

2023-24

# Evaluation of Reset Centers

DEPARTMENT OF EVALUATION AND ASSESSMENT

*Stephanie Elizalde, Ed. D.*  
*Superintendent of Schools*



2023-24


# Evaluation of Reset Centers

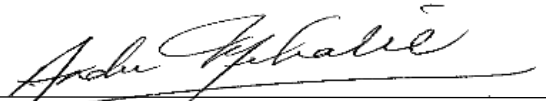
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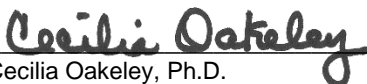
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**Margaret Mastrogiovanni, Ph.D., Evaluation Analyst II**

**Kelli Weaver, M.S., Evaluation Analyst I**

  
Larry Featherston, Ph.D.  
Manager, Evaluation and Assessment

  
Andamlak Meharie, Ph.D.  
Executive Director, Evaluation and Assessment

  
Cecilia Oakeley, Ph.D.  
Deputy Chief, Evaluation and Assessment

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Linus D. Wright Administration Building; 9400 N. Central Expressway, Dallas, TX. 75231.

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2023-24






# Evaluation of Reset Centers

## KEY FINDINGS AND RECOMMENDATIONS











The purpose of this evaluation was to examine (a) program implementation, (b) stakeholders' perception, and (c) program outcomes.<sup>1</sup>

### Key Findings

The Dallas Independent School District (ISD) Reset Center initiative was implemented in 2021-22 as an alternative to exclusionary discipline practices (suspensions). 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. All Reset Centers have designated rooms to facilitate continuous educational services for students and to provide personalized approaches to behavior management. The reported 2023-24 budget for the Reset Center initiative was \$6,360,568. Key findings include the following:

-  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.(page 9).
-  Overall, 65 percent of RCCs achieved Tier I ratings, exceeding the program goal (50%) (page 10).
-  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 (page 11).
-  The Reset Centers excelled at fostering a supportive environment, resolving conflicts, and building positive relationships (page 11).
-  Primary challenges faced by coordinators and campus administrators included limited personnel and resources, and procedural discrepancies (page 11).

<sup>1</sup> Portions of this report were replicated or adapted from Mickleson & Barton, 2023.

-  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 (page 24).
-  Streamlining systems and processes improved program effectiveness and facilitated enhanced collaboration among staff members (page 24).
-  Many coordinators encountered challenges related to parent involvement, resulting in substantial time and energy investments to enhance communication and engagement (page 24).
-  Coordinators requested trainings on discipline issues and student skill development, and opportunities to collaborate and network (page 24).
-  Coordinators requested improved communication, transparency from program leaders, and regular data reports with referral data and focus points to improve program implementation.(page 24).
-  Compared to 2022-23, Reset Center referrals and Positive Intervention Support Referrals (PISR) increased for high school students but decreased for middle school students (page 32).
-  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 (page 32).
-  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 (page 37).
-  Reset Center students had lower attendance rates than other students attending the same campuses and the district overall (page 38).
-  Ninth grade On-track and graduation rates for students served by the reset centers increased slightly from 2022-23 to 2023-24 (page 39).

## Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

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

# Evaluation of Reset Centers

## DEPARTMENT OF EVALUATION AND ASSESSMENT

### PROGRAM BACKGROUND

The Dallas Independent School District (ISD) Reset Center initiative was implemented in 2021-22 as an alternative to exclusionary discipline practices (suspensions<sup>2</sup>). Through a redesigned, restorative, and student-centered approach to discipline, the Reset Centers offer 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. In 2023-24, the district expanded the Reset Center initiative to 54 comprehensive middle schools and high schools.<sup>3</sup>

Exclusionary discipline practices have been shown to negatively affect student outcomes. Specifically, suspensions are associated with decreases in academic achievement and school climate (Lodi, Perrella, Lepri, Scarpa, & Patrizi, 2022; Mitchell & Bradshaw, 2013) as well as an increased risk of dropping out (Balfanz, 2014; Noltmeyer, Ward, & Mcloughlin., 2015). Additionally, exclusionary practices have disproportionately impacted marginalized student populations, particularly African Americans (Lenderman & Hawkins, 2021; Skiba, Chung, Trachok, Sheva, & Hughs, 2014). As a result, restorative discipline programs have been implemented to address racial disparities and mitigate negative outcomes associated with traditional school discipline practices.

### PROGRAM DESCRIPTION

The sections below include the Reset Center program components, people, budget, and program goals. For all methodology, see Appendix C.

#### Program Components

The Dallas ISD Student Engagement and Support (SEAS) department oversees the Reset Center initiative in collaboration with campus leadership teams, the Culture and Belonging department, and Mental Health Services (MHS). If a student violates the Student Code of Conduct,<sup>4</sup> they can receive a referral to a Reset Center for one to three days, which is determined

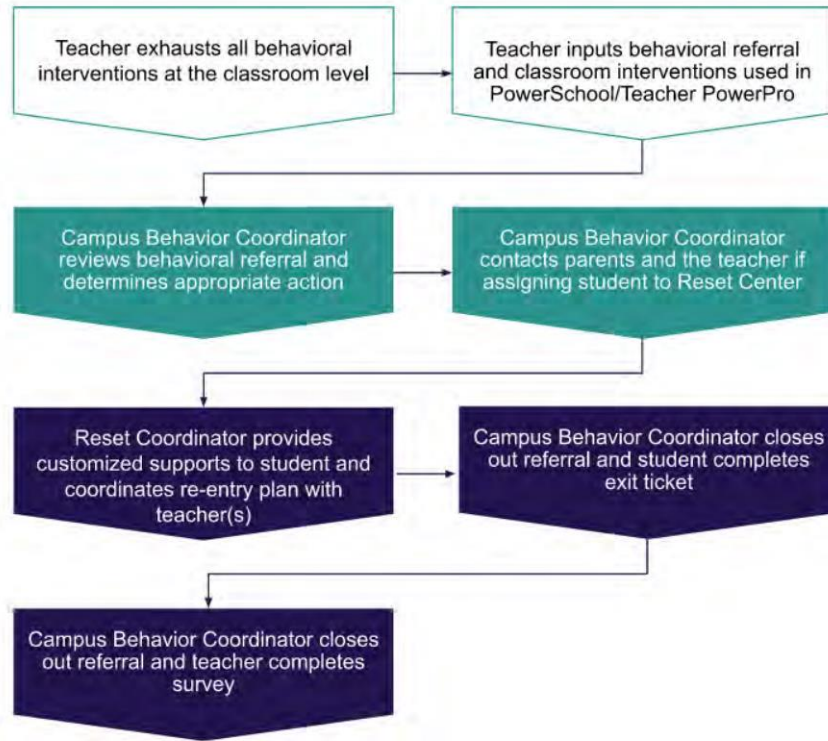
<sup>2</sup> In 2017, the Dallas ISD eliminated out-of-school suspensions (OSS) for prekindergarten through grade two students and eliminated in-school and out-of-school suspensions for secondary students in 2021-22.

<sup>3</sup> See Appendix B for a full list of 2023-24 Reset Center campuses.

<sup>4</sup> The Dallas ISD Student Code of Conduct can be found at <https://www.dallasisd.org/Page/128>.

by campus administration. See Figure 1 for an overview of the district's Reset Center referral process.

**Figure 1: The Dallas ISD Reset Center Behavior Referral Process**



Source: Dallas ISD 2023-24 Student Code of Conduct.

When a student is assigned to a Reset Center, campuses must notify the parent/guardian of the student. Students can be referred to a Reset Center for a maximum of 30 cumulative days during the entire school year. If the maximum 30 days are exhausted, campus administrators are required to develop additional action plans, such as placement in the Disciplinary Alternative Education Program (DAEP). However, campuses can use the Reset Centers as a place to remove students for one class period, which are recorded as Positive Intervention Support Referrals (PISR). PISR referrals do not count toward the 30-day annual limit.<sup>5</sup>

## Student Services

Reset Centers provide a calming space for students to address behavioral issues while remaining academically engaged. Various tools, including flexible seating and color schemes, are used to promote student emotional well-being. Students participate in personalized lessons and activities based on their behaviors. These social-emotional learning (SEL) activities and

<sup>5</sup> In these cases, coordinators worked with students and teachers to devise strategies that help assimilate the student back into the regular classroom.

restorative practices help students develop skills in self-awareness, managing emotions, building healthy relationships, problem-solving, responsible decision-making, and de-escalation.

At the Reset Center, students use Rhithm, an SEL application that helps Reset Center Coordinators (RCCs) understand how students are feeling.<sup>6</sup> The RCCs can then determine the most effective lessons and approaches for each student. Students then complete assigned lessons tailored to their specific behavioral incidents using the Navigate360 application. Additionally, restorative circles provide students opportunities to repair relationships with others and work through disruptive behavior patterns. Students are expected to complete their schoolwork while at the Reset Center. After a student referral period ends and the student returns to class, RCCs follow up with students and classroom teachers at least twice to determine if further support is needed.

### Program Staff

The program staff of the Reset Center program encompass SEAS department managers, RCCs, campus behavior coordinators (CBC), assistant principals, and principals. The SEAS department managers ( $N = 3$ ) oversee the coordinators across the five district regions. Managers meet with coordinators monthly to conduct formal observations (Walkthrough Observation Ratings) four times per year. In addition to observations, managers monitor trends in disciplinary infractions across campuses, provide feedback and consultation to coordinators, work with CBCs to update the Student Code of Conduct, and facilitate coordinator professional learning communities (PLCs). CBCs maintain the primary responsibility for effective discipline practices at the campuses. CBCs and other campus administrators ensure teachers utilize classroom-level interventions and behavior management techniques prior to Reset Center referrals and assignment.

RCCs ( $N = 55$ ) supervise students who are referred to the Reset Center. Placed at all Reset Center campuses<sup>7</sup>, RCCs engage students (one-on-one or in small groups) in activities that promote social-emotional learning, development, agency, and academic readiness. Coordinators also partner with classroom teachers, administrative staff, and parents to individualize services to specific student needs including, successful completion of academic assignments, behavioral intervention, parent contact, and individual and group support. Additionally, coordinators work closely with CBCs to address campus concerns related to off-track behaviors and ensure cohesiveness across all team members.

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<sup>6</sup> For more information, visit <https://staff.dallasisd.org/2023/02/15/esser-update-reset-centers-transform-discipline-in-dallas-isd/>

<sup>7</sup> In 2023-24, one of the RCCs worked with elementary schools.

## Budget

The total 2023--24 budget for the Reset Center initiative was \$6,360,568, which was funded through the Elementary and Secondary School Emergency Relief (ESSER) grant.

## Program Goals

The Reset Center initiative aimed to achieve three ESSER performance objectives for 2023-24.

1. Reset Centers will attain a 12 percent recidivism rate during the 2023-24 school year ( *Yes, goal was met, see pages 31 and 33 for more detail*).
2. Fifty percent of the RCCs will achieve fourth-quarter Tier I status as evaluated by the Reset Center Walkthrough Observation Rubric by end-of-year (EOY) 2023-24 ( *Yes, goal was met, see page 10 for more detail*).
3. One hundred percent of the new RCCs will receive the Behavior Coach Endorsement Certification by EOY 2023-24 ( *No, goal was not met, see page 9 for more detail*).

## EVALUATION QUESTIONS AND RESULTS

### EQ 1: How was the Reset Center program implemented?

This section will provide an overview of (a) students served, (b) professional development and certifications, and (c) coordinator walkthrough observation ratings.

### Students Served

#### *Middle School*

For middle school students (Table 1), a higher proportion of African American students were served by Reset Centers (32.7%) compared to students at Reset Center campuses not served (18.7%) and the district (18.8%). Additionally, a higher proportion of Economically disadvantaged (94%) and special education (17.6%) students were served by the Reset Center compared to the district (86.7% and 14%, respectively). However, a smaller proportion of Hispanic students were served by Reset Centers (62.7%) compared to students at Reset Center campuses not served (74.7%) and the district (72.6%) and a smaller proportion of Emergent Bilingual (EB) students were served by Reset Centers (46.3%) compared to students at Reset Center campuses not served (57.5%) and the district (53.9%). The rate of students who were homeless (3.1%) students served by the Reset Center was similar to students at Reset Center campuses not served (2.2%) and the district (2%).

**Table 1: 2023-24 Characteristics of Middle School Students Served by Reset Centers**

	Students Served by Reset Centers (N = 1,355)		Students at Reset Center Campuses Not Served (N = 19,660)		District (N = 26,596)	
	N	%	N	%	N	%
	<b>Sex</b>					
Male	864	63.8	9,992	50.8	13,612	51.2
Female	491	36.2	17,743	90.2	12,984	48.8
<b>Race/Ethnicity</b>						
African American	443	32.7	3,667	18.7	4,997	18.8
Hispanic	849	62.7	14,681	74.7	19,306	72.6
White	36	2.7	723	3.7	1,412	5.3
Other/Missing	27	2.0	589	3.0	881	3.3
<b>Special Student Groups</b>						
Econ. Dis.	1,274	94.0	17,743	90.2	23,050	86.7
Homeless	42	3.1	436	2.2	531	2.0
Emergent Bilingual	628	46.3	11,309	57.5	14,339	53.9
Special Education	238	17.6	3,033	15.4	3,735	14.0

*Source:* Dallas ISD Student Information System (SIS) demographic file dated 05/13/24. Dallas ISD SEAS disciplinary data provided 07/22/24.

*Note:* Econ. Dis. = Economically disadvantaged. Percentages may not sum to 100 because of rounding.

### High School

For high school students (Table 2), a higher proportion of African American students were served by Reset Centers (32.4%) compared to students at Reset Center campuses not served (18.8%) and the district (18.6%). Further, a higher proportion of Economically disadvantaged (88%) and special education (12.1%) students were served by the Reset Center compared to the district (85.3% and 10.2%, respectively), whereas the rate of students who were homeless (2.6%) students served by the Reset Center was similar to students at Reset Center campuses not served (2%) and the district (1.8%). However, a smaller proportion of Hispanic students were served by Reset Centers (61.7%) compared to students at Reset Center campuses not served (75%) and the district (73.6%). Likewise, a smaller proportion of Emergent Bilingual (EB) students were served by Reset Centers (41.1%) compared to students at Reset Center campuses not served (52.9%) and the district (48.3%).

**Table 2: 2023-24 Characteristics of High School Students Served by Reset Centers**

	Students Served by Reset Centers (N = 1,273)		Other Students at Reset Center Campuses (N = 31,765)		District (N = 39,324)	
	N	%	N	%	N	%
<b>Sex</b>						
Male	745	58.5	16,269	51.2	19,746	50.2
Female	528	41.5	15,496	48.8	19,578	49.8
<b>Race/Ethnicity</b>						
African American	412	32.4	5,982	18.8	7,316	18.6
Hispanic	786	61.7	23,810	75.0	2,8943	73.6
White	54	4.2	1,118	3.5	1,850	4.7
Other/Missing	21	1.6	855	2.7	1,215	3.1
<b>Special Student Groups</b>						
Econ. Dis.	1,120	88.0	27,987	88.1	33,526	85.3
Homeless	33	2.6	625	2.0	703	1.8
Emergent Bilingual	523	41.1	16,802	52.9	19,007	48.3
Special Education	154	12.1	3,625	11.4	4,000	10.2

Source: Dallas ISD SIS demographic file dated 05/13/24. Dallas ISD SEAS disciplinary data provided 07/22/24.

Note: Econ. Dis. = Economically disadvantaged. Percentages may not sum to 100 because of rounding.

## Professional Development and Certifications

### Key Findings from this section:



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.

In 2023-24, RCCs were offered a variety of PD trainings that were provided by the Dallas ISD Culture and Belonging, SEAS, MHS, and Counseling Services departments as well as Region 10 Educational Service Center (ESC) (Table 3). These trainings were intended to equip reset coordinators with strategies to help in identifying students in crisis and providing the necessary support to mitigate potential behavior outbursts.

**Table 3: 2023-24 Reset Center Staff PD Training Sessions and Attendance**

Training Session	Attendance
Mental Health First Aid	61
The Explosive Child	60
Mental Health Training	60
Psychological First Aid	58
Avoiding Power Struggles	57

Source: Dallas ISD SEAS Professional Development data provided 06/17/24.

The program also utilized ESSER-funding to provide additional trainings that were hosted by Region 10 to new RCCs. During the 2023-24 school year, the SEAS department hired seven new RCCs. However, delayed hiring of the new RCCs led to RCCs being ineligible to complete the Behavior Coaching Endorsement Certification. As a result, the program did not meet their

program goal (100%). Beginning Fall 2024, all newly hired coordinators will complete the revised Mental and Behavioral Health Endorsement through Region 10.

## Reset Center Walkthroughs

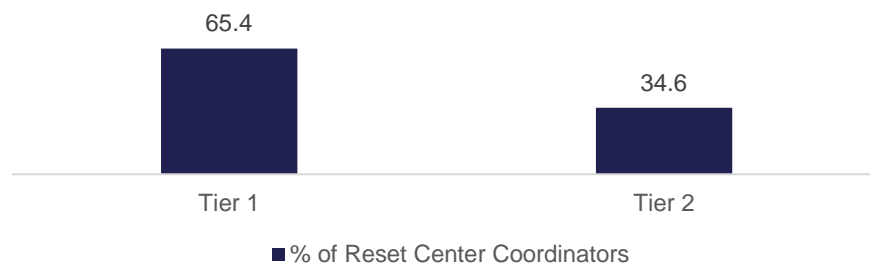
### Key Findings from this section:



Overall, 65 percent of RCCs achieved Tier I ratings, exceeding the program goal (50%).

In 2023-24, Reset Center walkthrough observations were conducted quarterly (9-week quarter) by the SEAS department managers using the Reset Coordinator Observation Rubric. The purpose of the observations is to evaluate the effectiveness of RCCs and implementation of services in three main areas: (1) effective and early whole-child interventions and supports for struggling students, (2) improvement of academic outcomes by decreasing missed instructional time, and (3) positive and supportive campus culture. Through these observations, RCCs are assigned to one of three tiers: Tier I (strong implementation), Tier II (moderate implementation), or Tier III (low implementation).<sup>8</sup> Results from the observation rubric then allows SEAS department managers to customize support for RCCs during each nine-week quarter. In 2023-24, 65 percent of RCCs achieved Tier 1 ratings, which exceeded the program goal of 50 percent (Figure 2). See Appendix D for Tier rating results by Reset Center campus.

**Figure 2: Spring 2024 RCC Tiering Results by Tier**



Source: Dallas ISD SEAS Reset Center Coordinator Observation Rubric data provided 05/29/24.




## EQ 2: What were staff perceptions of the Reset Center Program?

This section provides an overview of staff perceptions collected by a staff perception survey administered to coordinators and campus administrators as well as focus groups conducted with coordinators in the Spring 2024.

<sup>8</sup> The process of tiering schools included the following four steps: (a) conduct an observation and rate Reset Center implementation using rubric during each nine-week quarter; (b) calculate average of all rubric ratings to calculate provisional tier, (c) review additional data to determine final tier, and (d) approve tier placement at the end of each nine-week quarter.

## Staff Perception Survey

### Key Findings from this section:

-  Most staff members reported positive feedback regarding the Reset Centers' impact, indicated they had adequate access to resources, and expressed positive staff and self-perceptions.
-  The Reset Centers 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.

Based on recommendations from the prior year's program evaluation (Mickelson & Barton, 2023), the Reset Center staff perception survey was only administered once during the 2023-24 school year. From February to March 2024, an online perception survey was administered to Reset Center staff members (RCCs, Principals, and Assistant Principals). The survey gathered information on the following topics: (1) impacts of the Reset Center, (2) meetings/observations frequencies, (3) perceptions of staff and self, and (4) perceptions related to challenges, positive factors, and areas of improvement. Of the 55 RCCs and 243 campus administrators invited to complete the staff perception survey in 2023-24, 33 (60%) RCCs and 56 (23.1%) campus administrators completed at least part of the survey.

### *Meetings and Observations*

Overall, the majority of RCCs reported that campus administrators met with them approximately 36 times or more (37.5%) and observed the Reset Center one to five times (25%) to 11 to 20 times (25%) in 2023-24. The majority of campus administrators reported they met with RCCs 36 times or more (54.5%) and observed the Reset Center six to ten times (27.3%) to 11 to 20 times (23.6%). See Appendix E for full responses rates by staff position.

### *Reset Center Impacts<sup>9</sup>*

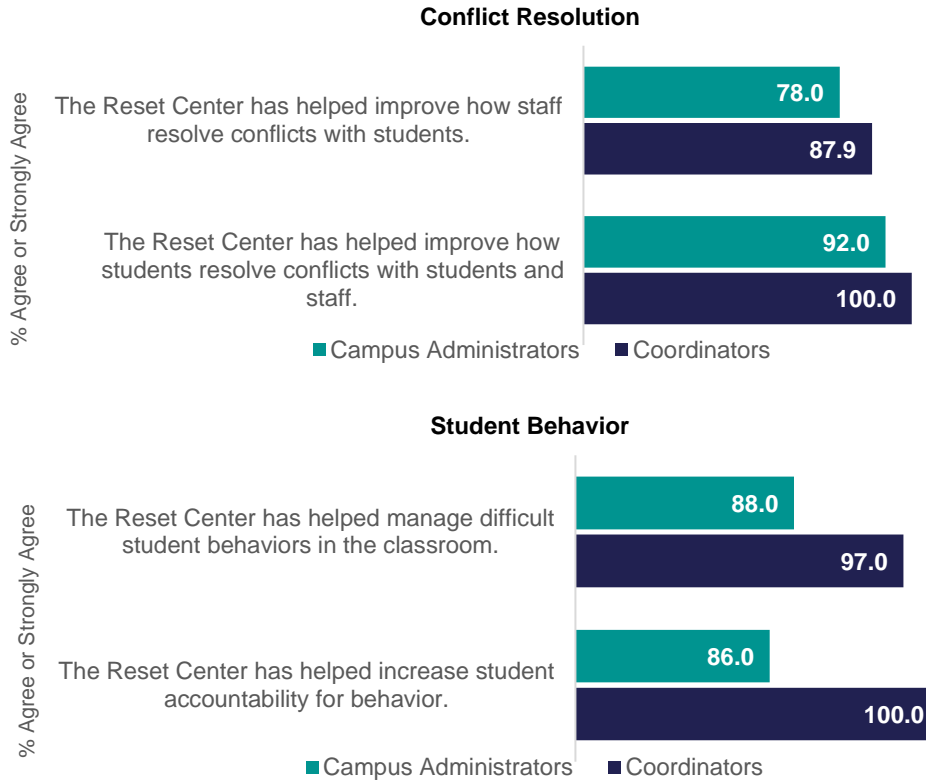
In 2023-24, the Reset Center received positive feedback from most staff members across various dimensions (Figure 3 through Figure 5). Most RCCs (88% to 100%) reported that the Reset Center positively influenced how staff and students resolved conflicts, helped with classroom behavior management, and increased student accountability. Overall, coordinator perceptions of the Reset Center's impact on conflict resolution and student behavior were slightly

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<sup>9</sup> A portion of these survey items were adopted from Gerlach, Tennant, and McKerlie (2018).

more positive compared to campus administrators (78% to 92%). See Appendix E for full response rates by staff position.

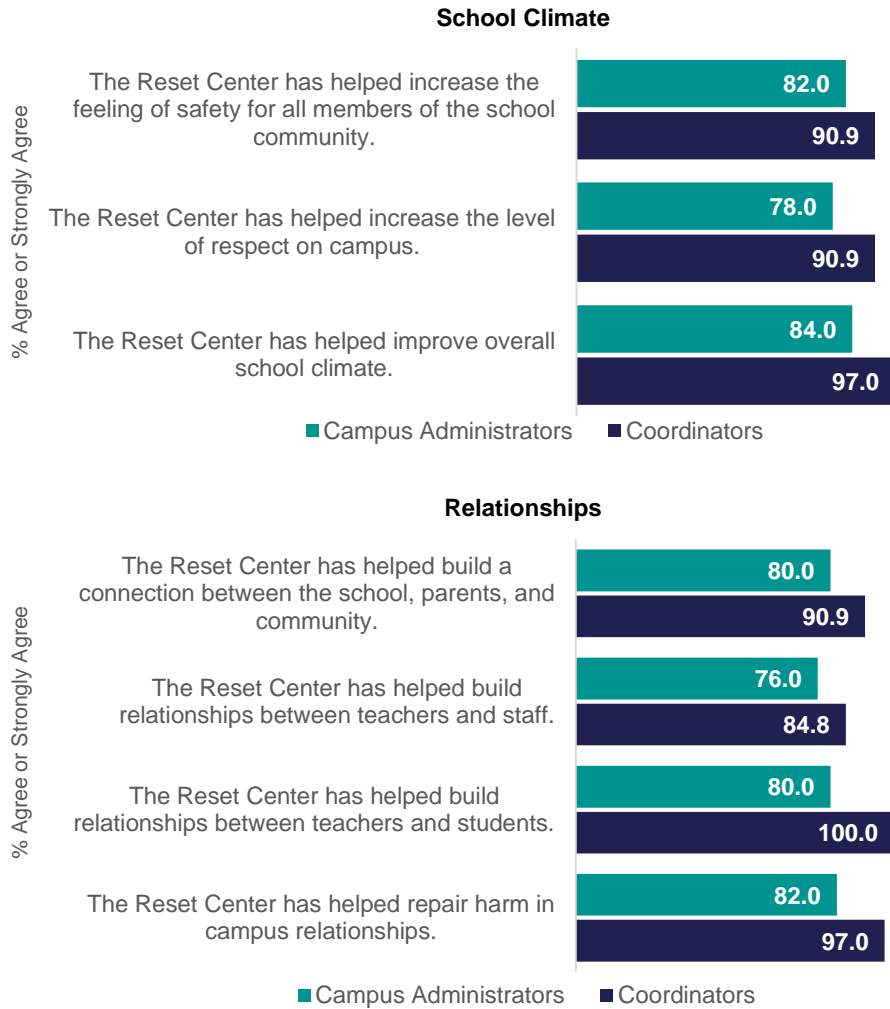
**Figure 3: 2023-24 Reset Center Impacts Item Response Rates by Staff Position – Conflict Resolution and Student Behavior**



Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Similarly, campus administrators’ perceptions regarding the Reset Center’s impacts on school climate (78% to 84%) and relationships (76% to 82%) were slightly less positive than RCCs perceptions (90.9% to 97% and 84.8% to 100%, respectively).

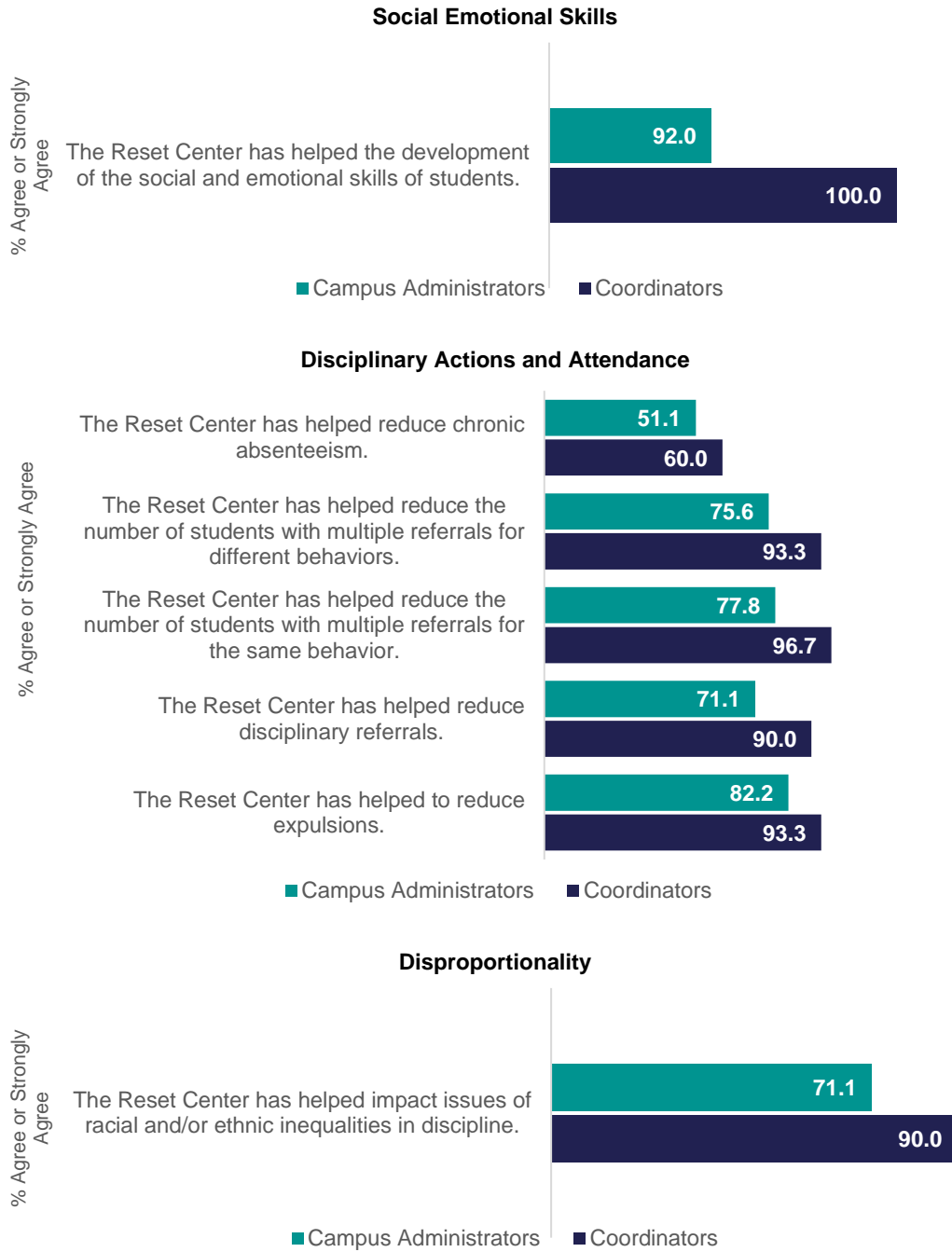
**Figure 4: 2023-24 Reset Center Impacts Item Response Rates by Staff Position – School Climate and Relationships**



Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

All coordinators (100%) and most campus administrators (92%) reported that the Reset Center helped students develop social and emotional skills (Figure 5). Regarding disciplinary actions and attendance, most coordinators reported the program reduced disciplinary referrals (90%), recidivism (96.7%), multiple referrals for different behaviors (93.3%), and expulsions (93.3%), compared to 71 percent to 82 percent of campus administrators. However, the program’s positive impact on chronic absenteeism received less endorsement from both RCCs (60%) and campus administrators (51.1%). Finally, a larger proportion of RCCs (90%) reported that the program addressed racial/ethnic inequalities in discipline, compared to campus administrators (71.1%).

**Figure 5: 2023-24 Reset Center Impacts Item Response Rates by Staff Position – Social Emotional Skills, Disciplinary Actions and Attendance, and Disproportionality**

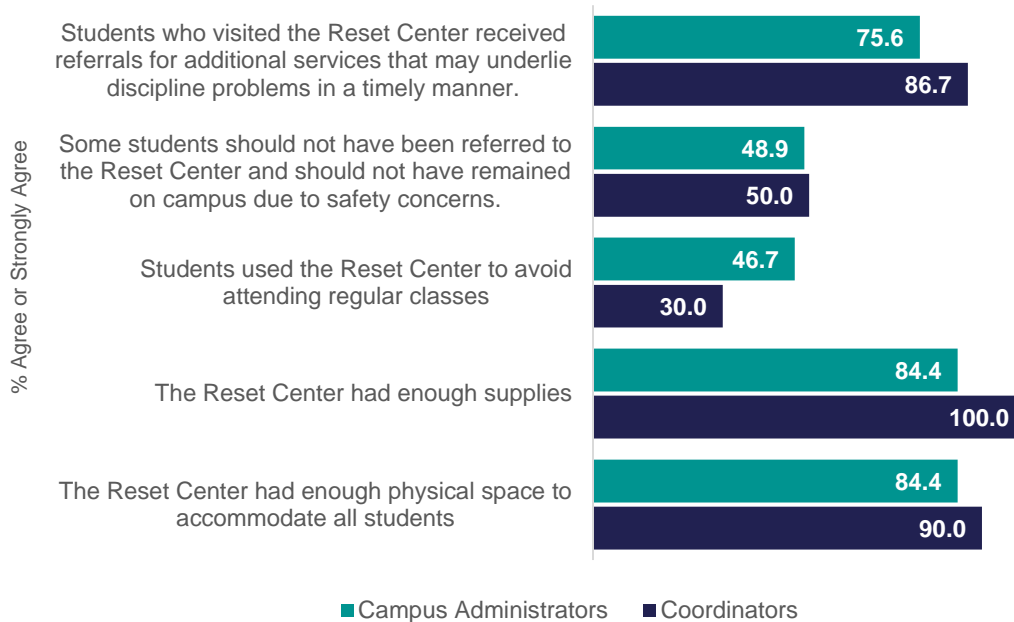


Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Regarding program efficiency, the majority of RCCs and campus administrators indicated that the Reset Center had enough resources (physical space and supplies) to accommodate students (Figure 6). Additionally, a higher proportion of RCCs (86.7%) reported that students received timely referrals to additional services if needed compared to campus administrators

(75.6%). Approximately 50 percent of RCCs and campus administrators reported that certain students should have been removed from the Reset Center and campus due to safety considerations. Finally, only 30 percent of RCCs reported that students used the Reset Center on their campus to avoid class, whereas 47 percent of campus administrators held this view.

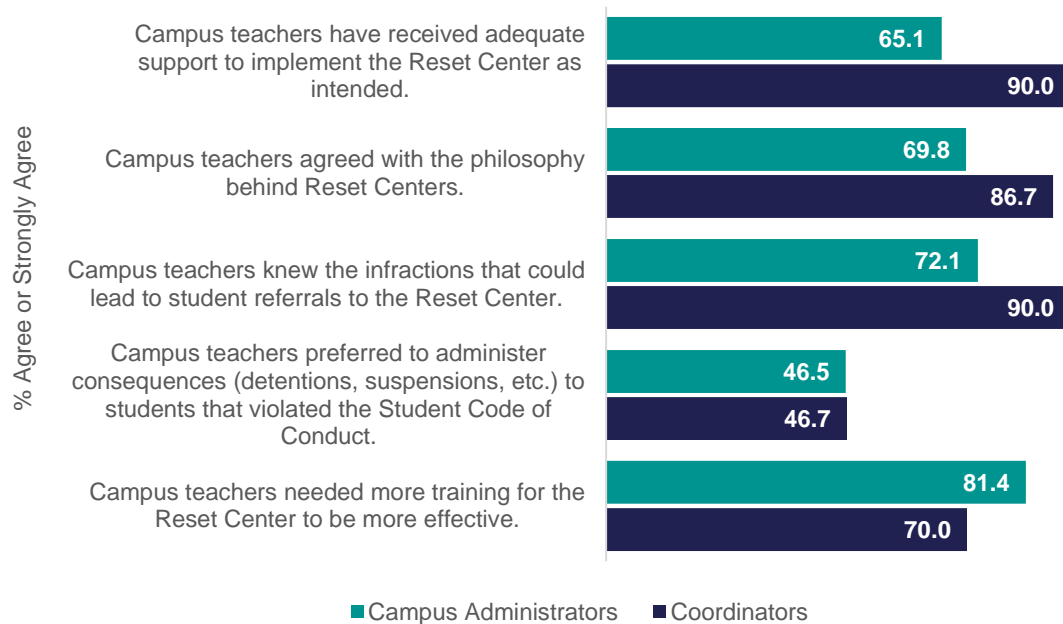
**Figure 6: 2023-24 Reset Center Impacts Item Response Rates by Staff Position – Program Efficiency Items**



Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.  
Note: Campus Administrators (N = 45); Coordinators (N = 30)

**Perceptions of Staff**

Overall, most RCCs and campus administrators reported positive perceptions of campus teachers (Figure 7). A larger proportion of RCCs reported that teachers received adequate support, agreed with the program’s philosophy, and knew referral procedures compared to campus administrators. Relatedly, a larger proportion of campus administrators indicated that teachers needed more training to be effective (81.4%) compared to RCCs (70%). Approximately 47 percent of both RCCs and campus administrators reported that teachers preferred to administer consequences to students. See Appendix E for full responses rates by staff position.

**Figure 7: 2023-24 Perceptions of Campus Teachers Response Rates by Staff Position**

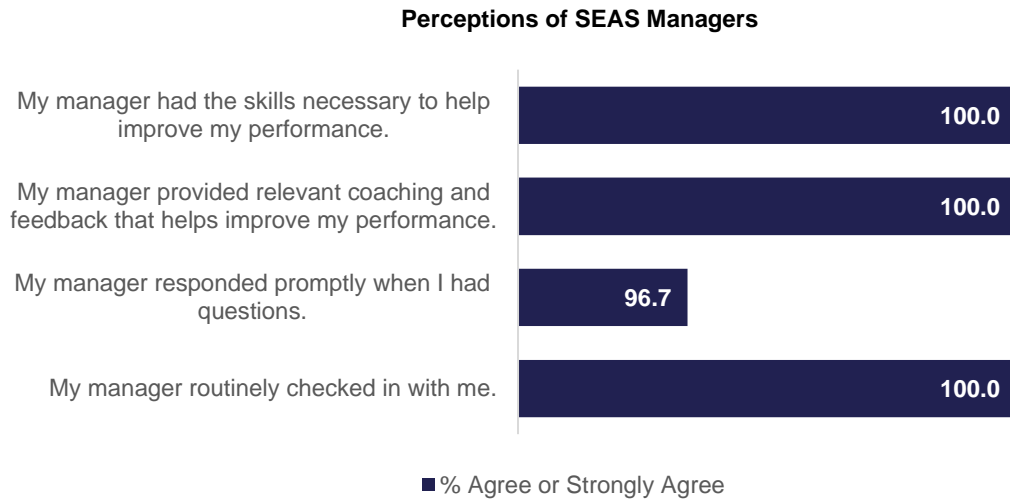
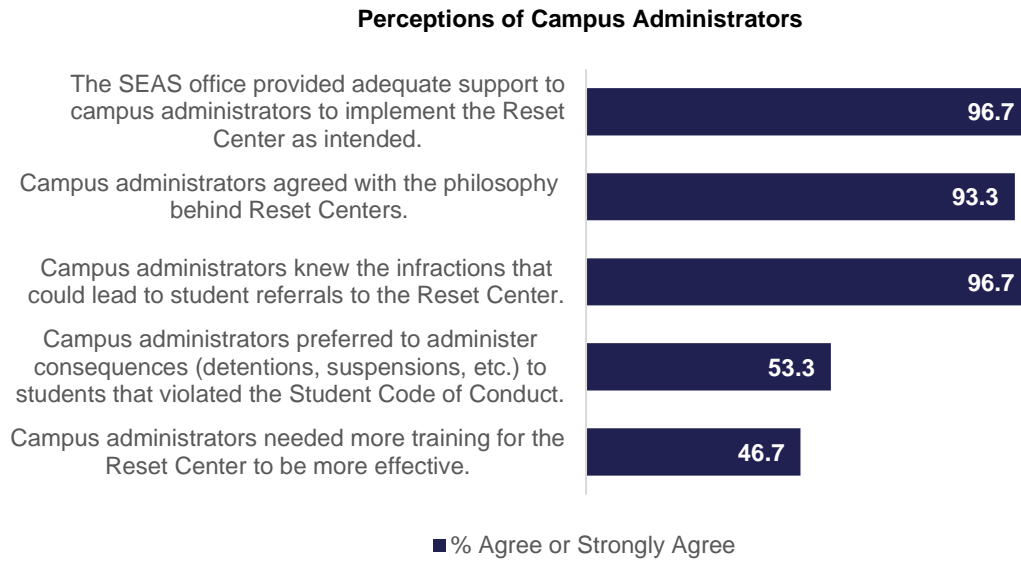
Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: Campus Administrator (N = 43); Coordinators (N = 30)

In 2023-24, RCCs perceptions of campus administrators and SEAS managers were overwhelmingly positive (Figure 8). Most RCCs reported that campus administrators were knowledgeable of the referral procedures, agreed with the program's philosophy, and were adequately supported by the SEAS department. Less than half of RCCs reported that campus administrators needed more training. Additionally, almost all RCCs reported that their SEAS manager had the necessary skills to support them, provided adequate feedback, responded timely to requests, and routinely checked in on them.

Campus administrator perceptions of RCCs were also predominately positive (Figure 9). Almost all campus administrators reported that RCCs agreed with the program's philosophy and knew referral procedures. Less than 35 percent of campus administrators reported that RCCs needed more training or preferred to administer the consequences. Lastly, almost 80 percent of campus administrators perceived that the SEAS department provided coordinators with adequate support to properly implement the program.

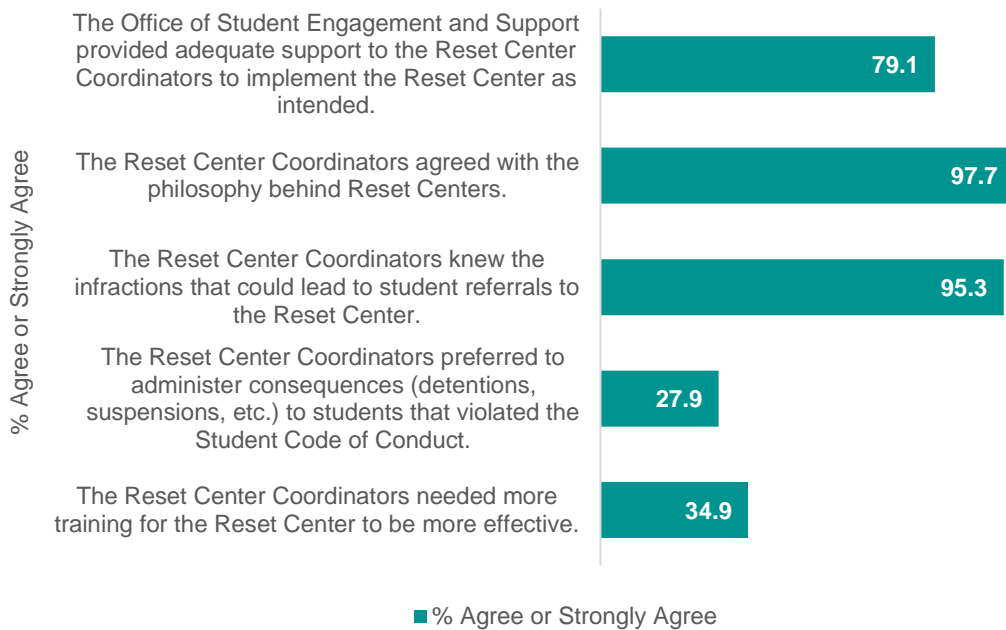
**Figure 8: 2023-24 Coordinator Perceptions of Staff Response Rates**



Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: Coordinators (N = 30).

**Figure 9: 2023-24 Campus Administrator Perceptions of Coordinators Response Rates**

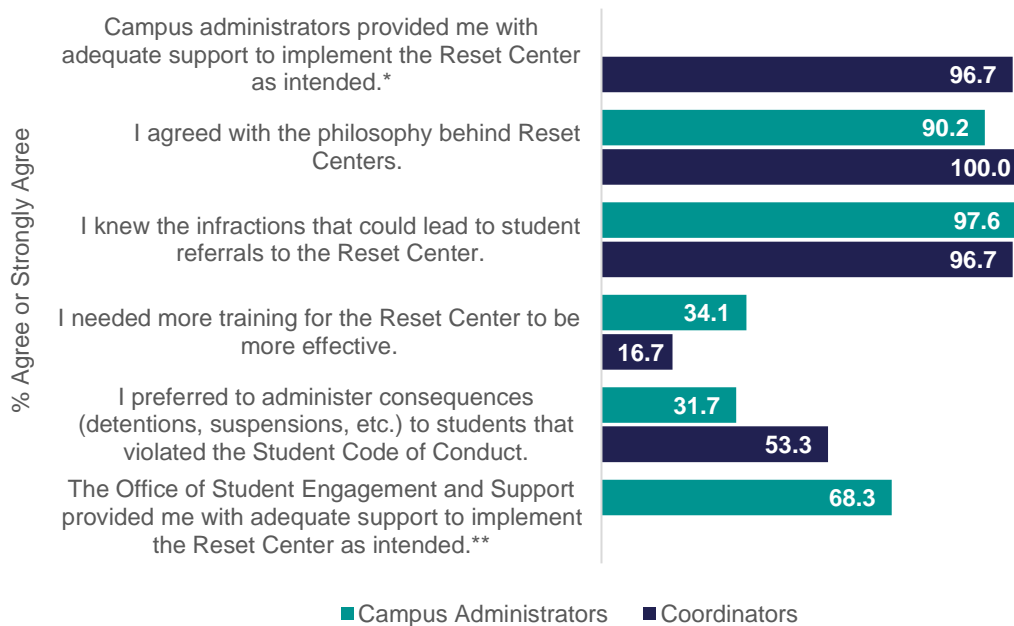


Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.  
Note: Campus Administrators (N = 43)

**Perceptions of Self**

Overall, RCCs and campus administrators reported positive self-perceptions in 2023-24 (Figure 10). Almost all RCCs and campus administrators reported agreeing with the program’s philosophy and knowing the referral procedures. While almost all RCCs reported receiving adequate support from campus administrators (96.7%), only 68 percent of campus administrators reported receiving adequate support from the SEAS department. Additionally, a higher proportion of campus administrators (34.1%) reported needing more training compared to RCCs (16.7%), whereas a higher proportion of RCCs (53.3%) reported preferring to administer consequences compared to campus administrators (31.7%).

**Figure 10: 2023-24 Self Perception Response Rates by Staff Position**



Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: Campus Administrators (N = 41); Coordinators (N = 30). \* = this item was only available to coordinators. \*\* = this item was only available to campus administrators.

**Positive Factors**

In 2023-24, coordinators and campus administrators were asked what the Reset Center initiative did well during the school year. Of the respondents who answered this item (RCCs *n* = 25; campus administrators *n* = 34), the most articulated themes were creating a supportive environment (*n* = 12), conflict resolution (*n* = 11), and collaboration/relationship building (*n* = 8). Appendix E provides a comprehensive list of all themes with response rates.

Both coordinators and campus administrators reported that the Reset Center provided students a safe space to receive services, regulate their emotions, and reflect on their behaviors.

*[Reset Center] Initiative allow us to utilize tools that help the whole person. and allow students to rethink their ideas and make necessary changes in order to be successful in school. Being able to communicate is key to success. [RCC]*

*[Reset Center] offers a space for students to reflect on their behavior...Sometimes students just want someone to listen to them, and they're able to communicate that in the Reset Center. It is a great place for students to calm down...before going back to class. [Campus Administrator]*

*Reset Center allows students to learn from their behavior by reflecting on what led them to the behavior and creating coping mechanisms to prevent future outbursts. [Campus Administrator]*

These data suggest that the Reset Center promotes the holistic development of students, ultimately contributing to their ability to return and succeed in and out of the classroom.

Additionally, both coordinators and campus administrators expressed that the Reset Center initiative facilitated conflict resolution well during the school year. Campus administrators highlighted that the initiative helped “*mitigate student to student issues*” and “*helped solve disagreements amongst students*”.

*[We are] able to do quick student/student and student/teacher resolutions for situations that would usually take the student out of class for remainder of period and get a resolution that provided the student the opportunity to go right back into class, minimizing lost instruction time. [RCC]*

Ultimately, the Reset Center offered a space to facilitate peer and student/teacher conflict resolutions efficiently. This efficiency helped minimize disruptions to instructional time for students.

Finally, staff expressed that the Reset Center initiative facilitated opportunities to collaborate and build relationships with students, staff, and the community. One coordinator expressed that the initiative enhanced to the “*...collaboration efforts with the admins, teachers and staff on campus to enhance the needs of the children and campus needs.*” Another coordinator echoed this sentiment stating that the “*reset center is a great initiative to build relationships with students and staff members to ensure that it is a calm place and not treated as an ISS or consequence room.*”

### **Challenges**

In 2023-24, coordinators and campus administrators were asked what challenges they faced at the Reset Center during the school year, and how they addressed them. Of the respondents who answered this item (RCCs  $n = 26$ ; campus administrators  $n = 33$ ), the most articulated themes were limited personnel, resources, and supports ( $n = 12$ ), procedural discrepancies ( $n = 8$ ), and ineffective consequence perceptions of the Reset Center ( $n = 7$ ). Appendix E provides a comprehensive list of all themes with response rates.

Both coordinators and campus administrators reported experiencing challenges at the Reset Center due to having limited personnel, resources, and support. One coordinator expressed that “*the need of support to both students, teachers and staff became overwhelming at some points.*” The coordinator stated that they “*...addressed these by working closely with the Administrators to ensure that needs were being met and prioritized*”. Another coordinator expressed they faced an “*influx of students that have become more receptive to the environment of the Reset Center and its needs have brought more students to the Center.*” With an increase of the students served by the Reset Centers on campuses, multiple administrators reported that

the Reset Center did not have enough personnel/staff to address students, teacher, or campus needs.

*There were times we needed more hands-on-deck to address the concerns on our campus. But we worked well with the Reset Center coordinator to ensure that all concerns were addressed in a timely manner. [Campus Administrator]*

*[There were not] enough Reset Coordinators on campus to address the needs of students/teachers. Instead, I had to stagger the intake days for students needing Reset. [Campus Administrator]*

Due to more students being referred to the reset center, the ability for one coordinator to effectively serve students and address campus needs became challenging. As a result, campus administrators experienced challenges scheduling students for services and had to make modifications.

Discrepancies in program procedures were reported as another challenge experienced by both coordinators and campus administrators during the 2023-24 school year. Coordinators expressed that there were “*challenges of protocol and following through with guidelines and chain of command. Teachers just throwing kids out of the room due to language barriers or just not agreeing with one another.*” Additionally, one coordinator experienced encountering “*students being put in Reset Center without me knowing the reason*”. Campus administrators, on the other hand, experienced procedural and referral disagreements with coordinators. One administrator stated an instance where “*the reset teacher does not agree to the number of days given in the reset center and the “reset” consequence.*” Another campus administrator expressed that with “*how many students were sent [to the reset center] in a specific day and the pushback from the reset center coordinator on when and how long they needed to stay.*” It is possible that with the increased number of students placed in the reset center, coordinators and campus administrators were not in agreement with specific components of student placements.

The final challenge both coordinators and campus administrators experienced was that the Reset Center was perceived as an ineffective consequence.

*[t]he most challenging thing was having repeat students and not being able to get through to them. Even after the student is in counseling and doing check-ins, behaviors were still not changing. [RCC]*

*[o]ur challenge is for students who do not take reset center placements seriously. They continue with the same behavior that negatively affects classroom instruction. [Campus Administrator]*

Furthermore, one coordinator expressed that because some students did not consider the Reset Center to be a consequence for their actions, this led to additional attendance issues, stating “for

the students who do not want to be in class, the Reset Center was not a deterrent to be in their assigned classes.” Again, campus administrators echoed this challenge by expressing that some students would rather go to the Reset Center than class.

*[Because it] is viewed as a ‘pass’ for student behavior and many students, staff, and parents feel that students are not being disciplined or receiving consequences for their actions. Reset center works for some kids but it has not been effective for addressing repetitive and more severe behavior. [Campus Administrator]*

Additional attendance challenges arose as a result of this perception towards the Reset Center.

### **Areas of Improvement**

In 2023-24, coordinators and campus administrators were asked what challenges they faced at the Reset Center during the school year, and how they addressed them. Of the respondents who answered this item (RCCs  $n = 26$ ; campus administrators  $n = 30$ ), the most articulated themes were additional professional development and trainings ( $n = 19$ ), expansion of coordinator roles ( $n = 8$ ), and additional Reset Center staff/personnel on campuses ( $n = 4$ ). Furthermore, coordinators suggested expanding the types of student services and interventions used in the Reset Center ( $n = 4$ ). Appendix E provides a comprehensive list of all themes with response rates.

Overwhelmingly, both coordinators and campus administrators expressed the need for additional professional development and trainings to take place on their campuses. Coordinators suggested providing campus staff with additional trainings on de-escalation, purpose and impacts of the reset center, as well as the processes and procedures of the program would be beneficial. One coordinator suggested implementing hands-on trainings in the form of “Lunch n Learn series (restoring relations through role play)” for both students and staff. Campus administrators suggested additional trainings on de-escalation and conflict management and providing trainings multiple times of year would significantly benefit their campuses. One campus administrator recommended that “Our campus needs to do more campus wide training on Restorative Practices to ensure consistent student behavioral management is in place with all staff members”. Another administrator expressed that conducting trainings that incorporated hands-on opportunities for engagement.

*Training at the beginning of the year to teachers on Conflict Management / De-escalation techniques. We could reduce the number of students going to the Reset Center and reserve it for certain cases if teachers knew how to de-escalate student behavior. This needs to be mandatory for all staff AND it will only be effective if there is a hands-on component dealing with real life scenarios. [Campus Administrator]*

Overall, increasing the number and types of trainings for all campus staff would benefit Reset Center campuses.






Another suggestion was expanding the roles and responsibilities of reset coordinators. Specifically, coordinators suggested having the ability to determine reset center placement duration, to input referrals for students, to be included in the behavior management process across campus. Multiple campus administrators suggested to “*[a]llow Reset Coordinators to have full Administrator access to SPBS to assist with documenting disciplinary issues.*”

Coordinators and administrators also suggested placing additional reset center personnel and staff on their campuses to assist with classroom management. One coordinator expressed that “*I wholeheartedly think that in order to help with the overwhelming tasks of the Reset Coordinator, it would be beneficial to have 2 Coordinators or 1 Coordinator and a TA on campuses with high enrollment.*” Campus administrators also suggested increasing staff at the Reset Centers, especially at campuses with higher student enrollment numbers to ensure equity. One administrator suggested getting coordinators “a TA or assistant. There are days when [they are] buried and could use an extra hand.”

Finally, coordinators suggested expanding the types of services and interventions utilized at the Reset Center would be beneficial. Specifically, utilizing additional restorative practices can further support and reach all students. One coordinator suggested that the Reset Center at their campus “*can be improved by being able to service students of all backgrounds. Servicing students that only speak 1 language provides the main barrier for effectiveness and the Reset Center and its intended purposes.*” To ensure equitable services and support, service expansion to support students from all backgrounds is critical.

## Coordinator Focus Groups

### Key Findings from this section:

-  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 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.

In April 2024, focus groups with coordinators were conducted to gather further insight into Reset Center activities, professional development, staff collaboration, barriers to implementation, suggestions, and successes during the 2023-24 school year. The focus groups were conducted and recorded on Microsoft Teams and were then transcribed and analyzed. See Appendix C for information related to the methodology of the focus groups. Overall, three middle school and four high school RCCs participated in the focus groups.

### *Program Effectiveness and Impacts*

The effectiveness and impact of program interventions at the Reset Center are evident through the proactive strategies implemented by Reset coordinators. Initially, coordinators addressed many situations reactively, only being able to intervene after incidents had already occurred. With the implementation of tools utilized at the Reset Center, many coordinators expressed the ability to proactively engage with students, preventing serious disciplinary incidents from occurring.

*A lot of the job is preventative. So, for me, what I've noticed at [my campus], we could eliminate a lot of the fights on campus or just altercations on campus with peer mediation. So, during lunch I am, the majority of the time, doing small group pull outs for peer mediation. [RCC]*

As a result, this proactive approach has led to a noticeable reduction in behavioral issues, stating “[w]e’ve seen a significant decrease of all behavioral issues on campus this year compared to last

year. So just looking at the data, knowing that we implemented the mediations, we don't see half of the issues that we've seen”.

Another coordinator emphasized the importance of improving campus systems to address behaviors before they escalate. This coordinator noted that “...if you're just constantly putting people, students on paperwork, that's not helping you. We want to be able to deal with it before it gets to that point. And so, it really works”. Another coordinator expressed streamlining data entry and operational processes not only increased program efficiency but also facilitated a more structured approach to discipline.

*The first year, discipline was just kind of like all over the place, because the reset center was new...everything was kind of up in the air at [my campus]. We did start to get systems in place, like we have forms for level 1 and level 2 referrals for teachers to fill out. So, they're not kicking kids out of class or, you know, calling for an AP when it's not like an emergency. So, those things kind of evolved over the years in Reset. [RCC]*

### **Student Engagement and Trust**

Several coordinators expressed the importance of creating a non-judgmental environment where students could freely express themselves, attributing this approach to the program's success. By fostering spaces conducive to trust-building, students felt empowered to share openly with their Reset coordinators and engage in program interventions.

*Allowing the students to...however they need to vent, to vent...I'll let them be them, without being disrespectful...They know they can come to me, talk to me, and vent to me even before something happens. It's just building that relationship. So being able to allow the students to be themselves has been the most successful tool that I've been able to use. [RCC]*

Another coordinator echoed this sentiment, affirming that “I think for the most part, my kids would say that even after I've had to get on to them, they understand that I have their best interest at heart...they know that I have their back”. Once this foundation of trust was established, students sought support from their coordinator proactively, mitigating potential conflicts.

*I think just the mere fact that when a student wants to come and see you...even before problems escalate. You're the first person that they wanna come see and talk to before the stuff really gets crazy. I think that's a testament of good relationship building. A good foundation of trust, you know. Where a student can say 'I just wanna come here so I can just calm down. Because if I don't calm down, this is gonna happen'. I think that is so awesome that a kid, a young person, is able to identify and troubleshoot their problems, even before they become big problems. And it is a testament to the trust that has been built. [RCC]*

### **Staff Perceptions, Collaboration, and Support**

Overall, most coordinators expressed positive experiences collaborating with staff on their campuses. Highlighting effective communication and supportive leadership as key factors to successful collaboration, one coordinator remarked, “I’m very lucky when it comes to my campus staffing communication. We are always in constant communication”. Another coordinator praised the support received from their principal.

*[The principal] 100% trusts me and gives me permission to do anything. And that's because the first year, we spent a lot of time figuring out what we wanted to Reset to be and how we wanted it to operate...I would never ask for a better reset center. [RCC]*

Streamlining various processes within the program has not only enhanced its effectiveness but has also fostered improved collaboration among staff members on campus, as reported by several coordinators. For example, one coordinator highlighted that updating incident reporting processes has led to enhanced collaboration among teachers, administrators, and coordinators.

*We have a QR code that we use if a student is having a problem. If a teacher is having a problem with the student, they can use the QR code, and it goes to an excel sheet. And then, the AP that's responsible for that grade level is responsible for getting that student and finding out what's going on in that classroom. And so, the AP...[they'll] let me know what's going on. And so it's pretty much a collaborative thing. [RCC]*

Additionally, the introduction of “Reset Passes” at another campus has not only addressed behavioral incidents effectively but has also strengthened communication between coordinators and teachers. These were implemented to address minor behavioral issues promptly, which ultimately reduced administrative burdens.

*I give those teachers Reset Passes when it's just like, 'hey, Jimmy just needs to sit down for like 30 minutes and collect himself and then go back to class'. So that communication has been great between me and our teachers...It takes some of the stress off of the counselors and AP's when I can just handle some of that stuff...sometimes, the kids just need to cool off from class and I don't want that to go through all the red tape of that. [RCC]*

Despite positive collaborative experiences, coordinators encountered challenges, including resistance, uncooperativeness, and protocol adherence issues among campus staff. One coordinator acknowledged, “that’s just an inevitable thing that’s going to happen with this Reset world. You really have to go into this role knowing that is going to be a struggle, getting teachers, stakeholders, and staff members to connect with reset”. This coordinator emphasized

the importance of building buy-in among staff members through demonstration and impact observation.

*Sometimes it's not about the trainings that we do. Sometimes it's having those individuals watch you and see how you are connecting and making an impact on the student for them to kind of have that buy-in. And so, I think it's an inevitable thing when you think about buy-in level...and modeling that out for the staff members and individuals on our campus. [RCC]*

Other coordinators also emphasized the necessity of firsthand observations to combat staff misunderstandings and have an accurate understanding of the operations and impact of the Reset Center.

*So I think as far as explaining what reset is and how it operates, I feel like we can talk until we are blue in the face, but you don't really understand reset until you're in reset. A lot of people have the misconception that it's just a place for kids to go and hang out, and it's actually not that. [RCC]*

Addressing staff resistance often involved demonstrating the tangible impact of the program on student behaviors. Coordinators described instances where initial skepticism from staff members transformed into support after witnessing the program's effectiveness firsthand. One coordinator highlighted the significance of witnessing the operations within the Reset Center to increase buy-in among teachers.

*Once they were able to see me operate within my spaces, it opened their eyes more... because a lot of people, they have to see it... I can give you a pamphlet all day and say 'hey this is what I'm doing' or 'this is what I would like to happen'. But until they actually see it being done, and that's when I feel like the buy-in will increase...When I have more of the teacher buy-in, that's when it works. Because then they understand what it is I'm doing, and they'll send the student to me, and things like that. [RCC]*

While collaboration among staff members was generally positive, coordinators recognized and actively addressed challenges to ensure successful program implementation and staff buy-in.

### ***Parent/Guardian Engagement***

Throughout the school year, some coordinators encountered challenges with parental involvement. One coordinator expressed frustration at the lack of parental involvement, questioning, “*why are these parents not being positively involved with their child here on this campus... Especially when you look through the system, you're making phone calls and you can't get [in touch with] a parent. That's a problem*”. This sentiment was echoed by another coordinator who observed a similar trend on their campus, noting that many parents seemed unaware of important matters concerning their children. In response to these challenges, this coordinator

made parent collaboration a top priority, investing significant time and effort into fostering communication and involvement.

*I spent a lot of time this year doing a lot of parent collaboration and bringing our parents in. So, this year it was a lot of communicating with our parents, making sure that they are aware... of what's going on...It just hits me that as a parent, I would want to know that my child is up here, cutting up, or that they have 100 absences, or they're failing.... I found that a lot of my parents just didn't know what was going on. There weren't a lot of, either teachers or admin... I don't know what the reason was, but they weren't able to communicate with them effectively. Whether that was missed calls, no attempts at calls, I don't know what it was... [But] as a parent, I was like, we can't do this without them. They have to know what's going on. [RCC]*

Maintaining positive and consistent relationships and communications with parents proved to be immensely beneficial for one coordinator. This approach enabled them to provide regular updates on their child's academic and behavioral performance as well as foster a sense of trust between the school and parents.

*I think that helps a lot when it comes to the parent's side, is having the reset coordinator be present when it's parent conferences. Because we are the ones that are there first, and we hear the students' problems along with the teacher's problems, and we're the mediator between those. And so, when you have this neutral party that's understanding and explaining both sides, I think it really helps. [RCC]*

### *Professional Development*

#### **Coordinator Professional Development**

The feedback from coordinators regarding the professional development offered by the program was predominantly positive. One coordinator expressed gratitude for the tools and resources provided, emphasizing the program's contribution to their skillset: *"I'm thankful that the three years that I've been able to perform with this duty, that they've equipped me with a lot of tools and resources to use"*.

However, some coordinators noted a sense of repetition in the training content, which diminished its effectiveness. One coordinator mentioned, *"...when it comes to certain type of trainings for us, it's a lot of repetitive stuff that we see and go through, and it's very redundant"*. Another coordinator echoed a similar sentiment, stating *"I think they've beat us over the head... with enough PD... if [the program was] giving us PDs on new techniques [or] new skill sets, great! But the same things over and over can be a bit much"*. To address this issue, coordinators suggested a shift towards training sessions focused on addressing disciplinary issues that are prevalent on their campuses.

*If you were to ask ‘what PDs you would want to attend right now’, I would want to attend something that’s dealing with drug use and criminal activities or something. Because that’s what I’m experiencing more on my campus... I need [students on my campus] to understand the severity of the things that are happening and the road that they’re going down. [RCC]*

Attending sessions that tackle issues coordinators are encountering on their campuses can provide them with practical tools to address situations effectively.

Another coordinator expressed a desire to attend professional development sessions aimed at enhancing students’ skill development directly. Specifically, learning how to help students develop skills (emotional regulation, de-escalation, etc.) would be impactful.

*I would like to see more PD regarding how we can skill build with the students. Because I think a lot of the time, it’s a gap in skill for the kids. The kids can’t regulate because they don’t have the skill to regulate. The kid can’t emotionally de-escalate because they never been taught how to emotionally de-escalate. So, for me, I want this to be a secondary classroom as far as, you’re not learning core class skills but you’re learning interpersonal skills... I really like the [training on] psychological first aid that we did with Region 10. But again ...that’s great for us, but how does that directly benefit the student? I want more PD that directly relates to the benefit of the student as far as what skills they are learning. [RCC]*

## **Teacher/Campus Professional Development**

Some coordinators emphasized that teacher trainings need to be tailored to the objectives and services of the Reset Center as well as topics surrounding SEL and fostering positive student-teacher relationships. Coordinators highlighted the importance of ensuring teachers understand the purpose of the program and how it supports students’ academic and behavioral development. One coordinator shared how they engaged in conversations with teachers and explained the purpose of Reset Centers.

*The kids are coming here and they’re working, they’re working on a skill. They are either working on [school] work or they’re building a skill, so when they get back to your classroom, they’re not going to have that same issue. So, I do agree, teachers need to understand what the purpose of Reset is, and if your child is getting sent to reset, how is that behavior being fixed. [RCC]*

Additionally, to improve teacher effectiveness in managing challenging situations, one coordinator recommended training topics related to “...de-escalation tactics with the teachers, how to present yourself, how to talk to the students, how to hear their side and let their voices be heard”.

While acknowledging the value of professional development, coordinators also emphasized the importance of practical and consistent implementation of learned strategies. Specifically, coordinators believed that transitioning from introductory trainings to discussions on practical and consistent implementation of tools will have the most significant impact. One

coordinator articulated “we’ve been here for three years, I feel like we’ve already unfolded what the reset world looks like... we’ve given enough tools. So now, how can you guys enhance the intervention strategies you use in your classroom management”. Another coordinator explained the importance of supporting teachers and staff in translating knowledge into consistent action that will ultimately benefit themselves, the coordinators, and students.

*The major things that I'm wanting to focus on moving into next year is helping develop our teachers and staff with implementation and consistency. So, it's not that they don't know it, it's that I need you to implement it now. And I need you to stay consistent with it...because what happens is, is they lack it or don't do it. And then they expect me to pick up the pieces. [RCC]*

### **Reset Coordinator Collaboration**

Findings regarding coordinator collaboration overwhelmingly demonstrated a strong desire among coordinators for increased opportunities to work together. While new coordinators are provided with peer-shadowing opportunities, veteran coordinators expressed a keen interest in similar experiences. One coordinator emphasized the potential benefits of peer shadowing, stating that observing other coordinators in action could offer valuable insights into alternative approaches and techniques.

*If I had been given the opportunity to do a peer shadow. Not necessarily because somebody knows something more than me, but because of I know that [other coordinators]... do things very well, and if I could go see [these coordinators] in [their] worlds utilizing those things... I feel like that would be very beneficial for me. [RCC]*

Another coordinator underscored the efficacy of experiential learning and highlighted the value of observing their peers. They noted, “[w]e can talk about it for days, but actually like watching it and seeing that person take action and integrating it in their reset world is awesome”.

In addition to advocating for peer shadowing opportunities, the majority of coordinators suggested the need for more informal avenues for collaboration. They proposed creating spaces where coordinators could convene, problem-solve, and exchange ideas outside of formal training settings. One coordinator expressed that “when we’ve been sitting in some PD that we are repeating, we could have better been talking to each other and figuring out some things and collaborating that way”. Other coordinators emphasized wanting opportunities where coordinators could freely exchange insights and seek advice on managing challenges specific to their Reset Centers.

*I would like to see our managers and stuff allow us to meet, and have open discussions about what we're experiencing, and just allowing us to collaborate with one another. Instead of every time we meet, it's a PD, or it's very organized. But the only way we can figure out, truly, how to fix a problem, or solve our problems*

*is to call up a person individually. We don't have like a lot of collaboration with just Reset coordinators. We don't have a place where we could just meet and talk about what's going on in our Reset Centers and get advice on how to handle certain things. [RCC]*

### **Program Communication and Transparency**

In addition to increased collaboration opportunities with coordinators, coordinators emphasized the need for improved communication and transparency. At the beginning of the program, coordinators participated in PLCs to exchange updates and insights, fostering a sense of cohesion. With fewer PLC sessions, coordinators expressed feelings of disconnection and reliance on peers for updates. Coordinators often rely on informal channels for program information and update dissemination.

*The first year felt good because we were connecting and sharing our thoughts and updates on like how we felt reset was running... But this year, I feel like it's kind of dissolving out, and I feel disconnected. I speak to [other coordinators] a lot and like 'have you heard anything?'. So [other coordinators have] basically been like, my main point of contact... it would be nice for us to collectively come together and like and be intentional about maybe like a topic or concern, and make sure that we're being fed information and supporting one another...doesn't feel good... I think that we should probably work on that a bit more moving forward. [RCC]*

There was a collective sentiment among coordinators regarding the lack of communication about the program's future, particularly its funding status. Uncertainty regarding the program's continuity left coordinators feeling uninformed and uncertain about next steps. This underscores the necessity for clearer communication from program leaders.

*I know we're grant-funded and I know we're in our third year. So...I just need a follow up in regard to how reset is going to run next year. Is it going to be funded again? ... I think that if we had PLCs and meetings, we would be able to express our thoughts and concerns...[but ] this is where we're at right now with being left out and open with what do we do next. [RCC]*

Additionally, coordinators expressed a desire for regular reports containing referral data and focus points from program leaders. Access to such information would enable coordinators to tailor their efforts effectively and address emerging needs at their campuses.

*One thing that they could do... because they're running numbers, they see the number of referrals that go in. If they were to send us some focus points... I would at least like to know, from a district standpoint... they could see where our campus would need to spend some focus. So, if I had that information from them, that would be great. [RCC]*

### EQ 3: What were the outcomes for students served by the Reset Centers?

This section examines performances of six outcomes for the Reset Center initiative: (1) Disciplinary Actions and Referrals, (2) Student Experience Survey, (3) Reset Center Exit surveys, (4) Attendance rates, (5) On-Track rates, and (6) Graduation rates.

#### Disciplinary Actions and Referrals

##### Key Findings from this section:



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 decreased. Recidivism rates for high school students overall and by all racial groups increased from 2022-23 to 2023-24.

#### Middle School

In 2023-24, 2,593 middle school students received 3,763 disciplinary actions, including Reset Center referrals, PISR referrals, removals, and/or expulsions (Table 4). The total number of Reset Center referrals and/or PISR referrals for middle school students in 2023-24 ( $n = 2,234$ ) decreased by 13 percent from 2022-23 ( $n = 2,559$ ). Further, the number of removals to DAEP at the Reset Center campuses increased by ten percent from 2022-23 ( $n = 1,372$ ) to 2023-24 ( $n = 1,514$ ).

**Table 4: 2021-22 to 2023-24 Disciplinary Action Frequencies for Middle School Students at Reset Center Campuses**

	2021-22	2022-23	2023-24
	<i>n</i>	<i>n</i>	<i>n</i>
Reset Center	1,378	1,898	1,897
PISR	807	661	337
Removal	1,071	1,372	1,514
Expulsion	19	28	15
Total*	3,275	3,959	3,763

*Source:* Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), and 07/22/24 (2023-24).

*Note:* \*Totals include duplicate cases, as students could commit multiple offenses throughout the year.

Of the 2,593 middle school students who received disciplinary actions in 2023-24, African American students accounted for 33 percent ( $n = 857$ ), similar to 2022-23 ( $n = 863$ ; Table 5).

**Table 5: 2021-22 to 2023-24 Disciplinary Action Frequencies and Rates For Middle School Students at Reset Center Campuses by Race**

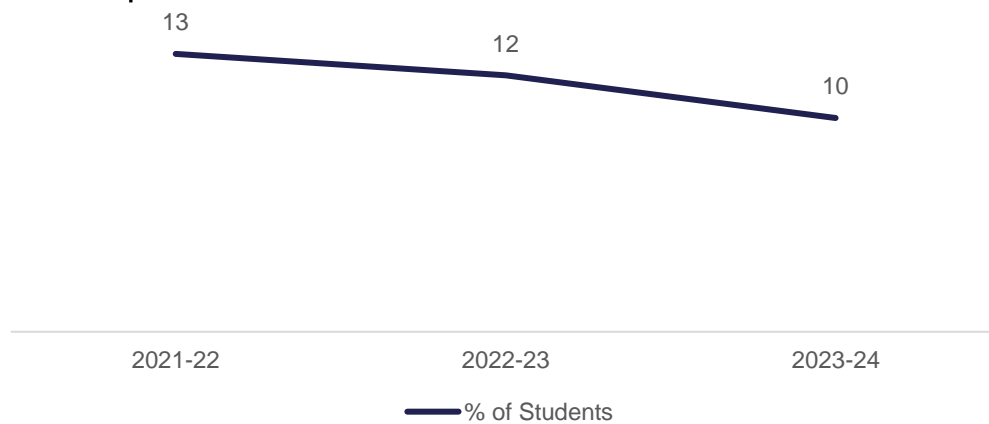
	2021-22		2022-23		2023-24	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Af. Amer.	750	33.9	863	32.5	857	33.1
Hispanic	1,350	61.1	1,653	62.3	1,617	62.4
Other <sup>a</sup>	110	5.0	138	5.2	119	4.6
<b>Total<sup>b</sup></b>	<b>2,210</b>	<b>100.0</b>	<b>2,654</b>	<b>100.0</b>	<b>2,593</b>	<b>100.0</b>

*Source:* Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), and 07/22/24 (2023-24).

*Note:* <sup>a</sup> = Other includes Asian, White, Native American, Hawaiian/Pacific Islander, and two or more races. <sup>b</sup> = Totals do not include duplicate cases. Af. Amer. = African American.

In 2023-24, middle school student recidivism<sup>10</sup> rates overall continued to decline from 2022-23 (12%) to 2023-24 (10%) (Figure 11). Recidivism rates for African American and Hispanic students continued to trend downward. However, recidivism rates for other racial group students increased by four percentage points from 2022-23 to 2023-24 (Figure 12).

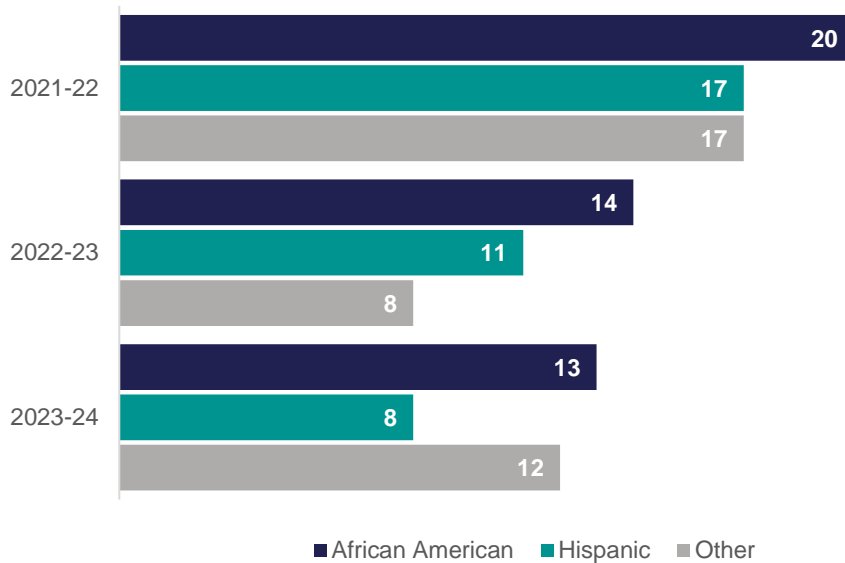
**Figure 11: 2021-22 to 2023-24 Recidivism Rates for Middle School Students at Reset Center Campuses**



*Source:* Dallas ISD SEAS disciplinary data provided 07/22/24. Mickelson & Barton (2023).

<sup>10</sup> Recidivism rates refer to the percentage of students who committed the same offense multiple times during the school year.

**Figure 12: 2021-22 to 2023-24 Recidivism Rates for Middle School Students at Reset Center Campuses by Race**



*Source:* Dallas ISD SEAS disciplinary data provided 07/22/24. Mickelson & Barton (2023).  
*Note:* Other = includes Asian, White, Native American, Hawaiian/Pacific Islander, and two or more races

**High School**

In 2023-24, a total of 3,095 high school students received 4,123 disciplinary actions, including Reset Center referrals, PISR referrals, removals, and/or expulsions (Table 6). The total number of Reset Center referrals and/or PISR referrals for high school students in 2023-24 ( $n = 2,035$ ) increased by 32 percent from 2022-23 ( $n = 1,547$ ). Further, the number of removals to DAEP at the Reset Center campuses increased by 11 percent from 2022-23 ( $n = 1,854$ ) to 2023-24 ( $n = 2,063$ ).

**Table 6: 2021-22 to 2023-24 Disciplinary Action Frequencies for High School Students at Reset Center Campuses**

	2021-22	2022-23	2023-24
	<i>n</i>	<i>n</i>	<i>n</i>
Reset Center	889	1,124	1,136
PISR	482	423	899
Removal	1,346	1,854	2,063
Expulsion	27	62	25
Total*	2,744	3,463	4,123

*Source:* Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), and 07/22/24 (2023-24).

*Note:* \*Totals include duplicate cases, as students could commit multiple offenses throughout the year.

Of the 3,095 high school students who received disciplinary actions in 2023-24, African American students accounted for 35 percent ( $n = 1,067$ ; Table 7) which is similar to 2022-23.

**Table 7: 2021-22 to 2023-24 Disciplinary Action Frequencies and Rates For High School Students at Reset Center Campuses by Race**

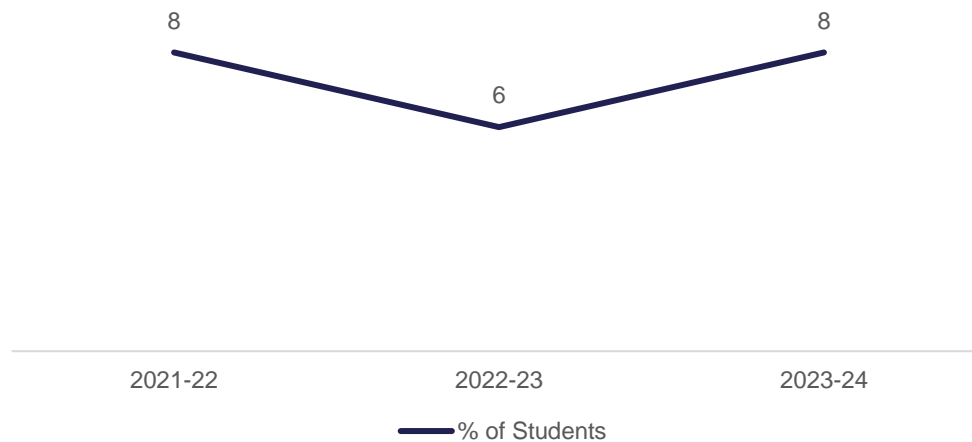
	2021-22		2022-23		2023-24	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Af. Amer.	892	41.4	964	35.1	1,067	34.5
Hispanic	1,158	53.7	1,637	59.6	1,851	59.8
Other <sup>a</sup>	107	5.0	144	5.2	177	5.7
<b>Total<sup>b</sup></b>	<b>2,157</b>	<b>100.0</b>	<b>2,745</b>	<b>100.0</b>	<b>3,095</b>	<b>100.0</b>

Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), and 07/22/24 (2023-24).

**Note:** <sup>a</sup> = Other includes Asian, White, Native American, Hawaiian/Pacific Islander, and two or more races. <sup>b</sup> = Totals do not include duplicate cases. Af. Amer. = African American.

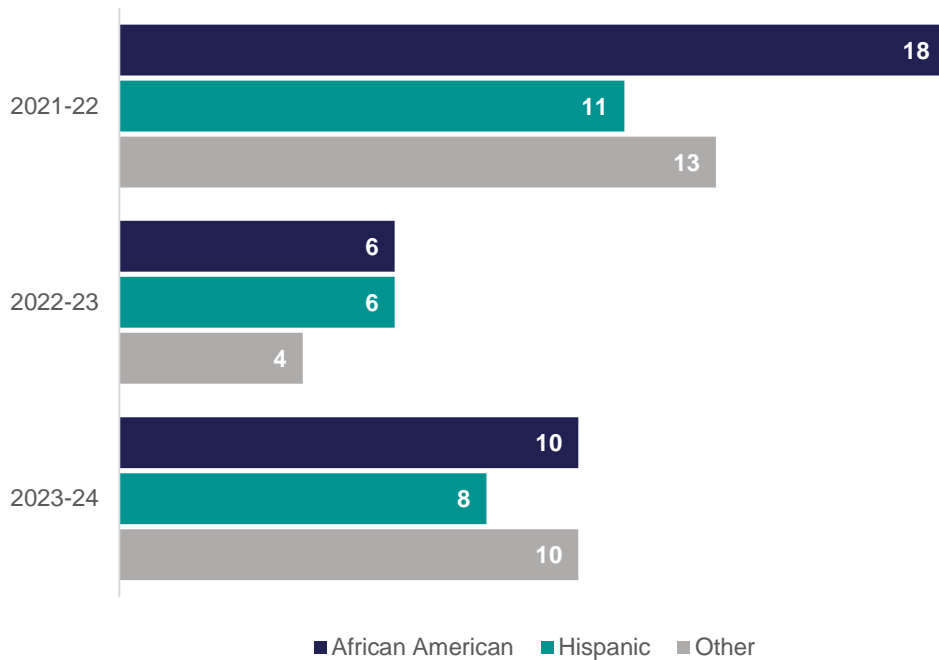
In 2023-24, high school student recidivism increased slightly from 2022-23 (6%) to 2023-24 (8%) (Figure 13). However, rates remain well below the 12 percent program threshold. By race, recidivism rates across all racial groups increased slightly from 2022-23 to 2023-24 (Figure 14). Recidivism rates for other racial group students increase the largest (+6%-points).

**Figure 13: 2021-22 to 2023-24 Recidivism Rates for High School Students at Reset Center Campuses**



Source: Dallas ISD SEAS disciplinary data provided 07/22/24. Mickelson & Barton (2023).

**Figure 14: 2021-22 to 2023-24 Recidivism Rates for High School Students at Reset Center Campuses by Race**



Source: Dallas ISD SEAS disciplinary data provided 07/22/24. Mickelson & Barton (2023).  
Note: Other = includes Asian, White, Native American, Hawaiian/Pacific Islander, and two or more races.

## Student Experience Survey

### Key Findings from this section:



Overall, 73 percent of students attending reset center campuses responded positively about their campus climate on the student experience survey.

In 2023-24, students at Reset Center campuses generally responded positively on the student experience survey. Overall, 73 percent of students attending Reset Center campuses responded positively about their campus climate (Table 8). See Appendix F for Student Experience Survey performances by Reset Center campus.

**Table 8: 2023-24 Reset Center Campus Student Experience Survey Percent Positive Rates by School Type**



	Campus Climate %	Overall %
Reset Center MS Campuses*	70.0	69.0
Reset Center HS Campuses*	77.0	73.0
Reset Center Campuses Total	73.0	70.0

Source: Dallas ISD Office of Institutional Research (OIR) Student Experience Survey file dated 05/16/24.

Note: \* = Some campuses had lower participation rates than in prior years. Campuses were only included in analyses if their participation rates were 52 percent or greater. Results should not be compared to prior years and should be reviewed with caution.

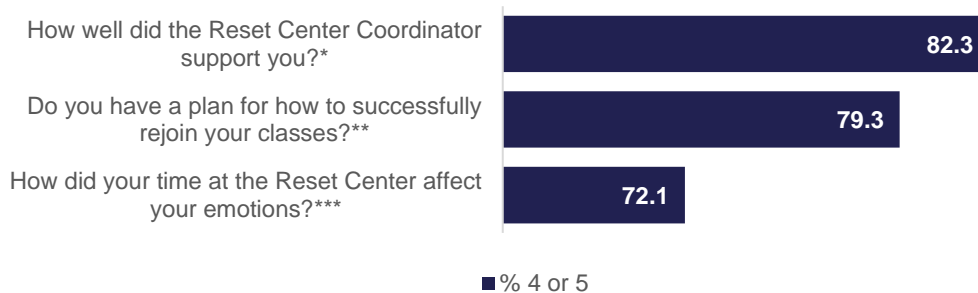
## Reset Center Exit Surveys

### Key Findings from this section:

- 
 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 and subsequent reset center visit(s).

After visiting the Reset Center, students completed an exit survey (Figure 15). Overall, students generally felt that RCCs spent time with them to understand what they were going through and found ways to support them (82.3%), reported that they had obtained clear strategies to rejoin their regular classes that would make a positive difference (79.3%), and felt much better after their time in the center (72.1%). See Appendix G for Reset Center Exit Survey response rates.

**Figure 15: 2023-24 Reset Center Exit Survey Positive Response Rates**



Source: Dallas ISD SEAS Reset Center Exit Survey data provided 06/12/24

Note: \*Response options ranged from 1 (They did not try to understand my needs or provide me with support) to 5 (They spent time with me to understand what I was going through and found ways to support me). \*\*Response options ranged from 1 (I don't know what I'm going to do differently when I get back to class) to 5 (I have clear strategies and plans for how to rejoin my classes that I believe will make a positive difference). \*\*\*Response options ranged from 1 (It made me feel much worse) to 5 (It made me feel better).

After completing a one-to-three-day period in a Reset Center, students more often attributed positive descriptors than negative descriptors to their first and subsequent visits to the Reset Center (Table 9). Students most often felt supported, helped, respected, and treated fairly after a Reset Center referral. Conversely, few students selected the negative descriptors of left alone, disrespected, treated unfairly, ignored, and hurt.

**Table 9: 2023-24 Reset Center Exit Survey Descriptor Response Rates**

Descriptor	First Visit		Subsequent Visit(s)	
	<i>n</i>	%	<i>n</i>	%
<b>Feeling Descriptors</b>				
Supported	683	25.2	111	23.4
Helped	655	24.2	108	22.7
Respected	633	23.4	96	20.2
Treated Fairly	540	20.0	91	19.2
Left Alone	77	2.8	21	4.4
Treated Unfairly	37	1.4	14	2.9
Ignored	33	1.2	19	4.0
Hurt	18	0.7	5	1.1
Disrespected	29	1.1	10	2.1
<b>Emotional Descriptors</b>				
Calm	800	32.3	135	29.7
Fine	555	22.4	99	21.8
Happy	314	12.7	49	10.8
Confident	274	11.1	39	8.6
Anxious	123	5.0	33	7.3
Frustrated	143	5.8	37	8.1
Excited	135	5.5	24	5.3
Angry	74	3.0	28	6.2
Sad	59	2.4	11	2.4

Source: Dallas ISD SEAS Reset Center exit survey data provided 06/12/24.

Note: Students could select more than one descriptor, thus some students are included more than once. Data from surveys completed after the first visit (second visit or more) are combined into the subsequent visit(s) category.

## Attendance Rates

### Key Findings from this section:



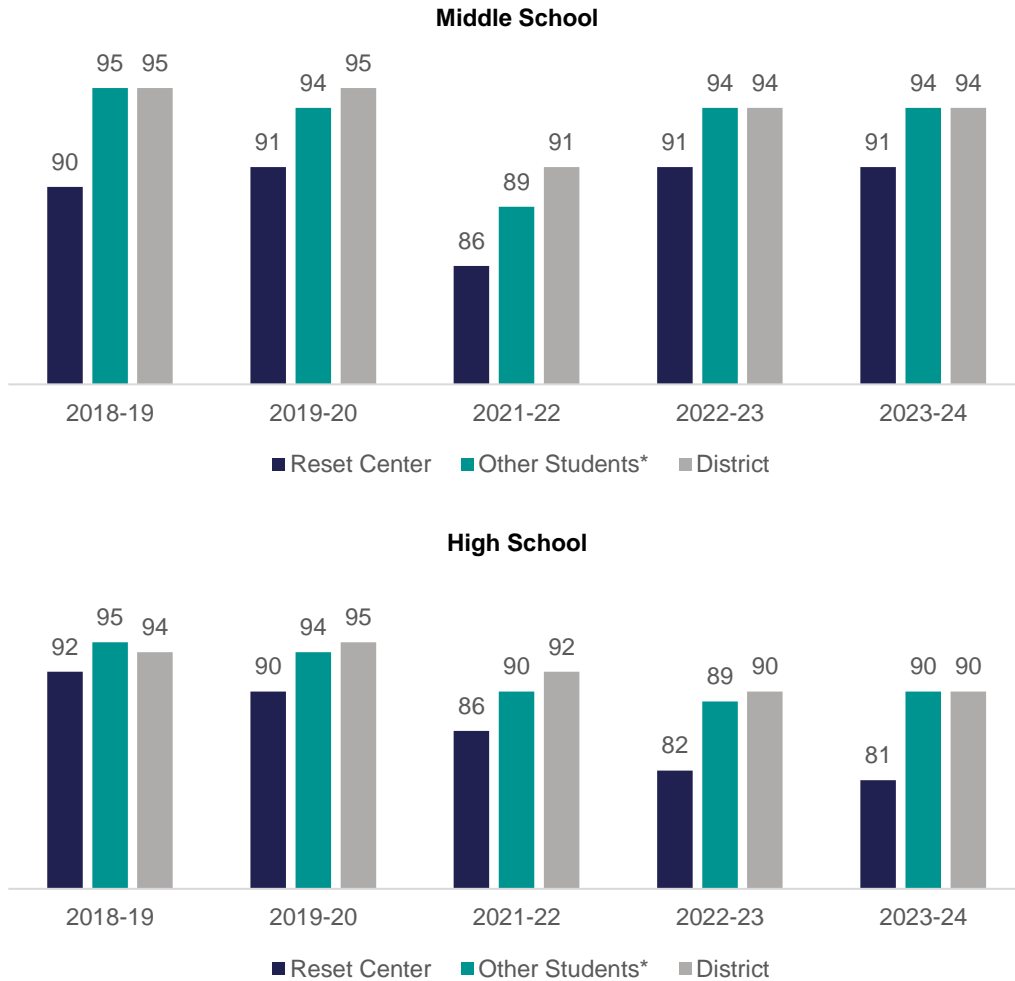
Attendance results for students served by the reset centers remained consistent from 2022-23 to 2023-24.



Reset Center students had lower attendance rates than other students attending the same campuses and the district overall.

At the middle school level, attendance rates for the district, students served by the Reset Center, and other students at reset center campuses remained consistent from 2022-23 to 2023-24. However, at the high school level, attendance rates for students served by the Reset Centers decreased slightly from 2022-23 to 2023-24. Overall, students served by the reset centers had lower attendance rates than other students at the same campuses as well as the district (Figure 16).

**Figure 16: 2018-19 to 2023-24 Attendance Rates for Reset Center Students and District**



Source: Dallas ISD attendance file dated 05/31/24. SIS demographic file dated 05/13/24. Dallas ISD SEAS disciplinary data provided 07/22/24. Mickelson & Barton (2023).  
 Note: \* = students who attended reset center campuses who were not served.

## On-Track and Graduation

### Key Findings from this section:



Ninth grade On-Track rates and graduation rates for students served by the reset centers increased slightly from 2022-23 to 2023-24.

In 2023-24, grade nine On-Track rates for students served by the Reset Centers increased by two percentage-points from 2022-23 (42%) to 2023-24 (44%). Further, grade 12 graduation rates increased by five percentage-points from 2022-23 (88%) to 2023-24 (93%) (Figure 17). See Appendix H for On-Track and Graduation rates by Reset Center campus.

Figure 17: 2021-22 to 2023-24 On-Track and Graduation Rates



Source: Dallas ISD On-Track file dated 06/27/24. Dallas ISD Graduation file dated 08/28/24. SIS demographic file dated 05/13/24. Dallas ISD SEAS disciplinary data provided 07/22/24. Mickelson & Barton (2023).  
Note: \* = students who attended reset center campuses who were not served. Analyses include students who attending 85% of enrolled days.

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# APPENDICES

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## Appendix A

### ACRONYMS AND ABBREVIATIONS

CBC	Campus Behavior Coordinator
DAEP	Disciplinary Alternative Education Program
Depart	Department
DISD	Dallas Independent School District
E&A	Evaluation & Assessment
EB	Emergent Bilingual
Econ. Dis.	Economically Disadvantaged
ED	Emotional Disturbance
EOY	End-of-Year
ESC	Educational Service Center
ESSER	Elementary and Secondary School Emergency Relief
ISD	Independent School District
ISS	In-School Suspension
MHS	Mental Health Services
OIR	Office of Institutional Research
OSS	Out-of-School Suspension
PD	Professional Development
PEIMS	Public Education Information Management System
PISR	Positive Intervention Support Referral
PLC	Professional Learning Communities
RCC	Reset Center Coordinator
SEAS	Office of Student Engagement and Support
SEL	Social Emotional Learning
SIS	Student Information System
SPED	Special Education
TEA	Texas Education Agency

## Appendix B

### Appendix B: 2023-24 Reset Center Campus List

Campus	Region	Vertical Team
Adams, Bryan	2	Bryan Adams Vertical Team
Adamson, W.H.	1	Adamson Vertical Team
Bedford, Louis A.	4	Carter Vertical Team
Browne, T.W.	4	Kimball Vertical Team
Carter, David W.	4	Carter Vertical Team
Comstock, E.B.	2	Spruce Vertical Team
Conrad, Emmett J.	3	Conrad Vertical Team
Dade, Billy Earl	4	Madison/Lincoln Vertical Team
Franklin, Benjamin	3	Hillcrest Vertical Team
Garcia, Hector P.	1	Adamson Vertical Team
Gaston, W.H.	2	Bryan Adams Vertical Team
Greiner, W.E.	1	Sunset Vertical Team
Hill, Robert T.	2	Bryan Adams Vertical Team
Hillcrest	3	Hillcrest Vertical Team
Holmes, Zan Wesley Jr.	4	Kimball Vertical Team
Jefferson, Thomas	3	Jefferson Vertical Team
Kennedy-Curry	4	Roosevelt/Wilmer Hutchins Vertical Team
Kimball, Justin F.	4	Kimball Vertical Team
Lang, Harold W. Sr.	1	Skyline Vertical Team
Lewis, John	4	Roosevelt/Wilmer Hutchins Vertical Team
Lincoln	4	Madison/Lincoln Vertical Team
Long, J.L.	2	Woodrow Wilson Vertical Team
Madison, James	4	Madison/Lincoln Vertical Team
Manns, Barbara M. Middle School for DAEP	-	Student Services
Manns, Barbara M. High School for DAEP	-	Student Services
Marsh, Thomas C.	3	White Vertical Team
Medrano, Francisco F.	3	Jefferson Vertical Team
Molina, Moises E.	1	Molina Vertical Team
North Dallas	3	North Dallas Vertical Team
Piedmont G.L.O.B.A.L. Academy	2	Samuell Vertical Team
Pinkston, L.G.	1	Pinkston Vertical Team
Quintanilla, Raul Sr.	1	Pinkston Vertical Team
Richards, Ann	1	Skyline Vertical Team
Roosevelt, Franklin D.	4	Roosevelt/Wilmer Hutchins Vertical Team
Rusk, T.J.	3	North Dallas Vertical Team
Samuell, W.W.	2	Samuell Vertical Team
Seagoville High	2	Seagoville Vertical Team
Seagoville Middle	2	Seagoville Vertical Team
Skyline	1	Skyline Vertical Team
South Oak Cliff	4	South Oak Cliff Vertical Team
Spence, Alex W.	3	North Dallas Vertical Team
Spruce, H. Grady	2	Spruce Vertical Team
Stockard, L.V.	1	Molina Vertical Team
Storey, Boude	4	South Oak Cliff Vertical Team
Sunset	1	Sunset Vertical Team
Tasby, Sam	3	Conrad Vertical Team
Todd, Frederick D.	4	South Oak Cliff Vertical Team
Walker, Ewell D.	3	White Vertical Team
West Dallas Junior High	1	Pinkston Vertical Team
White, W.T.	3	White Vertical Team
Wilmer-Hutchins High	4	Roosevelt/Wilmer Hutchins Vertical Team
Wilson, Woodrow	2	Woodrow Wilson Vertical Team
YMLA at Florence	5	OTI Team - Bernardino
YWSA at Balch Springs	5	OTI Team - Bernardino

Note: - = DAEP campuses do not belong to regions and are supervised by the student services department.

## Appendix C

### Appendix C: 2023-24 Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
Prog Desc.	Budget	DISD Budget Services	10/26/23	None	Program, funding source
	Staff Roster	DISD SEAS Depart.	01/26/24	None	Program, staff position
1	Implementation Interview	DISD SEAS Depart. Executive Director	11/16/23	Content analysis	Program
	RCC Observation Rubric	DISD SEAS Depart.	05/29/24	Staff performance rates by rubric tiers	Program
	Behavioral Endorsement Certifications	DISD SEAS Depart.	06/17/24	RCC completion rates	Program
	Professional Development	DISD SEAS Depart.	06/17/24	RCC staff attendance rates	Program, PD session
	Student Demographics	Student Information System	05/13/24	Rates of students by gender, race, SPED, homeless, Econ. Dis, and EB status	District, campus, program, grade level
	Coordinator Focus Groups	DISD E&A Depart.	04/19/24, 04/26/24	Content analysis	Program
	Staff Perceptions Survey	DISD E&A Depart.	03/25/24	Response rates by survey item, content analysis of open-ended items	Staff position
3	Disciplinary Actions and Recidivism	DISD SEAS Depart.	08/30/22 (2021-22), 08/11/23 (2022-23), 07/22/24 (2023-24)	Rates of student disciplinary actions, referrals, PISR, removals, expulsions, and recidivism	Year, district, campus, program, grade level, race
	Student Experience Survey	DISD OIR Depart.	05/16/24	Rates of favorable responses on the classroom climate scale	Year, program, grade level
	Reset Center Exit Surveys	DISD SEAS Depart.	06/12/24	Survey-item response rates	Program, visit type
	Student Attendance	Student Information System	06/04/19 (2018-19), 05/19/20 (2019-20), 06/09/22 (2021-22), 06/28/23 (2022-23), 05/31/24 (2023-24)	Average attendance rates	Year, district, campus, program, grade level
	On-Track Rates	DISD E&A Depart.	07/01/22 (2021-22), 06/21/23 (2022-23), 06/27/24 (2023-24)	Grade nine student on-track rates	Year, district, campus, program, grade level
Graduation Rates	DISD E&A Depart.	07/18/22 (2021-22), 08/23/23 (2022-23), 08/28/24 (2023-24)	Student graduation rates	District, campus, program, grade level	

**Note:** DISD = Dallas Independent School District. SEAS = Student Engagement and Support. OIR = Office of Institutional Research. Dept. = Department. E&A = Evaluation & Assessment. PISR = Positive Intervention Support Referrals. PD = Professional Development. Econ. Dis = Economically Disadvantaged. EB = Emergent Bilingual. SPED = Special Education.

## Additional Methodology Notes

### Coordinator Focus Groups

Two focus groups were conducted with RCCs to solicit feedback on Reset Center activities, barriers to implementation, and successes during the school year (Middle School RCCs  $N = 3$ ; High School RCCs  $N = 4$ ). The focus groups were conducted and recorded through Microsoft Teams and transcribed. Open coding processes were used to identify prominent themes in the data, summarize, and supplement with direct quotations to illustrate examples as appropriate.

#### *Focus Group Protocol*

Hello and thank you all for participating in this focus group. My name is Maggie Mastrogiovanni, and I am an evaluation analyst for the Evaluation & Assessment department. The purpose of the focus group is to understand your experiences working at Reset Centers this year. The focus group will last approximately an hour. Your participation in this focus group is confidential. No names or specific campuses will be identified in the report. To ensure accuracy, I want to request your permission to record this meeting. Is everyone comfortable with this?

1. Walk me through a typical day as a Reset Center Coordinator on your campus.
2. How do you engage with students? What strategies have worked well?
3. What does collaboration with campus staff look like on your campuses?
4. How can these efforts be improved?
5. What professional developments and trainings do you feel are essential for the program's success?
6. What types of additional trainings do you think are needed? Who needs to receive these trainings?
7. How has the program evolved/changed since its inception three years ago?
  - Has the overall effectiveness of the program increased?
8. What challenges or barriers are you still encountering?
9. Do you consider the Reset Centers to be successful this year?
  - Why/why not?
10. What other suggestions do you have for the program?
11. Is there anything else any of you would like to share regarding your experience at the Reset Centers this year? Anything you wish I had asked during our focus group today?

## Appendix D

### Appendix D: 2023-24 Quarterly RCC Walkthrough Observation Ratings by Reset Center Campus

Campus	Spring 2024 Ratings
Adams, Bryan	Tier I
Adamson, W.H.	Tier I
Bedford, Louis A.	Tier I
Browne, T.W.	Tier I
Carter, David W.	Tier I
Comstock, E.B.	Tier I
Conrad, Emmett J.	Tier II
Dade, Billy Earl	Tier I
Franklin, Benjamin	Tier I
Garcia, Hector P.	Tier I
Gaston, W.H.	Tier II
Greiner, W.E.	Tier II
Hill, Robert T.	Tier I
Hillcrest	Tier I
Holmes, Zan Wesley Jr.	Tier II
Jefferson, Thomas	Tier I
Kennedy-Curry	Tier II
Kimball, Justin F.	Tier I
Lang, Harold W. Sr.	Tier I
Lewis, John	Tier I
Lincoln High	Tier I
Long, J.L.	Tier I
Madison, James	Tier II
Manns, Barbara Middle School and High School DAEP	Tier I
Marsh, Thomas C.	Vacant
Medrano, Francisco F.	Tier I
Molina, Moises E.	Tier II
North Dallas	Tier II
Piedmont G.L.O.B.A.L. Academy	Tier II
Pinkston, L.G.	Tier II
Quintanilla, Raul Sr.	Tier I
Richards, Ann	Tier I
Roosevelt, Franklin D.	Tier I
Rusk, T.J.	Tier I
Samuell, W.W.	Tier I
Seagoville High	Tier I
Seagoville Middle	Tier II
Skyline	Tier I
South Oak Cliff	Vacant
Spence, Alex W.	Tier II
Spruce, H. Grady	Tier I
Stockard, L.V.	Tier I
Storey, Boude	Tier II
Sunset	Tier II
Tasby, Sam	Tier II
Todd, Frederick D.	Tier I
Walker, Ewell D.	Tier I
West Dallas Junior High	Tier II
White, W.T.	Tier I
Wilmer-Hutchins High	Tier I
Wilson, Woodrow	Tier I
YMLA at Florence	Tier II
YWSA at Balch Springs	Tier II

Source: Dallas ISD SEAS Department RCC Tiering Results file dated 05/29/24.

## Appendix E

**Appendix E, Table 1: 2023-24 Staff Perception Survey – Meetings and Observations Item Response Rates by Position**

	Tested <i>N</i>	None at all %	1 to 5 times %	6 to 10 times %	11 to 20 times %	21 to 35 times %	36 times or more %
<b>Coordinators</b>							
Please indicate how many times campus administrators met with you during the 2023-24 school year	32	3.1	12.5	12.5	15.6	18.8	37.5
Please indicate how many times campus administrators visited to observe the Reset Center during the 2023-24 school year.	32	6.3	25.0	15.6	25.0	12.5	15.6
<b>Assistant Principals</b>							
Please indicate how many times you met with the Reset Center Coordinator during the 2023-24 school year	44	0.0	9.1	4.5	13.6	22.7	50.0
Please indicate how many times you visited to observe the Reset Center during the 2023-24 school year.	43	4.7	20.9	30.2	20.9	4.7	18.6
<b>Principals</b>							
Please indicate how many times you met with the Reset Center Coordinator during the 2023-24 school year	11	0.0	9.1	18.2	0.0	0.0	72.7
Please indicate how many times you visited to observe the Reset Center during the 2023-24 school year.	11	0.0	9.1	18.2	36.4	9.1	27.3

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: Percentages may not sum to 100 because of rounding.

Appendix E, Table 2: 2023-24 Staff Perception Survey – Perceptions of the Reset Centers Item Response Rates by Staff Position

	Staff Position	Tested N	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Observed %
<b>Conflict Resolution</b>							
The Reset Center has helped improve how students resolve conflicts with students and staff.	RCCs	33	0.0	0.0	24.2	75.8	0.0
	APs	39	2.6	5.1	35.9	56.4	0.0
	Principals	11	0.0	9.1	27.3	63.6	0.0
The Reset Center has helped improve how staff resolve conflicts with students.	RCCs	33	0.0	9.1	39.4	48.5	3.0
	APs	39	5.1	15.4	28.2	46.2	5.1
	Principals	11	9.1	0.0	36.4	54.5	0.0
<b>Student Behavior</b>							
The Reset Center has helped increase student accountability for behavior.	RCCs	33	0.0	0.0	36.4	63.6	0.0
	APs	39	7.7	7.7	41.0	43.6	0.0
	Principals	11	9.1	0.0	27.3	63.6	0.0
The Reset Center has helped manage difficult student behaviors in the classroom.	RCCs	33	0.0	0.0	36.4	60.6	3.0
	APs	39	5.1	5.1	41.0	48.7	0.0
	Principals	11	9.1	9.1	18.2	63.6	0.0
<b>School Climate</b>							
The Reset Center has helped improve overall school climate.	RCCs	33	0.0	0.0	39.4	57.6	3.0
	APs	39	5.1	10.3	35.9	46.2	2.6
	Principals	11	9.1	0.0	27.3	63.6	0.0
The Reset Center has helped increase the level of respect on campus.	RCCs	33	0.0	6.1	33.3	57.6	3.0
	APs	39	5.1	15.4	28.2	46.2	5.1
	Principals	11	9.1	0.0	27.3	63.6	0.0
The Reset Center has helped increase the feeling of safety for all members of the school community.	RCCs	33	0.0	6.1	27.3	63.6	3.0
	APs	39	0.0	20.5	33.3	46.2	0.0
	Principals	11	9.1	0.0	27.3	63.6	0.0
<b>Relationships</b>							
The Reset Center has helped repair harm in campus relationships.	RCCs	33	0.0	0.0	36.4	60.6	3.0
	APs	39	5.1	10.3	28.2	51.3	5.1
	Principals	11	9.1	0.0	27.3	63.6	0.0
The Reset Center has helped build relationships between teachers and students.	RCCs	33	0.0	0.0	42.4	57.6	0.0
	APs	39	5.1	15.4	33.3	43.6	2.6
	Principals	11	9.1	0.0	27.3	63.6	0.0

Table Continues

	Staff Position	Tested N	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Observed %
The Reset Center has helped build relationships between teachers and staff.	RCCs	33	3.0	0.0	36.4	48.5	12.1
	APs	39	7.7	10.3	33.3	41.0	7.7
	Principals	11	9.1	9.1	18.2	63.6	0.0
The Reset Center has helped build a connection between the school, parents, and community.	RCCs	33	0.0	9.1	33.3	57.6	0.0
	APs	39	5.1	7.7	35.9	43.6	7.7
	Principals	11	9.1	9.1	18.2	63.6	0.0
<b>Social Emotional Skills</b>							
The Reset Center has helped the development of the social and emotional skills of students.	RCCs	33	0.0	0.0	21.2	78.8	0.0
	APs	39	2.6	5.1	35.9	56.4	0.0
	Principals	11	9.1	0.0	27.3	63.6	0.0
<b>Disciplinary Actions and Attendance</b>							
The Reset Center has helped to reduce expulsions.	RCCs	30	0.0	3.3	30.0	63.6	3.3
	APs	35	5.7	11.4	42.9	37.1	2.9
	Principals	10	10.0	0.0	20.0	70.0	0.0
The Reset Center has helped reduce disciplinary referrals.	RCCs	30	3.3	0.0	36.7	53.3	6.7
	APs	35	5.7	25.7	37.1	28.6	2.9
	Principals	10	10.0	0.0	20.0	70.0	0.0
The Reset Center has helped reduce the number of students with multiple referrals for the same behavior.	RCCs	30	0.0	3.3	30.0	66.7	0.0
	APs	35	5.7	17.1	42.9	31.4	2.9
	Principals	10	10.0	0.0	20.0	70.0	0.0
The Reset Center has helped reduce the number of students with multiple referrals for different behaviors.	RCCs	30	0.0	6.1	36.7	56.7	0.0
	APs	35	5.7	17.1	42.9	28.6	2.9
	Principals	10	10.0	0.0	33.3	70.0	0.0
The Reset Center has helped reduce chronic absenteeism.	RCCs	30	0.0	30.0	33.3	26.7	10.0
	APs	35	11.4	25.7	25.7	17.1	20.0
	Principals	10	10.0	10.0	20.0	60.0	0.0
<b>Disproportionality</b>							
The Reset Center has helped impact issues of racial and/or ethnic inequalities in discipline.	RCCs	30	0.0	0.0	36.7	53.3	10.0
	APs	35	5.7	14.3	40.0	28.6	11.4
	Principals	10	10.0	10.0	10.0	70.0	0.0

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: APs = Assistant Principals. Percentages may not sum to 100 because of rounding.

**Appendix E, Table 3: 2023-24 Staff Perception Survey – Perceptions of the Reset Centers Item Response Rates by Staff Position**

	Staff Position	Tested N	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Observed %
<b>Program Efficiency Perception Items</b>							
The Reset Center had enough physical space to accommodate all students that need to be there.	RCCs	30	3.3	0.0	10.0	80.0	6.7
	APs	35	0.0	17.1	45.7	37.1	0.0
	Principals	10	10.0	0.0	20.0	28.9	0.0
	RCCs	30	0.0	0.0	20.0	80.0	0.0

The Reset Center had enough supplies to address the needs of all students.	APs	35	0.0	8.6	48.6	40.0	2.9
	Principals	10	30.0	0.0	37.8	50.0	0.0
Students used the Reset Center to avoid attending regular classes.	RCCs	30	36.7	26.7	13.3	16.7	6.7
	APs	35	22.9	28.6	34.3	11.4	2.9
Some students should not have been referred to the Reset Center and should not have remained on campus due to safety concerns.	Principals	10	40.0	10.0	10.0	40.0	0.0
	RCCs	30	3.3	43.3	30.0	20.0	3.3
Students who visited the Reset Center received referrals for additional services (Mental Health Services, Special Education, etc.) that may underlie discipline problems in a timely manner.	APs	35	17.1	25.7	14.3	28.6	14.3
	Principals	10	20.0	10.0	20.0	50.0	0.0
	RCCs	30	6.7	3.3	50.0	36.7	3.3
	APs	35	0.0	8.6	60.0	20.0	11.4
	Principals	10	20.0	10.0	30.0	30.0	10.0

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: APs = Assistant Principals. Percentages may not sum to 100 because of rounding.

**Appendix E, Table 4: 2023-24 Staff Perception Survey – Perceptions of Campus Teachers Item Response Rates by Staff Position**

	<b>Staff Position</b>	<b>Tested N</b>	<b>Strongly Disagree %</b>	<b>Disagree %</b>	<b>Agree %</b>	<b>Strongly Agree %</b>	<b>Not Applicable %</b>
Campus teachers needed more training for the Reset Center to be more effective.	RCCs	30	0.0	26.7	43.3	26.7	3.3
	APs	34	2.9	8.8	48.8	18.6	2.9
	Principals	*	*	*	*	*	*
Campus teachers preferred to administer consequences (detentions, suspensions, etc.) to students that violated the Student Code of Conduct.	RCCs	30	10.0	33.3	26.7	20.0	10.0
	APs	34	2.9	41.2	41.2	11.8	2.9
	Principals	*	*	*	*	*	*
Campus teachers knew the infractions that could lead to student referrals to the Reset Center.	RCCs	30	0.0	3.3	60.0	30.0	6.7
	APs	34	0.0	26.5	55.9	14.7	2.9
	Principals	*	*	*	*	*	*
Campus teachers agreed with the philosophy behind Reset Centers.	RCCs	30	3.3	6.7	53.3	33.3	3.3
	APs	34	8.8	14.7	47.1	14.7	14.7
	Principals	*	*	*	*	*	*
Campus teachers have received adequate support to implement the Reset Center as intended.	RCCs	30	6.7	3.3	50.0	40.0	0.0
	APs	34	11.8	20.6	38.2	20.6	8.8
	Principals	*	*	*	*	*	*

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: APs = Assistant Principals. \* = response rates with less than 10 were excluded from analyses. Percentages may not sum to 100 because of rounding.

**Appendix E, Table 5: 2023-24 Staff Perception Survey – Coordinator Perceptions of Staff Item Response Rates**

	<b>Tested N</b>	<b>Strongly Disagree %</b>	<b>Disagree %</b>	<b>Agree %</b>	<b>Strongly Agree %</b>	<b>Not Applicable %</b>
<b>Perceptions of Campus Administrators</b>						
Campus administrators needed more training for the Reset Center to be more effective.	30	10.0	33.3	30.0	16.7	10.0
Campus administrators preferred to administer consequences (detentions, suspensions, etc.) to students that violated the Student Code of Conduct.	30	6.7	33.3	26.7	26.7	6.7
Campus administrators knew the infractions that could lead to student referrals to the Reset Center.	30	0.0	3.3	36.7	60.0	0.0
Campus administrators agreed with the philosophy behind Reset Centers.	30	3.3	3.3	33.3	60.0	0.0
Campus administrators have received adequate support to implement the Reset Center as intended.	30	0.0	6.7	20.0	63.3	10.0
The Office of Student Engagement and Support provided adequate support to campus administrators to implement the Reset Center as intended.	30	0.0	0.0	23.3	73.3	3.3
<b>Perceptions of Student Engagement and Support Managers</b>						
My manager routinely checked in with me.	30	0.0	0.0	30.0	70.0	0.0
My manager responded promptly when I had questions.	30	0.0	3.3	23.3	73.3	0.0
My manager provided relevant coaching and feedback that helps improve my performance.	30	0.0	0.0	26.7	73.3	0.0
My manager had the skills necessary to help improve my performance.	30	0.0	0.0	30.0	70.0	0.0

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: Percentages may not sum to 100 because of rounding.

**Appendix E, Table 6: 2023-24 Staff Perception Survey – Campus Administrator Perceptions of Staff Item Response Rates**

	Tested <i>N</i>	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Applicable %
<b>Assistant Principal Perceptions of Coordinators</b>						
The Reset Center Coordinators needed more training for the Reset Center to be more effective.	34	20.6	41.2	20.6	14.7	2.9
The Reset Center Coordinators preferred to administer consequences (detentions, suspensions, etc.) to students that violated the Student Code of Conduct.	34	14.7	47.1	20.6	11.8	5.9
The Reset Center Coordinators knew the infractions that could lead to student referrals to the Reset Center.	34	0.0	2.9	41.2	55.9	2.3
The Reset Center Coordinators agreed with the philosophy behind Reset Centers.	34	0.0	0.0	32.4	67.6	2.3
The Office of Student Engagement and Support provided adequate support to the Reset Center Coordinators to implement the Reset Center as intended.	34	0.0	14.7	29.4	47.1	8.8

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: Principal responses are excluded due to low response rates. Percentages may not sum to 100 because of rounding.

**Appendix E, Table 7: 2023-24 Staff Perception Survey – Self Perceptions Items Response Rates by Staff Position**

	Tested <i>N</i>	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Applicable %
<b>Coordinators</b>						
I needed more training for the Reset Center to be more effective.	30	26.7	56.7	13.3	3.3	0.0
I preferred to administer consequences (detentions, suspensions, etc.) to students that violated the Student Code of Conduct.	30	13.3	30.0	36.7	16.7	3.3
I knew the infractions that could lead to student referrals to the Reset Center.	30	0.0	3.3	30.0	66.7	0.0
I agreed with the philosophy behind Reset Centers.	30	0.0	0.0	16.7	83.3	0.0
Campus administrators provided me with adequate support to implement the Reset Center as intended.	30	0.0	3.3	23.3	73.3	0.0
The Office of Student Engagement and Support provided me with adequate support to implement the Reset Center as intended.	30	0.0	0.0	16.7	83.3	0.0
<b>Assistant Principals</b>						
I needed more training for the Reset Center to be more effective.	32	21.9	40.6	18.8	18.8	0.0
I preferred to administer consequences (detentions, suspensions, etc.) to students that violated the Student Code of Conduct.	32	3.1	59.4	28.1	6.3	3.1
I knew the infractions that could lead to student referrals to the Reset Center.	32	0.0	0.0	46.9	53.1	0.0
I agreed with the philosophy behind Reset Centers.	32	3.1	9.4	31.3	56.3	0.0
The Office of Student Engagement and Support provided me with adequate support to implement the Reset Center as intended.	32	3.1	25.0	28.1	37.5	6.3

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: Principal responses are excluded due to low response rates. Percentages may not sum to 100 because of rounding.

**Appendix E, Table 8: 2023-24 Staff Perception Survey Themes and Response Rates - What did the Reset Center Initiative do well during the 2023-24 school year?**

Themes	n	%
<b>Coordinators</b>		
Creating a supportive environment	6	24.0
Educational training and resources for staff	4	16.0
Minimized student academic disruption/time away from the classroom	3	12.0
Collaboration and Relationship Building	3	12.0
Promote campus safety and staff well-being	2	8.0
Reset student behaviors - alternative coping mechanisms	2	8.0
Emotional Regulation and Reflection	2	8.0
Conflict Resolution	2	8.0
Addressing root causes of behaviors	1	4.0
<b>Campus Administration</b>		
Conflict Resolution	9	23.1
Creating a Supportive Environment	6	15.4
Minimize Campus/Classroom Disruptions	5	12.8
Collaboration and Relationship Building	5	12.8
Strategic Student Supports	5	12.8
Emotional Regulation and Reflection	4	10.3
Minimize Student Academic Disruption (time away from the classroom)	1	2.6
Support DAEP Reentry	1	2.6
Resetting Student Behaviors	1	2.6
Reduced Campus Discipline	1	2.6
Documentation	1	2.6

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: Data may include duplicate counts because each response could address multiple issues.

**Appendix E, Table 9: 2023-24 Staff Perception Survey Themes and Response Rates - What challenges did you face at the Reset Center at your campus this year, and how did you address them?**

Themes	n	%
<b>Coordinators</b>		
Limited Personnel, Resources, and Support	5	21.7
Procedural Discrepancies	4	17.4
Student-Teacher Relationships/Conflicts	3	13.0
Perceived as Ineffective Consequence	2	8.7
Specific Student Offenses	2	8.7
Administrative Support/Buy-In	2	8.7
Parent Involvement and Engagement	2	8.7
Persistent Behavior Challenges	1	4.3
Attendance Challenges	1	4.3
Locating Data-Driven MTSS Interventions	1	4.3
<b>Campus Administration</b>		
Limited Personnel, Resources, and Support	7	19.4
Persistent Behavior Challenges	6	16.7
Perceived as Ineffective Consequence	5	13.9
Procedural Discrepancies	4	11.1
Reset Coordinator's Role and Experience	3	8.3
Scheduling Difficulties	3	8.3
Specific Student Offenses	2	5.6
Documentation and Follow Up Challenges	2	5.6
Attendance Challenges	2	5.6
Coordinator Compensation	1	2.8
Inefficient Organizational Collaboration/Communication	1	2.8

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: Data may include duplicate counts because each response could address multiple issues.

**Appendix E, Table 10: 2023-24 Staff Perception Survey Themes and Response Rates - What suggestions do you have to improve the Reset Center at your campus in the future?**

<b>Themes</b>	<b>n</b>	<b>%</b>
<b>Coordinators</b>		
Additional Professional Development and Training	8	25.8
Expand RCC Roles	6	19.4
Expand Student Services and Interventions	4	12.9
Encourage Campus Administration Collaboration	3	9.7
Additional Reset Center Staff/Personnel on Campuses	2	6.5
Improve Data Entry Processes and Procedures	2	6.5
Strategic Scheduling Procedures	1	3.2
Encourage Adherence to Reset Protocols and Procedures	1	3.2
Ensure Dedicated Space for Services on Campus	1	3.2
Increase Parent Communication and Engagement	1	3.2
Incorporate a Pre-Reset Center Placement	1	3.2
Alternative Placement for Students Returning from DAEP	1	3.2
<b>Campus Administration</b>		
Additional Professional Development and Training	11	45.8
Increase Communications and Support from Department Leaders	2	8.3
Increase Coordinator Compensation	2	8.3
Expand RCC Roles	2	8.3
Additional Reset Center Staff/Personnel on Campuses.	2	8.3
Modify Certain Offense Protocols	1	4.2
Increase Parent Communication and Engagement	1	4.2
Expand Reset Center Placement Criteria	1	4.2
Encourage Adherence to Reset Protocols and Procedures	1	4.2
Improve Data Entry Processes and Procedures	1	4.2

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 03/25/24.

Note: Data may include duplicate counts because each response could address multiple issues.

## Appendix F

### Appendix F: 2023-24 Reset Center Campus Student Experience Survey Percent Favorable Ratings

Campus	Classroom Climate		Overall	
	N	%	N	%
Adams, Bryan	16,055	83.0	93,079	79.0
Adamson, W.H.	9,990	83.0	57,931	80.0
Bedford, Louis A.	3,709	69.0	21,492	70.0
Browne, T.W.	3,026	76.0	17,537	73.0
Carter, David W.	5,565	72.0	32,271	67.0
Comstock, E.B.	4,896	65.0	28,369	64.0
Conrad, Emmett J.	7,117	84.0	41,283	80.0
Dade, Billy Earl	4,832	83.0	28,025	83.0
Franklin, Benjamin	7,041	67.0	40,835	64.0
Garcia, Hector P.	5,148	79.0	29,842	77.0
Gaston, W.H.	5,980	70.0	34,652	70.0
Greiner, W.E.	10,665	72.0	61,847	67.0
Hill, Robert T.	6,809	68.0	39,445	66.0
Hillcrest	9,525	76.0	55,199	72.0
Holmes, Zan Wesley Jr.	4,580	72.0	26,564	69.0
Jefferson, Thomas	9,792	84.0	56,782	80.0
Kennedy-Curry	4,669	73.0	27,078	73.0
Kimball, Justin F.	8,499	78.0	49,255	73.0
Lang, Harold W. Sr.	5,778	70.0	33,451	70.0
Lewis, John	2,641	75.0	15,286	76.0
Lincoln	3,326	73.0	19,270	72.0
Long, J.L.	9,519	71.0	55,159	70.0
Madison, James	2,751	72.0	15,923	69.0
Marsh, Thomas C.	6,280	68.0	36,410	67.0
Medrano, Francisco F.	5,306	71.0	30,725	69.0
Molina, Moises E.	14,706	78.0	85,339	74.0
North Dallas	9,070	83.0	52,570	80.0
Piedmont G.L.O.B.A.L. Academy	5,329	66.0	30,820	64.0
Pinkston, L.G.	7,342	73.0	42,538	69.0
Quintanilla, Raul Sr.	5,012	62.0	29,072	61.0
Richards, Ann	8,757	66.0	50,769	64.0
Roosevelt, Franklin D.	3,528	70.0	20,460	67.0
Rusk, T.J.	3,225	72.0	18,661	71.0
Samuell, W.W.	11,110	75.0	64,389	70.0
Seagoville High	13,532	73.0	78,448	69.0
Seagoville Middle	10,855	63.0	62,929	63.0
Skyline	26,607	77.0	154,255	73.0
South Oak Cliff	8,664	69.0	50,176	65.0
Spence, Alex W.	4,519	69.0	26,170	68.0
Spruce, H. Grady	8,064	83.0	46,762	78.0
Stockard, L.V.	6,800	71.0	39,427	70.0
Storey, Boude	2,958	62.0	17,131	62.0
Sunset	13,953	81.0	80,936	76.0
Tasby, Sam	5,255	70.0	30,456	69.0
Todd, Frederick D.	3,007	77.0	17,437	77.0
Walker, Ewell D.	6,974	70.0	40,474	70.0
West Dallas Junior High	2,523	58.0	14,600	58.0
White, W.T.	14,191	83.0	82,214	79.0
Wilmer-Hutchins High	4,914	70.0	28,483	67.0
Wilson, Woodrow	12,068	80.0	69,932	75.0
YMLA at Florence	3,725	70.0	21,603	68.0
YWSA at Balch Springs	6,404	76.0	37,130	73.0

Source: Dallas ISD Office of Institutional Research (OIR) Student Experience Survey file dated 05/16/24.

Note: \* = Campuses were only included in analyses if their participation rates were 52 percent or greater. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12.

## Appendix G

**Appendix G, Table 1.: 2023-24 Complete Exit Ticket Results: Support, Return to Class, and Emotional Change Responses**

Item	N	1		2		3		4		5	
		n	%	n	%	n	%	n	%	n	%
How well did the Reset Center Coordinator support you?*	1,517	35	2.3	83	5.5	150	9.9	260	17.1	989	65.2
Do you have a plan for how to successfully rejoin your classes?***	1,517	58	3.8	57	3.8	199	13.1	257	16.9	946	62.4
How did your time at the Reset Center affect your emotions?***	1,517	74	4.9	105	6.9	244	16.1	282	18.6	812	53.5

Source: Dallas ISD SEAS Reset Center Exit Survey data provided 06/12/24

Note: Response options ranged from 1 (They did not try to understand my needs or provide me with support) to 5 (They spent time with me to understand what I was going through and found ways to support me). \*\*Response options ranged from 1 (I don't know what I'm going to do differently when I get back to class) to 5 (I have clear strategies and plans for how to rejoin my classes that I believe will make a positive difference). \*\*\*Response options ranged from 1 (It made me feel much worse) to 5 (It made me feel better). Percentages may not sum to 100 because of rounding.

**Appendix G, Table 2: 2023-24 Complete Exit Ticket Results: Classwork and Academic Help while at the Reset Center**

Item	N	Not at all		A little bit		Yes	
		n	%	n	%	n	%
Were you able to keep up with your classwork and get any academic help you needed while you were at the Reset Center?	1,517	57	3.8	443	29.2	1,017	67.0

Source: Dallas ISD SEAS Reset Center Exit Survey data provided 06/12/24.

Note: Percentages may not sum to 100 because of rounding.

**Appendix G, Table 3: 2023-24 Complete Exit Ticket Results: Adults on Campus that Care about the Student**

Item	N	No		Not Sure		Yes	
		n	%	n	%	n	%
Are there adults on campus that you feel care about you?	1,517	99	6.5	314	20.7	1,104	72.8

Source: Dallas ISD SEAS Reset Center Exit Survey data provided 06/12/24.

Note: Percentages may not sum to 100 because of rounding.

## Appendix H

Appendix H, Table 1: 2023-24 Grade Nine On-Track Rates for Reset Center Students, Other Students at Reset Center Campuses, and District

Campus	Reset Center Students		Other Students*		Total	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Adams, B	4	66.7	348	77.9	352	77.7
Adamson	6	54.5	255	90.7	261	89.4
Carter	2	25.0	106	63.1	108	61.4
Conrad	1	50.0	223	83.8	224	83.6
Hillcrest	7	31.8	240	77.9	247	74.8
Jefferson	25	58.1	264	93.3	289	88.7
Kimball	8	61.5	158	70.2	166	69.7
Lincoln	0	0.0	97	89.0	97	88.2
Madison	0	0.0	54	87.1	54	87.1
Molina	0	0.0	287	74.2	287	73.8
North Dallas	2	50.0	195	83.0	197	82.4
Pinkston	11	73.3	173	78.3	184	78.0
Roosevelt	4	100.0	99	85.3	103	85.8
Samuell	5	35.7	225	64.5	230	63.4
Seagoville HS	14	53.8	210	64.4	224	63.6
Skyline	0	0.0	519	64.9	519	64.7
SOC	4	50.0	251	79.7	255	78.9
Spruce	8	17.4	125	58.7	133	51.4
Sunset	4	28.6	302	76.8	306	75.2
White	10	40.0	284	71.2	294	69.3
Wilmer-Hutchins HS	7	43.8	114	72.2	121	69.5
Wilson	25	45.5	244	78.0	269	73.1
<b>Total</b>	<b>147</b>	<b>43.6</b>	<b>4,773</b>	<b>74.9</b>	<b>4,920</b>	<b>73.3</b>

Source: Dallas ISD E&A Grade Nine On-Track file dated 06/27/24.

Note: \* = Other students attending reset center campuses who were not served.

**Appendix H, Table 2: 2023-24 Graduation Rates for Reset Center Students, Other Students at Reset Center Campuses, and District**

Campus	Reset Center Students		Other Students*		Total	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Adams, B	17	100.0	471	95.9	488	96.1
Adamson	2	100.0	336	95.2	338	95.2
Carter	3	100.0	186	86.9	189	87.1
Conrad	1	100.0	248	93.6	249	93.6
Hillcrest	7	100.0	341	98.8	348	98.9
Jefferson	3	100.0	249	92.9	252	93.0
Kimball	11	100.0	206	96.3	217	96.4
Lincoln	1	100.0	123	91.8	124	91.9
Madison	0	0.0	81	98.8	81	98.8
Manns HS for DAEP	-	-	-	-	-	-
Molina	3	100.0	449	95.9	452	96.0
North Dallas	5	100.0	229	95.8	234	95.9
Pinkston	6	100.0	231	95.5	237	95.6
Roosevelt	2	100.0	132	92.3	134	92.4
Samuell	4	100.0	348	91.1	352	91.2
Seagoville HS	6	100.0	313	95.4	319	95.5
Skyline	1	50.0	718	94.5	719	94.4
SOC	4	80.0	278	94.2	282	94.0
Spruce	10	66.7	278	90.6	288	89.4
Sunset	5	100.0	450	97.2	455	97.2
White	11	100.0	398	97.5	409	97.6
Wilmer-Hutchins HS	5	83.3	152	96.8	157	96.3
Wilson	34	91.9	334	97.7	368	97.1
<b>Total</b>	<b>141</b>	<b>92.8</b>	<b>6,551</b>	<b>94.9</b>	<b>6,692</b>	<b>94.9</b>

Source: Dallas ISD E&A 12th Grade Graduation file dated 08/28/24.

Note: \* = Other students who attended reset center campuses who were not served.