

Summary of 2020-2021

Fall 2021

Lincoln Police Department Data

Key Takeaways (Calls for Service & Referrals):

Although the total number of CFS at LPS middle and high schools fell far below the four-year average, this may be due to COVID-19 and the prevalence of remote learning.

In 2020-21, LPD officers issued fewer juvenile referrals/citations at both LPS middle and high schools compared to the 4-year average, and officers issued referrals/citations at a lower rate per CFS compared to the 4-year average.

Key Takeaway (Who initiates CFS?):

In 2020-21, SROs initiated only approximately 1% of CFS occurring at LPS middle and high schools and 3% of CFS resulting in a juvenile referral/citation.

In general, administrators initiated the greatest percentage of CFS, followed by teachers/staff and students. Administrators and teachers/staff were also responsible for initiating 84% of the CFS that resulted in a juvenile referral/citation.

The trend shows that SROs are initiating a lower % calls for service while administrators and parents are generating a greater % of calls for service compared to the four-year average.

Key Takeaway (Notifications):

When teachers/staff members are initiating CFS at LPS middle and high schools (including those CFS that result in a juvenile referral), school administrators are being notified the vast majority of the time. These results are consistent with the 2019-20 data.

Key Takeaway (Types of Incidents):

Serious incidents compose the majority of CFS at LPS middle and high schools. Assaults, narcotics offenses, disturbances, larcenies, and serious property crime (burglary, serious vandalism) make up 82% of the incidents that result in a juvenile referral.

School administrators initiated the largest percentage of these five types of incidents, followed by teachers/staff and students.

Disparity Index

- A measure of the over- or under-representation in a particular category
- >1 indicates disparity, overrepresentation
- <1 indicates disparity, underrepresentation
- 1 indicates no disparity
- Note: the disparity index is sensitive to small sample sizes

Key Takeaway (Disparity):

As in prior years, African American and Native American students were overrepresented among both victims and suspects/persons responsible in 2020-21, as were free-and-reduced lunch students.

In general, the disparity ratios did not vary substantially among demographic groups in 2020-21 compared to the prior four-year average.

Key Takeaway (Complaints and Commendations):

LPD investigated 3 complaints against SROs in 2020-21. Two were for rudeness and one was for a policy violation (it is possible for a complaint to fall into multiple categories). In two instances, the complaints were classified as exonerated. In one instance, the SRO received a warning.

In 2020-21, LPD SROs received 11 commendations.

Key Takeaway (Presentations):

In 2020-21, high school SROs conducted 22 presentations for 510 students and middle school SROs conducted 139 presentations for 3,342 students. In total, SROs conducted 161 presentations for a total number of 3,852 students.

SROs presented on a variety of topics, including Alcohol/DUI, Community Relations, General Law Enforcement, Internet Safety, Legal Topics, Personal Safety, Traffic Safety, and others.

Key Takeaway (SRO Training):

In 2020-21, LPD SROs received an average of approximately 23 hours of SRO-related training that included a wide variety of topics related to mental health, threat response, adolescent development, cultural awareness, and de-escalation, among others.

Key Takeaway (Lodges at YSC):

LPS has approximately 22,000 middle and high school students, and on average, LPD annually issues approximately 450 juvenile referrals for incidents occurring at an LPS middle or high school. Of these, only approximately 3-4 students are lodged at the YSC.

In 2020-21, no LPS students were lodged at the YSC for an incident that occurred at an LPS middle or high school. Based on historical data, incidents that result in a citation/juvenile referral and lodge at the YSC involve serious criminal circumstances that endanger the health and wellbeing of students and staff.

LPS Data

Note about LPS data from the 2020-21 school year

- Because of the Covid-19 pandemic, LPS students and teachers participated in a hybrid learning model where some students were in class and others were at home. Additionally, LPS high schools operated at 50% capacity for the majority of the school year.
- Since high schools operated at 50% and there were a number of students who chose remote learning, the LPS discipline data from 2020-21 may not be representative of “typical” school years.
- The LPS Perception Survey was not administered in 2020 but was administered in April of 2021. The data from 2021 are represented in this report.

LPS Perception Survey Data Student Data (2020-21 school year)

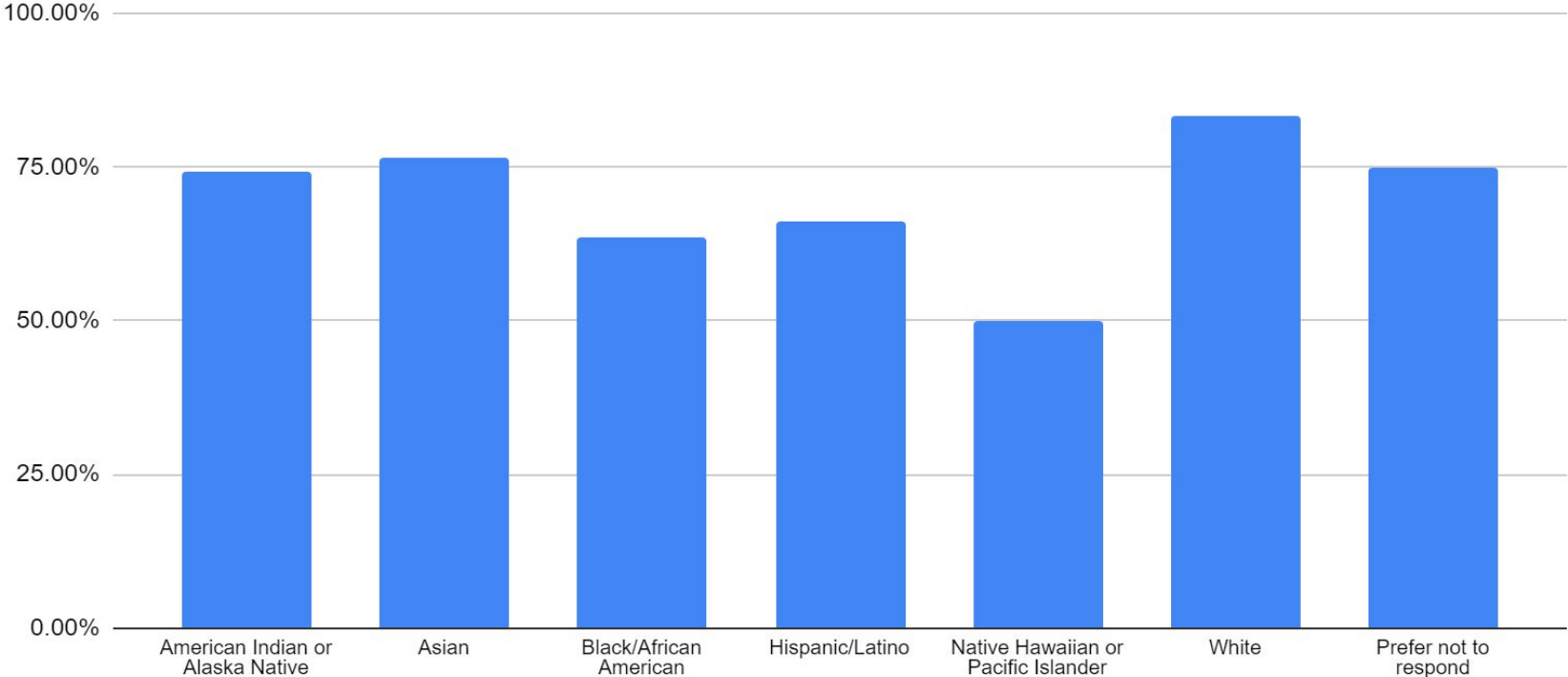
Key Takeaway:

Student Responses about SROs on 2021 Spring Perception Survey:

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

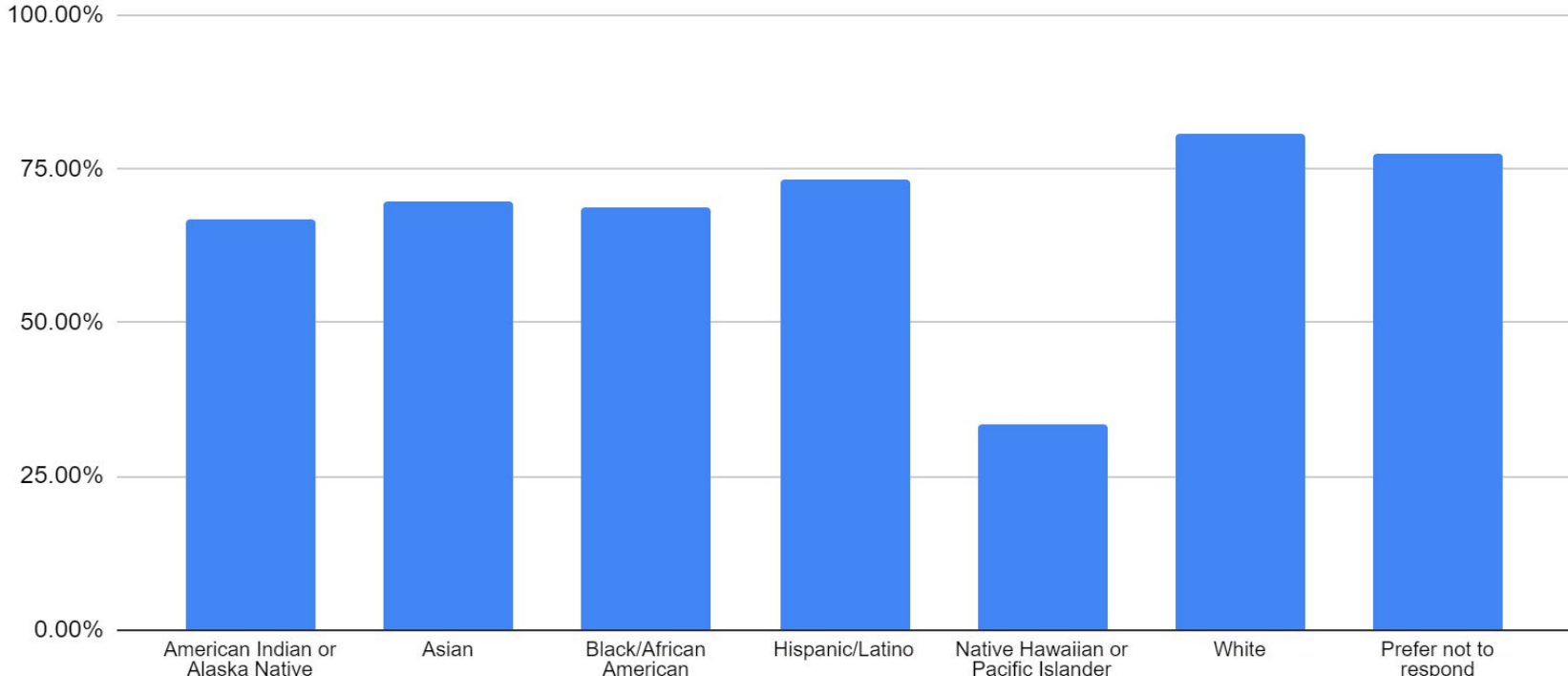
Student Data - By Ethnicity

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



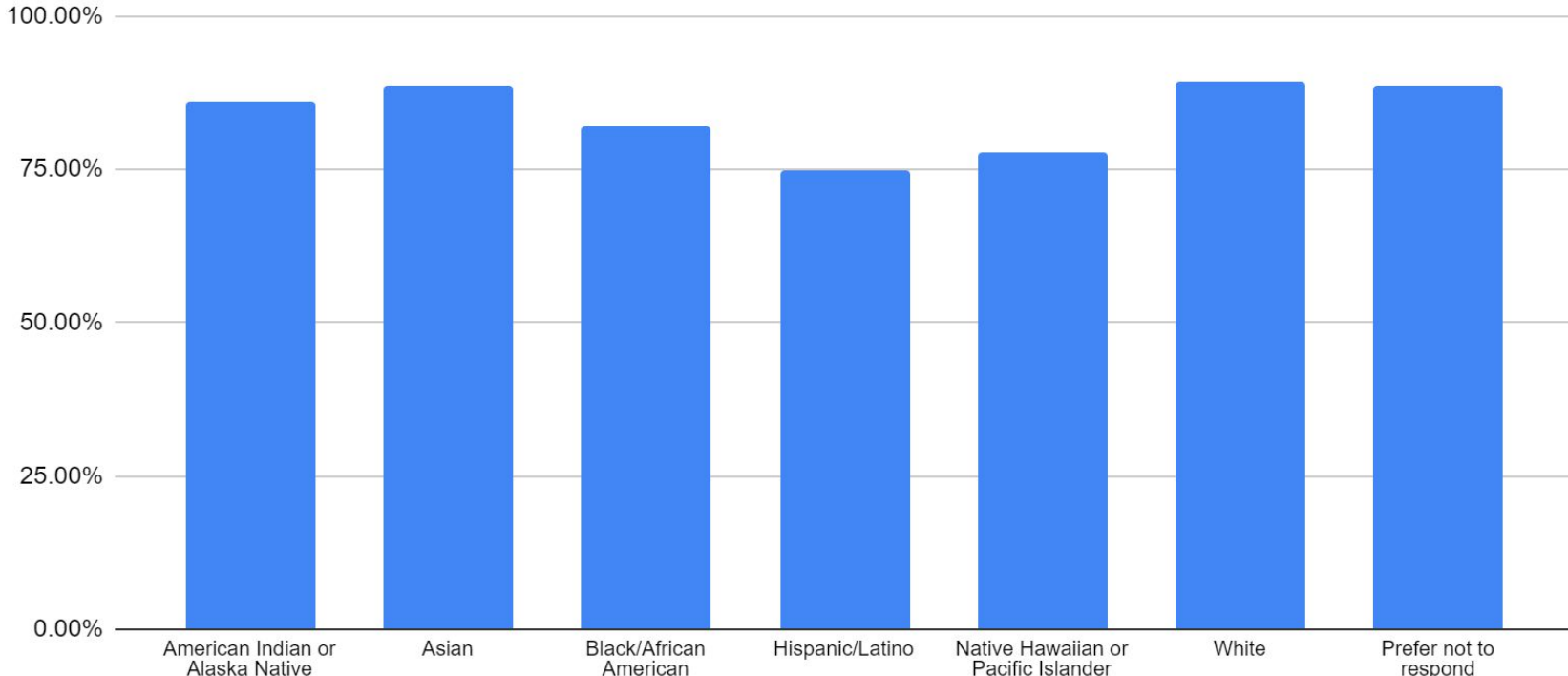
Student Data - By Ethnicity

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



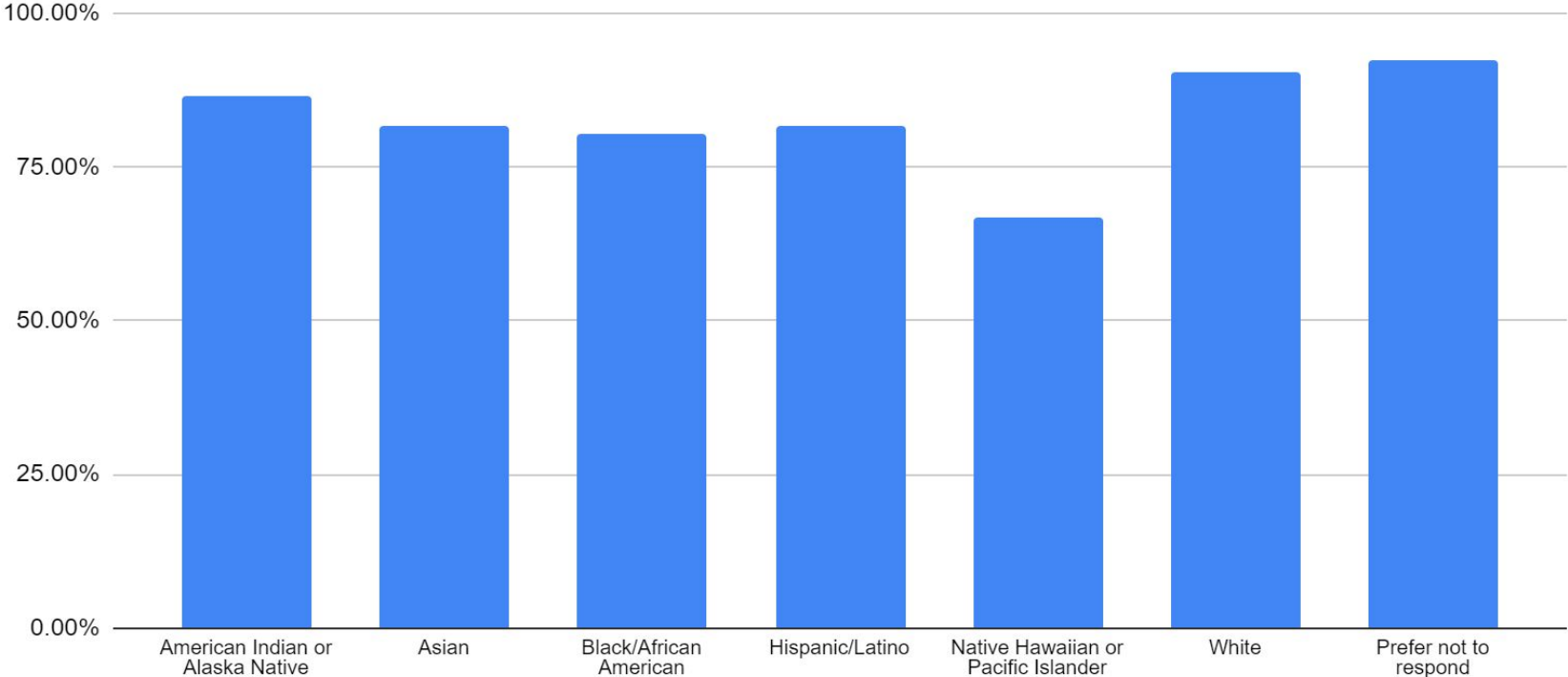
Student Data - By Ethnicity

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



Student Data - By Ethnicity

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



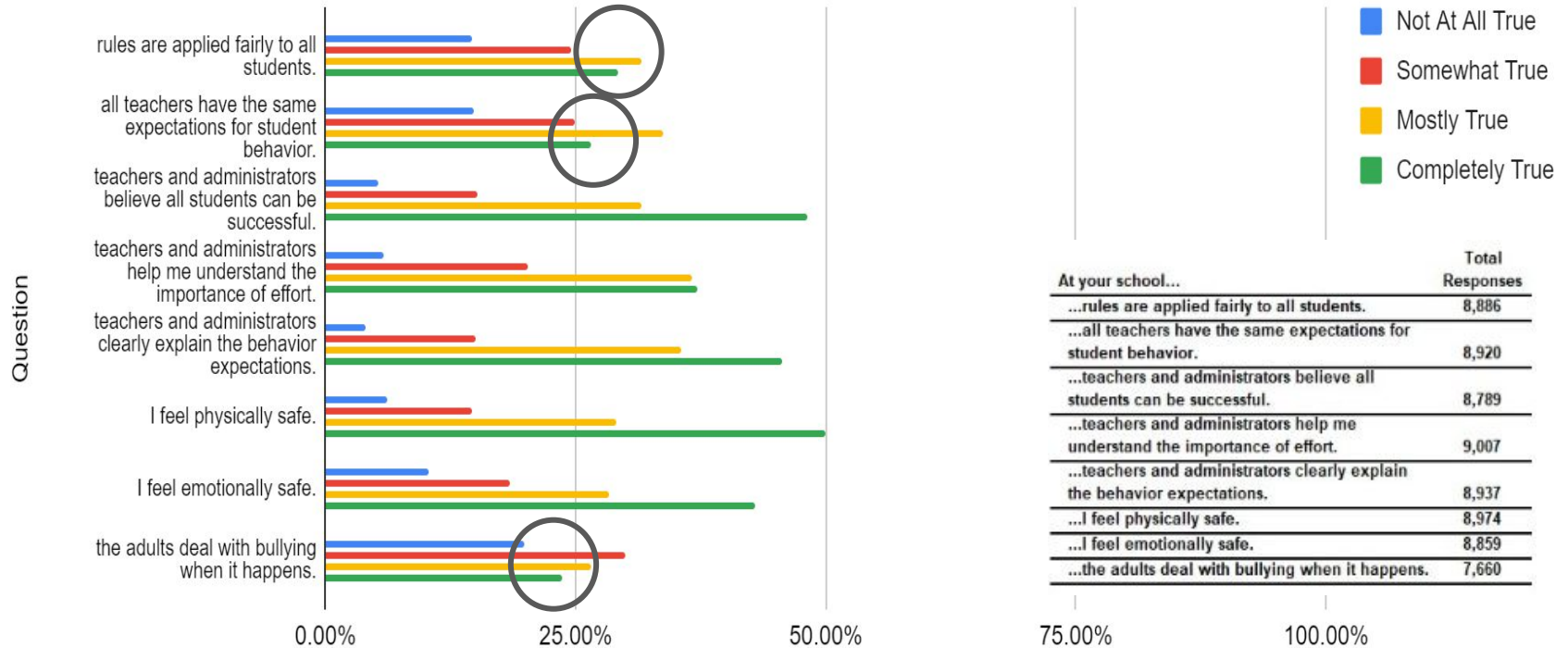
Key Takeaway:

Student Responses on 2021 Spring Perception Survey:

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

Student Data - Total Responses

At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	8,886
...all teachers have the same expectations for student behavior.	8,920
...teachers and administrators believe all students can be successful.	8,789
...teachers and administrators help me understand the importance of effort.	9,007
...teachers and administrators clearly explain the behavior expectations.	8,937
...I feel physically safe.	8,974
...I feel emotionally safe.	8,859
...the adults deal with bullying when it happens.	7,660

LPS Perception Survey Data Parent Data (2020-21 school year)

Key Takeaway:

Parent/Guardian Responses on 2021 Spring Perception Survey:

Overall the responses were fairly positive (similar to students). No comparisons across racial/ethnic groups were possible given the low number of responses.

Key Takeaway:

Parent/Guardian Responses on 2021 Spring Perception Survey:

Although the responses are generally positive, according to parents/guardians the biggest issues are consistency in behavioral expectations across teachers, fairness in school discipline policies and practices and adult responses to bullying (similar to students).

LPS Perception Survey Data
Certified Staff Data
(2020-21 school year)

Key Takeaway:

Certified Staff Responses on 2021 Spring Perception Survey:

The responses for the total group of certified staff members are generally positive in regards to their perception of School Resource Officers.

Key Takeaway:

Certified Staff Responses on 2021 Spring Perception Survey:

Although the responses are generally positive, according to staff the biggest issues are around fairness and consistency across teachers.

LPS Discipline Data

- Note: Because of the COVID-19 pandemic, some LPS students participated in school remotely and high schools operated at 50% capacity.
- The LPS discipline data from 2020-21 may not be representative of “typical” school years.
- Discipline data from the 2019-20 school year are not included in the summaries of the long term trends described on the “Key Takeaway” slides.

LPS Discipline Data

Addresses the following objectives:

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

Key Takeaway:

LPS Discipline Data, In School Suspensions:

There are a few notable changes for the 2020-2021 school year as compared to the baseline. In many cases we continue to see disproportionality for our students of color and those participating in special programs (SE, ELL, free/reduced lunch). However, the rate of in-school suspensions for black/African American appears to be less disproportionate than previous years, particularly in high schools. Additional data is needed to determine if this a trend or an anomaly.

(note: data from the 2019-20 school year is only based on quarter 1, 2 and 3 because of COVID)

Key Takeaway:

LPS Discipline Data, Out of School Suspensions:

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

(note: data from the 2019-20 school year is only based on quarter 1, 2 and 3 because of COVID)

Key Takeaway:

LPS Discipline Data, Expulsions:

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 two or more races appears to be show increased disproportionality. This trend is also evident for female students. On the other hand, the rate for male students is no longer disproportionate.

The pattern is different at the high school level. The rate of expulsions for high school students identifying as two or more races was zero thus indicating no negative disproportionality. On the other hand, the disproportionality rate for students identifying as Asian, students who are receiving special education services and students participating in the free/reduced lunch program show increased disproportionality. Additional data is needed to determine if this is a trend or an anomaly.