

HANOVER RESEARCH

MOU RECOMMENDATIONS AND EVALUATION PLAN

Alexandria City Public Schools' SLEP Committee

OBJECTIVES FOR TODAY'S SESSION:



Build consensus and finalize MOU recommendations



Review a proposed evaluation plan



MOU RECOMMENDATIONS

DRAFT SLEP 2.0 RECOMMENDATIONS

1) The partner organizations should continue to incrementally update (per established two-year cycle) the MOU between ACPS and the APD to better align with the triad model, which conceptualizes the School Resource Officer (SRO) role as having three components: law enforcer (primary), educator and informal counselor.

2) The partners should conduct qualitative research to benchmark the SRO program with other leading school districts. The Subcommittee recommends a 'pulse' survey in the 2024-25 school year, followed by a new survey once the MOU has been adopted and implemented (2025 to 2027).

3) **Nine recommendations to be included in the 2025-2027 MOU update**, all of which contribute to improved ongoing Evaluation of the School Law Enforcement Partnership with the goal of creating an SRO program data dashboard that reflects indicators for these short, medium and long-term outcomes.

ACTIVITY 1: INDEPENDENT REFLECTION



Independently review the drafted MOU additions/ revisions (See slides 9-17). As you read, highlight or use post-its to identify those parts of the text that:

- Raise questions or concerns for you
- Confirm what you believe and our past discussions
- Conflict with your beliefs

Please also note anything that you believe is missing from the proposed recommendations.

ACTIVITY 2: PAIR UP AND REVIEW/ REVISE



Review your reflections with a partner.

Build consensus as a pair.

Use sticky notes to draft 1-2 possible additions/ revisions within each outcome, if any.

Place your sticky notes on the applicable charts.

ACTIVITY 3: GALLERY WALK AND FINALIZE



Gallery Walk- review all notes for each outcome.

Build consensus and finalize each outcome with the whole group.

OUTCOME 1

Outcome 1- SROs understand responsibilities within the Triad model

Timeframe and Indicator	MOU Additions/Revisions (red text new)	Reflection
Timeframe: Short-Term (to be included in next MOU, which will begin July 1, 2025 and run to June 30, 2027)	4aiv- Police Department Responsibilities: The APD will ensure the SRO receives relevant training prior to any assignment in a school and ongoing joint training with school administrators. The training should be aligned with the MOU and DCJS curriculum and in consultation with ACPS. [DRAFT] APD will develop a law-related curriculum for students, faculty and parents. The curriculum for students will be age-appropriate based on grade level. ACPS will support SRO professional development by providing officers access to trainings on working with students with special needs, bullying, mental health issues in adolescence and how to establish effective relationships with students, staff and parents Add language to 4a to point to SRO Roles and Responsibilities in Appendix Appendix 1 – Add language specific to triad model	❑ **Initial Reaction/ Observations:** ❑ **1-2 Possible Additions:** ❑ **1-2 Possible Revisions:**
Current Headline Indicator: Quarterly SRO reports		

OUTCOME 2

Outcome 2- Teachers and other school staff are familiar with the Triad model and SRO responsibilities

Timeframe and Indicator	MOU Additions/Revisions (red text new)	Reflection
Timeframe: Short-Term (to be included in next MOU, which will begin July 1, 2025 and run to June 30, 2027)	4bv- ACPS will ensure that school administrators with an assigned SRO receive relevant training on the role and responsibilities of SROs. Add language to 4bv that tracks training.	❑ **Initial Reaction/ Observations:** ❑ **1-2 Possible Additions:** ❑ **1-2 Possible Revisions:**
Current Headline Indicator: Quarterly SRO reports		

OUTCOME 3

Outcome 3- Disruptions decrease

Timeframe and Indicator	MOU Additions/Revisions (red text new)	Reflection
Timeframe: Short-Term (to be included in next MOU, which will begin July 1, 2025 and run to June 30, 2027) **Current Headline Indicator:** ACPS School Safety Report	3civ- The Office of Safety and Security Services will provide the Superintendent with a summary of findings after each meeting. Add language that data will be posted on a data dashboard. 3d- Furthermore, this information will be prepared in a report to be shared with the School Board and the public on the APD and ACPS respective websites. Add language referring to data dashboard.	❑ **Initial Reaction/ Observations:** ❑ **1-2 Possible Additions:** ❑ **1-2 Possible Revisions:**

OUTCOME 4

Outcome 4- Arrests or referrals, safety related incidents and truancy levels decrease

Timeframe and Indicator	MOU Additions/Revisions (red text new)	Reflection
Timeframe: Medium-Term (Data is tracked now but will be collected and consolidated in a SRO program data dashboard beginning with the 2025-26 school year)	3civ- The Office of Safety and Security Services will provide the Superintendent with a summary of findings after each meeting. Add language that data will be posted on a data dashboard. 3d- Furthermore, this information will be prepared in a report to be shared with the School Board and the public on the APD and ACPS respective websites. Add language referring to data dashboard.	❑ **Initial Reaction/ Observations:** ❑ **1-2 Possible Additions:** ❑ **1-2 Possible Revisions:**
Current Headline Indicator: ACPS School Safety Report and Equity for All 2025 Dashboard (Behavioral Outcomes)		

OUTCOME 5

Outcome 5- Reduction in complaints about SROs

Timeframe and Indicator	MOU Additions/Revisions (red text new)	Reflection
Timeframe: Medium-Term (Data is tracked now but will be collected and consolidated in a SRO program data dashboard beginning with the 2025-26 school year)	3civ- The Office of Safety and Security Services will provide the Superintendent with a summary of findings after each meeting. Add language that data will be posted on a data dashboard. 3d- Furthermore, this information will be prepared in a report to be shared with the School Board and the public on the APD and ACPS respective websites. Add language referring to data dashboard.	❑ **Initial Reaction/ Observations:** ❑ **1-2 Possible Additions:** ❑ **1-2 Possible Revisions:**
Current Headline Indicator: Quarterly SRO reports		

OUTCOME 6

Outcome 6- Increase in positive perceptions of safety

Timeframe and Indicator	MOU Additions/Revisions (red text new)	Reflection
Timeframe: Long-Term (Data is tracked now but will be collected and consolidated in a SRO program data dashboard beginning with the 2025-26 school year)	3ciii- School climate surveys will be reviewed by the Office of Safety and Security Services and analyzed for positive and negative trends versus previous years (annual reviews). Add language referring to data dashboard. 3d- Furthermore, this information will be prepared in a report to be shared with the School Board and the public on the APD and ACPS respective websites. Add language referring to data dashboard.	❑ **Initial Reaction/ Observations:** ❑ **1-2 Possible Additions:** ❑ **1-2 Possible Revisions:**
Current Headline Indicator: Annual School Climate Survey		

OUTCOME 7

Outcome 7- Improved relationships between law enforcement, school security officers and students

Timeframe and Indicator	MOU Additions/Revisions (red text new)	Reflection
Timeframe: Long-Term (Data is tracked now but will be collected and consolidated in a SRO program data dashboard beginning with the 2025-26 school year)	3civ- The Office of Safety and Security Services will provide the Superintendent with a summary of findings after each meeting. Add language that data will be posted on a data dashboard. 3d- Furthermore, this information will be prepared in a report to be shared with the School Board and the public on the APD and ACPS respective websites. Add language referring to data dashboard.	❑ **Initial Reaction/ Observations:** ❑ **1-2 Possible Additions:** ❑ **1-2 Possible Revisions:**
Current Headline Indicator: Quarterly SRO reports		

OUTCOME 8

Outcome 8- Improvement in teacher retention

Timeframe and Indicator	MOU Additions/Revisions (red text new)	Reflection
Timeframe: Long-Term (Data is tracked now but will be collected and consolidated in a SRO program data dashboard beginning with the 2025-26 school year)	3d- Furthermore, this information will be prepared in a report to be shared with the School Board and the public on the APD and ACPS respective websites. Add language referring to data dashboard.	❑ **Initial Reaction/ Observations:** ❑ **1-2 Possible Additions:** ❑ **1-2 Possible Revisions:**
Current Headline Indicator: Equity for all 2025 Dashboard		

OUTCOME 9

Outcome 9- Improved student academic achievement

Timeframe and Indicator	MOU Additions/Revisions (red text new)	Reflection
Timeframe: Long-Term (Data is tracked now but will be collected and consolidated in a SRO program data dashboard beginning with the 2025-26 school year)	3d- Furthermore, this information will be prepared in a report to be shared with the School Board and the public on the APD and ACPS respective websites. Add language referring to data dashboard.	❑ **Initial Reaction/ Observations:** ❑ **1-2 Possible Additions:** ❑ **1-2 Possible Revisions:**
Current Headline Indicator: Equity for all 2025 Dashboard (Academic Outcomes)		



PROPOSED EVALUATION PLAN

PROPOSED EVALUATION PLAN: PROJECTS



SLEP Stakeholder Survey



SLEP Stakeholder Facilitated Discussion Groups



Behavioral and Safety Incidents Data Analysis



SLEP Capstone Report



SLEP Summary Infographic

SLEP STAKEHOLDER SURVEY



SLEP Stakeholder Survey

Stakeholder Groups	▪ Students, staff, families, SROs, and community members
Research Questions	▪ What are stakeholders' perceptions of safety throughout the school and division? ▪ What are student, staff, and community members' perceptions of SROs? ▪ What are students', staff, and community members' needs related to safety throughout the school and division? ▪ In what areas do SROs, school staff, and administrators need additional professional development around the SRO Triad model?
Key Outcomes Metrics	▪ Perceptions of school and division safety ▪ Relationships between stakeholders and SROs and SSOs ▪ SROs understanding responsibilities of Triad Model ▪ The needs of students, staff and community members ▪ Familiarity with Triad Model ▪ Progress over time

SLEP STAKEHOLDER FACILITATED DISCUSSION GROUPS



SLEP Stakeholder Facilitated Discussion Groups

Stakeholder Groups	▪ Students, staff, families, SROs, and community members
Research Questions	▪ What are students', staff, families', and community members' perceptions of safety throughout the school and division? ▪ What are student, staff, and community members' perceptions of SROs? ▪ What are students', staff, and community members' needs related to safety throughout the school and division? ▪ In what areas do SROs, school staff, and administrators need additional professional development around the SRO Triad model?
Key Outcomes Metrics	▪ Perceptions of school and division safety ▪ SROs understanding responsibilities of Triad Model ▪ Relationships between stakeholders and SROs and SSOs ▪ The needs of students, staff and community members ▪ Familiarity with Triad Model

BEHAVIORAL AND SAFETY INCIDENTS DATA ANALYSIS DASHBOARD



Behavioral and Safety Incidents Data Analysis

Stakeholder Groups	▪ No direct stakeholder involvement
Research Questions	▪ What trends exist in behavioral and safety incidents? ▪ What are the behavioral and safety incidents for students before and after SRO program implementation? ▪ What disproportionalities in behavioral and safety incidents exist between student subgroups? ▪ How have those disproportionalities changed over time?
Key Outcomes Metrics	▪ Trends in student behavioral data and safety incident reports – tracking key metrics (including teacher retention) ▪ Impact of SRO programmatic changes

ANNUAL SLEP CAPSTONE REPORT



SLEP Capstone Report or Infographic (Annual)

Stakeholder Groups	▪ No direct stakeholder involvement
Research Questions	▪ What are the key trends from the evaluation studies that demonstrate impacts of the SRO program? ▪ What are students', staff, families', and community members' perceptions of safety throughout the school and division? ▪ What are student, staff, and community members' perceptions of SROs? ▪ What are the indicators of short and long-term effects on student and school outcomes?
Key Outcomes Metrics	▪ Key takeaways of impact and perception trends from the mixed-methods evaluation studies



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Thank you.

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