Appendix A: CMHP to Officer Ratios for 80 Sampled Districts

District	Enrollment	Mental Health Professionals Count	Police and Security Count	CMHP:Police Ratio
FORT WORTH ISD	86,234	295	0	N/A
HASKELL CISD	552	3	0	N/A
SAN ANGELO ISD	15,052	42	0	N/A
WALL ISD	1,135	9	0	N/A
YSLETA ISD	41,204	108	0	N/A
PLANO ISD	53,952	188	11	17.1
LEANDER ISD	39,028	136	9	15.1
DENTON ISD	29,420	114	12	9.5
WYLIE ISD	4,413	9	1	9.0
ABILENE ISD	16,842	49	7	7.0
LEWISVILLE ISD	52,472	171	28	6.1
SNYDER ISD	2,701	6	1	6.0
EANES ISD	8,061	40	7	5.7
PASADENA ISD	54,646	179	34	5.3
WYLIE ISD (COLLIN)	15,769	35	7	5.0

EL PASO ISD	58,326	210	43	4.9
KILLEEN ISD	44,294	134	28	4.8
ROUND ROCK ISD	49,086	173	37	4.7
GEORGETOWN ISD	11,537	37	8	4.6
KLEIN ISD	53,068	246	54	4.6
VICTORIA ISD	14,303	72	16	4.5
FRISCO ISD	58,450	140	33	4.2
CLEAR CREEK ISD	42,152	106	25	4.2
FORT BEND ISD	75,275	237	56	4.2
SHALLOWATER ISD	1,645	8	2	4.0
HUTTO ISD	7,240	24	6	4.0
COMANCHE ISD	1,327	4	1	4.0
PALESTINE ISD	3,415	8	2	4.0
MIDLAND ISD	25,716	63	16	3.9
HILLSBORO ISD	2,027	7	2	3.5
JASPER ISD	2,484	7	2	3.5
LA PORTE ISD	7,588	21	6	3.5
ATHENS ISD	3,118	10	3	3.3

NORTH EAST ISD	66,101	231	71	3.3
CORPUS CHRISTI ISD	38,014	127	42	3.0
NORTHSIDE ISD	106,700	352	117	3.0
GLEN ROSE ISD	1,806	6	2	3.0
LAMESA ISD	1,921	6	2	3.0
COPPELL ISD	12,625	33	11	3.0
DALLAS ISD	156,832	504	169	3.0
ALDINE ISD	67,331	212	73	2.9
GALENA PARK ISD	22,591	60	21	2.9
TYLER ISD	18,003	50	18	2.8
WHITE SETTLEMENT ISD	6,853	16	6	2.7
CYPRESS-FAIRBANKS ISD	116,401	275	106	2.6
MOUNT PLEASANT ISD	5,291	15	6	2.5
CHAPEL HILL ISD	3,556	10	4	2.5
BASTROP ISD	10,899	34	14	2.4
DEL VALLE ISD	11,216	34	14	2.4
SAN ANTONIO ISD	50,683	189	79	2.4
MEXIA ISD	1,799	7	3	2.3

CONROE ISD	61,580	166	77	2.2
AUSTIN ISD	81,650	288	134	2.1
HARLINGEN CISD	18,429	75	35	2.1
HUMBLE ISD	42,391	114	56	2.0
COLEMAN ISD	885	2	1	2.0
FRENSHIP ISD	9,692	20	10	2.0
WACO ISD	14,821	51	26	2.0
ALEDO ISD	5,718	18	10	1.8
EDGEWOOD ISD	10,471	55	31	1.8
TERRELL ISD	4,617	12	7	1.7
LUBBOCK ISD	27,998	98	59	1.7
MCALLEN ISD	23,721	85	53	1.6
CORSICANA ISD	5,911	19	13	1.5
KATY ISD	77,522	182	127	1.4
ARLINGTON ISD	61,076	206	144	1.4
HOUSTON ISD	214,175	305	220	1.4
PHARR-SAN JUAN-ALAMO ISD	32,680	106	78	1.4
RAYMONDVILLE ISD	2,088	9	7	1.3

SOCORRO ISD	46,543	127	105	1.2
BROWNSVILLE ISD	45,578	164	146	1.1
EAGLE PASS ISD	14,582	35	33	1.1
ANTHONY ISD	839	3	3	1.0
WHITEFACE CISD	324	1	1	1.0
EDINBURG CISD	34,156	108	113	1.0
RIO HONDO ISD	1,951	7	8	0.9
BEAUMONT ISD	18,858	45	54	0.8
WICHITA FALLS ISD	14,096	51	62	0.8
LAREDO ISD	24,069	76	118	0.6
UNITED ISD	43,308	112	224	0.5

Appendix B: Methodology

Counselor/Mental Health Professional and Police Officer Methodology

In December of 2017, Texas Appleseed requested data from the Texas Education Agency on the number of counselors and police officers in each district, including information counselor and police officer salaries. We were informed by TEA that they were only able to distinguish between police officers and other types of staff for the 2017-18 school year in the "Security" role, which included Chief of Police, Investigators, and Police Officers. Previously, security was included in "Other Non-instructional District Professional Personnel" which included security and other professionals such as district director, food services, and health services.

We were additionally told that police officers may be included in the "Auxiliary Security" employees, which includes district staff who work in security but are not professional or paraprofessional in their capacity. Thus, a police and security officer count was a combination of Auxiliary Security/Staff and Security staff. This police and security officer category was used only in the analysis that examined the presence in police officers in majority minority and majority White school districts. Importantly, however, TEA does not track police officers for districts that contract out to a police department, thus this count of police officers likely underestimates police officers on campus, while also including security guards in the estimate. Therefore, we additionally requested data directly from school districts in order to more accurately understand the number of police officers on campus.

Majority White and majority Minority Analyses: The majority White and majority Minority analyses were conducted by analyzing the total districts that reported any Security or Auxiliary Security to TEA. A district was given a value of 1 if they reported having either Security or Auxiliary Security and a 0 if they reported having neither. A district was identified as being majority Minority if their student body population was 75% or more minority (n = 342), and as majority White if their student body population was 75% or more White (n = 228). The total percentage of districts that had a security presence was then calculated. Majority White districts tended to be more rural and have fewer enrolled students than Majority Minority districts, and Majority Minority districts tended to have more charter schools. The following tables demonstrate the demographics of these districts:

District Size	Majority Minority	Majority White
Under 500	95 (28%)	115 (50%)
500 to 999	52 (15%)	55 (24%)
1,000 to 1,599	36 (11%)	34 (15%)
1,600 to 2,999	43 (13%)	14 (6%)
3,000 to 4,999	28 (8%)	7 (3%)
5,000 to 9,999	26 (8%)	3 (1%)
10,000 to 24,999	32 (9%)	0 (0%)
25,000 to 49,999	18 (5%)	0 (0%)
50,000 and over	12 (4%)	0 (0%)

District Type	Majority Minority	Majority White
Charters	116 (34%)	5 (2%)
Independent Town	16 (5%)	8 (4%)
Major Suburban	38 (11%)	2 (1%)
Major Urban	9 (3%)	0 (0%)
Non-metropolitan Fast Growing	2 (1%)	5 (2%)

Non-metropolitan Stable	45 (13%)	31 (14%)
Other Central City	15 (4%)	0 (0%)
Other Central City Suburban	37 (11%)	27 (12%)
Rural	64 (19%)	150 (66%)

Police Officers, 80 Sampled Districts

Data collection: Beginning in September 2018, Texas Appleseed requested police officer information from 93 districts. These districts were selected to represent a diverse range of districts across Texas. We requested this data in order to get a more accurate picture of police officers in school. We requested the total number of police officers by type (i.e., police chief, school resource officers, investigators, security) that were employed by or contracted to the district, a list of all alternative disciplinary programs used, and the total dollars spent on alternative programs. Most districts provided data free of cost, however, wherever necessary and within reason, Texas Appleseed paid for modest processing fees such as hourly staff time.

Processing the Data: In these analyses we used any security and police officer staff that were identified to us by the district, except for crossing guards and parking lot monitors. Examples of staff included in this analyses are: Chief of Police, Assistant Chief of Police, Deputies, Lieutenants, Sergeants, Police Officers, School Resource Officers, K9 Officers, Security Coordinator, Dispatcher, and Security Guards among others.

However, the alternative programs data that we received varied in its completion and usability. Many districts were unable to provide a breakdown of the cost of each type of program, but rather gave a total cost of all behavioral programs used. Because we were unable to breakdown the specific costs per each program for many districts, we did not include them in the report.

Budget Methodology

Where budget data is referred to, the data was taken from the Texas Education Agency PEIMs financial data downloads, available at: https://tea.texas.gov/Finance_and_Grants/State_Funding/State_Funding_Reports_and_Data/PEIMS__Financial_Data_Downloads/. At the time of writing the report, the most recently available data was for the 2016-17 school year.