

2021-22

Evaluation of Reset Centers

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



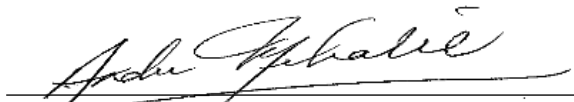
2021-22

Evaluation of Reset Centers

Approved Report of the Department of Evaluation and Assessment

EA22-642-2
September 2022

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
PROGRAM DESCRIPTION	5
PURPOSE AND SCOPE OF THE EVALUATION	6
EVALUATION QUESTIONS AND RESULTS	7
What was the source and funding for the Reset Centers in 2021-22?	7
Methodology	7
Results	7
Did the Reset Centers meet the ESSER performance objectives for 2021-22?	7
Methodology	7
Results	8
What were the characteristics of students served by Reset Centers?	8
Methodology	8
Results	8
What were the outcomes for students served by the Reset Centers?	9
Methodology	9
Results	10
What were the staff perceptions of the Reset Centers?	17
Methodology	17
Results	18
KEY FINDINGS AND RECOMMENDATIONS.....	33
Key Findings	33
Recommendations.....	34
APPENDICES	35

List of Tables

Table 1: 2021-22 Characteristics of Secondary Students Served at Reset Centers, Other Students at Reset Center Campuses, and the District Overall	9
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LIST OF FIGURES

Figure 1: 2018-19, 2019-20, and 2021-22 Overall Frequency of Suspensions, Reset Center Referrals, and Positive Intervention Support Referrals for Students at Campuses with a Reset Center.....	11
Figure 2: 2018-19, 2019-20, and 2021-22 Overall Frequency of Removals and Expulsions for Students at Campuses with a Reset Center	11
Figure 3: 2018-19, 2019-20, and 2021-22 Overall Percentage of Students Committing Recidivism	12
Figure 4: 2018-19, 2019-20, and 2021-22 Frequency of Disciplinary Actions at Campuses with a Reset Center by Race.....	12
Figure 5: 2018-19, 2019-20, and 2021-22 Percentages of Students Committing Disciplinary Offenses at Campuses with a Reset Center by Race	13
Figure 6: 2018-19, 2019-20, and 2021-22 Recidivism Rates at Campuses with a Reset Center by Race	13
Figure 7: 2020-21 to 2021-22 Percentage of Favorable Ratings on the Student Survey Classroom Climate Subscale at Campuses with Reset Centers	14
Figure 8: 2021-22 Exit Ticket: Support, Return to Class, and Emotional Change Responses	14
Figure 9: 2021-22 Exit Ticket: Number of Times Reset Center Students Selected Treatment Descriptors	15
Figure 10: 2021-22 Exit Ticket: Number of Times Reset Center Students Selected Emotional Descriptors	16
Figure 11: 2021-22 Grade Nine On-Track Rates and Grade 12 Graduation Rates for Reset Center Students, Other Students at Reset Center Campuses, and All District Students.....	17
Figure 12: 2021-22 Number of Times Campus Administrators Met and Observed Reset Center Coordinators During the School Year, Reset Center Coordinator Responses	25
Figure 13: 2021-22 Number of Times Principals Met and Observed Reset Center Coordinators During the School Year, Principal Responses	26
Figure 14: 2021-22 Number of Times the CBC Met and Observed Reset Center Coordinators During the School Year, Campus Behavior Coordinator Responses	26
Figure 15: 2021-22 Perceptions of Reset Center Impact on Conflict Resolution and Social Emotional Skills	27
Figure 16: 2021-22 Perception of Reset Center Impact on Reducing Referrals, Fighting, Classroom Disruptions, and Racial Inequalities in Discipline Referrals.....	28
Figure 17: 2021-22 Perception of Reset Center Physical Space and Supplies, Student Services Referrals, Dependence, and Student Safety	29
Figure 18: 2021-22 Perception of Campus Teacher Knowledge, Beliefs, Support, and Training	30
Figure 19: 2021-22 Perception of Campus Administrator Knowledge, Beliefs, Support, and Training	31

Figure 20: 2021-22 Perception of Reset Center Coordinator Knowledge, Beliefs, Support, and
Training 32

LIST OF APPENDICES

A	2021-22 Complete Exit Ticket Survey Results	33
B	2021-22 Percentages of Grade Nine Students On-Track and Grade 12 Graduates.....	34
C	2021-22 Reset Center Coordinator and Office of Student Engagement and Support Manager Focus Group Protocols	36
D	2021-22 Complete Coordinator, Principal, and Campus Behavior Coordinator Survey Results	39

ACRONYMS AND ABBREVIATIONS

CBC	Campus Behavior Coordinator
DAEP	Disciplinary Alternative Education Program
EOY	End-of-Year
ESSER	Elementary and Secondary School Emergency Relief
MHS	Mental Health Services
SEAS	Office of Student Engagement and Support
PEIMS	Public Education Information Management System
PISR	Positive Intervention Support Referral
PD	Professional Development
SPED	Special Education
TBRI	Trust Based Relational Intervention

Evaluation of Reset Centers

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) eliminated out-school suspensions for prekindergarten through grade two students in 2017. With the 2021-22 school year, the district implemented the Reset Center Program at 52 comprehensive middle schools and high schools. Supported through the Elementary and Secondary School Emergency Relief (ESSER) Fund, the Reset Centers were overseen by the Office of Student Engagement and Support (SEAS). Through social-emotional learning activities and restorative practices tailored to student need, Reset Center coordinators help resolve issues for which a student may have previously received a discretionary in-school suspension (ISS) or out-of-school suspension (OSS) while keeping students at school, engaged in academic instruction, and where other services were available as needed.¹ As the school year progressed, managers with SEAS conducted walkthroughs of Reset Centers and provided coordinators with training that was most beneficial to the students at their campuses.

The total expenditures for the 2021-22 Reset Centers program were \$4,824,333. The program was primarily funded through a \$4,703,954 ESSER grant and supplemented with \$120,379 of general operating funds.

Reset Center Training

Campus administrative team members received an overview training for the Reset Center Program prior to the 2021-22 school year. The Campus Behavior Coordinator, an administrator responsible for enforcing campus classroom rules and district student code of conduct, received more in-depth training. Four managers with SEAS oversaw the reset centers and guided Reset Center Coordinator training.

- Each SEAS manager conducted up to four walkthroughs across their network per week. Results informed the professional development provided to Reset Center coordinators by SEAS in addition to professional development provided through Region 10.
- SEAS managers met weekly to discuss trends in Reset Center referrals, recidivism, and MHS referrals. Campuses were placed in three tiers, with tier three campuses receiving the most targeted training.

- During the second semester, SEAS managers pivoted from tiering campuses based on data analyses to tiering campuses based on implementation and administrative buy in. Managers met directly with administrators and addressed obstacles to program implementation, program understanding, and buy in.

Reset Center Structure

The SEAS Director was hired in June 2021 and SEAS was restructured to include four managers. Each manager worked with 10-18 Reset Center campuses.

All 52 comprehensive secondary campuses established Reset Centers managed by Reset Center coordinators. The centers were in designated rooms designed to facilitate continuous educational services and personalized approaches to behavior management. The rooms included flexible seating, stationary bicycles, space for restorative circles, and space for an MHS clinician as necessary.

- A Reset Center referral was from one to three days with a maximum of 30 cumulative days during the school year.
- Students could receive Positive Intervention Support Referrals (PISR), or removals to the Reset Center for one period. PISRs did not count toward the 30-day maximum.
- When referrals ended, coordinators followed up with students and teachers to assimilate the student into the classroom.

PURPOSE OF THE EVALUATION

The purpose of this evaluation was to document the implementation and outcomes of the Reset Center Program in 2021-22, including funding, student characteristics, student outcomes (disciplinary actions, recidivism, grade nine on-track and high school graduation rates), and staff perceptions. Detailed methodologies are available in the full report.

¹ The Dallas ISD Student Code of Conduct can be found at <https://www.dallasisd.org/Page/128>.

EVALUATION QUESTIONS/OUTCOMES

Did the Reset Centers meet the ESSER performance objectives for 2021-22?

Staff Member Hiring and Training

During the first semester, SEAS hired 52 Reset Center Coordinators; however, three coordinators resigned prior to the second semester. The district did not procure Trust-Based Relational Intervention training and no coordinators completed it.

Performance Objectives

Exactly 2,627 students were referred to a Reset Center or received a PISR during the 2021-22 school year.

- Of these students, 695 (37%) committed another offense and received an additional disciplinary action. The ESSER goal that 50 percent of referred students would not commit multiple offenses was met.
- For students that visited Reset Centers at least one time, the number of visits ranged from one to seven with an average of 1.3 visits.
- Eight percent of the students who received Reset Center support also received MHS services, lower than the ESSER goal of 50 percent.

What were the characteristics of students served by Reset Centers?

Of the 2,627 students who received visited a Reset Center, 447 students were not enrolled at a Reset Center campus at the end of the year. For the students who completed the year at Reset Center campuses ($N = 2,180$):

- Compared to other students at the same campuses, a larger percentage of Reset Center students were African American (39% vs. 20%), and a smaller percentage were Hispanic (56% vs. 74%).
- A smaller percentage were considered Emergent Bilingual (32%) than other students at the same campuses (50%).

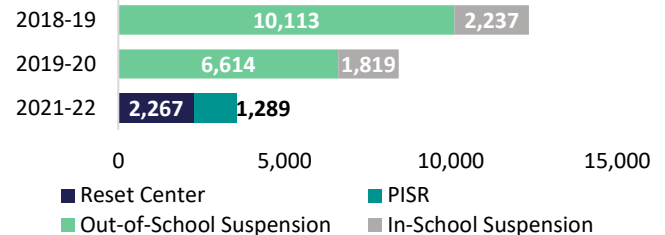
What were the outcomes for students served by the Reset Centers?

Disciplinary Actions and Recidivism

The overall number of disciplinary actions at campuses with Reset Centers decreased from 14,396 in 2018-19 to 6,019 in 2021-22 (Figure 1).

- The number of OSS and ISS disciplinary actions – Reset Center referrals and PISRs during the 2021-22 school year – decreased from 12,350 in 2018-19 to 3,556 in 2021-22.

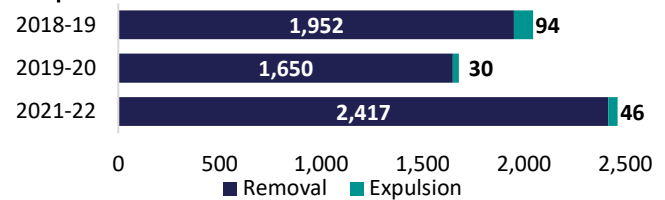
Figure 1: 2018-19, 2019-20, and 2021-22 Frequency of Suspensions, Reset Center Referrals, and PISRs for Students at Campuses with a Reset Center



Source: 2018-19 discipline file dated 08/13/2020, 2019-20 discipline file dated 08/19/2020, and 2021-22 discipline referral data received from SEAS on 08/30/2022.

- The numbers of removals to the DAEP at Reset Center campuses increased by 24 percent from 2018-19 (Figure 2). The number of removals was 30 percent higher than during the 2019-20 school year.

Figure 2: 2018-19, 2019-20, and 2021-22 Overall Frequency of Removals and Expulsions for Students at Campuses with a Reset Center



Source: 2018-19 discipline file dated 08/13/2020, 2019-20 discipline file dated 08/19/2020, and 2021-22 discipline referral data received from SEAS on 08/30/2022.

- The percentage of students committing the same offense multiple times has decreased from 21 percent in 2018-19 and 17 percent in 2019-20 to 14 percent in 2021-22.

Classroom Climate

Prior to the implementation of Reset Centers, 78 percent of students at Reset Center campuses responded favorably on the Student Experience Survey classroom climate scale. The proportion was slightly lower during the 2021-22 school year (75%), the first year with Reset Centers.

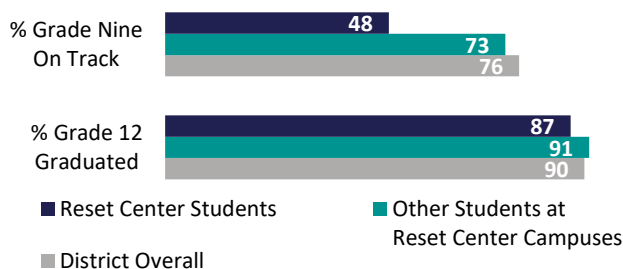
On Track and Graduation Rates

The percentages of Reset Center students, other students at the same campuses, and the district students overall in

grade nine and considered on track and grade 12 students graduated are presented in Figure 2.

- For grade nine students, the percentage of Reset Center students considered on track (48%) was lower than other students at the same campuses (73%) and the district overall (76%).
- Of the grade 12 students, 87 percent of Reset Center students graduated in May 2022. Rates were slightly higher for other students at the same campuses (91%) and district students overall (90%).

Figure 3: 2021-22 Grade Nine On Track and Grade 12 Graduation Rates for Reset Center Students, Students at Reset Center Campuses, and All District Students



Source: District overall, PEIMS demographic file dated 11/01/21. On Track indicator file dated 07/01/22. Graduation data received 07/18/22.

Note: Ns are available in Appendix B of the full report.

Reset Center Exit Surveys

Students completed an exit survey after each visit to a Reset Center.

- Students generally felt that Reset Center Coordinators spent time with them to understand what they were going through and found ways to support them (84%), reported that they had obtained clear strategies to rejoin their regular classes that would make a positive difference (79%), and felt much better (79%) after their time in the center.
- Students more often attributed positive descriptors than negative descriptors to their first and subsequent visits to the Reset Center. Students most often felt supported, helped, respected, and treated fairly. Conversely, few students selected the negative descriptors of left alone, disrespected, treated unfairly, ignored, and hurt.
- After first and subsequent visits, calm was the most often selected emotional descriptor. The negative descriptors anxious and angry were selected least often.

What were staff perceptions of the Reset Centers?

Methodology

Focus Groups

The evaluator developed focus group protocols and conducted a total of five focus groups – four for Reset Center Coordinators and another for SEAS managers – to solicit feedback on Center activities, barriers to implementation, and successes during the school year. Seven middle school coordinators participated in two focus groups, eight high school coordinators participated in two focus groups, and three SEAS managers participated in one focus group.

The evaluator transcribed recorded focus group interviews and used an open coding process to allow prominent themes to emerge from the data. The evaluator summarized the themes and supplemented with direct quotations to illustrate examples as appropriate.

Surveys

Using prominent themes which emerged from the focus group interviews and collaborating with SEAS program leadership, the evaluator developed two surveys: one for Reset Center Coordinators and another for campus principals and Campus Behavior Coordinators (CBC, all assistant principals) at campuses with Reset Centers.

Results

Focus Groups

The summarized results follow:

- Coordinators and managers indicated the program had a rough roll out during the first semester with poor campus buy-in, unclear messaging, and insufficient professional development.
- Some rooms were not large enough to accommodate the number of students. With larger numbers of students, the coordinators suggested that aides would allow them to address the needs of all students directly.
- Coordinators found success by providing teachers with strategies, interventions, and support.
- Coordinators were wary of the centers becoming a crutch for students. Many reported having rules in place to assist students only if they had a legitimate reason for visiting the centers.
- While coordinators made referrals for specialized services (mental health, special education, etc.) many reported that parents would not follow through due to a variety of reasons.

- Some believed that students with repetitive, violent tendencies should not remain on campus. Students with these behaviors required all of the coordinators' attention to the detriment of other students in the Reset Centers.

Surveys

Of the 50 Reset Center Coordinators, 51 principals, and 185 CBCs who received an invitation to complete the survey, 45 (90%) coordinators, 28 (55%) principals, and 65 (35%) CBCs completed the survey. Summarized results follow. Complete results are presented in Appendix D of the full report.

- Sixty percent of coordinators reported that the centers were very or extremely successful at improving the social and emotional skills of students (54% of principals and 35% of CBCs) and 53% indicated that the centers were very or extremely successful at improving how well students resolved conflicts with staff members (46% principals and 32% CBCs).
- A higher proportion of principals (64%) reported that centers were very or extremely successful at improving how students resolved conflicts with other students compared to coordinators (53%) and CBCs (40%).
- CBCs were far less likely than coordinators and principals to rate Reset Centers as very or extremely successful at reducing the number of students with multiple referrals, the number of students that recidivate, physical fighting, racial inequalities, and classroom disruptions.
- All principals related that the students who visited the Reset Centers received referrals for additional services (Mental Health Services, Special Education, etc.) in a timely manner (79% coordinators and 73% CBCs).
- 93 percent of principals and 92 percent of CBCs believed that some students should not be referred to Reset Centers and should not remain on campus due to safety concerns (61% coordinators).
- Coordinators, principals, and CBCs agreed that teachers needed more training for Reset Centers to be effective (91%, 79%, and 84% respectively). CBCs were less likely than Reset Center Coordinators and principals to agree that teachers received adequate support to implement the Reset Centers (41%; vs 76% coordinators and 73% principals).
- While principals (96%), Reset Center Coordinators (78%), and CBCs (73%) agreed that campus administrators believed in the philosophy behind Reset Centers, coordinators (64%) were more likely to

indicate administrators preferred to administer detentions or suspensions to students that violated the Student Code of Conduct (52% principals and 50% CBCs).

RECOMMENDATIONS

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

Provide professional development for teachers and administrators that addresses the disproportionality of Reset Center referrals for African American students.

The number of disciplinary actions for students of all racial backgrounds decreased since the 2018-19 school year. However, African American students received 44% of all Reset Center referrals despite making up 20% of the campus population.

Investigate the increase in disciplinary referrals that resulted in removal to DAEP or expulsion. The number 2021-22 removals and expulsions was 24 percent higher than in 2018-19 and 30 percent higher than in 2019-20 despite the drastic decrease in the overall number of disciplinary referrals. Future evaluations should investigate why these serious consequences have become more frequent.

Provide targeted professional development for CBCs (Assistant Principals). SEAS Managers and Reset Center Coordinators related in focus groups that some campus administrators were wary of the program and decried the lack of consequences for disciplinary infractions. On the follow-up survey, CBCs responded less positively than principals and Reset Center Coordinators about the impact of Reset Centers on conflict resolution, SEL skills, and reducing negative behaviors.

Ensure that all campus teachers and administrators understand the purpose and capabilities of Reset Centers. All surveyed groups felt that teachers needed additional training for the program to be effective. Additionally, coordinators and managers in focus groups related that campus staff members did not understand the types of behaviors that could be addressed in the Reset Center.

Ensure that all Reset Center rooms are large enough to accommodate all referred students and activities. Some coordinators related that their Reset Center rooms were too small to accommodate the number of students referred, especially if the students required distinct, separate spaces.

Evaluation of Reset Centers

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The Dallas Independent School District (ISD) began implementing the Reset Center Program at 52 comprehensive middle schools and high schools during the 2021-22 school year. Supported with the Elementary and Secondary School Emergency Relief (ESSER) Fund, the Reset Centers were overseen by the Office of Student Engagement and Support (SEAS). Through social-emotional learning activities and restorative practices tailored to student needs, Reset Center coordinators helped resolve issues for which a student may have previously received a discretionary in-school or out-of-school suspension while keeping students at school, engaged in academic instruction, and provided other services as needed.² As the school year progressed, managers with SEAS conducted walkthroughs of Reset Centers and provided coordinators with training that was most beneficial to students at their campuses.

The Dallas ISD eliminated out-school suspensions for prekindergarten through grade two students in 2017. In 2021-22, the district eliminated in-school and out-of-school suspensions for secondary students.³ Previously, when students received a Level I or Level II violation of the Student Code of Conduct⁴, they received the punitive consequence of days in a room working in silence without engagement (in-school suspension; ISS) or being away from campus (out-of-school suspension). As an alternative to suspensions, the district created Reset Centers at all comprehensive secondary schools. The goal of the Reset Centers was to maintain instructional practices in academic lessons for the student in addition to providing help with self-awareness, de-escalation techniques, and referrals to Mental Health Services (MHS) to address the root cause of the problem behavior. The SEAS Director described the centers as “in-school suspension reimaged.”

All centers were supported by SEAS. The Director of SEAS was hired in June 2021 and the SEAS was restructured to include four managers. Each manager worked with 10-18 secondary Reset Center campuses but were also responsible for working with elementary schools within their networks. Managers spent approximately 75 percent of their time at campuses. During the second semester, managers targeted training for staff members based on campus needs.

Reset Center Training

Campus administrative team members received overview and implementation training for the Reset Center Program prior to the 2021-22 school year. Campus Behavior Coordinators, the administrative team

² The Dallas ISD Student Code of Conduct can be found at <https://www.dallasisd.org/Page/128>.

³ More serious violations of the Student Code of Conduct could still result in a student being assigned to the Disciplinary Alternative Education Program (DAEP).

⁴ Level I offenses included violations of classroom rules. Level II offenses included violations that seriously disrupted the educational process.

members responsible for enforcing the campus classroom rules and the district student code of conduct, received more in-depth training.

To oversee the Reset Centers and guide future training during the 2021-22 school year, each SEAS manager conducted up to four walkthroughs per week across their network using a rubric. Rubric results informed the focus of professional development (PD) sessions provided to Reset Center coordinators by SEAS and through Region 10.

The SEAS Department also used methods beyond walkthroughs to guide training. During the first semester, SEAS managers met weekly to discuss trends in Reset Center referrals, recidivism, and MHS referrals. Campuses were placed in one of three tiers, with tier three campuses receiving the most targeted and intensive training. In addition, Reset Center coordinators were expected to train staff members at their campuses utilizing content they received from PD sessions provided by SEAS and Region 10.

During the second semester, SEAS managers pivoted from tiering campuses based on data analyses to tiering campuses based on program implementation and campus administrative buy-in. Managers met directly with campus administrators and focused on understanding obstacles impeding program implementation and improving the understanding and buy-in of the program.

Reset Center Structure

In 2021-22, all 52 comprehensive secondary campuses established Reset Centers managed by Reset Center coordinators in designated rooms to facilitate continuous educational services for students while providing personalized approaches to behavior management. The rooms could accommodate 20 to 25 students and included flexible seating, stationary bicycles, space for restorative circles, and space for an MHS clinician.

Students could receive a Reset Center referral for one to three days with a maximum of 30 cumulative days for the entire school year. After 30 days were exhausted, the campus administrators were required to develop additional action plans including placement in the Disciplinary Alternative Education Program (DAEP). Some campuses used the Reset Centers as a place to remove students for one class period. While these visits were not recorded as official referrals to the Reset Centers that counted toward the 30-day maximum, they were recorded as positive intervention support referrals. In these cases, coordinators worked with both the student and teacher to devise strategies to help successfully assimilate the student back into the regular classroom. In all cases, after a student referral period ended and the student returned to class, coordinators followed up with students and classroom teachers at least twice to determine if further support was needed.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to document the implementation and outcomes of the Reset Centers Program in 2021-22, including funding, context of the program, program implementation, characteristics of students served by the program, and student outcomes (grade nine on-track and high school graduation rates). This evaluation report also provides a summary of key findings and actionable recommendations based on reported data. The evaluation addressed the following questions:

1. What was the source and funding for the Reset Centers in 2021-22?
2. Did the Reset Centers meet the ESSER performance objectives for 2021-22?
3. What were the characteristics of students served by Reset Centers?
4. What were the outcomes for students served by the Reset Centers?
5. What were the staff perceptions of the Reset Centers?

EVALUATION QUESTIONS AND RESULTS

What was the source and funding for the Reset Centers in 2021-22?

Methodology

Funding information was provided by the program manager and collected from the ESSER Fund activity planning document.

Results

As of June 2022, the total expenditures for the 2021-22 Reset Centers program were \$4,824,333. The program was primarily funded through a \$4,703,954 ESSER grant and supplemented with \$120,379 of general operating funds.

Did the Reset Centers meet the ESSER performance objectives for 2021-22?

Methodology

Staff Member Hiring and Training

SEAS provided a list of Reset Center coordinators and other staff members hired during the 2021-22 school year on January 4, 2022. Hiring data were used to examine the ESSER performance objective that 100 percent of Reset Center coordinators will be hired by September 1, 2021. An additional ESSER goal was that all coordinators complete virtual PD in Trust-Based Relational Intervention (TBRI) through Mental Health Services (MHS) by January 31, 2022 to increase their knowledge about the impact of trauma and gain tools to provide effective support to students. An MHS staff member reported that the training was not acquired for the 2021-22 school year.

Performance Objectives

The program had two ESSER performance objectives for students served by Reset Centers: 1) 50 percent of students referred to the Reset Centers would apply self-management and responsible decision-making skills as measured by the number of repeat referrals to the Reset Centers by June 2022, and 2) 50 percent of the students referred to the Reset Centers would receive support from MHS by July 2022. To assess these objectives, the evaluator used 2021-22 discipline referral data received from SEAS on 07/26/2022 and end-of-year (EOY) ESSER reporting data to determine the number of students referred to Reset Centers during the school year, the number of students referred more than once, the average number of times referred, and the percentage of referred students who also received support from Mental Health Services.

Results

Staff Member Hiring and Training

SEAS hired 52 Reset Center Coordinators before September 1, 2021, meeting the ESSER goal. However, three coordinators resigned prior to the second semester.

Because the district did not procure TBRI training, no coordinators completed the training during the school year. This did not meet the ESSER goal that 100 percent of Reset Center Coordinators participate by January 31, 2022.

Performance Objectives

Exactly 2,627 students were referred to a Reset Center or received a positive intervention support referral (PISR) at least once during the 2021-22 school year. Of these students, 695 (37.0%) committed another offense of any type and received an additional Reset Center referral, PISR, placement in DAEP, or expulsion to DAEP. The ESSER goal that 50 percent of students referred to Reset Centers would apply self-management and responsible decision-making skills as measured by the number of repeat referrals to a Reset Center by June 2022 was met. For students that visited Reset Centers at least one time for referrals or PISRs, the number of visits ranged from one to seven with an average of 1.3 visits. Additionally, 198 students (8%) who received Reset Center support also received MHS services by July 2022, lower than the ESSER goal of 50 percent.

What were the characteristics of students served by Reset Centers?

Methodology

The evaluator used the EOY district demographic file dated May 31, 2022 merged with a list of students who received services in a Reset Center provided by SEAS on July 12, 2022 to conduct descriptive analyses and summarize the characteristics of students who visited a Reset Center, other students at the same campuses but not served by the program, and district students overall. Analyses were conducted for race/ethnicity, sex, economically disadvantaged status, special education (SPED) status, homeless status, and Emergent Bilingual status.

Results

A larger percentage of Reset Center students were African American (39%) compared to compared to the overall proportion of African American students at campuses with Reset Centers (20%) and the district overall (20%), and a smaller percentage were Hispanic (56%) compared to the overall proportion of Hispanic students at campuses with Reset Centers (74%) and the district overall (73%). A smaller percentage were considered Emergent Bilingual (32%) compared to the proportion of Emergent Bilingual students at the same campuses (50%) and the district overall (46%). Other characteristics of Reset Center students were similar to other student groups at campuses with Reset Centers and the district overall.

Table 1: 2021-22 Characteristics of Secondary Students Served at Reset Centers, Other Students at Reset Center Campuses, and the District Overall

	Students Served at Reset Centers (N = 2,180)*		Other Students at Reset Center Campuses (N = 54,633)		District Students Overall (N = 69,225)	
	n	%	n	%	N	%
Race/Ethnicity						
Asian	11	0.5	417	0.8	759	1.1
African American	841	38.6	10,815	19.8	13,554	19.6
Hispanic	1,213	55.6	40,443	74.2	50,368	72.8
Native American	10	0.5	96	0.2	120	0.2
Hawaiian/PI	0	0.0	40	0.1	40	0.1
Two or More Races	45	2.1	788	1.4	1,119	1.6
White	60	2.8	1,919	3.5	3,249	4.7
Not Available	0	0.0	15	<0.1	16	<0.1
Sex						
Female	854	39.2	26,672	48.9	34,202	49.4
Male	1,326	60.8	27,861	51.1	35,023	50.6
Special Student Populations						
Economically Disadvantaged	1,987	91.9	46,885	86.0	57,460	83.0
SPED	332	15.2	6,433	11.8	7,420	10.7
Homeless	52	3.4	1,066	2.0	1,125	1.8
Emergent Bilingual	502	32.4	27,083	49.7	31,834	46.0

Source: Discipline referral data received from SEAS on 08/30/2022 district demographic file dated 05/31/22.

Note: PI = Pacific Islander. Totals may not sum to 100 percent because of rounding. *Does not include 447 students who withdrew from Reset Center Campuses.

What were the outcomes for students served by the Reset Centers?

Methodology

Disciplinary Actions and Recidivism

To assess changes in the frequency of the disciplinary actions assigned to students at the 52 Reset Center campuses over time, the evaluator calculated the frequency of out-of-school suspensions, in-school suspensions, removals to DAEP, expulsions, Reset Center referrals, and PISRs during the 2018-19, 2019-20, and 2021-22 school years. The 2020-21 school year is not included because the district response to the COVID-19 pandemic precluded in-person learning and disciplinary actions. Additionally, the evaluator analyzed the change in recidivism rates over time by calculating the percentage of students who committed the same offense on two separate occasions, overall and by race.

Classroom Climate

The evaluator assessed changes on the Student Experience Survey classroom climate scale from the 2020-21 school year to the 2021-22 school year for the middle and high school campuses with Reset Centers.⁵ For the 2020-21 school year, 33 of the 52 Reset Center campuses were included because campuses with a response rate lower than 52 percent on the survey were excluded from analysis. For the

⁵ Student Experience Survey data received from the district Office of Institutional Research on 07/12/2 (2020-21) and 06/28/22 (2021-22).

2021-22 school year, 51 of the 52 campuses were included. Due to the lower number of campuses included in the 2020-21 school year, results should be viewed with caution.

Reset Center Exit Surveys

To gauge the effectiveness of services provided, beginning in February 2022, students who were referred to Reset Centers completed a survey when exiting the centers after each referral. The evaluator summarized exit survey results for all district campuses with Reset Centers (survey data provided by SEAS on June 25, 2022).

On-Track and Graduation Rates

To analyze the effect of Reset Center services on continuing academic engagement while referred to the centers, the evaluator compared the percentage of on-track⁶ grade-nine students at the end of the 2021-22 school year for three groups: students referred to Reset Centers, students at the same campuses but not referred to Reset Centers, and the district overall.⁷ For students in grade 12, the evaluator compared graduation rates for students referred to Reset Centers, students at the same campuses not referred to Reset Centers, and the district overall.⁸

Results

Disciplinary Actions and Recidivism

Overall

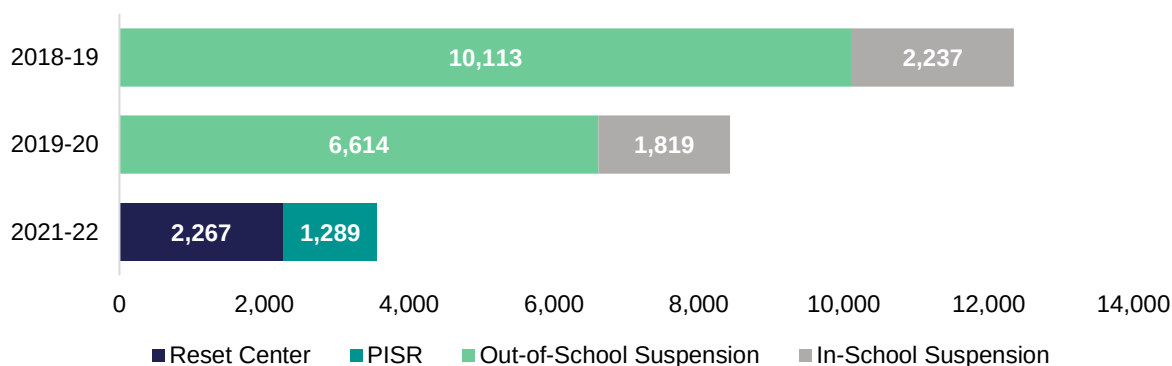
The overall number of disciplinary actions at campuses with Reset Centers decreased from 14,396 in 2018-19 to 6,019 in 2021-22. Out-of-school and in-school suspensions – Reset Center referrals and Positive Intervention Support Referrals (PISR) during the 2021-22 school year – decreased from 12,350 in 2018-19 to 3,556 in 2021-22.

⁶ On-track status is five or more credits and less than two semester failures (excessive absences not included as failures) of first-time grade nine non-special education students.

⁷ SEAS provided a list of students who received services in a Reset Center on 07/12/22. This was matched to the EOY student demographic file dated 05/31/22 to create a list of students at Reset Center campuses but not served by the program. District students overall were determined using the 2021-22 PEIMS snapshot demographic file dated 11/01/21. These files were merged with the district On-Track data file dated 07/01/22.

⁸ SEAS provided a list of students who received services in a Reset Center on 07/12/22. This was matched to the EOY student demographic file dated 05/31/22 to create a list of students at Reset Center campuses but not served by the program. District students overall were determined using the 2021-22 PEIMS snapshot demographic file dated 11/01/21. These files were merged with the district graduation data file received 07/18/22.

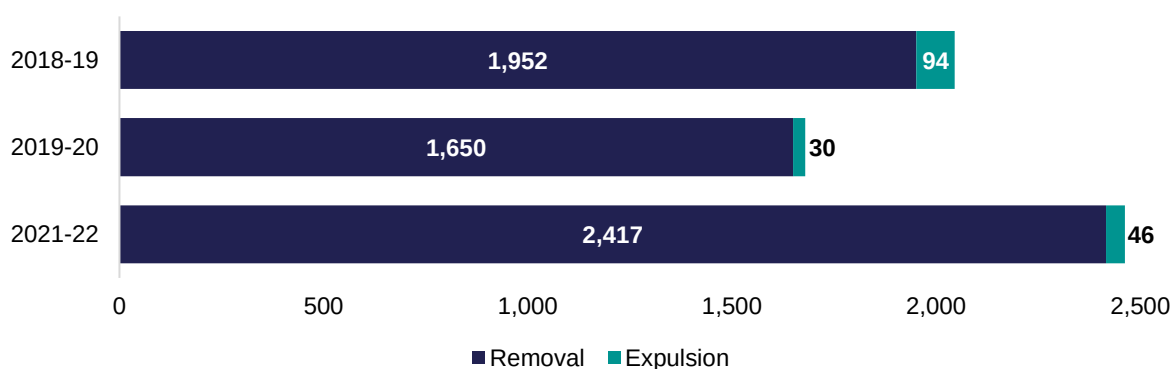
Figure 1: 2018-19, 2019-20, and 2021-22 Overall Frequency of Suspensions, Reset Center Referrals, and Positive Intervention Support Referrals for Students at Campuses with a Reset Center



Source: 2018-19 discipline file dated 08/13/2020, 2019-20 discipline file dated 08/19/2020, and 2021-22 discipline referral data received from SEAS on 08/30/2022.

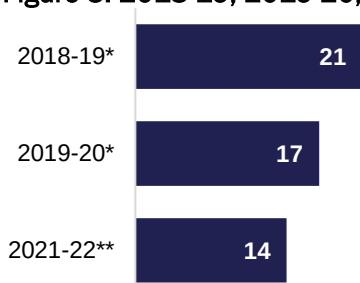
While the overall number disciplinary referrals decreased from the 2018-19 school year, the numbers of removals to the DAEP at Reset Center campuses increased by 24 percent during that time (Figure 2). The number of removals during the 2021-22 school year was 30 percent higher than during the 2019-20 school year.

Figure 2: 2018-19, 2019-20, and 2021-22 Overall Frequency of Removals and Expulsions for Students at Campuses with a Reset Center



Source: 2018-19 discipline file dated 08/13/2020, 2019-20 discipline file dated 08/19/2020, and 2021-22 discipline referral data received from SEAS on 08/30/2022.

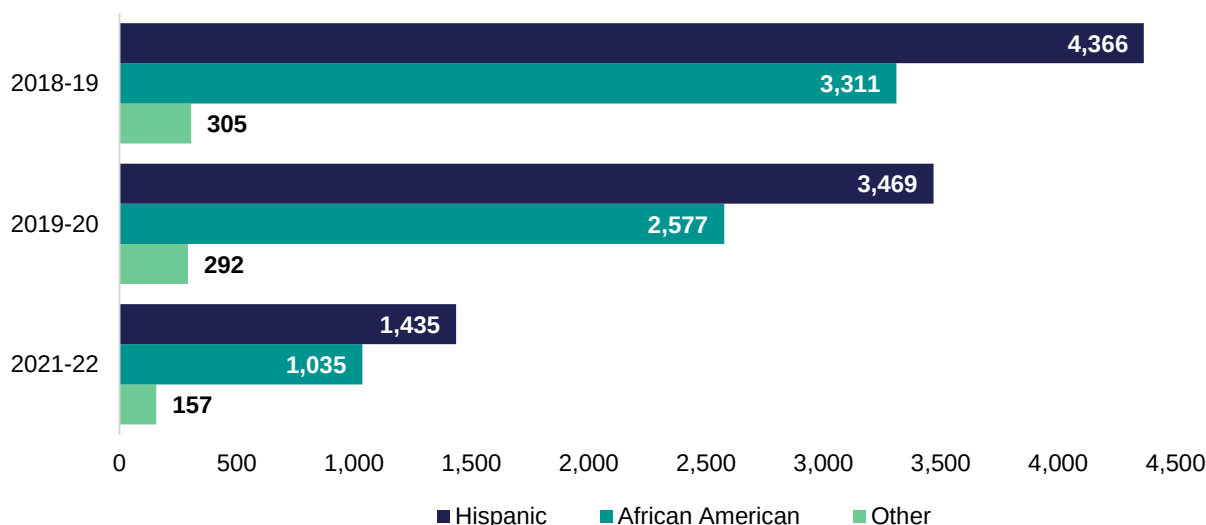
As the total number of disciplinary actions decreased from the 2018-19 school year to the 2021-22 school year, the percentage of students committing the same offense multiple times has also decreased. The percentage of students committing recidivism was 21 percent in 2018-19, 17 percent in 2019-20, and 14 percent in 2021-22. Overall, 2,627 students received the 3,556 Reset Center referrals during the 2021-22 school year. Of those students, 370 (14%) committed recidivism.

Figure 3: 2018-19, 2019-20, and 2021-22 Overall Percentage of Students Committing Recidivism

Source: 2018-19 discipline file dated 08/13/2020, 2019-20 discipline file dated 08/19/2020, and 2021-22 discipline referral data received from SEAS on 08/30/2022. *Students may have received in-school or out-of-school suspensions. **Students may have received Reset Center referrals.

By Race

At Reset Center campuses, the overall number of students committing disciplinary actions by race for the 2018-19 through 2021-22 school years are presented in Figure 4. From 2018-19 to 2021-22, the number of disciplinary actions for Hispanic students decreased by 24 percent from 4,366 to 3,320 and the number of actions for African American students decreased by 55 percent from 3,311 to 1,492. The number of disciplinary actions for students of other racial backgrounds decreased by 48 percent from 334 to 175.

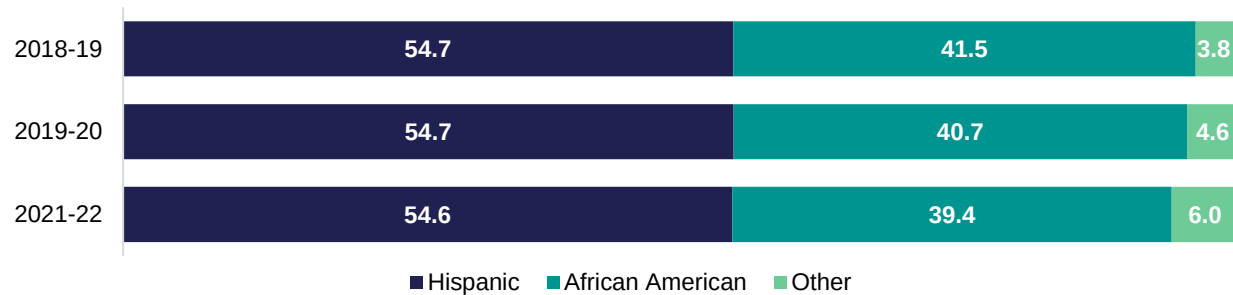
Figure 4: 2018-19, 2019-20, and 2021-22 Frequency of Disciplinary Actions at Campuses with a Reset Center by Race

Source: 2018-19, discipline file dated 08/13/2020 and demographic file dated 05/28/2019; 2019-20, discipline file dated 08/19/2020 and demographic file dated 05/29/2020; 2021-22, discipline referral data received from SEAS on 08/30/2022 and demographic file dated 05/31/2022.

Note: Other includes Asian, white, Native American, Hawaiian/Pacific Islander, and two or more races.

The proportion of students that committed disciplinary actions by race during the 2021-22 school year were mostly similar to the proportions during the previous two school years (Figure 5). The proportion of students that were African American has dropped two percentage points, while the proportion of students in the other category increased by over two percentage points.

Figure 5: 2018-19, 2019-20, and 2021-22 Percentages of Students Committing Disciplinary Offenses at Campuses with a Reset Center by Race

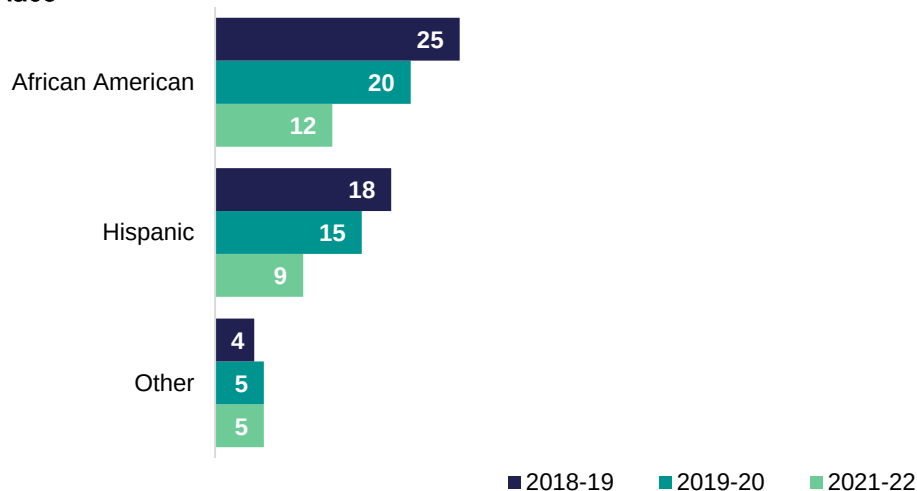


Source: 2018-19, discipline file dated 08/13/2020 and demographic file dated 05/28/2019; 2019-20, discipline file dated 08/19/2020 and demographic file dated 05/29/2020; 2021-22, discipline referral data received from SEAS on 08/30/2022 and demographic file dated 05/31/2022.

Note: Other includes Asian, white, Native American, Hawaiian/Pacific Islander, and two or more races.

The percentages of students committing recidivism by race for each school year are presented in Figure 6. The recidivism rates for students of each racial background decreased with each year. Twenty-five percent of African American students, 18 percent of Hispanic students, and four percent of students of other racial backgrounds committed recidivism during the 2018-19 school year. During 2021-22, the rates dropped to 12 percent for African American students and nine percent for Hispanic students.

Figure 6: 2018-19, 2019-20, and 2021-22 Recidivism Rates at Campuses with a Reset Center by Race



Source: 2018-19, discipline file dated 08/13/2020 and demographic file dated 05/28/2019; 2019-20, discipline file dated 08/19/2020 and demographic file dated 05/29/2020; 2021-22, discipline referral data received from SEAS on 08/30/2022 and demographic file dated 05/31/2022.

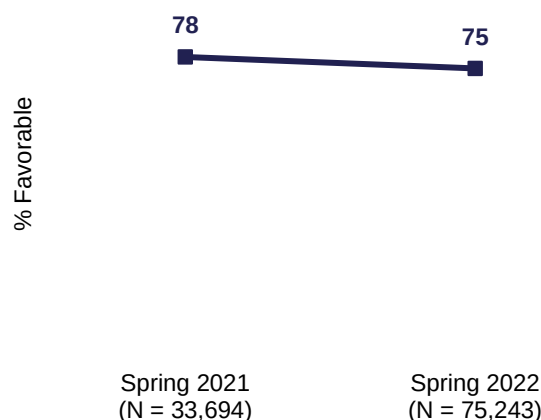
Note: Other includes Asian, white, Native American, Hawaiian/Pacific Islander, and two or more races.

For the 1,878 students that visited a Reset Center during the 2021-22 school year, 18% ($N = 144$) of African American students, 13% ($N = 128$) of Hispanic students, and 18% ($N = 19$) of students of other racial backgrounds committed recidivism.

Classroom Climate

Prior to the implementation of Reset Centers, 78 percent of students at Reset Center campuses responded favorably about their classroom climate (Figure 7). The proportion was slightly lower during the 2021-22 school year (75%), the first year with Reset Centers.

Figure 7: 2020-21 to 2021-22 Percentage of Favorable Ratings on the Student Survey Classroom Climate Subscale at Campuses with Reset Centers



Source: Student Experience Survey data received from the district Office of Institutional Research on 07/12/21 (2020-21) and 06/28/22 (2021-22).

Note: The Spring 2021 survey results did not include campuses with response rates of less than 52 percent and should be viewed with caution.

Reset Center Exit Surveys

After visiting the Reset Center, students completed an exit survey. Complete survey results are presented in Appendix A. Students generally felt that Reset Center Coordinators spent time with them to understand what they were going through and found ways to support them (84%), reported that they had obtained clear strategies to rejoin their regular classes that would make a positive difference (79%), and felt much better after their time in the center (79%; Figure 8).

Figure 8. 2021-22 Exit Ticket: Support, Return to Class, and Emotional Change Responses

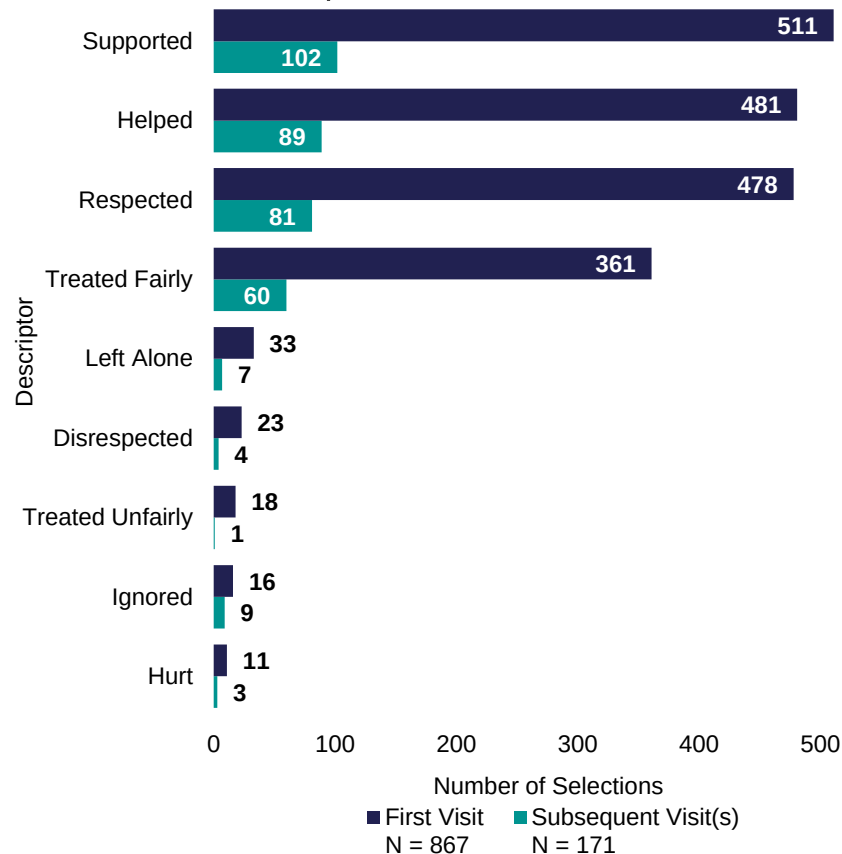


Source: Exit Ticket surveys completed from 01/27/2022 to 06/07/2022.

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 (Figure 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*.

Figure 9: 2021-22 Exit Ticket: Number of Times Reset Center Students Selected Treatment Descriptors

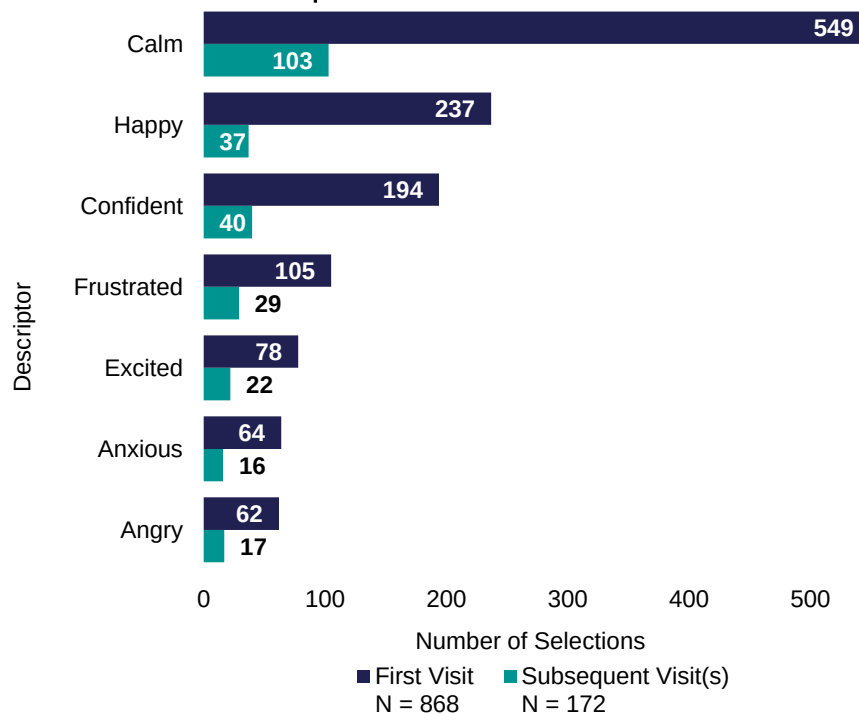


Source: Data received from SEAS on 06/28/22.

Note: Students could select more than one treatment descriptor, thus, some students are included more than once. Data from surveys completed after second, third, and fourth visits are combined for subsequent visits.

After completing each Reset Center referral, students also selected emotional descriptors that characterized how they felt when leaving the Reset Center (Figure 10). After first and subsequent visits, *calm* was the most often selected descriptor. Negative descriptors *anxious* and *angry* were selected least often.

Figure 10: 2021-22 Exit Ticket: Number of Times Reset Center Students Selected Emotional Descriptors



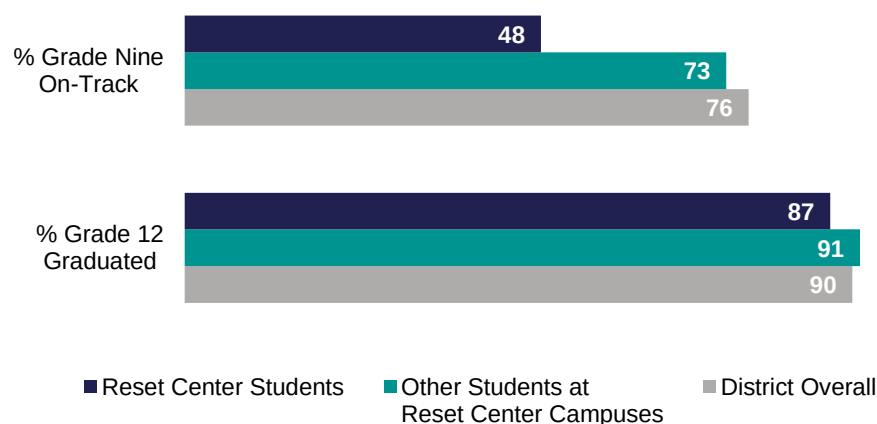
Source: Data received from SEAS on 06/28/22.

Note: Students could select more than one emotional descriptor, thus, some students are included more than once. Fine and sad were included as descriptors but were not selected. Data from surveys completed after second, third, and fourth visits are combined for subsequent visits.

On-Track and Graduation Rates

The percentages of Reset Center students, other students at the same campuses, and district students overall in grade nine and considered on-track and grade 12 students who graduated establish a baseline for future analyses and are presented in Figure 11. Complete results with the number of students in each category are presented in Appendix B. For grade nine students, the percentage of Reset Center students considered on-track (48%) was far lower than other students at the same campuses (73%) and the district overall (76%). Of grade 12 students, 87 percent of Reset Center students graduated in May 2022. Rates were slightly higher for other students at the same campuses (91%) and district students overall (90%).

Figure 11: 2021-22 Grade Nine On-Track Rates and Grade 12 Graduation Rates for Reset Center Students, Other Students at Reset Center Campuses, and All District Students



Source: Data for the district overall is from the PEIMS demographic file dated 11/01/21. On-Track indicator data from the district student data file dated 07/01/22. Graduation data from the district graduation file received 07/18/22.

Note: Ns are presented in Appendix B.

What were the staff perceptions of the Reset Centers?

Methodology

Focus Groups

The evaluator developed focus group protocols and conducted a total of five focus groups – four with Reset Center Coordinators and another with SEAS managers – to solicit feedback on Center activities, barriers to implementation, and successes during the school year. Focus group protocols can be found in Appendix C. Seven middle school coordinators participated in two focus groups, eight high school coordinators participated in two focus groups, and three SEAS managers participated in one focus group. All but one coordinator was randomly selected from the district personnel file dated January 5, 2022. One participant was recommended by SEAS to ensure at least three participants per group. Focus group interviews were conducted virtually using an online meeting platform and each lasted approximately one hour. Focus groups were conducted from March 23, 2022 to April 6, 2022 with Reset Center Coordinators and on April 11 with SEAS Managers.

The evaluator transcribed recorded focus group interviews and used an open coding process to identify prominent themes from participant comments. The evaluator summarized the themes and supplemented with direct quotations to illustrate examples as appropriate. All direct quotations from managers and coordinators are presented in an italic font or set apart as a block quote.

Surveys

Using the prominent themes identified from the focus group analysis and collaborating with SEAS program leadership, the evaluator developed two surveys: one survey for Reset Center Coordinators and

a separate survey for campus principals and Campus Behavior Coordinators⁹ (CBC) at campuses with Reset Centers. Surveys included items about 1) meetings between Reset Center Coordinators and campus administrators (two items); 2) potential behavior improvements (4 items); 3) potential incident reduction (5 items); 4) perceptions about the Reset Center (5 items); and 5) perceptions about campus teachers (5 items), administrators (6 items for coordinators and 5 items for principals and CBCs), and Reset Center Coordinators (5 items).

SEAS provided the evaluator with a list of all Reset Center Coordinators and CBCs. Principals at Reset Center Campuses were identified using the district personnel file dated May 3, 2022. The surveys were open from May 19, 2022 to June 6, 2022 with periodic reminders sent to potential respondents who had not yet completed the survey. The evaluator completed frequency analyses on item responses by respondent type (coordinator, principal, and CBC).

Results

Focus Groups

Results from the Reset Center Coordinator focus groups and SEAS Manager focus group are summarized in the following eight sections based on themes that emerged during analysis.

Beginning-of-Year Program Messaging

When discussing the implementation of Reset Centers over the course of the 2021-22 school year, Reset Center Coordinators and SEAS Managers indicated that the program had a rough roll out during the first semester. Coordinators mentioned poor campus buy-in, explaining that everything seemed rushed. Due to a lack of clear messaging and sufficient PD, coordinators related that some campus teachers and administrators had little understanding of the program “beyond no in-school suspensions or out-of-school suspensions.” Both managers and coordinators indicated that insufficient buy-in from administration and teachers hampered program success throughout the school year. Teachers, one coordinator explained “... *felt like something was taken away. It put more onus on them to have diverse classroom management, and that's a heavy lift when you've been doing things a certain way for so long.*”

SEAS Managers and coordinators expressed sympathy for teachers who “*have more than one student to teach and ensuring that students learn is their primary responsibility.*” One manager explained that the push to keep students in school and in classes that came with the Reset Center Program placed the teachers in roles as disciplinarians that the teachers feel are at odds with their role as educators, saying, “*Part of teacher frustration is that they have to teach the student. They don't – can't – have the necessary time to listen to an individual student's issues and help them rethink different situations and how they could have done things a different way.*”

One coordinator was more specific about the type of misunderstanding they experienced initially from administrators at their campus regarding the purpose of the Reset Center Program. They were

⁹ All Campus Behavior Coordinators were in the role as part of their duties as Assistant Principals.

frustrated because students were referred for behaviors that could not be reset and felt the Reset Center was used as a holding room.

A lot of kids come for minor stuff that could be handled outside Reset. Students coming to reset because they threw a piece of paper in the wind. You know, in those situations you are trying to figure out what do I reset here? I've had incidents where I had to reset somebody for wearing jeans. I just don't understand how to reset somebody for a pair of jeans, but I've seen that.

At the end of the first semester, however, program efficacy began to change. Coordinators and managers indicated that they saw improvement after the SEAS director conducted a listening tour of campuses. As one manager explained,

The way that we did the listening tours was more intimate and provided the principals not only with the purpose of Reset [Centers], but also gave them the opportunity to ask questions. I think if we would have started it that way, we probably could have garnered a lot more campus buy-in from the beginning rather than trying to navigate our way through the first semester.

Campus Administration and Other Staff Members Adapt to Reset Centers

Indeed, the program also changed the way campus administrators – principals and CBC in particular – dealt with disciplinary issues. A SEAS Manager explained how principals became more thoughtful, resourceful, and deliberate:

Principals have to pay more attention... to behavior and making sure the students are sent to the Reset Center or cool down area or whatever the respective campus may have. In order for students not to be sent home... that changes. Principals are more aware about how they are supposed to handle different situations because punitive consequences are not there anymore. They have to get parent attention and have conferences. They have to make sure that teachers understand that there are ways that, if a student curses them out one day, the student can work on behavior and get ready to return to class.

Some principals developed alternative consequences outside the Reset Centers. During a focus group discussion, one manager related, *"They have become more creative with what interventions they can do. If they want consequences put into place like community services before or after school, they have to have staff for that."* Another manager explained that at their campus, *"I do not receive a lot of students when I'm in the Reset Center because we made a big push to exhaust all classroom interventions before you write the referral. It is almost tough for students to be admitted into the Reset Center because we put the onus back on the teachers."* Conversations with teachers about alternative interventions that could alleviate many disciplinary problems became the primary role for this coordinator.

A different manager expanded on the wariness of fully adopting the Reset Center program by offering advice. For campus administrators who were doubtful, managers believed that seeing could lead to believing:

If they [principals] are unsure of it, I encourage them to visit with campuses that have been successful. Talk to those principals and see what they're doing and understand why it's been so successful on their campus. [SEAS Managers] can message all we want, but when you are actually out there talking to your colleagues and your peers and you can see what is working on campuses like yours, it can be powerful.

A high school coordinator reflected on efforts to change the perception of the Reset Center among campus staff members. While this coordinator was successful, they recognized that many staff members remained hesitant to fully invest in the program.

There were definitely a lot of challenges around getting staff members on campus to be aware of... this new initiative of restorative practices and SEL. At the start of the year, I took a lot of time with doing a lot of professional development around restorative practice SEL, mindfulness and what that entails and how it's aligned essentially with redirecting behavior and is more effective than ISS. That [program buy-in] was definitely one of my biggest challenges. It was a lot of modeling for the first few months, and teachers really saw how my engagement with students was, for the most part, successful. Really just changing the mindset of staff members on campus was a huge challenge, and it still is to a certain extent, but not as detrimental as it was in the beginning.

Throughout the focus groups, coordinators and managers alike spoke of the importance of clear, open communication with campus administrators. Nearly all high school Reset Center Coordinators mentioned the support they received from Assistant Principals.

Misunderstanding rules and regulations of Reset. A lot of kids come for minor stuff that could be handled outside Reset. Students coming to reset because they threw a piece of paper in the wind. "You know, in those situations you are trying to figure out what do I reset here? I've had incidents where I had to reset somebody for wearing jeans. I just don't understand how to reset somebody for a pair of jeans, but I've seen that.

The [SEAS Manager] phones ring quite often. Mostly, [questions are] about the Code of Conduct, not necessarily about Reset. It is various questions about the Code of Conduct... if a student can be placed in Reset or DAEP. Sometimes it is more basic, like how can they classify a certain offense and what can they do about certain behaviors that are occurring on campus.

Reset Center Resources and Coordinator Role

Across the focus groups, a few coordinators and managers conceded that some Reset Center rooms were not large enough to accommodate the number of students referred. One coordinator mentioned the Reset Center at their campus was, "... *barely bigger than a large office.*" The room size would not allow students to be sufficiently separated, particularly those that may have recently had a physical altercation with each other. Other coordinators mentioned that the rooms, while accommodating, lacked the various supplies necessary to work with the different types of students and behaviors they may see during the day.

Coordinators at the high schools provided suggestions for more support in the form of teacher aides at larger campuses. One related, "*I think if we have a teacher aide come in and support the Reset Center, that would free myself up to be more mobile and deescalate situations before they become major situations. One person in one room for all these kids. I feel like we need a bit more.*" Another coordinator explained that an aide would help rotate students among stations and activities within the Reset Center. For some students, the coordinator resets them multiple times for the same behavior. At some point they became frustrated about not being able to move on to other students that might have benefitted from more direct attention. Some participants noted that at their campus and others, aides are available to assist in the Reset Centers. They often help by retrieving students that received a Reset Center referral while allowing the coordinators to remain in the Reset Center and focus on students already in the Reset Center.

A few coordinators spoke of being pulled from the Reset Center to take on different roles such as lunch monitors or substitute teachers. While at these roles, students could not be assigned to the Reset Center. An ESOS manager summed up the situation, stating, *“In the beginning, there were quite a few holes with the onset of the school year, so they were using them to fill in at some points. I hadn’t heard a lot about them serving as substitutes, but that is when we – as managers – step in, have conversations, and let them [principals] know that this is not a part of what we want to be doing as a regular practice.”*

Some coordinators sought out other supportive roles for themselves and for the Reset Centers. They had begun to offer the room to teachers for regular yoga and mindfulness sessions. One high school coordinator has had some students receive referrals then return on their own to continue restorative practice and SEL activities. The students come back during lunch periods – not class periods. Some days as many as 15 students participated during one of three lunch periods. Another coordinator did the same when possible, but could not accommodate students every day because the priority is always to referred students.

Teacher Support

As the school year bore out, coordinators realized that much of their work should be with teachers. A coordinator said succinctly, *“Teachers can be short with students, maybe they don’t know how to (or want to) work with students and keep them in the classroom. Sometimes it can be the teacher that acts out.”*

Many coordinators spoke of the difficulties of the current school year for teachers. Providing teachers with interventions and support became a large portion of the coordinator role on campus. One stated,

... teachers spent so much time away from the traditional classroom that they forgot how to be teachers. We went from trying to get everything virtual back to 35 students in your class – let’s go! The PD was good initially, but extreme behaviors kicked in and it was okay. Now I’m working at a one-to-one level with teachers who are struggling to make adjustments.

Coordinators often discussed teachers and other campus staff falling into power struggles with students. A coordinator expanded on where some teachers face difficulties:

We’re having power struggles with adults and kids on a consistent basis because the kids are not responding the way they once responded. Now it is about getting the adult to understand that they are not going to win a power struggle with a kid. It is a class of kids and one of you. Let’s find a way to deescalate so that [the teacher] isn’t getting themselves into these power struggles. That’s what it has been as of late – that’s been the biggest thing – having those one-on-ones with the teachers then following up with the students to get them on the same page.

The coordinators offered constant reminders to remain calm and in control, because *“If they get baited in going back and forth with the student, it just keeps going back and forth.”*

As many coordinators stated, the focus was on the students. A coordinator described their situation, saying, *“It was difficult to find time to help teachers when you have students coming in all the time.”* Another made it a point to meet with teachers during planning periods. This coordinator explained,

Teachers say, “Hey, these are the students that I have in this period or that period, this period I might have a little power struggle. Do you mind coming in and just sitting and observing or doing a classroom reset or being an active presence? Once teachers realize

that you are an active presence and you become more visible, people start to appreciate and respect you.”

Another coordinator continued, reporting that they often intended to follow up with teachers and work with them intentionally, but only, “... *if I’m free... and I don’t have an opportunity to do that a lot of times, unfortunately. If there is a fight, once those kids have that engagement, my attention and focus goes to those kids.*”

Still, teachers understood that the Reset Centers were intended to keep students on campus and engaged in their classwork even though they weren’t in the physical classroom. All coordinators reported that they were easily able to obtain classwork online or through handouts from classroom teachers. One summed up that teachers never wavered from their concerns about students completing work, saying, “*Teachers are always following up, making sure that the students are staying on task with assignments, especially if there’s project that are due or there is an assignment that they have to turn in in order for them to get a grade.*”

Further statements about teacher support follow:

Some of the coordinators go in and do observations. If the teachers have students that are having a continuous behavioral problem, they may go in and try to start doing a restorative circle, a respect agreement, or another restorative practice intervention to try to alleviate some of the disruptive behavior occurring in the classroom. They do provide mental support to the teachers.

[Coordinators] were required to check with teachers after students returned to the classroom environment.

Teachers have come to the Reset room if they needed time to decompress. At first, they were reluctant because here was this new concept that nobody, I think, really understood. Now it is becoming a little bit better received and they understand what is going on.

Student On-Going Dependence on Reset Centers

Managers and coordinators explained that they did not want students to depend on the Reset Centers to make it through a school day. The goal was to reset and integrate back into the traditional classroom. Some coordinators found that, at the beginning of the year, many students visited and found the Reset Center to be a safe space. Then, students came by on a regular basis, hoping to “*chill out*” for a minute. Reflecting the thoughts of most coordinators that students need the Reset Center but should also have an immediate, legitimate reason for visiting, a coordinator related, “*Depending on the circumstance, it is rare that I allow them to come and chill because I don’t want them to use the Reset Center as a crutch anytime they are frustrated or presented with an issue.... I’ve gotten really good about asking how it would benefit them to be in Reset at that time, so they know that they’ll need to explain that.*”

A manager explained how they talk to coordinators about making sure the program does not become a crutch, saying,

Students self-report, and that is great. But I just explained to the coordinators that students have to be reformed and that students have to know that. If you’re not supposed to be in here, you’re supposed to return back to your regular classroom population. Coordinators have to set those boundaries so that students know that it is okay for them

to stop by and, in passing say, 'Hey, I'm doing good today. I just wanted to let you know.' But, students can't be hanging out instead of going to gym or something like that.

Another middle school coordinator talked about the types of students that visit their Reset Center without referrals. This coordinator recognized that, while they could help many students in the short term, some students need additional services. The coordinator said,

Students get placed in Reset because they have violated the Student Code of Conduct and were referred by the grade-level administrator. The administrator makes the decision whether or not that student spends three days or a class period a day. Students can come if they're struggling on their own. We have some kids that struggle with anxiety. We also have some kids that go back and forth with depression. Those students, most of them reached out on their own or a teacher reached out on their behalf and said, 'Hey, I'm concerned about a kid, can you check in with them?' Usually after about one or two conversations we can determine if that kid needs to come see me regularly or if I need to refer them to someone else that may be able to support them a little better.

Student Service Referrals and Challenges

As students spent time in the Reset Centers, it became clear to many coordinators that some students might require other, more specialized, services that they could not provide. Some found success working closely with Student Engagement Coordinators and sharing information with Youth and Family Services about mentoring programs offered on campus. The Reset Center Coordinator acted as a liaison among the different avenues that the district has for additional support. A middle school coordinator explained the problems that they faced,

Some things go far beyond just simple behavior modification. Some things are clinically needed to happen, you know? And I think every campus should be equipped with someone who is able to handle those types of situations. Especially if you have a student that is having emotional problems, you know, and there is a therapeutic need that should occur for this person to be okay... and regular school is not the answer because if they are coming to Reset for things time and time and time [again], there's a deeper problem.

Indeed, coordinators and managers clarified that there are MHS specialists on all campuses once or twice a week who can make the referrals. A middle school coordinator put it simply, *"But it is hard once you make that referral, then the parents come in and the parents are like, 'Well, there's nothing wrong with my child.'"* A manager summarized the situation, *"The MHS piece has been challenging just because of the need to get parental consent. The coordinators did an excellent job of communicating and getting in contact with parents, but when they [parents] hear the term 'mental health,' for a lot of parents, that's an automatic shutdown."*

Another coordinator explained the lack of parent acceptance of these services by detailing the fatigue that some parents may be experiencing as student problems rise. They said,

The students are consistently into something and the parents stop picking up the phone. You want to refer them to the services available, but the school has called for many reasons: fighting, disrespecting the teacher, academic performance. We've called for seven or eight reasons before we said, 'Okay, he needs more.' Now we're calling you to get him more support and the pushback is already in effect because they've heard all of these negative comments about their child and that [parental] buy-in becomes more difficult.

Some high school coordinators did not report the same difficulties. They talked about discussing things with the student then calling parents and detailing the situation, explaining that the student and coordinator discussed the possibility of participating in counseling services, but that the only way that could happen is with consent. *“A lot of times the parents are more receptive,”* one coordinator said.

Other coordinators faced problems getting students SPED services that they felt were necessary to get students successfully back in classrooms. They explained, *“It is the slow, very slow-moving machine of the SPED Department that will keep students falling back. Some students are being forced into classrooms where teachers don’t want them, perceiving small infractions as larger.”* The coordinator continued to speak frustratingly about resetting students in the center then trying to re-introduce the student into the classroom only for the student to be told not to enter at the doorway.

Potential Limitation of Reset Centers

Some coordinators related problems dealing with confrontational students to the detriment of other students in the Reset Center. One coordinator stated,

There are some students that actually need to be in the Reset Centers because they didn’t need to be far away [from school]. This is supposed to be a calming place, and I shouldn’t have all this chaos. They are giving us resources to bring a more calming presence, but I have to put out a fire in my classroom. That’s not... that’s not bringing a calming presence.

Another coordinator believed that some students – not many – simply should not remain on campus due to repetitive, violent actions. This coordinator stated, *“There needs to be a buffer between DAEP and my campus. Sometimes the campus needs a break from the student as much as the student needs a break from the campus.”*

Overall Impact

Principals have seen a gradual culture change on campus where they’ve seen some of the restorative philosophy put to practice – where students are being mediators for their friends. They were learning how to defuse situations very quickly. A coordinator said further,

That, to me... it’s a big success. Anytime we can train students to be advocates for themselves – to self-manage and be self-aware – we’re preparing citizens that are going to be successful no matter where they go. It doesn’t matter how talented you are, if you can’t take direction from someone without blowing up or can’t defuse situations, then... you’re not going to get very far in life.

Another manager thought the most success that the Reset Centers had this year was just getting campus administrators and teachers to understand the concept of how students can change their behavior, repair friendships, and stay in school instead of being sent home. *“They were able to stay on campus and repair their relationship and continue their education. It varies from campus to campus, but just sending students home for three days doesn’t do it [improve behavior], and a lot of times they engage in more trouble when they are staying home. Now they are able to stay in school, learn self-management skills, self-awareness, and get to reflect back on their behavior and how to make better choices going forward.”*

Additional statements regarding the first-year success of the Reset Centers follow:

Unfortunately, a lot of [students] had to go there when they got in trouble in the first place, but now they know that they have someone that they can trust. That person is going to be their advocate but is also going to hold them accountable.

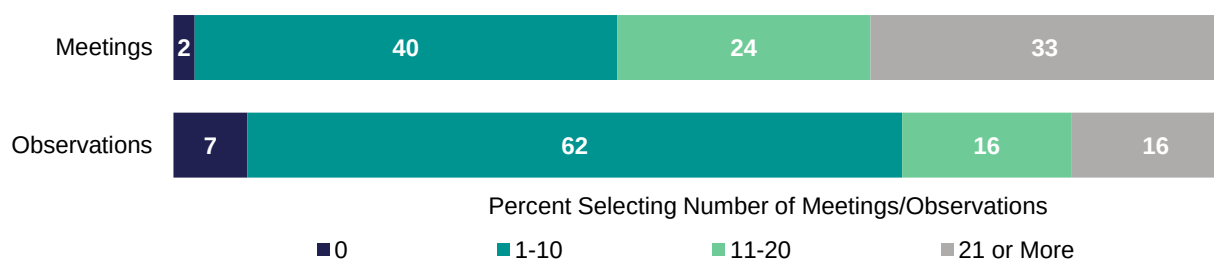
The goal is always to keep the student in school so that learning can be achieved. We're working toward that. I look forward to more buy-in from the beginning with the next school year.

Surveys

This section includes key results from the coordinator and principal/CBC surveys. Full results by question, respondent type, and response frequency are provided in Appendix D. Of the 50 Reset Center Coordinators, 51 principals, and 185 CBCs who received an invitation to complete the survey, 45 (90%) coordinators, 28 (55%) principals, and 65 (35%) CBCs completed the survey.

Exactly 40 percent of Reset Center Coordinators reported meeting with campus administrators one to 10 times during the school year and 33 percent reported that they met with administrators 21 or more times (Figure 12). Most coordinators (62%) reported that campus administrators met with them to observe the Reset Center one to 10 times during the school year, followed by 11-20 observations (16%) and 21 or more observations (16%). Two percent of coordinators indicated that they never met with campus administrators and eight percent of coordinators reported that campus administrators never conducted an observation of Reset Centers.

Figure 12: 2021-22 Number of Times Campus Administrators Met and Observed Reset Center Coordinators During the School Year, Reset Center Coordinator Responses

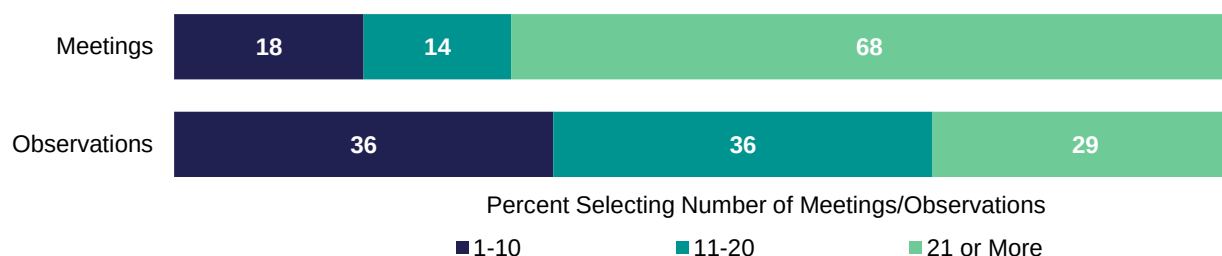


Source: Coordinator and administrator surveys administered from 05/19/2022 through 06/06/22.

Note: Percentages may not sum to 100 due to rounding.

Most principals (68%, Figure 13) and CBCs stated that they met at least 21 times with Reset Center Coordinators during the school year, though the proportion was slightly lower for CBCs (58%, Figure 14). Thirty-six percent of principals reported observing the Reset Center one to 10 times and another 36 percent indicated they conducted an observation 11-20 times during the school year. The highest proportion of CBCs (42%) reported observing Reset Centers one to 10 times during the school year.

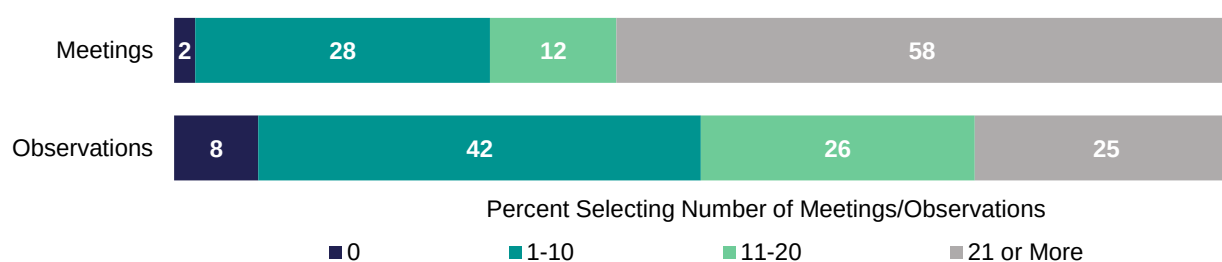
Figure 13: 2021-22 Number of Times Principals Met and Observed Reset Center Coordinators During the School Year, Principal Responses



Source: Coordinator and administrator surveys administered from 05/19/2022 through 06/06/22.

Note: Percentages may not sum to 100 due to rounding.

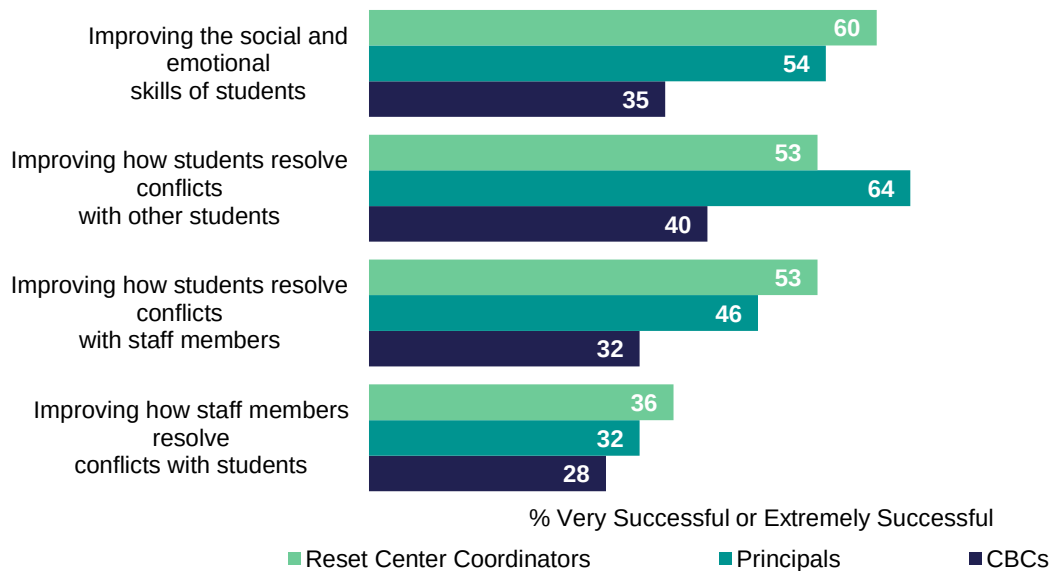
Figure 14: 2021-22 Number of Times the CBC Met and Observed Reset Center Coordinators During the School Year, Campus Behavior Coordinator Responses



Source: Coordinator and administrator surveys administered from 05/19/2022 through 06/06/22.

Note: Percentages may not sum to 100 due to rounding.

In general, Reset Center Coordinators were more likely than principals and CBCs to rate the Reset Center program as very successful or extremely successful (Figure 15). Sixty percent of coordinators reported that the centers were very or extremely successful at improving the social and emotional skills of students (vs 54% of principals and 35% of CBCs) and 53% indicated that the centers were very or extremely successful at improving how well students resolved conflicts with staff members (vs 46% principals and 32% CBCs). Additionally, thirty six percent of coordinators indicated that the Reset Center was very or extremely successful at improving how well staff members resolved conflicts with students (vs 32% of Principals and 28% of CBCs). On the other hand, a higher proportion of principals (64%) reported that centers were very or extremely successful at improving how students resolved conflicts with other students compared to coordinators (53%) and CBCs (40%).

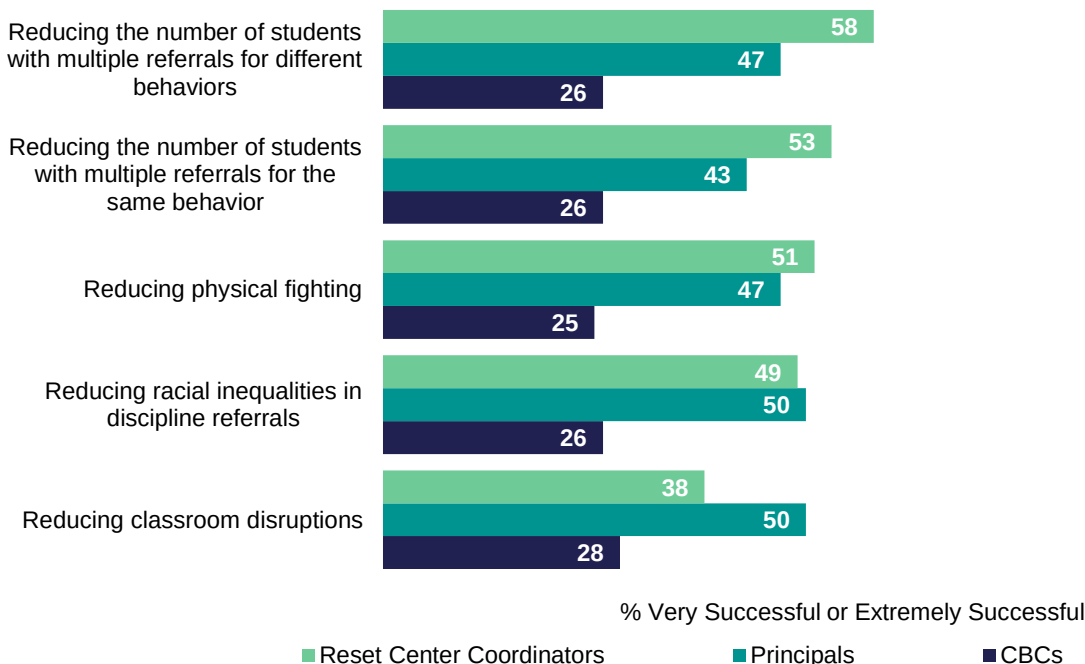
Figure 15: 2021-22 Perceptions of Reset Center Impact on Conflict Resolution and Social Emotional Skills

Source: Coordinator and administrator surveys administered from 05/19/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. Response options included not at all successful, slightly successful, moderately successful, very successful, and extremely successful.

Higher proportions of Reset Center Coordinators than principals perceived their Reset Centers as very or extremely successful at incident reduction in three categories while higher proportions of principals rated the centers as very or extremely successful at incident reduction in two categories (Figure 16). CBCs were far less likely than coordinators and principals to rate reductions in each behavior as very or extremely successful across the five items. Fifty eight percent of coordinators reported that centers were very or extremely successful at reducing the number of students with multiple referrals for different behaviors (vs. 47% principals and 26% CBCs), 53% indicated centers were very or extremely successful at reducing the number of students with multiple referrals for the same behavior (vs. 43% principals and 26% CBCs), and 51% indicated centers were very or extremely successful at reducing physical fighting (vs. 47% principals and 25% CBCs). Fifty percent of principals reported that the Reset Centers were very or extremely successful at reducing racial inequalities in discipline referrals (vs. 49% coordinators and 26% CBCs) and 50 percent indicated that the centers were very or extremely successful at reducing classroom disruptions (vs. 38% coordinators and 28% CBCs).

Figure 16: 2021-22 Perception of Reset Center Impact on Reducing Referrals, Fighting, Classroom Disruptions, and Racial Inequalities in Discipline Referrals

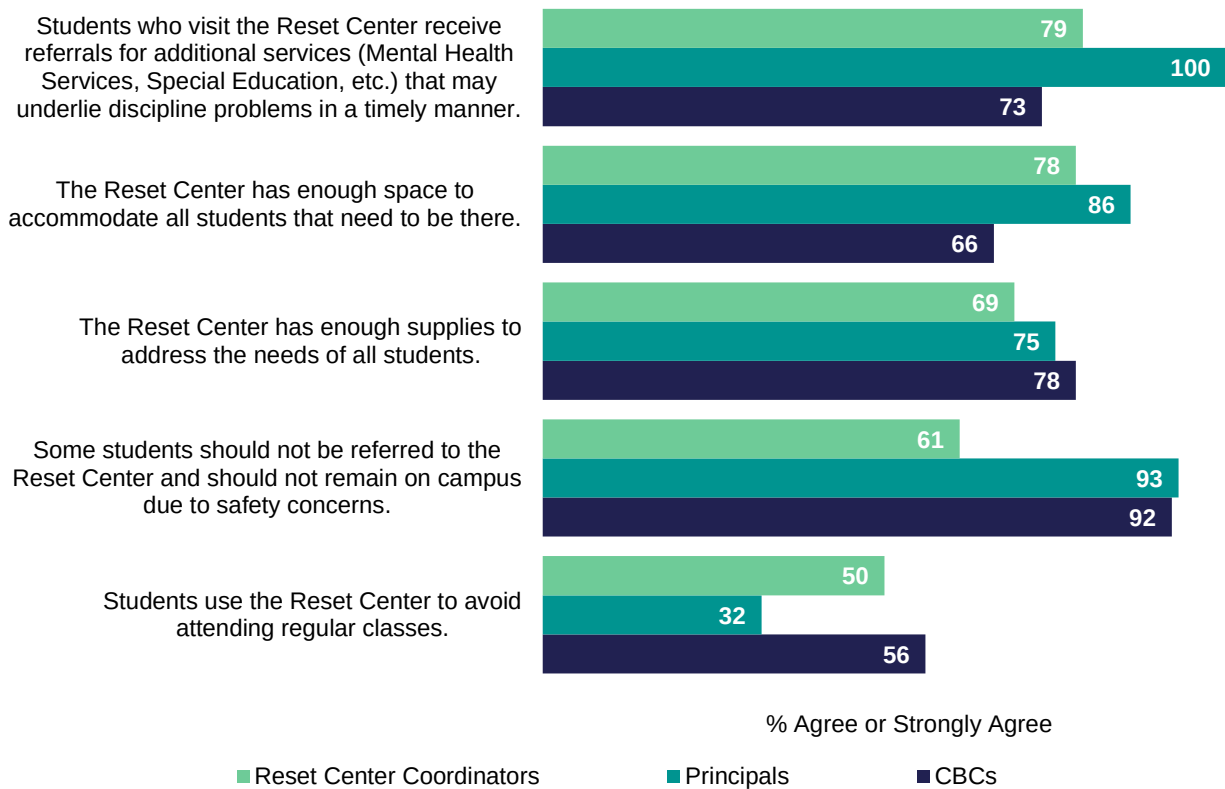


Source: Coordinator and administrator surveys administered from 05/19/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. Response options included not at all successful, slightly successful, moderately successful, very successful, and extremely successful.

Perceptions of the Reset Centers physical spaces, supplies, student service referrals, student dependence and student safety varied among the three types of respondents (Figure 17). All principals related that the students who visited the Reset Centers received referrals for additional services (Mental Health Services, Special Education, etc.) in a timely manner (vs. 79% coordinators and 73% CBCs), 93 percent believed that some students should not be referred to the Reset Center and remain on campus due to safety concerns (vs. 61% coordinators and 92% CBCs), and 86 percent believed that the Reset Center on their campus had enough space to accommodate all students that needed to be there (vs. 78% coordinators and 66% CBCs). Seventy-eight percent of CBCs reported that the Reset Center on their campus had enough supplies (vs. 69% coordinators and 75% principals) and most CBCs (56%) agreed or strongly agreed that students on their campus used the Reset Center to avoid attending their regular classes (vs. 32% coordinators and 50% principals).

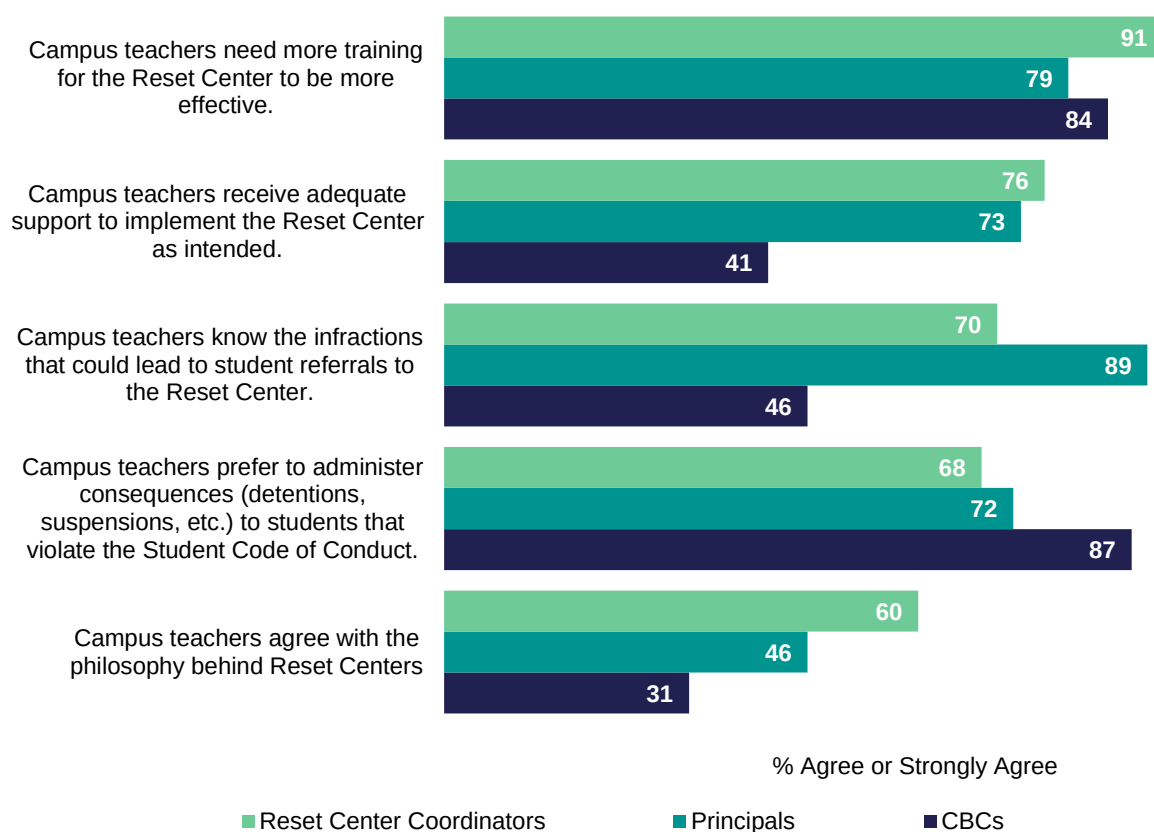
Figure 17: 2021-22 Perception of Reset Center Physical Space and Supplies, Student Services Referrals, Dependence, and Student Safety



Source: Coordinator and administrator surveys administered from 05/19/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. Response options included strongly disagree, disagree, agree, strongly agree, and no opinion. Participants that selected no opinion are not included in the analysis.

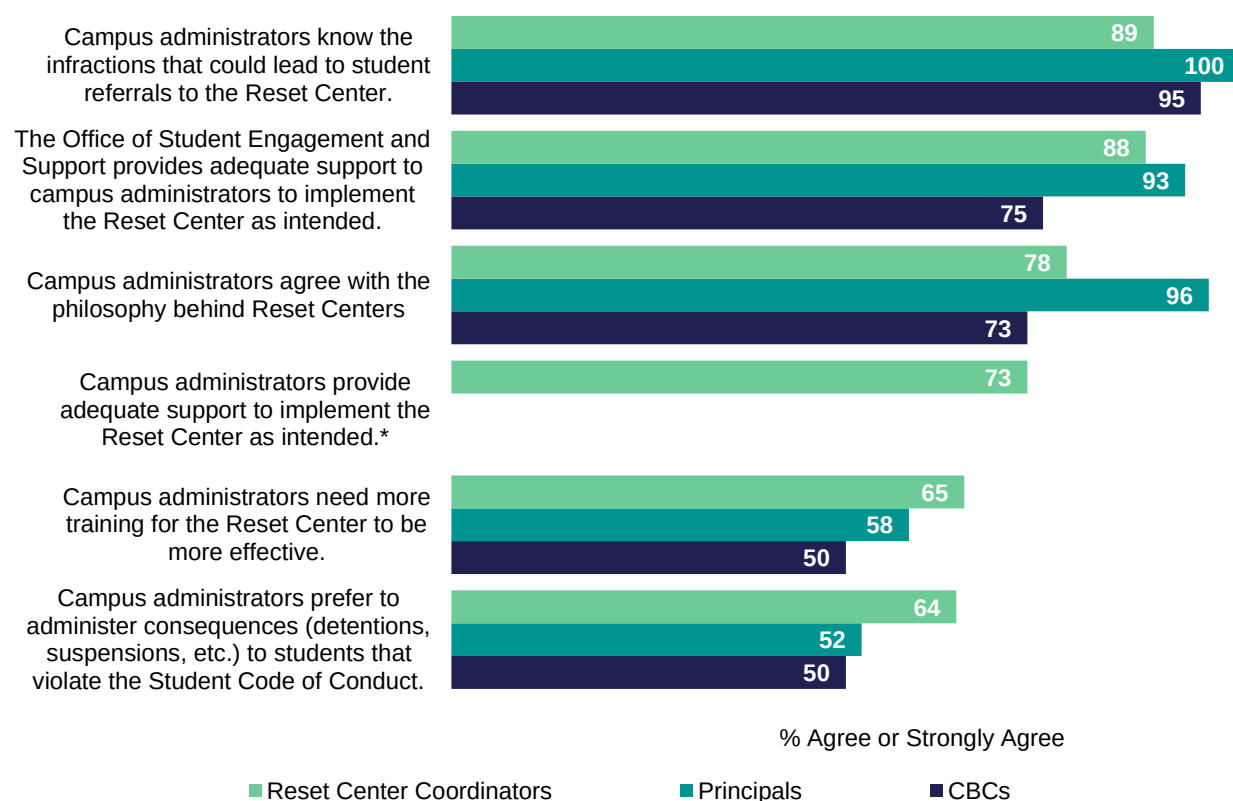
Reset Center Coordinators, principals, and CBCs agreed or strongly agreed that teachers needed more training for Reset Centers to be more effective (91%, 79%, and 84% respectively; Figure 18). CBCs were far less likely than Reset Center Coordinators and principals to agree or strongly agree that teachers received adequate support to implement the Reset Centers (41%; vs 76% coordinators and 73% principals), that teachers know the infractions that lead to Reset Center referrals (46%; vs 70% coordinators and 89% principals) and that teachers agreed with the philosophy behind Reset Centers (31%; vs 60% coordinators and 46% principals). A higher proportion of CBCs (87%) than principals (72%) or Reset Center Coordinators (68%) agreed or strongly agreed that teachers preferred to administer consequences such as detentions or suspensions to students that violated the Student Code of Conduct.

Figure 18: 2021-22 Perception of Campus Teacher Knowledge, Beliefs, Support, and Training

Source: Coordinator and administrator surveys administered from 05/19/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. Response options included strongly disagree, disagree, agree, strongly agree, and no opinion. Participants that selected no opinion are not included in the analysis.

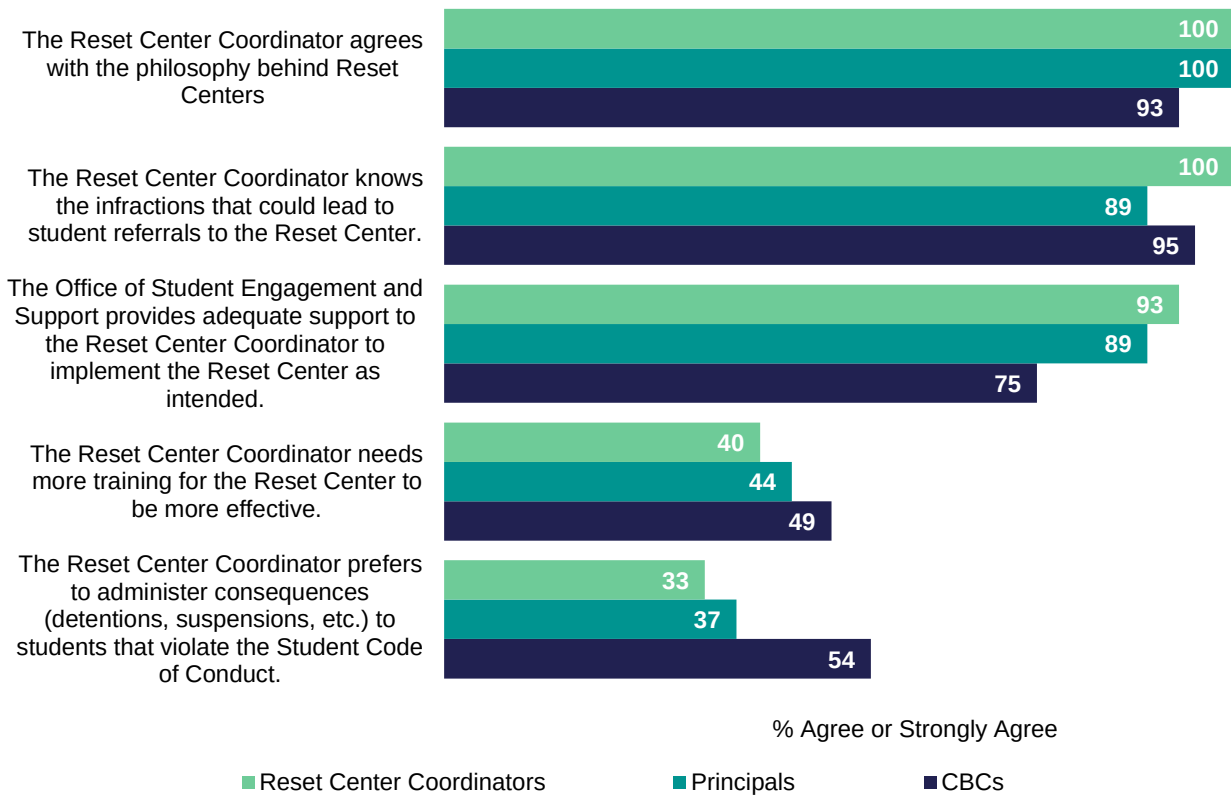
All principals, 95 percent of CBCs, and 89 percent of Reset Center Coordinators agreed or strongly agreed that campus administrators knew the infractions that could lead to Reset Center Referrals (Figure 19). While 96 percent of principals, 78 percent of Reset Center Coordinators, and 73 percent of CBCs believed that campus administrators believed in the philosophy behind Reset Centers, coordinators (64%) were more likely to indicate administrators preferred to administer detentions or suspensions to students that violated the Student Code of Conduct (vs. 52% principals and 50% CBCs). A higher proportion of principals agreed or strongly agreed that campus administration received adequate training from ESOS to implement the Reset Centers (93% principals, 88% Reset Center Coordinators, and 75% CBCs). Additionally, 73% of the Reset Center Coordinators believed that campus administrators adequately supported them.

Figure 19: 2021-22 Perception of Campus Administrator Knowledge, Beliefs, Support, and Training¹

Source: Coordinator and administrator surveys administered from 05/19/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. ¹ Principals and CBCs responded about themselves for each item. *Principals and CBCs were not asked to respond to this item. Response options included strongly disagree, disagree, agree, strongly agree, and no opinion. Participants that selected no opinion are not included in the analysis.

All principals and Reset Center Coordinators and nearly all CBCs (93%) agreed or strongly agreed that the coordinator agreed with the philosophy behind Reset Centers (Figure 20). Similarly, nearly all respondents believed that the coordinator knew the infractions that could lead to Reset Center referrals (100% Reset Center Coordinator, 95% CBCs, and 89% principals). The proportions of CBCs who agreed or strongly agreed with two statements differed from principals and Reset Center Coordinators. First, CBCs (75%) were less likely than principals (85%) and coordinators (93%) to believe that the SEAS provided adequate support to the Reset Center Coordinator. Second, CBCs (54%) were more likely than principals (37%) and coordinators (33%) to believe that the Reset Center Coordinator preferred to administer consequences such as detentions or suspensions to students that violated the Student Code of Conduct. Less than half of the respondents in each of the three groups indicated that coordinators needed more training for the program to be more effective (49% CBCs, 44% principals, and 40% coordinators).

Figure 20: 2021-22 Perception of Reset Center Coordinator Knowledge, Beliefs, Support, and Training

Source: Coordinator and administrator surveys administered from 05/19/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. Response options included strongly disagree, disagree, agree, strongly agree, and no opinion. Participants that selected no opinion are not included in the analysis.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The Dallas Independent School District (ISD) began implementing the Reset Center Program at 52 comprehensive middle schools and high schools during the 2021-22 school year. Supported with \$4,703,954 of ESSER grant funds and supplemented with \$120,379 of general operating funds, the program provided a Reset Center Coordinator and dedicated room at each campus. Reset Centers provided a space for coordinators to address issues for which a student may have previously received an in-school or out-of-school suspension. The program kept students at school and engaged in academic instruction while addressing student social-emotional deficits and offering restorative practices tailored to student needs.

- African American students disproportionately received Reset Center referrals compared to students of other racial backgrounds. Of the students who received a Reset Center referral during the 2021-22 school year, 44 percent were African American. For other students at the same campuses, 20 percent were African American.
- The number of in-school suspensions, out-of-school suspensions, and Reset Center referrals decreased since the 2018-19 school year. During the 2018-19 school year, Reset Center campuses reported 12,350 in-school or out-of-school suspensions. Instead of suspensions, campuses administered 3,556 Reset Center referrals during the 2021-22 school year.
- The numbers of removals to the DAEP at Reset Center campuses increased by 24 percent from 2018-19. The number of removals was 30 percent higher than during the 2019-20 school year.
- For the 2018-19 and 2021-22 school years, recidivism rates decreased for African American (25% to 12%) and Hispanic students (18% to 9%). For students that received at least one Reset Center referral, 18 percent of African American students and 13 percent of Hispanic students committed the same offense a second time.
- Some Reset Center coordinators reported that their rooms were not large enough to accommodate the number of students referred or the types of activities required, especially if student needed to be separated.
- Coordinators reported being most successful when they had opportunities to work directly with teachers and were able to provide strategies, interventions, and other support.
- Coordinators were wary of, and took steps to avoid, Reset Centers becoming a crutch for students. The purpose of the Reset Centers was to keep students in classrooms, and coordinators developed strict rules to avoid assisting students too often and for no legitimate reason.
- Program implementation suffered due to poor perception of the program by campus administrators and teachers. SEAS Managers and Reset Center Coordinators explained that administrators and teachers were wary of the Reset Center methods and lack of consequences such as detentions and suspensions for disciplinary infractions.

- Campus administrations found success focusing on classroom support and interventions for teachers and developing alternative consequences such as before or afterschool community service.
- Coordinators suggested that aides could help Reset Centers in several ways, especially at large high schools: retrieving students recently referred to the Reset Center while allowing coordinators to focus on students already in the center, shifting students between activities, and allowing coordinators to focus on students that need immediate attention.
- Coordinators were frustrated when students could benefit from specific service referrals, but challenges prevent the services from being provided in a timely manner or at all. Some students were referred to MHS, but without parental consent the students did not receive services. Coordinators also expressed frustration with the long time it took to determine if students qualified for SPED services.

Recommendations

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

Provide PD for teachers and administrators that addresses the disproportionality of Reset Center referrals for African American students. The number of disciplinary actions for students of all racial backgrounds decreased since the 2018-19 school year. However, African American students received 44 of all Reset Center referrals despite making up 20% of the campus population.

Investigate the increase in disciplinary referrals that resulted in removal to DAEP or expulsion. The number 2021-22 removals and expulsions was 24 percent higher than in 2018-19 and 30 percent higher than in 2019-20 despite the drastic decrease in the overall number of disciplinary referrals. Future evaluations should investigate why these serious consequences have become more frequent.

Provide targeted PD for CBCs (Assistant Principals). SEAS Managers and Reset Center Coordinators related in focus groups that some campus administrators were wary of the program and decried the lack of consequences for disciplinary infractions. On the follow-up survey, CBCs responded less positively than principals and Reset Center Coordinators about the impact of Reset Centers on conflict resolution, SEL skills, and reducing negative behaviors.

Ensure that all campus teachers and administrators understand the purpose and capabilities of Reset Centers. All surveyed groups felt that teachers needed additional training for the program to be effective. Additionally, coordinators and managers in focus groups related that campus staff members did not understand the types of behaviors that could be addressed in the Reset Center.

Ensure that all Reset Center rooms are large enough to accommodate all referred students and activities. Some coordinators related that their Reset Center rooms were too small to accommodate the number of students referred, especially if the students required distinct, separate spaces.

APPENDICES



Appendix A

Appendix A, Figure 1.: 2021-22 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 did your time at the Reset Center affect your emotions?	1,038	29	2.8	51	4.9	140	13.5	219	21.1	599	57.7
How well did the Reset Center Coordinator support you?	1,038	27	2.6	33	3.2	104	10.0	171	16.5	703	67.7
Do you have a plan for how to successfully rejoin your classes?	1,038	46	4.4	35	3.4	139	13.4	215	20.7	603	58.1

Source: Exit Ticket surveys completed from 01/27/2022 to 06/07/2022.

Note:

Appendix A, Table 2: 2021-22 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?	1,038	25	2.4	315	30.3	698	67.1

Appendix A, Table 3: 2021-22 Complete Exit Ticket Results: Adults on Campus that Care about the Student

Item	N	Not at all		A little bit		Yes	
		n	%	n	%	n	%
Are there adults on campus that you feel care about you?	1,038	55	5.3	211	20.3	772	74.4

Appendix B

Appendix B, Table 1: 2021-22 Grade Nine On-Track Rates for Reset Center Students, Other Students at Reset Center Campuses, and All District Students

Campus	Reset Center Students		Other Students at Reset Center Campuses		All District Students	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Adams	5	60.0	494	80.8	499	80.6
Adamson	6	33.3	340	80.6	346	79.8
Molina	18	50.0	449	68.8	467	68.1
Hillcrest	23	56.5	367	82.0	390	80.5
Jefferson	11	45.5	335	72.5	347	71.5
Kimball	11	18.2	254	68.9	265	66.8
Lincoln	2	50.0	141	69.5	143	69.2
Pinkston	13	76.9	217	80.6	230	80.4
Roosevelt	3	100.0	153	92.2	156	92.3
Samuell	9	44.4	365	57.8	374	57.5
Seagoville	17	41.2	347	69.5	364	68.1
South Oak Cliff	27	66.7	304	77.6	331	76.7
Spruce	9	0.0	318	58.5	327	56.9
Sunset	12	50.0	472	77.5	485	76.9
White	17	29.4	474	67.9	491	66.6
Wilson	4	50.0	424	82.5	428	82.2
Carter	1	0.0	260	79.6	220	73.6
North Dallas	8	62.5	260	79.6	269	78.8
Skyline	6	16.7	1,038	64.8	1,044	64.6
Conrad	0	0.0	280	75.0	281	74.7
Madison	0	0.0	82	69.5	83	68.7
Wilmer-Hutchins	0	0.0	207	72.0	207	72.0
New Tech	--	--	--	--	94	100.0
Townview Science and Engineering	--	--	--	--	113	95.6
Townview Business	--	--	--	--	119	95.8
Washington	--	--	--	--	235	91.9
Rangel	--	--	--	--	77	98.7
Townview Health	--	--	--	--	120	94.2
Townview Education	--	--	--	--	63	92.1
Townview Law	--	--	--	--	128	96.1
Townview TAG	--	--	--	--	128	99.2
Gilliam	--	--	--	--	91	84.6
Garza	--	--	--	--	102	98.0
Lassiter	--	--	--	--	66	92.4
Obama	--	--	--	--	80	77.5
IDEA	--	--	--	--	37	86.5
CityLab	--	--	--	--	54	98.1
North Lake Early College	--	--	--	--	69	85.5
Total	202	47.5	7,540	72.7	9,323	75.7

Source: District overall students were identified in the PEIMS demographic file dated 11/01/21. Reset Center students and other students at Reset Center campuses were identified in the district demographic file dated 05/31/22. On-Track data from the district On-Track file dated 07/01/22.

Appendix B, Table 2: 2021-22 Graduation Rates for Reset Center Students, Other Students at Reset Center Campuses, and All District Students

Campus	Reset Center Students		Other Students at Reset Center Campuses		All District Students	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Adams	0	0.0	498	93.6	468	90.4
Adamson	0	0.0	354	93.8	347	91.4
Molina	4	75.0	488	93.2	500	89.6
Hillcrest	7	71.4	355	90.1	333	89.2
Jefferson	2	100.0	297	93.3	289	86.2
Kimball	7	85.7	245	88.6	256	80.5
Lincoln	1	0.0	133	87.2	120	87.5
Pinkston	1	100.0	162	88.3	141	90.1
Roosevelt	0	0.0	161	83.2	165	80.0
Samuell	2	100.0	339	83.2	320	84.4
Seagoville	8	87.5	342	88.6	311	87.1
South Oak Cliff	7	100.0	245	96.3	245	88.6
Spruce	5	80.0	295	84.1	254	80.3
Sunset	4	100.0	489	93.7	425	94.4
White	3	100.0	425	91.5	415	90.4
Wilson	1	100.0	497	95.4	460	93.7
Carter	9	77.8	242	77.7	227	76.7
North Dallas	1	100.0	231	86.6	224	82.1
Skyline	5	100.0	762	88.6	749	89.1
Conrad	0	0.0	321	96.9	273	96.3
Madison	0	0.0	97	100.0	99	93.9
Wilmer-Hutchins	0	0.0	207	87.4	192	84.4
New Tech	--	--	--	--	33	97.0
Townview Science and Engineering	--	--	--	--	163	98.8
Manns DAEP	--	--	--	--	10	80.0
Townview Business	--	--	--	--	135	97.8
Washington	--	--	--	--	224	97.8
Rangel	--	--	--	--	60	100.0
Townview Health	--	--	--	--	139	97.8
Townview Education	--	--	--	--	59	96.6
Townview Law	--	--	--	--	99	99.0
Townview TAG	--	--	--	--	133	100.0
Gilliam	--	--	--	--	76	97.4
Garza	--	--	--	--	109	100.0
Lassiter	--	--	--	--	60	100.0
Hospital	--	--	--	--	1	0.0
Obama	--	--	--	--	34	88.2
IDEA	--	--	--	--	51	94.1
CityLab	--	--	--	--	45	100.0
Total	67	86.6	7,185	90.5	8,244	90.0

Source: District overall students were identified in the PEIMS demographic file dated 11/01/21. Reset Center students and other students at Reset Center campuses were identified in the district demographic file dated 05/31/22. Graduation data from the district graduation file received 07/18/22.

Appendix C

Coordinator Focus Group Protocol

Introduction:

Hello and thank you for participating this afternoon. My name is Nolan Rett Mickelson and I am an Evaluation Analyst in the Evaluation and Assessment Department with the Dallas ISD. The purpose of this focus group is to understand your experiences working with Reset Centers this year. It will last about one hour. Everything is confidential.

Everything is confidential, so none of your names or campuses will be identified in any report. I will take your feedback today and combine it with information from other focus groups to report on the variety of responses and prominent themes about the Reset Centers. I want to make sure that I understand exactly what each one of you is saying, so I'd like your permission to record this meeting. Rosemary is here to help observe and take notes, but no one else will ever view it. Is this okay with everyone?

1. Just as an icebreaker, what is your name, which campus do you work at, and what motivated you to take this position?
 - a. How long have you worked in Dallas ISD? In what positions?
2. Walk me through the process of a student getting referred to a reset center.
 - a. Has the overall number of offenses gone down this year?
 - b. Has the number of discipline referrals gone down this year?
3. Tell me about starting this program from scratch?
 - a. Where does the Reset Center fit in at your campus?
 - i. How is it used?
 - b. What challenges/barriers have you encountered?
 - i. Where could SEAS help?
 - ii. How could campuses help?
4. How often did the manager with SEAS observe your Reset Center?
 - a. What types of feedback did you receive?
 - b. How helpful was the SEAS manager in addressing the problems you were facing?
5. Was the professional development you've received this year helpful? MAKE OPEN ENDED
 - a. SEAS professional development
 - b. What preparation did you have before implementing Reset Centers this year?
6. Thinking about how you understood the Reset Centers program going into the school year, how closely to that is it currently implemented?
7. What types of disciplinary problems are most prevalent at your campus?
 - a. What strategies are most effective at addressing these problems?
 - b. What are the conditions that lead to disciplinary problems at your campus?
8. Walk me through a typical day in your Reset Center.
9. Do all other staff members at your campus understand the purpose of Reset Centers?
 - a. How receptive were other campus staff members and administrators to implementing Reset Centers?
 - b. How have the families and community around the campus received the program?

- c. Tell me about working with teachers to help Reset Center students return to class.
- 10. Do you consider the Reset Centers to be a success this year?
 - a. Why or why not?
 - b. What changes have you seen at your campus due to implementing the Reset Center?
 - i. Positive or negative
- 11. Is there anything else that you would like to share about Reset Centers this year?

Manager Focus Group Protocol

Introduction:

Hello and thank you for participating this afternoon. My name is Nolan Rett Mickelson and I am an Evaluation Analyst in the Evaluation and Assessment Department with the Dallas ISD. The purpose of this focus group is to understand your experiences working with Reset Centers this year. It will last about one hour.

Everything is confidential, so none of your names or campuses will be identified in any report. I will take your feedback today and combine it with information from other focus groups to report on the variety of responses and prominent themes about the Reset Centers. I want to make sure that I understand exactly what each one of you is saying, so I'd like your permission to record this meeting. Rosemary is here to help observe and take a few notes, but no one else will ever view it. Is this okay with everyone?

1. Just as an icebreaker, what is your name, what network do you serve, what motivated you to take this position?
 - a. Tell me about your network.
2. Tell me about starting this program from scratch?
 - a. Where does the Reset Center fit in at the campuses in your network?
 - i. How is it used?
 - b. What challenges/barriers have you encountered?
 - i. Where could SEAS help?
 - ii. How could campuses help?
3. How often did you observe Reset Centers in your network?
4. What types of disciplinary problems are most prevalent at your campuses?
 - a. What strategies are most effective at addressing these problems?
 - b. What are the conditions that lead to disciplinary problems at your campuses?
5. Do all staff members at your campuses understand the purpose of Reset Centers?
 - a. How receptive were other campus staff members and administrators to implementing Reset Centers?
 - b. How have the families and community around the campus received the program?
 - c. Tell me about working with teachers to help Reset Center students return to class.
6. Do you consider the Reset Centers to be a success this year?
 - a. Why or why not?
 - b. What changes have you seen at your campuses due to implementing the Reset Center?
 - i. Positive or negative

Appendix D

Appendix D, Table 1: 2021-22 Campus Administrator and Reset Center Coordinator Meetings and Observations

	<i>N</i>	0		1-5		6-10		11-20		21-35		36 or More	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Approximately how many times did campus administrators meet with you during this school year?													
Coordinators	45	1	2.2	14	31.1	4	8.9	11	24.4	4	8.9	11	24.4
Principals	28	0	0.0	1	3.6	4	14.3	4	14.3	4	14.3	15	53.6
CBCs	65	1	1.5	10	15.4	8	12.3	8	12.3	8	12.3	30	46.2
Approximately how many times did campus administrators visit to observe the Reset Center during this school year?													
Coordinators	45	3	6.7	16	35.6	12	26.7	7	15.6	6	13.3	1	2.2
Principals	28	0	0.0	2	7.1	8	28.6	10	35.7	5	17.9	3	10.7
CBCs	65	5	7.7	13	20.0	14	21.5	17	26.2	14	21.5	2	3.1

Source: Coordinator and administrator surveys administered from 05/25/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. Percentages may not sum to 100 due to rounding.

Appendix D, Table 2: 2021-22: Behavior Improvement Ratings

	<i>N</i>	Not at All Successful		Slightly Successful		Moderately Successful		Very Successful		Extremely Successful	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Improving how students resolve conflicts with other students											
Coordinators	45	1	2.2	3	6.7	17	37.8	16	35.6	8	17.8
Principals	28	0	0.0	1	3.6	9	32.1	12	42.9	6	21.4
CBCs	65	10	15.4	17	26.2	12	18.5	17	26.2	9	13.8
Improving how students resolve conflicts with staff members											
Coordinators	45	0	0.0	3	6.7	18	40.0	17	37.8	7	15.6
Principals	28	0	0.0	3	10.7	12	42.9	9	32.1	4	14.3
CBCs	65	12	18.5	20	30.8	12	18.5	14	21.5	7	10.8
Improving how staff members resolve conflicts with students											
Coordinators	45	2	4.4	11	24.4	16	35.6	10	22.2	6	13.3
Principals	28	1	3.6	7	25.0	11	39.3	6	21.4	3	10.7
CBCs	65	15	23.1	16	24.6	16	24.6	12	18.5	6	9.2
Improving the social and emotional skills of students											
Coordinators	45	0	0.0	3	6.7	15	33.3	17	37.8	10	22.2
Principals	28	0	0.0	4	14.3	9	32.1	9	32.1	6	21.4
CBCs	65	14	21.5	15	23.1	13	20.0	15	23.1	8	12.3

Source: Coordinator and administrator surveys administered from 05/25/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. Percentages may not sum to 100 due to rounding.

Appendix D, Table 3: 2021-22: Incident Reduction Ratings

Appendix B, Table C: 2011-2012 Incident Reduction Ratings											
		Not at All Successful		Slightly Successful		Moderately Successful		Very Successful		Extremely Successful	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reducing classroom disruptions											
Coordinators	45	1	2.2	5	11.1	22	48.9	10	22.2	7	15.6
Principals	28	1	3.6	4	14.3	9	32.1	9	32.1	5	17.9
CBCs	65	16	24.6	17	26.2	14	21.5	10	15.4	8	12.3
Reducing physical fighting											
Coordinators	45	1	2.2	4	8.9	17	37.8	13	28.9	10	22.2
Principals	28	2	7.1	5	17.9	8	28.6	8	28.6	5	17.9
CBCs	65	21	32.3	14	21.5	14	21.5	8	12.3	8	12.3
Reducing racial inequalities in discipline referrals											
Coordinators	45	4	8.9	5	11.1	14	31.1	15	33.3	7	15.6
Principals	28	3	10.7	2	7.1	9	32.1	9	32.1	5	17.9
CBCs	65	19	29.2	15	23.1	14	21.5	10	15.4	7	10.8
Reducing the number of students with multiple referrals for the same behavior											
Coordinators	45	1	2.2	8	17.8	12	26.7	18	40.0	6	13.3
Principals	28	2	7.1	6	21.4	8	28.6	7	25.0	5	17.9
CBCs	65	23	35.4	18	27.7	7	10.8	8	12.3	9	13.8
Reducing the number of students with multiple referrals for different behaviors											
Coordinators	45	1	2.2	5	11.1	13	28.9	17	37.8	9	20.0
Principals	28	1	3.6	7	25.0	7	25.0	8	28.6	5	17.9
CBCs	65	23	35.4	16	24.6	9	13.8	9	13.8	8	12.3

Source: Coordinator and administrator surveys administered from 05/25/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. Percentages may not sum to 100 due to rounding.

Appendix D, Table 4: 2021-22 Reset Center Ratings

		Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The Reset Center has enough physical space to accommodate all students that need to be there.											
Coordinators	45	5	11.1	5	11.1	14	31.1	21	46.7	0	0.0
Principals	28	1	3.6	3	10.7	6	21.4	18	64.3	0	0.0
CBCs	65	5	7.7	17	26.2	21	32.3	21	32.3	1	1.5
The Reset Center has enough supplies to address the needs of all students.											
Coordinators	45	3	6.7	11	24.4	18	40.0	13	28.9	0	0.0
Principals	28	1	3.6	6	21.4	13	46.4	8	28.6	0	0.0
CBCs	65	7	10.8	6	9.2	23	35.4	22	33.8	7	10.8
Students use the Reset Center to avoid attending regular classes.											
Coordinators	45	10	22.2	12	26.7	19	42.2	3	6.7	1	2.2
Principals	28	7	25.0	12	42.9	3	10.7	6	21.4	0	0.0
CBCs	65	13	20.0	15	23.1	14	21.5	21	32.3	2	3.1
Some students should not be referred to the Reset Center and should not remain on campus due to safety concerns.											
Coordinators	45	3	6.7	14	31.1	15	33.3	11	24.4	2	4.4
Principals	28	0	0.0	2	7.1	9	32.1	17	60.7	0	0.0
CBCs	65	2	3.1	3	4.6	14	21.5	45	69.2	1	1.5
Students who visit the Reset Center receive referrals for additional services (Mental Health Services, Special Education, etc.) that may underlie discipline problems in a timely manner.											
Coordinators	45	1	2.2	8	17.8	12	26.7	22	48.9	2	4.4
Principals	28	0	0.0	0	0.0	16	57.1	11	39.3	1	3.6
CBCs	65	4	6.2	11	16.9	31	47.7	10	15.4	9	13.8

Source: Coordinator and administrator surveys administered from 05/25/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. Percentages may not sum to 100 due to rounding.

Appendix D, Table 5: 2021-22 Campus Teacher Ratings

Appendix B, Table B. 22 Campus Teacher Ratings											
		Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Campus teachers need more training for the Reset Center to be more effective.											
Coordinators	45	1	2.2	3	6.7	17	37.8	24	53.3	0	0.0
Principals	28	0	0.0	6	21.4	8	28.6	14	50.0	0	0.0
CBCs	65	4	6.2	6	9.2	19	29.2	35	53.8	1	1.5
Campus teachers prefer to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.											
Coordinators	45	4	8.9	9	20.0	16	35.6	12	26.7	4	8.9
Principals	28	0	0.0	7	25.0	8	28.6	10	35.7	3	10.7
CBCs	65	3	4.6	5	7.7	18	27.7	37	56.9	2	3.1
Campus teachers know the infractions that could lead to student referrals to the Reset Center.											
Coordinators	45	5	11.1	8	17.8	22	48.9	8	17.8	2	4.4
Principals	28	0	0.0	3	10.7	19	67.9	6	21.4	0	0.0
CBCs	65	11	16.9	23	35.4	18	27.7	11	16.9	2	3.1
Campus teachers agree with the philosophy behind Reset Centers											
Coordinators	45	6	13.3	10	22.2	21	46.7	3	6.7	5	11.1
Principals	28	1	3.6	12	42.9	8	28.6	3	10.7	4	14.3
CBCs	65	20	30.8	21	32.3	15	23.1	3	4.6	6	9.2
Campus teachers receive adequate support to implement the Reset Center as intended.											
Coordinators	45	4	8.9	6	13.3	18	40.0	13	28.9	4	8.9
Principals	28	1	3.6	6	21.4	15	53.6	4	14.3	2	7.1
CBCs	65	9	13.8	20	30.8	15	23.1	13	20.0	8	12.3

Source: Coordinator and administrator surveys administered from 05/25/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. Percentages may not sum to 100 due to rounding.

Appendix D, Table 6: 2021-22 Campus Administrator Ratings¹

	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
		n	%	n	%	n	%	n	%	n	%
Campus administrators need more training for the Reset Center to be more effective.											
Coordinators	45	5	11.1	10	22.2	12	26.7	16	35.6	2	4.4
Principals	28	3	10.7	8	28.6	10	35.7	5	17.9	2	7.1
CBCs	65	9	13.8	22	33.8	21	32.3	10	15.4	3	4.6
Campus administrators prefer to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.											
Coordinators	45	3	6.7	11	24.4	13	28.9	12	26.7	6	13.3
Principals	28	4	14.3	9	32.1	12	42.9	2	7.1	1	3.6
CBCs	65	4	6.2	16	24.6	23	35.4	17	26.2	5	7.7
Campus administrators know the infractions that could lead to student referrals to the Reset Center.											
Coordinators	45	1	2.2	4	8.9	24	53.3	16	35.6	0	0.0
Principals	28	0	0.0	0	0.0	15	53.6	13	46.4	0	0.0
CBCs	65	1	1.5	2	3.1	28	43.1	33	50.8	1	1.5
Campus administrators agree with the philosophy behind Reset Centers											
Coordinators	45	4	8.9	5	11.1	20	44.4	12	26.7	4	8.9
Principals	28	0	0.0	1	3.6	13	46.4	14	50.0	0	0.0
CBCs	65	6	9.2	10	15.4	25	38.5	18	27.7	6	9.2
Campus administrators provide adequate support to implement the Reset Center as intended. ²											
Coordinators	45	4	8.9	8	17.8	16	35.6	16	35.6	1	2.2
The Office of Student Engagement and Support provides adequate support to campus administrators to implement the Reset Center as intended.											
Coordinators	45	2	4.4	3	6.7	16	35.6	19	42.2	5	11.1
Principals	28	0	0.0	2	7.1	18	64.3	8	28.6	0	0.0
CBCs	65	3	4.6	12	18.5	28	43.1	17	26.2	5	7.7

Source: Coordinator and administrator surveys administered from 05/25/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. ¹ Principals and CBCs responded about themselves for each item.

²Principals and CBCs were not presented with this item. Percentages may not sum to 100 due to rounding.

Appendix D, Table 7: 2021-22 Reset Center Coordinator Ratings¹

Appendix B, Table 1: 2021-22 Reset Center Coordinator Ratings											
		Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
	N	n	%	n	%	n	%	n	%	n	%
The Reset Center Coordinator needs more training for the Reset Center to be more effective.											
Coordinators	45	8	17.8	18	40.0	13	28.9	4	8.9	2	4.4
Principals	28	7	25.0	7	25.0	8	28.6	3	10.7	3	10.7
CBCs	65	9	13.8	20	30.8	15	23.1	13	20.0	8	12.3
The Reset Center Coordinator prefers to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.											
Coordinators	45	15	33.3	12	26.7	10	22.2	3	6.7	5	11.1
Principals	28	3	10.7	14	50.0	7	25.0	3	10.7	1	3.6
CBCs	65	6	9.2	21	32.3	16	24.6	16	24.6	6	9.2
The Reset Center Coordinator knows the infractions that could lead to student referrals to the Reset Center.											
Coordinators	45	0	0.0	0	0.0	19	42.2	26	57.8	0	0.0
Principals	28	0	0.0	3	10.7	11	39.3	14	50.0	0	0.0
CBCs	65	2	3.1	1	1.5	33	50.8	24	36.9	5	7.7
The Reset Center Coordinator agrees with the philosophy behind Reset Centers											
Coordinators	45	0	0.0	0	0.0	11	24.4	34	75.6	0	0.0
Principals	28	0	0.0	0	0.0	8	28.6	20	71.4	0	0.0
CBCs	65	3	4.6	1	1.5	25	38.5	30	46.2	6	9.2
The Office of Student Engagement and Support provides adequate support to the Reset Center Coordinator to implement the Reset Center as intended.											
Coordinators	45	0	0.0	3	6.7	11	24.4	30	66.7	1	2.2
Principals	28	0	0.0	3	10.7	10	35.7	14	50.0	1	3.6
CBCs	65	6	9.2	7	10.8	18	27.7	22	33.8	12	18.5

Source: Coordinator and administrator surveys administered from 05/25/2022 through 06/06/22.

Note: CBC = Campus Behavior Coordinator. ¹ Reset Center Coordinators responded about themselves for each item. Percentages may not sum to 100 due to rounding.

