the School Resource Officer (SRO) had been in contact with their student during the school year, 8% (126) of the parents who had met the officer said their student had, in fact, been contacted by the officer for an issue at school. The percentage for Black/African American, Hispanic/Latino and white were all in line with the overall percentage. The percentage for American Indian or Alaskan Native and Asian were lower percentages than the overall percentage, 1% and 4% respectively.

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



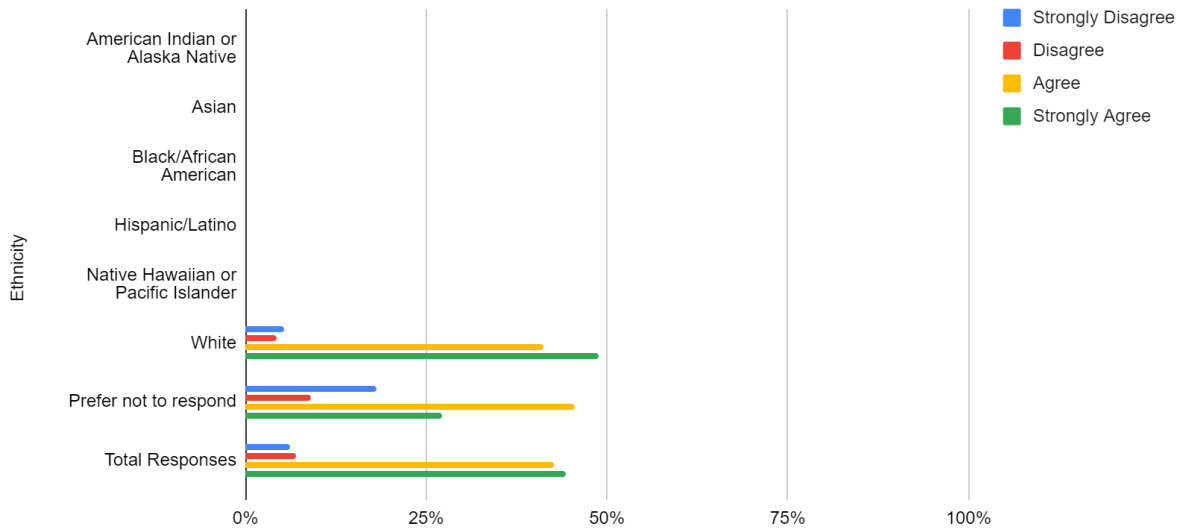
	Yes	No	I am not sure	Total Responses
American Indian or Alaska Native	2	10	2	14
Asian	2	34	10	46
Black/African American	4	38	6	48
Hispanic/Latino	5	47	8	60
Native Hawaiian or Pacific Islander	***	***	***	6
White	99	1,039	126	1,264
Prefer not to respond	14	149	31	194
Total Responses	126	1,317	183	1,632

Those parents responding that the School Resource Officer had been in contact with their student were asked a series of questions about the interaction. Those data are summarized in the tables below.

When presented with the item “The School Resource Officer (SRO) listened to my student,” 89% of parents responded positively.

Please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

The SRO listened to my student.

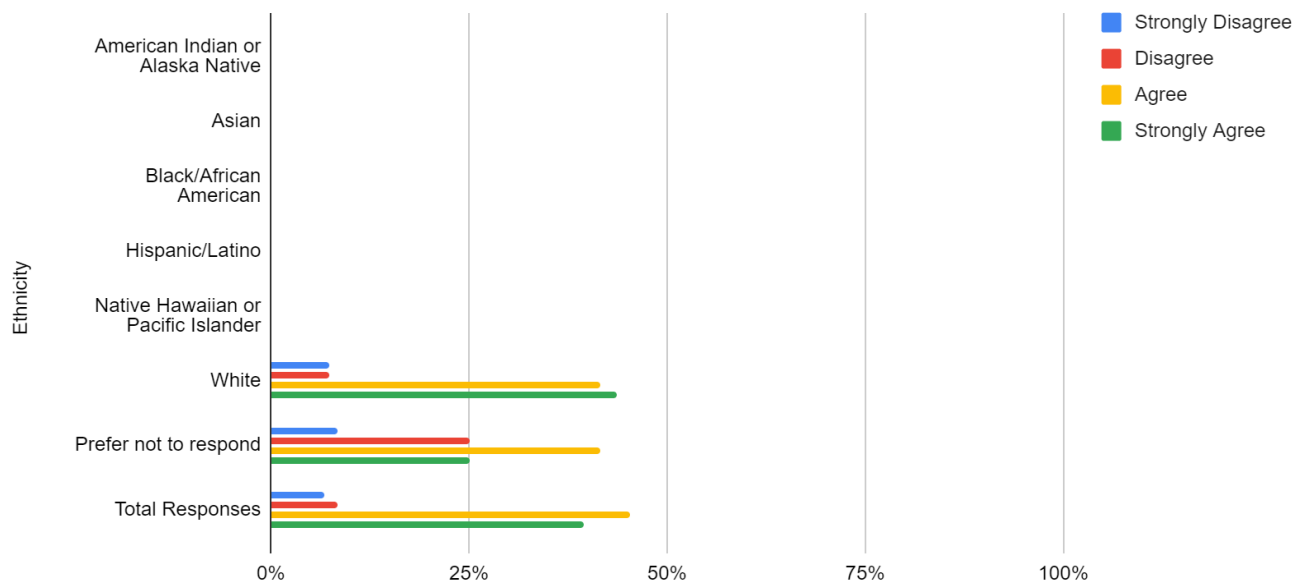


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	***	***	***	***	2
Asian	***	***	***	***	2
Black/African American	***	***	***	***	3
Hispanic/Latino	***	***	***	***	5
Native Hawaiian or Pacific Islander	***	***	***	***	0
White	5	4	38	45	92
Prefer not to respond	2	1	5	3	11
Total Responses	7	8	49	51	115

When presented with the item “My student was treated fairly in this situation,” 85% felt that their student was treated fairly.

Please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

My student was treated fairly in this situation.

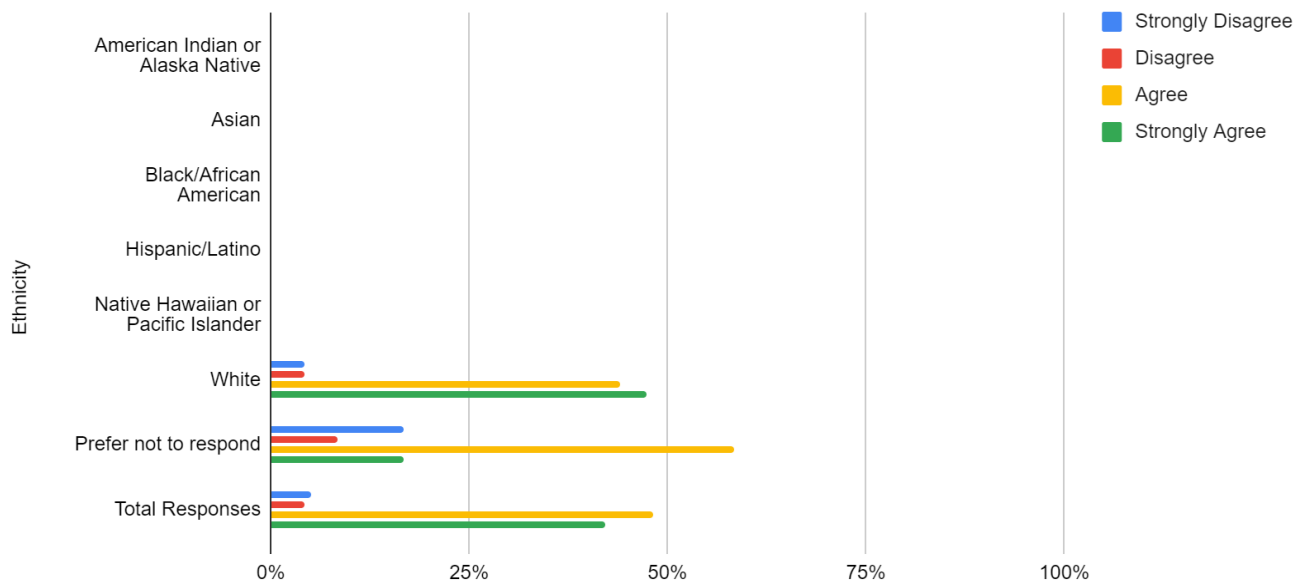


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	***	***	***	***	2
Asian	***	***	***	***	2
Black/African American	***	***	***	***	4
Hispanic/Latino	***	***	***	***	5
Native Hawaiian or Pacific Islander	***	***	***	***	0
White	7	7	39	41	94
Prefer not to respond	1	3	5	3	12
Total Responses	8	10	54	47	119

Ninety-one percent of the parents responding felt their student was treated with respect and that the School Resource Officer (SRO) behaved professionally.

Please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

The SRO treated my student with respect.

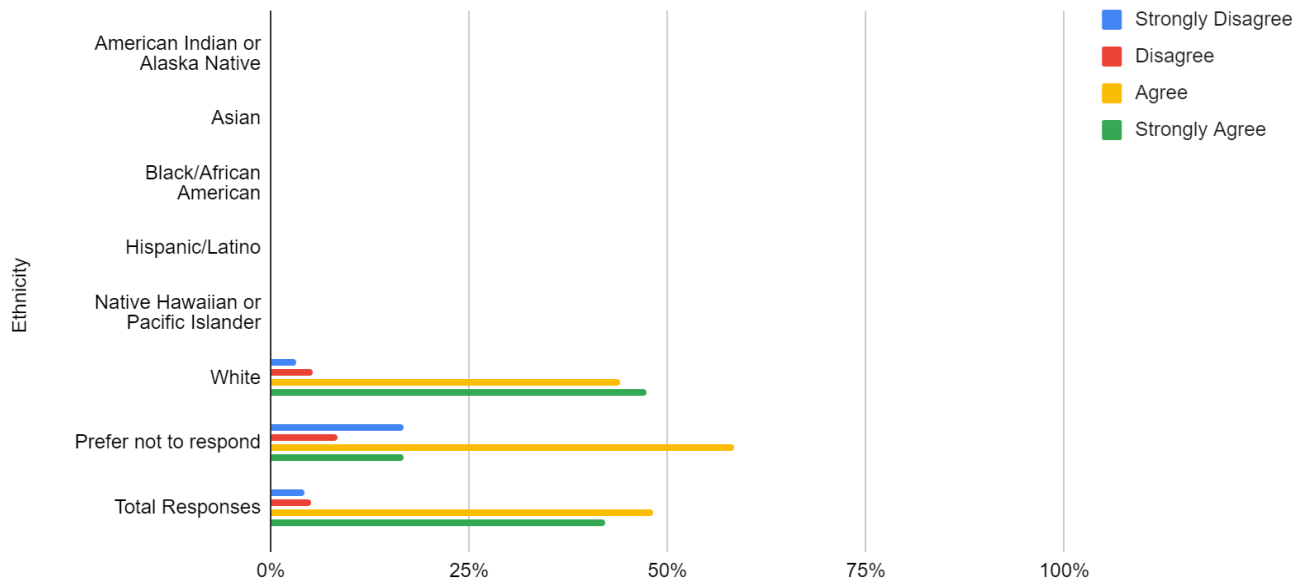


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	***	***	***	***	1
Asian	***	***	***	***	2
Black/African American	***	***	***	***	4
Hispanic/Latino	***	***	***	***	4
Native Hawaiian or Pacific Islander	***	***	***	***	0
White	4	4	41	44	93
Prefer not to respond	2	1	7	2	12
Total Responses	6	5	56	49	116

When presented with the item “The School Resource Officer (SRO) was considerate of my student’s feelings,” 87% responded affirmatively.

Please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

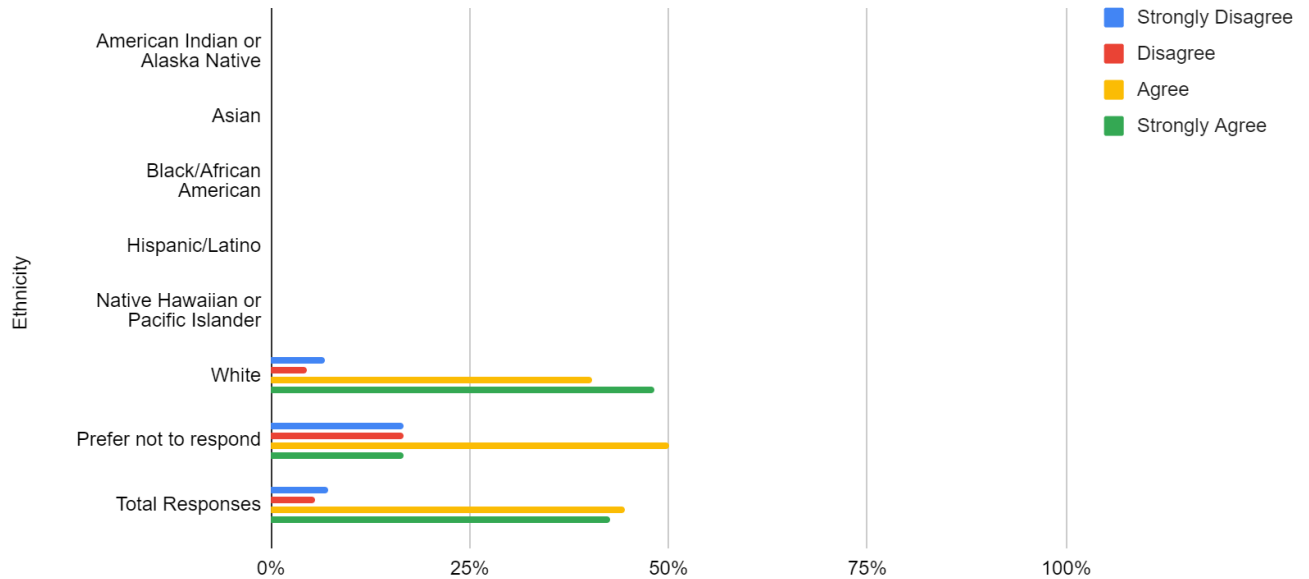
The SRO behaved in a professional manner.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	***	***	***	***	1
Asian	***	***	***	***	2
Black/African American	***	***	***	***	4
Hispanic/Latino	***	***	***	***	4
Native Hawaiian or Pacific Islander	***	***	***	***	0
White	3	5	41	44	93
Prefer not to respond	2	1	7	2	12
Total Responses	5	6	56	49	116

Please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

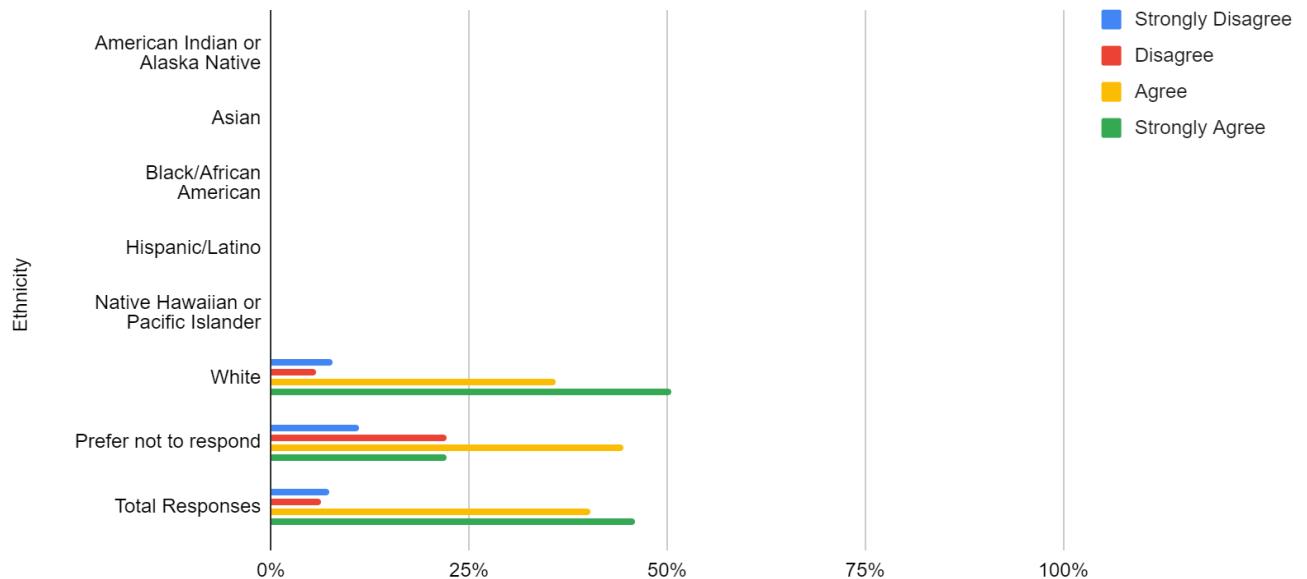
The SRO was considerate of my student’s feelings.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	***	***	***	***	1
Asian	***	***	***	***	2
Black/African American	***	***	***	***	4
Hispanic/Latino	***	***	***	***	2
Native Hawaiian or Pacific Islander	***	***	***	***	0
White	6	4	36	43	89
Prefer not to respond	2	2	6	2	12
Total Responses	8	6	49	47	110

Please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

The SRO did a good job handling this issue.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	***	***	***	***	1
Asian	***	***	***	***	2
Black/African American	***	***	***	***	4
Hispanic/Latino	***	***	***	***	4
Native Hawaiian or Pacific Islander	***	***	***	***	0
White	7	5	32	45	89
Prefer not to respond	1	2	4	2	9
Total Responses	8	7	44	50	109

Key Takeaway:

Parent/Guardian Responses on 2023 Spring Perception Survey:

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

Note:

- In efforts to maintain the anonymity of respondents, the decision was made to remove Native Hawaiian or Pacific Islander from the racial/ethnic breakout because there were less than 5 respondents.
- 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)

Certified staff were sent an email with a link to respond to the Certified Perception Survey. While the overall perception survey was sent out to all certificated staff, only the responses of secondary staff (middle and high schools) are included in this report as there are no School Resource Officers (SROs) assigned to elementary schools. There were 788 secondary certified staff members who responded to the survey. This number is comprised of 370 middle school staff and 418 high school staff. This represents about a 14% increase (over 100 more responses) over the number of responses last year, which was 693.

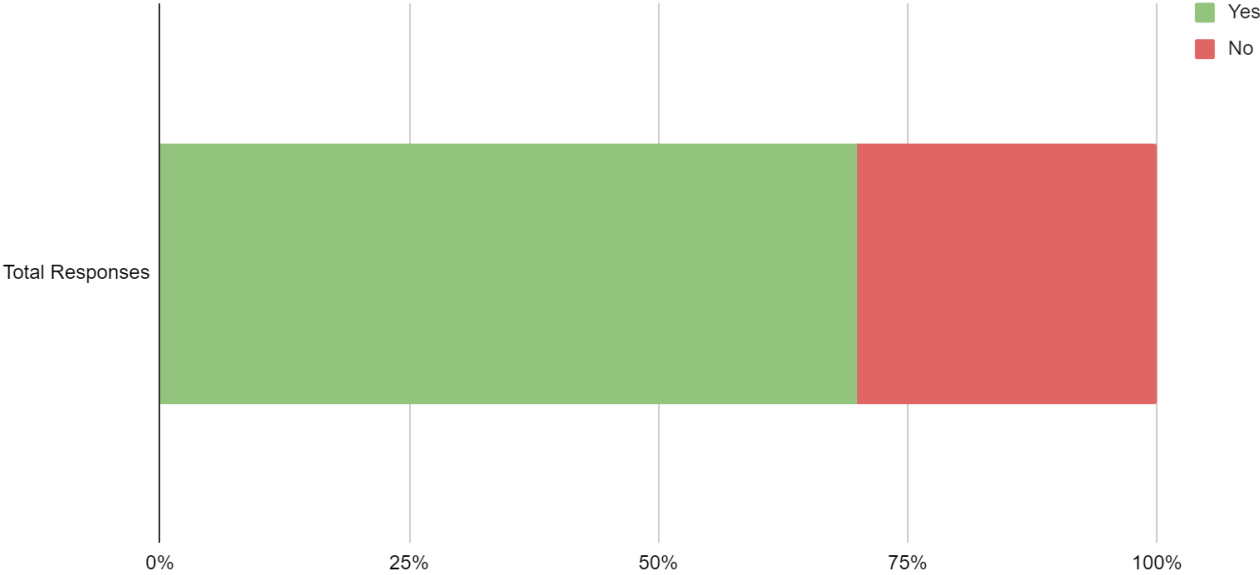
What level is the school for which you want to provide feedback?

	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

The data collected from staff will not be disaggregated due to the small numbers in most demographic groups other than white.

Seventy percent indicated that they observed a School Resource Officer (SRO) interact with students because of an issue at school

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



	Yes	No
Total Responses	70%	30%

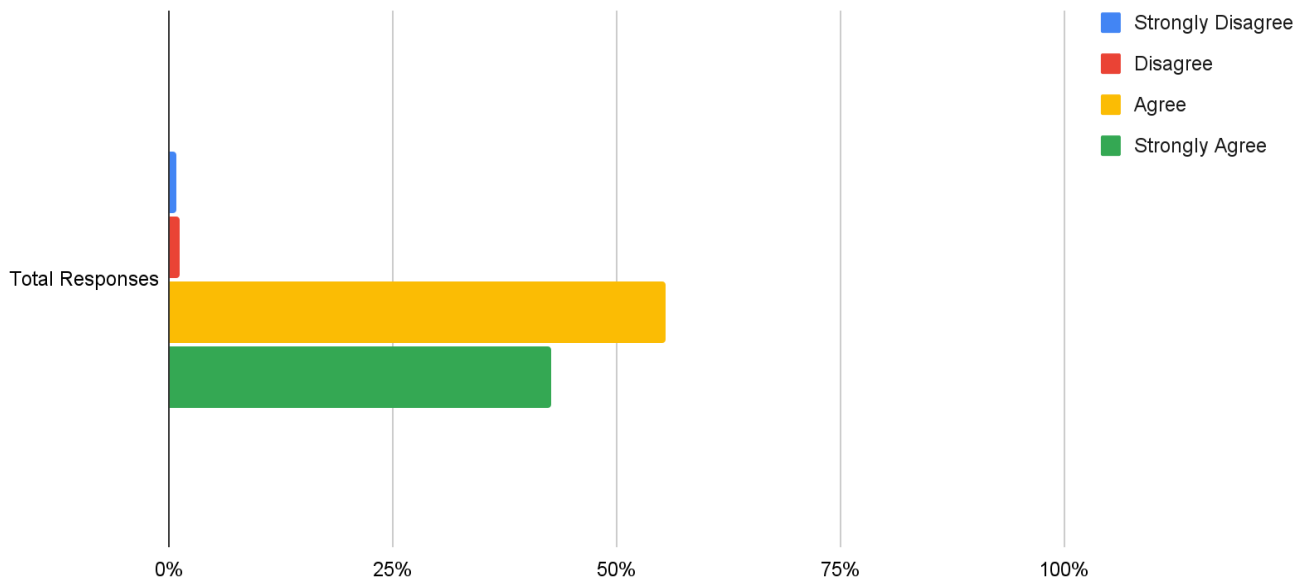
Staff who indicated that they observed a School Resource Officer (SRO) interacting with students because of an issue were asked 3 questions about that interaction. For each of the 3 questions,

- The School Resource Officer (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.

98% of the staff responded that they either agreed or strongly agreed with the statement.

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

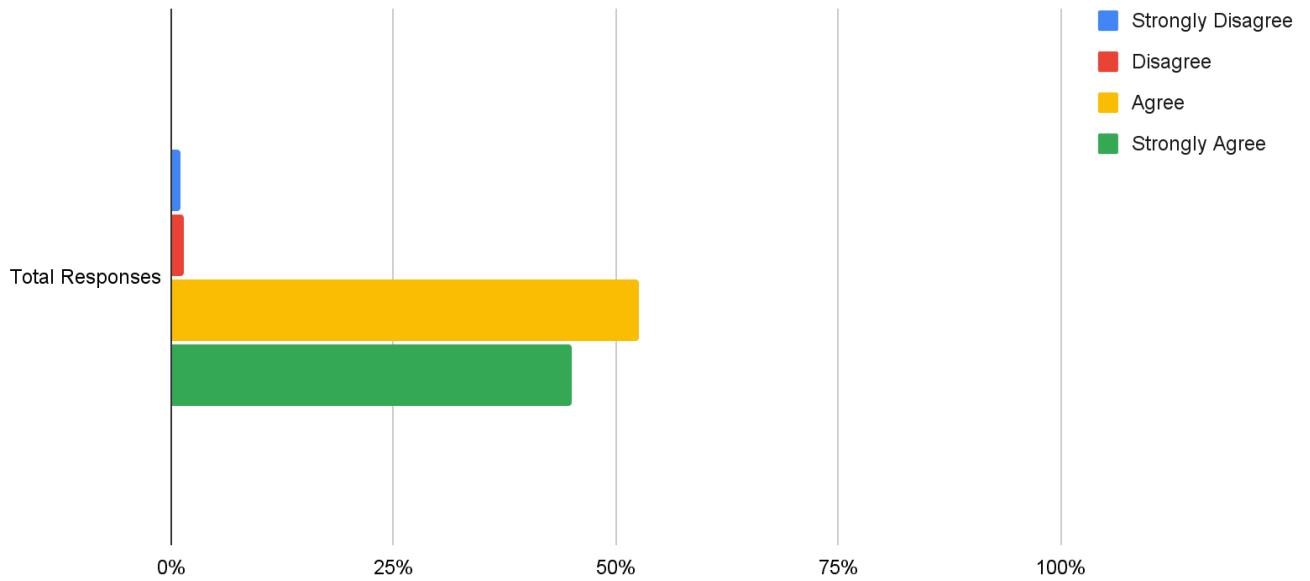
The SRO listens to all individuals when handling an incident.



	Strongly Disagree	Disagree	Agree	Strongly Agree
Total Responses	1%	1%	55%	43%

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

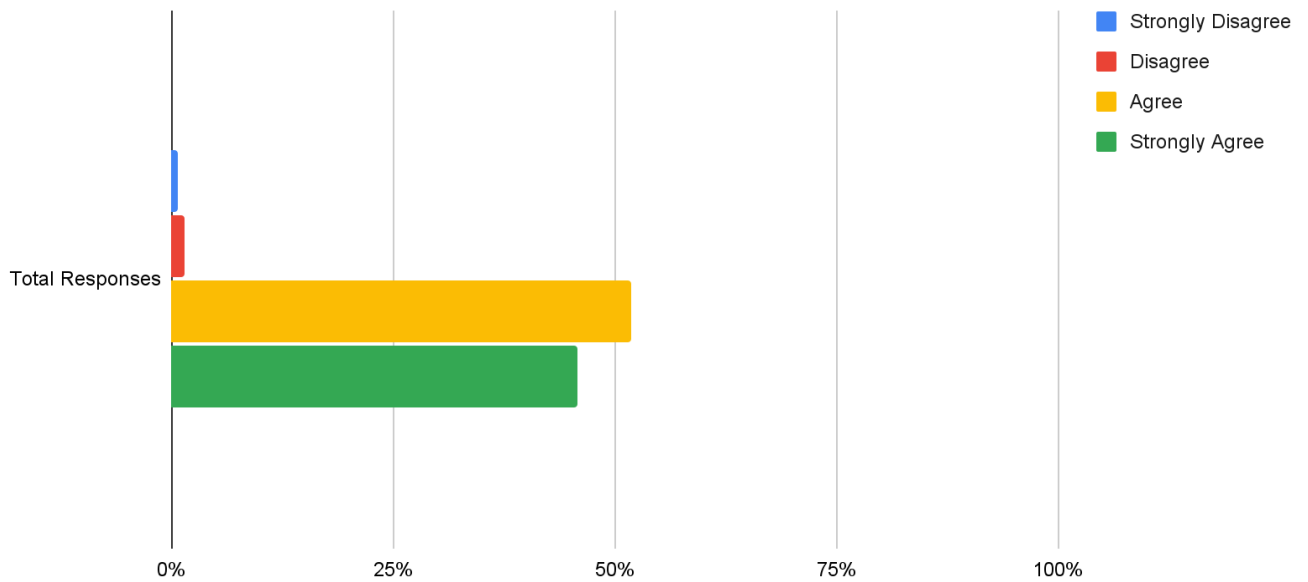
The SRO treats all individuals fairly when handling an incident.



	Strongly Disagree	Disagree	Agree	Strongly Agree
Total Responses	1%	1%	53%	45%

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

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



	Strongly Disagree	Disagree	Agree	Strongly Agree
Total Responses	1%	2%	52%	46%

Key Takeaway:

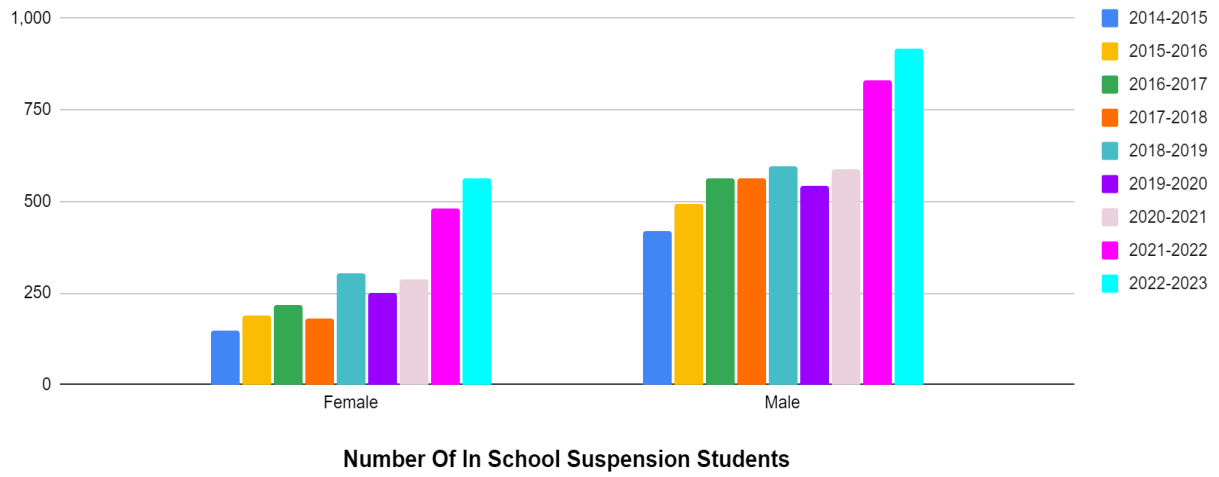
Certified Staff Responses on 2023 Spring Perception Survey:

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.

LPS Discipline Data

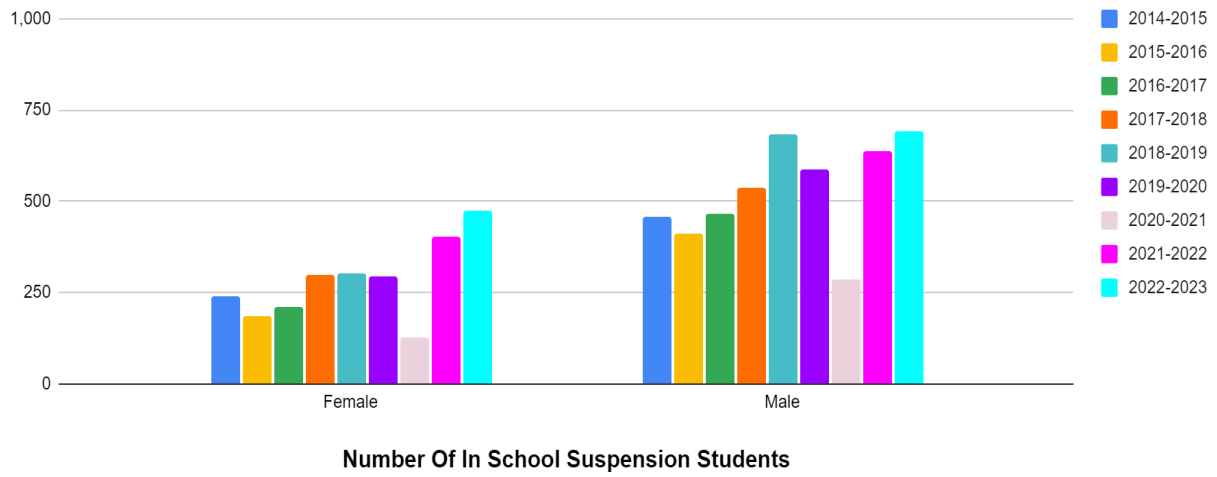
- Because of the pandemic, LPS students were not able to attend school in person toward the end of the 2019-20 school year. LPS discipline data from 2019-20 should not be directly compared to other school years.
- Since some LPS students were not in school buildings, LPS discipline data from 2020-21 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.

Middle School In School Suspensions by Gender



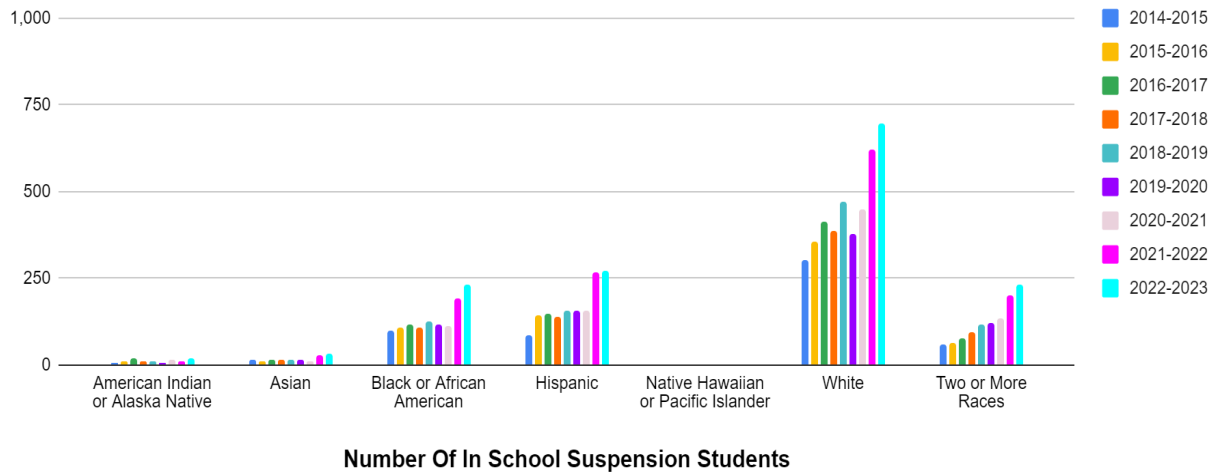
Percentage of Yearly In School Suspensions		
Year	Female	Male
2014-2015	26%	74%
2015-2016	28%	72%
2016-2017	28%	72%
2017-2018	24%	76%
2018-2019	34%	66%
2019-2020	32%	68%
2020-2021	33%	67%
2021-2022	37%	63%
2022-2023	38%	62%
Overall % of 22-23 Student Population	48%	52%

High School In School Suspensions by Gender



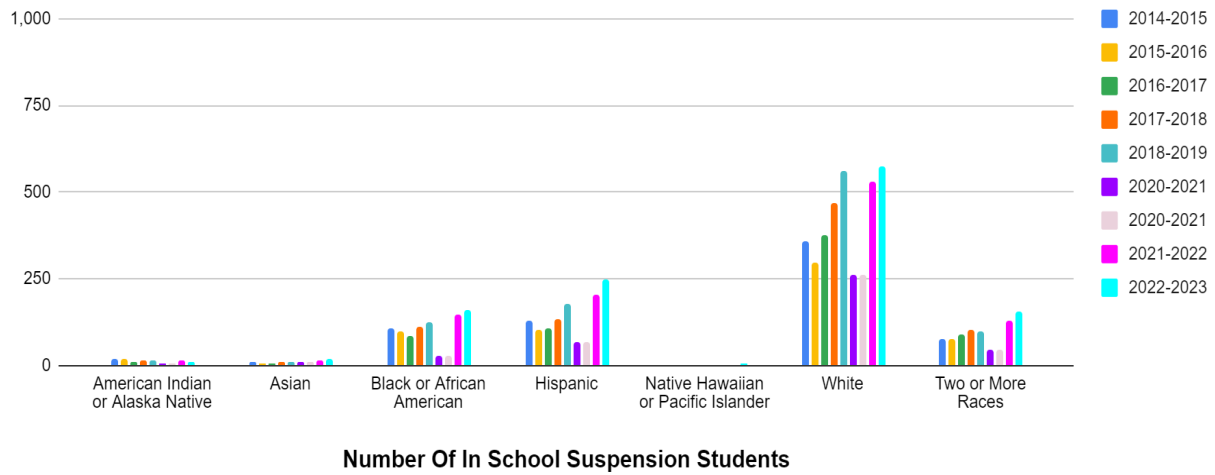
Percent of Yearly In School Suspensions		
Year	Female	Male
2014-2015	34%	66%
2015-2016	31%	69%
2016-2017	31%	69%
2017-2018	36%	64%
2018-2019	31%	69%
2019-2020	33%	67%
2020-2021	31%	69%
2021-2022	39%	61%
2022-2023	41%	59%
Overall % of 22-23 Student Population	48%	52%

Middle School In School Suspensions by Race/Ethnicity



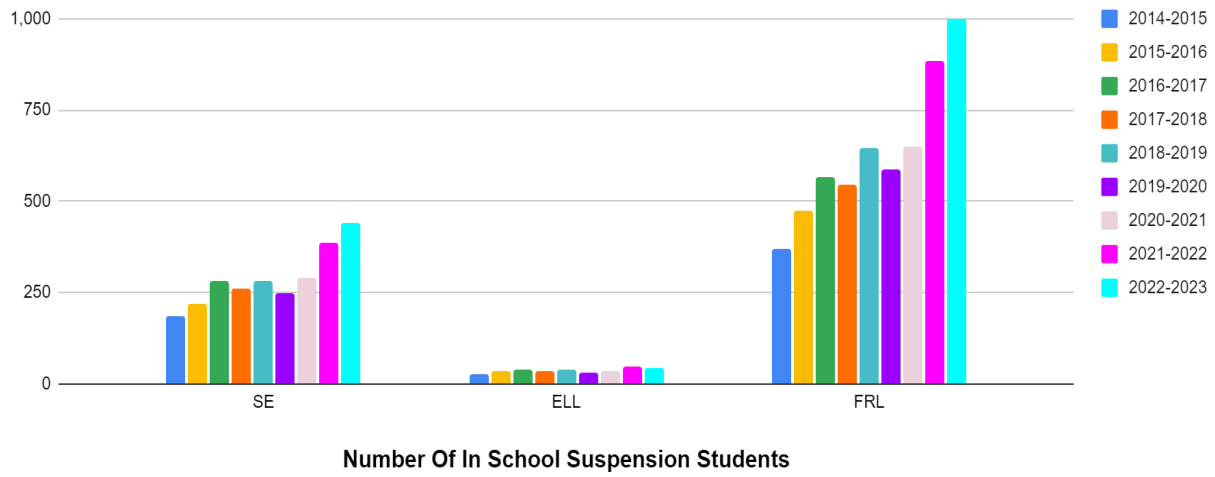
Percent of Yearly In School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	1%	2%	17%	15%	0%	54%	11%
2015-2016	1%	1%	15%	21%	0%	52%	9%
2016-2017	2%	2%	15%	19%	0%	53%	9%
2017-2018	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%

High School In School Suspensions by Race/Ethnicity



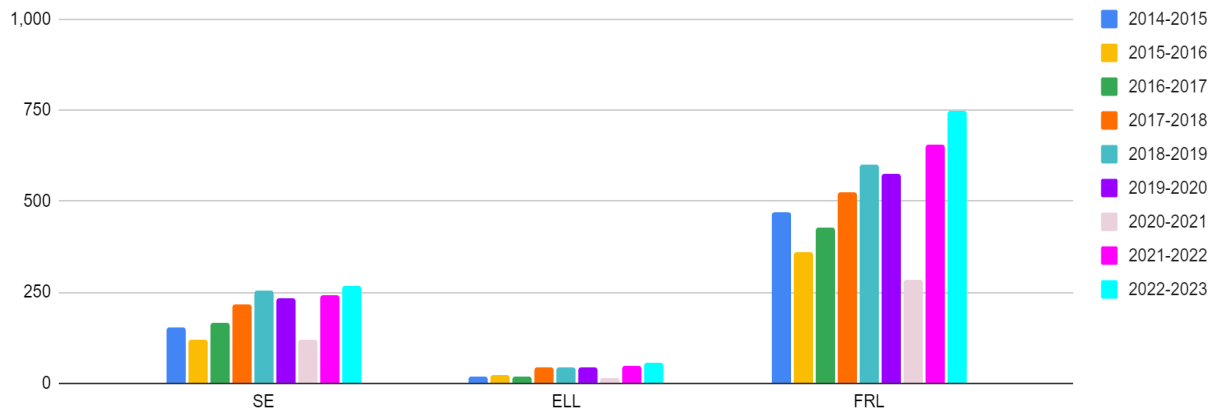
Percent of Yearly In School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	3%	1%	15%	18%	0%	51%	11%
2015-2016	3%	1%	16%	17%	0%	49%	13%
2016-2017	1%	1%	13%	16%	0%	56%	14%
2017-2018	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%

Middle School In School Suspensions by SE, ELL & FRL



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%

High School In School Suspensions by SE, ELL & FRL



Number Of In School Suspension Students

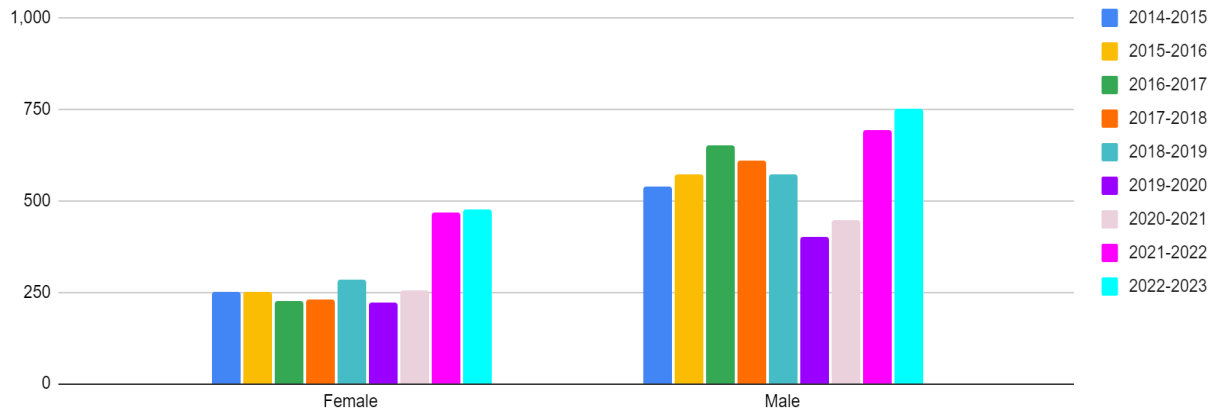
Percent of Yearly In School Suspensions			
Year	SE	ELL	FRL
2014-2015	22%	2%	67%
2015-2016	20%	4%	60%
2016-2017	25%	3%	64%
2017-2018	26%	5%	63%
2018-2019	26%	4%	61%
2019-2020	26%	5%	65%
2020-2021	29%	4%	68%
2021-2022	23%	5%	63%
2022-2023	23%	5%	64%
Overall % of 22-23 Student Population	11%	5%	41%

Takeaways: In School Suspension

School administrators use in school suspensions as a consequence for some student behaviors. Generally these are behaviors that are repeated (chronic), violate school rules, and disrupt the learning environment (e.g. inappropriate language use, a minor physical altercation) but are not serious enough to rise to the level of an out of school suspension or expulsion. Students receiving an in school suspension attend school separately from their regular class schedule, typically in a room assigned by an administrator. Students are directed to complete school work on their own (with assistance from appropriate staff). After students serve their assigned in-school suspension, they return to their normal class schedule.

Overall, in 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). 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).

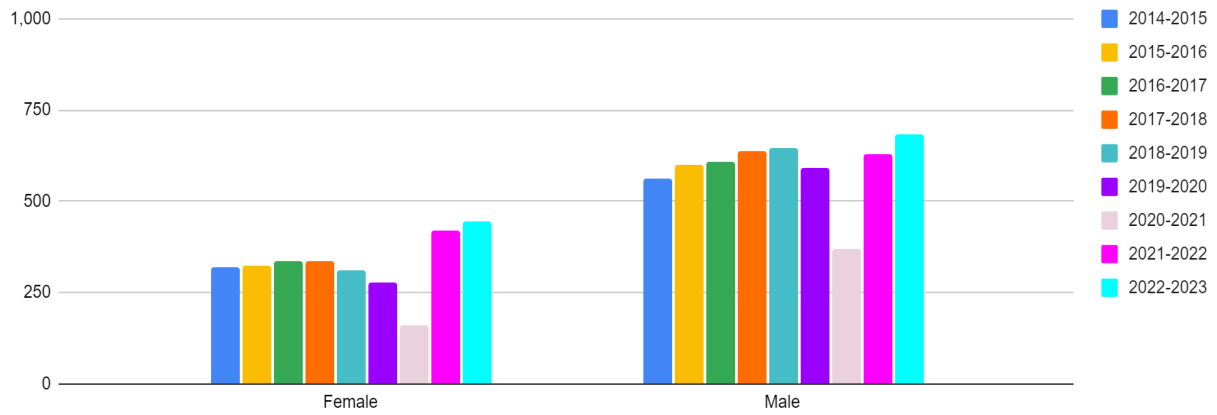
Middle School Out of School Suspensions by Gender



Number Of Out of School Suspension Students

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%

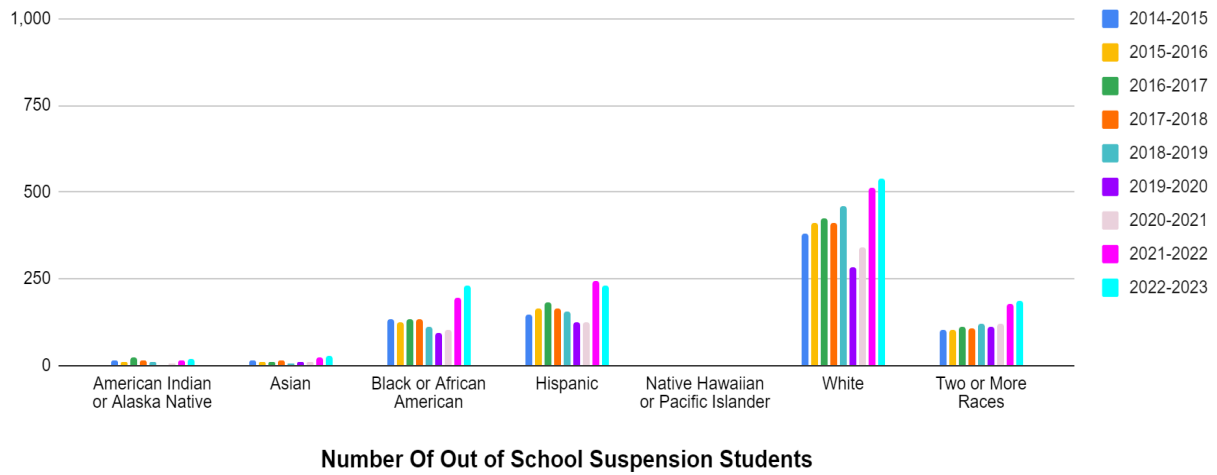
High School Out of School Suspensions by Gender



Number Of Out of School Suspension Students

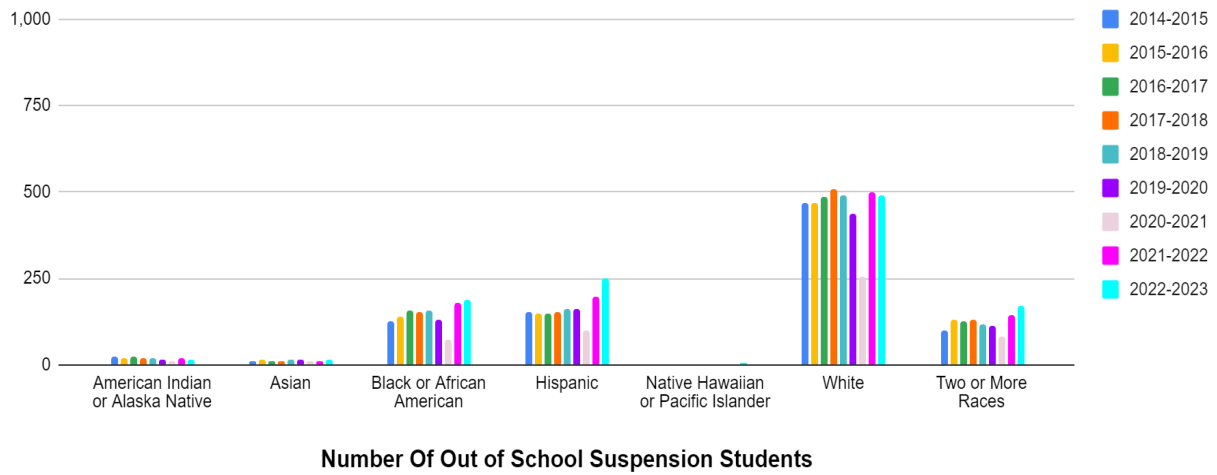
Percent of Yearly Out of School Suspensions		
Year	Female	Male
2014-2015	36%	64%
2015-2016	35%	65%
2016-2017	36%	64%
2017-2018	34%	66%
2018-2019	32%	68%
2019-2020	32%	68%
2020-2021	30%	70%
2021-2022	40%	60%
2022-2023	39%	61%
Overall % of 22-23 Student Population	48%	52%

Middle School Out of School Suspensions by Race/Ethnicity



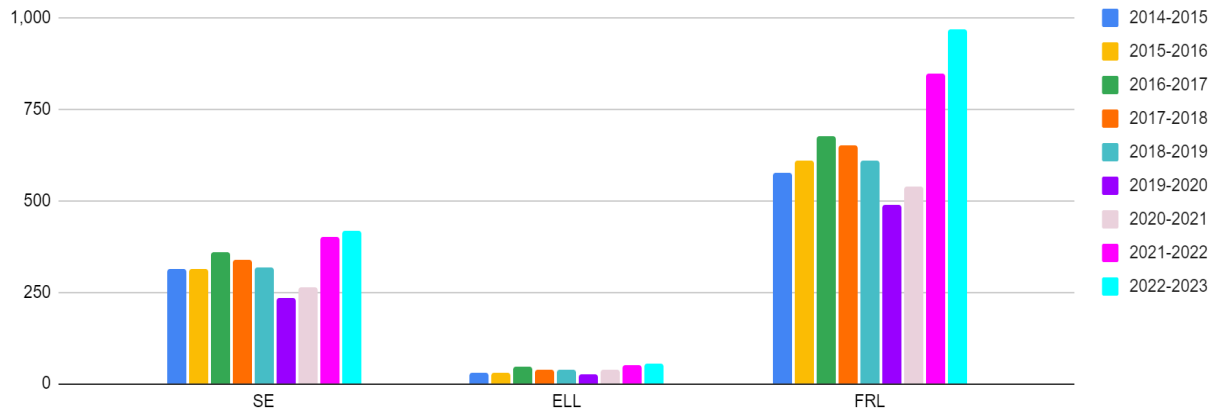
Percent of Yearly Out of School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	2%	2%	17%	19%	0%	48%	13%
2015-2016	1%	1%	15%	20%	0%	50%	12%
2016-2017	3%	1%	15%	21%	0%	48%	13%
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%

High School Out of School Suspensions by Race/Ethnicity



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%

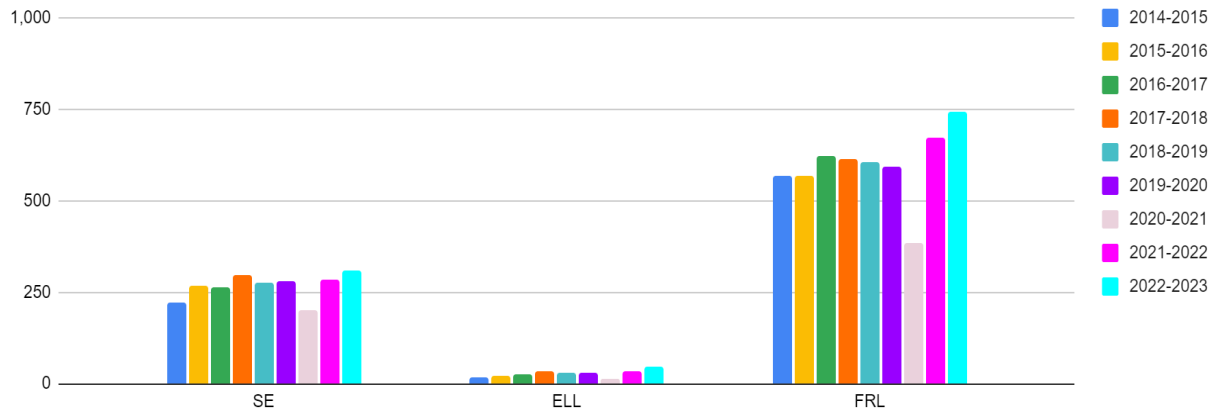
Middle School Out of School Suspensions by SE, ELL & FRL



Number Of Out of School Suspension Students

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%

High School Out of School Suspensions by SE, ELL & FRL



Number Of Out of School Suspensions Students

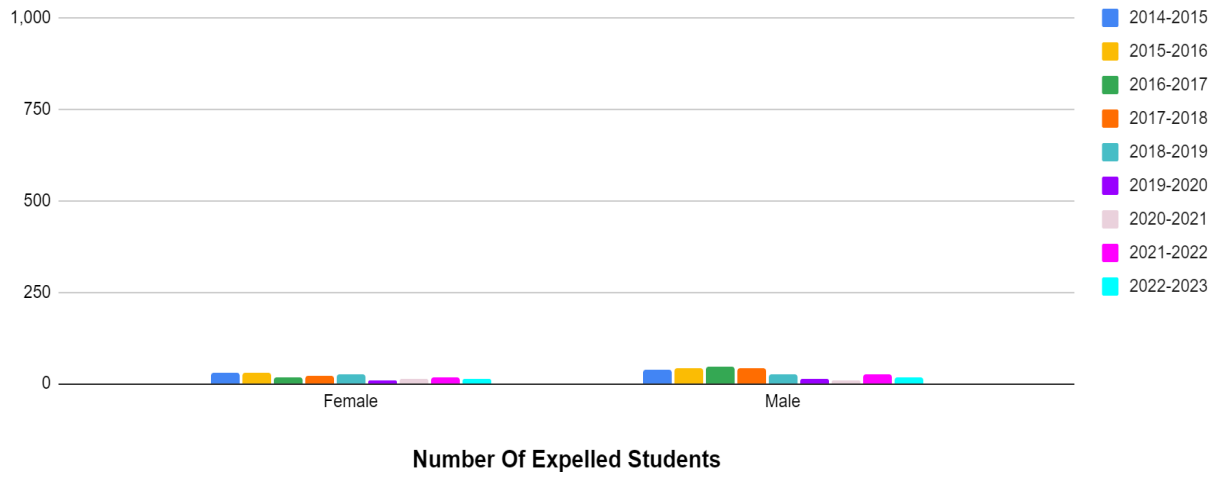
Percent of Yearly Out of School Suspensions			
Year	SE	ELL	FRL
2014-2015	25%	2%	64%
2015-2016	29%	2%	61%
2016-2017	28%	3%	66%
2017-2018	30%	3%	63%
2018-2019	29%	3%	63%
2019-2020	32%	3%	68%
2020-2021	38%	3%	72%
2021-2022	27%	3%	64%
2022-2023	27%	4%	66%
Overall % of 22-23 Student Population	11%	5%	41%

Takeaways: Out of School Suspension

School administrators use out of school suspensions as a consequence for some more serious student behaviors. Generally these are behaviors that are repeated (chronic), violate school rules, and seriously disrupt the learning environment (e.g. perceived harassment of another student or staff, or a more serious physical altercation) but are not serious enough to rise to the level of expulsion. Students receiving an out of school suspension cannot physically enter a school. After students serve their assigned out of school suspension time period, they return to their normal class schedule after a meeting with school administrators.

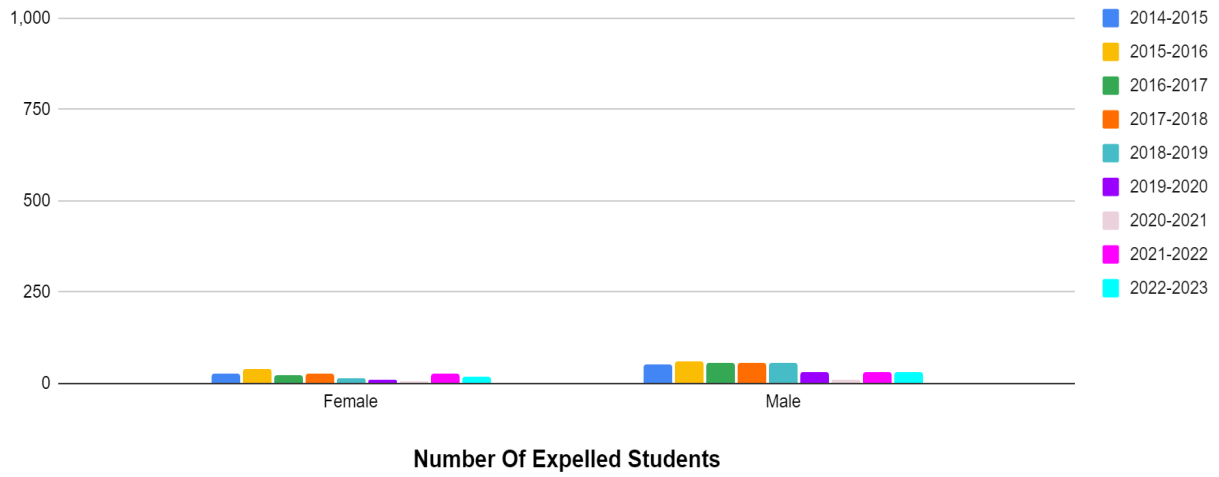
Overall, out of school suspension data in 2022-23 are similar to the out of school suspension rates from the 2021-22 school year. Compared to previous years (both pre and during the pandemic), more students experienced in/out of school suspensions (but not expulsions). This increase is generally proportional 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). 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.

Middle School Expulsions by Gender



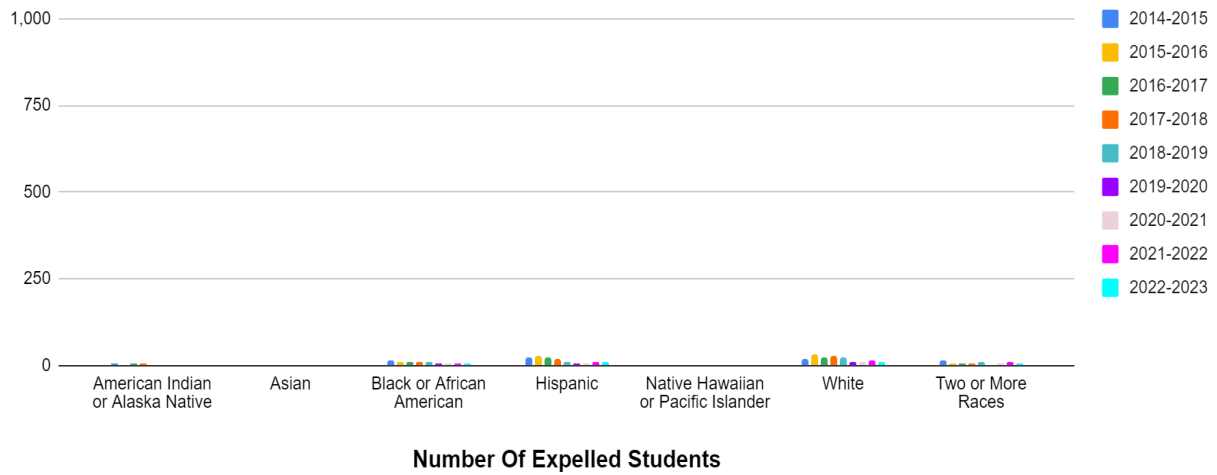
Percentage of Yearly Expulsions		
Year	Female	Male
2014-2015	44%	56%
2015-2016	42%	58%
2016-2017	29%	71%
2017-2018	32%	68%
2018-2019	49%	51%
2019-2020	40%	60%
2020-2021	63%	37%
2021-2022	44%	56%
2022-2023	41%	59%
Overall % of 22-23 Student Population	48%	52%

High School Expulsions by Gender



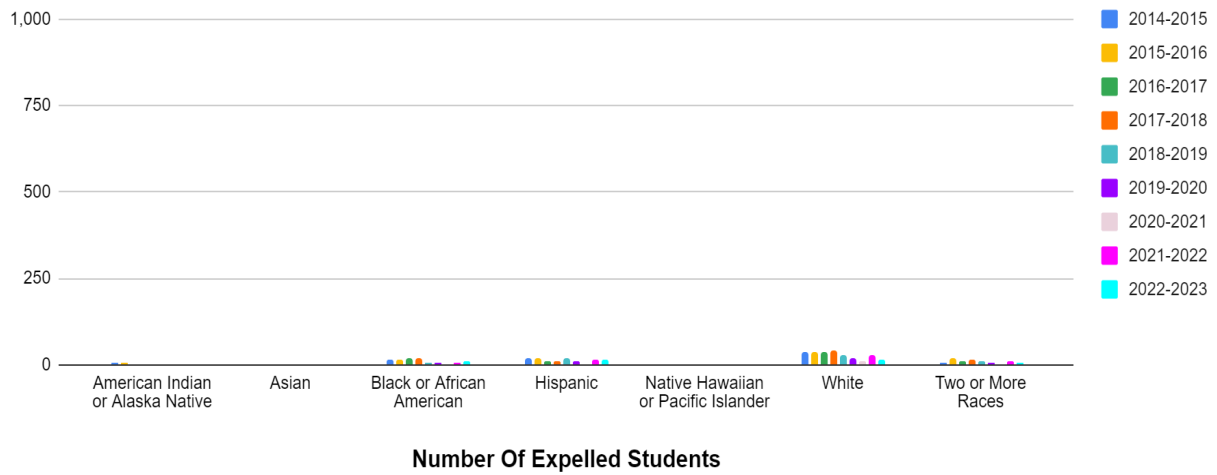
Percent of Yearly Expulsions		
Year	Female	Male
2014-2015	35%	65%
2015-2016	40%	60%
2016-2017	29%	71%
2017-2018	33%	67%
2018-2019	19%	81%
2019-2020	24%	76%
2020-2021	31%	69%
2021-2022	44%	56%
2022-2023	33%	67%
Overall % of 22-23 Student Population	48%	52%

Middle School Expulsions by Race/Ethnicity



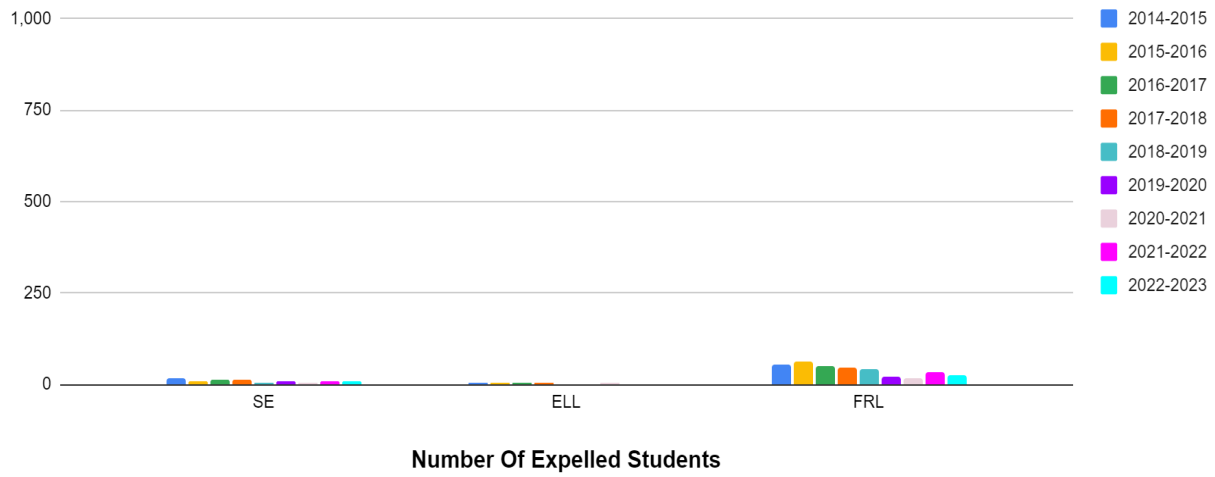
Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	6%	0%	17%	31%	0%	29%	17%
2015-2016	1%	1%	12%	36%	0%	41%	8%
2016-2017	5%	3%	17%	33%	0%	33%	8%
2017-2018	6%	0%	15%	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%

High School Expulsions by Race/Ethnicity



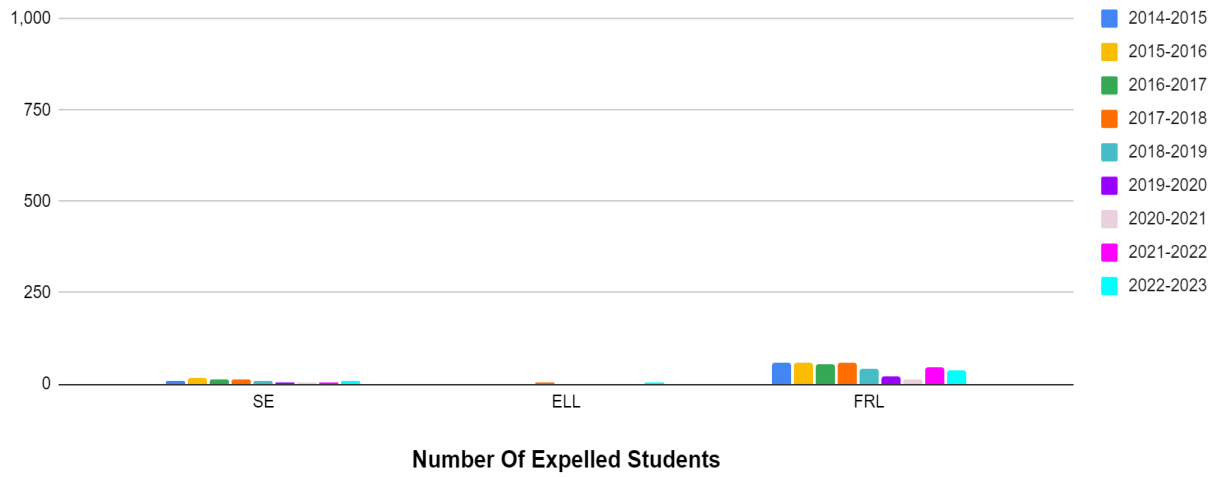
Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific	White	Two or More Races
2014-2015	5%	1%	18%	24%	0%	47%	5%
2015-2016	4%	3%	15%	20%	0%	39%	18%
2016-2017	4%	0%	22%	16%	0%	46%	12%
2017-2018	0%	0%	21%	14%	0%	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%

Middle School Expulsions by SE, ELL & FRL



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 Expulsions by SE, ELL & FRL



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

School administrators use expulsions as a consequence for some of the most serious student behaviors. Generally these are 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). Expelled students are suspended (out of school) for 5 days by the school and referred to Student Services at the district office. Students make an appointment with the appropriate staff in the Student Services department who decide whether the student is expelled. Expelled students are expected to attend the Student Support Program. When their expulsion is completed, a meeting is held at Student Services to develop a plan to return to school. This plan generally includes the behaviors, interventions, and supports needed to prevent recidivism.

Overall, expulsion data from the 2022-23 school year continues to show small numbers of students who 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.

At the high school level, the overall trends in the expulsion data remain relatively consistent and continue to show evidence of disproportionality, similar to the middle school data. The expulsion rate for students who identify as male is slightly higher when compared to the 2021-22 school year, as well as for students who identify as Hispanic. Again, the small numbers of students in these groups may explain these percentage changes.

Overall Takeaways and Recommendations

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.

Below are overall takeaways and recommendations for improvement that reflect data collected and included in this report. .

Overall Takeaway 1

Overall, in 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 expulsions in 2022-2023.

*[*MTSS-B: Multi-Tiered systems of support for behavior includes proactive strategies, for defining, teaching, and supporting appropriate student behaviors to create positive school environments.]*

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.

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.
- 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.

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

LPS and ESU #18 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.

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.

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.

APPENDIX A

**MEMORANDUM OF UNDERSTANDING BETWEEN
CITY OF LINCOLN AND LINCOLN PUBLIC
SCHOOLS
REGARDING SCHOOL DISCIPLINE AND SCHOOL RESOURCE OFFICERS**

This Memorandum of Understanding (MOU) is made and entered as of the date fully executed below, by and between the City of Lincoln (City) on behalf of the Lincoln Police Department (LPD), and the Lancaster County School District No. 001, also known as Lincoln Public Schools (LPS):

WHEREAS, LPS and City share the goal of promoting school safety and a positive school climate;

WHEREAS, LPS and City have a successful partnership spanning decades of enhancing the safety of LPS students with the School Resource Officer (SRO) program wherein LPD officers are assigned to LPS schools, and agree to continue and enhance the operation of an SRO program;

WHEREAS, all parties acknowledge that crime prevention is most effective when LPS, LPD, parents, behavioral health professionals, and the community are working in a positive and collaborative manner;

WHEREAS, LPS and City agree it is important to create a school environment in which conflicts are de-escalated and students are provided developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time;

WHEREAS, LPS staff should generally not involve LPD's School Resource Officer(s) (SRO) in enforcement of LPS discipline policies;

WHEREAS, LPS and City recognize that student contact with LPD's SROs and LPS staff builds positive relationships leading to better student outcomes; and

WHEREAS, LPS and City agree that student discipline practices and referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all LPS students.

NOW, THEREFORE, LPS and City agree as follows:

Section 1. School Discipline and Law Enforcement Program

Goals.

1. To create a common understanding that: (a) school administrators and teachers are ultimately responsible for school discipline and culture; (b) SROs should not be involved in the enforcement of school rules; and (c) 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.

Section 2. Roles and Responsibilities for the SRO Program Regarding School Discipline.

1. Disciplining students is the responsibility and authority of LPS, school administrators, and parents. Law enforcement is the responsibility of LPD. LPS and City shall use best efforts to follow the principles in this MOU regarding the division between school discipline and law enforcement.

2. SROs can provide assistance when: (a) required by law under Neb. Rev. Stat. §§ 79-262 and 79-293 or other state or City law; (b) there is a threat to the safety of students, teachers, or public safety personnel; (c) to assist with victims of crime, missing persons, and persons in mental health crisis; (d) in an attempt to prevent criminal activity from occurring; or (e) it is required as part of emergency management response.

3. SROs should not act as school disciplinarians. LPS staff should not involve SROs in disputes that are related to issues of school discipline; however, SROs and other LPD staff as a complement to school staff, may provide education or act in the role of a mentor, counselor, or trusted adult as herein provided.

4. SROs should not interview students or collect evidence for solely LPS disciplinary purposes.

5. LPD shall inform LPS of its policy that addresses when a parent or guardian will be notified or present if a student is subjected to questioning or interrogation by an SRO. LPS shall provide written notice of the LPD policy or regulation and make the location of that information available to all parents or guardians. LPS shall provide written notice of any LPS policy related to the school official's questioning or interrogation of students made in conjunction with an employee of LPD. LPS shall make the location of that policy available to all parents or guardians.

6. LPD shall inform LPS of its policy that addresses under what circumstance a student shall be advised of constitutional rights prior to being questioned or interrogated by an SRO. LPS shall provide written notice of the LPD policy and any LPS policy addressing students being advised of constitutional rights prior to being questioned or interrogated by a school official or by a school official in conjunction with an SRO or an employee of LPD. LPS shall make the location of those policies available to all parents or guardians.

7. LPD and LPS shall both comply with the school's rules and standards concerning the type or category of student conduct or actions that will be resolved as a disciplinary matter by a school official and not subject to referral to law enforcement and the type of student conduct or actions that will be referred to law enforcement for prosecution as required by Neb. Rev. Stat. § 79-262. LPS shall make the location of that information available to all parents or guardians.

8. LPD shall keep records on each student referral by an SRO for prosecution in response to an incident occurring at school, on school grounds, or at a school-sponsored event and ensure that such records allow for analysis or related data and delineate: (a) The reason for such referral; and (b) Federally identified demographic characteristics of such student.

9. LPD's SROs shall maintain a high level of confidentiality of all matters regarding LPS staff and student information.

Section 3. Training.

1. Within six (6) month of being assigned as SROs to LPS, each SRO shall have completed a minimum of twenty-hours of training focused on school-based law enforcement, including, but not limited to, coursework focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice practices, and preventing violence in school settings. Assignments as an SRO that do not meet the definition of "School resource officer" found in Neb. Rev. Stat. § 79-2702 are not subject to the requirements of this MOU, but the use of such assignments should not be used to circumvent the training requirements set forth in this paragraph.

2. Within six (6) months of an SRO being assigned to a school building, a minimum of one (1) administrator in that school building will have completed a minimum of twenty (20) hours of training, including, but not limited to, course work focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice, and preventing violence in school settings.

3. Training completed prior to the adoption of this MOU shall count toward the accumulation of twenty (20) hours of required training.

Section 4. SRO Program Review.

1. LPD shall inform LPS of its process for accepting complaints regarding SROs. In collaboration with LPD, LPS shall develop notice of the LPD policy and make the location of that information available to all parents or guardians. If such a process does not exist, complaints shall be forwarded to LPD.

2. LPS, in collaboration with LPD, shall conduct an annual review of the SRO program and shall: (a) make modifications as necessary to accomplish stated SRO program goals; and (b) create a report of the review to be provided to both parties and, to the extent permitted by law, made available online. The interlocal board will establish an evaluation process, to include community stakeholders, as part of the regular review of program goals and relevant data, including the specific measures, data points, and metrics included in the report. The first of the annual report will be for the 2019-2020 school year.

Section 5. Community Partnerships.

LPS and LPD shall continue to collaborate with community and governmental agencies to further program goals, support strategies to divert students from the criminal justice system, and access additional support services for students.

Section 6. Liability and Indemnification.

Nothing in the performance of this MOU shall impose any liability for claims made against the parties, and the parties agree to indemnify the other for intentional wrongdoing or negligence by the alleged offending party, related to this MOU.

Section 7. Term, Termination, and Related Documents.

1. The term of this MOU shall commence on January 1, 2021, through August 31, 2021, and thereafter may be automatically renewed for successive one (1) year terms until and unless either party provides the other party with a written notice of nonrenewal prior to the end of the one (1) year term. This MOU can be terminated at any time without cause with six (6) months' written notice to the other party. City and LPS shall endeavor to incorporate this MOU into any annual funding interlocal agreements for establishment and funding of SROs in LPS schools. This MOU may be amended in writing based on the annual review and new developments.

2. This MOU supersedes and terminates the MOU adopted by the City (via Resolution Number A-91046) and LPS in May 2018, effective January 1, 2021.

CITY OF LINCOLN


Leirion Gaylor Baird, Mayor

12/17/2020
Date

LANCASTER COUNTY SCHOOL DISTRICT NO. 001


Dr. Steve Joe, Superintendent MB

12/1/20
Date

APPENDIX B

LPS All Means All Action Plan Positive Behavior Goals

From the LPS All Means All Action Plan. The Entire Plan can be found at <https://home.lps.org/board/all/>

Positive Behavior Committee

Committee Members	
Jenny Fundus (Co-Chair)	Director of Special Education
Russ Uhing (Co-Chair)	Director of Student Services
Keri Applebee	Principal, Lincoln Northeast High School
Bill Bryant	African American Student Advocate, Federal Programs
Jamie Cook	Principal, Pershing Elementary School
Chris Doell	Teacher, Meadow Lane Elementary School
Kathy Fergen	School Psychologist, Scott Middle School
Angie Frerking	Teacher, Goodrich Middle School
Romeo Guerra	Executive Director, El Centro
Victory Haines	Associate Principal, Pound Middle School
Nicole McGuire	Therapist, Family Service
Maira Mendez	Associate Principal, Lincoln High School
Liz Miller	Principal, Dawes Middle School
Robert Perales	Native American Student Advocate, Federal Programs
Michelle Reinke	Coordinator, Eastridge Elementary School

Brooke Sharpe	Counselor, Lincoln Northwest High School
Dee Simpson-Kirkland	Former counselor and community member
Shelley Swartz	Teacher, Lincoln High School
Emily Vesely	Teacher, Lincoln North Star High School
Cindy Vodicka	Principal, Don Sherrill Education Center
Nancy Wiebelhaus	Teacher, Scott Middle School
Rudi Wolfe	Special Education Coordinator, Lefler Middle School
Sarah Wright	MTSS-B Team Leader, Special Education
Morgan Young	School Social Worker, Lincoln Southeast High School

Current Reality

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

Positive student behavior can be identified and measured in many ways, and is quantified using a variety of metrics in Lincoln Public Schools. While the district suspension rate is the baseline data used for this goal, positive behavior can show up in a variety of ways across the district. Schools will continue to evaluate positive behavior through the use of attendance data, perception surveys for students and parents, the percentage of students with no referrals, number of positive recognitions, measures of school climate and culture, the percent of students with no tardies or trancies, participation in extracurricular activities, and other measures of school climate and positive student behavior.

The work of this committee represents two important factors when considering how schools increase positive student behavior. The first is to consider the systems and structures that play a role in preventing or reducing inappropriate behavior. These systems encourage positive behavior through a positive school climate, clear expectations, and strong relationships between students and adults. The second consideration is to think about what happens when inappropriate behavior does occur. These considerations include staff responses to problem behavior, de-escalation strategies, tiers of interventions, restorative practices, and consistent consequences.

Although LPS continues to make progress in the reduction of students receiving a suspension from school, disparities continue to exist between student groups. Suspension ratios are used to calculate the level of disparity at which certain student groups are suspended, when compared to “All Students.” A ratio of 1 signifies that the demographic group is no more likely than “All

Students” to be suspended (or a 1:1 ratio). LPS continues to strive to reduce disproportionate suspensions rates to 1.2 or less for all student groups.

Previous and Current Efforts

After establishing a shared understanding of current data, the committee focused on the identification of current strategies, to evaluate and discuss the extent to which these strategies have been implemented and are effective. Committee members and staff identified current LPS strategies to decrease overall suspensions and reduce disproportionality including, but not limited to:

- **The LPS MTSS-B framework and Data Dashboard** provide a decision-making framework for schools when determining when and how to provide additional support to a student who is struggling with behavior. The Data Dashboard allows schools to review the impact of their interventions and reflect on school-wide data.
- **Adoption of Restorative Practices** was a key step in moving toward a restorative approach, rather than a punitive approach, when working with students who may struggle with behavior.
- **The “Don’t Suspend Me” book study** was led by the departments of Special Education and Student Services and created an opportunity for all LPS administrators to read about best practices in alternatives to suspension.
- **The LPS Positive Behavior Conference** is a state-wide conference created and hosted by LPS. The conference is held annually, and features both internal and external presenters on a variety of topics, including trauma-informed practices, classroom management, restorative practices, relationships, and school culture.
- **Trauma training** provides staff from across the district the opportunity to learn how trauma impacts student behavior, mental health, and academic success, along with strategies for staff to use with students.
- **Additional mental health staff** have been added in recent years, including additional elementary school counselors, school social workers, and school psychologists. Each of these “clinician groups” receives additional training to help support schools with mental health, restorative practices, and student support.
- **Disproportionality training** was provided to all middle school and high school MTSS teams during the summer of 2021 and will be replicated with elementary teams during the summer of 2022.
- **Ruthie Payno-Simmons & Kent McIntosh** are nationally recognized educators and consultants who have been working with LPS over the last few years. These experts have helped LPS implement additional professional learning opportunities for staff in the areas of disproportionality and equitable practices.
- **The Lighthouse Alternative to Suspension Program** was created as a joint

partnership between LPS and The Lighthouse to provide students who are suspended for two or more days, a place to go while they are out of school. Students attend The Lighthouse during the day while they are suspended from school, get help with school work, and participate in restorative conversations to address the needs of the student, with the aim to reduce future suspensions.

Overview of Committee Work

The positive behavior committee began by defining key terms, acronyms, and programs that are currently in use in LPS. Acronyms such as MTSS-B (Multi-tiered Systems of Support for Behavior), ISS (in-school suspension), and OSS (out-of-school suspension), are used frequently in conversations and literature, so it was imperative to the work of this committee that all members were aware of the terminology and phrases, and shared an understanding of their meaning. Co-chairs also answered frequently asked questions about student behavior policies and programs to provide accurate information to the committee.

The committee also broadened the definition of “positive behavior” beyond a simple conversation about suspensions, as currently, less than 4% of LPS students earn a suspension in a given year. The committee wanted to assess how schools can ensure that all students have a sense of belonging, or feel known by at least one adult.

After analyzing the data, the committee moved into a root cause analysis activity in small groups to discuss reasons students might be suspended, as well as root causes for why a school might find disproportionality in the data. The next step for the committee was to review current district practices to determine if the structures that are currently in place are matching the root cause. As this list of current programs and initiatives was generated, the committee completed a “Begin, Keep, Toss” analysis to determine which current LPS practices should continue, and what needs to be either improved or dropped as a district practice.

As a way to gain additional stakeholder voices, the committee co-chairs provided the list of suggested programs to continue or improve to multiple groups to get their initial reactions. These input groups included students at Nuernberger, Yankee Hill, Student Support Center, Scholar Equity Cadre, Community Multicultural Task Force, elementary and secondary MTSS-B liaisons, school improvement liaisons, Title Principals Network, and also took the list to Dr. Ruthie Payno-Simmons and Dr. Kent McIntosh. These input groups were allowed to react to the current and proposed suggestions from the committee and provided their feedback. This feedback was organized into themes and was then shared back with the committee, including representative quotes from students. Using the collected data, root cause discussions, and input sessions, two themes began to emerge.

Subcommittee themes included:

- Subcommittee 1: Relationships, Mindset, and Restorative Practices
- Subcommittee 2: Implementation and Fidelity of the LPS MTSS Framework

Subcommittee 1 (Relationships, Mindset, and Restorative Practices) was heavily focused on positive student-teacher relationships as a foundation for supporting positive behavior. This focus included discussions about staff mindset, as the committee looked at what students shared during

their input sessions concerning teachers, and practices that made a difference in building strong relationships with teachers at school. Students candidly shared

examples of behaviors or statements from teachers that made a positive impact on their perceptions about school. This committee also spent time discussing restorative and trauma-informed practices and different strategies teachers are currently using.

Subcommittee 2 (Implementation and Fidelity of the LPS MTSS-B Framework) was focused on the implementation and fidelity of the LPS MTSS-B framework in all LPS schools and programs. Conversations centered around systems, such as how schools process a referral, what data reports MTSS teams are accessing, and other systems that may be used inconsistently across the district. The subcommittee found that MTSS-B teams in every school would benefit from additional guidance and training about the proper implementation of the LPS MTSS-B framework, including how to use data to make informed decisions about school practices.

Priority Recommendations

The Positive Behavior committee identified two priority action steps:

4.0 Action Step: 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.

4.1 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.

4.2 Strategy: Provide training on restorative practices, including mindset and strategies to the same employee groups listed in 4.1

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

5.1 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.

5.2 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.

5.3 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.

APPENDIX C

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

Development of the District Perception Surveys (student, staff and parents/guardians) began in the 2014-2015 school year. The initial work focused on the following steps: (1) identifying the constructs to be measured and generating clear operational definitions, (2) developing items, (3) conducting item try-outs that included both feedback and empirical data, and (4) developing final field test forms. A district-wide field test was conducted in the spring of 2017. The results of the field test were analyzed and used to revise the instrument for full implementation in the 2017-2018 school year. The survey measures perception in 4 areas: Curriculum, Instruction, and Assessment; School Culture and Climate; Student and Staff Relationships; and Student Engagement. The survey is administered in the spring of each year and is administered to all stakeholders (parents, students, and staff). Results are used to help guide the school improvement process.

The interlocal agreement with Lincoln Public Schools, Lincoln Police Department and the city of Lincoln called for an evaluation of the school resource officers. Instead of creating a stand-alone instrument for this purpose, it was decided to append items to the end of the existing Perception survey. Stakeholders have had the opportunity to respond to items specifically about School Resource Officers since the spring of 2019 after the School Resource Officers were placed in secondary schools.

District Perception Surveys were not administered in the spring of 2020 due to the COVID-19 pandemic but resumed in the spring of 2021. In the spring of 2023, the District Perception Surveys were administered (student, staff and parents/guardians) during the months of March and April. Data from the surveys are presented here in student, staff and parents/guardians sections.

In 2023, the District Perception Survey was administered March 20 - April 14, 2023. This year there was an increase in participation for students and parents. This is likely due to additional communication efforts employed by the Assessment and Evaluation Team and the Communications Teams of LPS. For the 2023 administration there was an increase of 13% for student responses (12,147 in 2022 to 13,670 in 2023). For parents, the increase in the number of responses was almost 30%, 1,668 in 2022 to 2,187 in 2023. The results of the 2023 District Perception Survey were similar to those of previous years. Respondents, students, parents, and certified staff, had positive perceptions of the School Resource Officers (SROs).

Student Data - Total Responses

What level is your school or program?



Response	Number of Responses
Middle School	7,135
High School	6,539

Student Data - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	226	3.17%
Dawes	282	3.95%
Goodrich	767	10.75%
Irving	715	10.02%
Lefler	567	7.95%
Lux	729	10.22%
Mickle	686	9.61%
Moore	685	9.60%
Park	726	10.18%
Pound	0	0.00%
Schoo	737	10.33%
Scott	956	13.40%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	43	0.60%
Pathfinder Educ. Prog.	7	0.10%
MS Student Support Prog.	9	0.13%

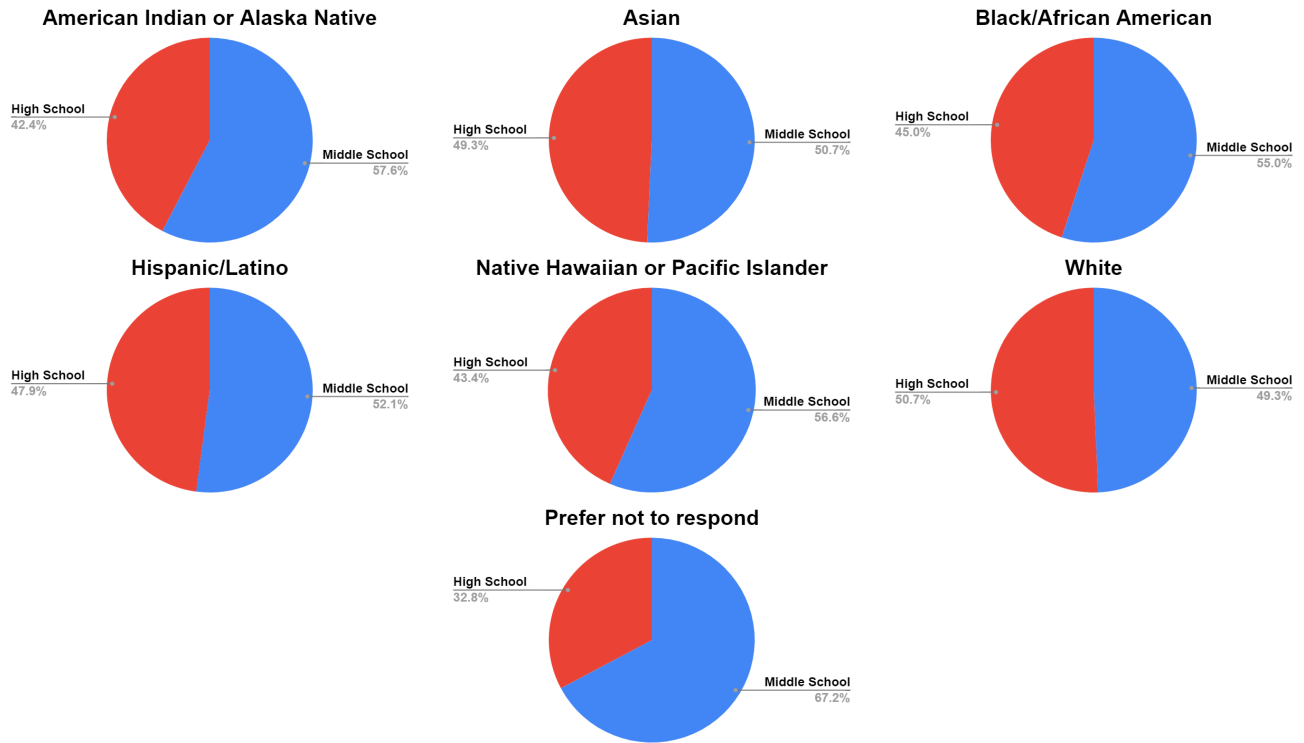
Student Data - Total Responses

What is your high school or program?

Response	Number of Responses	Percent of Responses
East	1,482	22.66%
Lincoln High	1,103	16.87%
North Star	943	14.42%
Northeast	800	12.23%
Northwest	274	4.19%
Southeast	126	1.93%
Southwest	1,528	23.37%
Arts & Humanities FP	69	1.06%
The Bay High	46	0.70%
Bryan Comm. FP	76	1.16%
The Career Academy	3	0.05%
Pathfinder Educ. Prog.	2	0.03%
Science FP	61	0.93%
HS Student Support Prog.	10	0.15%
Yankee Hill Prog.	16	0.24%

Student Data - Responses by Ethnicity

What level is your school or program?



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	333	530	782	893	99	3,797	701
High School	245	515	639	821	76	3,901	342

A total of 13,670 secondary students (7,135 middle school and 6,535 high school). This is 1,523 or 13% more responses than last year. This increase is likely the result of a concerted effort by grant managers because the data are used in evaluations and grant applications.

When asked about their racial/ethnic background, students could select as many groups as they felt described their background. The majority of students, 56.3%, (3,797 middle school and 3,901 high school) identified white as one of their racial/ethnic groups. The next racial/ethnic group with the most responses was Hispanic/Latino with 12.5% of students indicating that as one of their racial/ethnic groups (893 middle and 821 high school). Black/African American was the third most chosen response as students' racial/ethnic group 10.4% (782 middle and 639 high school). Asian was the next most often chosen racial/ethnic group with 7.6% of the responses (530 middle and 515 high

schools). American Indian or Alaska Native and Native Hawaiian or Pacific Islander had the fewest responses 4.2% and 1.3% (333 middle and 245 High schools and 99 middle 76 and 76 high schools), respectively.

A number of students chose not to respond to this question 7.6% (701 middle and 342 high school).

Student Data - Responses by Ethnicity

What is your middle school or program?

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	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	13	5.75%	30	13.27%	39	17.26%	39	17.26%	3	1.33%	79	34.96%	23	10.18%
Dawes	17	6.03%	19	6.74%	48	17.02%	36	12.77%	2	0.71%	115	40.78%	45	15.96%
Goodrich	29	3.78%	76	9.91%	126	16.43%	184	23.99%	18	2.35%	229	29.86%	105	13.69%
Irving	38	5.31%	41	5.73%	75	10.49%	84	11.75%	16	2.24%	389	54.41%	72	10.07%
Lefler	26	4.59%	32	5.64%	86	15.17%	75	13.23%	9	1.59%	267	47.09%	72	12.70%
Lux	39	5.35%	47	6.45%	34	4.66%	58	7.96%	8	1.10%	483	66.26%	60	8.23%
Mickle	32	4.66%	30	4.37%	54	7.87%	77	11.22%	7	1.02%	426	62.10%	60	8.75%
Moore	20	2.92%	51	7.45%	20	2.92%	30	4.38%	5	0.73%	516	75.33%	43	6.28%
Park	46	6.34%	77	10.61%	116	15.98%	155	21.35%	10	1.38%	239	32.92%	83	11.43%
Pound	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Schoo	34	4.61%	60	8.14%	110	14.93%	91	12.35%	9	1.22%	373	50.61%	60	8.14%
Scott	36	3.77%	63	6.59%	64	6.69%	58	6.07%	10	1.05%	657	68.72%	68	7.11%
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Nuernberger Educ. Ctr.	1	2.33%	1	2.33%	9	20.93%	5	11.63%	1	2.33%	19	44.19%	7	16.28%
Pathfinder Educ. Prog.	1	0.00%	1	0.00%	1	0.00%	1	0.00%	1	0.00%	1	14.29%	1	0.00%
MS Student Support Prog.	1	11.11%	2	22.22%	0	0.00%	0	0.00%	0	0.00%	4	44.44%	2	22.22%

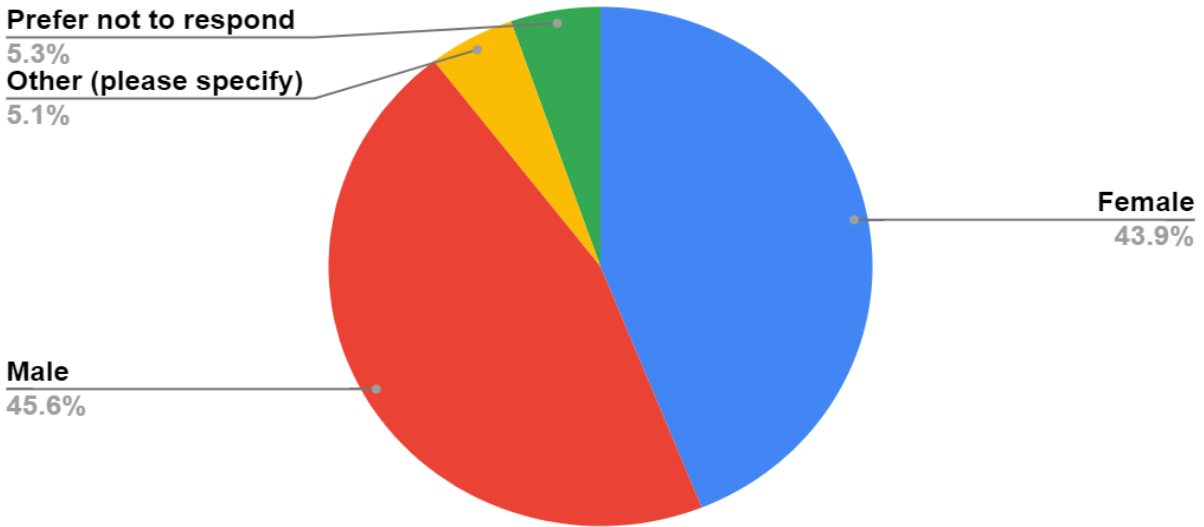
Student Data - Responses by Ethnicity

What is your high school or program?

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	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
East	45	3.04%	111	7.49%	80	5.40%	98	6.61%	18	1.21%	1,065	71.86%	65	4.39%
Lincoln High	48	4.35%	137	12.42%	161	14.60%	221	20.04%	11	1.00%	467	42.34%	58	5.26%
North Star	29	3.08%	90	9.54%	118	12.51%	164	17.39%	13	1.38%	461	48.89%	68	7.21%
Northeast	44	5.50%	43	5.38%	89	11.13%	124	15.50%	11	1.38%	432	54.00%	57	7.13%
Northwest	15	5.47%	8	2.92%	27	9.85%	41	14.96%	2	0.73%	165	60.22%	16	5.84%
Southeast	8	6.35%	7	5.56%	14	11.11%	10	7.94%	5	3.97%	76	60.32%	6	4.76%
Southwest	42	2.75%	105	6.87%	118	7.72%	129	8.44%	14	0.92%	1,066	69.76%	54	3.53%
Arts & Humanities FP	4	5.80%	3	4.35%	8	11.59%	7	10.14%	0	0.00%	43	62.32%	4	5.80%
The Bay High	3	6.52%	2	4.35%	4	8.70%	5	10.87%	0	0.00%	29	63.04%	3	6.52%
Bryan Comm. FP	5	6.58%	3	3.95%	14	18.42%	13	17.11%	1	1.32%	38	50.00%	2	2.63%
The Career Academy	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	50.00%
Science FP	1	1.64%	2	3.28%	2	3.28%	5	8.20%	0	0.00%	49	80.33%	2	3.28%
HS Student Support Prog.	1	10.00%	1	10.00%	1	10.00%	2	20.00%	1	10.00%	1	10.00%	3	30.00%
Yankee Hill Prog.	0	0.00%	2	12.50%	3	18.75%	2	12.50%	0	0.00%	6	37.50%	3	18.75%

Student Data - Total Responses

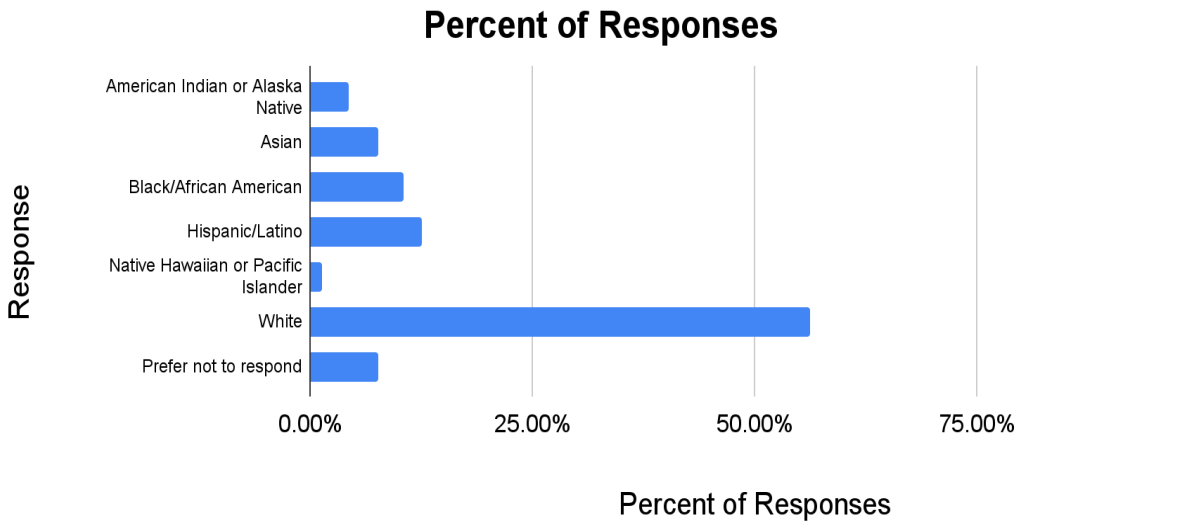
What is your gender (please choose one)?



Response	Number of Responses
Female	5,040
Male	5,230
Other (please specify)	590
Prefer not to respond	613

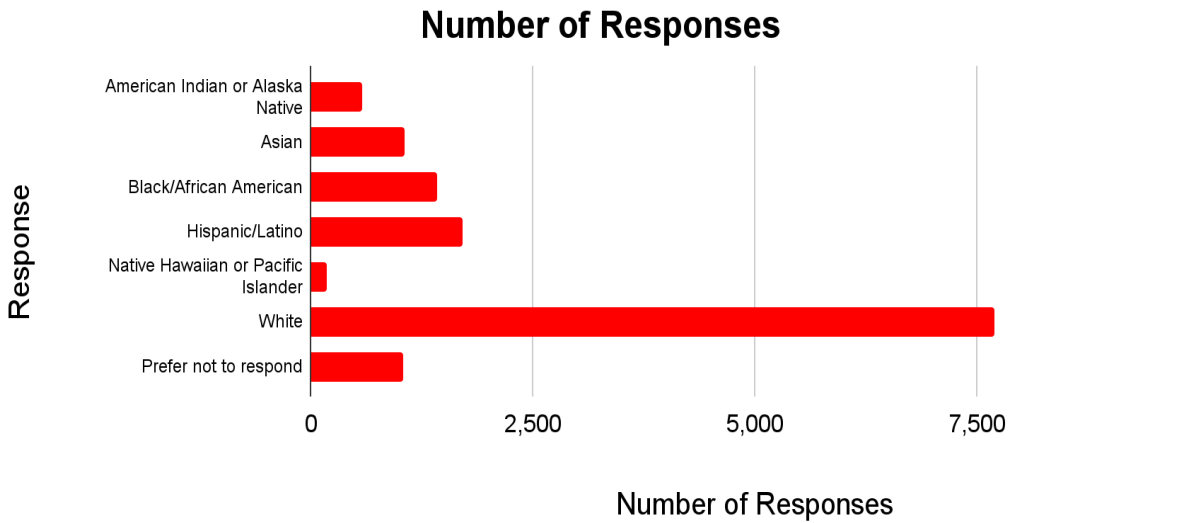
Student Data - Total Responses (Percent)

What is your race/ethnicity (please choose all that apply)?



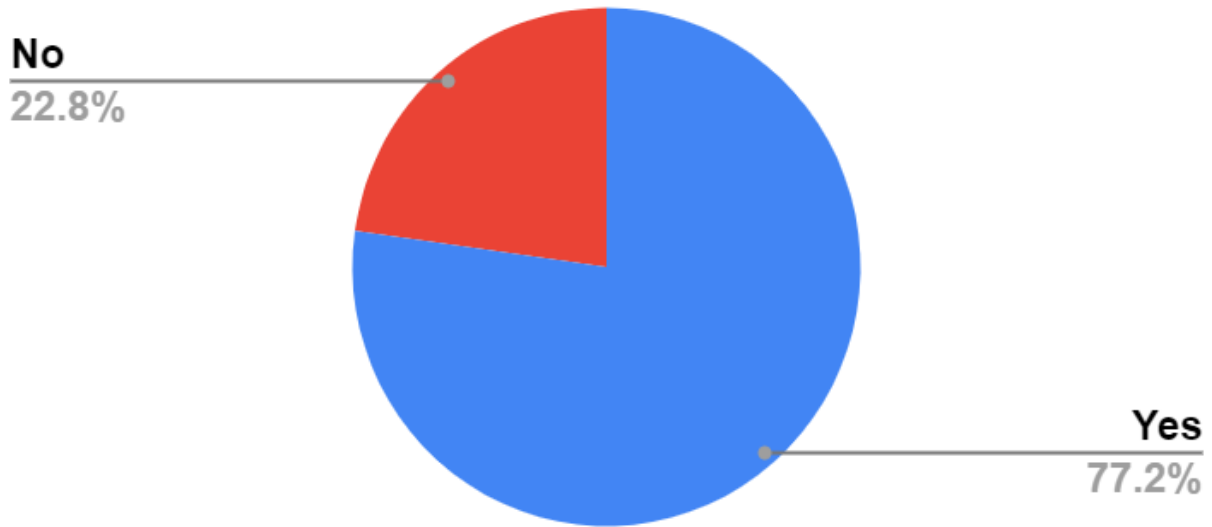
Student Data - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Student Data - Total Responses

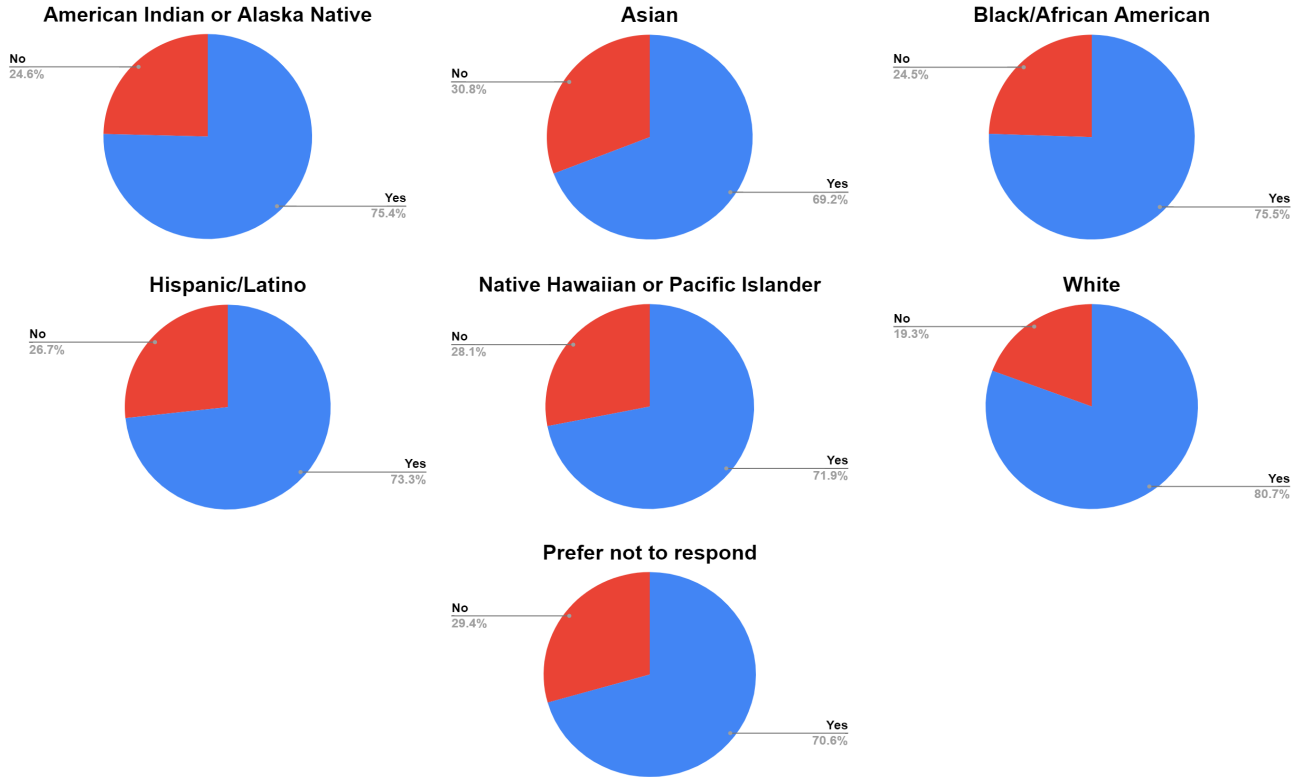
Were you aware that there is a School Resource Officer (SRO) at your school?



Response	Number of Responses
Yes	10,341
No	3,048

Student Data - Responses by Ethnicity

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

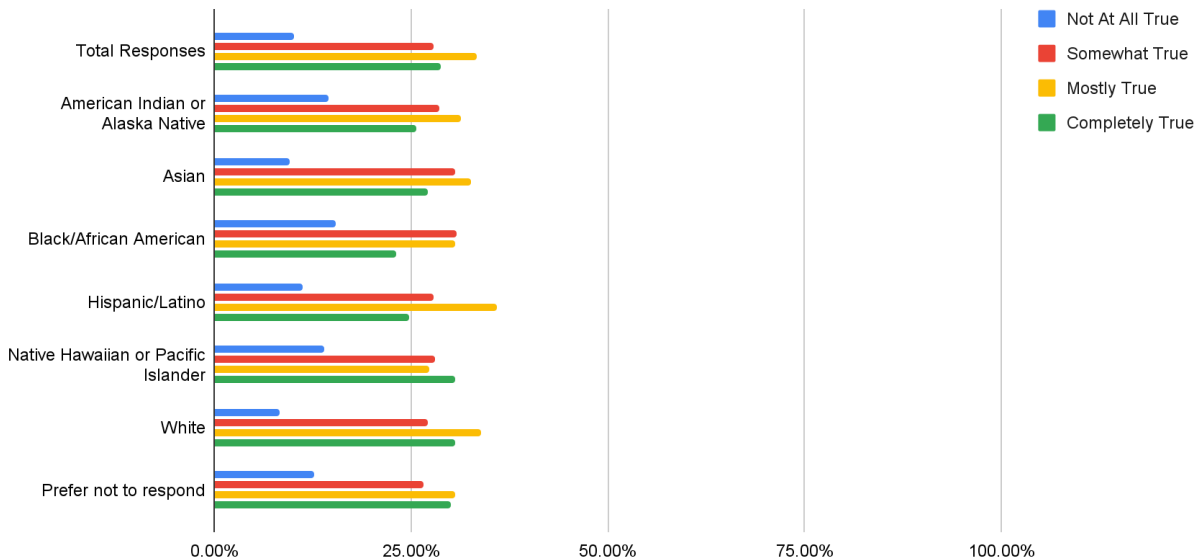


Response	Number of Responses						
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	426	712	1,042	1229	123	6,094	715
No	139	317	338	448	48	1,460	298

Of the 13,670 students responding, 77.2% (10,341) indicated that they were aware there was a school resource officer (SRO) on campus. Student awareness of the presence of the school resource officer (SRO) was fairly consistent across ethnic groups with 69-81% of students saying they knew about resource officers and 19-31% indicating that they did not know. These data represent a slight increase over last year when 73.9% of students indicated they were aware of the school resource officer (SRO) and 26.1% of students were unaware.

Student Data - Total Responses and Responses by Ethnicity

Consider the statement below and mark the response that best matches your perception. I feel more safe with the School Resource Officer (SRO) on campus.

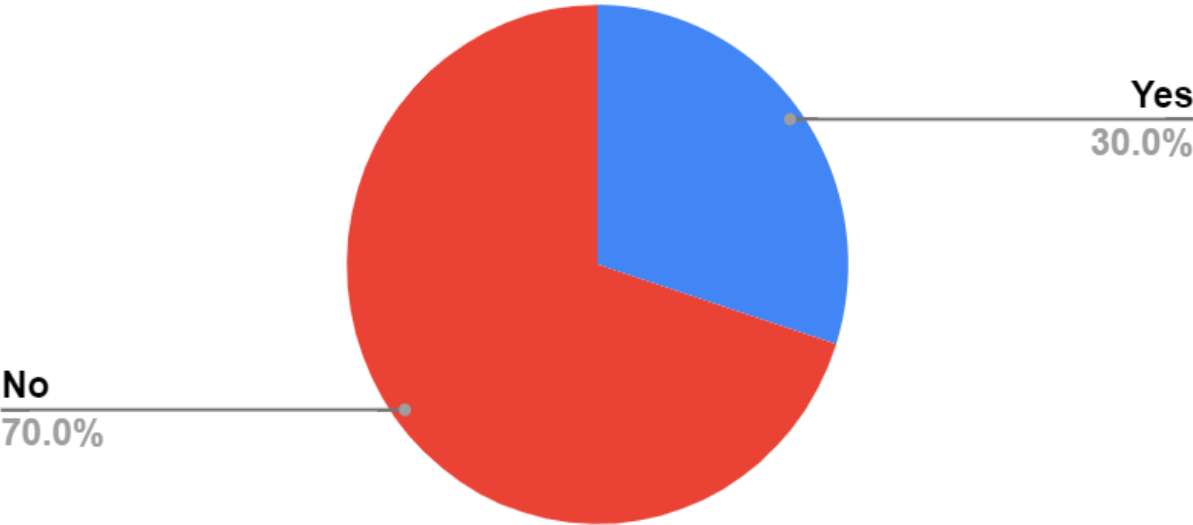


Ethnicity	Total Responses
Total Responses	10,272
American Indian or Alaska Native	422
Asian	704
Black/African American	1,031
Hispanic/Latino	1,220
Native Hawaiian or Pacific Islander	121
White	6,065
Prefer not to respond	709

At the request of a Lincoln Public Schools Board of Education member the item “I feel more safe with the School Resource Officer (SRO) on campus” was added to the survey for the 2023 administration. Across the board, students reported that they felt more safe with the School Resource Officer (SRO) on campus.

Student Data - Total Responses

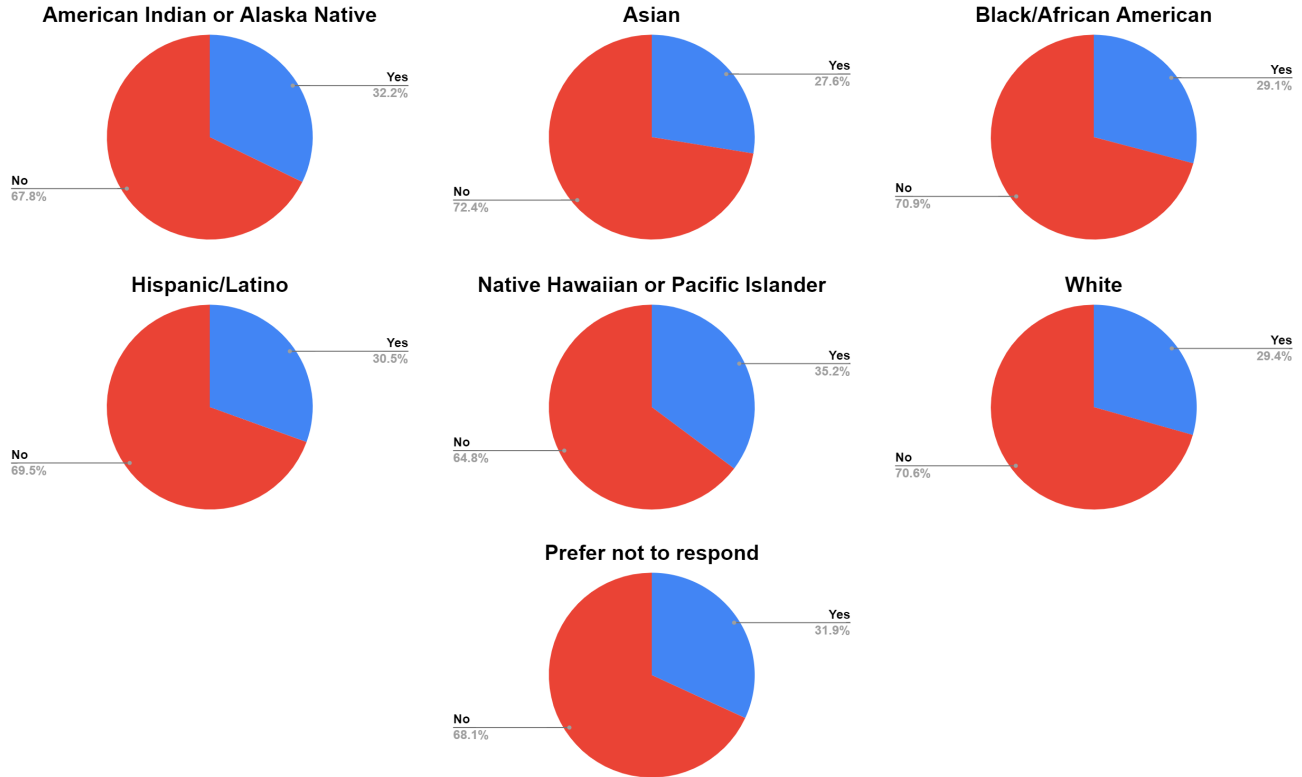
Has the School Resource Officer (SRO) presented in any of your classes?



Response	Number of Responses
Yes	2,643
No	6,180

Student Data - Responses by Ethnicity

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

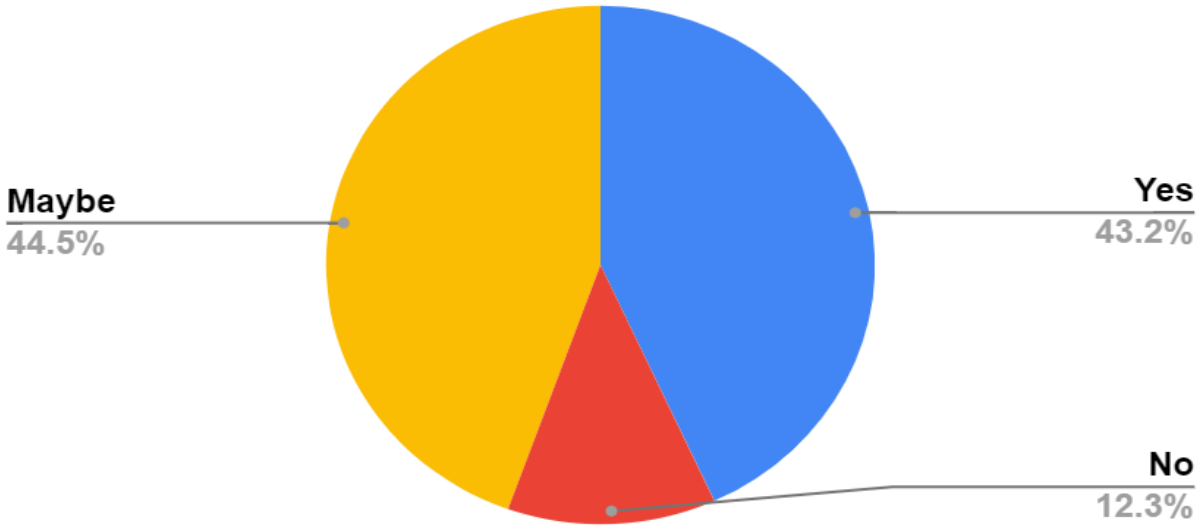


	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	137	196	302	374	43	1,787	226
No	288	515	735	851	79	4,294	483

Overall, 30% of students responding indicated that the School Resource Officer (SRO) presented in one or more of their classes. This was consistent across racial/ethnic groups where responses ranged from 28-35%.

Student Data - Total Responses

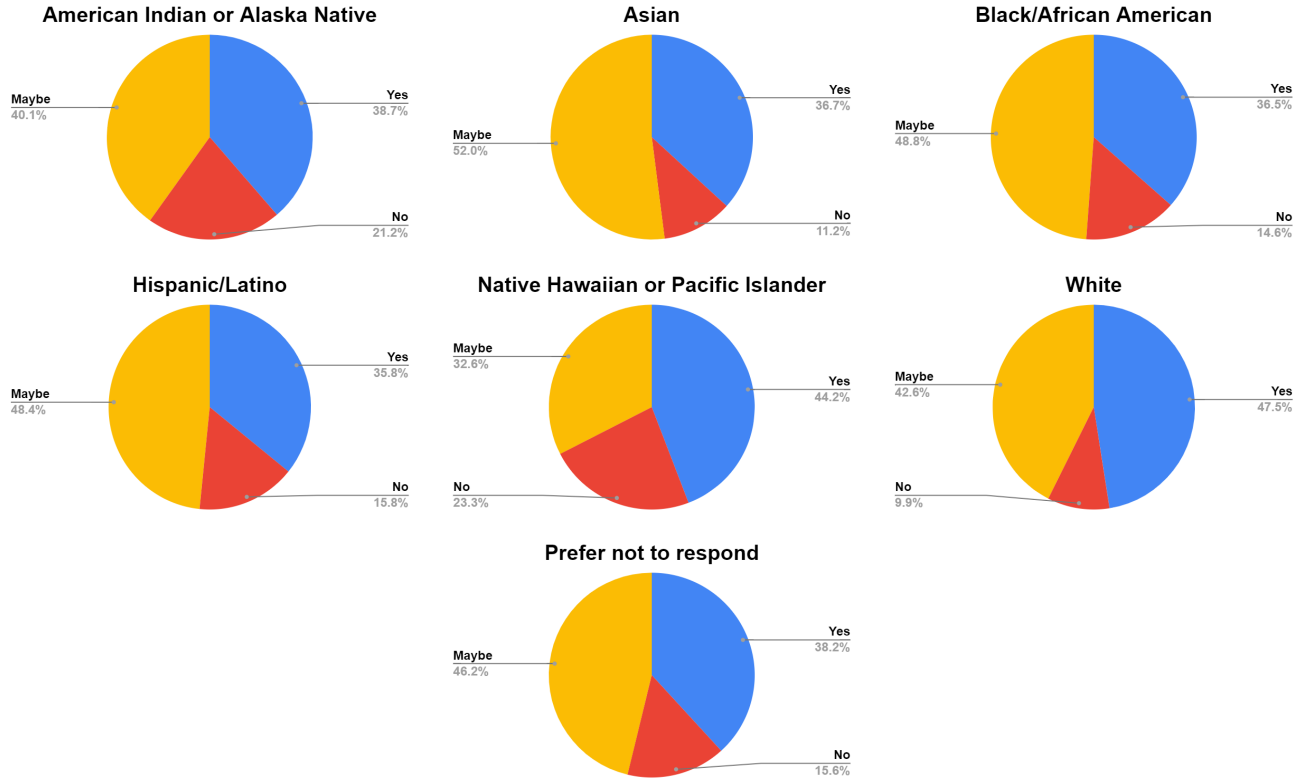
Did you find that presentation useful?



Response	Number of Responses
Yes	1,323
No	376
Maybe	1,364

Student Data - Responses by Ethnicity

Did you find that presentation useful?

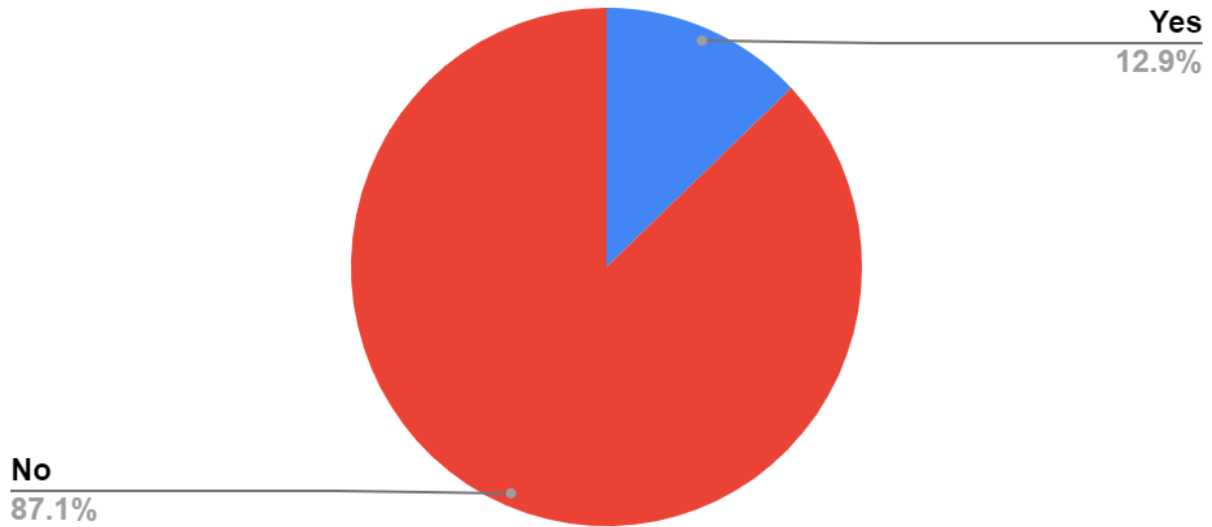


	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	53	72	110	134	19	849	86
No	29	22	44	59	10	177	35
Maybe	55	102	147	181	14	761	104

Of the students who indicated that the School Resource Officer (SRO) presented in at least one of their classes, 43.2% said the presentation was helpful. This perception was fairly consistent across racial/ethnic groups 36-48%, although white students found the presentation slightly more helpful than other race/ethnicity groups. This is consistent with previous years.

Student Data - Total Responses

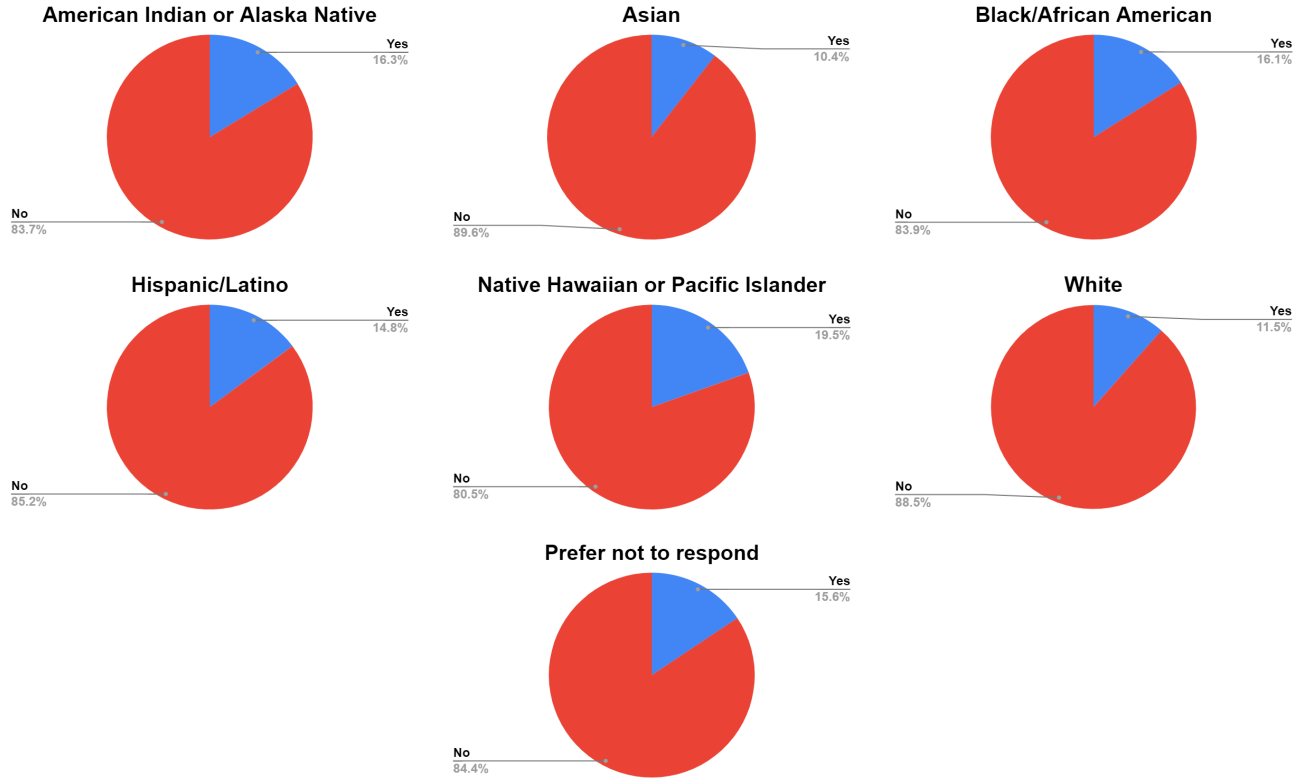
Did the School Resource Officer (SRO) contact you about an issue at school this year?



Response	Number of Responses
Yes	1,326
No	8,975

Student Data - Responses by Ethnicity

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

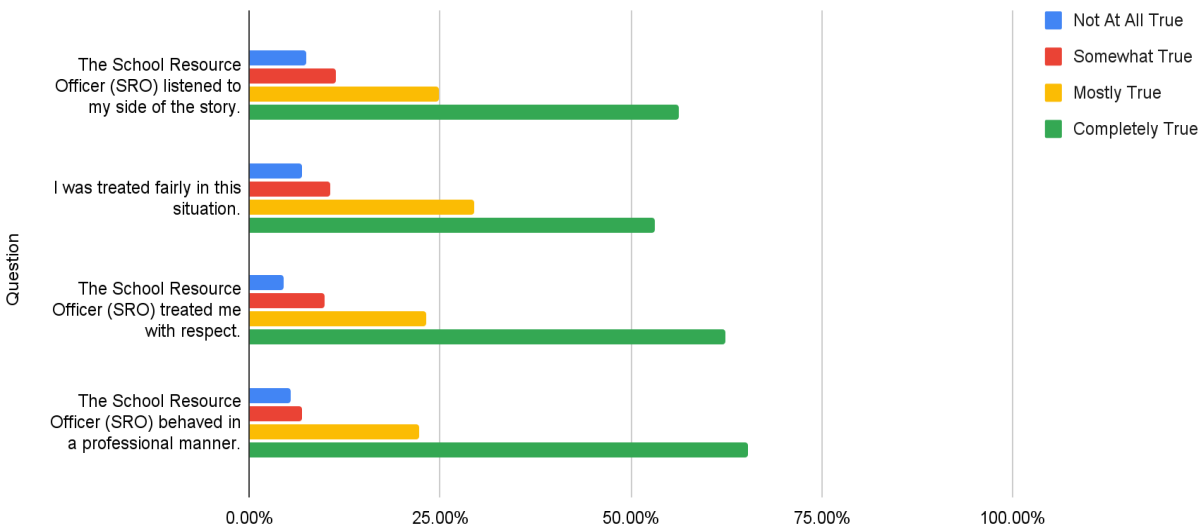


	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	69	74	167	181	24	700	111
No	355	637	872	1,040	99	5,372	600

Of the 10,341 students who indicated that they knew School Resource Officers (SROs) were in their school, approximately 13% (1,326) indicated the officer made contact with them about an issue at school this year. This contact was fairly consistent across racial/ethnic groups. This is also consistent with previous years.

Student Data - Total Responses

For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?

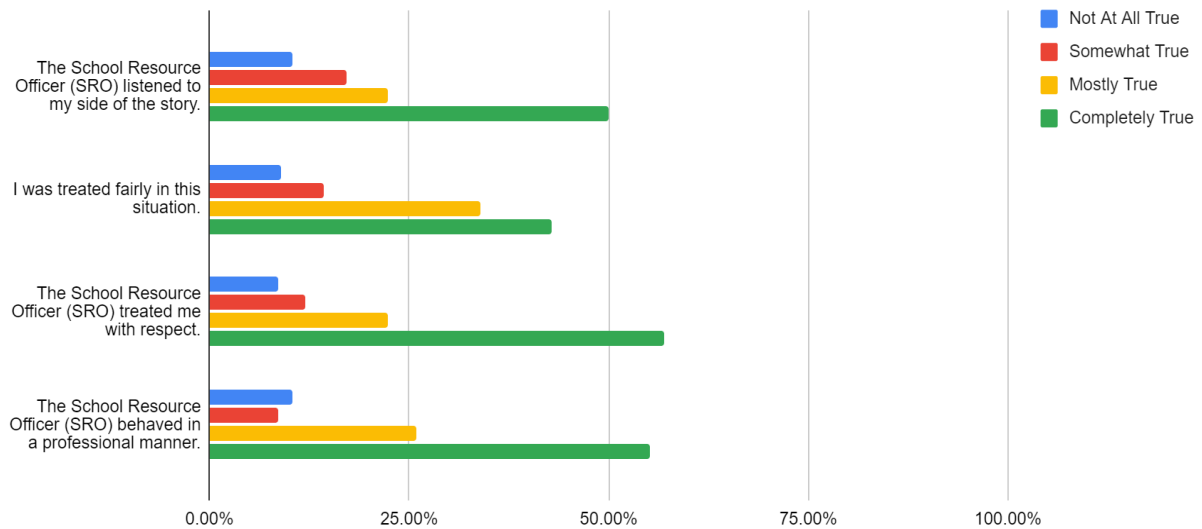


All Responses: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	988
I was treated fairly in this situation.	1,019
The SRO treated me with respect.	1,050
The SRO behaved in a professional manner.	1,063

Those students who indicated that they had contact with the School Resource Officer (SRO) were asked a series of questions about that interaction. As in previous years, the majority of the interactions were positively viewed by students.

**Student Data - By Ethnicity
American Indian or Alaska Native**

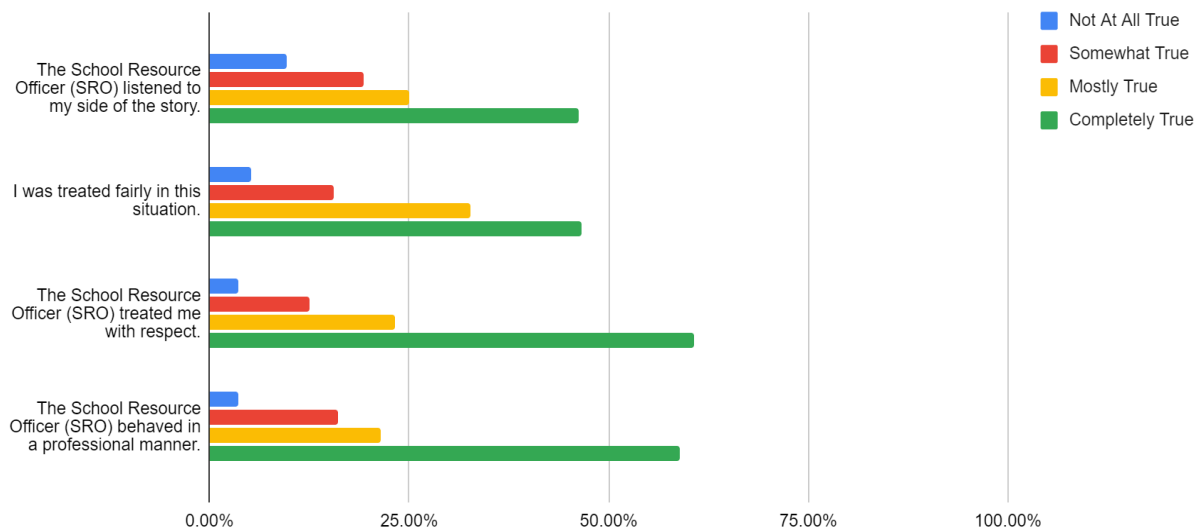
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



All Responses: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	58
I was treated fairly in this situation.	56
The SRO treated me with respect.	58
The SRO behaved in a professional manner.	58

**Student Data - By Ethnicity
Asian**

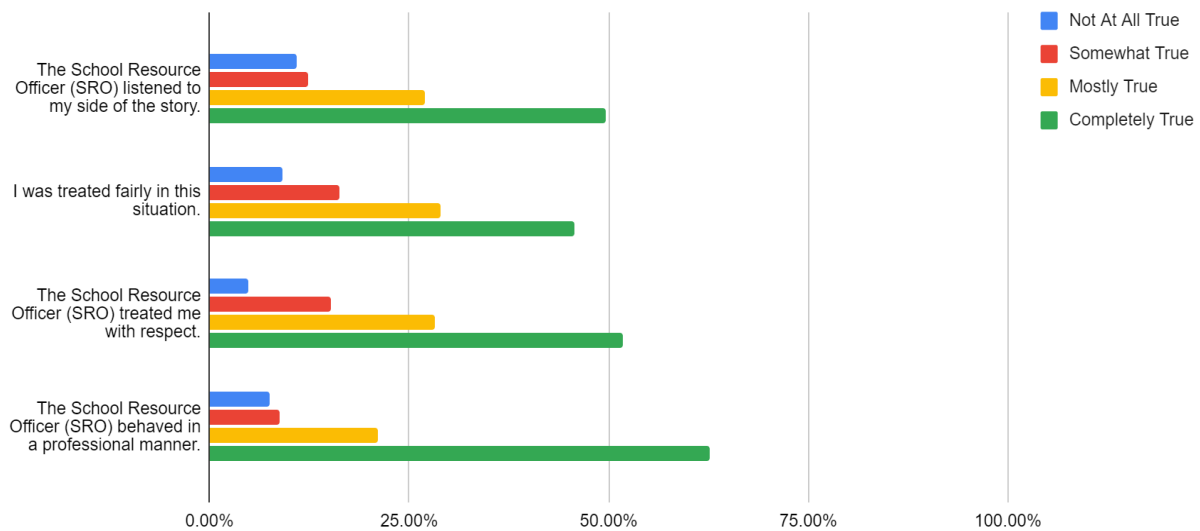
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



All Responses: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	52
I was treated fairly in this situation.	58
The SRO treated me with respect.	56
The SRO behaved in a professional manner.	56

**Student Data - By Ethnicity
Black/African American**

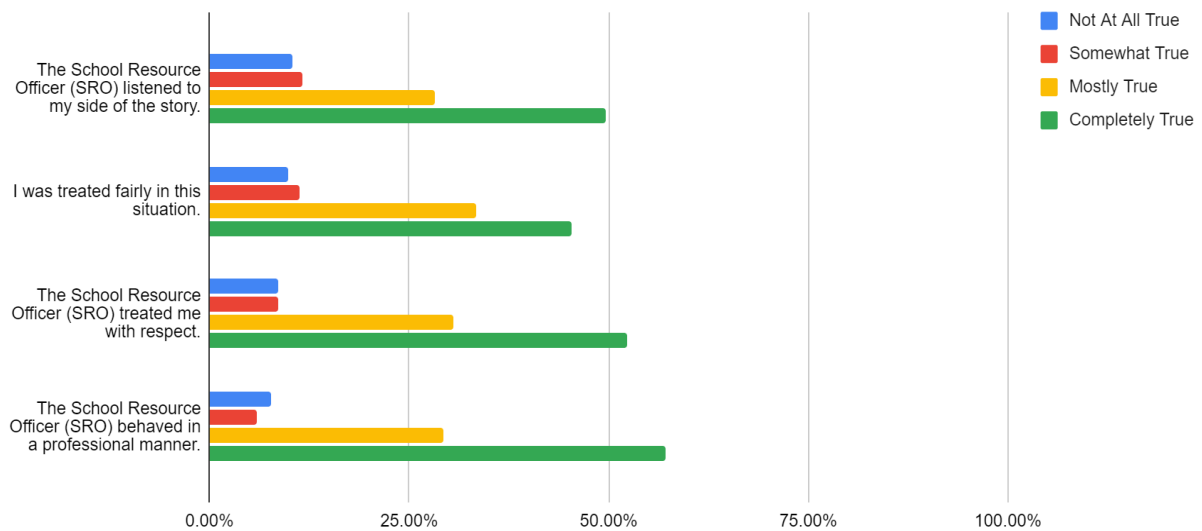
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



All Responses: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	137
I was treated fairly in this situation.	142
The SRO treated me with respect.	145
The SRO behaved in a professional manner.	147

**Student Data - By Ethnicity
Hispanic/Latino**

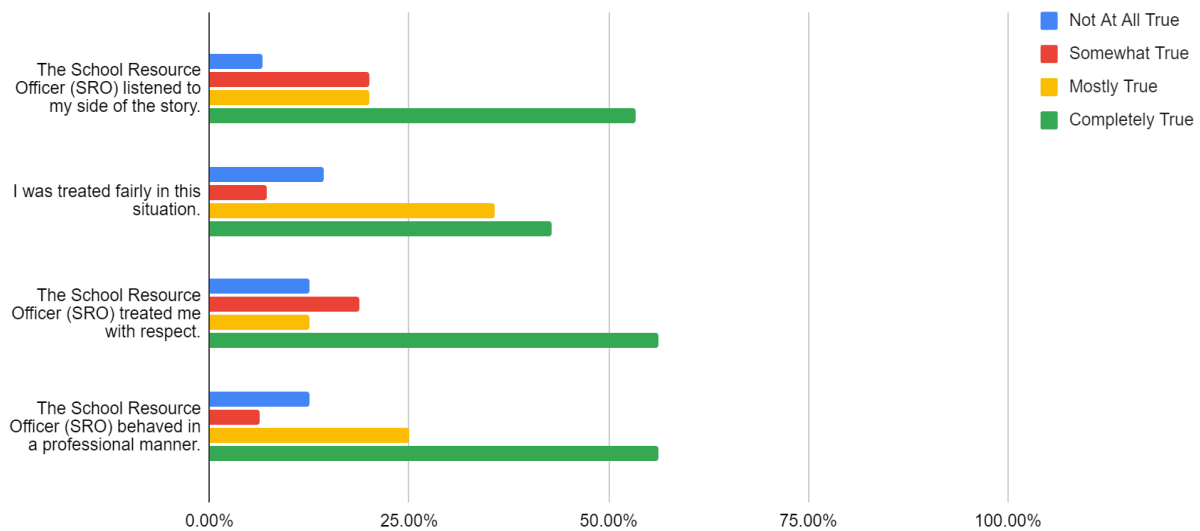
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



All Responses: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	145
I was treated fairly in this situation.	141
The SRO treated me with respect.	151
The SRO behaved in a professional manner.	154

**Student Data - By Ethnicity
Native Hawaiian or Pacific Islander**

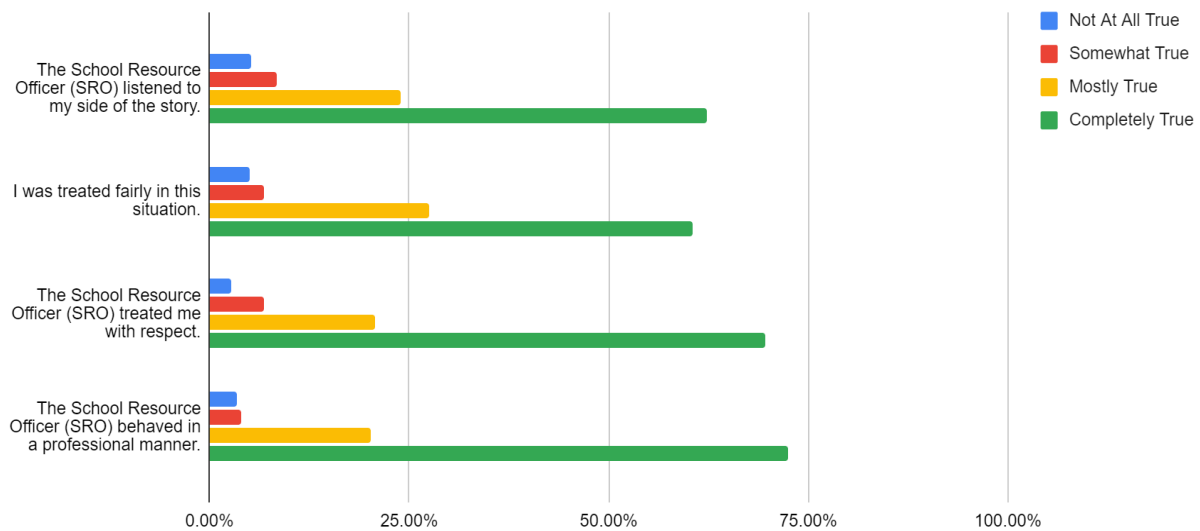
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



All Responses: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	15
I was treated fairly in this situation.	14
The SRO treated me with respect.	16
The SRO behaved in a professional manner.	16

Student Data - By Ethnicity
White

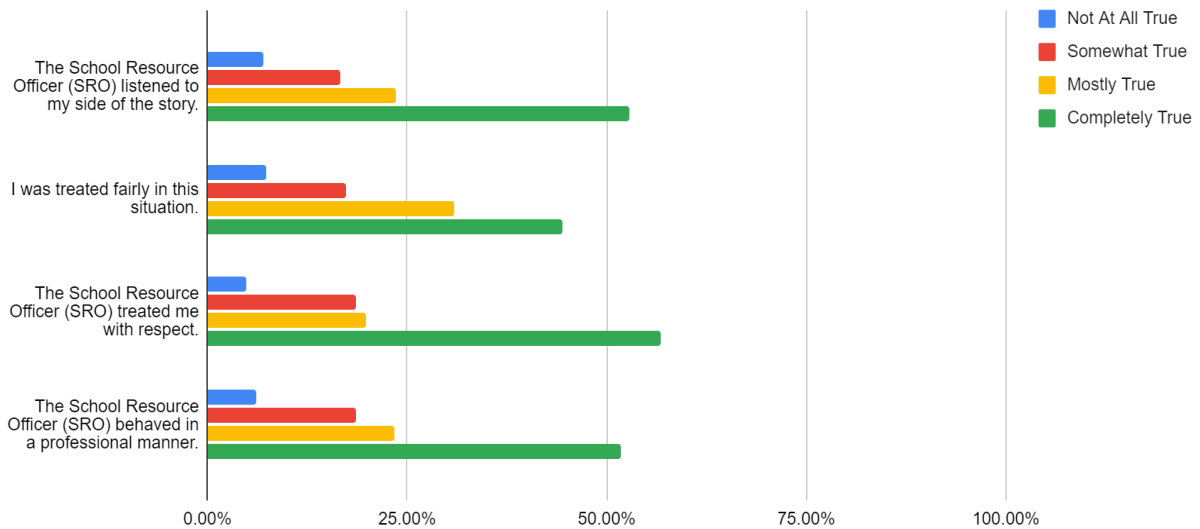
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



All Responses: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	509
I was treated fairly in this situation.	527
The SRO treated me with respect.	543
The SRO behaved in a professional manner.	551

Student Data - By Ethnicity
Prefer not to respond

For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



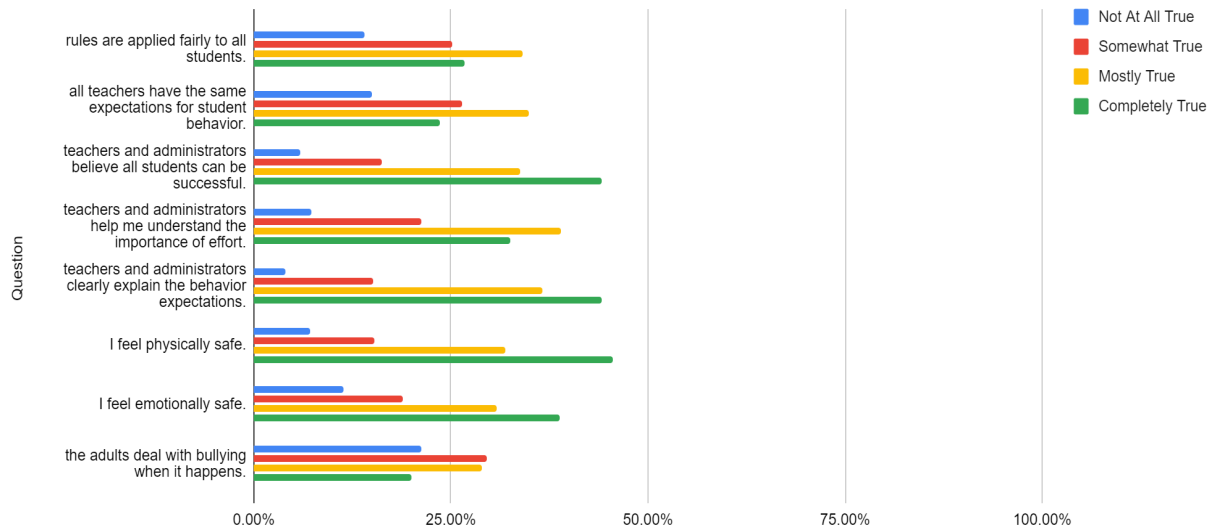
All Responses: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	72
I was treated fairly in this situation.	81
The SRO treated me with respect.	81
The SRO behaved in a professional manner.	81

Those students indicating that they had been contacted by the School Resource Officer (SRO) about a particular issue were asked a series of questions about that interaction. These data were then analyzed by racial/ethnic groups. While most students viewed these interactions positively, Non-white students perceived the interactions with School Resource Officers (SROs) less positively than White students. This has been consistent over the last couple of years.

It is understood that school climate might have an impact on how students view the school resource officers (SROs). The next section looks at school climate at the secondary level.

Student Data - Total Responses

At your school...

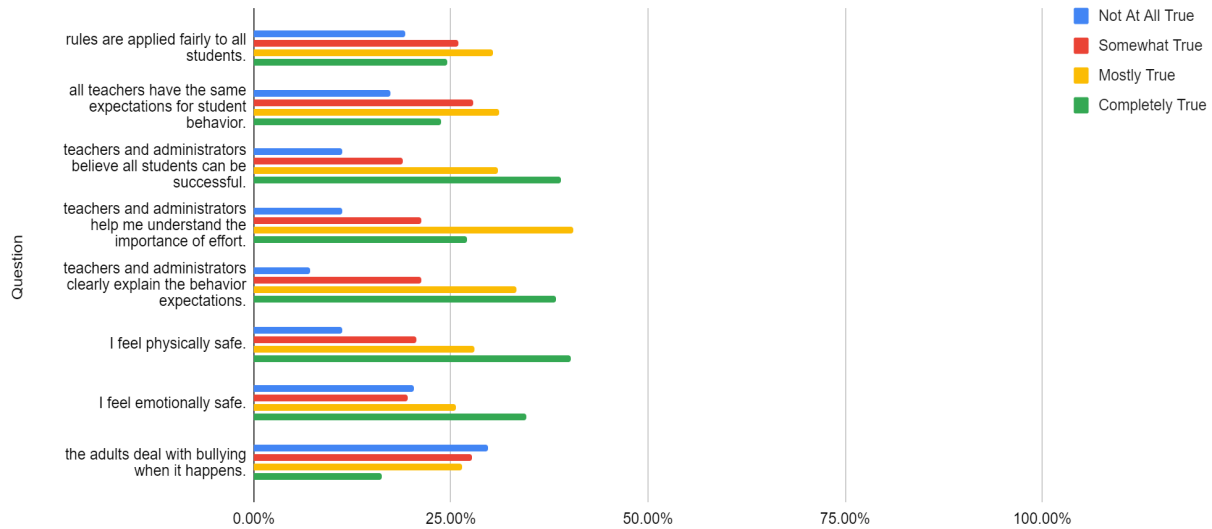


All Responses: At your school...	Total Responses
...rules are applied fairly to all students.	12,895
...all teachers have the same expectations for student behavior.	12,956
...teachers and administrators believe all students can be successful.	12,396
...teachers and administrators help me understand the importance of effort.	12,997
...teachers and administrators clearly explain the behavior expectations.	12,998
...I feel physically safe.	13,018
...I feel emotionally safe.	12,875
...the adults deal with bullying when it happens.	11,412

Areas of concern reported by students are the perception of rules being applied fairly to all students, consistency of behavior expectations across teachers, and adult response to bullying. Respondents frequently indicated that these items were either not at all true or only somewhat true 39%, 42%, and 51%, respectively. Although these areas continue to be areas of concern, students were slightly less negative about them than they were last year when those responding either not at all true or only somewhat true were 43%, 44% and 53%, respectively.

Student Data - By Ethnicity American Indian or Alaska Native

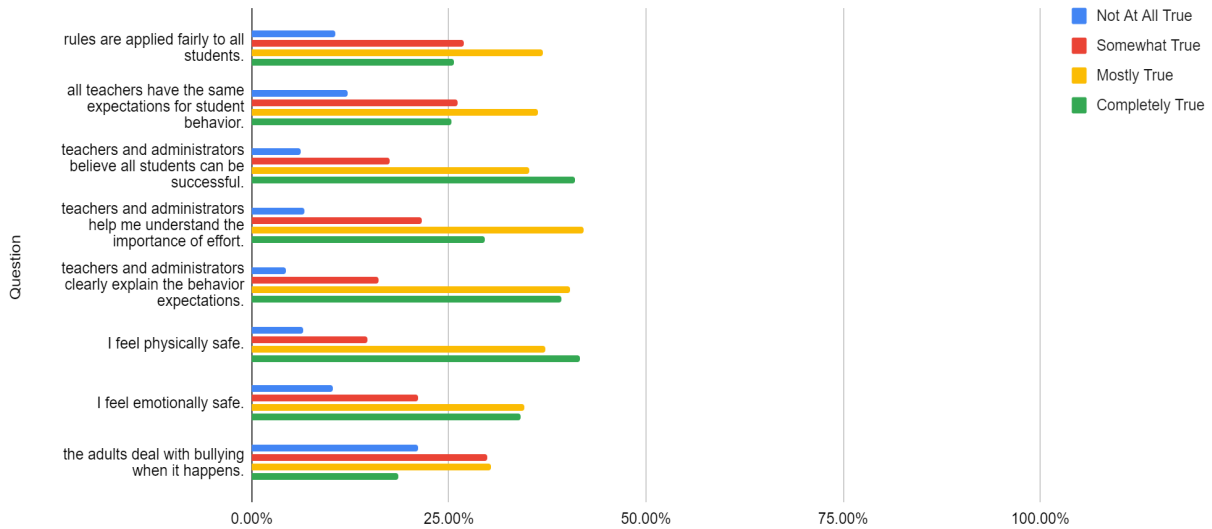
At your school...



All Responses: At your school...	Total Responses
...rules are applied fairly to all students.	535
...all teachers have the same expectations for student behavior.	531
...teachers and administrators believe all students can be successful.	514
...teachers and administrators help me understand the importance of effort.	547
...teachers and administrators clearly explain the behavior expectations.	537
...I feel physically safe.	540
...I feel emotionally safe.	533
...the adults deal with bullying when it happens.	488

Student Data - By Ethnicity Asian

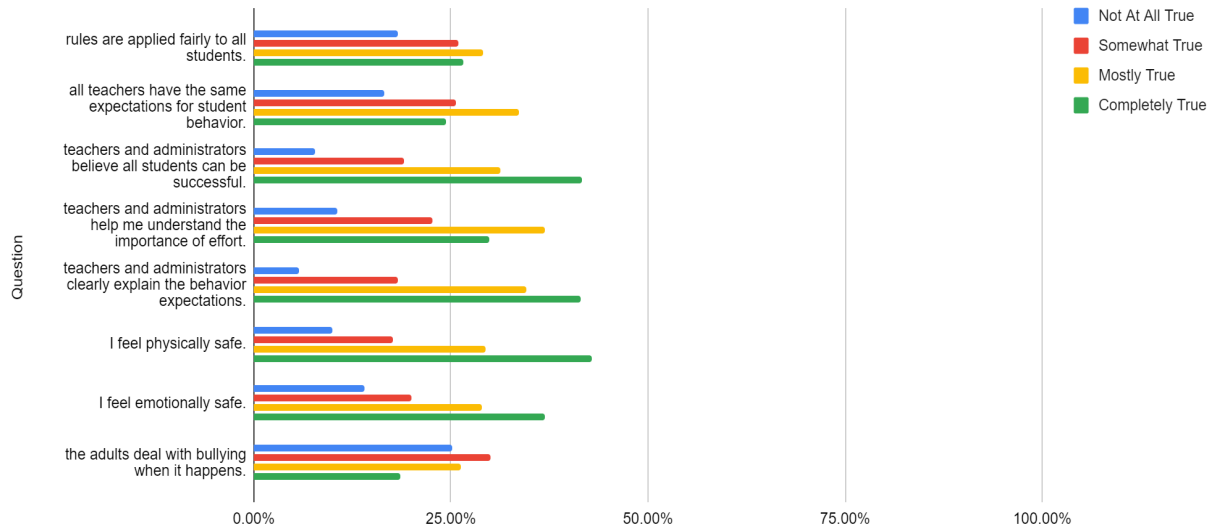
At your school...



All Responses: At your school...	Total Responses
...rules are applied fairly to all students.	960
...all teachers have the same expectations for student behavior.	965
...teachers and administrators believe all students can be successful.	923
...teachers and administrators help me understand the importance of effort.	982
...teachers and administrators clearly explain the behavior expectations.	980
...I feel physically safe.	971
...I feel emotionally safe.	958
...the adults deal with bullying when it happens.	823

Student Data - By Ethnicity Black/African American

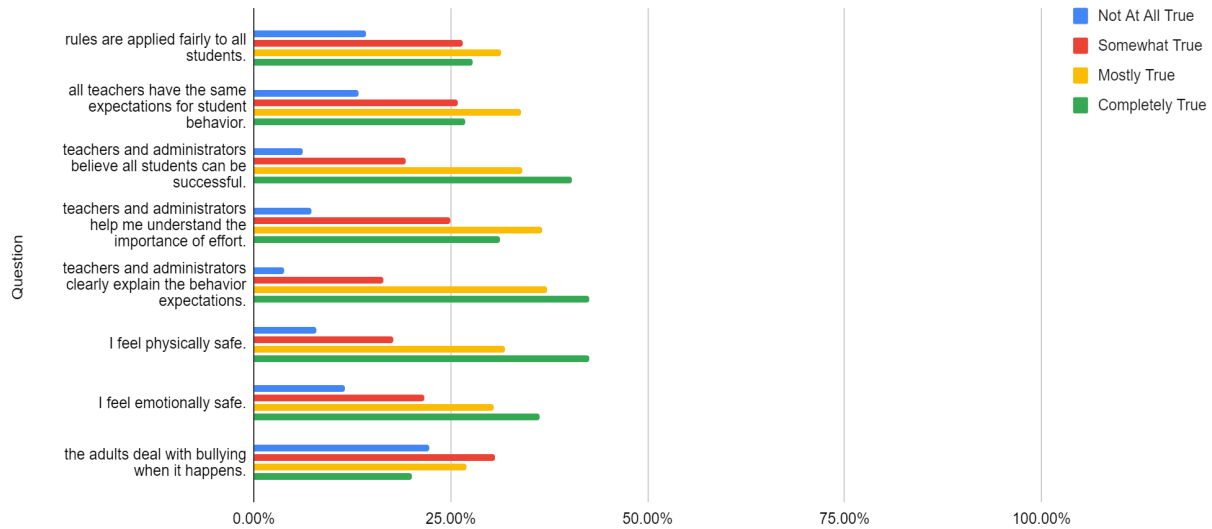
At your school...



All Responses: At your school...	Total Responses
...rules are applied fairly to all students.	1,346
...all teachers have the same expectations for student behavior.	1,340
...teachers and administrators believe all students can be successful.	1,276
...teachers and administrators help me understand the importance of effort.	1,347
...teachers and administrators clearly explain the behavior expectations.	1,342
...I feel physically safe.	1,346
...I feel emotionally safe.	1,315
...the adults deal with bullying when it happens.	1,174

Student Data - By Ethnicity Hispanic/Latino

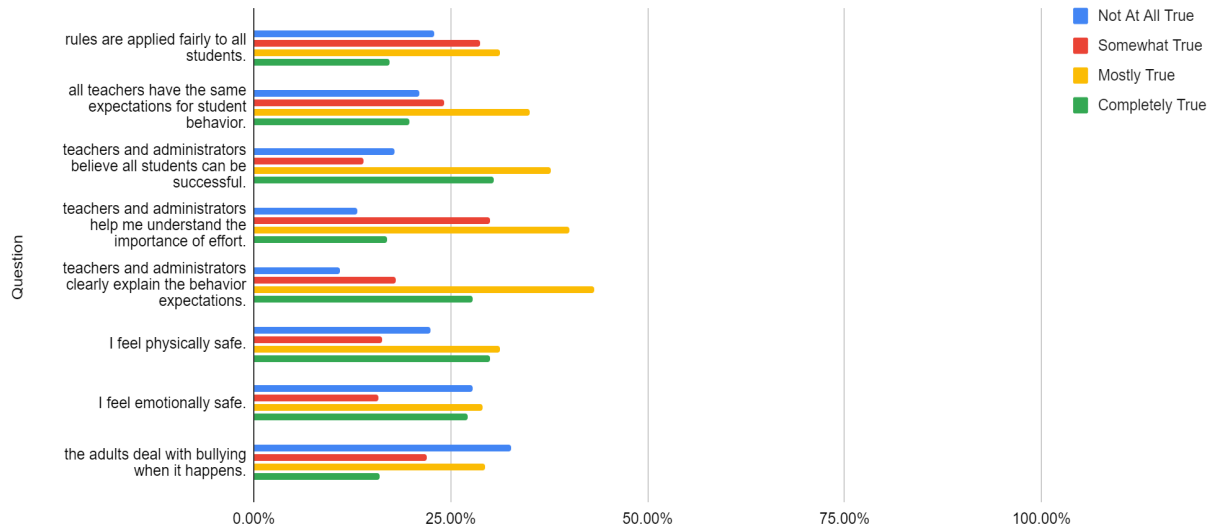
At your school...



All Responses: At your school...	Total Responses
...rules are applied fairly to all students.	1,604
...all teachers have the same expectations for student behavior.	1,597
...teachers and administrators believe all students can be successful.	1,546
...teachers and administrators help me understand the importance of effort.	1,609
...teachers and administrators clearly explain the behavior expectations.	1,603
...I feel physically safe.	1,604
...I feel emotionally safe.	1,589
...the adults deal with bullying when it happens.	1,433

Student Data - By Ethnicity Native Hawaiian or Pacific Islander

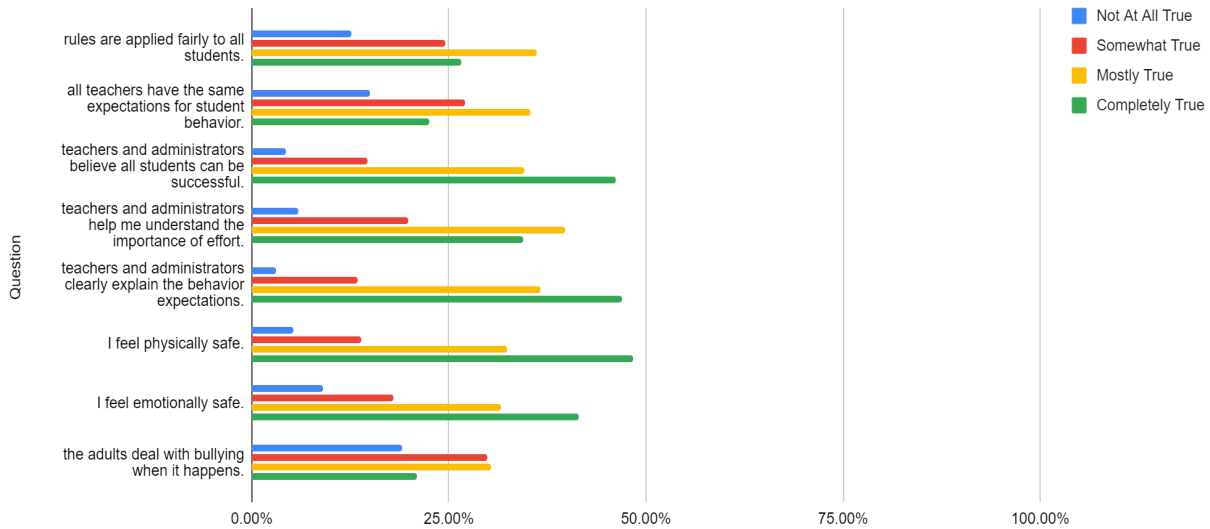
At your school...



All Responses: At your school...	Total Responses
...rules are applied fairly to all students.	157
...all teachers have the same expectations for student behavior.	157
...teachers and administrators believe all students can be successful.	151
...teachers and administrators help me understand the importance of effort.	160
...teachers and administrators clearly explain the behavior expectations.	155
...I feel physically safe.	160
...I feel emotionally safe.	158
...the adults deal with bullying when it happens.	150

Student Data - By Ethnicity White

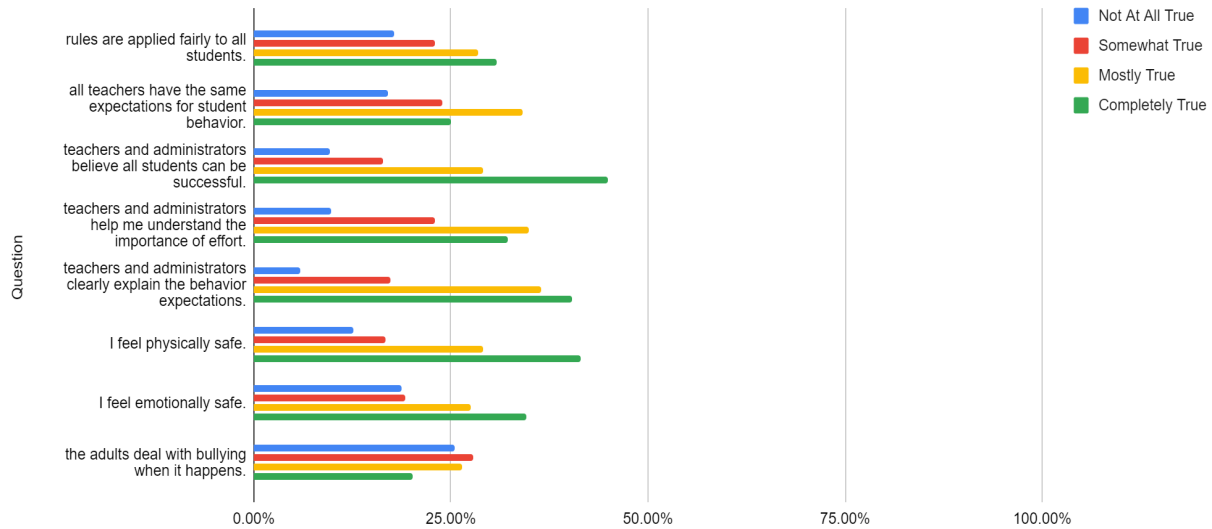
At your school...



All Responses: At your school...	Total Responses
...rules are applied fairly to all students.	7,342
...all teachers have the same expectations for student behavior.	7,409
...teachers and administrators believe all students can be successful.	7,099
...teachers and administrators help me understand the importance of effort.	7,419
...teachers and administrators clearly explain the behavior expectations.	7,437
...I feel physically safe.	7,455
...I feel emotionally safe.	7,391
...the adults deal with bullying when it happens.	6,494

Student Data - By Ethnicity Prefer not to respond

At your school...



All Responses: At your school...	Total Responses
...rules are applied fairly to all students.	951
...all teachers have the same expectations for student behavior.	957
...teachers and administrators believe all students can be successful.	887
...teachers and administrators help me understand the importance of effort.	933
...teachers and administrators clearly explain the behavior expectations.	944
...I feel physically safe.	942
...I feel emotionally safe.	931
...the adults deal with bullying when it happens.	850

Although the responses for the total group are generally positive, according to students, the biggest issues continue to be fair application of rules, consistency expectations across teachers, and adult responses to bullying. These findings were fairly consistent across racial/ethnic groups with White students responding slightly more positively than other racial/ethnic groups.

Key Takeaway:

Student Responses on 2023 Spring Perception Survey:

As in previous years, the overall students reported positive perceptions about fairness, safety and School Resource Officers (SROs). White students tended to view fairness, safety, and School Resources Officers (SROs) slightly more positively than students of other racial/ethnic backgrounds.

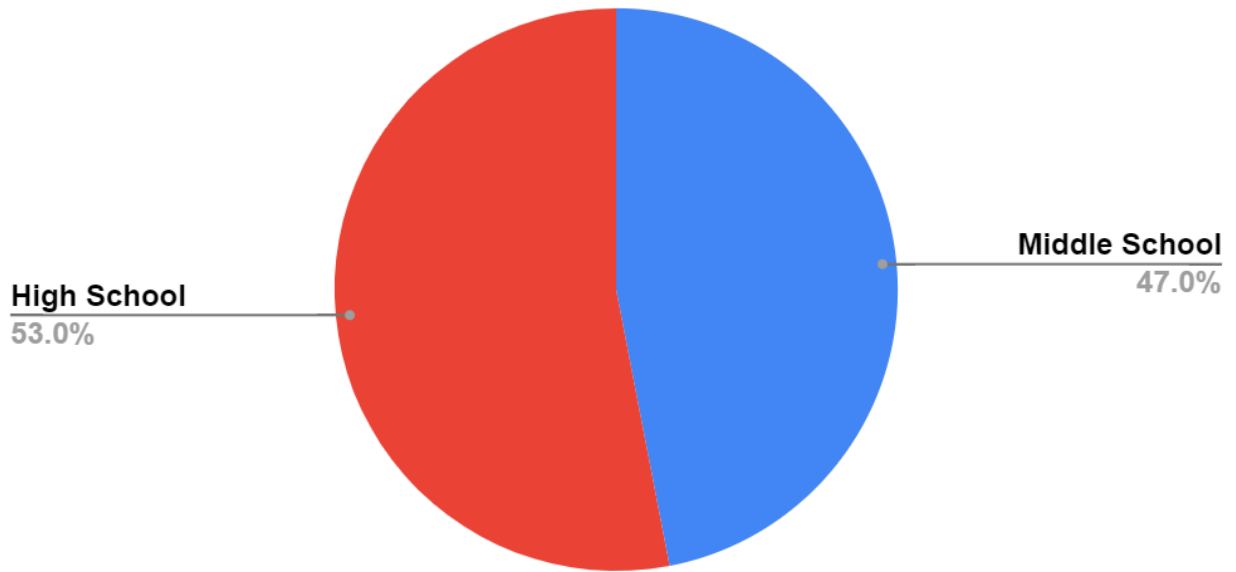
APPENDIX D

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

Prior to Secondary parents being sent an email link to the LPS Parent Perception Survey, the LPS Communication Department helped the Assessment and Evaluation Team with a communication plan. Information about the Perception Survey was added to communications sent to parents/families explaining that the survey was coming and the importance of the survey results. Additionally, information about the survey was placed on the district's website. Parents were asked to respond to the survey for each school they wished to provide feedback. A total of 2,187 secondary parent responses to the survey were recorded. This is almost a 30% increase over last year's responses of 1,668. We believe the additional communication helped to increase the number of responses. To maintain the confidentiality of respondents, the decision was made to remove Native Hawaiian or Pacific Islander from the racial/ethnic breakout because there were fewer than 5 respondents.

Parent Data - Total Responses

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



Response	Number of Responses
Middle School	1,027
High School	1,160

Parent Data - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	31	3.02%
Dawes	25	2.43%
Goodrich	48	4.67%
Irving	146	14.22%
Lefler	58	5.65%
Lux	131	12.76%
Mickle	77	7.50%
Moore	111	10.81%
Park	52	5.06%
Pound	88	8.57%
Schoo	120	11.68%
Scott	138	13.44%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	2	0.19%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog,	0	0.00%

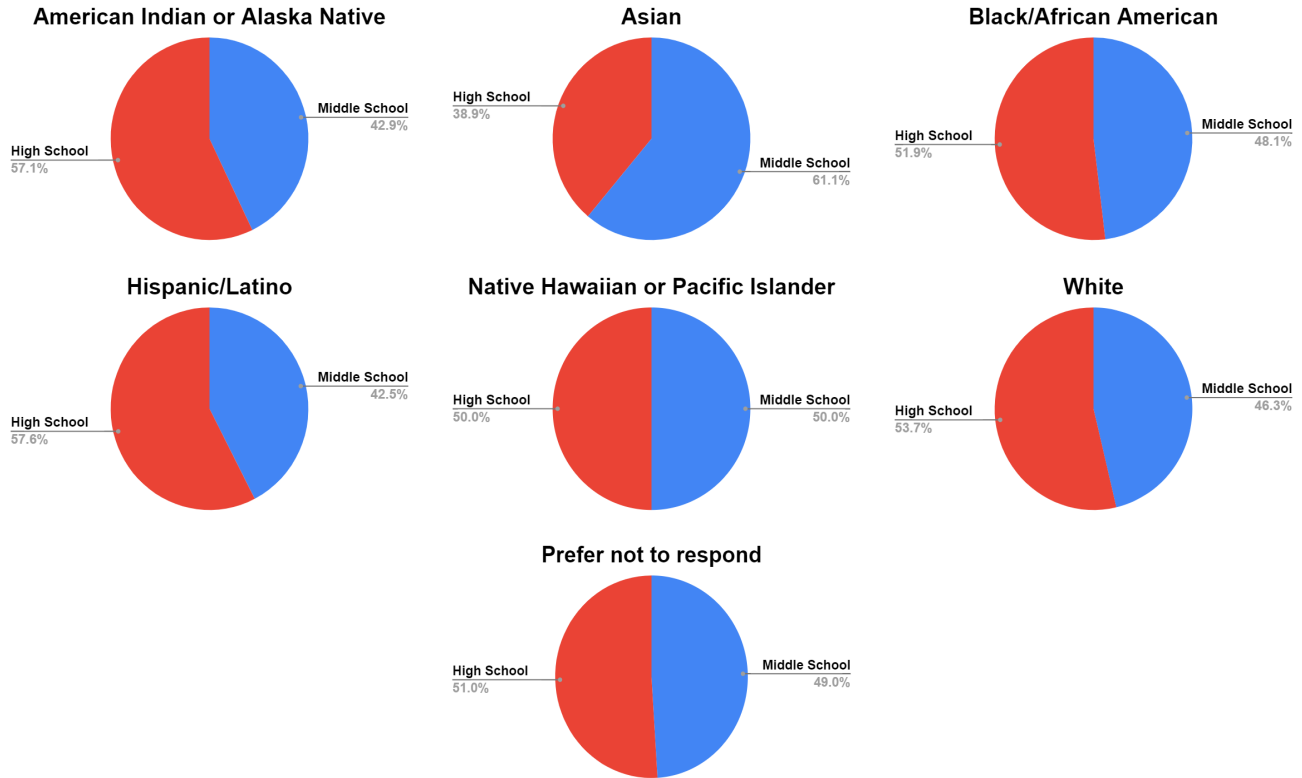
Parent Data - Total Responses

What is your high school or program?

Response	Number of Responses	Percent of Responses
East	239	20.60%
Lincoln High	146	12.59%
North Star	120	10.34%
Northeast	100	8.62%
Northwest	65	5.60%
Southeast	211	18.19%
Southwest	225	19.40%
Arts & Humanities FP	14	1.21%
The Bay High	3	0.26%
Bryan Comm. FP	7	0.60%
The Career Academy	9	0.78%
Pathfinder Educ. Prog.	0	0.00%
Science FP	15	1.29%
Yankee Hill Prog.	2	0.17%
No Response	4	0.34%

Parent Data - By Ethnicity

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



Response	Number of Responses						
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Middle School	9	44	38	45	3	764	124
High School	12	28	41	61	3	886	129

When asked about racial/ethnic background, parents could select multiple racial/ethnic groups to which they belonged. The majority of parents indicated that at least part of their heritage included White (75%, 764 middle school parents and 886 high school parents). The racial/ethnic group with the next largest response are those parents preferring not to respond, with 12.5%. Other racial/ethnic groups had many fewer parents indicating they belonged to that group. The five other racial/ethnic groups combined made up 13% of the responses. (American Indian or Alaskan Native was 1%, Asian 3.3%, Black/African American 3.6%, Hispanic/Latino 4.8%, and Native Hawaiian or Pacific Islander was less than 1%. Those respondents preferring not to respond to the Race/ethnicity question made up 12% of the responses. Because of the low response rate of most racial/ethnic groups, no attempt was made to make comparisons across racial/ethnic groups.

Parent Data - By Ethnicity

What is your middle school or program?

Response	Number of Responses											
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Prefer not to respond	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	0	0.00%	3	9.68%	1	3.23%	4	12.90%	20	64.52%	3	9.68%
Dawes	0	0.00%	0	0.00%	2	8.00%	2	8.00%	17	68.00%	4	16.00%
Goodrich	0	0.00%	1	2.08%	4	8.33%	5	10.42%	32	66.67%	6	12.50%
Irving	1	0.68%	4	2.74%	5	3.42%	3	2.05%	110	75.34%	22	15.07%
Lefler	0	0.00%	0	0.00%	8	13.79%	5	8.62%	42	72.41%	3	5.17%
Lux	2	1.53%	9	6.87%	1	0.76%	4	3.05%	102	77.86%	13	9.92%
Mickle	0	0.00%	4	5.19%	0	0.00%	0	0.00%	65	84.42%	8	10.39%
Moore	1	0.90%	3	2.70%	3	2.70%	2	1.80%	89	80.18%	13	11.71%
Park	0	0.00%	5	9.62%	5	9.62%	7	13.46%	30	57.69%	5	9.62%
Pound	0	0.00%	2	2.27%	1	1.14%	2	2.27%	68	77.27%	14	15.91%
Schoo	3	2.50%	7	5.83%	4	3.33%	8	6.67%	78	65.00%	19	15.83%
Scott	2	1.45%	6	4.35%	4	2.90%	3	2.17%	109	78.99%	14	10.14%
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Nuernberger Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	100.00%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

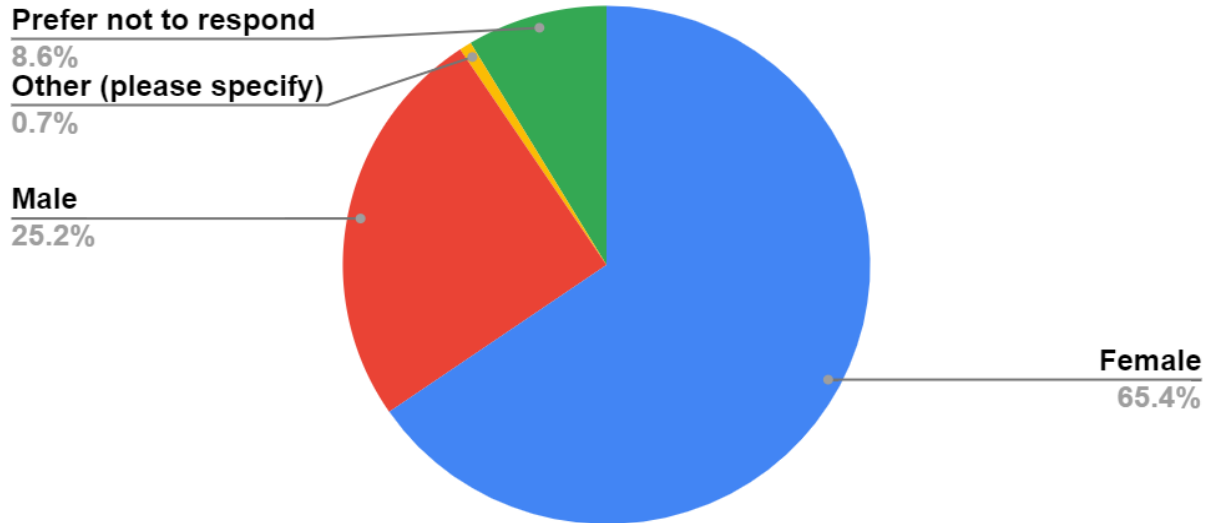
Parent Data - By Ethnicity

What is your high school or program?

Response	Number of Responses													
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Prefer not to respond			
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses		
East	1	0.42%	6	2.51%	3	1.26%	9	3.77%	188	78.66%	32	13.39%		
Lincoln High	2	1.37%	5	3.42%	8	5.48%	10	6.85%	109	74.66%	11	7.53%		
North Star	1	0.83%	6	5.00%	5	4.17%	10	8.33%	84	70.00%	13	10.83%		
Northeast	1	1.00%	2	2.00%	7	7.00%	7	7.00%	76	76.00%	7	7.00%		
Northwest	2	3.08%	0	0.00%	3	4.62%	4	6.15%	48	73.85%	8	12.31%		
Southeast	0	0.00%	3	1.42%	5	2.37%	9	4.27%	167	79.15%	27	12.80%		
Southwest	4	1.78%	6	2.67%	6	2.67%	11	4.89%	170	75.56%	27	12.00%		
Arts & Humanities FP	0	0.00%	0	0.00%	1	7.14%	0	0.00%	11	78.57%	2	14.29%		
The Bay High	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	0	0.00%		
Bryan Comm. FP	1	14.29%	0	0.00%	1	14.29%	1	14.29%	4	57.14%	0	0.00%		
The Career Academy	0	0.00%	0	0.00%	1	11.11%	0	0.00%	7	77.78%	1	11.11%		
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%		
Science FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%	15	100.00%	0	0.00%		
Yankee Hill Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	100.00%	0	0.00%		
No Response	0	0.00%	0	0.00%	1	25.00%	0	0.00%	2	50.00%	1	25.00%		

Parent Data - Total Responses

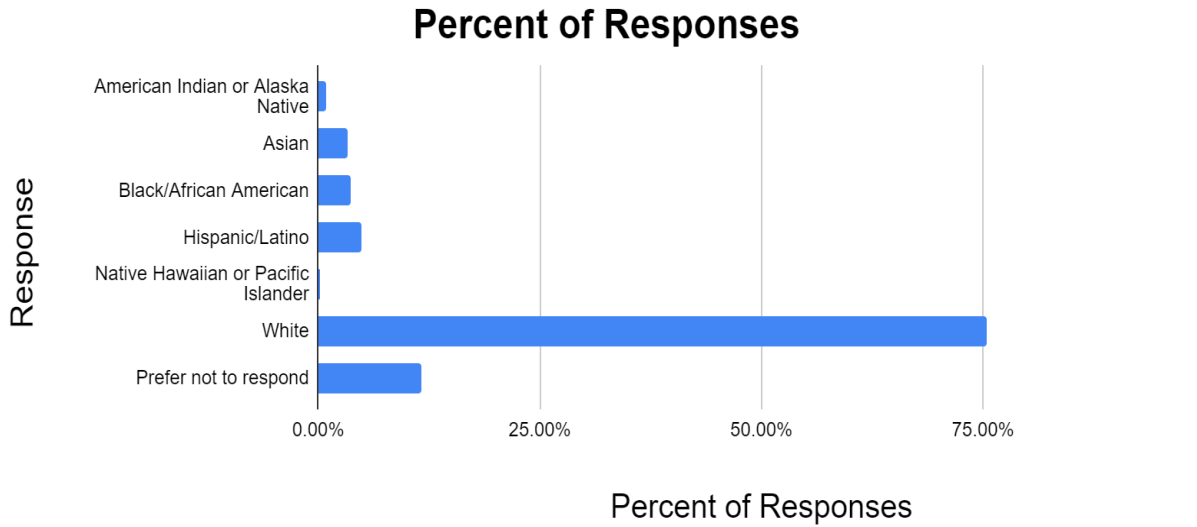
What is your gender (please choose one)?



Response	Number of Responses
Female	1,396
Male	538
Other (please specify)	16
Prefer not to respond	184

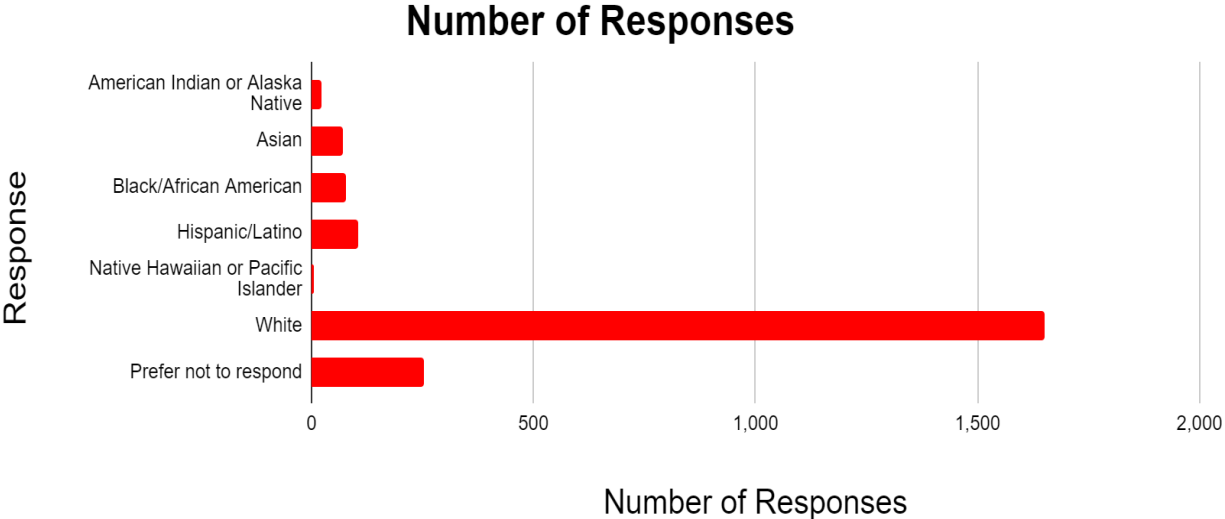
Parent Data - Total Responses (Percent)

What is your race/ethnicity (please choose all that apply)?



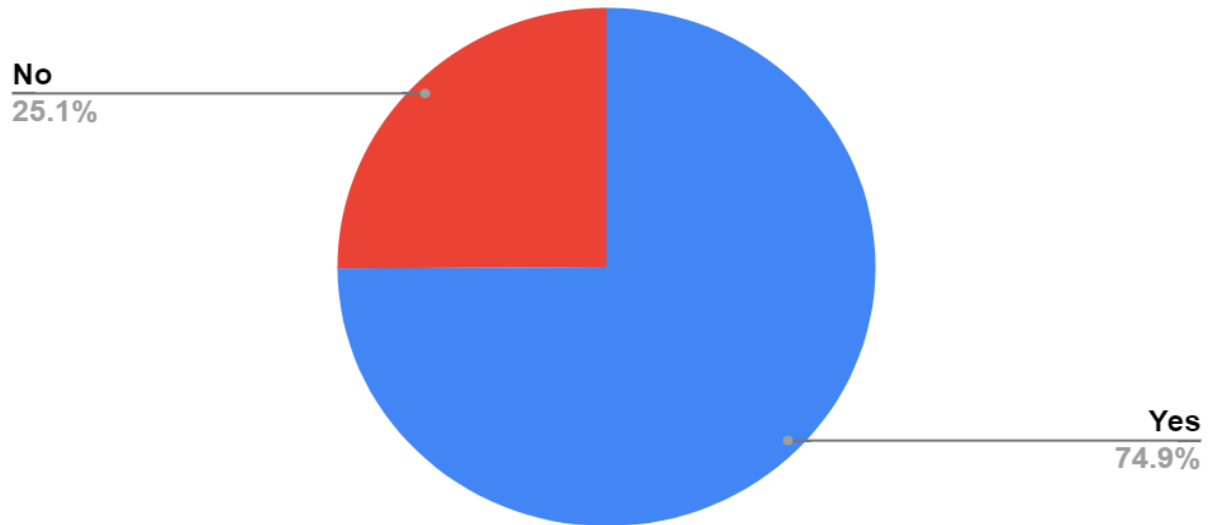
Parent Data - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Parent Data - Total Responses

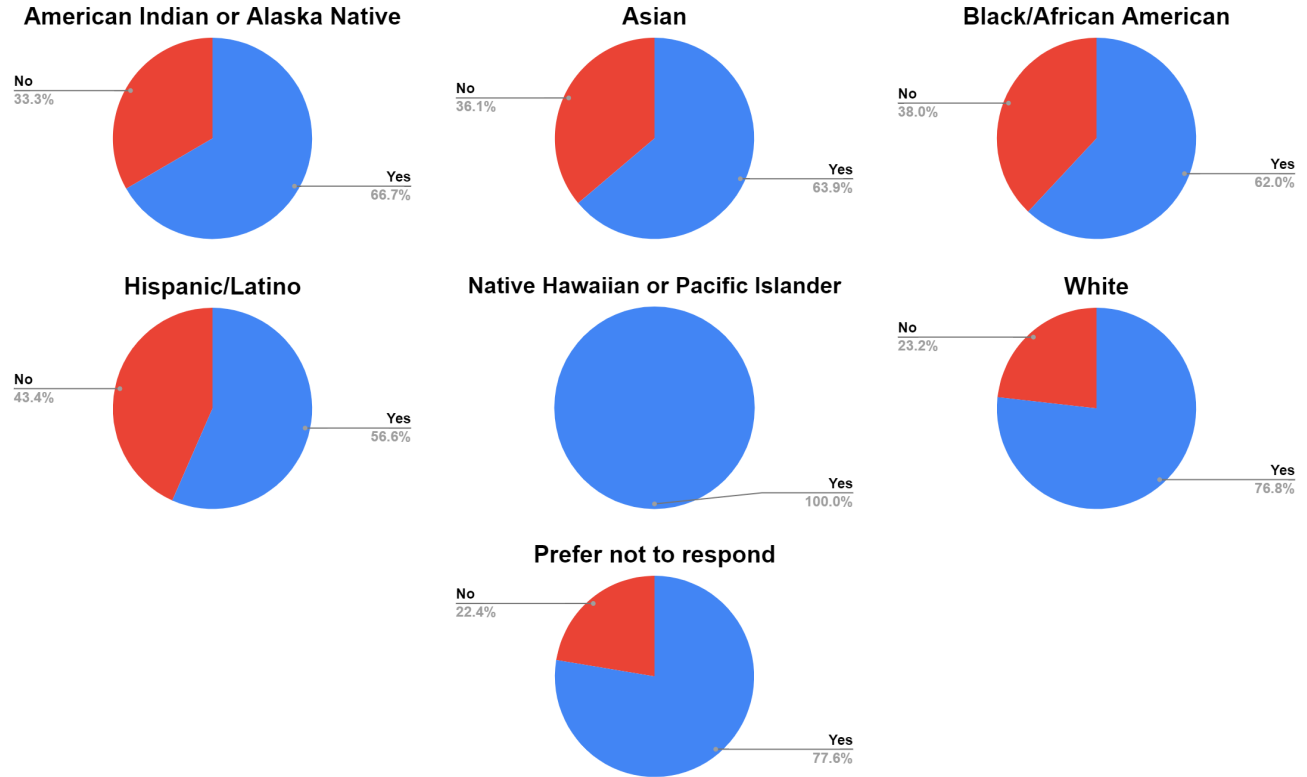
Are you aware that there is a School Resource Officer (SRO) at your student's school?



Response	Number of Responses
Yes	1,635
No	548

Parent Data - By Ethnicity

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

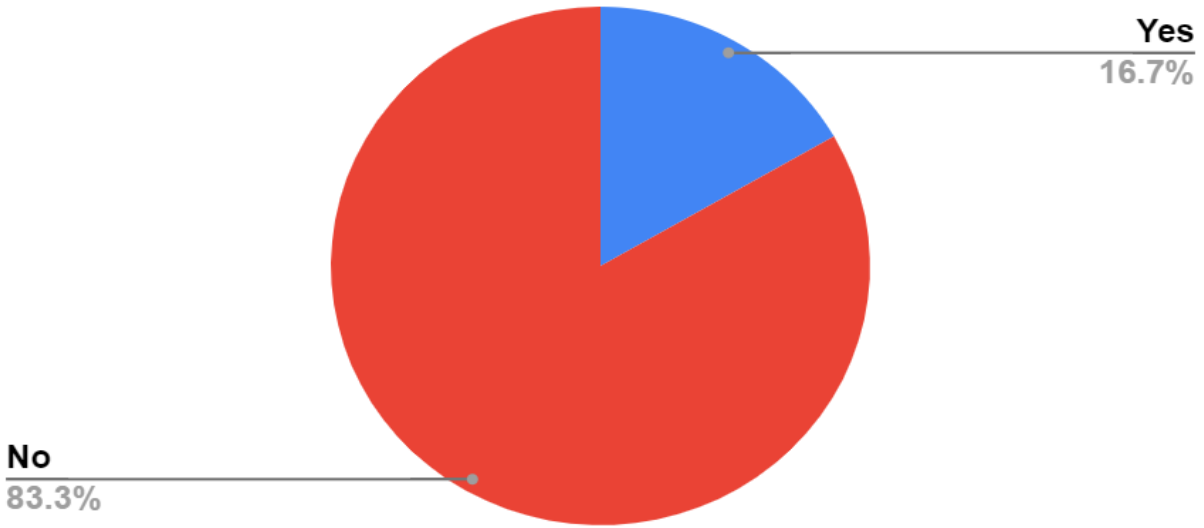


Response	Number of Responses						
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	14	46	49	60	6	1,266	194
No	7	26	30	46	0	383	56

When parents were asked if they were aware that a School Resource Officer (SRO) was at their students' school, 75%(1,635) indicated that they were aware. Well over half of each racial/ethnic group indicated they were aware ranging from 57% for Hispanic/Latino to 100% for Native Hawaiian or Pacific Islander.

Parent Data - Total Responses

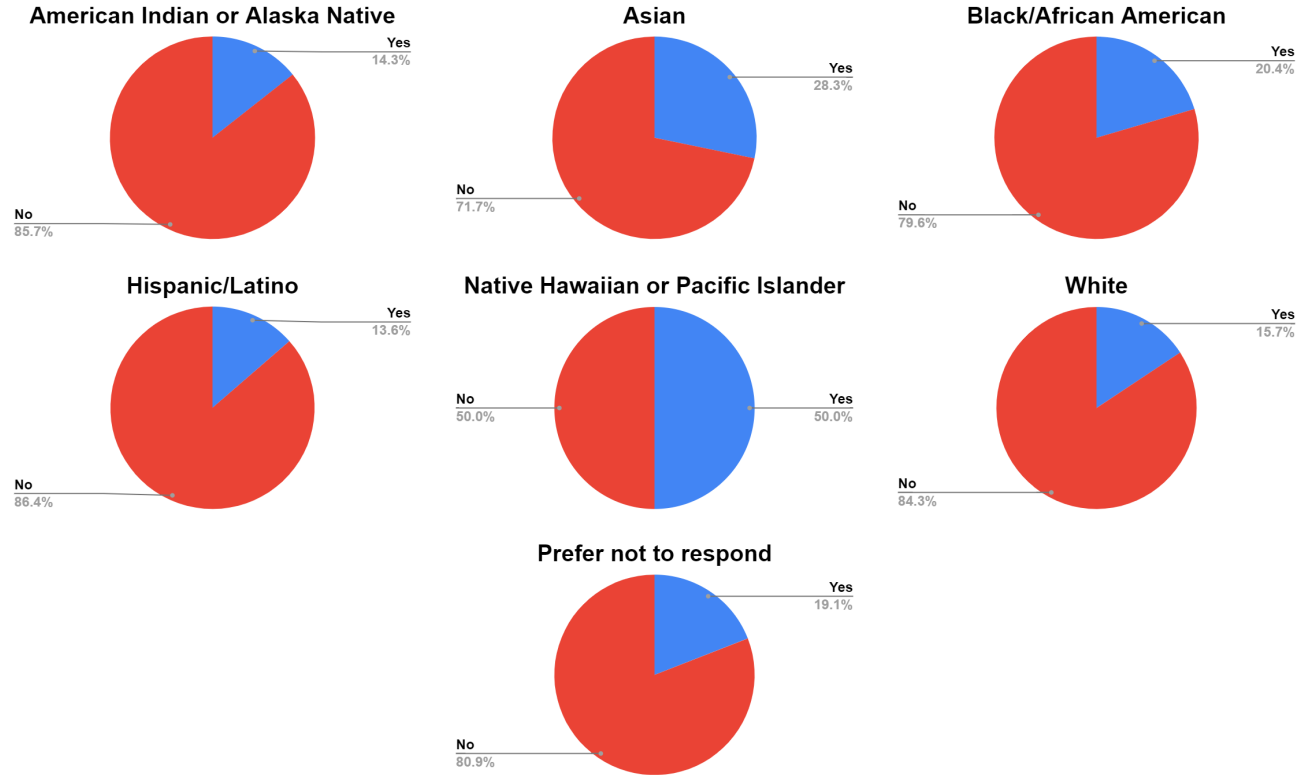
Have you met the School Resource Officer (SRO)?



Response	Number of Responses
Yes	272
No	1,360

Parent Data - By Ethnicity

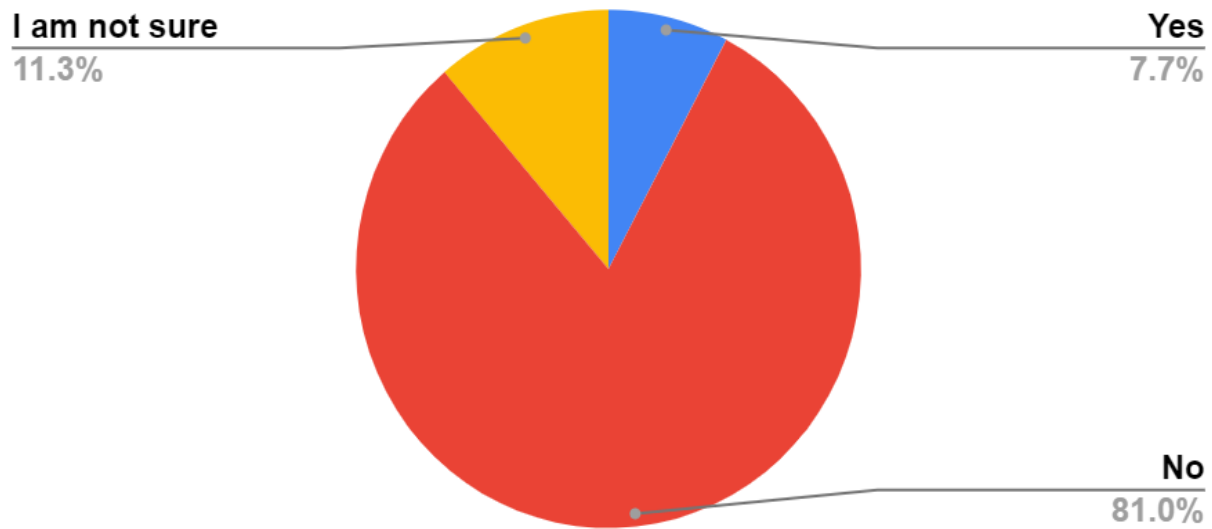
Have you met the School Resource Officer (SRO)?



	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
Yes	2	13	10	8	3	199	37
No	12	33	39	51	3	1,065	157

Parent Data - Total Responses

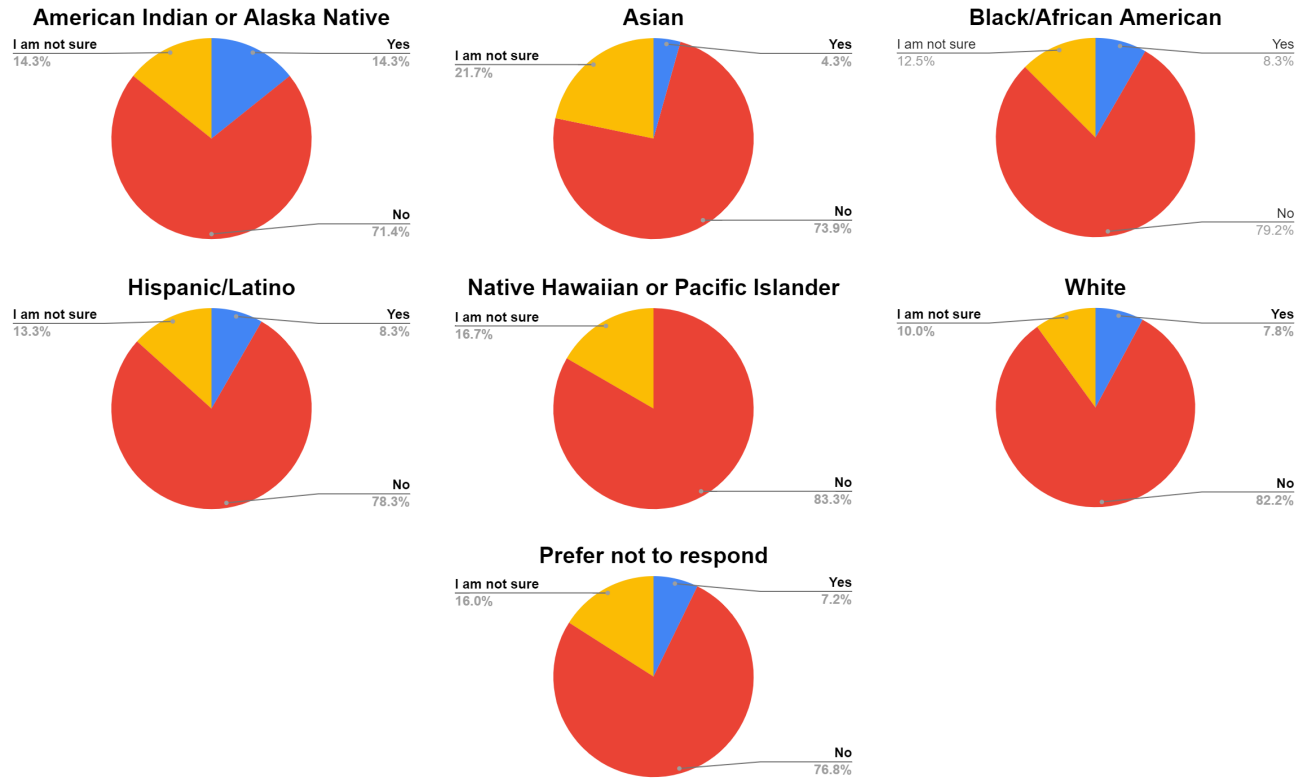
Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



Response	Number of Responses
Yes	126
No	1,322
I am not sure	184

Parent Data - By Ethnicity

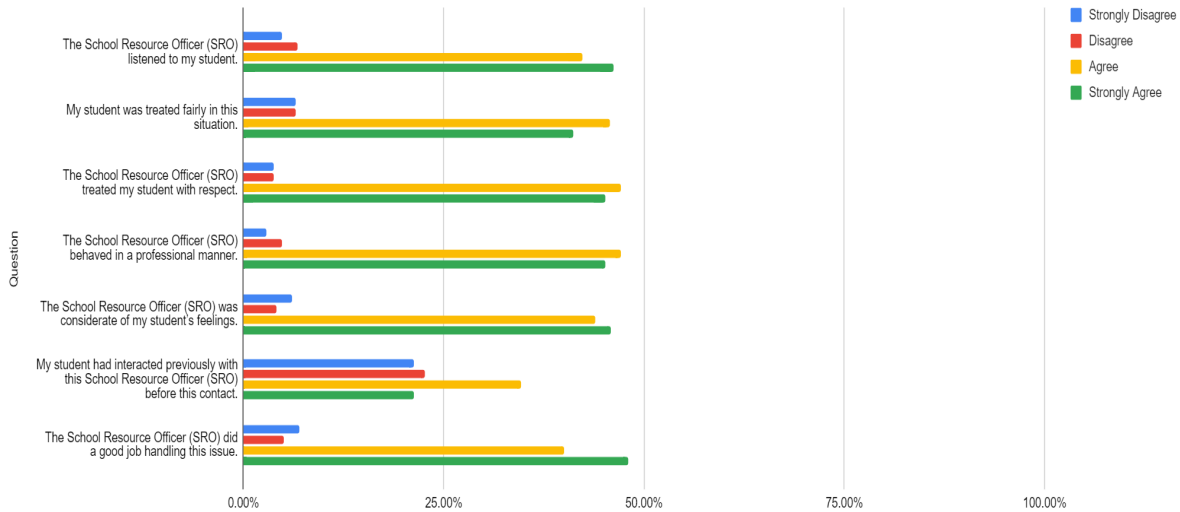
Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



	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
Yes	2	2	4	5	0	99	14
No	10	34	38	47	5	1,039	149
I am not sure	2	10	6	8	1	126	31

Parent Data - Total Responses

**For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.
1 = Strongly Disagree to 4 Strongly Agree**



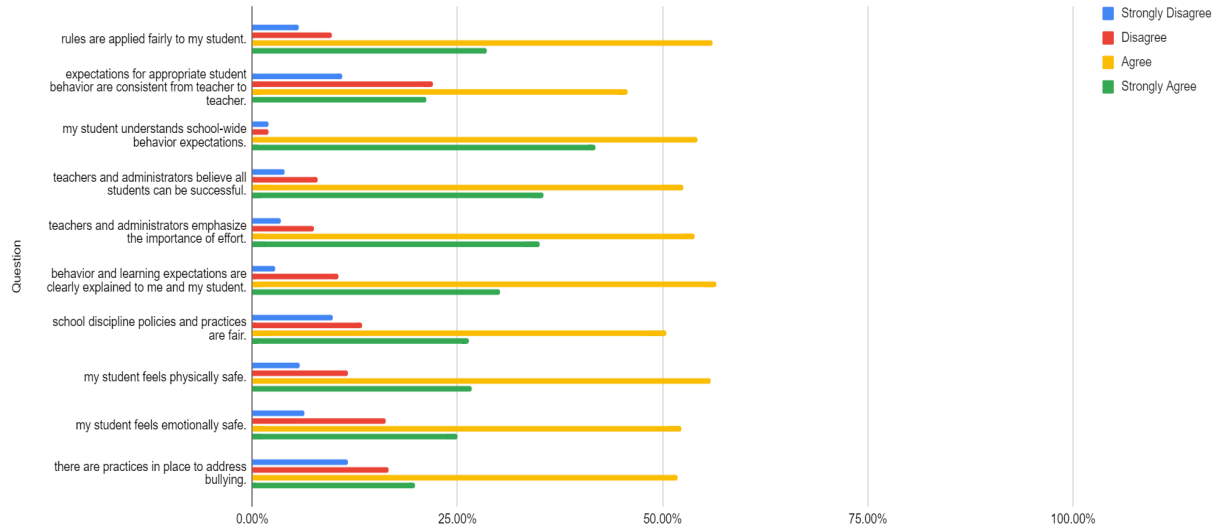
All Responses: Please indicate your level of agreement with each statement.	Total Responses
The SRO listened to my student.	104
My student was treated fairly in this situation.	107
The SRO treated my student with respect.	104
The SRO behaved in a professional manner.	104
The SRO was considerate of my student's feelings.	98
My student had interacted previously with this SRO before this contact.	75
The SRO did a good job handling this issue.	100

Parents were asked about the interactions their student may have had with School Resource Officers (SROs). These items paralleled items asked of students. Most parents felt their student was treated fairly in these interactions.

Note: Only the White and Prefer Not to Respond categories had 5 or more responses so the decision was made to only report on total responses rather than dividing the responses by ethnic groups.

Parent Data - Total Responses

At your school...



All Responses: At your school...	Total Responses
...rules are applied fairly to my student.	2,047
...expectations for appropriate student behavior are consistent from teacher to teacher.	1,877
...my student understands school-wide behavior expectations.	2,164
...teachers and administrators believe all students can be successful.	1,869
...teachers and administrators emphasize the importance of effort.	1,882
...behavior and learning expectations are clearly explained to me and my student.	2,090
...school discipline policies and practices are fair.	1,894
...my student feels physically safe.	2,101
...my student feels emotionally safe.	2,096
...there are practices in place to address bullying.	1,595

Key Takeaway:

Parent/Guardian Responses on 2023 Spring Perception Survey:

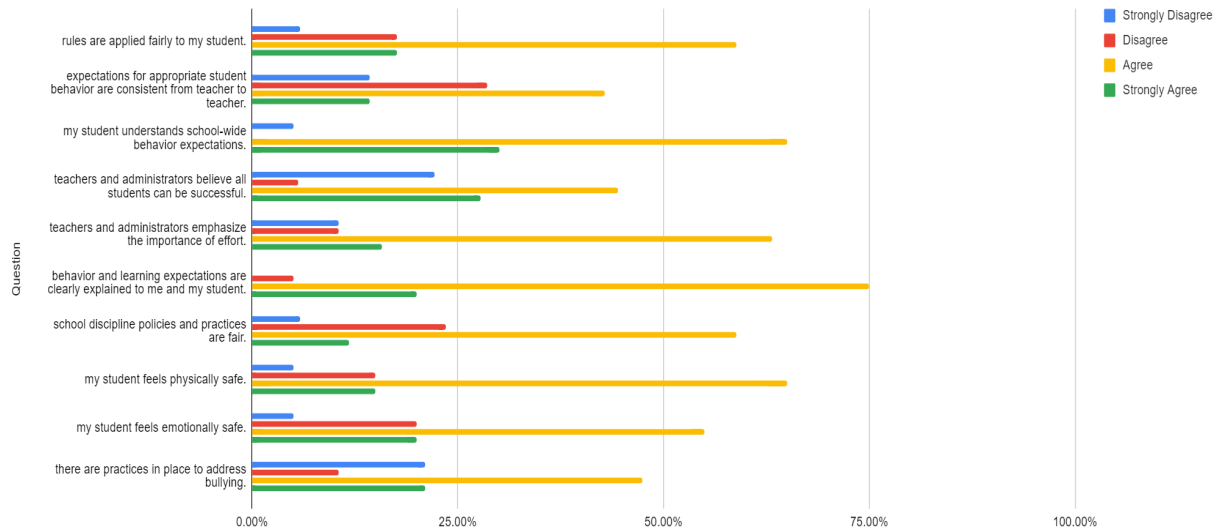
Overall the responses from parents were fairly positive. As in previous years, areas that might need attention are the consistency of behavioral expectations across teachers, adult responses to bullying, and the emotional safety of students. Also, as in previous years, no meaningful comparisons were possible by race/ethnicity given the low number of parents in most groups responding to the survey.

Notes:

- In efforts to maintain the anonymity of respondents, the decision was made to remove Native Hawaiian or Pacific Islander from the racial/ethnic breakout because there were fewer than 5 respondents from that group.
- There are only a few responses to these survey items from parents in some of the demographic categories (Hispanic/Latino and Asian). Data represented in this report reflect the responses of only a few parents in these demographic categories, and may not accurately represent overall trends for most parents in these demographic groups.

Parent Data - By Ethnicity American Indian or Alaska Native

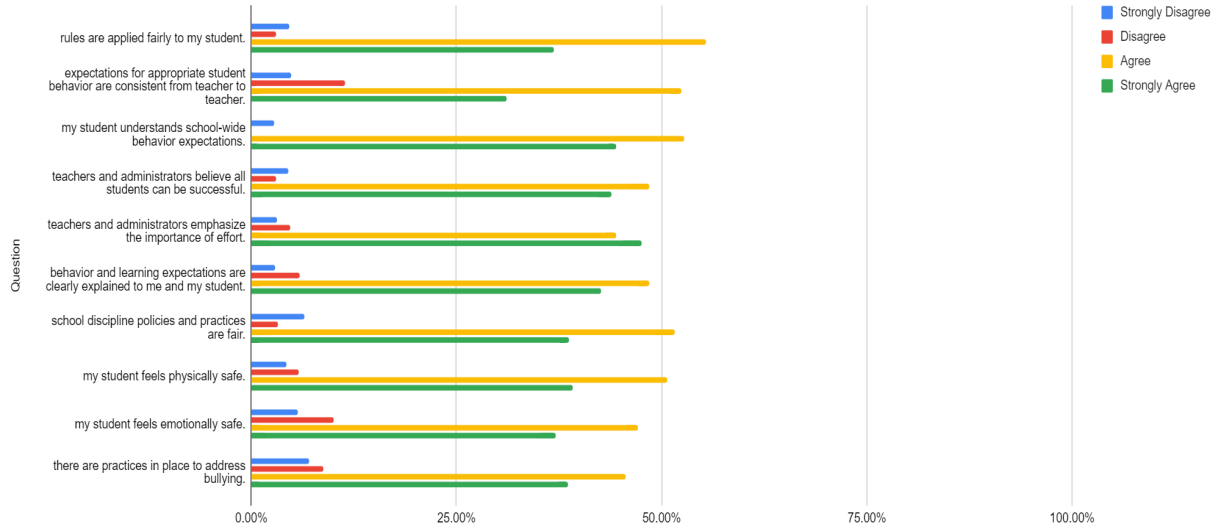
At your school...



American Indian or Alaska Native: At your school...	Total Responses
...rules are applied fairly to my student.	17
...expectations for appropriate student behavior are consistent from teacher to teacher.	14
...my student understands school-wide behavior expectations.	20
...teachers and administrators believe all students can be successful.	18
...teachers and administrators emphasize the importance of effort.	19
...behavior and learning expectations are clearly explained to me and my student.	20
...school discipline policies and practices are fair.	17
...my student feels physically safe.	20
...my student feels emotionally safe.	20
...there are practices in place to address bullying.	19

Parent Data - By Ethnicity Asian

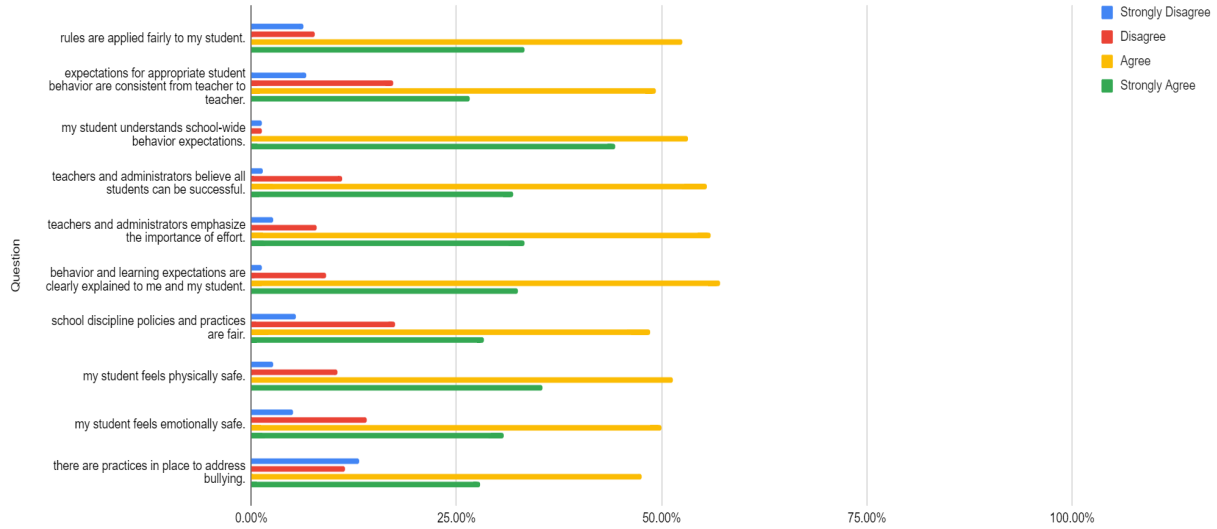
At your school...



Asian: At your school...	Total Responses
...rules are applied fairly to my student.	65
...expectations for appropriate student behavior are consistent from teacher to teacher.	61
...my student understands school-wide behavior expectations.	72
...teachers and administrators believe all students can be successful.	66
...teachers and administrators emphasize the importance of effort.	63
...behavior and learning expectations are clearly explained to me and my student.	68
...school discipline policies and practices are fair.	62
...my student feels physically safe.	69
...my student feels emotionally safe.	70
...there are practices in place to address bullying.	57

Parent Data - By Ethnicity Black/African American

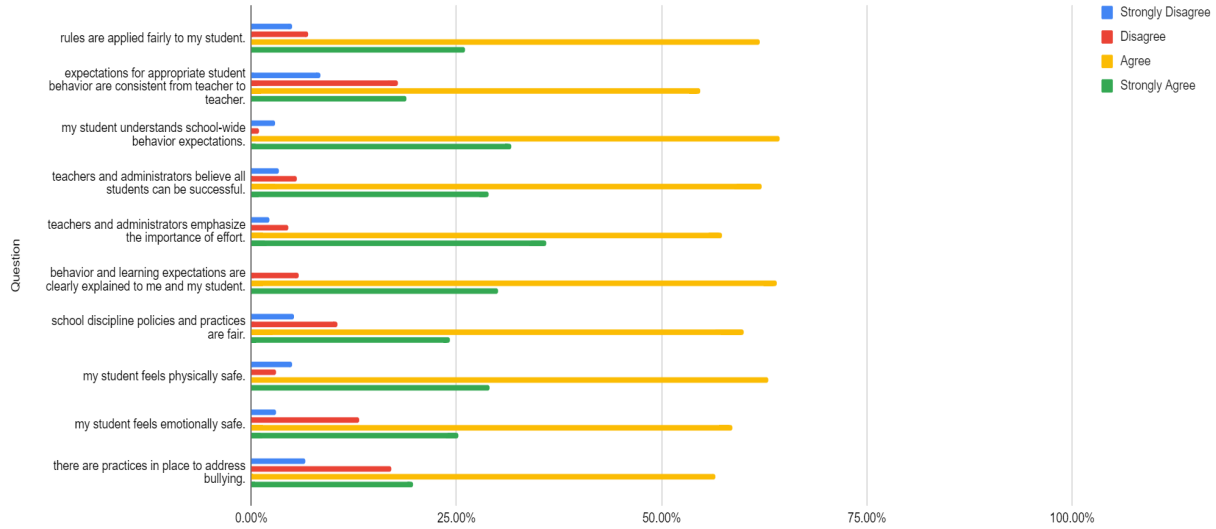
At your school...



Black/African American: At your school...	Total Responses
...rules are applied fairly to my student.	78
...expectations for appropriate student behavior are consistent from teacher to teacher.	75
...my student understands school-wide behavior expectations.	79
...teachers and administrators believe all students can be successful.	72
...teachers and administrators emphasize the importance of effort.	75
...behavior and learning expectations are clearly explained to me and my student.	77
...school discipline policies and practices are fair.	74
...my student feels physically safe.	76
...my student feels emotionally safe.	78
...there are practices in place to address bullying.	61

Parent Data - By Ethnicity Hispanic/Latino

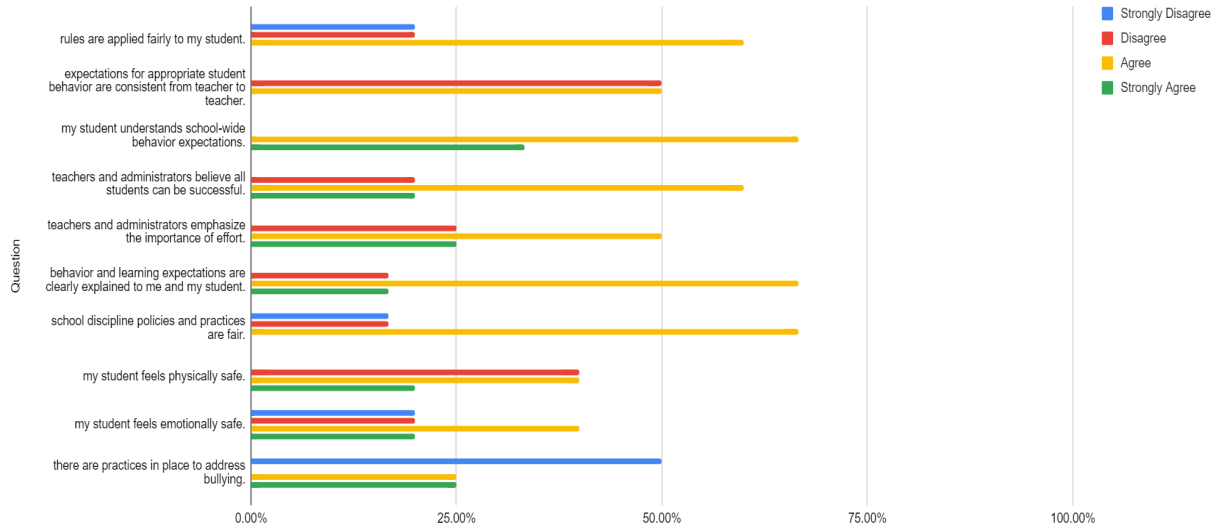
At your school...



Hispanic/Latino: At your school...	Total Responses
...rules are applied fairly to my student.	100
...expectations for appropriate student behavior are consistent from teacher to teacher.	95
...my student understands school-wide behavior expectations.	104
...teachers and administrators believe all students can be successful.	90
...teachers and administrators emphasize the importance of effort.	89
...behavior and learning expectations are clearly explained to me and my student.	103
...school discipline policies and practices are fair.	95
...my student feels physically safe.	100
...my student feels emotionally safe.	99
...there are practices in place to address bullying.	76

Parent Data - By Ethnicity Native Hawaiian or Pacific Islander

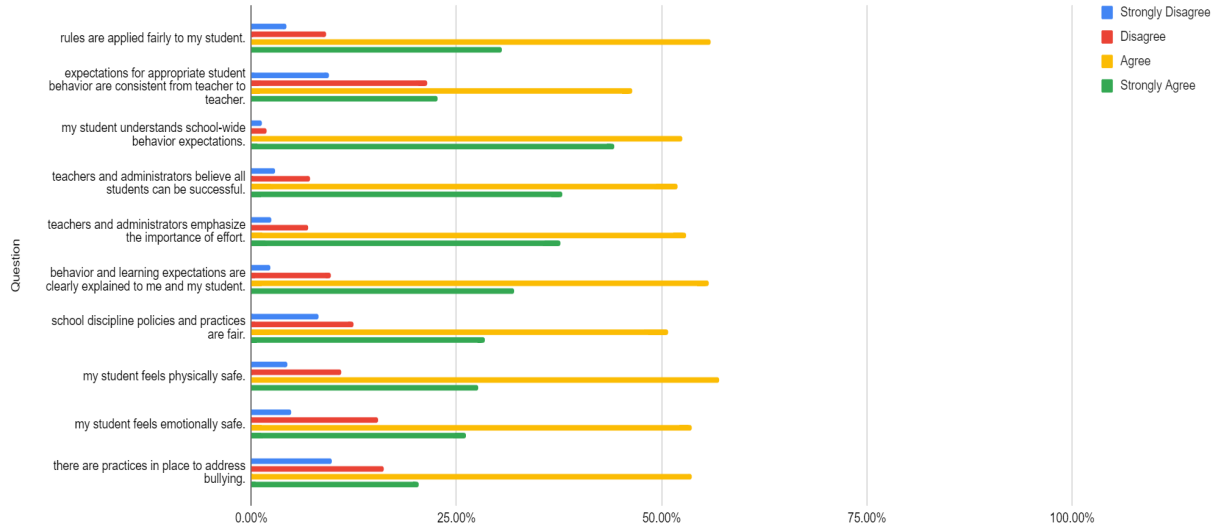
At your school...



Native Hawaiian or Pacific Islander: At your school...	Total Responses
...rules are applied fairly to my student.	5
...expectations for appropriate student behavior are consistent from teacher to teacher.	4
...my student understands school-wide behavior expectations.	6
...teachers and administrators believe all students can be successful.	5
...teachers and administrators emphasize the importance of effort.	4
...behavior and learning expectations are clearly explained to me and my student.	6
...school discipline policies and practices are fair.	6
...my student feels physically safe.	5
...my student feels emotionally safe.	5
...there are practices in place to address bullying.	4

**Parent Data - By Ethnicity
White**

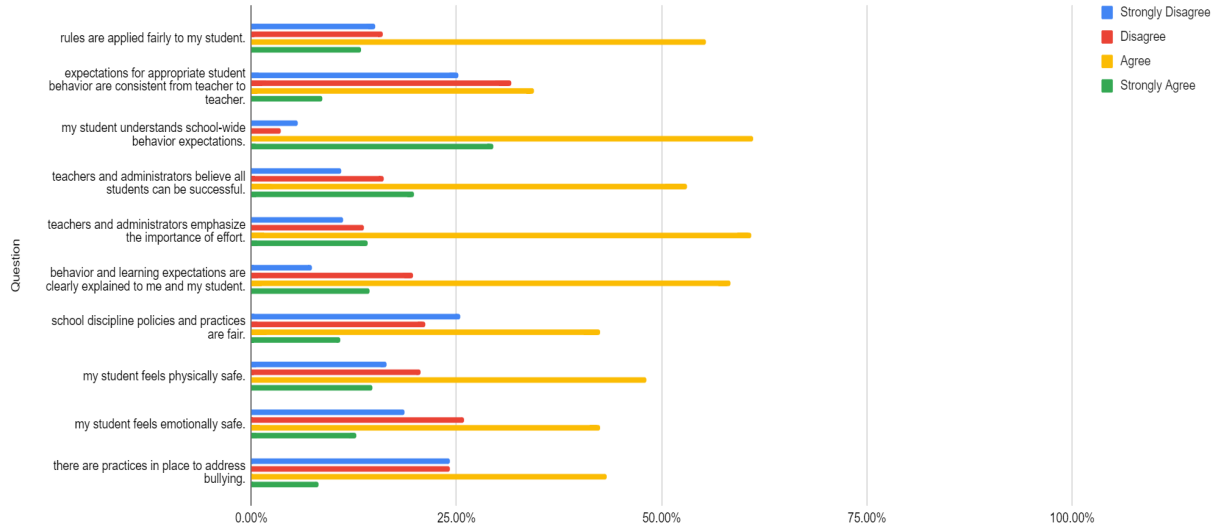
At your school...



White: At your school...	Total Responses
...rules are applied fairly to my student.	1,551
...expectations for appropriate student behavior are consistent from teacher to teacher.	1,410
...my student understands school-wide behavior expectations.	1,636
...teachers and administrators believe all students can be successful.	1,426
...teachers and administrators emphasize the importance of effort.	1,435
...behavior and learning expectations are clearly explained to me and my student.	1,588
...school discipline policies and practices are fair.	1,428
...my student feels physically safe.	1,594
...my student feels emotionally safe.	1,589
...there are practices in place to address bullying.	1,184

Parent Data - By Ethnicity
Prefer not to respond

At your school...



Prefer not to respond: At your school...	Total Responses
...rules are applied fairly to my student.	231
...expectations for appropriate student behavior are consistent from teacher to teacher.	218
...my student understands school-wide behavior expectations.	247
...teachers and administrators believe all students can be successful.	192
...teachers and administrators emphasize the importance of effort.	197
...behavior and learning expectations are clearly explained to me and my student.	228
...school discipline policies and practices are fair.	212
...my student feels physically safe.	237
...my student feels emotionally safe.	235
...there are practices in place to address bullying.	194

Key Takeaway:

Parent/Guardian Responses on 2023 Spring Perception Survey:

Parent responses to items about School Resources Officers (SROs), expectations, fairness and safety were generally positive.

Note:

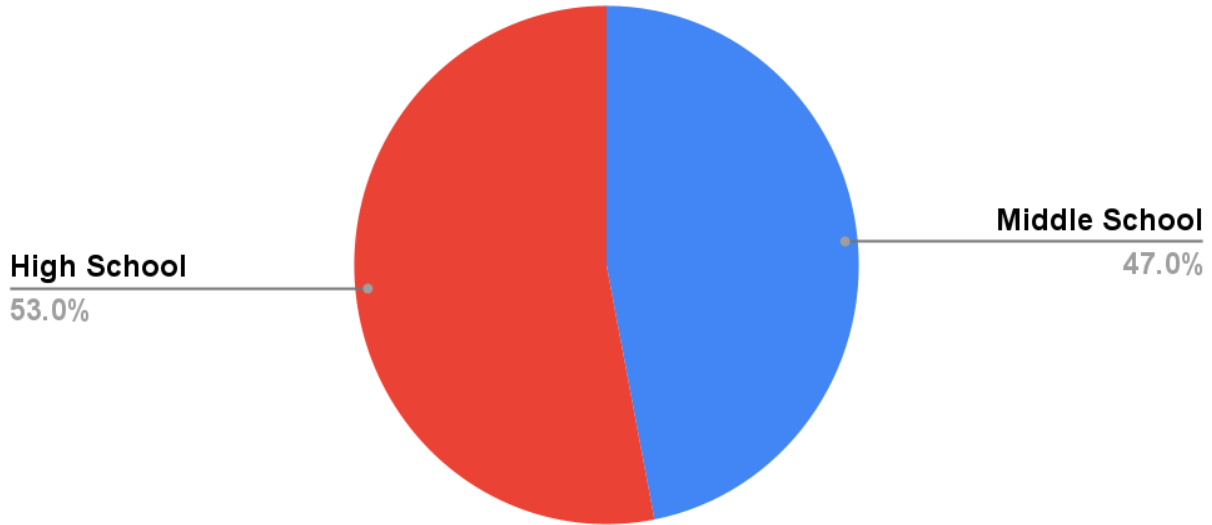
- In efforts to maintain the anonymity of respondents, the decision was made to remove Native Hawaiian or Pacific Islander from the racial/ethnic breakout because there were fewer than 5 respondents.
- Because of low numbers of responses from parents in some of the race/ethnic categories, data represented in this report may not accurately represent overall trends for parents in these demographic groups.

APPENDIX E

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

Certified Staff Data - Total Responses

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



Response	Number of Responses
Middle School	370
High School	418

Certified Staff Data - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	33	8.92%
Dawes	22	5.95%
Goodrich	25	6.76%
Irving	33	8.92%
Lefler	52	14.05%
Lux	27	7.30%
Mickle	31	8.38%
Moore	20	5.41%
Park	31	8.38%
Pound	25	6.76%
Schoo	27	7.30%
Scott	36	9.73%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	8	2.16%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog	0	0.00%

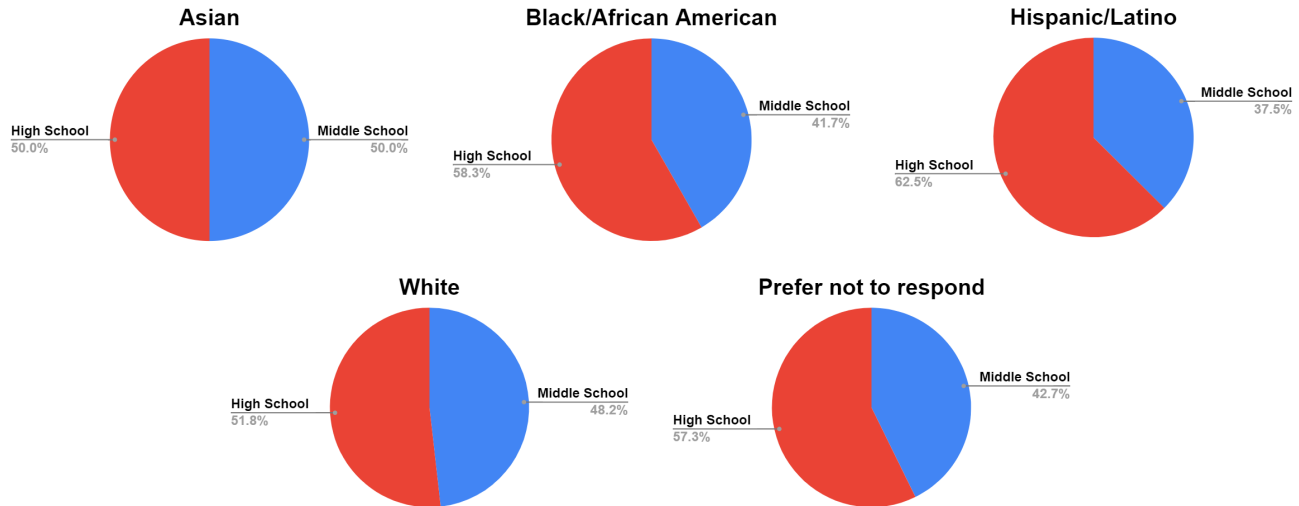
Certified Staff Data - Total Responses

What is your high school or program?

Response	Number of Responses	Percent of Responses
East	88	21.05%
Lincoln High	49	11.72%
North Star	61	14.59%
Northeast	48	11.48%
Northwest	27	6.46%
Southeast	51	12.20%
Southwest	54	12.92%
Arts & Humanities FP	5	1.20%
The Bay High	2	0.48%
Bryan Comm. FP	12	2.87%
The Career Academy	8	1.91%
Pathfinder Educ. Prog.	0	0.00%
Science FP	4	0.96%
HS Student Support Prog.	0	0.00%
Yankee Hill Prog.	6	1.44%

Certified Staff Data - By Ethnicity

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



Response	Number of Responses				
	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Middle School	3	5	6	311	44
High School	3	7	10	334	59

When asked about their racial/ethnic background staff could respond that they belonged to multiple groups. Of the 788 respondents, 81.8%, 645, indicated that White was at least part of their racial/ethnic background. This is 3.2 percentage points higher than last year's 78.6%, 545. Respondents Preferring not to respond about the racial/ethnic background was the next largest group of respondents with 103 respondents or 13%. The other racial/ethnic groups had less than 6% choosing those as racial/ethnic groups to which they belong.

Note:

- Due to low numbers of responses from teachers in some demographic categories, data represented in this report may not accurately represent overall trends for teachers in these demographic groups. Groups with less than 5 respondents were omitted from the ethnic break out graphs and tables.

Certified Staff Data - By Ethnicity

What is your middle school or program?

Response	Number of Responses					
	Hispanic/Latino		White		Prefer not to respond	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	1	3.03%	25	75.76%	6	18.18%
Dawes	0	0.00%	19	86.36%	2	9.09%
Goodrich	0	0.00%	23	92.00%	1	4.00%
Irving	0	0.00%	24	72.73%	8	24.24%
Lefler	0	0.00%	42	80.77%	6	11.54%
Lux	1	3.70%	18	66.67%	7	25.93%
Mickle	1	3.23%	29	93.55%	1	3.23%
Moore	0	0.00%	19	95.00%	1	5.00%
Park	0	0.00%	28	90.32%	3	9.68%
Pound	0	0.00%	19	76.00%	6	24.00%
Schoo	2	7.41%	24	88.89%	1	3.70%
Scott	1	2.78%	34	94.44%	1	2.78%
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%
Nuernberger Educ. Ctr.	0	0.00%	7	87.50%	1	12.50%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%
MS Student Support Prog	0	0.00%	0	0.00%	0	0.00%

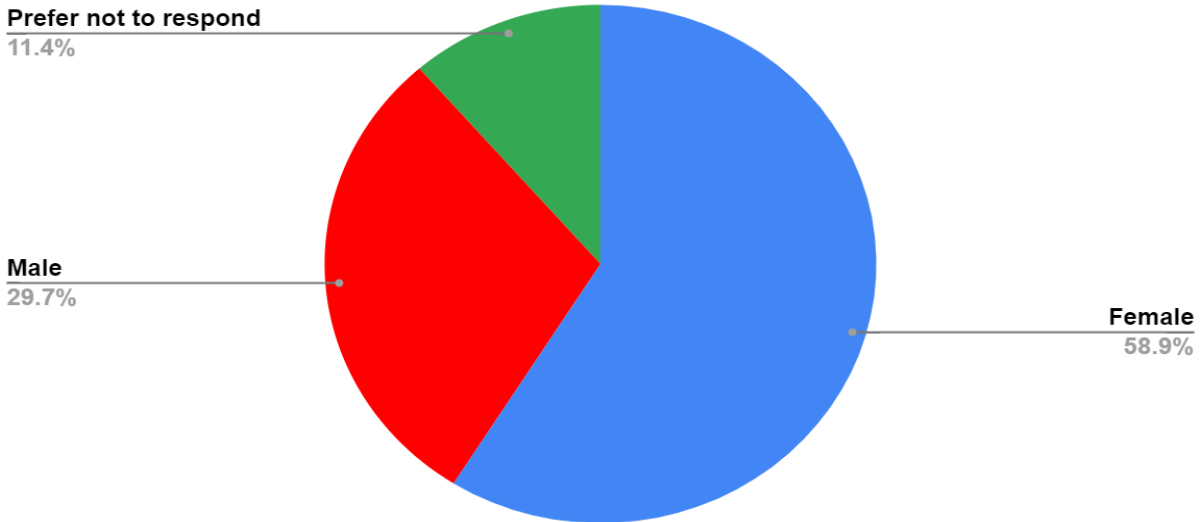
Certified Staff Data - By Ethnicity

What is your high school or program?

Response	Number of Responses							
	Black/African American		Hispanic/Latino		White		Prefer not to respond	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
East	1	1.14%	3	3.41%	74	84.09%	10	11.36%
Lincoln High	1	2.04%	1	2.04%	41	83.67%	6	12.24%
North Star	0	0.00%	0	0.00%	53	86.89%	8	13.11%
Northeast	2	4.17%	0	0.00%	40	83.33%	6	12.50%
Northwest	1	3.70%	2	7.41%	18	66.67%	2	7.41%
Southeast	0	0.00%	2	3.92%	34	66.67%	12	23.53%
Southwest	2	3.70%	1	1.85%	43	79.63%	7	12.96%
Arts & Humanities FP	0	0.00%	0	0.00%	3	60.00%	2	40.00%
The Bay High	0	0.00%	0	0.00%	2	100.00%	0	0.00%
Bryan Comm. FP	0	0.00%	0	0.00%	11	91.67%	1	8.33%
The Career Academy	0	0.00%	0	0.00%	5	62.50%	3	37.50%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Science FP	0	0.00%	0	0.00%	3	75.00%	1	25.00%
HS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Yankee Hill Prog.	0	0.00%	1	16.67%	5	83.33%	0	0.00%

Certified Staff Data - Total Responses

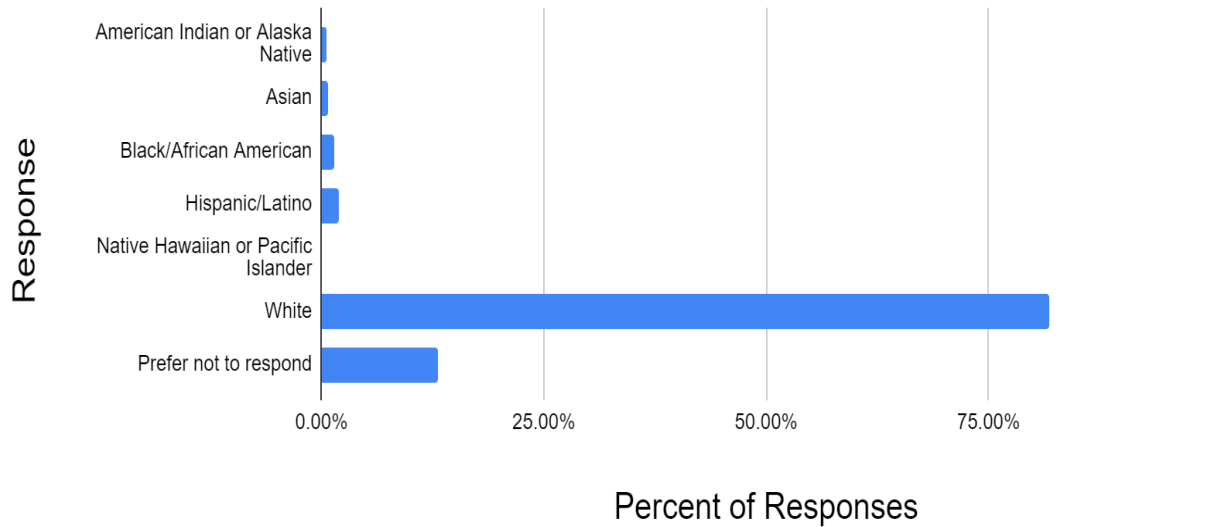
What is your gender (please choose one)?



Response	Number of Responses
Female	455
Male	229
Other (please specify)	0
Prefer not to respond	88

Certified Staff Data - Total Responses (Percent)

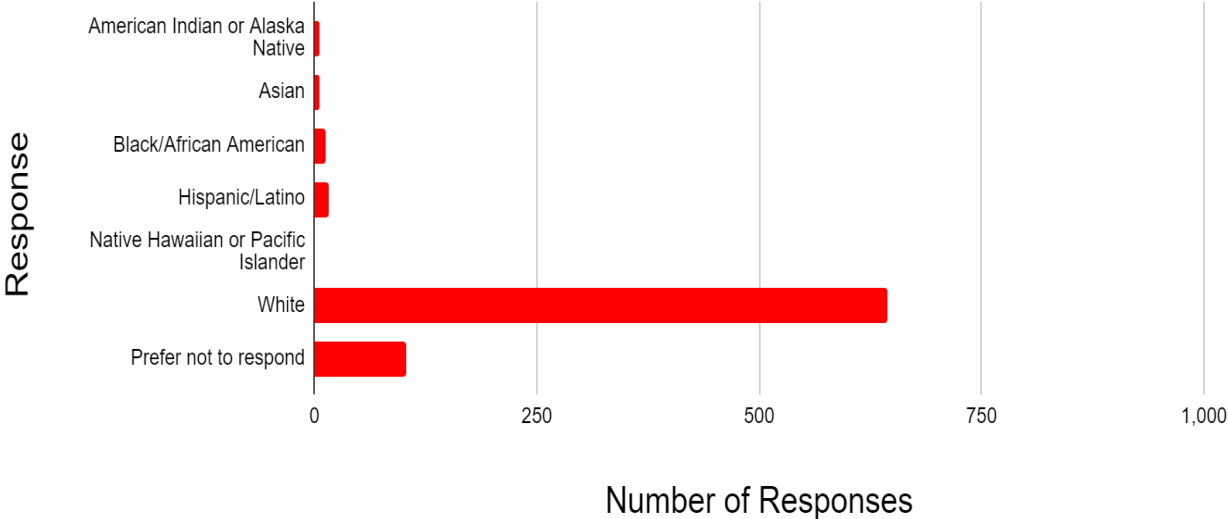
What is your race/ethnicity (please choose all that apply)?



Over 75% of the certified staff responding to the survey were White, therefore we did not attempt to make comparisons across racial/ethnic groups.

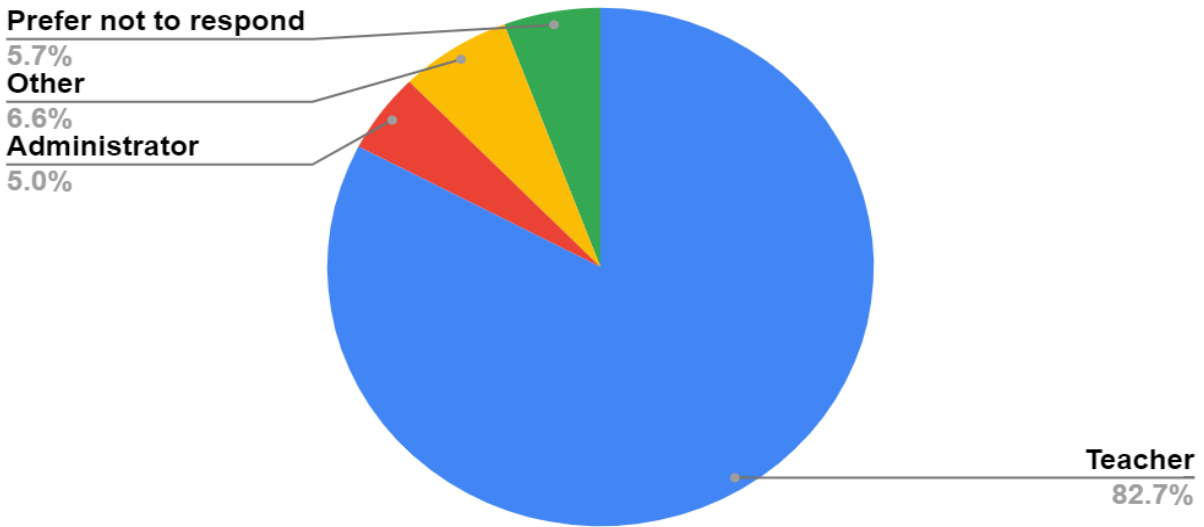
Certified Staff Data - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Certified Staff Data - Total Responses

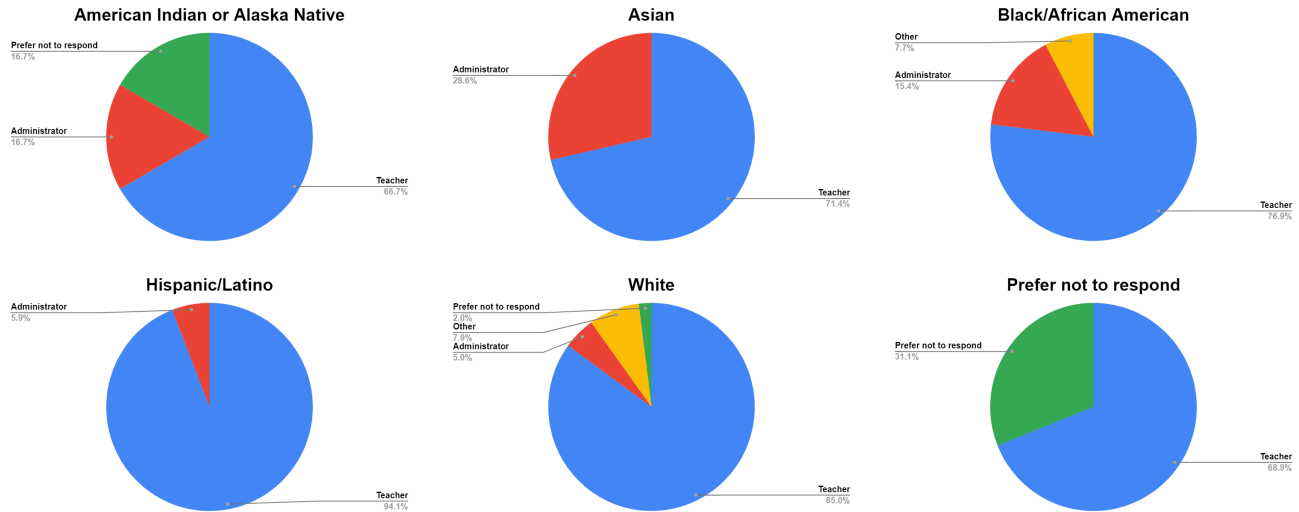
What is your school role(s) (please choose all that apply)?



Response	Number of Responses
Teacher	664
Administrator	40
Other	53
Prefer not to respond	46

Certified Staff Data - By Ethnicity

What is your school role(s) (please choose all that apply)?

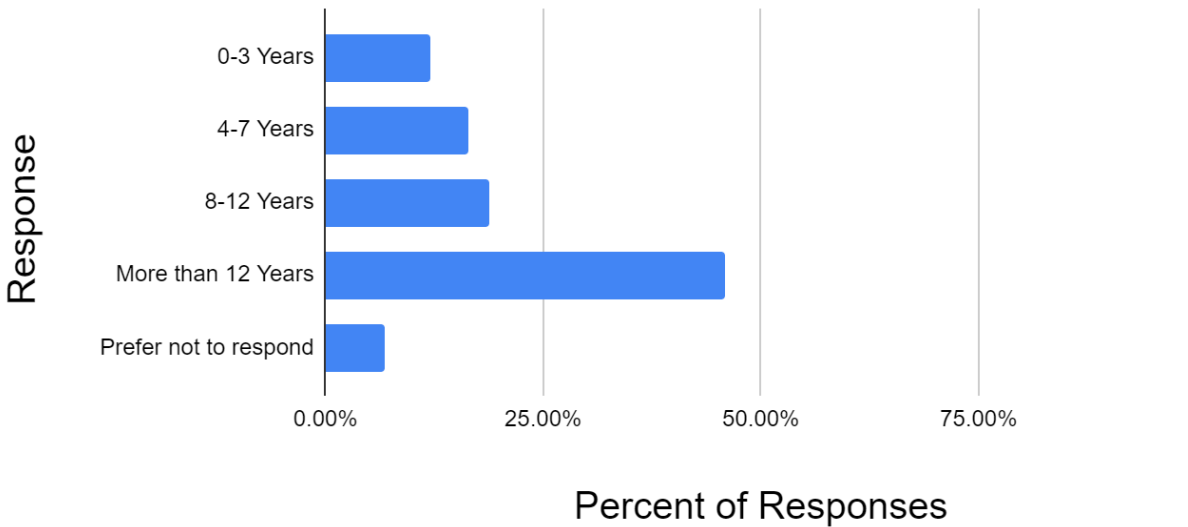


Response	Number of Responses					
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Teacher	4	5	10	16	557	71
Administrator	1	2	2	1	33	0
Other	0	0	1	0	52	0
Prefer not to respond	1	0	0	0	13	32

The majority of the certified responses were teachers (63-93%).

Certified Staff Data - Total Responses

How many years of experience do you have as an educator?



Response	Number of Responses
0-3 Years	95
4-7 Years	129
8-12 Years	148
More than 12 Years	361
Prefer not to respond	54

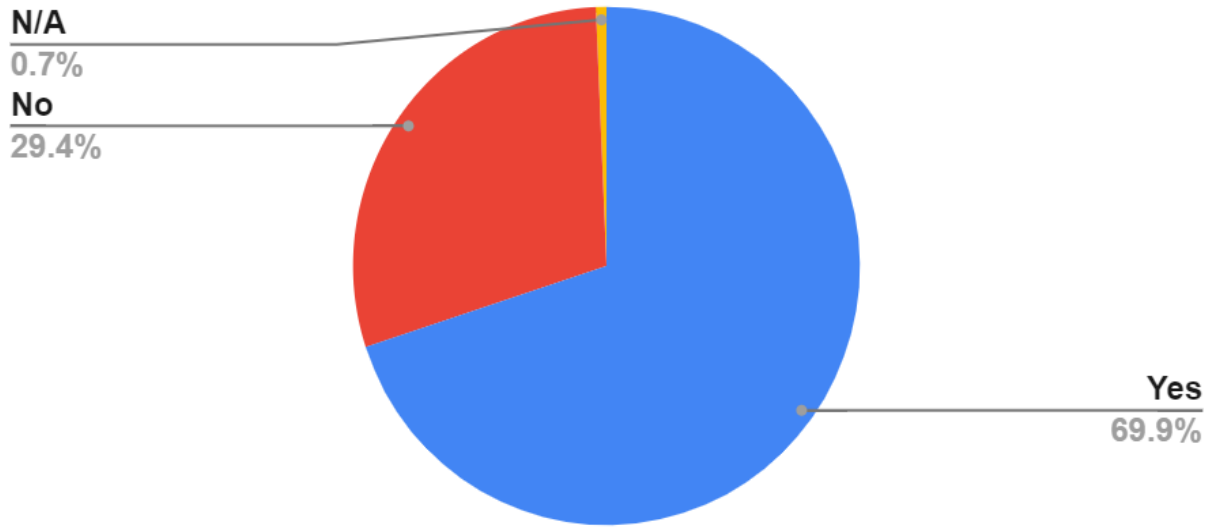
Certified Staff Data - By Ethnicity

How many years of experience do you have as an educator?

Question	Number of Responses				
	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
0-3 Years	1	1	2	89	2
4-7 Years	1	1	6	114	5
8-12 Years	0	1	3	127	16
More than 12 Years	4	9	5	302	38
Prefer not to respond	0	0	0	13	41

Certified Staff Data - Total Responses

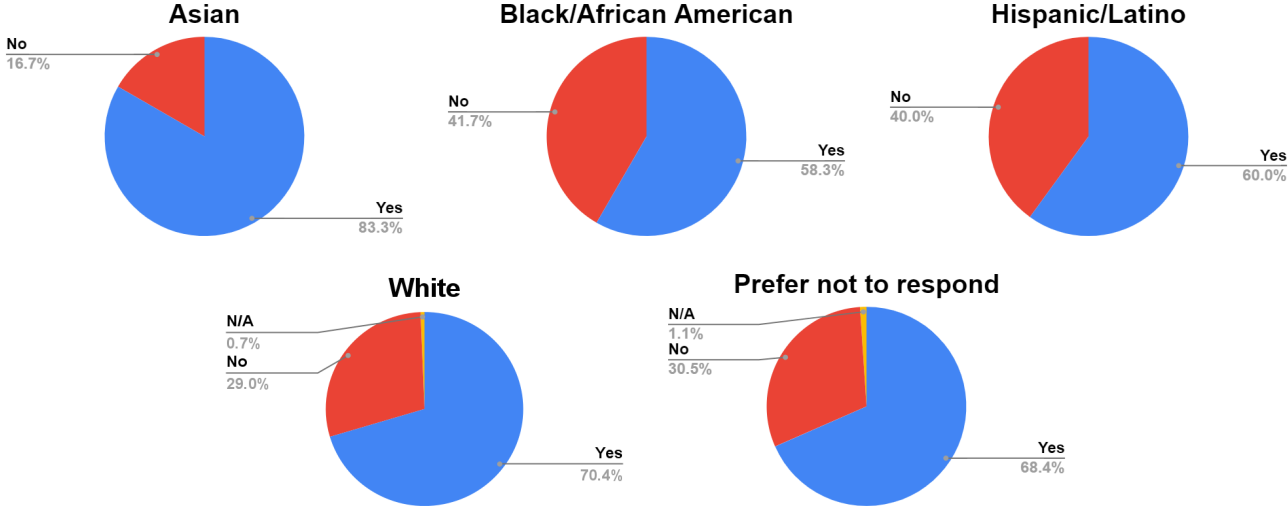
Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



Response	Number of Responses
Yes	521
No	219
N/A	5

Certified Staff Data - By Ethnicity

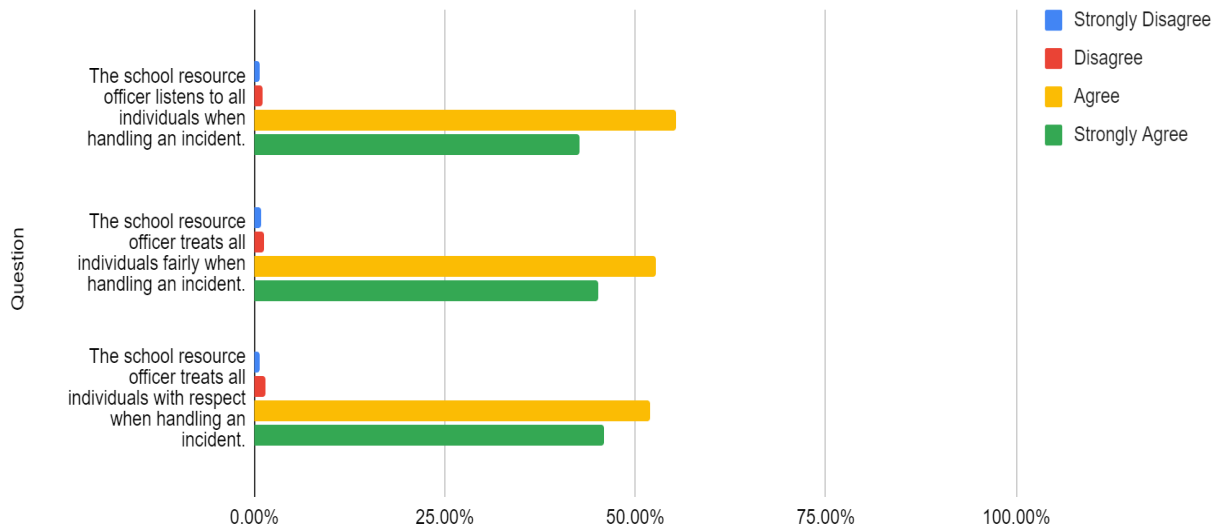
Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



	Number of Responses				
Response	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Yes	5	7	9	430	65
No	1	5	6	177	29
N/A	0	0	0	4	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.

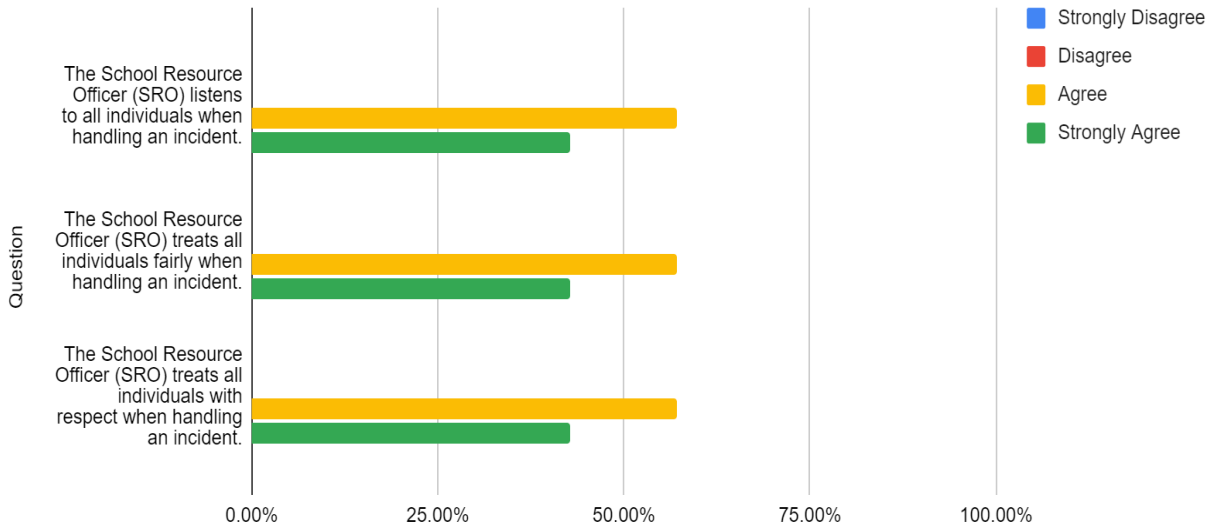


All Responses: Statement:	Total Responses:
The SRO listens to all individuals when handling an incident.	516
The SRO treats all individuals fairly when handling an incident.	515
The SRO treats all individuals with respect when handling an incident.	515

Certified Staff Data - By Ethnicity

Black/African American

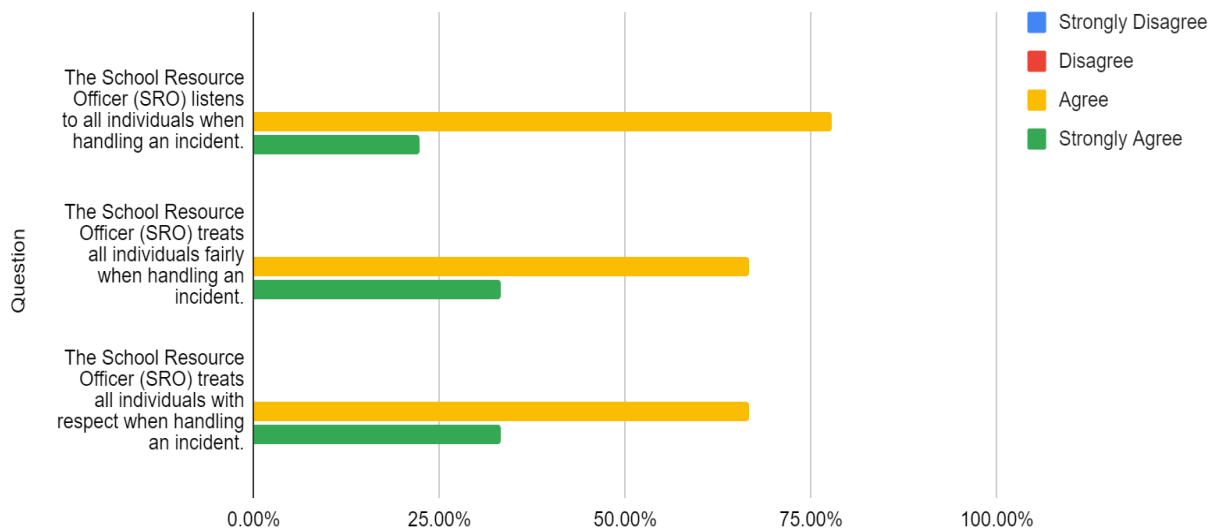
This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.



Black/African American: Statement:	Total Responses:
The SRO listens to all individuals when handling an incident.	7
The SRO treats all individuals fairly when handling an incident.	7
The SRO treats all individuals with respect when handling an incident.	7

**Certified Staff Data - By Ethnicity
Hispanic/Latino**

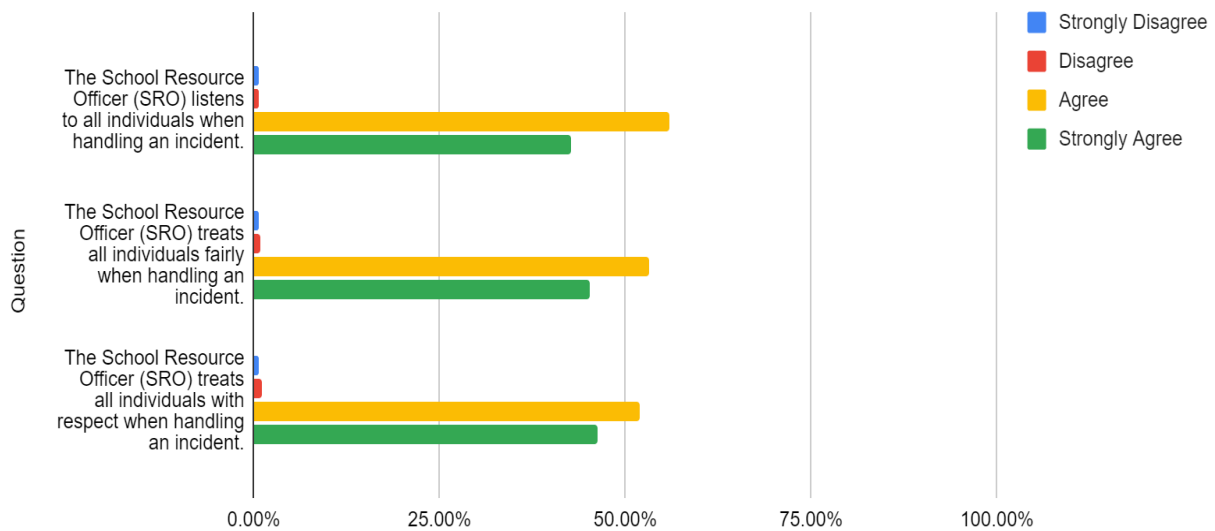
**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**



Hispanic/Latino: Statement:	Total Responses:
The SRO listens to all individuals when handling an incident.	9
The SRO treats all individuals fairly when handling an incident.	9
The SRO treats all individuals with respect when handling an incident.	9

**Certified Staff Data - By Ethnicity
White**

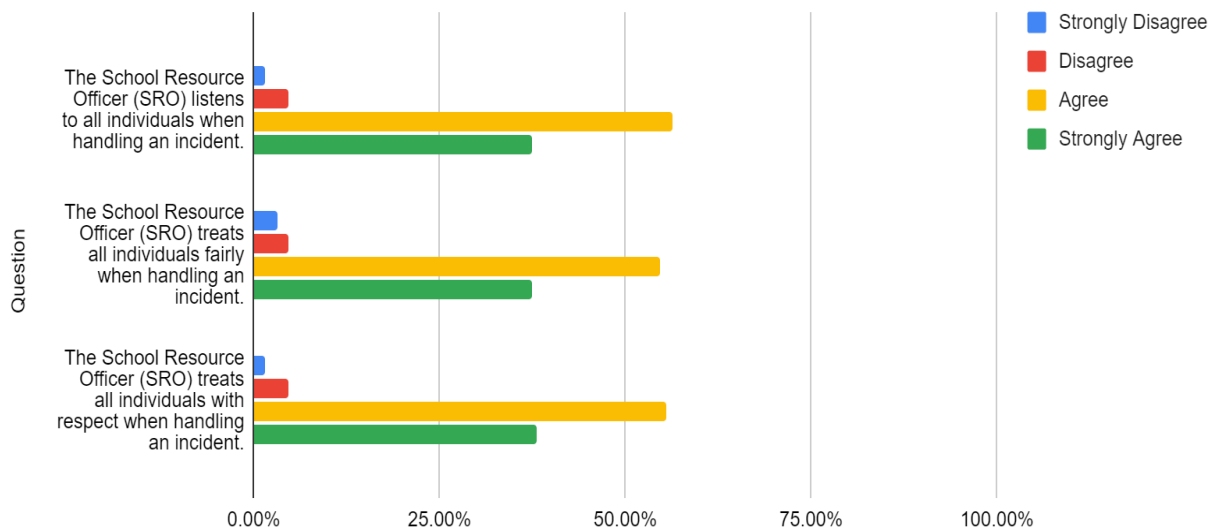
**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**



White: Statement:	Total Responses:
The SRO listens to all individuals when handling an incident.	426
The SRO treats all individuals fairly when handling an incident.	425
The SRO treats all individuals with respect when handling an incident.	426

Certified Staff Data - By Ethnicity
Prefer not to respond

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



Prefer not to respond: Statement:	Total Responses:
The SRO listens to all individuals when handling an incident.	64
The SRO treats all individuals fairly when handling an incident.	64
The SRO treats all individuals with respect when handling an incident.	63

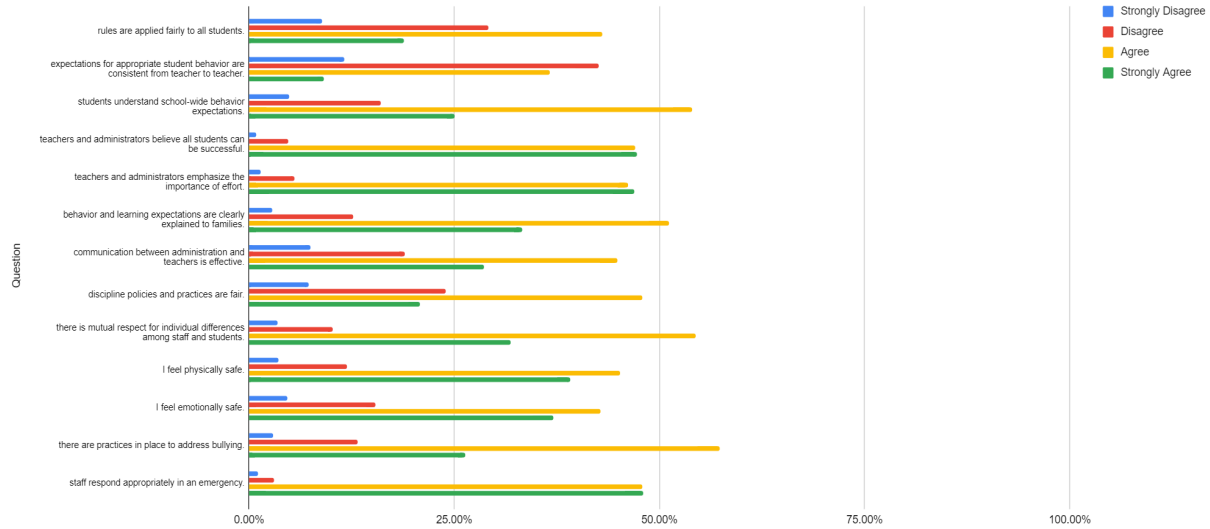
Key Takeaway:

Certified Staff Responses on School Resource Officers:

Certified staff responded positively to items about interactions they observed between students and School Resource Officers (SROs). This has been fairly consistent over the last couple of years.

Certified Staff Data - Total Responses

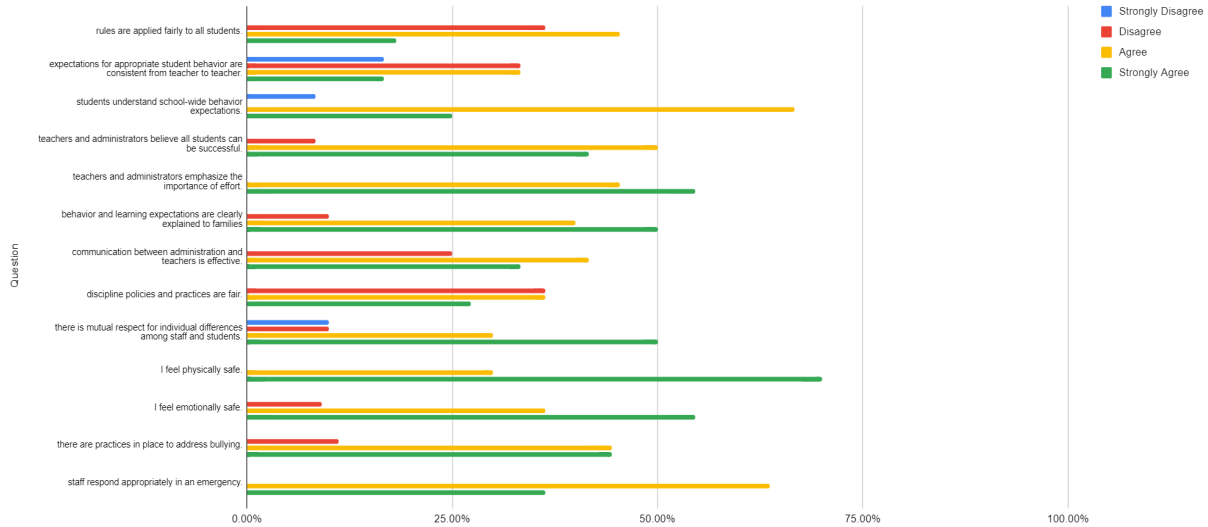
At your school...



All Responses: At your school...	Total Responses
...rules are applied fairly to all students.	775
...expectations for appropriate student behavior are consistent from teacher to teacher.	769
...students understand school-wide behavior expectations.	776
...teachers and administrators believe all students can be successful.	777
...teachers and administrators emphasize the importance of effort.	778
...behavior and learning expectations are clearly explained to families.	706
...communication between administration and teachers is effective.	775
...discipline policies and practices are fair.	772
...there is mutual respect for individual differences among staff and students.	768
...I feel physically safe.	771
...I feel emotionally safe.	771
...there are practices in place to address bullying.	739
...staff respond appropriately in an emergency.	758

Certified Staff Data - By Ethnicity Black/African American

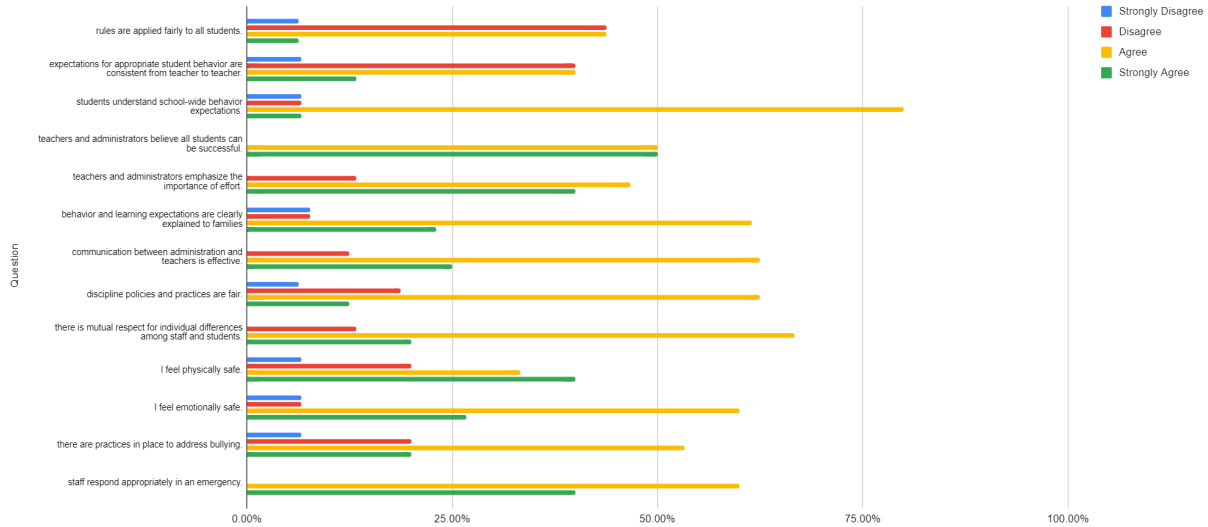
At your school...



Black/African American: At your school...	Total Responses
...rules are applied fairly to all students.	11
...expectations for appropriate student behavior are consistent from teacher to teacher.	12
...students understand school-wide behavior expectations.	12
...teachers and administrators believe all students can be successful.	12
...teachers and administrators emphasize the importance of effort.	11
...behavior and learning expectations are clearly explained to families.	10
...communication between administration and teachers is effective.	12
...discipline policies and practices are fair.	11
...there is mutual respect for individual differences among staff and students.	10
...I feel physically safe.	10
...I feel emotionally safe.	11
...there are practices in place to address bullying.	9
...staff respond appropriately in an emergency.	11

Certified Staff Data - By Ethnicity Hispanic/Latino

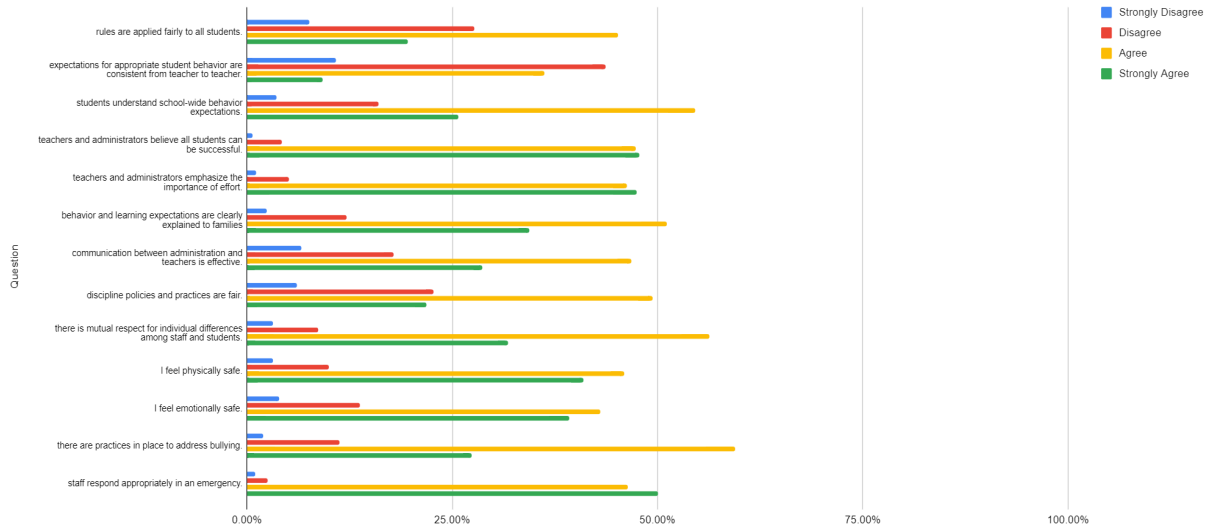
At your school...



Hispanic/Latino: At your school...	Total Responses
...rules are applied fairly to all students.	16
...expectations for appropriate student behavior are consistent from teacher to teacher.	15
...students understand school-wide behavior expectations.	15
...teachers and administrators believe all students can be successful.	16
...teachers and administrators emphasize the importance of effort.	15
...behavior and learning expectations are clearly explained to families.	13
...communication between administration and teachers is effective.	16
...discipline policies and practices are fair.	16
...there is mutual respect for individual differences among staff and students.	15
...I feel physically safe.	15
...I feel emotionally safe.	15
...there are practices in place to address bullying.	15
...staff respond appropriately in an emergency.	15

Certified Staff Data - By Ethnicity White

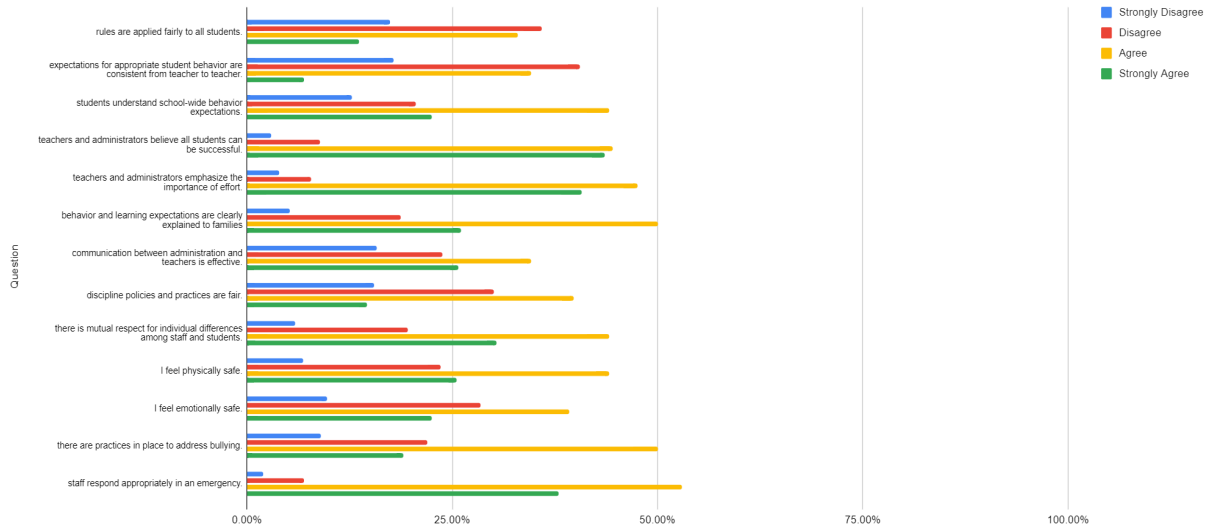
At your school...



White: At your school...	Total Responses
...rules are applied fairly to all students.	633
...expectations for appropriate student behavior are consistent from teacher to teacher.	629
...students understand school-wide behavior expectations.	636
...teachers and administrators believe all students can be successful.	636
...teachers and administrators emphasize the importance of effort.	640
...behavior and learning expectations are clearly explained to families.	579
...communication between administration and teachers is effective.	634
...discipline policies and practices are fair.	630
...there is mutual respect for individual differences among staff and students.	632
...I feel physically safe.	635
...I feel emotionally safe.	634
...there are practices in place to address bullying.	604
...staff respond appropriately in an emergency.	623

Certified Staff Data - By Ethnicity Prefer not to respond

At your school...



Prefer not to respond: At your school...	Total Responses
...rules are applied fairly to all students.	103
...expectations for appropriate student behavior are consistent from teacher to teacher.	101
...students understand school-wide behavior expectations.	102
...teachers and administrators believe all students can be successful.	101
...teachers and administrators emphasize the importance of effort.	103
...behavior and learning expectations are clearly explained to families.	96
...communication between administration and teachers is effective.	101
...discipline policies and practices are fair.	103
...there is mutual respect for individual differences among staff and students.	102
...I feel physically safe.	102
...I feel emotionally safe.	102
...there are practices in place to address bullying.	100
...staff respond appropriately in an emergency.	100

Key Takeaway:

Certified Staff Responses on 2023 Spring Perception Survey:

Although the responses are generally positive, according to staff the most important issues to address are fairness and consistency across teachers which is consistent with previous years.