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# Miami-Dade County Public Schools Campus Shield Evaluation

Final Report

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**May 2019**

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# Executive Summary

## Campus Shield

In 2015, Miami-Dade County Public Schools (M-DCPS) received a three-year Comprehensive School Safety Initiative (CSSI) grant from the U.S. Department of Justice National Institute of Justice (NIJ) to implement, pilot test, and experimentally evaluate the effects of an innovative fusion center, *Campus Shield*, for proactively identifying and addressing school safety threats and issues. Three additional resources were also proposed to supplement and enhance the Campus Shield fusion center: visitor management systems (VMS) (information on entries and exits from the school building to be recorded and fed into Campus Shield), surveillance cameras (which would also feed into Campus Shield), and the linkage of Campus Shield to “Mental Health Specialists” to provide direct services and act as a liaison between school-based student services professionals and community-based providers.

The goal of Campus Shield was to improve school safety and climate through the development and deployment of a data collection, analysis, and dissemination system that permits proactive responses to potential threats, both immediate (as in the case of gang activity) and those that emerge over time (such as deteriorating school climate or escalations in bullying). This project sought to attain these goals by achieving the following objectives:

- Developing a data system that integrates information from several sources, including school incident reports, tips from concerned citizens, and local jurisdiction police data;
- Developing tools to analyze the data to provide a comprehensive assessment of internal and external threats to schools;
- Developing a reporting mechanism that provides rapid, real-time information to schools concerning the nature of any threats and potential response options;
- Conducting a pilot assessment of the data system, analytic tools, information disseminated, and response, and using the results to fine-tune Campus Shield;
- Conducting a rigorous evaluation of Campus Shield to determine its effectiveness in reducing criminal and school offense incidents and improving school climate; and,
- Disseminating findings broadly, through academic and mainstream publications and web media, including a project website with videos demonstrating Campus Shield in action.

## Evaluation Plan

In January 2015, WestEd was contracted to conduct a formative and summative evaluation of the Campus Shield initiative. The formative stage was designed to include a pilot test conducted at three middle and three high schools in order to assess the development and implementation of the data system, analytic tools, methods of dissemination and related school-level response. The summative evaluation was designed to employ a cluster-based randomized controlled trial that relied on 12 experimental sites and 12 control sites to examine how the implementation of Campus Shield improves student behavior and school climate.

## Context/Limitations

An initial no-cost extension was received in December 2017 due to hurdles encountered resulting from district procurement processing and Miami-Dade School Board approvals; vendor and manufacturer external delays; and blueprint, engineering and permitting processes. Further disruptions resulting from Hurricane Irma inhibited the development and deployment of the Campus Shield data cube and mental health counselors to treatment schools. In essence, no measurable treatment was delivered to the treatment schools.

Finally, personnel changes between April and June 2018 prevented the aggregation and transmission of summary data to the evaluator for timely completion of the final project report. The data manager, Corina Putt, left MDCPS in March 2018. After the Parkland shooting, the state of Florida mandated that each school district create an office dedicated to school safety. MDCPS created the office, and the chief of school police Ian Moffett and Major Hector Garcia (who had been the main point of contact on this grant) left the school police department to staff the newly created office. In June 2018, the project director Commander Edward Walker left MDCPS. Ms. Putt was rehired in June 2018. Due to these changes, little progress was made toward accomplishing the goals of the grant between January and June 2018 (the end of grant activities).

Due to these delays in implementation, the evaluation was limited in its ability to assess the impact of Campus Shield as originally intended. As a result, this final report will focus on describing the activities of the mental health counselors funded through the Campus Shield grant, provide feedback regarding the other Campus Shield components (cameras, visitor management system, and data cube) from the 6 pilot and 12 treatment schools, and explore trends in police incident and behavioral data. Lastly, the report will detail findings from a supplemental study of other large school districts that have tried to implement school safety data systems.

## Data Collection

Data used to inform this Final Report derive from interviews of mental health professionals; surveys of administrators, interviews and surveys of staff from large urban school districts, organizational charts



from large urban districts; and extant data from the Miami-Dade Schools Police department (M-DSPD) and Miami-Dade County Public Schools (MDCPS).

## Findings

In this section, the comprehensive findings related to the implementation of the Campus Shield Initiative are presented.

**High satisfaction with cameras and VMS, low satisfaction with training and support.** The vast majority of administrators in pilot and treatment schools (93 percent) reported that the additional and converted cameras were useful or very useful in improving safety and security. Administrators indicated they reviewed camera footage in order to monitor their campus, better understand incidents, and proactively monitor areas of concern. When asked about challenges, administrators noted that despite the training provided by M-DSPD, they still struggled with navigating the new cameras system, the limitations of housing the software on one or two computers within the school, and frequent issues with malfunctioning cameras.

The same trends were evident for the visitor management systems. Administrators reported keeping track of visitors and identifying people who are not supposed to be in the building as the main benefits of the visitor management system. Despite these noted benefits, there were challenges related to training provided by M-DSPD on the VMS as well as pervasive technical issues.

**No evidence of use of data cube.** Although the majority of administrators (61 percent) in pilot and treatment schools were aware of the data cube, less than a quarter indicated they had participated in training and were familiar with how to use it. In terms of use, less than half of those surveyed had login information for the data cube (41 percent) and none of those administrators had logged in more than 2-3 times total or reported using the limited information within the cube to inform school safety decisions.

**High satisfaction with mental health intervention.** Administrators reported high satisfaction with the mental health specialists and the level of support they provided at the pilot schools. The mental health specialists were able to build relationships with faculty, staff, parents and students and improve services through a range of activities including frequent consultation meetings with staff, planning activities, disciplinary consults and by facilitating presentations and professional learning on mental health topics.

**Little to no differences in school police incidents and student behavioral data among RCT groups.** Pilot, treatment, and control schools share similar incident trends and behavioral outcome patterns across the years of the project.

**Large District School Safety Organization and Data Use.** Based on our review of the organizational structure and data use of the 97 largest school districts, there was great variability in the way these districts organized school safety including the titles of individuals overseeing schools safety, numbers of district staff involved in school safety, reporting structures, and the presence/absence of an internal police force. Organizationally, the person in charge of safety and security are no more than two rungs

away from the superintendent in 91 percent of large districts. However, approximately 40 percent of large school districts have an internal police department.

In order to contextualize the challenges of building an integrated, school safety data system and to describe school safety data use practices, WestEd surveyed the 97 largest school districts' police and/or safety and security offices; unfortunately we only received eight responses<sup>1</sup>. Of those eight, they reported a range of data use, data integration, and data sharing among groups of stakeholders. Social media and local news were the most commonly reviewed data sources reported by school safety staff.

## Recommendations

Given the limited scope of implementation, our recommendations for other grantees focus more on grant mechanisms than on school safety.

First, project personnel should be well-versed in the details of the needs of the project. Constructing integrated data systems is a highly complex task that require knowledge of data systems' structure, combining data systems that vary greatly in their structure, analytic tasks to combine disparate data into actionable knowledge, and visualization and communication skills to ensure that end users can react appropriately to the information provided.

Second, efforts that involve the implementation of technical equipment such as cameras and visitor management systems should prioritize thorough and ongoing training at each site in order to maximize the benefits of these components.

Third, effective accountability practices, including direct and frequent oversight by external authorities, should be incorporated into project management plans and carried out through the life of the grant.

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<sup>1</sup> WestEd made repeated efforts to engage the large districts including several follow-up emails and three rounds of follow-up phone calls to encourage participation.

# Introduction

## Miami-Dade Schools Campus Shield

In 2015, Miami-Dade County Public Schools (M-DCPS) received a three-year Comprehensive School Safety Initiative grant from the National Institute of Justice to implement, pilot test, and experimentally evaluate the effects of an innovative fusion center, *Campus Shield*, for proactively identifying and addressing school safety threats and issues. Three additional resources were also proposed to supplement and enhance the Campus Shield fusion center: visitor management systems (VMS) (information on entries and exits from the school building to be recorded and fed into Campus Shield), surveillance cameras (which would also feed into Campus Shield), and the linkage of Campus Shield to “Mental Health Specialists” to provide direct services and act as a liaison between school-based student services professionals and community-based providers.

The goal of Campus Shield was to improve school safety and climate through the development and deployment of a data collection, analysis, and dissemination system that permits proactive responses to potential threats, both immediate (as in the case of gang activity) and those that emerge over time (such as deteriorating school climate or escalations in bullying). This project sought to attain these goals by achieving the following objectives:

- Developing a data system that integrates information from several sources, including school incident reports, tips from concerned citizens, and local jurisdiction police data;
- Developing tools to analyze the data to provide a comprehensive assessment of internal and external threats to schools;
- Developing a reporting mechanism that provides rapid, real-time information to schools concerning the nature of any threats and potential response options;
- Conducting a pilot assessment of the data system, analytic tools, information disseminated, and response, and using the results to fine-tune Campus Shield;
- Conducting a rigorous evaluation of Campus Shield to determine its effectiveness in reducing criminal and school offense incidents and improving school climate; and,
- Disseminating findings broadly, through academic and mainstream publications and web media, including a project website with videos demonstrating Campus Shield in action.

## Evaluation Plan

In January 2015, WestEd was contracted to conduct a formative and summative evaluation of the Campus Shield initiative. The formative stage was designed to include a pilot test conducted at three middle and three high schools in order to assess the development and implementation of the data system, analytic tools, methods of dissemination and related school-level response. The summative

evaluation was designed to employ a cluster-based randomized controlled trial that relies on 12 experimental sites and 12 control sites to examine how the implementation of Campus Shield improves student behavior and school climate.

## Timeline of Campus Shield Activities

### Pilot Phase Activities

After receipt of funding in January 2015, the first two years of the Campus Shield Initiative were focused on planning and pilot phase implementation. Planning activities included hiring key personnel for the grant (Project Manager, Mental Health Coordinator, three Mental Health Specialists, Data Analyst, Data Cube Analyst, and two Data Entry Clerks) and identifying the six pilot school sites based on: criminal and student offense incidents as captured by the Miami-Dade Schools Police Department (M-DSPD) data system, geographic location (two schools from each of the three M-DSPD regions), feeder pattern, and student behavior (suspensions and expulsions). The project selected the following six schools: Carol City Middle School and Carol City Senior High (North), Brownsville Middle School and Miami Northwestern Senior High (Central), and Homestead Middle School and Homestead Senior High (South). Once the six pilot schools were identified, pilot implementation activities at each of the schools included surveying existing camera systems, upgrading analog cameras, procuring and installing Video Insight (VI) cameras, procuring and installing visitor management systems, providing training to school administrators and staff on the upgraded camera system, early development of the proposed data system (Data Cube) and a wide range of mental health interventions provided by the mental health specialists (see Appendix 1 Baseline Pilot Report for an extended description of pilot phase activities and findings).

### Randomized Control Trial Phase Activities

During the pilot school year (2016-2017) planning activities also commenced in fall 2016 to prepare for the randomized control trial phase planned for the 2017-2018 school year. This included identifying schools for randomization using several sources of data including: criminal and student offense incidents as captured by the Miami-Dade Schools Police Department (M-DSPD) data system, geographic location (four schools from each of the three M-DSPD regions (north, central, south)), feeder pattern, and student behavior (suspensions and expulsions). Using these criteria and feedback from Miami Dade Schools police<sup>2</sup>, WestEd identified 24 schools in October 2016 which were then randomly assigned to either the treatment or comparison condition. The twelve treatment schools were slated to receive all Campus Shield treatment activities as described in the introduction with comparison schools operating under business-as-usual conditions. Schools randomly assigned to the treatment condition included: North Miami Middle School, North Dade Middle School, North Miami Beach Senior High, and Hialeah Senior High (North), Citrus Grove Middle School, Madison Middle School, Booker T. Washington Senior High School, and Miami Edison Senior High (Central), Palmetto Middle School, Richmond Heights Middle

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<sup>2</sup> Miami Dade School Police Department provided contextual information about school closures and construction that was used to eliminate schools from the pool of schools identified for randomization.

School, South Dade Senior High School, Miami Southridge Senior High School (South). Schools randomly assigned to the comparison condition included: Norland Middle School, Country Club Middle School, Miami Norland Senior High, North Miami Senior High (North), Georgia Jones Ayers Middle School, Ponce de Leon Middle School, South Miami Senior High, Miami Central Senior High (Central), Hammocks Middle School, Redland Middle School, Miami Macarthur South High School, Miami Palmetto Senior High School (South).

After the identification and randomization of schools, MDSPD began installing supplementary surveillance cameras and visitor management systems in spring 2017 at the twelve schools assigned to the Campus Shield treatment condition. As of December 2018, there were visitor management systems (VMS) and a total of 104 cameras (including 83 that had been converted to Internet Protocol) installed across the twelve treatment schools. (see Exhibit 1). From August 2017 through November 2018, MDSPD documented training sessions at eleven of the twelve treatment schools for 15 school staff members to learn how to use the updated video camera system (see Exhibit 2).

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### Exhibit 1. Treatment School Camera Counts

School	IP (New)	Converted to IP
North Miami Middle School		9
North Dade Middle School		4
North Miami Beach Senior High		14
Hialeah Senior High		10
Citrus Grove Middle School		4
Madison Middle School		8
Booker T. Washington Senior High	2	7
Miami Edison Senior High		7
Palmetto Middle School	5	6
Richmond Heights Middle School	3	4
South Dade Senior High School		10
Miami Southridge Senior High	11	
<b>TOTAL</b>	<b>21</b>	<b>83</b>

Note. \*IP= Internet Protocol Camera.

## Exhibit 2. Video System Training by School, Date, and Participant

School	N	Date	Description
North Miami Middle School	1	3.23.18	Assistant principal
North Dade Middle School	1	11.28.17	Principal
North Miami Beach Senior High	1	11.30.18	Assistant principal
Hialeah Senior High	0	Not provided	Not provided
Citrus Grove Middle School	1	4.10.18	Security monitor
Madison Middle School	1	10.16.17	Assistant principal
Booker T. Washington Senior High	1	11.30.18	Assistant principal
Miami Edison Senior High	2	8.22.17	Assistant principal, security monitor
Palmetto Middle School	3	8.18.17	Principal, assistant principal (2)
Richmond Heights Middle School	1	10.30.17	Teacher
South Dade Senior High School	2	11.29.17	Principal, assistant principal
Miami Southridge Senior High	1	10.11.17	Head security
<b>TOTAL</b>	<b>15</b>		

### Data Cube Development

The Data Analyst contracted to build and refine the data cube continued development throughout the two years of Campus Shield implementation (2016-2017 SY at pilot schools, 2017-2018 SY at pilot and treatment schools.) The end result was data cube that included mock incident data but did not integrate actual real-time incident data, data from external police jurisdictions, or school specific mental health or behavioral data as originally intended. In spring 2018, the Campus Shield project director visited several school locations and provided training on how to use the Data Cube to principals and other pertinent members of school staff.

Currently the data cube as it exists is not being used by any school police or district personnel, as it has flaws in its ability to communicate real-time data (see Data Cube findings for extended discussion). Furthermore, the originating concept of the data cube being a proprietary data system is inefficient and inhibits the ability of school police to utilize an analytical solution already being used by partnering agencies; allowing for a smooth exchange of data and information between local police jurisdictions.

Beyond the proprietary issue, the lack of experience of the Project Director and Data Analyst also contributed to the failure of the Data Cube. The Data Cube Analyst had no experience working with incident or education data prior to being hired as a consultant for the project. Furthermore, the Project Director had no experience working with integrated data systems or managing a complex technical project like the Data Cube which made it difficult to provide guidance or course correct when there

were issues. Lastly, there was no attempt to gain feedback from the end users of the Data Cube, administrators and other school leaders, in order to refine and enhance its usability.

### Mental Health Intervention

Three mental health specialists hired as part of the Campus Shield Initiative provided a range of mental health interventions across the six pilot and twelve treatment schools. Each Mental Health Specialist was assigned to a region (North, Central, South) and worked with the Campus Shield pilot and treatment schools within that region. From August 2016 through June 2018, the mental health specialists worked with the six pilot schools and provided a range of activities (see Campus Shield Pilot Baseline Report for full discussion of initial activities, Exhibit 3 for top activities during March- June 2018) including consultation meetings. The majority of their activities involved consultation meetings in particular with student services staff members (21 percent, n = 51) and faculty (11 percent, n = 26), providing resources (14 percent, n = 34) followed by planning with student services staff (8 percent, n = 20) and disciplinary consultations (6 percent, n = 14).

**Exhibit 3. Top Mental Health Activities by Pilot School March - June 2018**

Pilot School	Student Services Consult	Provided resources	Faculty Consult	Planning Student Services	Administration Consult	Disciplinary Consult	Planning Faculty Staff
Brownsville Middle	13	3		1	3		
Carol City Middle		3	11	4	1	9	1
Carol City Senior	10	3	1	9		1	1
Homestead Middle	4	4		4		2	2
Homestead Senior	2	3	1	1	1	1	1
Miami Northwestern	22	18	13	1	11	1	8
TOTAL	51	34	26	20	16	14	13
Percentage	20.6%	13.8%	10.5%	8.1%	6.5%	5.7%	5.3%

In addition to these activities at the pilot schools, the mental health specialist also provided a range of mental health interventions to the twelve treatment schools beginning in March 2018 until the end of the grant in June 2018 (see Exhibit 4). Similar to their work in the pilot schools, the majority of their activities involved consultation meetings in particular with student services staff members (34 percent, n = 46), providing resources (16 percent, n = 21) and planning with student services staff (12 percent, n = 16) (Full list of mental health activities for Pilot and Treatment Schools available in Appendix X).

#### Exhibit 4. Mental Health Activities by Treatment School March - June 2018

Treatment School	Student Services Consult	Provided resources	Planning Student Services	Administration Consult	Disciplinary Consult
Citrus Grove Middle	1	1		1	
Madison Middle	9	4	1	2	
North Dade Middle	6	4	3	2	1
North Miami Middle	4	3	2		2
Richmond Middle	2	2	1		
Southridge Middle	2	2	2		1
Booker T. Washington Senior	6			1	
Hialeah Senior		1		2	
Miami Edison Senior	9	2	4		
North Miami Beach Senior High	2			2	1
Palmetto Senior	1		1		
South Dade Senior	4	2	2		1
TOTAL	46	21	16	10	6
Percentage	34.3%	15.7%	11.9%	7.5%	4.5%

## Context/Limitations

An initial no-cost extension was received in December 2017 due to hurdles encountered resulting from district procurement processing and Miami-Dade School Board approvals; vendor and manufacturer external delays; and blueprint, engineering and permitting processes. Further disruptions resulting from Hurricane Irma inhibited the development and deployment of the Campus Shield data cube and mental health counselors to treatment schools. In essence, no measurable treatment was delivered to the treatment schools.

Finally, personnel changes between April and June 2018 prevented the aggregation and transmission of summary data to the evaluator for timely completion of the final project report. The data manager, Corina Putt, left MDCPS in March 2018. After the Parkland shooting, the state of Florida mandated that each school district create an office dedicated to school safety. MDCPS created the office, and the chief of school police Ian Moffett and Major Hector Garcia (who had been the main point of contact on this grant) left the school police department to staff the newly created office. In June 2018, the project director Commander Edward Walker left MDCPS. Ms. Putt was rehired in June 2018. Due to these changes, little progress was made toward accomplishing the goals of the grant between January and June 2018 (the end of grant activities).

Due to these delays in implementation, the evaluation was limited in its ability to assess the impact of Campus Shield as originally intended. As a result, this final report will focus on describing the activities of



the mental health counselors funded through the Campus Shield grant, provide feedback regarding the other Campus Shield components (cameras, visitor management system, and data cube) from the 6 pilot and 12 treatment schools, and explore trends in police incident and behavioral data. Lastly, the report will detail findings from a supplemental study of other large school districts that have tried to implement school safety data systems.

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## Data Collection

Data used to inform this Final Report derive from interviews of mental health professionals; surveys of administrators, interviews and surveys of staff from large urban school districts, organizational charts from large urban districts; and extant data from the Miami-Dade Schools Police department (M-DSPD) and Miami-Dade County Public Schools (MDCPS).

### Surveys

#### Treatment School Administrator Survey

In order to document implementation of each of the Campus Shield components, in May and June 2018 WestEd researchers conducted an online survey of administrators at each of the six pilot schools and twelve treatment schools. The survey consisted of five major sections: background, perceptions of visitor management system implementation, perceptions of video camera implementation, perceptions of data cube implementation and perceptions of mental health intervention implementation (See Appendix X Survey and Interview Protocols). The survey contains Likert scales, multiple choice questions, and opportunities for open ended comments.

In total, 31 administrators from the six pilot schools and eleven of the twelve treatment schools completed the online survey (see Exhibit 5). Responses per school ranged from 1 to 3 administrators.

## Exhibit 5. Administrator Responses by Treatment School

School	Surveys	Overall survey response (percentage)
Brownsville Middle School	1	3.2%
Carol City Middle School	1	3.2%
Carol City Senior	2	6.5%
Homestead Middle	2	6.5%
Homestead Senior	3	9.7%
Miami Northwestern Senior	3	9.7%
North Miami Middle School	2	6.5%
North Dade Middle School	3	9.7%
North Miami Beach Senior High	1	3.2%
Hialeah Senior High	2	6.5%
Citrus Grove Middle School	2	6.5%
Madison Middle School	1	3.2%
Booker T. Washington Senior High	1	3.2%
Miami Edison Senior High	1	3.2%
Palmetto Middle School	2	6.5%
Richmond Heights Middle School	2	6.5%
South Dade Senior High School	0	0.0%
Miami Southridge Senior High	2	6.5%
<b>TOTAL</b>	<b>31</b>	<b>100%</b>

For all survey types, descriptive statistics were calculated for quantitative survey data and qualitatively coded and analyzed open-ended survey responses to present context around overarching themes. Throughout the report, reference to percentages of survey respondents rely on the number of respondents to a particular question to provide a denominator; thus, percentages are not percentages of all respondents, but percentages of respondents to a particular question.

## Interviews

### Campus Shield Mental Health Staff

In May 2018, WestEd staff members completed phone interviews with the four mental health professionals hired as part of the grant, three mental health specialists and one mental health coordinator. During each interview, WestEd staff asked a series of questions about their perceptions of school climate and safety, neighborhood conditions, how they hear about school safety and mental health issues, communication related to school safety and mental health, the mental health activities they facilitated at each of the treatment schools, and their knowledge of the implementation of

additional Campus Shield Initiative components (See Appendix X Survey and Interview Protocols). Themes from these interviews were used to supplement survey findings and describe implementation at the six pilot and twelve treatment schools.

## Extant Data

M-DSPD provided incident data from 2014-2018 for the six pilot schools and twelve treatment schools for the two school years prior to implementation (2014-2015 SY, 2015-2016 SY), the pilot year (2016-2017 SY), and planned implementation of the RCT phase (2017-2018 SY). Incident data was categorized by type of incident, normalized to rate of incident types per 100 students, and analyzed by the school treatment category.

In addition, we downloaded publicly available behavioral data about the six pilot schools and twelve treatment schools for the four years of the grant (2014-2018) from the MDCPS website. This data included measures of attendance, student mobility, and student suspension prevalence. This data was merged with publicly available full-time enrollment counts (also from the MDCPS website) to calculate per-school behavioral outcome rates for each school year across the grant period. Lastly, the mental health specialists provided access to a Google spreadsheet that included documentation of their activities at each of the six pilot schools and twelve treatment schools from March through June 2018.

# Results

To what extent were each of the Campus Shield components implemented at pilot and treatment schools?

## Cameras

The vast majority of administrators in pilot and treatment schools (93 percent) reported that the additional and converted cameras were useful or very useful in improving safety and security. When asked about how cameras helped address school safety challenges, nearly half the administrators indicated they reviewed camera footage in order to better understand incidents and in many cases identify perpetrators (46 percent,  $n = 11$ ). Several administrators also cited the importance of cameras as an additional eye to monitor their campus (21 percent,  $n = 5$ ). As one administrator noted, *“cameras allow us to have an eye in the sky and have a better understanding of everything that is happening in our hallways.”* Lastly, five administrators (21 percent) cited the preventative benefits of cameras which allow them to deter trespassers and monitor specific areas in order to proactively address potential incidents. When asked about challenges, administrators noted that despite the training provided by M-

DSPD, they still struggled with navigating the new cameras system and the limitations of housing the software on one or two computers within the school (41 percent, n = 9). The majority of administrators (70 percent, n = 16) also reported that there were still critical areas of their school that were not covered by the additional or upgraded cameras as well as frequent issues with malfunctioning cameras (30 percent, n = 8).

## Visitor Management System

All administrators reported that Raptor Visitor Management Systems had been installed at their schools as part of the grant (100 percent, n = 30). Administrators reported keeping track of visitors (50 percent, n = 12) and identifying someone who is not supposed to be in the building (33 percent, n = 8) as the main benefits of the visitor management system. As one administrator noted, *“it is a verified method of addressing and monitoring all visitors to the building.”*

Despite these noted benefits, there were challenges related to training provided by M-DSPD on the VMS as well as pervasive technical issues. Less than a third of respondents (22 percent, n = 6) indicated that they had participated in training and were familiar with the visitor management system. An additional third (30 percent, n = 9) had participated in training but still wanted more training. Among the remaining half of respondents who had not participated in training, four indicated that training had not been provided at all and the last third indicated that they had not been able to participate (See Exhibit 6). These challenges were echoed by one administrator who indicated they would like *“someone in the building that has an above average knowledge of the system. We know how to put in ID’s in and then wait for an update, but I believe the system can do more than what we use it for.”* Technical issues were also prevalent with a majority of administrators citing technical issues a challenge that prevented them from consistently using the Raptor system. As one administrator noted, *“The system often has trouble scanning IDs and printing badges, the system is also not recognizing the new State of Florida IDs.”*

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### Exhibit 6. Raptor Visitor Training

Training	Response	Overall survey response (percentage)
I have participated in training and am familiar with the Raptor Visitor Management System	6	22.2%
I have participated in training but still need additional training on the Raptor Visitor Management System	8	29.6%
Training on the Raptor Visitor Management System was provided but I did not participate	9	33.3%
Training on the Raptor Visitor Management System was not provided	4	14.8%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

## Data Cube

Administrators were also asked about their familiarity with and use of the data cube which was intended as the main component of the Campus Shield Initiative. Sixty-one percent of administrators were aware of the data cube (n = 17) although a sizeable minority reported that they had not even heard of the data cube (39 percent, n = 11). Of the 17 who indicated they had heard of the cube only twenty-four percent (n = 4) had participated in training and were familiar with how to utilize it. Over half reported that they needed additional training (53 percent, n = 9). In terms of use, less than half of those surveyed had login information for the data cube (41 percent, n = 7) and none of those administrators had logged in more than 2-3 times total or reported using the information within the cube to inform school safety decisions. These same issues with inadequate training and lack of usefulness were cited by the mental health specialists who indicated that they were *“not aware of anyone else using the cube”* at the pilot and treatment schools and that *“cube would have been a good source of information and timely information. All parties were trained but not enough to do anything with it.”* They also cited a lack of useful information in the cube, indicating that there was *“no information in the cube I didn’t have before”* and that they were especially disappointed that the case management codes they had created as part of the grant to document their activities and the number of interventions provided for students were not included in the final version of the data cube.

## Mental Health Intervention

As described in the introduction, the mental health specialists and mental health coordinator provided a range of mental health intervention activities in the pilot and treatment schools as part of the Campus Shield grant. As one mental health specialist noted this included *“faculty presentations, Sandy Hook Promise activities, individual group sessions, parent training, [building] relationships and connections with pilot schools are so important.”* Another emphasized their work with *“new arrival students, bereavement...mini-conference which was county wide”* as well as *“community partnerships...classroom interventions on suicide and depression, boundaries and relationships, drug and alcohol prevention.”*

When asked about how they hear about school safety and mental health issues, the mental health specialists reported that school leadership, security monitors, and students were their main source of school safety information. Similar to findings in the pilot report, the mental health specialists emphasized the importance of their relationships with school leadership. As one mental health specialist noted the *“administrative team has been supportive, inclusive, always three steps ahead, communicate whatever issue and feel in the loop of things.”* Another mental health specialist described, *“I think since I’ve been able to infiltrate...classroom visits, going to faculty meetings, asking teachers if they need help, doing presentations give teachers a break, you become part of [the school] family.”* Another noted, *“even with respect to digital intelligence, the people really make the difference when it comes to school safety. Getting the data but then who has relationship with kids, collaboration.”*

These same sentiments were echoed by pilot school administrators when asked about how the mental health specialists have supported their schools. As one administrator reported *“the mental health member has been very active with our students during her time...she feels a duty to help us improve*

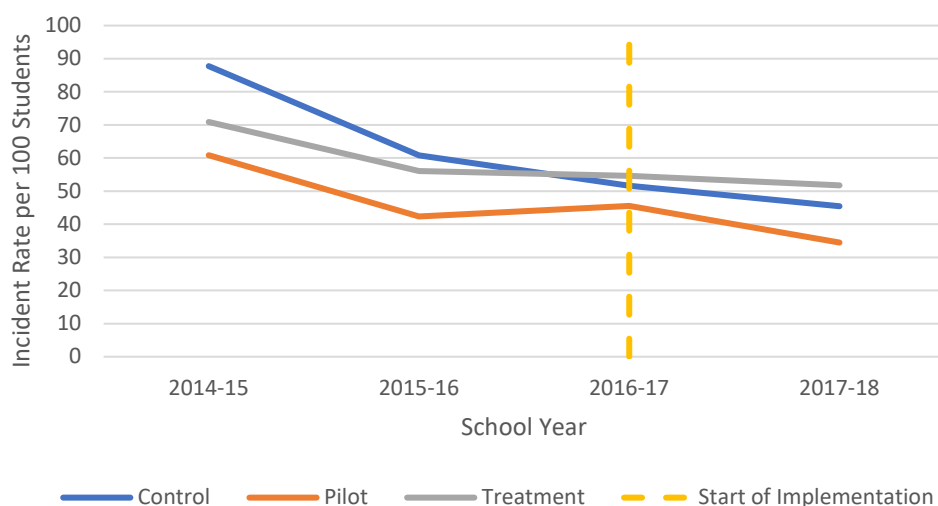
services to students. *I am very pleased with the level of services she has provided.*” Other administrators described the mental health specialists as *“a blessing”* and *“exceptional...proactive in various areas”* and a *“critical addition to our team.”*

As with the pilot report, security monitors were also cited as a crucial source of school safety information. One mental health specialist noted, *“definitely security monitors, those are the ones that will give you the information you need.”* Lastly, mental health specialists indicated that they get referrals and information directly from students, in particular *“kids social media, they trust me enough to show me other [student’s] posts.”*

## What is the relationship between Campus Shield and school police incidents?

There was no clear relationship between Campus Shield and school police incidents. Pilot, control, and treatment schools followed approximately the same incident trends in the years leading up to and during the two years of the Campus Shield initiative (see Figure 1).

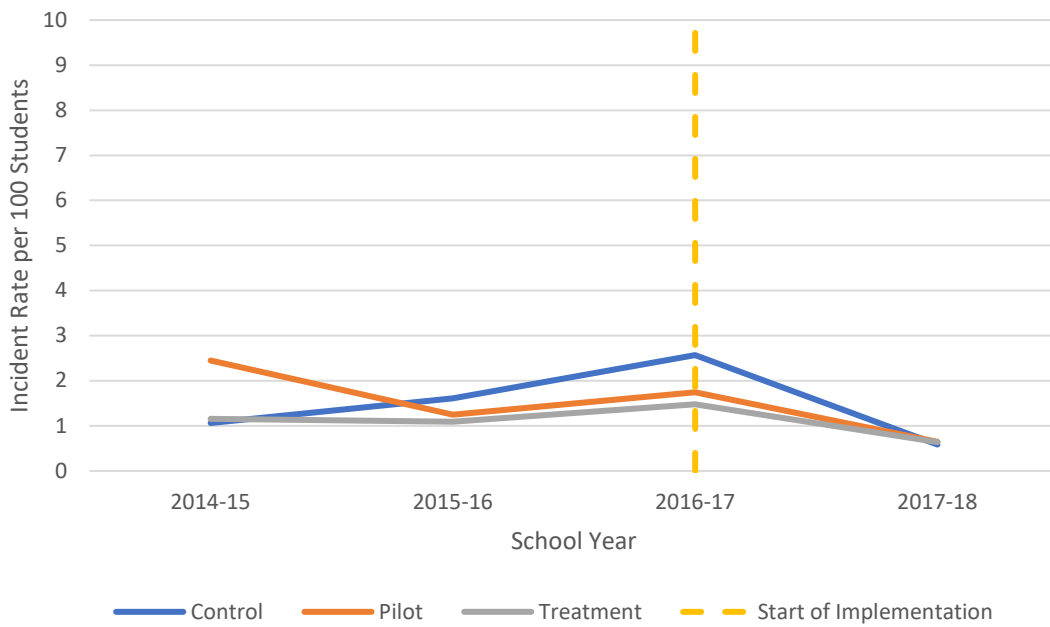
**Figure 1. All Incidents Occurring Per 100 Students by Treatment Condition and School Year**



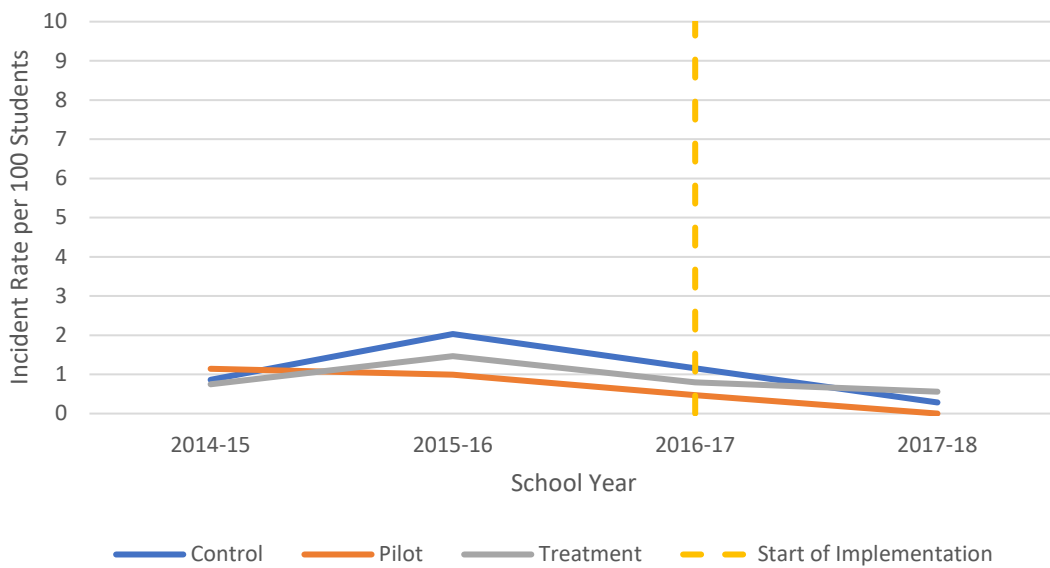
While incident trends differed slightly between middle and high schools, there were no noticeable differences by treatment status across incident types including weapons incidents (See Figures 2 and 3). Additional information on incident rates is available in Appendix 4 Extant Data.

**Figure 2. Incidents Involving Weapons Committed at Middle Schools per 100 Students by**

### Treatment Condition and School Year



**Figure 3. Incidents Involving Weapons Committed at High Schools per 100 Students by Treatment Condition and School Year**

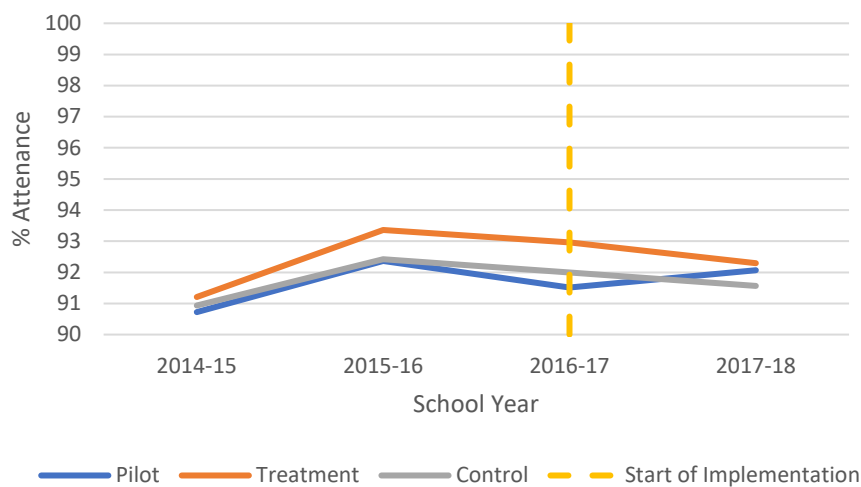


## What is the relationship between Campus Shield and suspensions, mobility, and attendance?

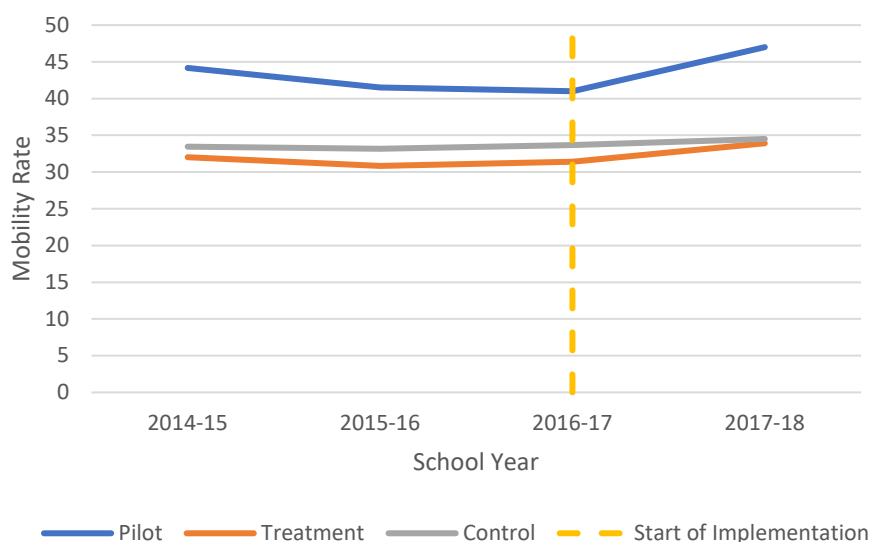
There was no clear relationship between Campus Shield and mobility and attendance rates (see Figures 4 and 5). There were no noticeable differences between treatment conditions.

The original evaluation plan called for examining the influence of Campus Shield on rates of in- and out-of-school suspensions in the district. Due to a change in district policy during the grant period, 2015-16 forward, that eliminated out of school suspension as a disciplinary measure, evaluating program effects on suspension is not possible.

**Figure 4. School Attendance Rates by Treatment Condition and School Year**





**Figure 5. School Mobility Rates by Treatment Condition and School Year**

## District School Safety Organization and Data Use Study

### Introduction

In order to contextualize the challenges faced by MDCPS and inform the field about efforts to construct integrated data systems (IDS) for school safety, WestEd conducted a supplementary descriptive research study in order to learn about how large K-12 districts organize school safety, to describe safety data use practices, and to contextualize the challenges of building an integrated, school safety data system.

### Methods

#### Survey/Interview

From December 2016-February 2019, WestEd researchers conducted an online survey or equivalent interview in large school districts in order to gain information about the organization of school safety, school safety policies and technologies, and school safety data usage and sharing practices. Questions focused on understanding the leadership who contributes to school safety; training and staffing of School Resource Officers; partnerships with other law enforcement agencies and municipalities; and types of data and analysis that are used to inform decisions around campus safety and security (See Appendix 3 Survey and Interview Protocols). The survey contained Likert scales, multiple choice questions, and opportunities for open-ended comments.

Through the Common Core of Data, WestEd identified 97 of the largest school districts in the country, enrolling at least 50,000 students for the 2015-16 school year. Next, we searched through each district's website to identify phone numbers and email addresses for their school police department, research and/or evaluation department, data and/or accountability department, and other school safety offices. Using that contact information, we made initial contact with at least one department for all 97 school districts through an email that included a preliminary survey link so they could indicate their interest in being interviewed over the phone or taking a survey covering the same contents. Following this initial outreach in November 2018, three school districts completed the online survey and six additional school districts indicated that WestEd had to complete their internal Institutional Review Board (IRB) process and obtain district approval prior to conducting research in their school district<sup>3</sup>.

The evaluation team then sent a second email reminder in January 2019 to the 88 school districts that did not previously respond. Three additional school districts completed the survey at that time. The evaluation team then made three rounds of phone calls to the remaining 85 school districts. Although the evaluation team encountered challenges speaking with district leadership due to the winter holiday break and scheduled time off, the evaluation team was able to schedule and conduct two interviews with two additional chiefs of police in late February 2019. Overall, we only received responses from representatives from eight large districts (8 percent), thereby limiting our ability to generalize to all large school districts.

## District Organizational Structure Review

Additionally, we accessed each of the 97 district's websites to locate organization charts and determine if the district had its own police department. We reviewed the organizational charts to identify the title of the individual at the school district who is responsible for school safety. We identified whether the school district had its own internal police department. We also noted who that individual reports to and the number of positions the individual was removed from the superintendent. We also reviewed the school district's safety and security webpage to locate an internal police department organizational chart for applicable school districts. If there was an internal police department organizational chart or information listed on the webpage, we noted the number of safety/security staff listed. Additionally, we noted interesting information found on the website.

## Results

### How is school safety organized in large school districts?

**Organizational information was available for the majority of districts.** We found information on the organizational structure of 81 percent ( $n = 79$ ) of the school districts. The extent of the information available on the organizational charts varied greatly. We only found organizational charts for 78 percent ( $n = 76$ ) of school districts to adequately understand the district's organization and reporting structure.

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<sup>3</sup> Although WestEd completed all six district internal Institutional Review Board protocols, we did not obtain approval in sufficient time to include them in study outreach.

Some school districts had extensive information that included titles and names of all district staff, whereas some school districts had limited information such as information only about high-level district staff.

**One-third of districts listed information on school safety office organization.** Of the 79 districts for which we found information on the organization structure, 33 percent (n = 26) had information on its website about its school safety/police department organizational structure. Similar to the findings related to the entire district organizational structure, the information listed about the school safety office organization varied greatly. Some school districts like Fort Worth Independent School District, Cypress-Fairbanks Independent School District, and Miami-Dade County Public Schools provide extensive information on the organizational structure of their school safety/police department. Other districts such as Austin Independent School District, Baltimore City Public Schools, and Boston Public Schools provided information limited to high-level staff.

**The majority of school districts do not have an internal police department.** Of the 97 school districts, 38 percent (n = 37) had its own internal police department, while information on 3 percent (n = 3) was not available. The majority of school districts (59 percent, n = 58) did not have an internal police department.

Of the eight districts that participated in this sub-study, five indicated that they had an internal police district police department with sworn police officers and formal training (See Exhibit 7). The remaining three districts did not have an internal police department; they relied on memoranda of understanding with other police jurisdictions to provide safety services to the district and required formal training for those officers. Staffing of those officers ranged by district and school level, from 2 officers at high schools to no officers at elementary schools (See Exhibit 7). Additionally, all seven responding districts indicated that they employed other trained school safety personnel in addition to sworn officers.

## Exhibit 7. School Safety Organization by District

School Safety Organization Component	South West 3	West 1	Mid-West 1	South East 1	South East 2	South East 3	South West 1	South West 2
School Safety Department	Risk Management and Police Department	Operations Safety and Security	Safety and Environmental Services	Office of Safety and Security	School Police	Office of Risk Management and Security Services		Office of Emergency Management
District Police Department	Yes	No	No	Yes	Yes	No	Yes	Yes
Sworn Police Officers	Yes	No/Yes	No	Yes	Yes	No	Yes	Yes
Formal SRO Training	Yes			Yes	Yes		Yes	Yes
District Safety Services MOU	No	Yes	Yes	No	Yes	Yes	No	
Non-district officers Formal Training	Yes	Yes	Yes	No	Yes	Yes		Yes
Other School Safety Personnel	Some	Yes	Yes	Yes	Yes	Yes		Yes
Other Personnel Formal Training	Case by Case	Yes	Yes	Yes	Yes	Yes		
High School SRO Allocation	2 per high school	Per precinct, only one assigned full-time to HS	One per high school	2 per high school	1 per high school	1 per high school		220 officers spread across schools
Middle School SRO Allocation	1 per middle school	Funded in 4 middle schools	None	1 per middle school	1 per middle school	1 per middle school		220 officers spread across schools
Elementary School SRO Allocation	Patrol division, no assigned officer	None	None	None except for schools that choose to fund position	Assign municipal police officers through MOU agreements	None		220 officers spread across schools

**The title of the individual overseeing school safety varied.** Police chief (33 percent, n = 26) and Director of Safety and Security (10 percent, n = 8) were the most common titles of individuals responsible for safety in the school districts. However, the titles varied greatly from Emergency manager, to Chief of School Safety and Emergency. Although the titles varied greatly, an initial review showed that for the most part, the responsibilities were similar regardless of title.

**Superintendents have a close reporting structure with individuals overseeing school safety.** The majority of individuals overseeing school safety are directly reporting or one or two positions removed from the superintendent. The superintendent was the direct supervisor for 34 percent (n = 26) of individuals overseeing school safety. The majority of individuals overseeing school safety (57 percent, n = 43) reported to someone else who then reported directly to the superintendent. A small percentage were three (7 percent, n = 5) or four (3 percent, n = 2) positions removed from the superintendents. For those not reporting directly to the superintendent, they reported to an assistant superintendent or an Executive director of operations.

### Other notable district findings.

**Broward County School District** reorganized so that the Chief Special Investigative Unit Director would report directly to the Superintendent in response to the mass shooting at Marjory Stoneman Douglas High in Parkland. According to Broward, additional revisions are forthcoming pending the district's assessments about district safety and security needs.

**Hillsborough County Public Schools** has a gang intelligence unit responsible for gathering intelligence, educating staff, and deterring student involvement in gang activity.

**Houston Independent School District** has a Crime Analysis Unit responsible for analyzing data and creating reports so that "criminal activity can be predicted, monitored or suppressed."<sup>4</sup>

**Los Angeles Unified School District** has the largest school district police force with 545 members. Los Angeles school district police includes 410 sworn police officers, 101 non-sworn school safety officers, and 34 civilian support staff.

**San Bernardino City Unified School District** is the only school district that posts crime statistics on its website as reported by the district's police.

**Santa Ana Unified School District** is the only school district with a female chief of police heading the police department.

**Pasco County School District** hired its first safety and security director in response to mass shooting at Marjory Stoneman Douglas High in Parkland.

### To what extent do large districts use and report school safety data?

The eight districts reported that they most frequently review social media, local news, and reports from local police departments for school safety data with the majority of districts indicating they reviewed them on a daily basis (See Exhibit 8). Districts reviewed calls for service, arrests, and information from juvenile justice agencies less frequently. Districts differed on the extent to which they reviewed

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<sup>4</sup><https://www.houstonisd.org/site/default.aspx?PageType=3&DomainID=7973&ModuleInstanceID=182682&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=153979&PageID=128668>

attendance, mental health records and school behavioral records with some districts indicating they reviewed this information and others indicating that they never review this information. Three districts indicated they integrate data and two of those districts reported integrating data at the student level which allowed them to compare and review trends across students and schools. Given the variety of responses around integrating data, it does not appear that large school districts share a common understanding of what it means to integrate data for school safety.

## Exhibit 8. Frequency of Data Review by Source and District

Data Source	District					
	South West 3	West 1	Mid-West	South East 1	South East 2	South West 2
Calls for service	Daily	Quarterly	Monthly	Weekly	Monthly	Daily through information sharing and UCR
Arrests	Weekly, Monthly trends	Yearly	Monthly	Weekly	Monthly	Daily through information sharing and UCR
Attendance	Never	Quarterly	Monthly	Never	Never	Daily through information sharing and UCR
Mental Health Records	Never	Yearly	Weekly	Never	Monthly	Daily through information sharing and UCR
School Behavioral Records	Informal	Yearly	Weekly	Never	Never	Daily through information sharing and UCR
Reports local departments	Case by case, real time	Daily	Monthly	Weekly	Daily	Daily through information sharing and UCR
Social Media	Daily	Daily	Daily	Never	Daily	Daily through information sharing and UCR
Local news	Daily	Daily	Daily	Daily	Daily	Daily through information sharing and UCR
Juvenile Justice agencies		Monthly	Monthly	Quarterly	Monthly	Daily through information sharing and UCR
Gang databases		Weekly	Monthly	Never	Weekly	Daily through information sharing and UCR
Integrate Data	No, just periodic meetings	At student level, multidisciplinary meetings at strategic (cabinet), operational (district), and tactical (schools) using agency data and research partners	At student level, compare review district, police, and juvenile justice data	No	Yes but not at student level, Police Command Center	They work closely with discipline and school leadership daily. The data they use are crime analysis statistics and aren't privy to discipline records.

In terms of sharing school safety data, districts indicated they shared data at least annually with a broad range of stakeholders including their own department, school staff, school principals, district leadership and local law enforcement agencies (See Exhibit 9). There was less frequent sharing of school safety

data with parents. Two districts indicated they never share data with parents and the remaining three districts reported they share data case by case or yearly with parents.

Districts were most likely to share data interdepartmentally. Three districts indicated they share data within their own department on a daily or weekly basis. In terms of differences between districts, the South West 3 district reported the most frequent data sharing overall, indicating they share school safety on a daily basis with school staff, district leadership and within their own department.

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### Exhibit 9. Frequency of Sharing School Safety Data by District and Stakeholder

District Department or Stakeholder	District				
	South West 3	West 1	Mid-West	South East 1	South East 2
Inter-departmentally	Daily	Daily	Monthly	Weekly	Daily
School Staff	Daily to supervisors	Monthly	Monthly	Weekly	Daily
School Principals	Once per semester	Weekly	Monthly	Weekly	Weekly
District Leadership	Daily, copy on crime analysis report	Weekly	Monthly	Weekly	Weekly
Parents	Case by case	Yearly	Never	Yearly	Never
Local Law enforcement agencies	No report but meet with them, send to neighborhood meetings	Daily	Monthly	Weekly	Weekly



# Findings

In this section, the comprehensive findings related to the implementation of the Campus Shield Initiative are presented.

**High satisfaction with cameras and VMS, low satisfaction with training and support.** The vast majority of administrators in pilot and treatment schools (93 percent) reported that the additional and converted cameras were useful or very useful in improving safety and security. Administrators indicated they reviewed camera footage in order to monitor their campus, better understand incidents, and proactively monitor areas of concern. When asked about challenges, administrators noted that despite the training provided by M-DSPD, they still struggled with navigating the new cameras system, the limitations of housing the software on one or two computers within the school, and frequent issues with malfunctioning cameras.

The same trends were evident for the visitor management systems. Administrators reported keeping track of visitors and identifying people who are not supposed to be in the building as the main benefits of the visitor management system. Despite these noted benefits, there were challenges related to training provided by M-DSPD on the VMS as well as pervasive technical issues.

**No evidence of use of data cube.** Although the majority of administrators (61 percent) in pilot and treatment schools were aware of the data cube, less than a quarter indicated they had participated in training and were familiar with how to use it. In terms of use, less than half of those surveyed had login information for the data cube (41 percent) and none of those administrators had logged in more than 2-3 times total or reported using the limited information within the cube to inform school safety decisions.

**High satisfaction with mental health intervention.** Administrators reported high satisfaction with the mental health specialists and the level of support they provided at the pilot schools. The mental health specialists were able to build relationships with faculty, staff, parents and students and improve services through a range of activities including frequent consultation meetings with staff, planning activities, disciplinary consults and by facilitating presentations and professional learning on mental health topics.

**Little to no differences in school police incidents and student behavioral data among RCT groups.** Pilot, treatment, and control schools share similar incident trends and behavioral outcome patterns across the years of the project.

**Large District School Safety Organization and Data Use.** Based on our review of the organizational structure and data use of the 97 largest school districts, there was great variability in the way these districts organized school safety including the titles of individuals overseeing schools safety, numbers of district staff involved in school safety, reporting structures, and the presence/absence of an internal police force. Organizationally, the person in charge of safety and security are no more than two rungs away from the superintendent in 91 percent of large districts. However, approximately 40 percent of large school districts have an internal police department.

In order to contextualize the challenges of building an integrated, school safety data system and to describe school safety data use practices, WestEd surveyed the 97 largest school districts' police and/or safety and security offices; unfortunately we only received eight responses<sup>5</sup>. The large school district police departments who participated reported a range of data use, data integration, and data sharing among groups of stakeholders. Social media and local news were the most commonly reviewed data sources reported by school safety staff.

## Recommendations

Given the limited scope of implementation, our recommendations for other grantees focus more on grant mechanisms than on school safety.

First, project personnel should be well-versed in the details of the needs of the project. Constructing integrated data systems is a highly complex task that require knowledge of data systems' structure, combining data systems that vary greatly in their structure, analytic tasks to combine disparate data into actionable knowledge, and visualization and communication skills to ensure that end users can react appropriately to the information provided.

Second, efforts that involve the implementation of technical equipment such as cameras and visitor management systems should prioritize thorough and ongoing training at each site in order to maximize the benefits of these components.

Third, effective accountability practices, including direct and frequent oversight by external authorities, should be incorporated into project management plans and carried out through the life of the grant.

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<sup>5</sup> WestEd made repeated efforts to engage the large districts including several follow-up emails and three rounds of follow-up phone calls to encourage participation.

# Appendix 1 Pilot Baseline Report

# Miami-Dade County Public Schools Campus Shield Evaluation

## Pilot Baseline Report

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06.08.2017

WestEd — a national nonpartisan, nonprofit research, development, and service agency — works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has 17 offices nationwide, from Washington and Boston to Arizona and California, with its headquarters in San Francisco. For more information about WestEd, visit [WestEd.org](http://WestEd.org); call 415.565.3000 or, toll-free, (877) 4-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA 94107-1242.

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# Executive Summary

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*In 2015, Miami-Dade County Public Schools (M-DCPS) received a three-year Comprehensive School Safety Initiative grant from the National Institute of Justice to implement, pilot test, and experimentally evaluate the effects of an innovative fusion center, Campus Shield, for proactively identifying and addressing school safety threats and issues. This report describes baseline conditions at the six pilot school sites.*

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## Data Collection

Data used to inform this Pilot Baseline Report derive from interviews and focus groups with school staff including administrators, mental health professionals, security monitors, and school resource officers (SROs); surveys of school staff, parents, and students; and extant data from the Miami-Dade School Police Department (M-DSPD) including training provided to staff at the six pilot sites.

## Findings & Recommendations

In this pilot report, it is noted that:

1. Feelings of safety were reported to be highest during the school day, and especially during class time. Feelings of safety were reported to be lowest before and after school, reflecting the influence of the communities in which the pilot schools reside.
2. Most frequently reported incidents included fighting and bullying through verbal abuse and teasing, physical abuse, and cyberbullying.
3. School-based staff were largely unaware of the specifics of the Campus Shield project. They indicated that they would like to have more information about their community and social media to help them improve school safety, which again reflects the view that outside influences are important, unaddressed influences to school safety.



# Introduction

## Miami-Dade County Public Schools Campus Shield

In 2015, Miami-Dade County Public Schools (M-DCPS) received a three-year Comprehensive School Safety Initiative grant from the National Institute of Justice to implement, pilot test, and experimentally evaluate the effects of an innovative fusion center, *Campus Shield*, for proactively identifying and addressing school safety threats and issues.

The goal of Campus Shield is to improve school safety and climate through the development and deployment of a data collection, analysis, and dissemination system that permits proactive responses to potential threats, both immediate (as in the case of gang activity) and those that emerge over time (such as deteriorating school climate or escalations in bullying). This project will attain these goals by achieving the following objectives:

- Developing a data system that integrates information from several sources, including school incident reports, tips from concerned citizens, and local jurisdiction police data;
- Developing tools to analyze the data to provide a comprehensive assessment of internal and external threats to schools;
- Developing a reporting mechanism that provides rapid, real-time information to schools concerning the nature of any threats and potential response options;
- Conducting a pilot assessment of the data system, analytic tools, information disseminated, and response, and using the results to fine-tune Campus Shield;
- Conducting a rigorous evaluation of Campus Shield to determine its effectiveness in reducing criminal and school offense incidents and improving school climate; and,
- Disseminating findings broadly, through academic and mainstream publications and web media, including a project website with videos demonstrating Campus Shield in action.

## Evaluation Plan

WestEd is currently conducting a formative and summative evaluation of the Campus Shield initiative. The formative stage includes a pilot test conducted at three middle and three high schools in order to assess the development and implementation of the data system, analytic tools, methods of dissemination and related school-level response. The summative evaluation will employ a cluster-based randomized controlled trial that relies on 12 experimental sites and 12 control sites to examine how the implementation of Campus Shield improves student behavior and school climate. The impact portion of the study will be guided by the following key research questions:

- 1) What is the impact of Campus Shield on calls for service from schools?

- 2) What is the impact of Campus Shield on referrals to services for students with mental health issues?
- 4) What is the impact of Campus Shield on occurrences of serious targeted incidents?
- 5) What is the effect of Campus Shield on perceptions of school climate and school safety?
- 6) What is the effect of Campus Shield on students' self-reports of criminal and behavioral (bullying) victimization?
- 7) What is the impact of Campus Shield on students' attendance, suspension, and expulsion rates?

The formative and summative portions of the evaluation will focus on key implementation issues to aid with program improvement and inform the field about how to effectively deploy similar interventions.

## Pilot Phase and Planning Period Progress to Date

After receipt of funding in January 2015, the first two years of the Campus Shield Initiative have focused on planning and pilot phase implementation. Planning activities included hiring key personnel for the grant (Project Manager, Mental Health Coordinator, three Mental Health Specialists, Data Analyst, Data Cube Analyst, and two Data Entry Clerks) and identifying the six pilot school sites based on: criminal and student offense incidents as captured by the Miami-Dade Schools Police Department (M-DSPD) data system, geographic location (two schools from each of the M-DSPD regions, feeder pattern, and student behavior (suspensions and expulsions). The project selected the following six schools: Carol City Middle School and Carol City Senior High (North), Brownsville Middle School and Miami Northwestern Senior High (Central), and Homestead Middle School and Homestead Senior High (South).

Once the six pilot schools were identified, pilot implementation activities at each of the schools included surveying existing camera systems, upgrading analog cameras, procuring and installing Video Insight (VI) cameras, procuring and installing visitor management systems, and providing training to school administrators and staff on the upgraded camera system (See Exhibits 1 and 2). As of December 2016, there were visitor management systems (VMS) and a total of 810 cameras (including 338 that had been converted to Video Insight) installed across the six pilot schools. From January and February 2017, M-DSPD conducted six training sessions in the pilot schools for 20 people to use the video system (See Exhibit 2).

## Exhibit 1. Pilot School Camera Counts

School	Original camera count	Converted VI* cameras	Analog system cameras	Total camera count
Brownsville Middle	64	61	32	93
Carol City Middle	32	51	0	51
Carol City Senior	288	56	256	312
Homestead Middle	48	57	16	73
Homestead Senior	96	56	64	120
Miami Northwestern Senior	120	57	104	161
<b>TOTAL</b>	<b>648</b>	<b>338</b>	<b>472</b>	<b>810</b>

Note. \*VI = Video Insight, the VMS installed at each facility is M-DCPS' preferred single platform.

## Exhibit 2. Video System Training by School, Date, and Participant

School	N	Date	Description
Brownsville Middle	5	2.2.17	Principal, Assistant Principals (2), Security Monitors (2)
Carol City Middle	2	1.24.17	Assistant Principal, Security Monitor
Carol City Senior	4	1.25.17	Assistant Principal, Deans (3)
Homestead Middle	3	2.6.17	Principal, Assistant Principal, Head Custodian
Homestead Senior	2	2.8.17	Security Monitor, Assistant Principal
Miami Northwestern Senior	4	1.27.17	Security Monitors (4)
<b>TOTAL</b>	<b>20</b>		

Note. \*N = number of participants at each school.

## Data Cube Development

In addition to planning and pilot implementation activities, M-DSPD is developing the data system which is central to the Campus Shield intervention. This system, also known as the Data Cube, was in early development as of December 2016. Development activities included hiring a Data Cube Analyst, meetings with Mental Health Specialists to develop a data collection tool for mental health related data, and building an early version of the cube with mock incident data.

## Mental Health Intervention

Three Mental Health Specialists hired as part of the Campus Shield Initiative provided a range of mental health interventions at the six pilot schools (See Exhibit 3). Each Mental Health Specialist was assigned to a pilot middle and high school pair during the 2016-17 school year. The vast majority of their activities between August 2016 and January 2017 involved providing individual

counseling (46 percent of documented activities, n = 285), consultations with teachers, faculty, administration, and SROs (24 percent, n = 148), and presentations to faculty and class (7 percent, n = 43).

**Exhibit 3. Mental Health Interventions by School August 2016-January 2017**

Interventions/School	Brownsville Middle	Carol City Middle	Carol City Senior	Homestead Middle	Homestead Senior	Miami Northwestern	Total
Individual Counseling	26	33	6	92	56	72	285
Teacher/Faculty Consultation	30	9	4	48	10	40	141
Student Services Meeting	3	8	3	16	12	1	43
Group Intervention	3			19	4	9	35
Faculty Presentation	1	8	8	4	2	4	27
Community collaboration/meeting	9		1	1	1	7	19
Parent Meeting	3	1	1	6	4	2	17
Class Presentation				14	2		16
Faculty Meeting	2	3	1	4	3	1	14
External Partners Meeting		3	1	1	1	4	10
Family/Parent Conference	4			2		2	8
Administrative Consultation		3	2				5
School Community Connectivity Event		3					3
SRO Consultation			2				2
Testing Department		2					2
<b>TOTAL</b>	<b>81</b>	<b>73</b>	<b>29</b>	<b>207</b>	<b>95</b>	<b>142</b>	<b>627</b>

# Data Collection

Data used to inform this Pilot Baseline report derive from focus groups and interviews, surveys of students, parents, and staff, and student and training data from M-DSPD in order to describe baseline conditions at the six pilot school sites.

## Surveys

### Student Survey

In order to understand and measure student perceptions of school safety and climate, WestEd developed a student survey with five major sections: background and demographics, perceptions of school climate, perceptions of school safety, support from school-based personnel and peers, and school-level incidents during the past thirty days (See Appendix 1: Survey Protocols). The survey included Likert scales, multiple choice questions, and opportunities for open-ended comments. The school climate subscales had good internal consistency with Cronbach's alphas that ranged between .74 and .97 (See Exhibit 4).

**Exhibit 4. Internal Consistency Student Survey School Climate by Subscale and School**

School	Feelings about school (13 Items)	Support from adults (28 Items)	Support for personal problem (9 Items)	Peer to Peer relationships (10 Items)	Overall school climate (60 items)
Brownsville Middle	.84	.95	.76	.89	.96
Carol City Middle	.85	.95	.74	.88	.95
Carol City Senior	.88	.96	.78	.91	.97
Homestead Middle	.83	.95	.78	.89	.95
Homestead Senior	.83	.95	.78	.89	.96
Miami Northwestern Senior	.85	.96	.78	.90	.96
TOTAL	.85	.95	.78	.90	.96

*Note. Table lists Cronbach's alphas for each subscale and pilot school.*

## Sample Selection and Survey Administration

After identifying the six pilot schools and obtaining updated student enrollment numbers from school administrators, sample size calculations for each school were based on the total school population, expected variance, confidence level (95 percent), and margin of error (5 percent).<sup>1</sup> Next, schools were contacted to determine the best method, time(s), and dates for administering the student survey. The majority of schools indicated that paper/pencil surveys were the preferred method for survey administration due to the limited number of computers available to administer an online survey. Staff at four of the six pilot schools (Brownsville Middle, Carol City Senior, Homestead Middle, Homestead Senior) indicated it would be best to administer the survey during homeroom. Staff at Carol City Middle School administered surveys during sections of physical education (PE) and staff at Miami Northwestern Senior determined that core classes for each grade would be the best option for survey administration (See Exhibit 5).

Next, WestEd coordinated with administrators and Mental Health Specialists to obtain lists and student rosters for each homeroom, PE sections, and core classes. The lists were populated into Stata to randomly select which homerooms, PE sections, and core classes were to participate in the student survey (See Exhibit 4). WestEd prepared informational packets to be sent home with students for the parents and/or guardians of students in randomly selected classes to explain the Campus Shield project, the purpose of the study, and the procedure to remove their student from the study.

WestEd staff administered the survey in December 2016. Survey administration issues reduced the original sample of 80 classes (homerooms, PE sections, core classes) to 72 classes (homerooms, PE sections, core classes) (See Exhibits 5-6).<sup>2</sup>

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<sup>1</sup> $n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1))} + (X^2 * P * (1-P))$  where n is minimum required sample size, X<sup>2</sup> is the Chi-square for the specified confidence level at 1 degree of freedom, N is the population size, P is the population proportion and ME is the desired margin of error (expressed as a proportion).

<sup>2</sup> Three homeroom sections declined to participate in the survey due to preparations for student testing or student testing. One homeroom and one core-section were not included because parent opt-out forms were not distributed. One additional core class was removed from the sample because a parent had opted a student out of the survey, and lastly two core sections were removed because the student surveys were sent home instead of being administered in class.

## Exhibit 5. Student Survey

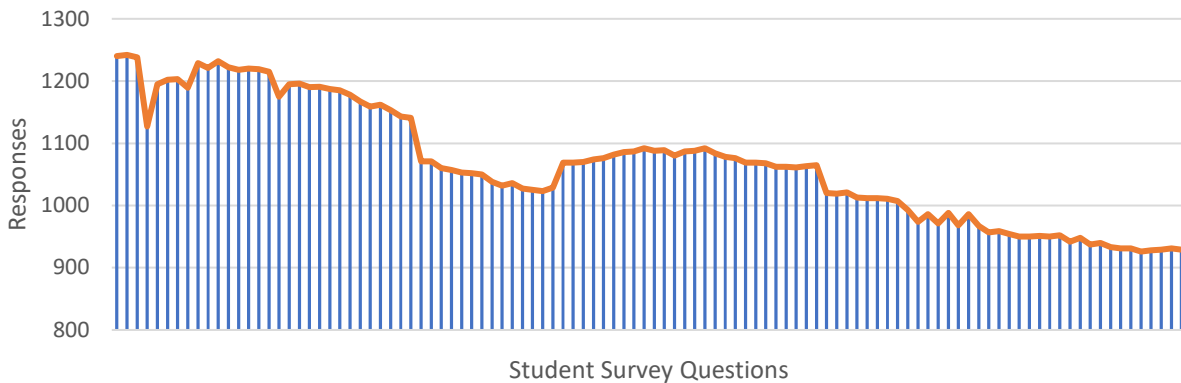
School	Randomly selected classes (n)	Survey administered (n)	Explanation
Brownsville Middle	12	11	One homeroom section was preparing for mathematics testing, teacher did not allow surveys to be completed
Carol City Middle	6	6	Several students testing in two PE sections
Carol City Senior	16	13	Testing in two homeroom sections, opt-out forms were not distributed to parents in 3rd homeroom section
Homestead Middle	15	15	Surveys completed in all 15 homeroom sections
Homestead Senior	15	15	Surveys completed in all 15 homeroom sections
Miami Northwestern Senior	16	12	One core class section removed from survey because parent opted out; Two core class sections sent student surveys home instead of administering on site; One core class section did not distribute parent opt-out forms

In addition to these challenges, many students were unable to complete the survey during the allotted 20-minute survey window (See Exhibit 7). These limitations related to student survey administration necessitate caution when interpreting results since students who participated in the survey may not accurately represent the student population as a whole. School-by-school response rates ranged considerably, from 96 percent at Brownsville Middle to 60 percent at Miami Northwestern Senior, thereby limiting the ability to make generalizations about individual schools (See Exhibit 6).

Exhibit 6. Student Survey Responses by School

School	Target sample	Original random sample	Students from classes eliminated from sample	Revised random sample	Completed surveys	Percentage of revised sample completing survey
Brownsville Middle	232	256	14	242	233	96.3%
Carol City Middle	191	222	0	222	156	70.3%
Carol City Senior	325	331	73	258	201	77.9%
Homestead Middle	264	297	0	297	239	80.5%
Homestead Senior	346	357	0	357	274	76.8%
Miami Northwestern Senior	333	353	100	253	152	60.1%
<b>TOTAL</b>	<b>1691</b>	<b>1816</b>	<b>187</b>	<b>1629</b>	<b>1255</b>	<b>77.0%</b>

Exhibit 7. Student Survey Responses by Question throughout Duration of Survey



## Parent Survey

In order to understand and describe parent perceptions of school safety and climate, WestEd provided parent survey packets which included a parent survey for distribution to students in the classes that were randomly selected to participate in the study.<sup>3</sup> Follow-up to increase participation in the

<sup>3</sup> The packet also included information regarding the survey and copies of the survey in English, Spanish, and Haitian Creole.



parent survey included messages to parents which explained the study and encouraged participation in the survey through the Connect-ED telephone communications system utilized by the District. The survey includes five major sections: perceptions of school safety, school-level incidents in the past thirty days, resources for students, relationship with law enforcement, and demographics (See Appendix 1: Survey Protocols). The survey contained Likert scales, multiple choice questions and opportunities for open-ended comments.

In total, 136 parents completed the survey and returned to WestEd. Eighty-four percent (n = 114) of responding parents completed the English form of the survey with the remaining 16 percent of respondents (n = 22) completed the Spanish version of the survey, no parent completed the survey in Haitian Creole (See Exhibit 8).

It is important to note that responses varied considerably by school, from a high of 60 percent of responses from parents (n = 82) at Homestead High to a low of four percent (n = 5) at Miami Northwestern Senior, thereby limiting our ability to generalize to individual schools and resulting in a sample that is more indicative of parents' attitudes at Homestead Senior (See Exhibit 8 and Appendix 2: Survey Responses by Pilot School).

#### Exhibit 8. Parent Survey Response by School and Language

Schools	Surveys (n)	Overall survey response (percentage)	English respondents (percentage)	Spanish respondents (percentage)
Brownsville Middle	8	5.9%	3.7%	2.2%
Carol City Middle	9	6.6%	6.6%	
Carol City Senior	24	17.6%	17.6%	
Homestead Middle	8	5.9%	5.9%	
Homestead Senior	82	60.3%	46.3%	14%
Miami Northwestern Senior	5	3.7%	3.7%	
<b>TOTAL</b>	<b>136</b>	<b>100%</b>	<b>83.8%</b>	<b>16.2%</b>

*Note. Incomplete Spanish surveys from Homestead Middle were not included in totals.*

## School Staff Survey

In December 2016, WestEd researchers conducted an online survey of teachers, instructional staff and administrators in each of the six pilot schools to gain information about their perceptions of school safety and climate. Administrators at each of the six pilot schools sent multiple follow-up emails to staff to remind them of the submission deadline and to encourage participation in the survey. The survey consists of five major sections: background and demographics, perceptions of

school safety, school-level incidents during the past thirty days, resources for students, and relationship with law enforcement (See Appendix 1: Survey Protocols). The survey contains Likert scales, multiple choice questions, and opportunities for open-ended comments.

Similar to the student and parent surveys, response rates varied considerably by school, from a high of 35 percent at Homestead High and 33 percent at Miami Northwestern to a low of 7 percent at Homestead Middle School, thereby limiting our ability to generalize to individual schools and resulting in a sample that is more indicative of staff attitudes at a subset of schools (Homestead Senior, Miami Northwestern Senior) (See Exhibit 9).

### Exhibit 9. School Staff Survey Response by School

Schools	Responses (n)	Response percentage
Brownsville Middle School	13	9.0%
Carol City Middle School	12	8.3%
Carol City Senior High	10	6.9%
Homestead Middle School	11	7.6%
Homestead Senior	50	34.7%
Miami Northwestern Senior	48	33.3%
<b>TOTAL</b>	144	100%

For all three survey types, descriptive statistics were calculated for quantitative survey data and qualitatively coded and analyzed open-ended survey responses to present context around overarching themes. Throughout the report, reference to percentages of survey respondents rely on the number of respondents to a particular question to provide a denominator; thus, percentages are not percentages of all respondents, but percentages of respondents to a particular question.

### Focus Groups & Interviews

In December 2016, WestEd staff members completed focus groups and interviews with a variety of staff members at each of the six pilot schools including: administrators, mental health professionals, security monitors, SROs, cafeteria workers and janitorial staff, instructional coaches, Positive Behavior Support Coaches, and Community Involvement Specialists (See Exhibit 10). The sessions ranged from one-on-one interviews to focus groups with up to seven participants depending on participants' availability. Teams of two WestEd researchers conducted a total of 95 interviews and focus groups across the six schools.

## Exhibit 10. Focus Groups and Interviews by Position and Pilot School

School	Administrator	Mental Health	Security Monitor	SRO	Cafeteria/Janitor	Other	Total
Brownsville Middle	2	2	5	2	6	3	20
Carol City Middle	1	2	2	2	1	3	10
Carol City Senior	1	2	0	1	3	2	9
Homestead Middle	3	1	2	7	2	2	17
Homestead Senior	4	4	3	0	2	2	15
Miami North-western Senior	5	4	3	1	5	5	23
<b>TOTAL</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>19</b>	<b>17</b>	<b>95</b>

*Note. Other includes Instructional coaches, Positive Behavioral Support Coaches, and Community Involvement Specialists.*

At each site, WestEd staff asked a series of questions about participants' perceptions of school climate and safety, changes in the neighborhood that could impact school safety, how they hear about school safety and mental health issues, communication related to school safety and mental health, and awareness and knowledge of the Campus Shield Initiative (See Appendix 3: Focus Group and Interview Protocols). Themes from focus group and interview data were used to supplement survey findings and describe baseline conditions at the six pilot schools.

# Results

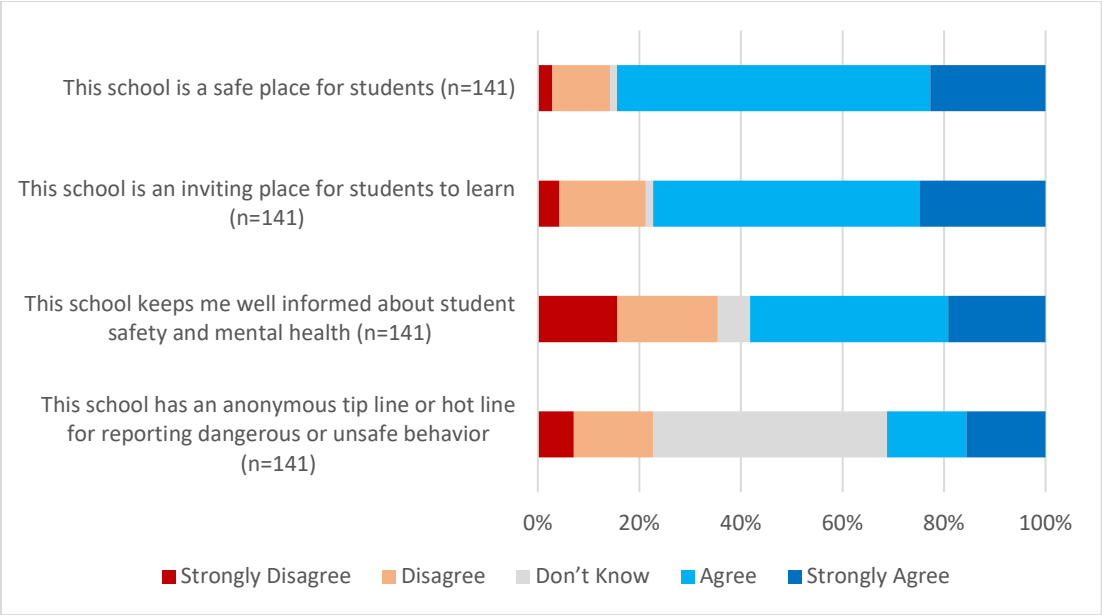
As described below, students, staff, and parents reported that their schools are safe, despite challenging neighborhood conditions. Students were less positive when reporting on school climate than they were when reporting on school safety.

## Perceptions of School Climate and Safety

### What are student, staff, and parent perceptions of school climate and safety?

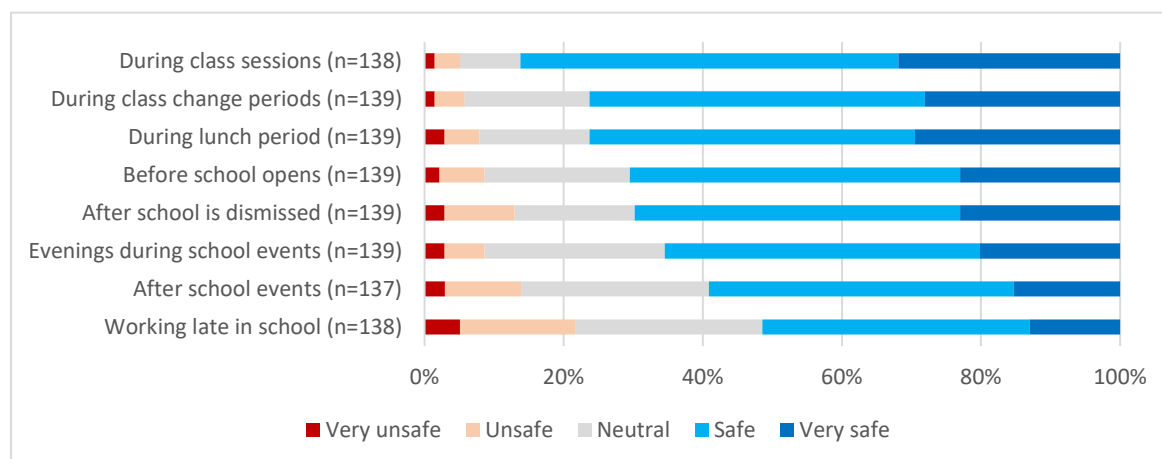
The majority of staff members interviewed have positive perceptions of school climate and safety (59 percent, n = 49), describing their school as a safe haven for students and staff despite challenging neighborhood conditions. As one assistant principal noted, *“I feel it’s very safe. I think the students feel safe—safe haven in this community, they know they can come to school and feel safe.”* This sentiment was supported by staff reports of students’ perceptions of safety and support. The majority of school staff agreed or strongly agreed that their school is a safe place for students (84 percent, n = 119) and an inviting place for students to learn (78 percent, n = 109) (See Exhibit 11).

Exhibit 11. Staff Level of Agreement with Statements about School Safety and Climate



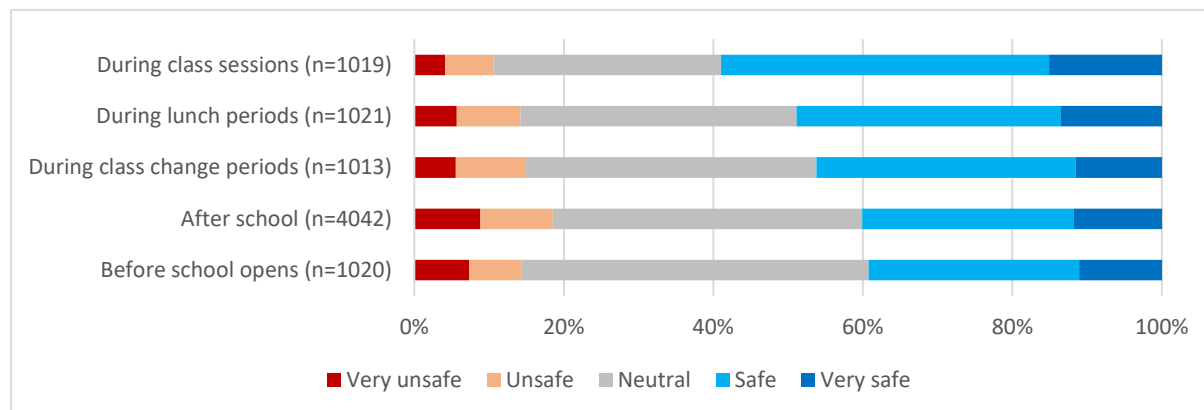
Staff members were most likely to report feeling safe or very safe during class periods (86 percent, n = 119) and least likely to report feeling safe working late in school (51 percent, n = 71) (See Exhibit 12).

## Exhibit 12. Staff Reports of Safety by Time of Day



This staff view on safety was echoed by students, who were most likely to report feeling safe or very safe during class periods (59 percent, n = 601) and less likely to report feeling safe or very safe before (39 percent, n = 400) or after school (40 percent<sup>4</sup>, Exhibit 13). Ten percent (n = 117) of students reported skipping a day of school because they felt unsafe.

## Exhibit 13. Student Reports of Safety by Time of Day

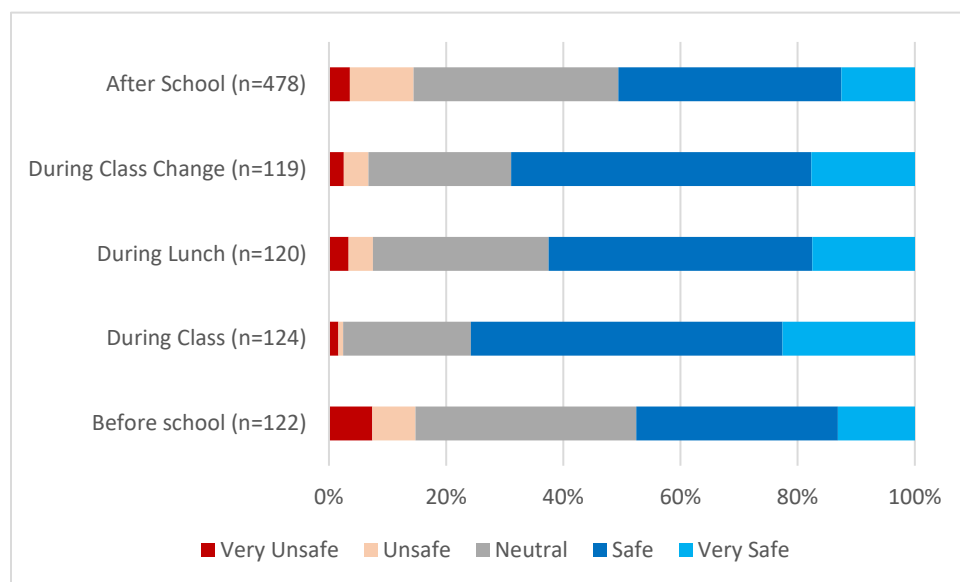


*Note.* \*After school includes responses to four items with varying response rates (Working Late in School, After School is Dismissed, Evenings During School Events, Evenings After School Events).

Similarly, parents reported that they felt their students are the safest during the school day (during class sessions, class change periods, lunch periods) and least safe before and after school (See Exhibit 14).

<sup>4</sup> See Appendix 2: Survey Response by School for n's for each item included in after school.

## Exhibit 14. Parent Reports of Safety by Time of Day



Note. \* After school includes responses to four items with varying response rates (Working Late in School, After School is Dismissed, Evenings During School Events, Evenings After School Events).

## What are student, staff, and parent perceptions of neighborhood conditions?

Most negative perceptions of school climate and safety were focused on safety issues in the surrounding neighborhoods, such as weapons, gangs, and drugs that filter into the school environment (43 percent of overall staff responses,  $n = 36$ ) and insufficient staff to deal with those issues (31 percent of overall responses,  $n = 34$ ). As one staff member noted, “If there are neighborhood fights, we are across the street from the largest housing project and we’re in the inner city so if there are fights they bring it into the school.” Another staff member noted a specific example of the negative effect of neighborhood violence on the school, “A lot filters in, when they have drive-by shootings. The school is in the middle so the school gets hit with everything.” These challenging conditions likely contribute to staff, student, and parent reports of decreased feelings of safety before and after school.

Twenty-three percent of staff ( $n = 15$ ) interviewed attributed a negative environment to changing neighborhood demographics. This was described by one assistant principal who noted:

*It’s become a more transient environment and community. Probably a lot [to do] with the economic crisis. [New residents] rent homes as part of Section 8—they came from further South, rebuilt in area so those families came north—you get different demographics—homeowners have sense of ownership, shift has brought in residents who are not as invested in community.*

A smaller number of staff members (9 percent, n = 6) attributed the deleterious neighborhood conditions to lack of parent involvement and positive role models for students. As another assistant principal described:

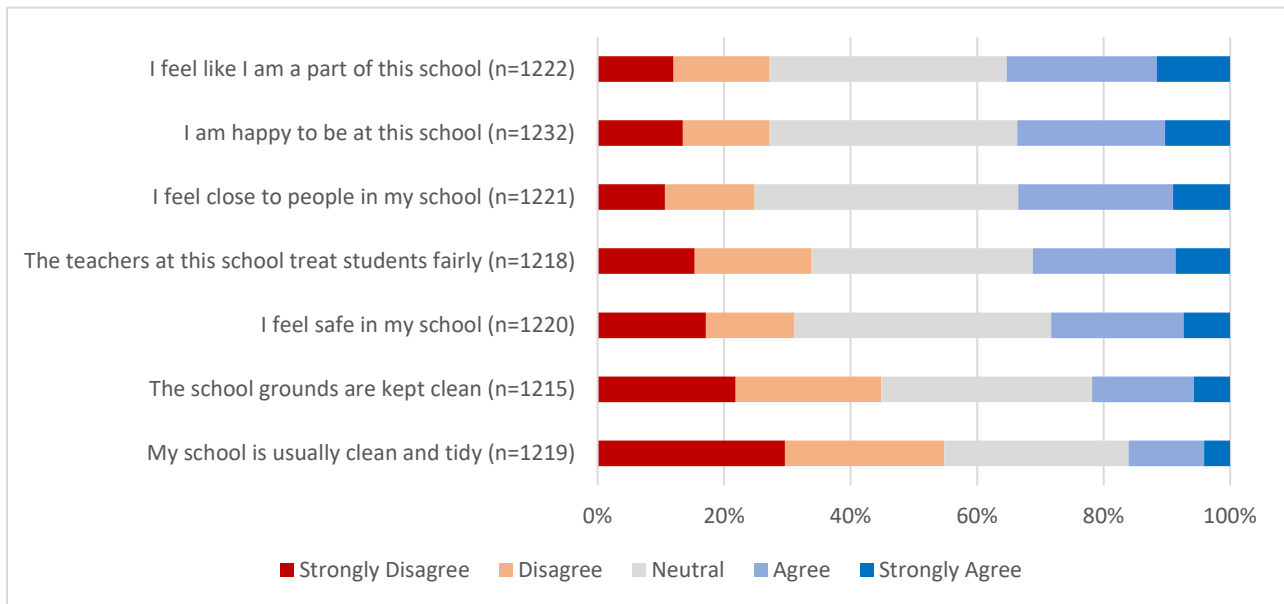
*Neighborhood folks are the role models - some of that has to do with neighborhood rivalry. X is a tougher city, more impoverished, more violence, students resort to violence and their parents do the same. If we as an administration try to mediate the parents are looking for blood and we have seen video that this how they conduct themselves. They will resort to violence-way of life in X.*

The same issues were highlighted in open-ended survey responses when staff were asked about their awareness of changes in the neighborhood that impact school safety and student mental health. Among those staff members who responded affirmatively (41 percent, n = 29), the most common neighborhood issues cited were gangs and frequent shootings.

## **What are students' perceptions of school climate and support?**

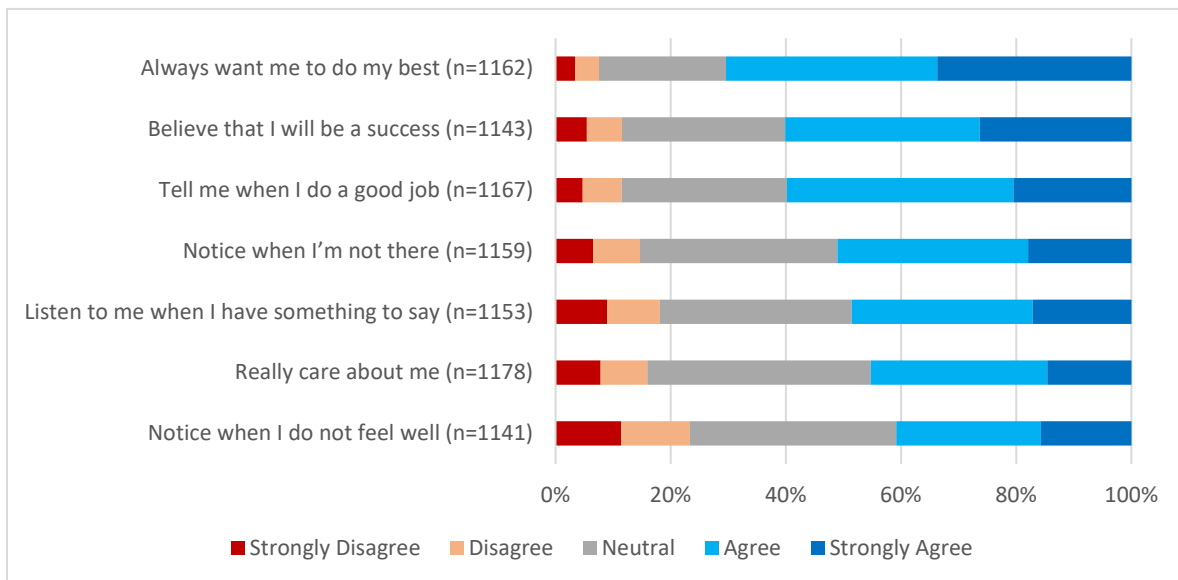
Students were less positive when reporting on school climate than they were when reporting on school safety. Approximately one third of students surveyed agreed or strongly agreed that they felt close to others in their school, felt a part of their school, and were happy to be there (See Exhibit 14). Fifty-five percent of students disagreed or strongly disagreed that their school is usually kept clean and tidy (See Exhibit 15).

### Exhibit 15. Student Perceptions of School Climate



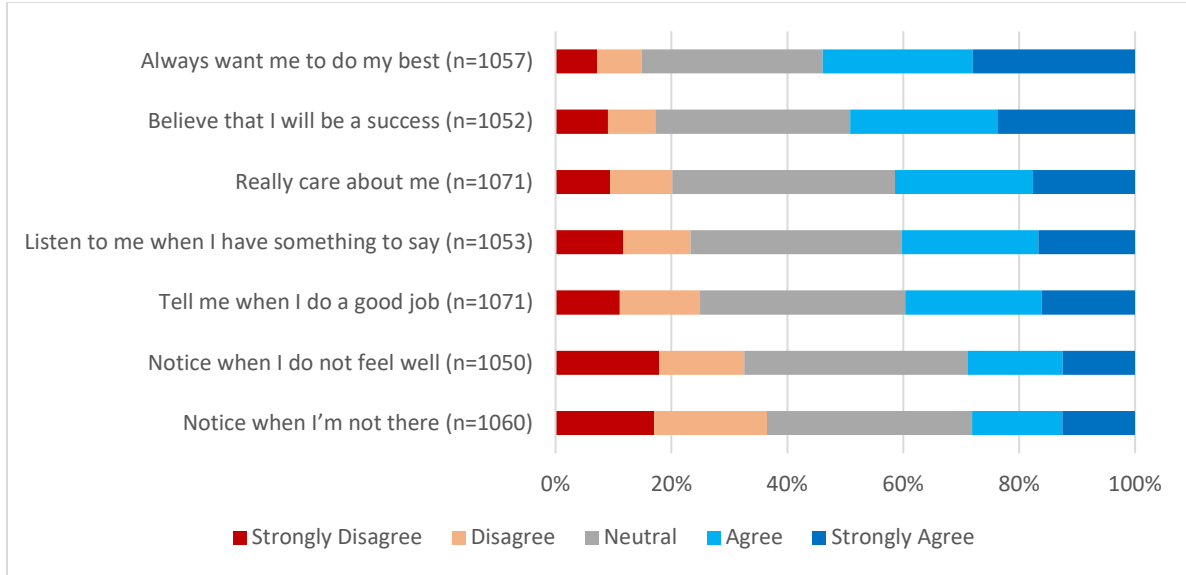
On a more positive note, students overall felt supported by their teachers, with over 70 percent (n = 818) reporting that they felt their teachers always want them to do their best and 60 percent (n = 687) reporting that they felt their teacher believes they will be a success. Students on the whole felt more neutrally about other adults at their schools when it comes to feeling listened to, cared about, and having beliefs in their success (See Exhibits 16-17).

### Exhibit 16. Students' Level of Agreement about Support from Teachers



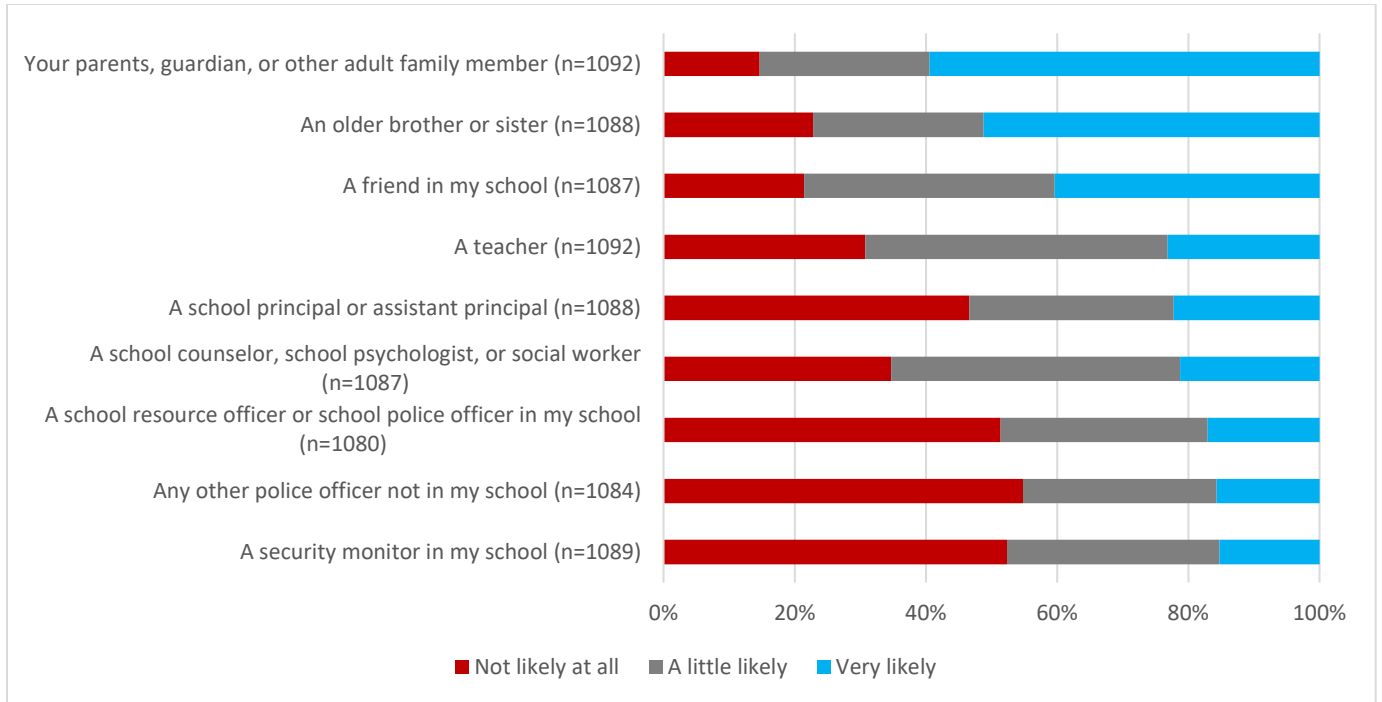


**Exhibit 17. Students' Level of Agreement about Support from Other Adults**



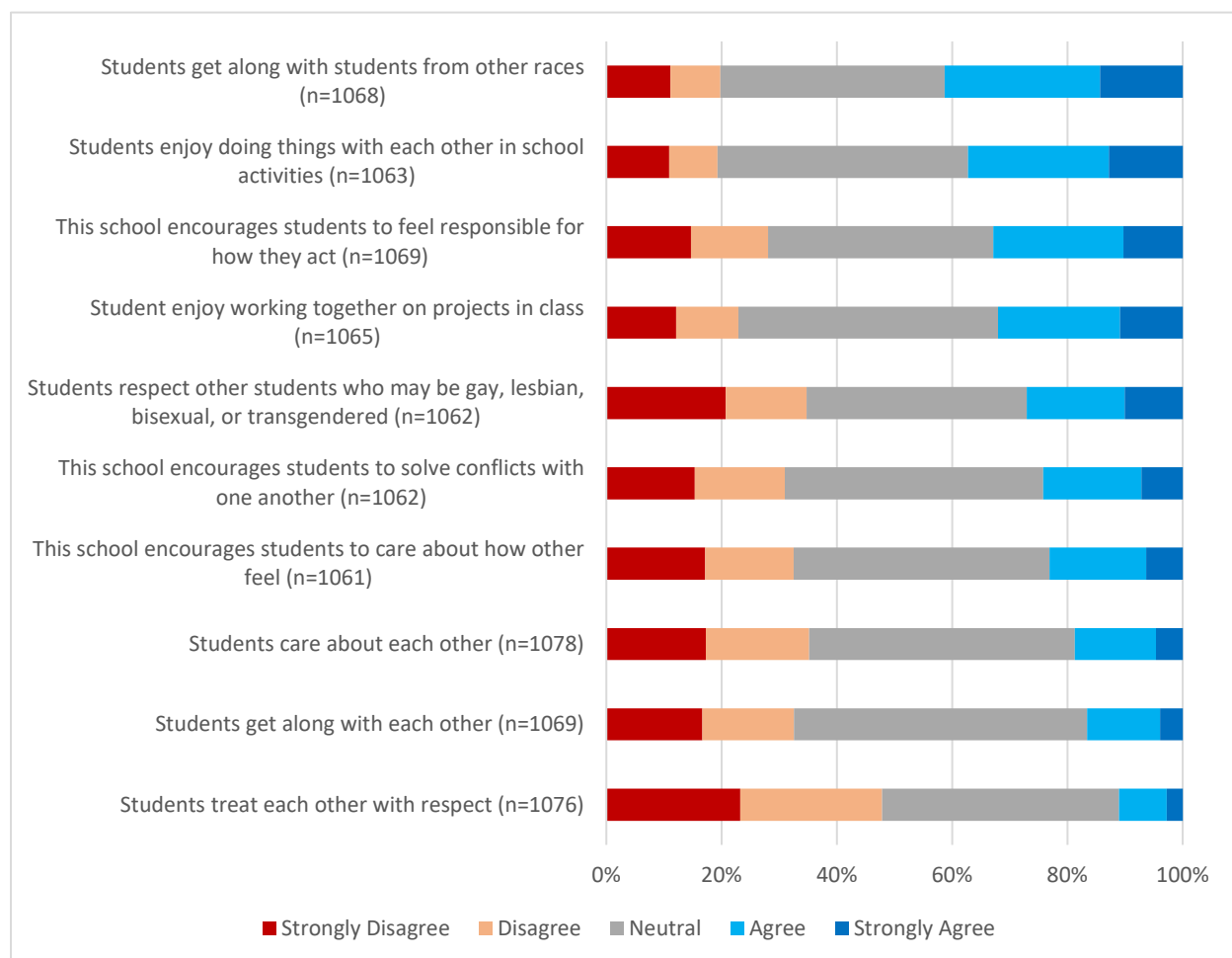
When students have personal problems, they are most likely to go to a parent, sibling, or friend (See Exhibit 18). They are considerably more likely to go to a teacher or counselor in their school than to a security monitor, SRO, or other police officer. More than half of students reported that they were not likely at all to go to a police officer, SRO, or a security monitor for support (See Exhibit 18).

### Exhibit 18. Students' Likelihood of Seeking Support for Personal Problem by Role



When asked about their peers, less than 20 percent of students (n = 202) agree that students at their school care about one another and only around 10 percent (n = 119) felt students treat each other with respect (See Exhibit 18). Almost half of students agree that students of all races get along (41 percent, n = 441) but only 27 percent of students (n = 287) agree that students respect LGBTQIA students (See Exhibit 19).

## Exhibit 19. Students' Level of Agreement about Peer Statements



## What school safety incidents are most likely to occur according to students, staff, and parents?

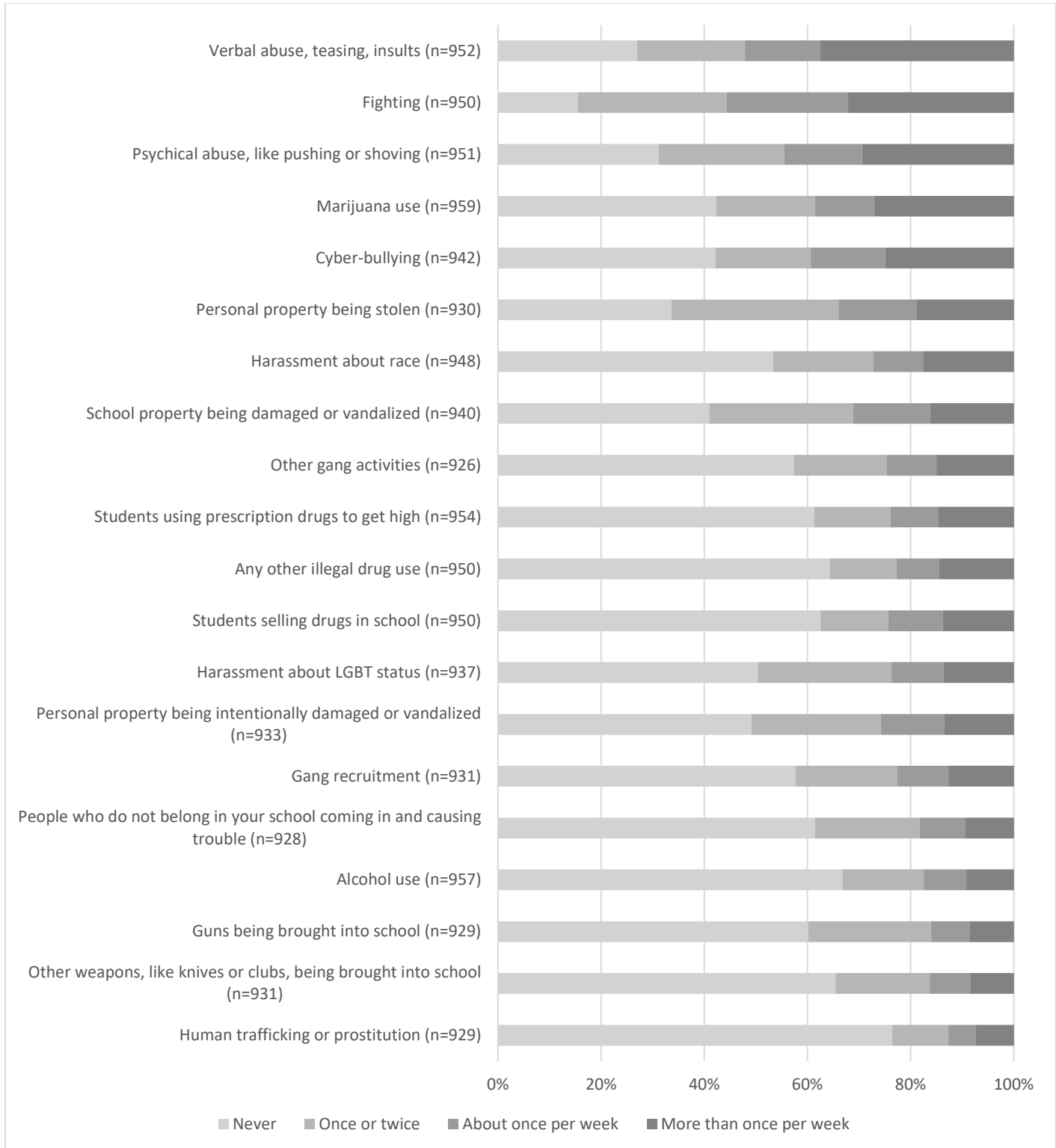
Fighting is by far the most common physical incident in schools, with 85 percent of students reporting it happening at least once or twice in the last thirty days and nearly a third (32 percent, n = 306) reporting fighting at their school more than once a week. The same trend emerged when staff were interviewed. Fighting was by far the most frequently cited school safety issue, with 45 percent of staff (n = 37) indicating that fighting was a common occurrence at their school. Often, school staff said that incidents started as bullying (usually on social media) and escalated into fights at school. Twelve percent of respondents (n = 10) cited social media as a source of most of the school incidents. School staff cited “he said, she said” starting on social media and escalating into fights at school. Students, staff, and parents were less likely to report harassment, gang activity and weapons such as guns at their school (See Exhibits 20-22).

Drugs, in particular marijuana, were also frequently cited when students and parents were asked about the frequency of a range of incidents at their school over the past thirty days (See Exhibits 21-22). Sixty percent of students reported that they have seen or heard about marijuana once or twice or more in the past 30 days, as compared to around 40 percent for alcohol and other drugs.

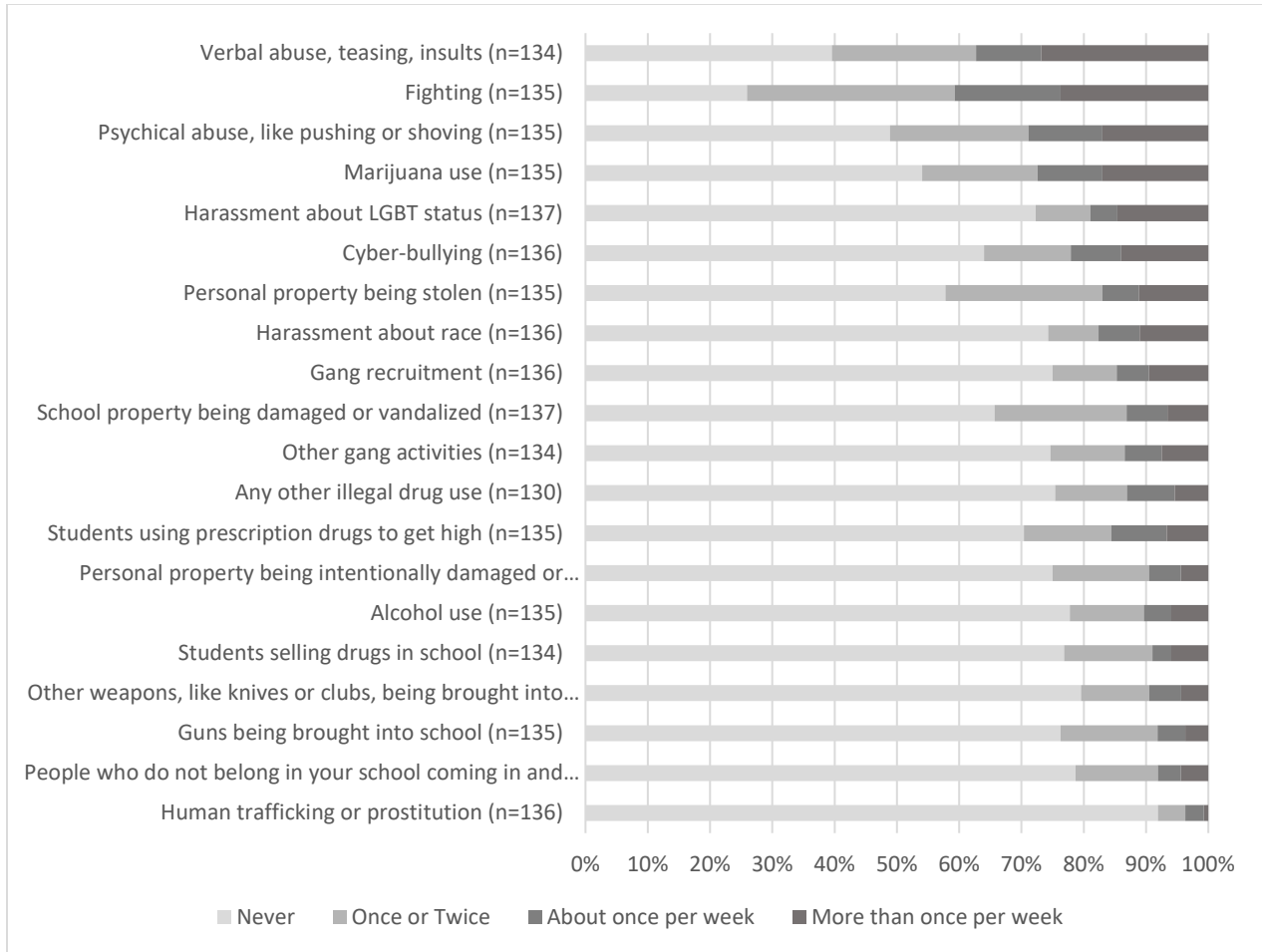
#### Exhibit 20. School Safety Incidents Cited by Staff

Code	Incidents (n = 83)
Fights (physical)	44.5%
Social Media	12.1%
Bullying (verbal)	8.4%
Truancy/skipping	7.2%
Drugs/weapons/sexual violence	7.0%
Vandalism/theft	6.0%
Gang issues	4.8%
Mental Health	3.6%

## Exhibit 21. Student Reports of School Safety Incidents in Last Thirty Days



## Exhibit 22. Parent Reports of School Safety Incidents in Last Thirty Days



## What do school staff view as threats to school safety?

When asked about physical security threats, school staff mentioned being short-staffed (usually security monitors), the building layout, and cameras (See Exhibit 23). Staff attributed physical threats to a shortage of security monitors, which was exacerbated by the open layout of the schools and the lack of dedicated staff members who are able to work exclusively in the camera room and continuously monitor the campuses.

## Exhibit 23. Physical Security Threats Cited by School Staff

Code	Physical Security Threats (n = 50)*
Staff shortage	28.0%
Building layout	26.0%
Cameras (negative)	20.0%
Cameras (positive)	16.0%
SRO Support	10.0%

Note. \*Indicates number of respondents who cited some type of physical security threats during interviews

Staff shortages, particularly a shortage in security monitors around the building, was frequently mentioned as a security threat (29 percent, n = 15). Respondents felt that the security monitors were integral to school security, but there simply were not enough of them. A few respondents mentioned a decrease in the number of security monitors over the past few years. Other staff mentioned that administrators helped monitor high-traffic areas along with security monitors, which left other parts of the school building vulnerable. As one security monitor noted:

*We started with 28 security monitors (4 years ago) and now we're at 12 or 14. There are 32 exits here and not enough people to cover them. There are 4 or 5 security monitors outside and now we're down to 1. We've got to keep outsiders outside the building and it's hard. Anything happens.*

Respondents identified the layout of their school buildings as increasing the threat to security (26 percent, n = 13). Due to the open layout of school buildings, many staff felt this made the school less safe because there were so many entry and exit points which in some cases allowed “outsiders” to enter the school building undetected. An SRO also mentioned an issue with school police gaining access to buildings during lockdowns and outdated emergency plans and school maps as contributing to physical security threats and challenging police response to incidents.

School staff, especially administrators and security monitors, thought cameras were a crucial part of keeping their school safe. As one security monitor noted:

*We are almost running on luck because we don't have enough staff at certain parts of the day. We don't have people in certain parts of the building. Our camera system is awful. It was supposed to be fixed. They came, did a lot of work, and then they stopped. I haven't been through the new program – they have a whole bunch of new cameras, but the system is not all the way in because some cameras didn't work. They didn't train me to use the system. When we have an incident and we need to go review it, I'm the one who has to go look at the camera. We don't have enough staff to monitor.*

However, sixteen percent (n = 8) of respondents mentioned that while they valued the new cameras, installation of the new cameras caused other cameras to become inactive. An additional twenty percent (n = 10) either said the cameras were not working or there were not enough cameras to provide adequate security.

SROs were mentioned less frequently as key aspects of security by school staff (10 percent, n = 5). Most staff said that SROs show up when called, but others (21 percent, n = 11) said they needed the SRO to spend more time at their school. Some school staff also mentioned that previous (or current) SROs were aware of neighborhood issues and would notify administrators and security staff about any issues that might spill over into the school. When this was mentioned, this was something that staff valued over SROs being distant or adjunct to the school community.

## What are staff's suggestions for improving school climate and safety?

In some cases, staff members at the pilot schools offered specific suggestions for improving school climate and safety based on their experience. The suggestions primarily involved requests for additional training and outreach. As noted in the previous section, several staff indicated that additional training on the updated cameras and dedicated staff for the camera rooms would maximize their ability to pinpoint and prevent potential safety issues.<sup>5</sup> Similarly, an SRO assigned to one of the pilot schools requested live feeds of the cameras on their laptops so that they would have real-time access to viewing issues at their assigned schools. In addition to training on cameras, pilot school staff also requested trainings for staff and parents about gangs in order to increase awareness and knowledge, since parents are often in denial about their child's participation in gangs. Lastly, an SRO suggested additional training on dealing with elementary school children versus those in later grades and revised protocols for school staff referrals based on developmental appropriateness.

### Communication

## How do staff and parents hear about school safety issues?

The majority of staff responding to the survey agreed or strongly agreed (58 percent, n = 82) that their school keeps them well informed about student safety and mental health. When asked about sources of information the vast majority of staff interviewed (94 percent, n = 81) indicated that they hear about school safety issues from students and staff members on their campus. The main sources of information about school safety issues cited by staff were students (52 percent, n = 45), social media (31 percent, n = 27), school staff (27 percent, n = 23), security monitors (24 percent, n = 21), and administrators (20 percent, n = 17) (See Exhibit 24).

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<sup>5</sup> These requests were relayed by the evaluators to M-DSPD following the baseline site visit. As a result, M-DCPS provided training sessions on the cameras to the six pilot schools in January and February 2017 (See Exhibit 2).



## Exhibit 24. Sources of Information School Safety Issues Among School Staff

Source	School Safety (n = 86)
Receive Information about school safety	94.2%
Students	44.5%
Social Media	12.1%
School staff (teachers)	8.4%
Security Monitors	7.2%
Administrators	7.0%
Radio/Walkie Talkie	7.0%
Media (Newspapers, TV)	6.0%
Parents	6.0%
Observation	4.8%
School Police/SRO	3.6%
Do not receive any information	5.8%

Over half of the staff interviewed (52 percent, n = 45) indicated that students were a major source of information about school climate and safety. Staff at the pilot schools emphasized the importance of building relationships with students and establishing a rapport that results in students volunteering information about potential safety issues (23 percent, n = 20).

Security monitors were also cited as a main source of information regarding school safety for school administrators, staff, and SROs (24 percent, n = 21) and in particular as an important bridge between students and school leadership regarding school safety issues (20 percent, n = 15). As one administrator noted, *“Students do talk to security staff because they are from the community and students do feel comfortable with security monitors since they know them from the community, it’s not snitching if they know the person.”*

Many parents responding to the survey indicated that they hear about incidents from their children (48 percent, n = 48). Many also noted that the school calls home about major incidents such as a gun being brought to school. Bullying, drugs, and fights were the most commonly cited incidents by parents responding to the survey (55 percent, n = 5).

## How do staff, parents, and students communicate school safety issues?

In terms of reporting school safety incidents, the vast majority of staff responding to the survey indicated that they would report a problem they saw to another school-based employee. Close to 80 percent of staff reported that they were very likely to inform a range of school-based employees including school counselors, other teachers, administrators, as well as SROs and the CrimeStoppers tip line.

School staff members who were satisfied with communication regarding school safety emphasized multiple methods of regular communication including meetings, group chats, emails, and individual meetings. This was exemplified at one school where communication about school safety occurred on an ongoing basis during security committee meetings, faculty meetings, meetings with students, and meetings with individual staff members. As the administrator at that school described, *“Depending on situation we will go ahead and assess-do we need to talk to one student, bring in counselor- we trade information between everyone in building—faculty staff students etc.”*

Second, respondents described the importance and utility of open lines of communication with administrators. As one security monitor noted:

*We go to leadership if we have a concern -especially me...I will sense when something is about to go down. I will go to them and tell them I see something that is not right and try to get things handled before they go down.*

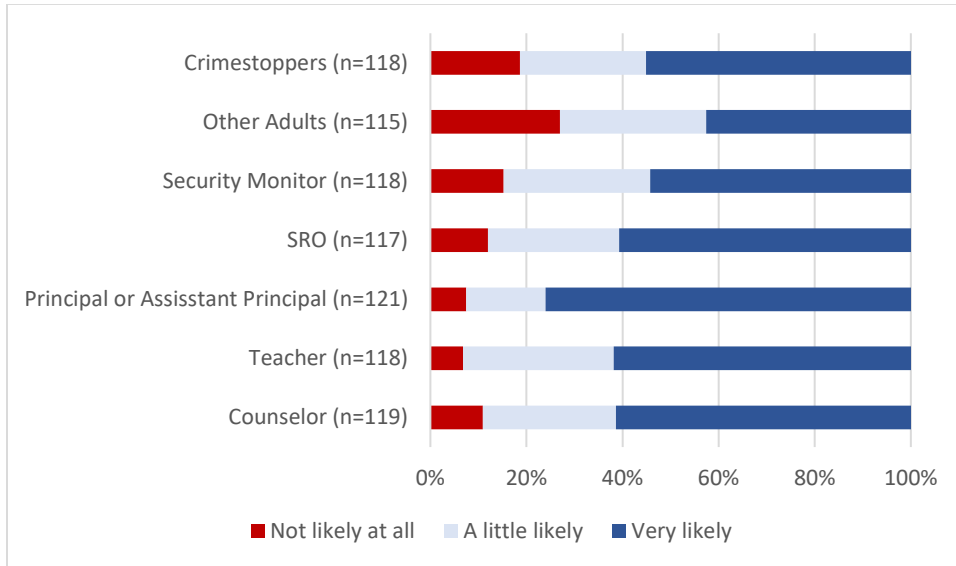
In contrast, those who were unsatisfied did not receive communication from administrators or felt comfortable communicating with administrators regarding school safety issues. This was particularly evident at one school where the security monitors indicated, *“The information is too late and sometimes we don’t even get the info. Things happen over here... No one lets us know what is going on.”*

Lastly, the majority of participants described regular, productive communication with SROs. As one staff member described:

*The school police are here every day. We have their numbers and we contact them. We make them aware when things are happening – we usually make them aware. They make us aware of things that are happening to the community or adjacent schools.*

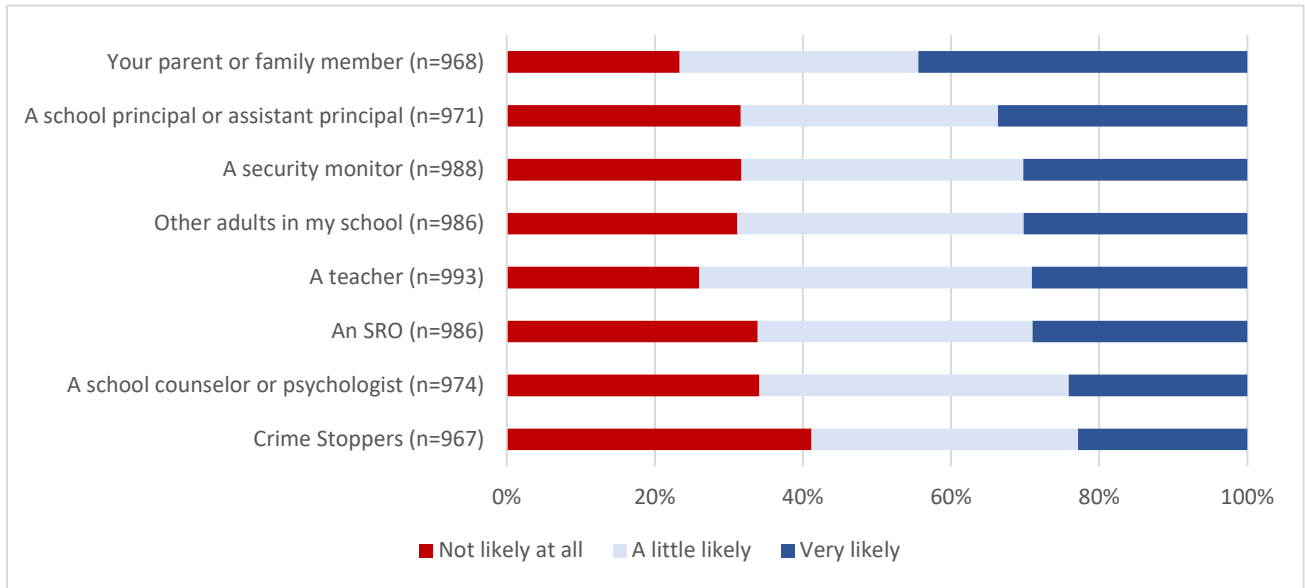
Similar to staff, the majority of parents responding to the survey indicated that they are very likely to report a problem to someone at their child’s school. For example, seventy-six percent of parents (n = 92) indicated that they would be very likely to report a problem to a school principal or assistant principal. Over fifty percent of parents were also very likely to report a problem to a SRO, security monitor, or the CrimeStopper’s tip line (See Exhibit 25).

**Exhibit 25. Parents' Likelihood of Reporting Problem to School by Role**



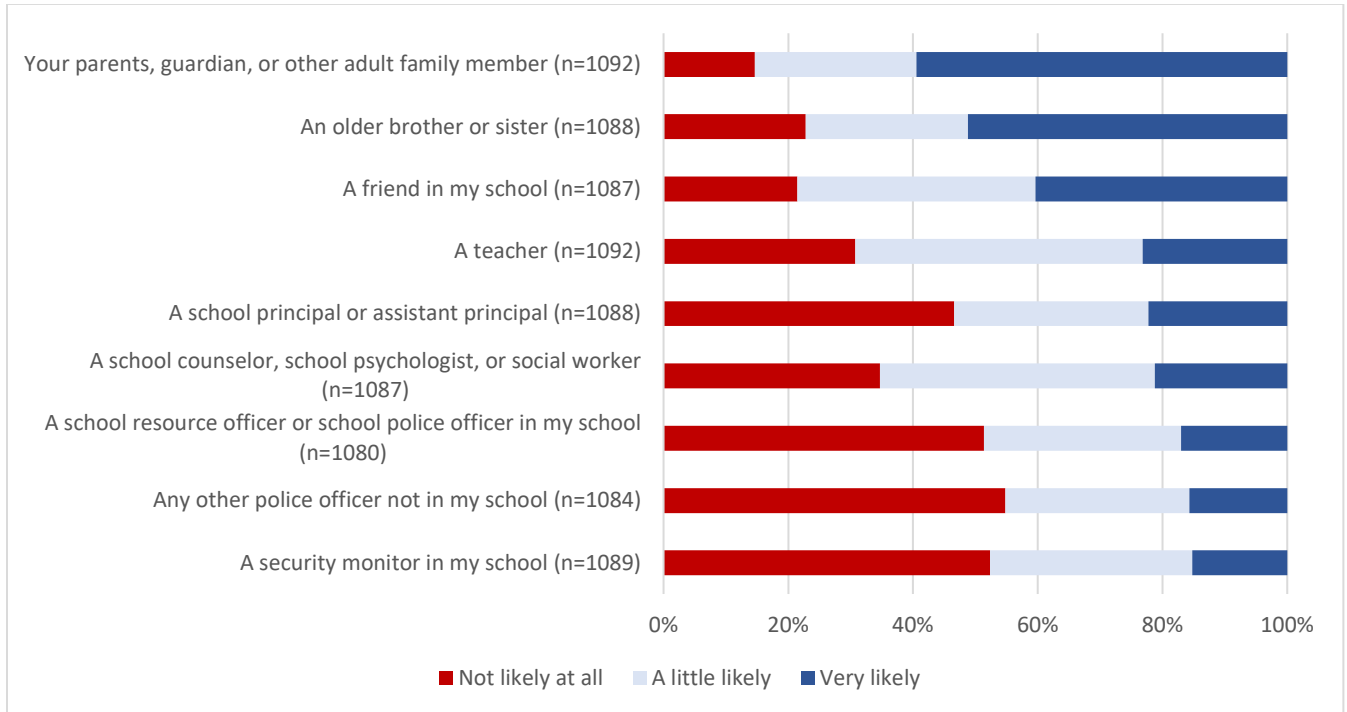
In contrast, staff indicated that students were their main source of information, while students responded that they were much less likely to go to school-based staff if they saw a problem on their campus (See Exhibit 26). Approximately one-third of students indicated that they were very likely to report a problem to an administrator (34 percent, n = 327), other adult at their school (30 percent, n = 298), security monitor (30 percent, n = 299), teacher (29 percent, n = 289), SRO (29 percent, n = 286), or school counselor (24 percent, n = 235). Students were most likely to report that they would be very likely to communicate a problem to a parent or family member (44 percent, n = 430).

**Exhibit 26. Students' Likelihood of Reporting Problem at School by Role**



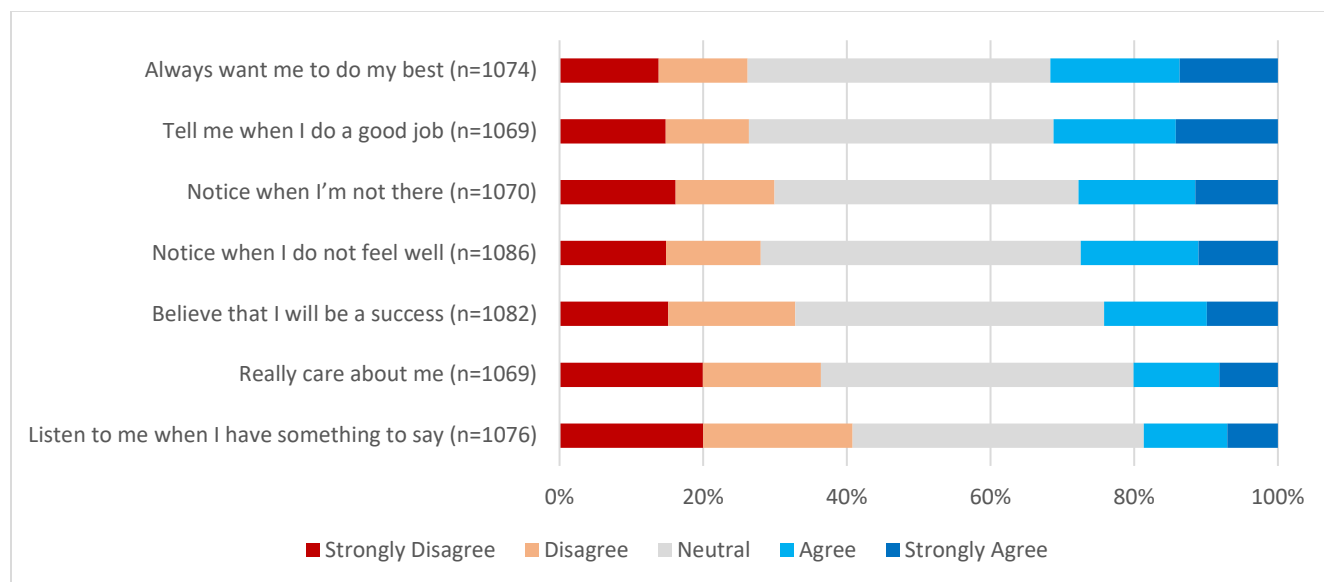
The same trend applied for seeking help for personal problems, students responding to the survey were much more likely to report that they would go to parents (59 percent, n = 649), siblings (51 percent, n = 557) and friends (40 percent, n = 439) for support than school-based staff (23 percent, n = 253) teacher, 22 percent (n = 242) administrator, and 21 percent (n = 231) school-based mental health professional) (See Exhibit 27).

### Exhibit 27. Students' Likelihood of Seeking Support by Role



Despite staff statements regarding the relationship between security monitors and students as a key source of information, students were even less likely to report that they would seek out security monitors (15 percent, n= 166) or SROs (17 percent, n = 184). Similarly, the majority of student respondents disagreed or were neutral when asked to indicate whether they agreed that security monitors “*listen to me when I have something to say*” (81 percent, n = 875) or “*really care about me*” (80 percent, n = 854) (See Exhibit 28).

**Exhibit 28. Students' Level of Agreement with Statements about Security Monitors**



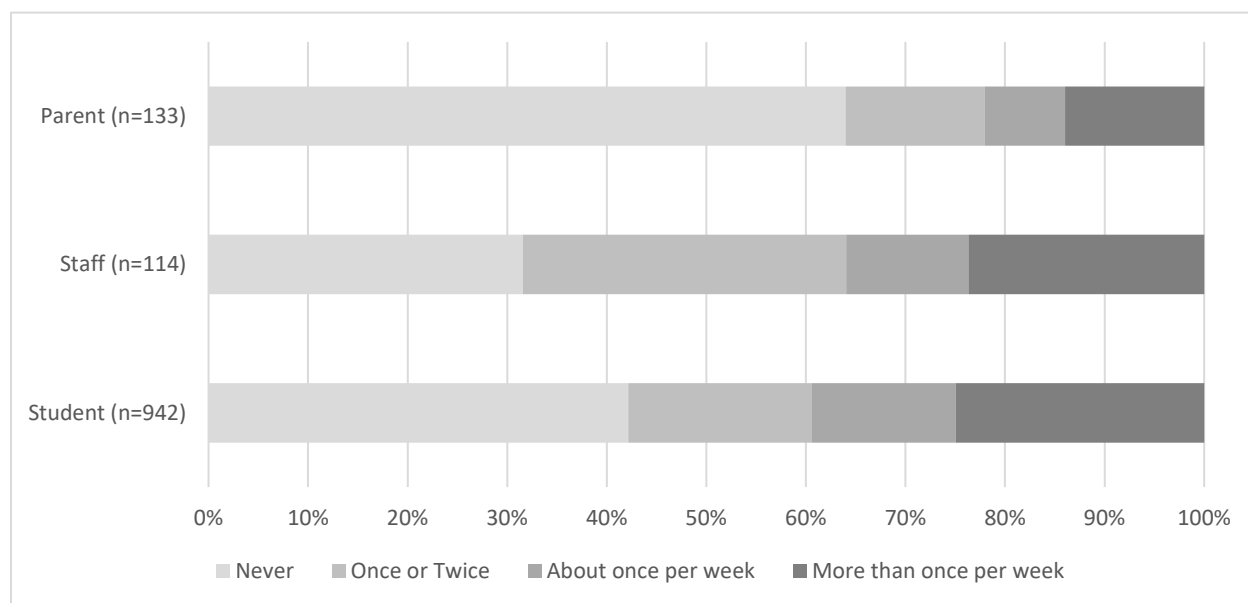
## What is the role of social media?

Social media was cited as both a source of information and a source of problems by staff members from the pilot schools. Forty-three percent of interview participants (n = 37) offered commentary regarding social media during the interviews. Of these, the majority (70 percent, n = 26) described social media as a key source of information regarding school climate and safety. As one administrator noted, *“A lot of information we find from social media. Students come to us and say they’ve seen things posted so that’s a great help when they have that trust in us to prevent things that happen.”* Thirty-five percent of participants indicated that they or someone at their school systematically monitors social media in order to identify potential school climate or safety issues. For example, staff at one school created a *“ghost Facebook page we are friends with students and they don’t know it’s us. They post pictures or about fights so that we can pick up issues that are going to occur with students.”*

Staff also cited social media as a source of school climate and safety problems (57 percent, n = 21). As one staff member described, *“To me it starts with social media...I don’t do social media at all but for girls it could be their boyfriends. Facebook Comment or an emoji they didn’t like so it escalates.”*

Students and staff report frequent instances of cyberbullying, with the majority (69 percent of students, n = 545, and 58 percent of staff, n = 78) indicating that cyberbullying has occurred at least once in their school in the last thirty days and over a third of staff (39 percent, n = 41) and student respondents (36 percent, n = 371) reporting cyberbullying more than once per week (See Exhibit 29). Parents were less likely to be aware of and report cyberbullying issues than staff and students, with 64 percent of parents (n = 87) reporting no cyberbullying occurrences in the last thirty days.

Exhibit 29. Reports of Cyberbullying in Last Thirty Days by Reporter



## How do staff and parents hear about mental health issues?

The majority of staff interviewed (75 percent, n = 39) indicated that they received information about students' mental health (See Exhibit 30). The most cited sources of information about mental health among school staff were mental health professionals (35 percent, n = 18), formal identification processes (25 percent, n = 13), parents (25 percent, n = 13), and teachers (21 percent, n = 11). Mental health professionals were also the most cited source of information about student mental health among staff survey respondents. As one staff member noted, *"We have great counselors in our school that we can talk to about students' problems."* The majority of parents (61 percent, n = 76) supported this view, agreeing that their child's school had adequate mental health resources.

### Exhibit 30. School Staff Sources Information About Mental Health

Source	Mental Health (n = 86)
Receive Information about mental health	75.0%
Mental health professional(s)	34.6%
Formally identified	25.0%
Parents	23.1%
Teachers	21.2%
Administrators	17.3%
Students	17.3%
Conflict/crisis	15.4%
Do not receive any information	25.0%

## Campus Shield

### What are staff and parent perceptions/knowledge of Campus Shield?

When staff were asked about their perception of Campus Shield, the results indicated that their understanding of Campus Shield was minimal and that they lacked an in-depth understanding of the project (See Exhibit 31). Sixty-four percent (n = 37) of the staff interviewed were not aware of Campus Shield and were unable to provide information about program details. Of the staff members who were aware of the program, 36 percent (n = 22) associated it with the installation of cameras in their schools, which they uniformly viewed as a positive change and were pleased with the increased quality. However, overall staff lacked a comprehensive, substantive understanding of the Campus Shield. Some staff were able to identify the program as having to do with safety in a general sense (26 percent, n = 15). Others associated it with mental health and student data/information collection (10 percent, n = 6). Of those who associated the project with mental health and in particular the school-based Mental Health Specialists, their responses were positive and they felt that the Mental Health Specialist had been an asset to their school. Several staff mentioned that they had participated in one or more meetings about the initiative, but were unsure about the outcomes and implementation details for the project.

Security monitors and SROs in schools were as unaware about Campus Shield as administrators and other staff. Many security monitors had not heard of Campus Shield or were only aware that it related to safety in a general sense. Some SROs had a slightly more nuanced understanding of Campus Shield as having to do with cameras and student data. No staff group, security included, demonstrated a high level or robust understanding of the Campus Shield program. Many personnel



expressed interest in learning more about the program but could not identify an information source to learn more.

### Exhibit 31. School Staff Awareness of Campus Shield

Code	What is Campus Shield? (n = 58)*
I do not know	63.8%
Cameras (positive)	36.2%
Safety	25.9%
Student Information/data	15.5%
Mental Health	10.3%
Communication	6.9%
Surveillance	3.4%

\*Data is based on 58 interview respondents. However, respondents that provided more than one example of Campus Shield given above are counted corresponding to the number of examples mentioned.

## What additional information would they like?

School staff desire a range of additional information, clustered by the role they play at the school. Staff want more information related to school safety from parents, police, and other partners who provide services to students and their families (24 percent, n = 17, See Exhibit 32). They would also like information from social media about the neighborhoods surrounding their schools (25 percent, n = 18). The sentiment of the responses was, as one custodian commented, that *“the cameras don’t catch everything”*.

Security personnel would like more information on incidents occurring in the community, from community members, parents, and police (38 percent, n = 27). For example, as one security monitor commented, *“At least try to find out what’s going on around the neighborhood. We don’t know a lot of times. It’s just what the kids say. We need to know. We don’t want to be left in the dark.”* Several security staff members mentioned that the source of problems within schools live outside of the schools- school incidents stem from neighborhoods incidents. Security monitors, who are often the first line responders to incidents, would like more meetings with and information from SROs (17 percent, n = 12) about pertinent information to their day to day operation such as potential threats and updates on on-going security incidents. Security monitors felt as though they were not receiving adequate information to empower them to do their jobs to the fullest extent. Some security monitors are frustrated by what they view as a lack of clear communication to and from them - they would like more information from administrators and SROs and they would like to communicate neighborhood and student insights in a consistent manner to SROs and administrators.

Some staff mentioned the utility of having access to student social media postings - they would like a stream of information from student social media such as Facebook and Twitter so that they can stay

ahead of incidents stemming from online peer-to-peer interactions, as well as keep abreast of threats and rumors generated online (16 percent, n = 11). Social media is also an avenue for staff to stay informed about neighborhood incidents that may affect school culture. They would like a comprehensive way to monitor social media and push that information out to the parties that need it.

Counselors would like more information on students, especially those who interact with the criminal justice system, so that they can ease their transitions in and out of school and aid in the facilitation of wrap-around services for them.

Administrators liked the new camera systems and found them helpful, but are frustrated that they are often not working or operating properly. They would like a system that helps them track incidents caught on camera and associate related data and reports with that video to add utility to the camera functions (18 percent, n = 13). They also recognized a need for more security training and briefings with security (23 percent, n = 16).

Staff would prefer to receive this information digitally, from camera updates to social media flags about potential threats in their school (10 percent, n = 7). In a digital format, staff can filter and push out information to more parties more quickly.

### Exhibit 32. School Safety Information Desired by School Staff

Code	School Safety Information Desired (n = 71)*
<b>Additional Sources of Information</b>	
Social Media	15.5%
Students	12.7%
Community Members	9.9%
SROs	7.0%
Police	7.0%
Parents	7.0%
Clear Communication	16.9%
Community Incidents	14.1%
Timing	12.7%
Staff Shortage	9.9%
Digital Access	9.9%
Community Resources	8.5%
Physical Facilities	8.5%
Training	5.6%

*\*Data is based on 71 interview respondents. However, respondents that discussed more than one source or topic of information are counted corresponding to the number of information sources or topics mentioned.*

# Findings & Recommendations

## Pilot Implementation

### **Demonstrated need for Campus Shield**

Staff, students, and parents at the six pilot schools reported a range of issues related to school safety and climate. Although staff described their school as a safe haven they also expressed concerns about safety before and after school and the challenging conditions of the surrounding neighborhoods that negatively impacted safety at the school. These concerns about safety before and after school were echoed by students and parents. Only a third of students we surveyed reported that they felt close to others in their school, felt part of their school, and are happy to be at their school. Ten percent of students felt that students treat each other with respect. Social media likely contributed to these negative perceptions. Staff members cited social media as a major source of school climate and safety issues with a majority of students and staff reporting cyberbullying on their campus in the last thirty days. These reports of negative school climate and safety concerns emphasize and underscore the need for Campus Shield in the six pilot schools.

### **Importance of Security Monitors**

Security monitors were cited by administrators, staff, and SROs as an important source of information regarding school safety due to the strength of their positive relationships with students and residents of the surrounding neighborhoods.

### **Differences in Leadership and Communication**

There were noted differences across the six pilot schools in terms of leadership and communication. Staff members at schools who were satisfied with communication regarding school safety emphasized multiple methods of regular communication that included a range of staff. Administrators at these schools maintained open lines of communication with staff including security monitors. In contrast, staff who were unsatisfied with communication at their school did not receive information from administrators and often felt uncomfortable communicating with administrators regarding school safety issues. This lack of communication extended to staff knowledge of the Campus Shield intervention. The majority of staff were unable to provide information about program details. Understanding among those staff who were familiar with the program was minimal and surface level.

## Recommendations for Improvement

Staff requested (and school police provided) specialized training for staff on the new cameras and visitor management systems. In addition, it may also be helpful to conduct additional training with school staff and, in particular, security monitors regarding Campus Shield in order to promote more frequent formal communication about school safety issues. In addition, more frequent communication with school leadership at the schools selected for the treatment condition in the Randomized Control Trial (RCT) is needed to ensure that leadership understand the Campus Shield initiative and encourage buy-in from leadership and staff members.

## Evaluation

### Readiness Implementation

The differences we observed at the pilot schools in terms of leadership and communication suggest the need for the evaluation to incorporate more formal measures of readiness for intervention and provide technical assistance to those schools who may struggle with communication in order to ensure that Campus Shield can be successfully implemented in the treatment schools. Further, these measures to document differences in readiness for implementation may help explain variability in program outcomes and maximize the potential benefits of Campus Shield.

## Recommendations for Improvement

The evaluation produced important lessons from the pilot baseline data collection to improve the evaluation process. Several changes were made to the student survey and administration process as a result of the pilot baseline data collection. First, instead of surveying a random sample of classes per school, the student survey will be administered to the whole school in order to increase the overall sample size and minimize the challenges faced by with changing class rosters. Second, the student survey was significantly condensed and the wording revised based on feedback from students and staff at the six pilot schools. Last, to ensure consistent and constant communication among target schools, a Miami-based staff member was hired to improve coordination of data collection activities and maintain regular contact with school leadership and staff during the RCT phase of the evaluation.



730 Harrison Street  
San Francisco, California 94107-1242

## Appendix 2 List of Mental Health Activities

## Pilot Mental Health Activities March-June 2018

Mental Health Activity		Brownsville Middle	Carol City Middle	Carol City Senior	Homestead Middle	Homestead Senior	Miami Northwestern	TOTAL	Percentage
Consultation	Admin	3	1			1	11	16	6.5%
	District	2	2	2				6	2.4%
	Faculty		11	1		1	13	26	10.5%
	Student Services	13		10	4	2	22	51	20.6%
	School Resource Officer		2		1	1	3	7	2.8%
	Community Agency		1				6	7	2.8%
	Other		2	1			1	3	7
Parent Support	Group Session					1		1	0.4%
Collaboration	Planning Faculty/Staff		1	1	2	1	8	13	5.3%
	Planning Student Services	1	4	9	4	1	1	20	8.1%
	Implementing Lesson		3		2			5	2.0%
	Facilitating Group Session		2			1	1	4	1.6%
	Attend student meeting				2			2	0.8%
School Support	Student Services Team Meeting		1		4	2	1	8	3.2%
	Other meeting*					1	1	2	0.8%
	Faculty meeting observer		1				1	2	0.8%
	Faculty Meeting presenter						3	3	1.2%
	Administrative Duties	1					1	2	0.8%
Community Collaboration		1	4	1				6	2.4%
School Event			3	1			4	8	3.2%
Community Engagement		1		2				3	1.2%
Provided resources		3	3	3	4	3	18	34	13.8%
Disciplinary Consult			9	1	2	1	1	14	5.7%
TOTAL		25	50	32	25	17	98	247	
Percentage		10.1%	20.2%	13.0%	10.1%	6.9%	39.7%		

## Treatment Mental Health Activities March- June 2018

	Interventions	Citrus Grove Middle	Madison Middle	North Dade Middle	North Miami Middle	Richmond Middle	Southridge Middle	Booker T. Washington Senior	Hiialeah Senior	Miami Edison Senior	North Miami Beach Senior High	Palmetto Senior	South Dade Senior	TOTAL	Percentage
Consultation	Admin	1	2	2				1	2		2			10	7.5%
	District			1	2									3	2.2%
	Faculty								1					1	0.7%
	Staff			1										1	0.7%
	Student Services	1	9	6	4	2	2	6		9	2	1	4	46	34.3%
	School Resource Officer		1		2	1					1			5	3.7%
	Community Agency										1			1	0.7%
	Other										1			1	0.7%
Parent Support	Group Session					1	1						1	3	2.2%
	Resources, information provided		1											1	0.7%
Collaboration	Planning Faculty/Staff					1	1		2					4	3.0%
	Planning Student Services		1	3	2	1	2			4		1	2	16	11.9%
	Implementing Lesson						2							2	1.5%
	Facilitating Group Session			1			1							2	1.5%
School Support	Student Services Team Meeting												2	2	1.5%
	Other meeting								2					2	1.5%
	Faculty Meeting presenter								1					1	0.7%
	Administrative tasks Duties									1				1	0.7%
Community Collaboration			1											1	0.7%
Community Engagement			1											1	0.7%
Presenter								1			2			3	2.2%
Provided resources	1	4	4	3	2	2		1	2			2	21	15.7%	
Disciplinary Consult			1	2			1				1		1	6	4.5%
<b>TOTAL</b>		3	18	21	15	8	12	7	10	19	7	2	12	134	
Percentage		2.2%	13.4%	15.7%	11.2%	6.0%	9.0%	5.2%	7.5%	14.2%	5.2%	1.5%	9.0%	100.0%	
Note. *leadership team, common planning															



## Appendix 3 Survey and Interview Protocols

### Spring 2018 Administrator Survey

#### Q17 Dear Staff Member

Miami-Dade County Public Schools (MDCPS) received a grant to develop and test a new program to improve school safety, called Campus Shield. WestEd, a national non-profit organization, is conducting an independent evaluation of Campus Shield.

As part of the evaluation, WestEd is conducting this survey to learn about your perceptions of safety in this school. Your participation in this survey will help MDCPS improve school safety and the learning environment in your school and in other schools in the district.

**WestEd will keep your responses confidential.** WestEd will not share individual responses with MDCPS, school police, your principal or anyone else. WestEd will add your responses to this survey to responses from other teachers and staff in this school and in other schools to present summary statistics to help MDCPS learn if Campus Shield is working. This study is funded by the National Institute of Justice and de-identified data will be archived at the National Archive of Criminal Justice Data.

**Your participation in this survey is voluntary.** The survey should take between 10 and 15 minutes to complete. You are free to skip questions and do not have to answer any question you do not want to. You can exit the survey any time you wish. There is no penalty for refusing to participate or answer any questions.

Please do not put your name or any other identifying information anywhere on the survey. This will ensure that the survey is anonymous. By taking this survey, you are agreeing to participate in the study.

If you have any questions about this survey you may contact WestEd at, toll free at (844) 283-0416, or via email. If you have questions or concerns regarding your rights as a research participant, you may contact the WestEd Institutional Review Board at 844-IRB-KIDS (844-472-5437) or [subjects@wested.org](mailto:subjects@wested.org).

If you consent to participate, please continue on in the survey by clicking on the arrow below

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Q2 Please select your school

▼ 6091 Citrus Grove Middle (1) ... 7151 Homestead Senior (18)

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Q3 Please select your current role

- Principal (1)
- Vice Principal (2)
- Assistant Principal (3)
- Other: (4) \_\_\_\_\_
- 

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Q4 Does your school have a Raptor Visitor Management System?

- Yes (1)
- No (2)

---

*Display This Question:*

*If Does your school have a Raptor Visitor Management System? = Yes*

Q5 Visitor Management System - Training Sessions

Please select one of the following about training on the Raptor Visitor Management System:

- I have participated in training and am familiar with the Raptor Visitor Management System (1)
- I have participated in training but still need additional training on the Raptor Visitor Management System (2)
- Training on the Raptor Visitor Management System was provided but I did not participate (3)
- Training on the Raptor Visitor Management System was not provided (4)

---

*Display This Question:*

*If Does your school have a Raptor Visitor Management System? = Yes*

Q6 Please describe the benefits you have seen from using the Raptor Visitor Management System in the space provided below:

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Display This Question:

*If Does your school have a Raptor Visitor Management System? = Yes*

Q7 Please share any challenges regarding the Raptor Visitor Management System in the space provided below:

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Page Break

Q8 How useful are security cameras in improving safety and security at your school?

- Very useful (1)
  - Useful (2)
  - Somewhat useful (3)
  - Not useful (4)
- 

Q47 Please describe any specific ways that security cameras have helped to address school safety challenges:

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Q9 Are there critical areas of your school that are not covered by cameras? If yes, please describe in the space provided below:

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Q11 Please share any challenges regarding the video cameras in the space provided below:

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Page Break

Q44 Have you been informed about the Campus Shield Data Cube?

- Yes (1)
- No (2)

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*Display This Question:*

*If Have you been informed about the Campus Shield Data Cube? = Yes*

Q12 Campus Shield Data Cube - Training Sessions

- I have participated in training and am familiar with how to utilize the Data Cube (1)
- I have participated in training but still need additional training on the Data Cube (2)
- I have not participated in training on the Data Cube (3)
- I am **not** aware of a training on the Data Cube that was offered at my school (4)

---

*Display This Question:*

*If Have you been informed about the Campus Shield Data Cube? = Yes*

Q13 Do you have login information to the Data Cube for your school?

- I have the login information for my school (1)
- I don't have it, but others at my school have it (2)
- No staff at my school have the login information (3)

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*Display This Question:*

*If Do you have login information to the Data Cube for your school? = I have the login information for my school*

Q41 How often have you logged into the Data Cube for your school?

- Never (1)
- Once (2)
- 2-3 times (3)
- Once per week (4)
- More than once per week (5)

---

*Display This Question:*

*If Have you been informed about the Campus Shield Data Cube? = Yes*

*And Campus Shield Data Cube - Training Sessions = I have participated in training and am familiar with how to utilize the Data Cube*

*And Do you have login information to the Data Cube for your school? = I have the login information for my school*

*And How often have you logged into the Data Cube for your school? != Never*

Q42 What information did you review in the Data Cube? Please describe in the space provided below:

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Display This Question:

*If Have you been informed about the Campus Shield Data Cube? = Yes*

*And Campus Shield Data Cube - Training Sessions = I have participated in training but still need additional training on the Data Cube*

*And Do you have login information to the Data Cube for your school? = I have the login information for my school*

*And How often have you logged into the Data Cube for your school? != Never*

Q48 How were you able to use that information to inform school safety decisions?

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Display This Question:

*If Please select your school = 6051 Carol City Middle*

*Or Please select your school = 7231 Carol City Senior*

*Or Please select your school = 6031 Brownsville Middle*

*Or Please select your school = 7411 Miami Northwestern Senior*

*Or Please select your school = 6251 Homestead Middle*

*Or Please select your school = 7151 Homestead Senior*

Q46 How has the mental health staff member funded as part of Campus Shield supported your school over the past two years? Please describe their work with students, staff, and families in the space provided below:

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## Mental Health Interview Protocol

### Introduction

Thank you for agreeing to participate in this interview. WestEd is conducting an evaluation of Campus Shield under contract to Miami-Dade Public Schools. Throughout the course of the 3-year National Institute of Justice grant, we will be collecting data through focus groups, interviews, and surveys as part of our evaluation.

We want to assure you that all information will be kept confidential – we will never report anything that gets said in a way that will be directly attributable to you. We'd also like you to refrain from sharing any identifiable information about individual students or staff members in order to maintain their confidentiality. This study is funded by the National Institute of Justice and de-identified data will be archived at the National Archive of Criminal Justice Data.

Your participation in this interview is voluntary. You are free to skip questions and do not have to answer any question you do not want to. You can end the interview any time you wish. There is no penalty for refusing to participate or answer any questions.

Do you consent to participate in the interview? [Staff member then records consent or opt-out]

In order to ensure that we are accurate in our data collection, we would like to audio record this session. We will have the audio recording transcribed by an external transcriptionist, and then destroy the audio recording immediately and the transcription after the evaluation is over. Further, we will remove your name and any other identifiable information from the transcription. Do we have your permission to record? If you have any questions about this interview you may contact X at WestEd at (, toll free at 844-283-0416, or via email at . If you have questions or concerns regarding your rights as a research participant, you may contact the WestEd Institutional Review Board at 844-IRB-KIDS (844-472-5437) or [subjects@wested.org](mailto:subjects@wested.org). We will provide a copy of this introduction to all participants.

### School Context

- What are your perceptions of school climate and safety in each of the pilot schools to which you are assigned? Probes, by school:
  - How many students (students who were referred to them) bring up climate and safety topics?
  - What types of issues?
  - What changes have you seen?
- Are you aware of any changes in the neighborhood that could impact school safety?
- Are you aware of any new programs or policies that could impact school safety?

### Information Flow

- How do you currently find out about issues or incidents related to school safety?
- How do you currently find out about students with mental health concerns?
  - What is the source of that information? (School resource officer, school principal, student support team, parent, teacher, social media, other outside entity, other)
    - Probe quantity, quality by source
  - When are issues most likely to occur? (Before school opens, During class sessions, During lunch period, During class change periods, After school is dismissed, Evenings during school events, Evenings after school events, Working late in the building)

- How effective/timely/accurate is this information? By source (School resource officer, school principal, student support team, parent, teacher, social media, other outside entity, other)
- Is the information you received actionable? Useful? Why or why not?
  - What actions did you take after receiving the information?
- What other information would be helpful?

Campus Shield (Questions to be asked after implementation of Campus Shield, not during baseline data collection)

- What is your understanding of Campus Shield? What is your role within Campus Shield (if applicable)?
- What kind of activities have you participated in at the six pilot schools over the past two years?
  - Probe: Community Partnerships, Group Interventions, Professional Development, Workshops, Presentations
  - How have you documented these activities?
- Who do you collaborate with on a regular basis at each of the pilot schools that you were assigned to? Who else should we talk to about Campus Shield/school safety (i.e. involved with visitor management system, cameras, mental health etc.)? What other information could we gain from conducting interviews/focus groups at the pilot schools?
- What kind of input have you had during the construction of the data cube? Of your input, what has been implemented?
  - Probe: Meetings with school police, referral forms, school support codes, , mental health data
  - Were you able to feed any information back into Campus Shield? If yes, please describe that process? (Probe: ease of using CS data systems)
- Have you tried to access and utilize the cube? If so, what was your experience?

## Data Use for School Safety Protocol

Q5 Dear District Staff, WestEd, along with the National Institute of Justice (NIJ), are interested in growing the research around best practices as to what makes schools safe. WestEd is a research, development, and service agency that currently serves as the evaluator on several NIJ Comprehensive School Safety Initiative (CSSI) grants. As part of the Campus Shield NIJ grant, we are currently interviewing large districts in order to learn about how they organize and share safety and related data. We want to assure you that all information will be kept confidential – we will never report anything that gets said in a way that will be directly attributable to you. We'd also like you to refrain from sharing any identifiable information about individual students or staff members in order to maintain their confidentiality. This study is funded by the National Institute of Justice and de-identified data will be archived at the National Archive of Criminal Justice Data.

Your participation in this survey is voluntary. You are free to skip questions and do not have to answer any question you do not want to. You can end the survey any time you wish. There is no penalty for refusing to participate or answer any questions. If you have any questions about this interview you may contact X at WestEd at, or via email at. If you have questions or concerns regarding your rights as a research participant, you may contact the WestEd Institutional Review Board at 844-IRB-KIDS (844-472-5437) or [subjects@wested.org](mailto:subjects@wested.org). If you consent to participate in this survey, please click the next arrow below to begin.

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## Q6 Organizing School Safety

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Q25 Please select your school district:

▼ ALBUQUERQUE PUBLIC SCHOOLS (1) ... WINSTON SALEM/FORSYTH COUNTY SCHOOLS (97)

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Q7 Which office(s) within district leadership are responsible for oversight of school safety?  
Please list each office on a separate line.

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Q8 Does your district have its own police department?

- Yes (1)
- No (2)
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Q9 Does your district employ sworn police officers?

- Yes (1)
- No (2)

*Skip To: Q11 If Does your district employ sworn police officers? = No*

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Q10 Do your officers receive formal training as School Resource Officers, either by the National Association of School Resource Officers (NASRO) or some other entity?

- Yes (1)
- No (2)
- 

Q11

Does your district have a contract, memorandum of agreement or understanding, or some other formal mechanism with another law enforcement agency for them to provide school safety services to some or all of your schools?

- Yes (1)
- No (2)
- 

*Display This Question:*

*If Does your district have a contract, memorandum of agreement or understanding, or some other forma... =  
Yes*

Q12

Do non-district officers receive formal training as School Resource Officers, either by NASRO or some other entity?

- Yes (1)
- No (2)
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**Q16 School Safety Staffing**

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Q13 How are School Resource Officer allocated to high schools?

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Q26 How are School Resource Officer allocated to middle schools?

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Q27 How are School Resource Officer allocated to elementary schools?

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Q28 How are School Resource Officer allocated to charter schools?

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Q42 Do schools have other school safety personnel, such as hall monitors or security guards?

Yes (1)

No (2)

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*Display This Question:*

*If Do schools have other school safety personnel, such as hall monitors or security guards? = Yes*

Q15 Do the other school safety personnel receive any formal training?

Yes (4)

No (5)

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*Display This Question:*

*If Do schools have other school safety personnel, such as hall monitors or security guards? = Yes*

Q43 How are decisions about other school safety personnel's allocation in schools made?

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## Q17 School Safety Data

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Q18 How often does your department examine summaries of the following data:

	Yearly (1)	Once a Semester (2)	Quarterly (3)	Monthly (4)	Weekly (5)	Daily (6)	Never (7)
Calls for service (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrests or other official actions (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School attendance records (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health records, such as the number of students referred for mental health services (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School behavioral records (such as suspensions and expulsions) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reports from local police departments (6)

Social media activity (7)

Local news reports (8)

Reports and data from juvenile justice agencies (9)

Gang databases (10)

Other sources: (11)

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Q19

Does your district integrate multiple sources of data to develop a deeper understanding of school safety?

Yes (1)

No (2)

*Skip To: Q44 If Does your district integrate multiple sources of data to develop a deeper understanding of school... = No*

Q20 Please describe how multiple sources of data are integrated.

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Q44 Do you integrate or examine data at the student level?

Yes (1)

No (2)

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*Display This Question:*

*If Do you integrate or examine data at the student level? = Yes*

Q34 Please describe how you integrate or examine data at the student level.

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Q46 Does your district do any predictive modeling around school safety?

Yes (1)

No (2)

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*Display This Question:*

*If Does your district do any predictive modeling around school safety? = Yes*

Q32 Please describe the predictive modeling around school safety that you do.

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Q47 How often do you share school safety data or information with the following groups?

	Yearly (1)	Once a Semester (2)	Quarterly (3)	Monthly (4)	Weekly (5)	Daily (6)	Never (7)
Inter-departmentally (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Staff (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Principals (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District Leadership (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local law enforcement agencies (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Q37 Visitor Management

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Q38 Does your department or school system have specific, written policies and/or procedures that specify what actions should be taken when a school receives a visitor, such as a parent or external partner?

Yes (5)

No (6)

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Q40 Are there formal policies and/or procedures for utilizing visitor management systems?

Yes (5)

No (6)

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*Display This Question:*

*If Are there formal policies and/or procedures for utilizing visitor management systems? = Yes*

Q41 Please describe those policies/procedures for utilizing visitor management systems.

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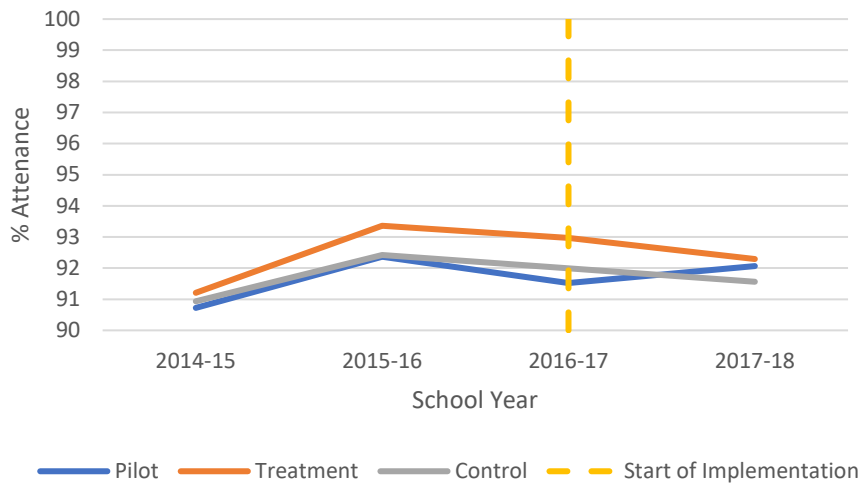
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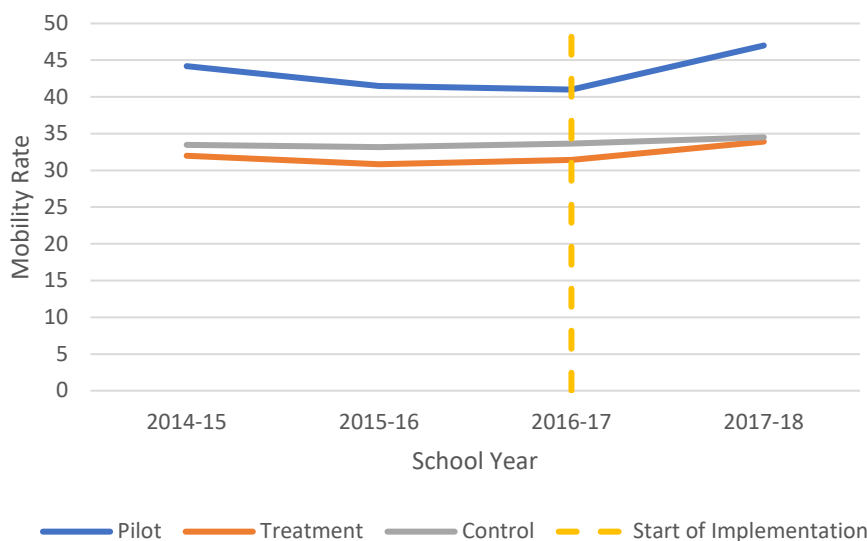
## Appendix 4 Extant Data

### MDCPS Extant Data: Attendance and Mobility

#### Campus Shield Attendance Rate by Treatment Status and School Year



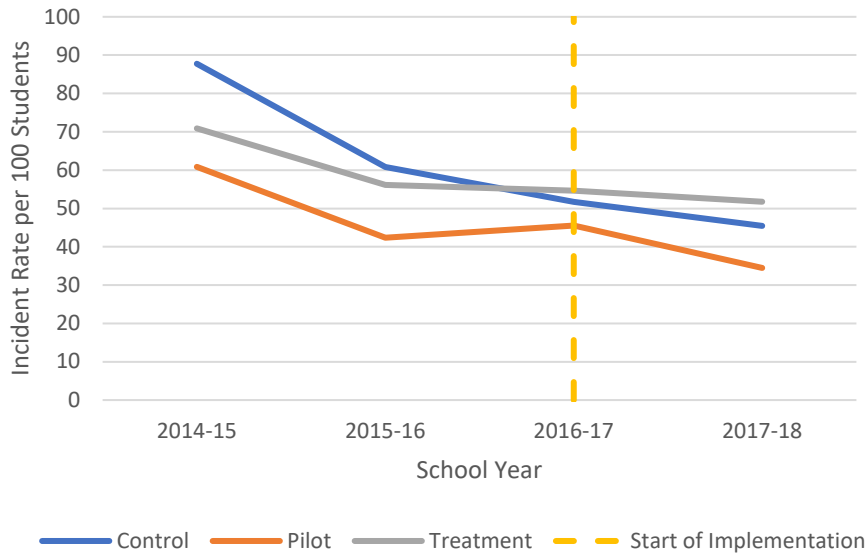
#### Campus Shield Mobility Rate by Treatment Status and School Year



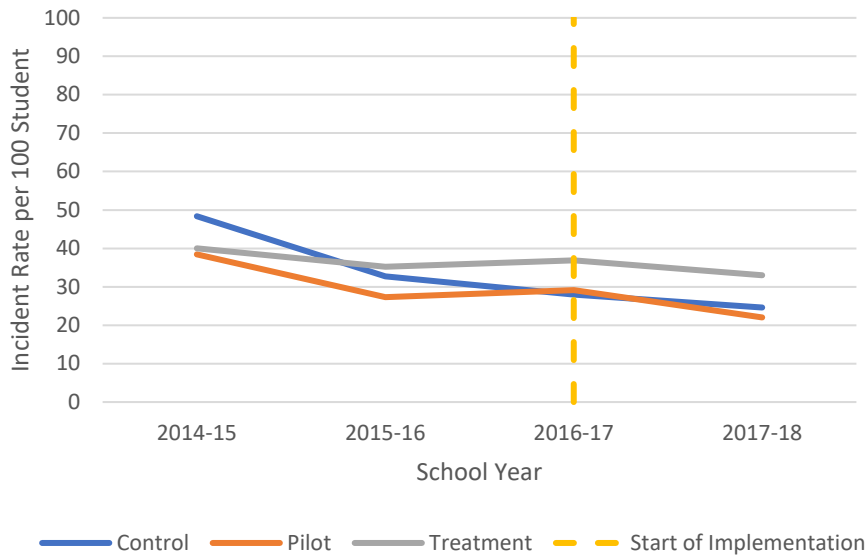
## MDCPS Extant Data: School Police Incident Data

### All Incidents

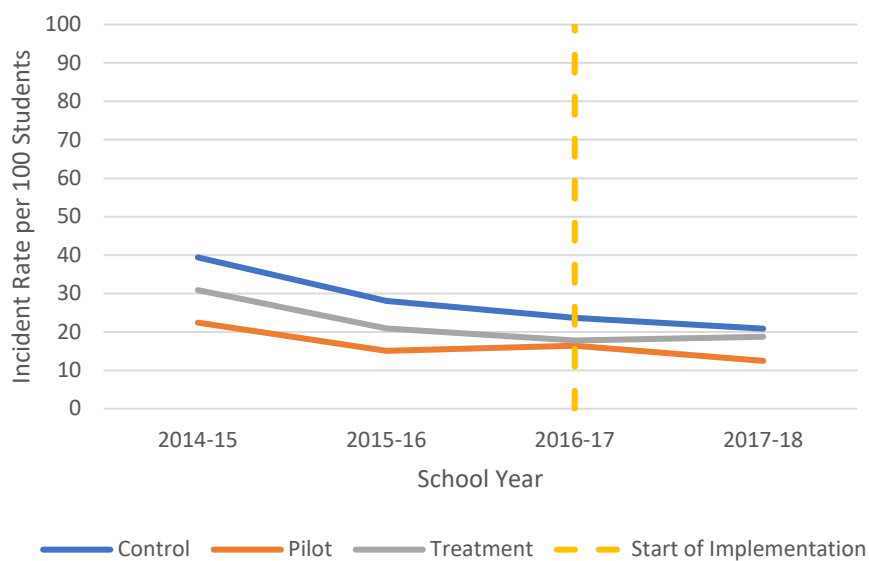
#### Total Incidents Occurring per 100 Students by Treatment Status and School Year



### Total Incidents at Middle Schools Occurring per 100 Students by Treatment Status and School Year

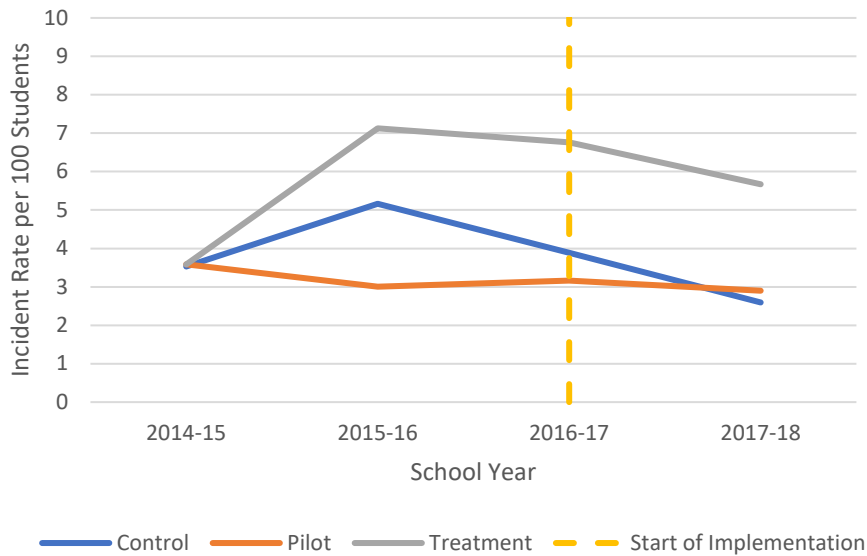


### Total Incidents at High Schools Occurring per 100 Students by Treatment Status and School Year

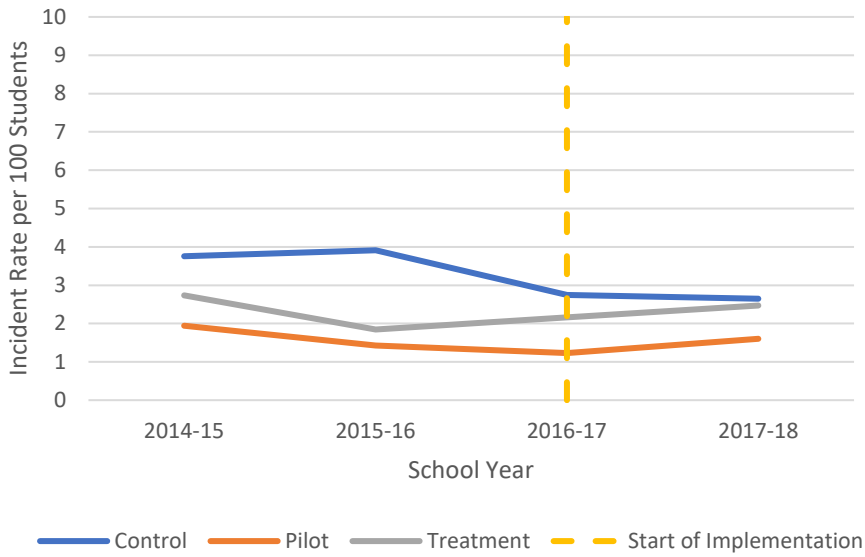


## Violent Incidents

### Violent Incidents at Middle Schools Occurring per 100 Students by Treatment Status and School Year

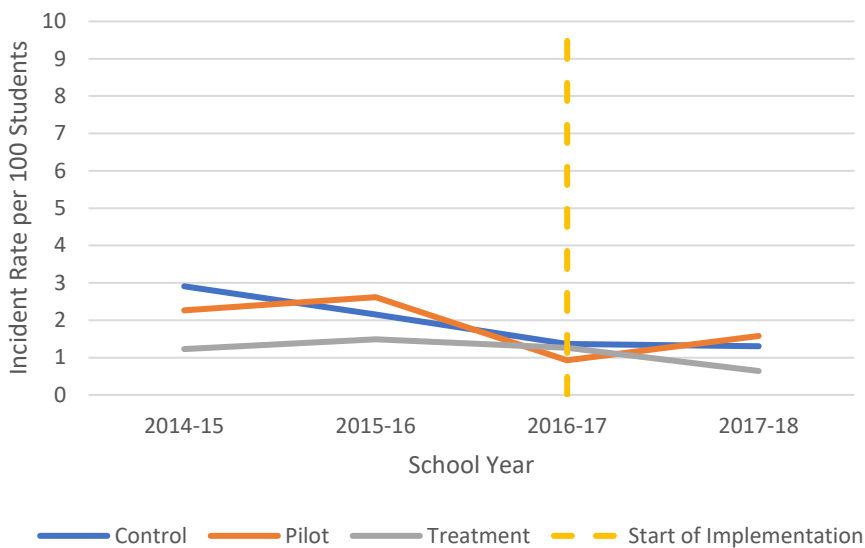


## Violent Incidents at High Schools Occurring per 100 Students by Treatment Status and School Year

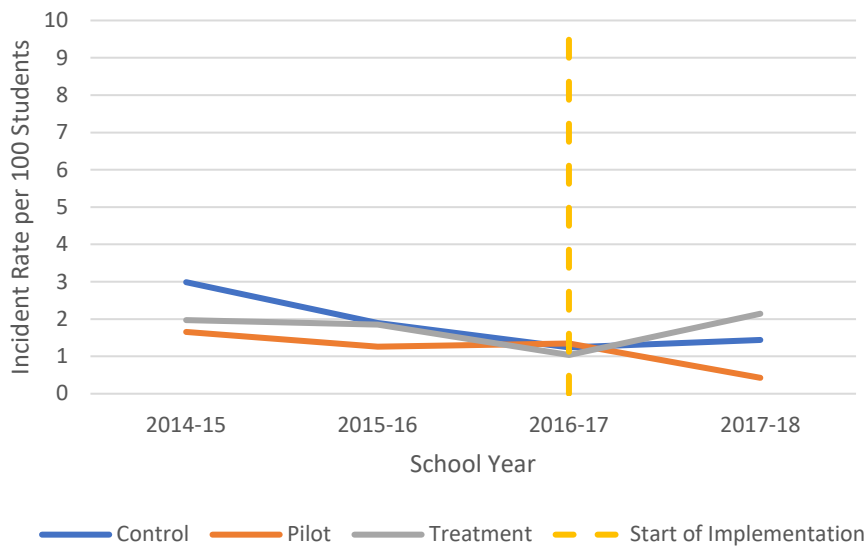


## Drug and Alcohol Related Incidents

### Drug or Alcohol Incidents at Middle Schools Occurring per 100 Students by Treatment Status and School Year



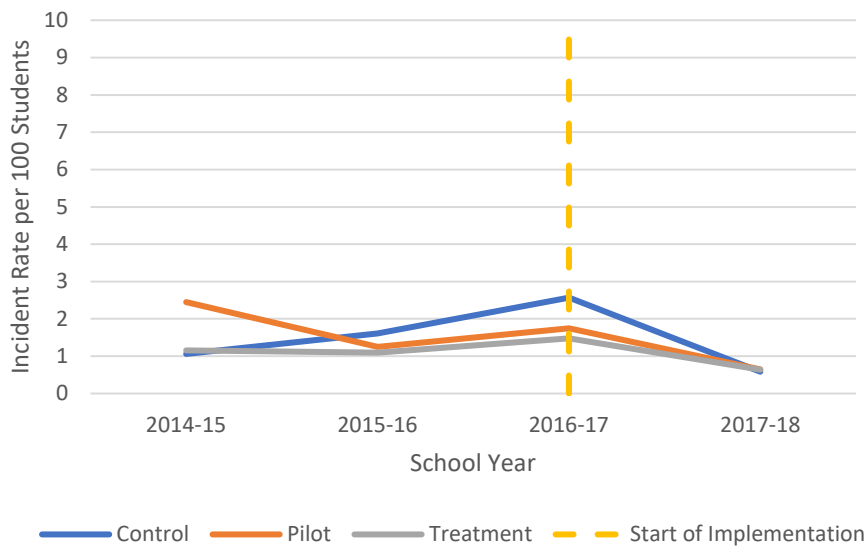
## Drug or Alcohol Incidents at High Schools Occurring per 100 Students by Treatment Status and School Year





## Weapon Involved Incidents

### Weapons Incidents at Middle Schools Occurring per 100 Students by Treatment Status and School Year



## Weapons Incidents at High Schools Occurring per 100 Students by Treatment Status and School Year

