



The **Reset Center initiative** was implemented in 2021-22 as an alternative to exclusionary discipline practices. Through a redesigned, restorative, and student-centered approach to discipline, the initiative offers a short-term educational and behavioral management service for students temporarily removed from the classroom setting. The goal of the initiative is to identify root causes of student behavior, address social-emotional needs, and provide academic support. All 54 Reset Centers campuses have designated rooms to facilitate services.

Key Findings

Implementation

- In 2023-24, delayed hiring of new Reset Center Coordinators (RCCs) led to none of the RCCs earning the Behavior Coach Endorsement Certification, which did not meet the goal of 100 percent.
- Overall, 65 percent of RCCs achieved Tier I ratings, exceeding the program goal.

Stakeholder Feedback

Staff Perception Survey

- Most staff members reported positive feedback regarding the Reset Center's impact, indicated they had adequate access to resources, and expressed positive staff and self-perceptions.
- The Reset Center excelled at fostering a supportive environment, resolving conflicts, and building positive relationships.
- Primary challenges faced by coordinators and campus administrators included limited personnel and resources, and procedural discrepancies.

Coordinator Focus Groups

- According to several coordinators, creating a non-judgmental environment was crucial for the success of the program, led to positive student outcomes, and helped overcome staff resistance.
- Streamlining systems and processes improved program effectiveness and facilitated enhanced collaboration among staff members.
- Many coordinators encountered challenges related to parent involvement, resulting in substantial time and energy investments to enhance communication and engagement.
- Coordinators requested training on discipline issues and student skill development, and opportunities to collaborate and network.
- Coordinators requested improved communication, transparency from program leaders, and regular data reports with referral data and focus points to improve program implementation.

Student Experience Survey

- Overall, 73 percent of students attending reset center campuses responded positively about their campus climate on the Student Experience Survey.

Reset Center Exit Survey

- More than half of students attending Reset Center campuses reported positive perceptions of their campus climate on the student experience survey and positive experiences at the Reset Center on the Reset Center Exit Survey.
- Students predominately reported positive and neutral emotional (Calm, Fine, Happy) descriptors and positive feeling (Supported, Helped, Respected) descriptors regarding their first subsequent reset center visit(s).

Student Outcomes

- Compared to 2022-23 Reset Center referrals and Positive Intervention Support Referrals (PISR) increased for high school students but decreased for middle school students.
- Recidivism rates overall and for Hispanic and African American middle school students continued to decline from 2021-22 to 2023-24, while rates for students of other racial groups slightly increased. Recidivism rates for high school students overall and by all racial groups increased from 2022-23 to 2023-24.
- Reset Center students had lower attendance rates than other students attending the same campuses and the district overall.
- Ninth grade On-Track and graduation rates for students served by reset centers increased slightly from 2022-23 to 2023-24.



Recommendations

- **Improve communication efforts.**

In 2023-24, Reset coordinators reported feeling disconnected and uninformed to program updates, highlighting a need for improved communication. Program leaders should adopt more robust communication strategies to mitigate reliance on informal channels for information dissemination. Re-establishing regular Professional Learning Communities (PLCs), networking opportunities, and structured communication channels for staff can help reinvigorate connectivity and ensure all members are informed and supported. To foster a more collaborative and supportive environment among Reset coordinators, the evaluator suggests expanding peer shadowing opportunities to both new and veteran coordinators and creating opportunities where coordinators can come together to discuss challenges, exchange ideas, and problem-solve collectively.

- **Investigate the increase in recidivism rates for high school students.**

While recidivism rates for most middle school students overall continued to trend downward, high school recidivism rates overall and across all racial groups from 2021-22 to 2022-23 trended upward. In addition, the number of removals to the DAEP increased by 11 percent for high school students from 2022-23 to 2023-24. Therefore, Reset Center program staff members should investigate why the number of repeat offenses and serious consequences has become more frequent.