

THE EFFECT OF SCHOOL SAFETY MEASURES ON STUDENT PERFORMANCE

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By

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ABSTRACT

Given the current climate around school violence, researchers are increasingly attempting to examine how the implementation of school safety measures impacts students. Much of this analysis focuses specifically on School Resource Officers (SROs) or is considered from the perspective of the administration or school safety team. Given the relationship between a student's environment and their school performance, it is important to consider the impacts these measures can have on their academic achievement. This thesis utilizes the National Crime Victimization: School Crime Supplement to assess the impact different security measures have on student's self-reported average school performance. Regression analysis shows that more overt school safety measures, such as SROs and metal detectors, negatively correlate with student performance. From a policy perspective, these findings underscore the importance of considering the unintended consequences of well-intended policy measures protecting students' learning environments and considering an enhanced degree of evidence-based methods for decision-making in re-calibrating existing school safety measures and initiatives.

The research and writing of this thesis
is dedicated to my mom who called me every day
to make sure I finished it.

Many thanks,
Aalyssa Ambriel Mercing

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CHAPTER 1. INTRODUCTION

The literature surrounding safety in schools stems from the perspective of the adults and administration that work in or around the school system. These works also tend to focus on a very narrow view of school safety (for a survey, see Theriot & Orme, 2016; Croft et al., 2019; Garstka, 2020; Lenoff, 2020; Stateler, 2021). They tend to center on one, School Resource Officers (SROs), of the many methods that schools employ to ensure their students are safe. With the current climate around schools and safety it is important to take into consideration the impact this may have on the students. This study will aim to address the discrepancy in levels of school safety measures around the country. This study will do this by examining the tools currently in use, and their impact on students' performance. There are many different safety measures that schools can implement, such as, SROs and metal detectors, requiring students to wear identification badges, locker checks, security cameras, adults monitoring the halls, locked entrances and exits, student code of conduct, anonymous reporting, and requiring visitors to sign in with the office (for a survey, see Croft et al., 2019; United States, 2019; Brooks, 2020). This thesis hypothesizes that safety measures that are more overt or interrupt the school environment more will be negatively associated with school performance. This is because as the safety measures become more overt they begin to impact the student's perception of safety and mental health which are directly linked to a student's performance (Clark, 2019). To assess this, OLS regressions, including controls for school, individual, and household factors, will be used to determine if there is a significant relationship between each safety measure and a student's performance in school. These regressions will help to establish if these two factors are associated with one another and the nature of that association. This analysis will complement existing literature by considering the impact of safety measures on schools by considering the students'

performance and analyzing all school safety measures (for related literature, see Theriot & Orme, 2016; Clark, 2019; Croft et al., 2019; Brooks, 2020; Lenhoff, 2020). It will also include an analysis of the nature of having one or more safety measure and the association with students' performance.

CHAPTER 2. BACKGROUND AND LITERATURE REVIEW

Over the past decade, school safety has become an increasingly popular topic of discussion among educators, policymakers, researchers, and communities. With tragic, violent school-related events, such as the Sandy Hook Elementary Shooting and the Parkland High School Shooting, and violence as a whole becoming more prominent in schools, society has been looking for the best way to keep students safe. Schools nationwide have been adopting and amending their safety plans and safety measures to mitigate this safety risk. They have done so by ensuring safety plans are up to date and ensuring safety methods are in place and in proper working order (Brydolf, 2013). Understanding the impact of these safety measures on student performance can help ensure that society is not sacrificing its students' academic performance for these safety measures.

This literature review seeks to explore the existing research around school safety measures and their impact on students' performance and safety. By examining this literature, this review aims to provide insights into the current topics of discussion are and where those conversations can be expanded upon. This thesis will review empirical research focusing on student performance (Lenhoff, 2020), student safety (Cobb, 2021), student well-being (Stateler, 2021), and school safety measures (Croft et al., 2019), highlighting key developments and trends currently shaping the research.

By examining this literature, this review aims to inform educational stakeholders about methods of school safety and their impact on student performance in order to best provide recommendations for policies and research moving forward. Understanding the dynamic between school safety measures and student performance is critical to ensuring a positive, productive, and safe learning environment.

Student performance can be measured as the grades one receives while in school. Student performance has also been linked to a student's mental health and perception of school safety (Thomas et al., 2016; Clark, 2019). The research shows that these variables are interconnected with a school's culture and environment (Clark, 2019). Thomas et al. (2016) explains how SROs with the proper training can improve student performance due to their ability to promote a feeling of safety within the school. Lenoff (2020) evaluates the relationship between SROs and student performance and finds an inverse effect when the data is self-reported by students.

In contrast with what others in the field have done, this study will look at these safety measures and how they impact students from their perspective rather than the perspective of the school safety team, SROs, or teachers (Brooks, 2020; Cobb, 2021; Leniski, 2022). This thesis will complement existing literature so all perspectives can be addressed and considered. Some studies have addressed the perspective of students; however, their analysis is directed to their perception and the effects of SROs solely (Theriot & Orme, 2016; Croft et al., 2019; Garstka, 2020; Lenoff, 2020; Stateler, 2021). Having those who are most directly affected by the safety measures center the reported data feels like it would have already been included, but not in such an extensive and data-driven way.

Another area missing from the literature that this study aims to address is the lack of comprehensiveness in analyzing of the safety measures. Most studies will look at one specific

safety measure and consider its impact. A study by Croft et al. (2019) runs an analysis of school safety measures on student perception of their safety but does not contain an analysis of student performance. This thesis will look at how each safety measure impacts student performance.

This study has been designed to complement existing literature in order to provide some insight into the possible relationship between school safety measures and student performance. This study aims to motivate future research on multiple methods of school safety measures and their implications in the learning environment to provide education policymakers and stakeholders with information to help promote a safe and supportive learning environment.

CHAPTER 3. HYPOTHESIS

This thesis hypothesizes that there is a relationship between student performance and the safety measures present in a school. There are specific safety measures that hinder or decrease student performance. This is because when students begin to perceive that they are in danger from either an outside or inside threat, their focus in school declines, resulting in less satisfactory grades. There may even be a point where the combination of safety measures impedes safety. This is because the students may, consciously or not, begin to associate the safety measures as being in place not to protect them from outside threats but that they are a threat to their own safety (Croft, 2019; Cobb, 2021).

With this line of thinking, one could predict that more overt safety methods will likely cause a decline in student performance, especially if combined with other measures. More overt methods would be the presence of SROs and metal detectors, requiring students to wear identification badges, locker checks, and security cameras (Croft et al., 2019). The less overt methods would have a more neutral to positive effect on student performance. Those less overt

methods would consist of adults monitoring the halls, locked entrances and exits, student code of conduct, anonymous reporting, and requiring visitors to sign in with the office (Croft et al., 2019). The more overt the safety method, the more likely the students will have less satisfactory school performance. This analysis will aim to identify which of the security measures have the most significant effect on student performance by analyzing each specific safety measure and its impact on student performance, as well as the combined effect of those safety measures.

CHAPTER 4. CONCEPTUAL MODEL

To test the hypothesis, one needs to assess each safety measure's impact on student performance. To do so, I run cross-sectional regressions that can be written as such:

$$\begin{aligned} \textit{Student Performance} = & \beta_0 + \beta_1 \textit{Safety Measure} + \beta_2 \textit{School Controls} \\ & + \beta_3 \textit{Individual Controls} + \beta_4 \textit{Household Controls} + \epsilon \end{aligned}$$

Where Student Performance is a variable that measures the average self-reported grade of the student and Safety Measure is a placeholder for each individual school safety measure variable. The School, Individual, and Household controls are all placeholders for the numerous controls under each category that help to address factors outside of the Safety Measure that may impact Student Performance.

The different Safety Measures are the presence of SROs, hall monitors, metal detectors, locked doors, the requirement for visitors to sign in, locker checks, the requirement for students to wear identification cards or badges, security cameras, the presence of a Student Code of Conduct, and anonymous reporting options.

The School Controls will consist of the following different factors: if a school is public or private, if there is gang activity present in a school, what region the school is in, what locale the school is in, the school level, the school size, student-to-teacher ratio, the percentage of minority students, the percent of students on free lunch, and if the students perceive the school to be safe. The school controls were chosen in order to best eliminate the impact that the school environment has on student performance (Croft, 2019). These control variables are similar to those chosen by others in order to best control for the effects of different independent variables on student performance or a related dependent variable (Croft, 2019; Lenhoff, 2020). Religious affiliation was excluded from the controls because that is highly correlated with a school being public or private. The choice to control for the presence of gangs rather than gang involvement with drugs or gang violence being present at schools was because those were both highly correlated with the presence of gangs. The presence of gangs was used to establish a level of violence and crime known at the school. Unlike Lenhoff (2020), this study does not control for violence in the neighborhood where a student lived but at the school itself. This was an intentional decision in order to be able to best control the need of for security measures given the violence in a school. Croft (2019) also emphasizes that when schools are perceived to be less safe and have more violence, the environment is more unstable, which can lead to lower student performance. In order to prevent violence at school from impacting the dependent variable, it is included as an additional control variable. The region and locale were to help isolate and make it more comparable to other areas. The idea is that being in specific regions of the country or different locales, there are different expected violence levels within different district makeup. The school level, school size, and student-to-teacher ratio were used to ensure that middle and high schools were differentiated from each other and that much larger schools were also

differentiated. The percentage of minority students and those on free lunch help to make up the demographics of the school (Lenhoff, 2020). They help to identify the diversity level and socioeconomic status of the school's student population. Lastly, including a control for if students report that they feel safe is important. The literature indicates that safety has a direct impact on student performance.

The Individual Controls will consist of the following different factors: the student's age, their gender, the sex assigned at birth, their sexuality, their race, and whether they are Hispanic or not. Age is important to control because younger students may have a very different perception of school. Controlling for gender, assigned sex at birth, and sexuality is partly aimed at helping to identify specific aspects about a student that may make them more susceptible to bullying or other violence at school and help to address issues that may also take away their ability to perform at the same level as their peers (Lenhoff, 2020). Race and whether or not the student is Hispanic helps to identify other markers for students.

The Household Controls will consist of household income and the living quarters. The household income and living quarters help to illuminate specific aspects of home life that can impact a student's performance (Lenhoff, 2020).

CHAPTER 5. EMPIRICAL ANALYSIS

The data set chosen for this analysis comes from the "National Crime Victimization Survey: School Crime Supplement, [United States], 2019" (United States, 2019, pg. 4). This data was collected through surveys given between January 2019 and June 2019. The relevant population for this thesis is the respondents aged 12 to 18 years old who were in primary or secondary education programs leading to a high school diploma, who were enrolled sometime

during the six months prior to their interview, and who were administered the 2019 School Crime Supplement (SCS) questionnaire. The population of interest for this thesis is those who filled out the SCS questionnaire and provided information about their grades and the safety measures present at their school. With these parameters, the sample size for the data set is either 1,366 or 1,365 participants for all regressions other than the regression for locker checks, which has a sample size of 1,261 participants.

The variables in Table 1 were chosen for analysis and coded as follows for regression analysis. Student performance, the dependent variable, was coded so that a positive coefficient would reflect an increase in, or more highly regarded, grades. So, an “A” is considered a 5, whereas an “F” is considered a 1. All of the independent variables were originally coded to reflect only the definite presence of a security measure. For example, SRO was coded as a 0 for “no” and 1 for “yes.” However, there was a third option available for selection, which was “I don’t know.” In order to avoid ignoring the third option, it was weighted as 0.5. This provides insight into those responses where there may have been the presence of the security measure, but the student did not confirm it. Because the safety measure could be present, it seemed less appropriate to mark those observations as a no or drop them entirely the data set. It also did not appear appropriate to assume them as a yes, so they received a weighting between the two.

Table 1. Variable List

Variable	Description
Student_Performance	Average self-reported grades, A=5 to F=1
SRO2	Presence of School Resource Officer, Yes=1 Don't Know=0.5 No=0
Hall_Monitor2	Presence of Hall Monitors, Yes=1 Don't Know=0.5 No=0
Metal_Detectors2	Presence of Metal Detectors, Yes=1 Don't Know=0.5 No=0
Locked_Doors2	Are the entrances and exits locked during the day, Yes=1 Don't Know=0.5 No=0
Visitor_Signin2	Are visitors required to sign in upon arrival, Yes=1 Don't Know=0.5 No=0
Locker_Check2	Does the school perform locker checks, Yes=1 Don't Know=0.5 No=0
Student_ID2	Are students required to wear ID or badges all day, Yes=1 Don't Know=0.5 No=0
Secuirty_Cameras2	Presence of one or more Security Cameras, Yes=1 Don't Know=0.5 No=0
Student_COC2	Presence of Student Code of Conduct, Yes=1 Don't Know=0.5 No=0
Anon_Report2	Does the school allow anonymous reporting, Yes=1 Don't Know=0.5 No=0

Each of the independent variables was estimated across eight different OLS regression models. Those models include just the independent variable on the dependent variable; in the subsequent regression models, the independent variable was included, and each set of the control variables was in all combinations until all of the controls were included. They were as follows: school controls only, individual controls only, household controls only, school and individual controls only, school and household controls only, individual and household controls only, and school, individual, and household controls. These regressions, which include a full breakdown of the control variables, can be found in the appendix in tables 4A through 13B. The outputs for the

regressions for each independent variable can be found in Table 2, refer to Model 8 in tables 4A through 13B for the coefficients on the controls.

Table 2. Student Performance and School Safety Measures

VARIABLES	(1) Model 1	(2) Model 2	(3) Model 3	(4) Model 4	(5) Model 5	(6) Model 6	(7) Model 7	(8) Model 8	(9) Model 9	(10) Model 10
SRO2	-0.125** (0.0611)									
Hall_Monitor2		0.117 (0.0778)								
Metal_Detectors2			-0.156** (0.0621)							
Locked_Doors2				0.147** (0.0720)						
Visitor_Signin2					0.0766 (0.0961)					
Locker_Check2						0.0261 (0.0466)				
Student_ID2							-0.0198 (0.0463)			
Security_Cameras2								-0.131 (0.0896)		
Student_CoC2									-0.200* (0.106)	
Anon_Report2										-0.0577 (0.0593)
Controls	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Constant	2.980*** (0.633)	2.764*** (0.637)	2.843*** (0.632)	2.727*** (0.636)	2.794*** (0.640)	2.952*** (0.667)	2.834*** (0.636)	2.974*** (0.640)	3.016*** (0.641)	2.860*** (0.630)
Observations	1,366	1,366	1,365	1,365	1,365	1,261	1,365	1,365	1,365	1,365
R-squared	0.123	0.122	0.126	0.125	0.123	0.119	0.122	0.123	0.124	0.123

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 2 highlights that SRO2, Metal_Detectors2, and Locked_Doors2 are all statistically significant at the 95% confidence level. The table also shows that Student_CoC2 is statistically significant at the 90% confidence level. According to the regression, the presence of School Resource Officers is associated with a 0.125 letter grade decline in student performance, holding all other variables constant. Metal detectors also are associated with a 0.156 letter grade decline in student performance, holding all other variables constant. Locked entrances and exits are positively correlated with a 0.147 letter grade change in student performance, holding all other variables constant. Hall monitors and requiring visitors to sign in is not statistically correlated with student performance in either a positive or negative direction within a 90% or greater confidence level. Having a Student Code of Conduct is associated with a 0.200 letter grade decline in student performance, holding all other variables constant. Locker checks, requiring students to wear ID cards or badges, security cameras, and anonymous reporting do not have a statistically significant association with student performance in either a positive or negative direction within a 90% or greater confidence level.

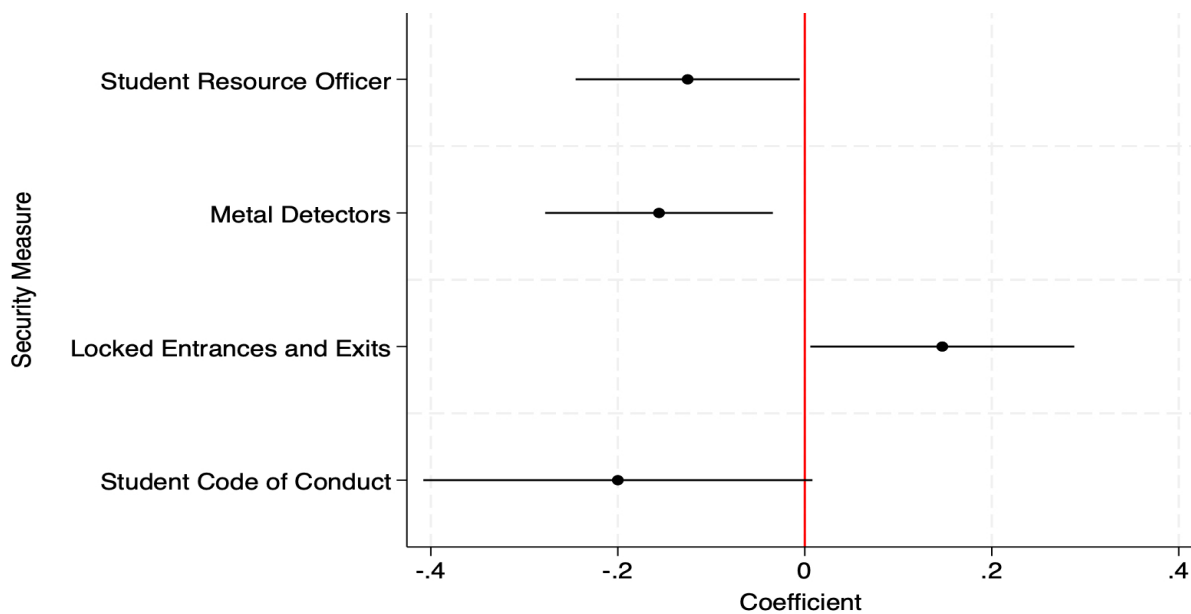


Figure 1. Coefplot of Statistically Significant Independent Variables from Table 2

Figure 1 illustrates, visually, the effect that each of the statistically significant variables has on student performance. Through this it can more clearly be seen the effect that each variable has. Graph 2, in the appendix, is the same visualization for all of the independent variables.

Table 3 contains index variables that measure the effect of the combined effect of all of the variables, labeled Index, and those that were found to be statistically significant, Index2.

Table 3. Summary of Student Performance and Index Variables

VARIABLES	(1) Model 1	(2) Model 2
Index	-0.0155 (0.0157)	
Index2		-0.0603* (0.0345)
Constant	2.944*** (0.642)	3.018*** (0.645)
Controls	✓	✓
Observations	1,366	1,366
R-squared	0.121	0.123

Robust standard errors in parentheses
 *** p<0.01, ** p<0.05, * p<0.1

In Table 3, the variable titled “Index” contains an index that sums the combined effect of all of the different independent variables. This variable tells us that, on average, as you increase the number of safety measures present in a school by one more measure it would be associated with a lower student performance by 0.016 letter grades. However, this variable is not statistically significant at the 90% confidence level. The variable titled “Index2” indexes the combined effect of the variables that were found to be significant from Table 2; SRO2, Metal_Detectors2, Locked_Doors2, and Student_CoC2. The coefficient on this variable indicates that on average, when there is a combination of one or more of these variables, student

performance decreases by 0.06 letter grades and is statistically significant at the 90% confidence level.

CHAPTER 6. CONCLUSION AND POLICY IMPLICATIONS

This thesis explored the relationship between school safety measures and student performance through the lens of the students through the SCS of the National Crime Victimization Survey from 2019. The goal was to answer the question whether there is a relationship between any safety measures and student performance, as well as identify the nature of that relationship.

From this research, four main security measures that are associated with student performance have been identified, and six others show no significant correlation. This relationship is correlational in that there is a correlation between the presence of SROs, metal detectors, locking the entrances and exits of the school, or having a Student Code of Conduct and lower student performance. There is also a correlational relationship between having a combination of SROs and metal detectors, locking the entrances and exits of the school, or having a Student Code of Conduct and student performance. To mitigate concerns that these results are an indication of the viability of reverse causality (i.e., schools with students who have lesser performance experience more violence and thus require more overt safety measures), another study would need to be done where it looks at the impact of adding these measures. A possible model for this could be a Difference-in-Difference model that compares student performance before and after the implementation of the safety measure, holding all else constant.

This study has some limitations in that the data consisted of self-reported answers. Due to the data being collected by a survey there is a risk that the answers are slightly different than the population due to reporter bias or hesitation to answer the questions honestly. In some instances,

there were interpreters or parents present to assist the student with filling out the survey. Having a parent present could cause the student to inflate their performance in school. Following up this analysis with more recent data, post-pandemic, can help to address any new safety measures or safety concerns that have come to light since this data was collected. The recent increase in societal tensions could also cause some ambiguous effects on these results.

From a policy perspective, these findings indicate that school safety measures might have unintended side effects on student performance. However, to better understand these mechanisms and identify specific policy pathways, future research is required. For instance, specific focus group interviews with multiple stakeholders alongside more rigorous quantitative evidence would be required to identify which, if any, safety measures have a negative causal relationship with student performance. These initial results indicate that the usage of SROs, metal detectors, and Student Code of Conduct in schools might be the measures that hurt student performance. This research also indicates that locking the school's entrances and exits might be a safety measure that can improve student performance. Further research into the causal relationship between these measures and student performance is necessary to make a fully informed decision on whether or not to implement or recall these safety measures from schools. Even though the remaining six safety measures did not prove to be a significant predictor of student success in this study, it is important to continue to evaluate these measures as the climate around safety, violence, and student performance continues to evolve.

When making decisions that alter the environment in which a student learns, educational policymakers and stakeholders need to consider the impact this can have on the students. Employing safety measures that significantly reduce student performance can alter a student's ability to be successful and, ultimately, their life path moving forward. Without properly

considering these concerns, students could be set up to be behind their peers attending other schools.

APPENDIX A. ADDITIONAL FIGURES AND TABLES

Table 4. Complete Student Performance and Index Variables

VARIABLES	(1) Model 1	(2) Model 2
Index	-0.0155 (0.0157)	
Index2		-0.0603* (0.0345)
School_Public	0.188 (0.214)	0.202 (0.212)
School_Gang	-0.169** (0.0695)	-0.168** (0.0691)
School_Region	-0.0537* (0.0288)	-0.0568** (0.0284)
School_Locale	0.0157 (0.0203)	0.0147 (0.0204)
School_Level	0.0173 (0.123)	0.0173 (0.122)
School_Size	0.0126 (0.0161)	0.0150 (0.0163)
School_StudentTeacherRatio	-0.0336 (0.0242)	-0.0351 (0.0244)
School_PercentMinority	0.0778** (0.0320)	0.0803** (0.0320)
School_FreeLunch	-0.0919*** (0.0326)	-0.0918*** (0.0326)
School_Safe	0.105*** (0.0375)	0.104*** (0.0375)
Individual_Age	0.0483* (0.0251)	0.0468* (0.0251)
Individual_Gender	-0.297 (0.218)	-0.298 (0.213)
Individual_Sex	0.646*** (0.221)	0.647*** (0.216)
Individual_Sexuality	-0.00727 (0.0689)	-0.00385 (0.0683)
Individual_Race	-0.00561 (0.0150)	-0.00550 (0.0150)
Individual_Hispanic	-0.0974* (0.0552)	-0.0999* (0.0552)
HH_Income	0.0277*** (0.00567)	0.0274*** (0.00568)
HH_LivingQuarters	0.000540 (0.0420)	-0.000471 (0.0419)
Constant	2.944*** (0.642)	3.018*** (0.645)
Observations	1,366	1,366
R-squared	0.121	0.123

Robust standard errors in parentheses
 *** p<0.01, ** p<0.05, * p<0.1

Table 5. Student Performance SRO2 and Controls, Models 1 through 5

VARIABLES	(1) Model 1	(2) Model 2	(3) Model 3	(4) Model 4	(5) Model 5
SRO2	-0.0880*** (0.0235)	-0.0326 (0.0318)	-0.118*** (0.0408)	-0.0720*** (0.0231)	-0.134** (0.0614)
School_Public		0.0217 (0.127)			0.187 (0.217)
School_Gang		-0.308*** (0.0482)			-0.179** (0.0700)
School_Region		-0.0382** (0.0162)			-0.0503* (0.0284)
School_Locale		0.0116 (0.0130)			0.0165 (0.0205)
School_Level		-0.0589*** (0.0214)			0.0276 (0.121)
School_Size		0.00952 (0.0112)			0.0245 (0.0171)
School_StudentTeacherRatio		-0.00259 (0.0147)			-0.0280 (0.0243)
School_PercentMinority		0.0325* (0.0180)			0.0813** (0.0323)
School_FreeLunch		-0.136*** (0.0179)			-0.142*** (0.0319)
School_Safe		0.0907*** (0.0211)			0.0960** (0.0377)
Individual_Age			0.0337* (0.0204)		0.0439* (0.0252)
Individual_Gender			-0.0299 (0.244)		-0.346* (0.210)
Individual_Sex			0.319 (0.246)		0.685*** (0.213)
Individual_Sexuality			0.0110 (0.0603)		-0.00102 (0.0674)
Individual_Race			0.00824 (0.0109)		-0.00974 (0.0153)
Individual_Hispanic			-0.196*** (0.0407)		-0.135** (0.0553)
HH_Income				0.0406*** (0.00260)	
HH_LivingQuarters				-0.0229 (0.0197)	
Constant	4.399*** (0.0203)	4.458*** (0.169)	3.752*** (0.460)	3.880*** (0.0474)	3.471*** (0.624)
Observations	5,913	3,938	2,041	5,913	1,366
R-squared	0.002	0.052	0.055	0.047	0.106

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 6. Student Performance SRO2 and Controls, Models 6 through 8

VARIABLES	(1) Model 1	(2) Model 6	(3) Model 7	(4) Model 8
SRO2	-0.0880*** (0.0235)	-0.0156 (0.0314)	-0.116*** (0.0403)	-0.125** (0.0611)
School_Public		0.0192 (0.124)		0.201 (0.213)
School_Gang		-0.292*** (0.0476)		-0.168** (0.0691)
School_Region		-0.0377** (0.0160)		-0.0505* (0.0283)
School_Locale		0.0121 (0.0129)		0.0149 (0.0204)
School_Level		-0.0510** (0.0212)		0.0111 (0.120)
School_Size		0.000695 (0.0111)		0.0195 (0.0170)
School_StudentTeacherRatio		-0.00838 (0.0144)		-0.0342 (0.0242)
School_PercentMinority		0.0372** (0.0178)		0.0787** (0.0320)
School_FreeLunch		-0.0679*** (0.0186)		-0.0938*** (0.0326)
School_Safe		0.0861*** (0.0208)		0.101*** (0.0375)
HH_Income		0.0363*** (0.00348)	0.0324*** (0.00432)	0.0274*** (0.00565)
HH_LivingQuarters		-0.000428 (0.0253)	-0.0186 (0.0276)	-0.00223 (0.0411)
Individual_Age			0.0356* (0.0202)	0.0457* (0.0250)
Individual_Gender			-0.0105 (0.241)	-0.307 (0.213)
Individual_Sex			0.299 (0.243)	0.653*** (0.217)
Individual_Sexuality			0.0117 (0.0604)	-0.000234 (0.0683)
Individual_Race			0.0105 (0.0105)	-0.00518 (0.0150)
Individual_Hispanic			-0.135*** (0.0411)	-0.0963* (0.0552)
Constant	4.399*** (0.0203)	3.848*** (0.178)	3.275*** (0.470)	2.980*** (0.633)
Observations	5,913	3,938	2,041	1,366
R-squared	0.002	0.081	0.084	0.123

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 7. Student Performance Hall_Monitor2 and Controls, Models 1 through 5

VARIABLES	(1) Model 1	(2) Model 2	(3) Model 3	(4) Model 4	(5) Model 5
Hall_Monitor2	0.0340 (0.0360)	0.0877* (0.0467)	0.0586 (0.0577)	0.0399 (0.0352)	0.129 (0.0790)
School_Public		0.0236 (0.128)			0.168 (0.221)
School_Gang		-0.311*** (0.0481)			-0.184*** (0.0702)
School_Region		-0.0358** (0.0162)			-0.0485* (0.0285)
School_Locale		0.0116 (0.0130)			0.0182 (0.0205)
School_Level		-0.0595*** (0.0214)			0.0376 (0.125)
School_Size		0.00532 (0.0108)			0.0119 (0.0160)
School_StudentTeacherRatio		-0.00128 (0.0147)			-0.0253 (0.0242)
School_PercentMinority		0.0309* (0.0180)			0.0803** (0.0324)
School_FreeLunch		-0.138*** (0.0179)			-0.143*** (0.0319)
School_Safe		0.0894*** (0.0210)			0.0930** (0.0374)
Individual_Age			0.0363* (0.0204)		0.0453* (0.0252)
Individual_Gender			-0.0194 (0.248)		-0.329 (0.220)
Individual_Sex			0.311 (0.249)		0.669*** (0.224)
Individual_Sexuality			0.00636 (0.0609)		-0.00776 (0.0680)
Individual_Race			0.00717 (0.0110)		-0.0103 (0.0154)
Individual_Hispanic			-0.201*** (0.0407)		-0.135** (0.0553)
HH_Income				0.0409*** (0.00260)	
HH_LivingQuarters				-0.0242 (0.0197)	
Constant	4.300*** (0.0342)	4.370*** (0.173)	3.552*** (0.467)	3.785*** (0.0549)	3.241*** (0.629)
Observations	5,915	3,938	2,042	5,915	1,366
R-squared	0.000	0.053	0.053	0.046	0.106

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 8. Student Performance Hall_Monitor2 and Controls, Models 6 through 8

VARIABLES	(1) Model 1	(2) Model 6	(3) Model 7	(4) Model 8
Hall_Monitor2	0.0340 (0.0360)	0.0846* (0.0459)	0.0465 (0.0563)	0.117 (0.0778)
School_Public		0.0222 (0.125)		0.182 (0.216)
School_Gang		-0.293*** (0.0475)		-0.172** (0.0693)
School_Region		-0.0356** (0.0160)		-0.0489* (0.0284)
School_Locale		0.0119 (0.0129)		0.0164 (0.0204)
School_Level		-0.0509** (0.0212)		0.0204 (0.124)
School_Size		-0.00200 (0.0107)		0.00795 (0.0159)
School_StudentTeacherRatio		-0.00771 (0.0143)		-0.0317 (0.0242)
School_PercentMinority		0.0359** (0.0179)		0.0777** (0.0320)
School_FreeLunch		-0.0697*** (0.0186)		-0.0944*** (0.0326)
School_Safe		0.0848*** (0.0208)		0.0987*** (0.0372)
HH_Income		0.0363*** (0.00348)	0.0324*** (0.00432)	0.0275*** (0.00565)
HH_LivingQuarters		-0.00110 (0.0252)	-0.0161 (0.0280)	0.00172 (0.0414)
Individual_Age			0.0382* (0.0202)	0.0470* (0.0250)
Individual_Gender			-0.00128 (0.244)	-0.292 (0.222)
Individual_Sex			0.292 (0.246)	0.639*** (0.226)
Individual_Sexuality			0.00709 (0.0609)	-0.00651 (0.0688)
Individual_Race			0.00954 (0.0106)	-0.00572 (0.0151)
Individual_Hispanic			-0.140*** (0.0412)	-0.0960* (0.0552)
Constant	4.300*** (0.0342)	3.770*** (0.181)	3.088*** (0.476)	2.764*** (0.637)
Observations	5,915	3,938	2,042	1,366
R-squared	0.000	0.082	0.081	0.122

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 9. Student Performance Metal_Detectors2 and Controls, Models 1 through 5

VARIABLES	(1) Model 1	(2) Model 2	(3) Model 3	(4) Model 4	(5) Model 5
Metal_Detectors2	-0.143*** (0.0310)	-0.106*** (0.0411)	-0.204*** (0.0483)	-0.0903*** (0.0303)	-0.172*** (0.0623)
School_Public		0.0191 (0.126)			0.179 (0.213)
School_Gang		-0.304*** (0.0484)			-0.178** (0.0701)
School_Region		-0.0418** (0.0163)			-0.0538* (0.0284)
School_Locale		0.0110 (0.0130)			0.0164 (0.0205)
School_Level		-0.0581*** (0.0214)			0.0277 (0.124)
School_Size		0.00678 (0.0108)			0.0139 (0.0161)
School_StudentTeacherRatio		-0.00127 (0.0147)			-0.0286 (0.0243)
School_PercentMinority		0.0374** (0.0181)			0.0927*** (0.0325)
School_FreeLunch		-0.134*** (0.0179)			-0.139*** (0.0318)
School_Safe		0.0915*** (0.0210)			0.0984*** (0.0377)
Individual_Age			0.0372* (0.0203)		0.0470* (0.0252)
Individual_Gender			-0.0362 (0.243)		-0.333 (0.210)
Individual_Sex			0.332 (0.245)		0.677*** (0.214)
Individual_Sexuality			0.00693 (0.0603)		-0.00860 (0.0665)
Individual_Race			0.00928 (0.0111)		-0.00878 (0.0154)
Individual_Hispanic			-0.198*** (0.0407)		-0.146*** (0.0554)
HH_Income				0.0401*** (0.00261)	
HH_LivingQuarters				-0.0245 (0.0197)	
Constant	4.352*** (0.0107)	4.439*** (0.168)	3.632*** (0.455)	3.846*** (0.0446)	3.329*** (0.624)
Observations	5,914	3,937	2,041	5,914	1,365
R-squared	0.004	0.054	0.061	0.047	0.110

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 10. Student Performance Metal_Detectors2 and Controls, Models 6 through 8

VARIABLES	(1) Model 1	(2) Model 6	(3) Model 7	(4) Model 8
Metal_Detectors2	-0.143*** (0.0310)	-0.0833** (0.0402)	-0.161*** (0.0482)	-0.156** (0.0621)
School_Public		0.0179 (0.123)		0.192 (0.209)
School_Gang		-0.289*** (0.0477)		-0.168** (0.0691)
School_Region		-0.0407** (0.0161)		-0.0536* (0.0283)
School_Locale		0.0115 (0.0129)		0.0145 (0.0203)
School_Level		-0.0501** (0.0212)		0.0118 (0.123)
School_Size		-0.000490 (0.0107)		0.00997 (0.0160)
School_StudentTeacherRatio		-0.00761 (0.0143)		-0.0346 (0.0242)
School_PercentMinority		0.0410** (0.0180)		0.0887*** (0.0321)
School_FreeLunch		-0.0664*** (0.0185)		-0.0909*** (0.0326)
School_Safe		0.0867*** (0.0208)		0.104*** (0.0375)
HH_Income		0.0361*** (0.00349)	0.0309*** (0.00438)	0.0272*** (0.00569)
HH_LivingQuarters		0.000309 (0.0252)	-0.0173 (0.0275)	0.00324 (0.0410)
Individual_Age			0.0389* (0.0201)	0.0487* (0.0250)
Individual_Gender			-0.0154 (0.240)	-0.296 (0.213)
Individual_Sex			0.310 (0.242)	0.647*** (0.216)
Individual_Sexuality			0.00755 (0.0603)	-0.00721 (0.0676)
Individual_Race			0.0111 (0.0106)	-0.00434 (0.0151)
Individual_Hispanic			-0.141*** (0.0412)	-0.106* (0.0553)
Constant	4.352*** (0.0107)	3.841*** (0.177)	3.173*** (0.467)	2.843*** (0.632)
Observations	5,914	3,937	2,041	1,365
R-squared	0.004	0.083	0.087	0.126

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 11. Student Performance Locked_Ddoors2 and Controls, Models 1 through 5

VARIABLES	(1) Model 1	(2) Model 2	(3) Model 3	(4) Model 4	(5) Model 5
Locked_Ddoors2	0.104*** (0.0327)	0.116*** (0.0424)	0.154*** (0.0543)	0.0898*** (0.0324)	0.146** (0.0721)
School_Public		0.0130 (0.128)			0.150 (0.222)
School_Gang		-0.312*** (0.0480)			-0.189*** (0.0703)
School_Region		-0.0301* (0.0163)			-0.0388 (0.0285)
School_Locale		0.0125 (0.0130)			0.0196 (0.0205)
School_Level		-0.0593*** (0.0214)			0.0225 (0.122)
School_Size		0.00567 (0.0108)			0.0136 (0.0160)
School_StudentTeacherRatio		0.000437 (0.0147)			-0.0235 (0.0242)
School_PercentMinority		0.0350* (0.0180)			0.0857*** (0.0325)
School_FreeLunch		-0.137*** (0.0178)			-0.144*** (0.0318)
School_Safe		0.0877*** (0.0211)			0.0945** (0.0376)
Individual_Age			0.0354* (0.0204)		0.0464* (0.0252)
Individual_Gender			-0.0330 (0.245)		-0.345 (0.219)
Individual_Sex			0.328 (0.247)		0.687*** (0.223)
Individual_Sexuality			0.00874 (0.0605)		-0.00693 (0.0675)
Individual_Race			0.00801 (0.0110)		-0.00876 (0.0153)
Individual_Hispanic			-0.192*** (0.0406)		-0.135** (0.0550)
HH_Income				0.0407*** (0.00260)	
HH_LivingQuarters				-0.0232 (0.0197)	
Constant	4.239*** (0.0306)	4.326*** (0.174)	3.491*** (0.463)	3.743*** (0.0521)	3.225*** (0.628)
Observations	5,914	3,937	2,041	5,914	1,365
R-squared	0.002	0.054	0.057	0.047	0.108

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 12. Student Performance Locked_Ddoors2 and Controls, Models 6 through 8

VARIABLES	(1) Model 1	(2) Model 6	(3) Model 7	(4) Model 8
Locked_Ddoors2	0.104*** (0.0327)	0.107** (0.0419)	0.153*** (0.0543)	0.147** (0.0720)
School_Public		0.0123 (0.125)		0.165 (0.217)
School_Gang		-0.295*** (0.0474)		-0.178** (0.0694)
School_Region		-0.0305* (0.0161)		-0.0390 (0.0283)
School_Locale		0.0128 (0.0128)		0.0176 (0.0203)
School_Level		-0.0508** (0.0212)		0.00554 (0.121)
School_Size		-0.00158 (0.0107)		0.00940 (0.0159)
School_StudentTeacherRatio		-0.00609 (0.0143)		-0.0300 (0.0242)
School_PercentMinority		0.0395** (0.0179)		0.0831*** (0.0321)
School_FreeLunch		-0.0690*** (0.0185)		-0.0948*** (0.0324)
School_Safe		0.0832*** (0.0209)		0.100*** (0.0373)
HH_Income		0.0363*** (0.00347)	0.0326*** (0.00431)	0.0279*** (0.00565)
HH_LivingQuarters		-0.000613 (0.0253)	-0.0156 (0.0279)	0.000994 (0.0415)
Individual_Age			0.0374* (0.0201)	0.0481* (0.0250)
Individual_Gender			-0.0134 (0.242)	-0.306 (0.222)
Individual_Sex			0.308 (0.244)	0.656*** (0.226)
Individual_Sexuality			0.00957 (0.0604)	-0.00568 (0.0682)
Individual_Race			0.0104 (0.0106)	-0.00408 (0.0151)
Individual_Hispanic			-0.131*** (0.0409)	-0.0955* (0.0549)
Constant	4.239*** (0.0306)	3.734*** (0.182)	3.008*** (0.472)	2.727*** (0.636)
Observations	5,914	3,937	2,041	1,365
R-squared	0.002	0.083	0.086	0.125

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 13. Student Performance Visitor_Signin2 and Controls, Models 1 through 5

VARIABLES	(1) Model 1	(2) Model 2	(3) Model 3	(4) Model 4	(5) Model 5
Visitor_Signin2	0.0675* (0.0402)	0.131** (0.0539)	0.0551 (0.0701)	0.0425 (0.0399)	0.0842 (0.0972)
School_Public		0.0232 (0.128)			0.163 (0.222)
School_Gang		-0.313*** (0.0480)			-0.191*** (0.0702)
School_Region		-0.0369** (0.0161)			-0.0487* (0.0285)
School_Locale		0.0113 (0.0130)			0.0173 (0.0206)
School_Level		-0.0606*** (0.0214)			0.0281 (0.124)
School_Size		0.00555 (0.0108)			0.0145 (0.0161)
School_StudentTeacherRatio		-0.000646 (0.0147)			-0.0249 (0.0242)
School_PercentMinority		0.0299* (0.0180)			0.0781** (0.0325)
School_FreeLunch		-0.135*** (0.0179)			-0.142*** (0.0319)
School_Safe		0.0887*** (0.0211)			0.0951** (0.0377)
Individual_Age			0.0363* (0.0204)		0.0470* (0.0252)
Individual_Gender			-0.0274 (0.246)		-0.343 (0.217)
Individual_Sex			0.321 (0.248)		0.686*** (0.221)
Individual_Sexuality			0.00680 (0.0610)		-0.00743 (0.0684)
Individual_Race			0.00732 (0.0109)		-0.00992 (0.0152)
Individual_Hispanic			-0.201*** (0.0406)		-0.134** (0.0549)
HH_Income				0.0408*** (0.00261)	
HH_LivingQuarters				-0.0241 (0.0197)	
Constant	4.268*** (0.0385)	4.332*** (0.177)	3.559*** (0.464)	3.783*** (0.0557)	3.286*** (0.632)
Observations	5,914	3,937	2,041	5,914	1,365
R-squared	0.000	0.054	0.053	0.046	0.105

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 14. Student Performance Visitor_Signin2 and Controls, Models 6 through 8

VARIABLES	(1) Model 1	(2) Model 6	(3) Model 7	(4) Model 8
Visitor_Signin2	0.0675* (0.0402)	0.109** (0.0539)	0.0493 (0.0686)	0.0766 (0.0961)
School_Public		0.0214 (0.125)		0.178 (0.217)
School_Gang		-0.295*** (0.0475)		-0.179*** (0.0693)
School_Region		-0.0368** (0.0160)		-0.0490* (0.0284)
School_Locale		0.0117 (0.0129)		0.0153 (0.0205)
School_Level		-0.0521** (0.0212)		0.0117 (0.123)
School_Size		-0.00156 (0.0107)		0.0104 (0.0160)
School_StudentTeacherRatio		-0.00712 (0.0143)		-0.0314 (0.0242)
School_PercentMinority		0.0350* (0.0179)		0.0754** (0.0321)
School_FreeLunch		-0.0673*** (0.0186)		-0.0932*** (0.0325)
School_Safe		0.0844*** (0.0208)		0.101*** (0.0374)
HH_Income		0.0362*** (0.00349)	0.0326*** (0.00432)	0.0278*** (0.00567)
HH_LivingQuarters		-0.00134 (0.0252)	-0.0159 (0.0281)	0.00234 (0.0419)
Individual_Age			0.0384* (0.0201)	0.0487* (0.0250)
Individual_Gender			-0.00765 (0.243)	-0.303 (0.220)
Individual_Sex			0.300 (0.245)	0.654*** (0.224)
Individual_Sexuality			0.00757 (0.0610)	-0.00612 (0.0692)
Individual_Race			0.00969 (0.0105)	-0.00526 (0.0149)
Individual_Hispanic			-0.140*** (0.0411)	-0.0950* (0.0548)
Constant	4.268*** (0.0385)	3.751*** (0.183)	3.081*** (0.472)	2.794*** (0.640)
Observations	5,914	3,937	2,041	1,365
R-squared	0.000	0.083	0.082	0.123

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 15. Student Performance Locker_Check2 and Controls, Models 1 through 5

VARIABLES	(1) Model 1	(2) Model 2	(3) Model 3	(4) Model 4	(5) Model 5
Locker_Check2	-0.0179 (0.0231)	0.0247 (0.0281)	-0.00917 (0.0377)	-0.00162 (0.0226)	0.0138 (0.0470)
School_Public		0.0320 (0.149)			0.203 (0.247)
School_Gang		-0.319*** (0.0499)			-0.204*** (0.0737)
School_Region		-0.0327* (0.0168)			-0.0353 (0.0293)
School_Locale		0.00633 (0.0138)			0.00353 (0.0215)
School_Level		-0.0567** (0.0228)			0.00134 (0.129)
School_Size		0.0123 (0.0113)			0.0151 (0.0171)
School_StudentTeacherRatio		-0.00608 (0.0153)			-0.0370 (0.0250)
School_PercentMinority		0.0300 (0.0186)			0.0850** (0.0332)
School_FreeLunch		-0.128*** (0.0186)			-0.140*** (0.0327)
School_Safe		0.0920*** (0.0219)			0.0967** (0.0391)
Individual_Age			0.0382* (0.0213)		0.0464* (0.0263)
Individual_Gender			-0.0295 (0.245)		-0.333 (0.216)
Individual_Sex			0.305 (0.247)		0.658*** (0.220)
Individual_Sexuality			0.00671 (0.0648)		-0.00366 (0.0727)
Individual_Race			0.00630 (0.0120)		-0.0195 (0.0164)
Individual_Hispanic			-0.207*** (0.0441)		-0.159*** (0.0582)
HH_Income				0.0399*** (0.00272)	
HH_LivingQuarters				-0.0378* (0.0205)	
Constant	4.343*** (0.0168)	4.387*** (0.192)	3.600*** (0.471)	3.851*** (0.0478)	3.421*** (0.661)
Observations	5,439	3,627	1,884	5,439	1,261
R-squared	0.000	0.051	0.049	0.044	0.102

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 16. Student Performance Locker_Check2 and Controls, Models 6 through 8

VARIABLES	(1) Model 1	(2) Model 6	(3) Model 7	(4) Model 8
Locker_Check2	-0.0179 (0.0231)	0.0316 (0.0277)	0.0105 (0.0371)	0.0261 (0.0466)
School_Public		0.0318 (0.148)		0.202 (0.246)
School_Gang		-0.304*** (0.0493)		-0.197*** (0.0729)
School_Region		-0.0306* (0.0166)		-0.0337 (0.0292)
School_Locale		0.00735 (0.0136)		0.00155 (0.0213)
School_Level		-0.0477** (0.0225)		-0.0131 (0.128)
School_Size		0.00362 (0.0112)		0.00966 (0.0169)
School_StudentTeacherRatio		-0.0119 (0.0150)		-0.0425* (0.0249)
School_PercentMinority		0.0358* (0.0184)		0.0834** (0.0329)
School_FreeLunch		-0.0603*** (0.0192)		-0.0927*** (0.0335)
School_Safe		0.0867*** (0.0217)		0.0991** (0.0389)
HH_Income		0.0367*** (0.00362)	0.0317*** (0.00445)	0.0275*** (0.00586)
HH_LivingQuarters		-0.0155 (0.0263)	-0.0232 (0.0294)	-0.00756 (0.0450)
Individual_Age			0.0384* (0.0210)	0.0481* (0.0260)
Individual_Gender			-0.0114 (0.242)	-0.296 (0.221)
Individual_Sex			0.288 (0.244)	0.629*** (0.224)
Individual_Sexuality			0.00864 (0.0648)	-0.00117 (0.0735)
Individual_Race			0.00846 (0.0114)	-0.0157 (0.0158)
Individual_Hispanic			-0.143*** (0.0444)	-0.116** (0.0579)
Constant	4.343*** (0.0168)	3.786*** (0.202)	3.156*** (0.479)	2.952*** (0.667)
Observations	5,439	3,627	1,884	1,261
R-squared	0.000	0.081	0.077	0.119

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 17. Student Performance Student_ID2 and Controls, Models 1 through 5

VARIABLES	(1) Model 1	(2) Model 2	(3) Model 3	(4) Model 4	(5) Model 5
Student_ID2	-0.0607*** (0.0231)	-0.0114 (0.0290)	-0.0463 (0.0366)	-0.0395* (0.0228)	-0.0235 (0.0467)
School_Public		0.0186 (0.128)			0.168 (0.220)
School_Gang		-0.312*** (0.0482)			-0.188*** (0.0702)
School_Region		-0.0378** (0.0162)			-0.0495* (0.0285)
School_Locale		0.0112 (0.0130)			0.0167 (0.0205)
School_Level		-0.0603*** (0.0214)			0.0315 (0.124)
School_Size		0.00721 (0.0108)			0.0158 (0.0163)
School_StudentTeacherRatio		-0.00134 (0.0147)			-0.0258 (0.0242)
School_PercentMinority		0.0325* (0.0181)			0.0801** (0.0324)
School_FreeLunch		-0.136*** (0.0179)			-0.141*** (0.0324)
School_Safe		0.0911*** (0.0210)			0.0963** (0.0376)
Individual_Age			0.0360* (0.0204)		0.0474* (0.0252)
Individual_Gender			-0.0260 (0.246)		-0.336 (0.218)
Individual_Sex			0.319 (0.248)		0.680*** (0.221)
Individual_Sexuality			0.00404 (0.0609)		-0.00789 (0.0684)
Individual_Race			0.00773 (0.0109)		-0.0101 (0.0153)
Individual_Hispanic			-0.197*** (0.0409)		-0.136** (0.0553)
HH_Income				0.0407*** (0.00261)	
HH_LivingQuarters				-0.0233 (0.0196)	
Constant	4.345*** (0.0113)	4.446*** (0.170)	3.629*** (0.459)	3.833*** (0.0444)	3.331*** (0.627)
Observations	5,913	3,937	2,040	5,913	1,365
R-squared	0.001	0.052	0.053	0.046	0.105

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 18. Student Performance Student_ID2 and Controls, Models 6 through 8

VARIABLES	(1) Model 1	(2) Model 6	(3) Model 7	(4) Model 8
Student_ID2	-0.0607*** (0.0231)	-0.00622 (0.0287)	-0.0352 (0.0363)	-0.0198 (0.0463)
School_Public		0.0176 (0.125)		0.183 (0.215)
School_Gang		-0.295*** (0.0476)		-0.178** (0.0694)
School_Region		-0.0375** (0.0160)		-0.0498* (0.0284)
School_Locale		0.0117 (0.0129)		0.0149 (0.0203)
School_Level		-0.0518** (0.0212)		0.0148 (0.123)
School_Size		-0.000320 (0.0107)		0.0115 (0.0162)
School_StudentTeacherRatio		-0.00770 (0.0143)		-0.0323 (0.0242)
School_PercentMinority		0.0370** (0.0179)		0.0772** (0.0320)
School_FreeLunch		-0.0679*** (0.0186)		-0.0918*** (0.0330)
School_Safe		0.0862*** (0.0208)		0.102*** (0.0374)
HH_Income		0.0364*** (0.00348)	0.0324*** (0.00433)	0.0279*** (0.00567)
HH_LivingQuarters		-0.000403 (0.0252)	-0.0155 (0.0281)	0.00197 (0.0419)
Individual_Age			0.0382* (0.0202)	0.0491* (0.0251)
Individual_Gender			-0.00636 (0.243)	-0.297 (0.220)
Individual_Sex			0.299 (0.245)	0.649*** (0.224)
Individual_Sexuality			0.00536 (0.0609)	-0.00646 (0.0691)
Individual_Race			0.0100 (0.0105)	-0.00536 (0.0150)
Individual_Hispanic			-0.138*** (0.0413)	-0.0971* (0.0551)
Constant	4.345*** (0.0113)	3.842*** (0.178)	3.142*** (0.469)	2.834*** (0.636)
Observations	5,913	3,937	2,040	1,365
R-squared	0.001	0.082	0.082	0.122

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 19. Student Performance Security_Cameras2 and Controls, Models 1 through 5

VARIABLES	(1) Model 1	(2) Model 2	(3) Model 3	(4) Model 4	(5) Model 5
Security_Cameras2	-0.0461 (0.0374)	-0.0741 (0.0523)	0.0704 (0.0667)	-0.0574 (0.0368)	-0.113 (0.0922)
School_Public		0.0171 (0.127)			0.164 (0.221)
School_Gang		-0.312*** (0.0482)			-0.190*** (0.0704)
School_Region		-0.0401** (0.0163)			-0.0519* (0.0285)
School_Locale		0.0128 (0.0131)			0.0192 (0.0206)
School_Level		-0.0586*** (0.0215)			0.0330 (0.124)
School_Size		0.00776 (0.0108)			0.0158 (0.0161)
School_StudentTeacherRatio		-0.00225 (0.0147)			-0.0267 (0.0244)
School_PercentMinority		0.0316* (0.0180)			0.0794** (0.0324)
School_FreeLunch		-0.137*** (0.0178)			-0.142*** (0.0319)
School_Safe		0.0918*** (0.0211)			0.0973*** (0.0377)
Individual_Age			0.0371* (0.0204)		0.0463* (0.0252)
Individual_Gender			-0.0225 (0.246)		-0.335 (0.216)
Individual_Sex			0.316 (0.248)		0.680*** (0.220)
Individual_Sexuality			0.00510 (0.0608)		-0.00646 (0.0680)
Individual_Race			0.00727 (0.0110)		-0.00959 (0.0153)
Individual_Hispanic			-0.198*** (0.0409)		-0.140** (0.0553)
HH_Income				0.0410*** (0.00260)	
HH_LivingQuarters				-0.0230 (0.0197)	
Constant	4.372*** (0.0350)	4.514*** (0.175)	3.528*** (0.466)	3.871*** (0.0532)	3.454*** (0.633)
Observations	5,914	3,937	2,041	5,914	1,365
R-squared	0.000	0.053	0.053	0.046	0.106

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 20. Student Performance Security_Cameras2 and Controls, Models 6 through 8

VARIABLES	(1) Model 1	(2) Model 6	(3) Model 7	(4) Model 8
Security_Cameras2	-0.0461 (0.0374)	-0.0669 (0.0518)	0.0413 (0.0639)	-0.131 (0.0896)
School_Public		0.0161 (0.124)		0.179 (0.217)
School_Gang		-0.294*** (0.0475)		-0.178** (0.0695)
School_Region		-0.0397** (0.0162)		-0.0526* (0.0284)
School_Locale		0.0130 (0.0129)		0.0174 (0.0205)
School_Level		-0.0502** (0.0213)		0.0162 (0.123)
School_Size		0.000317 (0.0107)		0.0116 (0.0160)
School_StudentTeacherRatio		-0.00857 (0.0144)		-0.0335 (0.0243)
School_PercentMinority		0.0365** (0.0178)		0.0767** (0.0320)
School_FreeLunch		-0.0682*** (0.0185)		-0.0923*** (0.0326)
School_Safe		0.0869*** (0.0208)		0.103*** (0.0374)
HH_Income		0.0364*** (0.00348)	0.0325*** (0.00434)	0.0281*** (0.00568)
HH_LivingQuarters		-4.13e-05 (0.0252)	-0.0156 (0.0282)	0.000921 (0.0420)
Individual_Age			0.0389* (0.0202)	0.0478* (0.0251)
Individual_Gender			-0.00402 (0.243)	-0.296 (0.219)
Individual_Sex			0.297 (0.244)	0.648*** (0.222)
Individual_Sexuality			0.00635 (0.0608)	-0.00516 (0.0688)
Individual_Race			0.00970 (0.0105)	-0.00485 (0.0151)
Individual_Hispanic			-0.139*** (0.0413)	-0.101* (0.0551)
Constant	4.372*** (0.0350)	3.903*** (0.182)	3.078*** (0.473)	2.974*** (0.640)
Observations	5,914	3,937	2,041	1,365
R-squared	0.000	0.082	0.082	0.123

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 21. Student Performance Student_CoC2 and Controls, Models 1 through 5

VARIABLES	(1) Model 1	(2) Model 2	(3) Model 3	(4) Model 4	(5) Model 5
Student_CoC2	0.149*** (0.0531)	0.138** (0.0661)	-0.0122 (0.0962)	0.125** (0.0531)	-0.180 (0.111)
School_Public		0.0171 (0.127)			0.167 (0.222)
School_Gang		-0.311*** (0.0481)			-0.192*** (0.0702)
School_Region		-0.0375** (0.0161)			-0.0515* (0.0284)
School_Locale		0.0115 (0.0130)			0.0182 (0.0205)
School_Level		-0.0635*** (0.0214)			0.0374 (0.123)
School_Size		0.00661 (0.0108)			0.0152 (0.0161)
School_StudentTeacherRatio		-0.000739 (0.0147)			-0.0257 (0.0243)
School_PercentMinority		0.0317* (0.0180)			0.0797** (0.0324)
School_FreeLunch		-0.137*** (0.0178)			-0.142*** (0.0318)
School_Safe		0.0892*** (0.0210)			0.0987*** (0.0376)
Individual_Age			0.0365* (0.0204)		0.0464* (0.0252)
Individual_Gender			-0.0249 (0.246)		-0.335 (0.216)
Individual_Sex			0.318 (0.248)		0.680*** (0.220)
Individual_Sexuality			0.00603 (0.0607)		-0.00698 (0.0680)
Individual_Race			0.00743 (0.0110)		-0.0102 (0.0153)
Individual_Hispanic			-0.202*** (0.0407)		-0.138** (0.0552)
HH_Income				0.0407*** (0.00260)	
HH_LivingQuarters				-0.0234 (0.0196)	
Constant	4.188*** (0.0518)	4.330*** (0.178)	3.618*** (0.468)	3.703*** (0.0658)	3.496*** (0.633)
Observations	5,914	3,937	2,041	5,914	1,365
R-squared	0.001	0.053	0.053	0.046	0.106

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 22. Student Performance Student_CoC2 and Controls, Models 6 through 8

VARIABLES	(1) Model 1	(2) Model 6	(3) Model 7	(4) Model 8
Student_CoC2	0.149*** (0.0531)	0.122* (0.0644)	-0.0169 (0.0961)	-0.200* (0.106)
School_Public		0.0161 (0.124)		0.183 (0.217)
School_Gang		-0.294*** (0.0475)		-0.181*** (0.0693)
School_Region		-0.0373** (0.0160)		-0.0519* (0.0283)
School_Locale		0.0118 (0.0129)		0.0164 (0.0203)
School_Level		-0.0546** (0.0212)		0.0209 (0.122)
School_Size		-0.000689 (0.0107)		0.0109 (0.0159)
School_StudentTeacherRatio		-0.00719 (0.0143)		-0.0323 (0.0242)
School_PercentMinority		0.0366** (0.0178)		0.0771** (0.0320)
School_FreeLunch		-0.0690*** (0.0185)		-0.0920*** (0.0325)
School_Safe		0.0846*** (0.0208)		0.105*** (0.0374)
HH_Income		0.0363*** (0.00348)	0.0326*** (0.00432)	0.0282*** (0.00569)
HH_LivingQuarters		0.000877 (0.0250)	-0.0157 (0.0282)	-0.00157 (0.0434)
Individual_Age			0.0386* (0.0202)	0.0480* (0.0251)
Individual_Gender			-0.00533 (0.242)	-0.296 (0.219)
Individual_Sex			0.298 (0.244)	0.648*** (0.223)
Individual_Sexuality			0.00686 (0.0608)	-0.00575 (0.0688)
Individual_Race			0.00979 (0.0105)	-0.00548 (0.0150)
Individual_Hispanic			-0.141*** (0.0411)	-0.0980* (0.0551)
Constant	4.188*** (0.0518)	3.740*** (0.184)	3.138*** (0.478)	3.016*** (0.641)
Observations	5,914	3,937	2,041	1,365
R-squared	0.001	0.083	0.082	0.124

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 23. Student Performance Anon_Report2 and Controls, Models 1 through 5

VARIABLES	(1) Model 1	(2) Model 2	(3) Model 3	(4) Model 4	(5) Model 5
Anon_Report2	0.0552* (0.0285)	0.0397 (0.0344)	0.00997 (0.0480)	0.0225 (0.0281)	-0.0349 (0.0590)
School_Public		0.0182 (0.128)			0.163 (0.221)
School_Gang		-0.313*** (0.0481)			-0.191*** (0.0703)
School_Region		-0.0379** (0.0161)			-0.0488* (0.0284)
School_Locale		0.0121 (0.0130)			0.0175 (0.0205)
School_Level		-0.0617*** (0.0214)			0.0328 (0.123)
School_Size		0.00620 (0.0108)			0.0158 (0.0160)
School_StudentTeacherRatio		-0.000940 (0.0147)			-0.0257 (0.0243)
School_PercentMinority		0.0322* (0.0180)			0.0782** (0.0321)
School_FreeLunch		-0.136*** (0.0179)			-0.143*** (0.0320)
School_Safe		0.0889*** (0.0212)			0.0980** (0.0381)
Individual_Age			0.0364* (0.0205)		0.0477* (0.0253)
Individual_Gender			-0.0250 (0.246)		-0.336 (0.217)
Individual_Sex			0.318 (0.248)		0.680*** (0.221)
Individual_Sexuality			0.00630 (0.0608)		-0.00701 (0.0681)
Individual_Race			0.00755 (0.0110)		-0.0103 (0.0153)
Individual_Hispanic			-0.202*** (0.0408)		-0.138** (0.0554)
HH_Income				0.0408*** (0.00261)	
HH_LivingQuarters				-0.0234 (0.0196)	
Constant	4.287*** (0.0247)	4.423*** (0.170)	3.599*** (0.457)	3.804*** (0.0482)	3.350*** (0.623)
Observations	5,914	3,937	2,041	5,914	1,365
R-squared	0.001	0.053	0.053	0.046	0.105

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 24. Student Performance Anon_Report2 and Controls, Models 6 through 8

VARIABLES	(1) Model 1	(2) Model 6	(3) Model 7	(4) Model 8
Anon_Report2	0.0552* (0.0285)	0.0172 (0.0341)	-0.0199 (0.0478)	-0.0577 (0.0593)
School_Public		0.0175 (0.125)		0.177 (0.216)
School_Gang		-0.296*** (0.0475)		-0.180*** (0.0693)
School_Region		-0.0375** (0.0160)		-0.0487* (0.0283)
School_Locale		0.0121 (0.0129)		0.0152 (0.0204)
School_Level		-0.0525** (0.0212)		0.0162 (0.122)
School_Size		-0.000774 (0.0107)		0.0120 (0.0159)
School_StudentTeacherRatio		-0.00749 (0.0144)		-0.0325 (0.0242)
School_PercentMinority		0.0368** (0.0178)		0.0748** (0.0317)
School_FreeLunch		-0.0679*** (0.0186)		-0.0933*** (0.0326)
School_Safe		0.0852*** (0.0210)		0.105*** (0.0378)
HH_Income		0.0363*** (0.00349)	0.0327*** (0.00433)	0.0283*** (0.00567)
HH_LivingQuarters		-0.000202 (0.0252)	-0.0162 (0.0281)	0.00132 (0.0420)
Individual_Age			0.0388* (0.0202)	0.0496** (0.0251)
Individual_Gender			-0.00533 (0.242)	-0.296 (0.220)
Individual_Sex			0.298 (0.244)	0.647*** (0.223)
Individual_Sexuality			0.00651 (0.0608)	-0.00591 (0.0688)
Individual_Race			0.00958 (0.0106)	-0.00585 (0.0150)
Individual_Hispanic			-0.142*** (0.0412)	-0.0990* (0.0552)
Constant	4.287*** (0.0247)	3.833*** (0.178)	3.134*** (0.466)	2.860*** (0.630)
Observations	5,914	3,937	2,041	1,365
R-squared	0.001	0.082	0.082	0.123

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

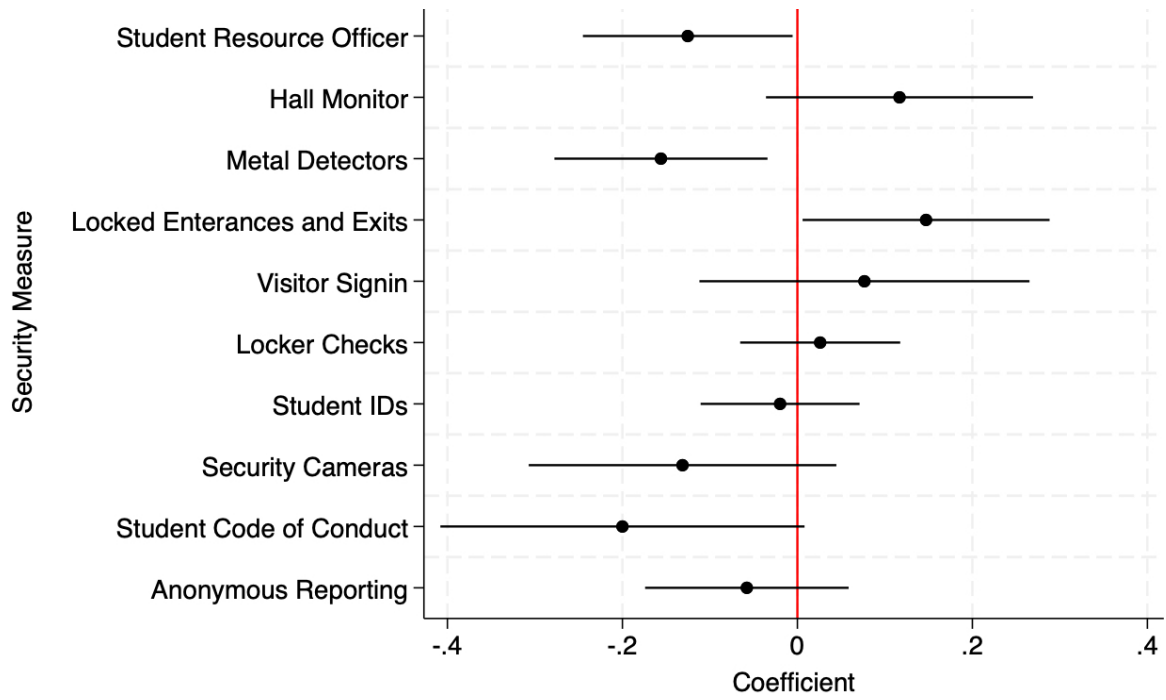


Figure 2. Coefplot of All Independent Variables from Table 2

APPENDIX B. DEFINITIONS

School Resource Officers (SRO)	Sworn law enforcement officers who are in schools for the purpose of safety and crime prevention (Stateler, 2021). These officers are selected and trained to promote safety within a school setting (Thomas et al., 2013). Being sworn officers, they are employed by the local municipal government or police department, and rather than be assigned to an area of the town or city to patrol, they are assigned to be in the schools during their regular shift (Thomas et al., 2013).
School Safety Measure	Methods that the school administration or safety team employs to promote safety within the school. Any of the following is considered a school safety measure: security guards, school resource officers, school staff or adults monitoring the hallways, metal detectors and wands, locked entrances and exits, visitor sign-in process, locker checks, mandatory visible student identification cards or badges, security cameras, or student code of conduct.
School Safety Team	A group within the school designated to address safety issues within the school (Cobb, 2021). These teams often comprise a principal, a counselor, a school resource officer, and a teacher (Cobb, 2021).
Student Performance	How well a student performs on their school grading scale, i.e., A, B, C, D, or F, or 0-100 scale.

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