SRO Evaluation Plan

Program Goals	Analysis	Data	Who
1. To create a common understanding that: (a) school administrators and teacher 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.	(1.1) Develop a document for LPS staff that contains information about the role of the SROs *(new data collection)* (1.2) Create a dissemination plan for this document *(new data collection)*	(1.1) LPS SRO Document (1.2) Dissemination Plan for SRO Document	LPS LPS
2. To minimize student discipline issues so they do not become school-based referrals to the juvenile justice system.	(2.1) Outcome of citations/referrals generated by incidents that occurred on LPS school property ● Analysis of trend data (2015-2018, and future)	(2.1) LPD citation/referral data (2.1) Diversion program data	LPD and Juvenile Justice LPS
	(2.2) The number of calls for service that occur on LPS school property during regular school hours ● Description of types of incidents ● Frequency of incidents ● Analysis of trend data (2015-2018, and future)	(2.2) LPD calls for service data involving LPS school property during regular school hours	LPD
3. To promote effectiveness and accountability.	(3.1) Student and staff perceptions about safety and security at school	(3.1) Perception Survey	LPS
	(3.2) Student/parent/staff awareness of SROs and perceptions of SRO actions regarding resolution of issues. *(new data collection)*	(3.2) Perception Survey	LPS

(3.3) Number of complaints involving SROs during the school year • Types of complaints involving SROs • Analysis of trend data (2015-2018, and future) (3.4) Number of commendations involving SROs during school year	(3.3 and 3.4) LPD complaint and commendation data	LPD
(3.5) Educational presentations conducted by SROs for LPS students • Number and type of presentations	(3.5) LPD presentation data	LPD
(3.6) The number of calls for service that occur on LPS school property during regular school hours • Description of types of incidents • Frequency of incidents • Analysis of trend data (2015-2018, and future)	(3.6) LPD calls for service data involving LPS school property during regular school hours	LPD
(3.7) Annual number of LPS students cited/referred by LPD officers for incidents on LPS school property. • Analysis of trend data (2015-2018, and future)	(3.7) LPD citation and juvenile referral data	LPD
(3.8a) Types and frequencies of offenses on LPS school property associated with student citation/referral (3.8b) Person who initiated call for service associated with student citation/referral (SRO vs. another individual, such as a student, staff member, administrator, parent, or citizen) (3.8c) Relationship between types and frequencies of offenses on LPS property associated with student citation/referral and who initiated the call for service • Types and frequencies of offenses associated with LPS discipline • Analysis of trend data (2015-2018, and future)	(3.8a) LPD citation/referral data (3.8b) LPD citation/referral data (3.8c) LPD citation/referral data and LPS discipline data	LPD LPD LPS
(3.9) Diversion outcomes of citations/referrals generated by incidents that occurred on LPS school property • Analysis of trend data (2015-2018, and future)	(3.9) LPD citation/referral data, Project Restore/SAMI (diversion program) data, and LPS discipline data	LPD, Juvenile Justice, and LPS

4. To provide training as available to SROs and appropriate LPS school administrators on effective strategies to work with students that align with program goals.	(4.1) Annual number of hours of training provided to SROs (4.2) Description of the types of training that SROs receive and the alignment of this training to program goals	(4.1 and 4.2) LPD training files	LPD
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.	(5.1a) Demographic breakdown of students cited/referred by LPD officers for incidents on LPS school property. (5.1b) Comparison of the demographic breakdown to overall demographics of LPS students • Comparison of the demographic breakdown to LPS students discipline records • Analysis of trend data (2015-2018, and future)	(5.1a) LPD citation and juvenile referral data (5.1b) LPS Statistical Handbook (Student Section) and LPS student discipline data	LPD LPS LPS
6. To utilize best practices for training and oversight with the goal of reducing disproportionality.	(6.1a) Demographic breakdown of students cited/referred by LPD officers for incidents on LPS school property • Analysis of trend data (2015-2018, and future) (6.1b) Comparison of the demographic breakdown to overall demographics of LPS students • Comparison of the demographic breakdown to LPS students discipline records • Analysis of trend data (2015-2018, and future) 6.2) Outcome of citations/referrals generated by incidents that occurred on LPS school property during regular school hours. Analysis of trend data (2015-2018, and future)	(6.1a) LPD citation and juvenile referral data (6.1b) LPS Statistical Handbook (Student Section) and LPS student discipline data (6.2) LPD citation/referral data, Project Restore/SAMI data, and LPS discipline data	LPD LPS LPD, Juvenile Justice, and LPS