Appendix I
Office of the Governor, Criminal Justice Division,
Waco ISD & Public Policy Research Institute of Texas A&M University,
Positive Policing in Waco ISD: Re-thinking Law Enforcement in Texas Schools,
PowerPoint Presentation
Re-thinking law Enforcement in Texas Schools

<table>
<thead>
<tr>
<th>Office of the Governor</th>
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<td>Criminal Justice Division</td>
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| Waco Independent School District |

<table>
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<tr>
<th>Public Policy Research Institute</th>
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<td>Texas A&amp;M University</td>
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Office of the Governor
Rick Perry
The Story…

Why change in the discipline and law enforcement culture was needed in Waco ISD

And how that transformation is taking place.
The Problems...

Blaming Students
The Problems…

Using Tickets to Control Behavior
The Problems…

NOT ENOUGH TOOLS FOR EDUCATORS
STRATEGIES

The ISD Response
STRATEGIES: Waco ISD Response

Good Leadership
STRATEGIES: Waco ISD Response

Teacher Accountability
STRATEGIES: Waco ISD Response

Alternatives to Ticketing

- **TERTIARY PREVENTION**
  - Student Court
  - Saturday Diversion

- **SECONDARY PREVENTION**
  - Peer Mediation

- **PRIMARY PREVENTION**
  - Campus Leadership/Accountability
  - Safe School Ambassadors

Approximately 80% of students are served by primary prevention strategies, 15% by secondary prevention, and 5% by tertiary prevention.
STRATEGIES

The Law Enforcement Response
STRATEGIES: WISD Police Dept. Response

Planning and Prioritizing
Law Enforcement Operations

SECTION – 7.26
TITLE – JUVENILE OFFENDER GUIDELINES

Effective Date: 08-01-2012
Revised Date: None
Review Date: Annually
Distribution: All Personnel

Policy

The Waco ISD Police recognize that specialized, service-oriented policing is required at each campus to facilitate an environment conducive to learning. Officers assigned to campus duties as well as officers who respond to schools understand the need for and provide positive interaction with students, law enforcement, a visible deterrent to crime, and active support of administrative functions.

This order establishes guidelines for identifying, preventing, and controlling juvenile delinquency, and referring juveniles to the Juvenile Justice System.
STRATEGIES: WISD Police Dept. Response

Diversion to Ticketing Alternatives
STRATEGIES: WISD Police Dept. Response

Re-Thinking Officers’ Role
STRATEGIES: WISD Police Dept. Response

Police Officer Training
STRATEGIES: WISD Police Dept. Response

Change School-Based Law Enforcement Culture
The Data

What the data tells us:

Ticketing Records
Staff Perspectives
Student Perspectives
METHODOLOGY: Ticketing Analysis

- Two Years of Data
  - SY 2010-11 – Pre-Implementation Period
  - SY 2011-12 – Partial Implementation Period

- Matched Tickets with PEIMS Records
  - 1,420 tickets to individuals younger than age 20.
  - 64% of tickets (906) matched a WISD PEIMS record
  - No tickets were found for students below 5th grade

- Excluded Tickets for non-behavioral violations
## METHODOLOGY: Ticketing Analysis

<table>
<thead>
<tr>
<th>Non-Behavioral Violations Excluded</th>
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<tbody>
<tr>
<td>Traffic Violations</td>
</tr>
<tr>
<td>Drivers’ License Infractions</td>
</tr>
<tr>
<td>No Liability Insurance</td>
</tr>
<tr>
<td>Passing School Bus</td>
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What behaviors are being ticketed?
RESULTS: Types of Violations Ticketed

Count of Ticketed Behavioral Violations

- Fighting: 346 (2010-11), 97 (2011-12) - (72% Red.)
- Assault: 178 (2010-11), 34 (2011-12) - (81% Red.)
- Tobacco U/18: 31 (2010-11), 2 (2011-12) - (94% Red.)
- Crim. Misch.<$50: 19 (2010-11), 0 (2011-12) - (100% Red.)
- Other: 75 (2010-11), 15 (2011-12) - (84% Red.)
## RESULTS: Types of Violations Ticketed

<table>
<thead>
<tr>
<th></th>
<th>SY2010-11</th>
<th>SY 2011-12</th>
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</thead>
<tbody>
<tr>
<td>Damage/Tampering/Mischief</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Threat</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Theft</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Poss. Drug Paraphernalia</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>False ID/Misc. Code</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
### RESULTS: Types of Violations Ticketed

<table>
<thead>
<tr>
<th>Violation</th>
<th>SY 2010-11</th>
<th>SY 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruption of Transportation</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Disruption of Class/Hallways</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Point Laser at Uniformed Officer</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
How much ticketing is occurring?
RESULTS: Big Picture

The number of tickets issued to students declined by 77%.

The number of students ticketed declined by 78%.
RESULTS: Big Picture

For students that got any tickets at all, the average number received increased by 4%.
Who is being ticketed?
RESULTS: Number of Students Ticketed

Race/Ethnicity

- **Hispanic** (78% Reduction): 147 (n=4,394) in SY 2010-11, 32 (n=4,474) in SY 2011-12
- **African American** (77% Reduction): 209 (n=2,630) in SY 2010-11, 48 (n=2,607) in SY 2011-12
- **White** (87% Reduction): 31 (n=834) in SY 2010-11, 4 (n=773) in SY 2011-12
RESULTS: Number of Students Ticketed

Educational Disability

- No Disability (80% Reduction): 318 (n=7,115) SY 2010-11, 65 (n=7,153) SY 2011-12
- Learning Disability (72% Reduction): 64 (n=773) SY 2010-11, 18 (n=738) SY 2011-12
- Emotional Disturbance (50% Reduction): 4 (n=41) SY 2010-11, 2 (n=40) SY 2011-12
- Other Disability (100% Reduction): 1 (n=35) SY 2010-11, 0 (n=36) SY 2011-12
RESULTS: Number of Students Ticketed

Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>SY 2010-11</th>
<th>SY 2011-12</th>
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<tbody>
<tr>
<td>10 Years</td>
<td>16 (n=915)</td>
<td>1 (n=847)</td>
</tr>
<tr>
<td>11 Years</td>
<td>56 (n=984)</td>
<td>4 (n=1,072)</td>
</tr>
<tr>
<td>12 Years</td>
<td>57 (n=972)</td>
<td>8 (n=954)</td>
</tr>
<tr>
<td>13 Years</td>
<td>71 (n=963)</td>
<td>9 (n=924)</td>
</tr>
<tr>
<td>14 Years</td>
<td>56 (n=963)</td>
<td>17 (n=918)</td>
</tr>
<tr>
<td>15 Years</td>
<td>57 (n=963)</td>
<td>17 (n=918)</td>
</tr>
<tr>
<td>16 Years</td>
<td>49 (n=963)</td>
<td>17 (n=1,006)</td>
</tr>
<tr>
<td>17 Years</td>
<td>21 (n=899)</td>
<td>8 (n=865)</td>
</tr>
<tr>
<td>18 Years</td>
<td>4 (n=205)</td>
<td>4 (n=229)</td>
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Is ticketing related to discipline?
RESULTS: Discipline and Ticketing

% of Disciplined Students Who Were Ticketed

- JJAEP: 31% (n=16) SY 2010-11, 0% (n=1) SY 2011-12
- DAEP: 28% (n=80) SY 2010-11, 9% (n=94) SY 2011-12
- OSS: 17% (n=580) SY 2010-11, 6% (n=599) SY 2011-12
- ISS: 9% (n=1,990) SY 2010-11, 2% (n=2,130) SY 2011-12
- Non-PEIMS Discipline Action: 7% (n=940) SY 2010-11, 1% (n=878) SY 2011-12
- Truancy PEIMS Violation: 5% (n=64) SY 2010-11, 0% (n=36) SY 2011-12
- Not Disciplined: 1% (n=4,294) SY 2010-11, 0% (n=4,221) SY 2011-12
METHODOLOGY: Staff Survey

- Administered Spring 2012
- Screen: Job “ever involve any aspect of student discipline”?
  - Campus administrators, teachers, counselors, parent-campus liaisons, law enforcement officers, security guards and “other” respondents
- 462 of 659 surveys returned
  - Response Rate: 70%
RESULTS: Staff Survey

What would be the impact if our campus lost its law enforcement officers? (n=419)

- Extremely Negative: 60%
- Negative: 19%
RESULTS: Staff Survey

**WISD Police Officers (n=9):**
Handling of student incidents in the past month

- Avg. # tickets written at school: 1.9
- Avg. # parent contacts instead of ticket: 4.2
- Avg. # incidents referred to school administrator: 7.8
RESULTS: Staff Survey

Intervention is "Extremely Helpful" for Managing Student Behavior

- Parents: 20%
- Tickets: 19%
- DAEP: 19%
- OSS: 14%
- CIS: 11%
- PLC: 11%
- PBS: 10%
- CHAMPS: 10%
- Office Referral: 9%
- Detention: 8%
- ISS: 7%
- CB-IS: 6%
- SAT: 5%
- LYS: 5%
- REACT: 3%
- Bridge: 3%
RESULTS: Staff Survey

Respondents with an Opinion:
Law Enforcement Officers Do a Good Job...

- Considering students interests when making decisions (n=243): 61% Very Good Job, 33% Fairly Good Job
- Keeping campus safe (n=355): 58% Very Good Job, 34% Fairly Good Job
- Serving as role model (n=325): 54% Very Good Job, 39% Fairly Good Job
- Intervening when students break the law (n=346): 54% Very Good Job, 37% Fairly Good Job
- Gathering info from students (n=275): 55% Very Good Job, 36% Fairly Good Job
- Keeping school personnel informed about policies (n=236): 45% Very Good Job, 23% Fairly Good Job
- Providing prevention programs (n=176): 39% Very Good Job, 23% Fairly Good Job

Public Policy Research Institute
Phone: (979) 845-8800
http://ppri.tamu.edu
METHODOLOGY: Student Survey

• Administered Spring 2012

• All Students in Grades 6-12
  o 8 of 9 HS/MS campuses contributed data (11%-89% response rate)
  o 3,510 responses from 6,798 students
  o Response Rate: 52%
RESULTS: Student Survey

It would be bad if my campus lost its police officers.

- Agree: 59%
- Not Sure: 31%
(n=2,124)
RESULTS: Student Survey

WISD Police do a good job of keeping my campus safe.

 Agree | Not Sure
---|---
54% | 36%

(n=3,207)
RESULTS: Student Survey

WISD Police serve as a good example for students.

- 45% Agree
- 41% Not Sure

(n=3,178)
RESULTS: Student Survey

If I knew about something illegal or dangerous I would tell WISD Police.

- Agree: 45%
- Not Sure: 36%

(n=3,171)
RESULTS: Student Survey

If a student gets a ticket they usually deserve it.

- Agree: 38%
- Not Sure: 43%

(n=3,193)
Thank You!

Office of the Governor
Criminal Justice Division
http://governor.state.tx.us/cjd/

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http://www.wacoisd.org

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