

Appendix A: Description of Four Subsamples

Texas sample 1

In the first study, participants were SROs working for school police departments in Texas.ⁱ In total, 26 officers from 11 school districts across the state of Texas participated in phone interviews that lasted approximately 60 minutes. Among the districts, one had a cumulative enrollment of less than 1,000, three districts had an enrollment between 1,000 and 10,000, and seven districts had a cumulative enrollment of over 10,000 students. The majority of the districts (73%) had a non-White student population of greater than 60% and provided free or reduced-price lunch to greater than 50% of their students. Open-ended interview questions drew in part from the School Survey on Crime and Safety that asked administrators about the roles of school security personnel.ⁱⁱ Interviews focused on the roles of SROs in the school setting, how these roles were established, training practices for SROs, and how officers responded to various criminal and misconduct incidents while working in the school.

Texas sample 2

The second study included 20 SROs working in Texas schools. Participants were recruited from those that participated in a larger online survey. A majority of the officers worked in middle and/or high school settings, while other officers worked in either elementary campuses or served the entire district. Six of the officers interviewed were female and fourteen of the officers were male. All SROs included in this sample completed a survey as part of a broader study and indicated their willingness to be considered for a follow-up interview. In total, 213 of 564 survey participants agreed to be considered for a follow-up interview. The researchers randomly selected 20 respondents to conduct the follow-up in-depth interviews, balancing whether the officers worked for a school-run department ($n = 11$) or a contracted law

enforcement agency ($n = 9$). These interviews consisted of open-ended questions that allowed for further elaboration and in-depth discussion around the roles of officers, their responses to student misconduct, and their level of training. Collectively, these officers represented districts that were considered rural, suburban, and urban, with district enrollments ranging from 200 students to more than 100,000 students. Of these 20 interviews, five were conducted in person and fifteen were done over the phone. Interviews lasted from 60 to 90 minutes.

Southern sample

The third study took place in a high academically performing affluent suburban county in the Southern United States. Within this county, there were two school districts, one that served the main small city in the county and the other that served the remainder of the county. The county sheriff's office provided SROs to both districts ($n = 47$). SROs had been used in a small number of schools in Southern District for many years, but following the school shooting in Newtown, CT, in December of 2012, an SRO was placed in every public school in the county. The schools in the Southern sample operated within a range of settings including a small city, large suburbs, fringe rural areas, fringe town, and distant rural areas. The schools in the city had more racial and socioeconomic diversity, with approximately 15% African American students, 25% Hispanic students, and 20% of these students receiving free or reduced-price lunch. On the other hand, the county schools had roughly 5% African American students, 5% Hispanic students, and 5% receiving free or reduced-price lunch. In Southern District, these interviews took place in the SROs' assigned schools during the course of a regular school day. These interviews covered topics related to the process of implementing SROs in the district, their daily activities, their major roles and responsibilities, and their perceptions concerning the impacts they have made on students and schools and lasted an average of 45 minutes.

Midwest sample

The fourth study took place in a large urban school district in the Midwest United States ($n = 26$). The district had SROs in approximately 20% of its nearly 150 schools, with the vast majority in middle and high schools and two in elementary schools. The SROs in the Midwest sample were supplied by four different law enforcement agencies including the county sheriff's office and three local police departments. This school district served approximately 50% White students, 40% Black students, and 10% Hispanic students, and 65% of these students received free or reduced-price lunch. Interviews took place in the SROs' assigned schools and in various locations outside of the schools. The interviews covered topics related to SROs' daily activities in school, their major roles and responsibilities, the different trainings they received, and their perspectives on their job duties. Interviews lasted an average of 62 minutes.

ⁱ This sample did not include officers who were contracted to work as a school resource officer from any city or county police department. To reach these officers, the researchers compiled a list of 180 Independent School Districts in Texas that had their own police departments. An email was sent to the main department contact, asking if their officers would participate in the research. Based on information received from the department point of contact, the researchers solicited individual officers to participate.

ⁱⁱ See <https://nces.ed.gov/pubs2015/2015177.pdf>