

SRO Evaluation Plan

(revised 10/1/18)

Program Goals	Analysis	Data	Who
<p>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.</p>	<p>(1.1) Develop a document for LPS staff that contains information about the role of the SROs <i>(new data collection)</i></p>	<p>(1.1) LPS SRO Document</p>	<p>LPS</p>
	<p>(1.2) Create a dissemination plan for this document <i>(new data collection)</i></p>	<p>(1.2) Dissemination Plan for SRO Document</p>	<p>LPS</p>
<p>2. To minimize student discipline issues so they do not become school-based referrals to the juvenile justice system.</p>	<p>(2.1a) Outcome of citations/referrals generated by incidents that occurred on LPS school property</p>	<p>(2.1 a and b) LPD citation/referral data</p>	<p>LPD</p>
	<p>(2.1b) Comparison to five year trend</p>	<p>(2.1 a and b) Diversion program data</p>	<p>Juvenile Justice LPS</p>
	<p>(2.2a) The number of calls for service that occur on LPS school property during regular school hours.</p> <ul style="list-style-type: none"> • (2.2b) Description of incidents • (2.2c) Frequency of incidents • (2.2d) Comparison to five year trend 	<p>(2.2 a through d) LPD calls for service data involving LPS school property during regular school hours.</p>	<p>LPD</p>

Program Goals	Analysis	Data	Who
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 perceptions of SRO actions. <i>(new data collection)</i>	(3.2) Survey	LPS
	(3.3a) Number of complaints involving SROs during the school year <ul style="list-style-type: none"> • (3.3b) Types of complaints involving SROs • (3.3c) Comparison to five year trend (3.4) Number of commendations involving SROs during school year	(3.3 a. b. c. and 3.4) LPD complaint and commendation data	LPD
	(3.5) Number (number of minutes) of educational presentations conducted by SROs for LPS students	(3.5) LPD selective data	LPD
	(3.6) Impact of educational presentations <i>(new data collection)</i>	(3.6) Evaluation survey	LPS
	(3.7a) Number of calls for service that occur on LPS school property during regular school hours. <ul style="list-style-type: none"> • (3.7b) Types and frequencies of incidents associated with calls for service • (3.7c) Comparison to five year trend 	(3.7 a, b, and c) LPD calls for service data involving LPS school property during regular school hours.	LPD

Program Goals	Analysis	Data	Who
<p><i>(Continued from previous page)</i> 3. To promote effectiveness and accountability.</p>	<p>(3.8a) Annual number of LPS students cited/referred by LPD officers for incidents on LPS school property during regular school hours.</p> <ul style="list-style-type: none"> (3.8b) Comparison to five year trend 	<p>(3.8 a and b) LPD citation and juvenile referral data</p>	<p>LPD</p>
	<p>(3.9a) Types and frequencies of offenses on LPS school property associated with student citation/referral (during regular school hours).</p> <ul style="list-style-type: none"> (3.9b) Who initiated the call for service associated with student citation/referral (SRO vs. Non-SRO officer) 	<p>(3.9 a and b) LPD citation/referral data</p>	<p>LPD</p>
	<p>(3.91a) Relationship between types and frequencies of offenses on LPS property associated with student citation/referral and who initiated the call for service</p> <ul style="list-style-type: none"> (3.91b) Types and frequencies of offenses associated with LPS discipline (3.91c) Comparison to five year trend 	<p>(3.91a, b, and c) LPS discipline data</p>	<p>LPS</p>
	<p>(3.92a) Outcome of citations/referrals generated by incidents that occurred on LPS school property during regular school hours.</p> <ul style="list-style-type: none"> (3.92b) Comparison to five year trend 	<p>(3.92 a and b) LPD citation/referral data</p> <p>(3.92 a and b) Project Restore/SAMI (diversion program) data</p>	<p>LPD</p> <p>Juvenile Justice</p>

Program Goals	Analysis	Data	Who
<p><i>(Continued from previous page)</i> 3. To promote effectiveness and accountability.</p>		(3.92 a and b) LPS Discipline Data	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 during regular school hours. <ul style="list-style-type: none"> • (5.1b) Comparison of the demographic breakdown to overall demographics of LPS students • (5.1c) Comparison of the demographic breakdown to LPS students discipline records • (5.1d) Comparison to five year trend 	(5.1a) LPD citation and juvenile referral data (5.2 b, c, and d) LPS Statistical Handbook - Student Section (5.2 b, c, and d) 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 during regular school hours.	(6.1a) LPD citation and juvenile referral data	LPD

Program Goals	Analysis	Data	Who
<p><i>(Continued from previous page)</i></p> <p>6. To utilize best practices for training and oversight with the goal of reducing disproportionality.</p>	<ul style="list-style-type: none"> • (6.1b) Comparison of the demographic breakdown to overall demographics of LPS students • (6.1c) Comparison of the demographic breakdown to LPS students discipline records • (6.1d) Comparison to five year trend 	(6.2 b, c, and d) LPS Statistical Handbook - Student Section	LPS
		(6.2 b, c, and d) LPS student discipline data	LPS
	<p>(6.2a) Outcome of citations/referrals generated by incidents that occurred on LPS school property during regular school hours.</p> <ul style="list-style-type: none"> • (6.2a) Comparison to five year trend 	(6.2 a) LPD citation/referral data	LPD
	(6.2 a) Project Restore/SAMI data	Juvenile Justice	
	(6.2 a) LPS Discipline Data	LPS	