

2022-23

Evaluation of Reset Centers

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



2022-23

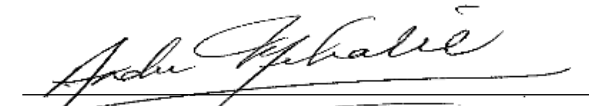
Evaluation of Reset Centers

Approved Report of the Department of Evaluation and Assessment

EA23-642-2
September 2023

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2022-23

Evaluation of Reset Centers

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine (a) program implementation, (b) stakeholder perceptions, and (c) program outcomes.

Key Findings

In 2022-23, the Dallas Independent School District (ISD) implemented the Reset Center Program at 52 comprehensive middle schools and high schools. All Reset Centers have designated rooms to facilitate continuous educational services for students and to provide personalized approaches to behavior management. Through social-emotional learning activities and restorative practices tailored to student needs, Reset Center Coordinators (RCCs) can help resolve issues for which students may have previously received a discretionary in-school or out-of-school suspension while keeping the students at school, engaged in academic instruction, and providing other services as needed. The reported budget for the Reset Center program in 2022-23 totaled \$8,042,674. Key findings include the following:



In 2022-23, 41 RCCs (79 percent) achieved the Behavioral Endorsement Certification, which did not meet the goal of 100 percent (page 8).



At the end of the 2022-23 school year, 53 percent of Reset Center campuses were rated as Tier 1, which met the goal of 35 percent (page 8).



Compared to 2021-22, most RCCs in the 2022-23 focus group reported that campus administrators (a) supported them better and (b) had a better understanding about the purpose of reset centers.



RCCs who participated in the focus group appreciated opportunities to collaborate with other RCCs at professional development (PD) sessions. RCCs also indicated that campus staff would benefit from receiving the same training they received (e.g., Region 10; page 9).



Some RCCs who participated in the focus group reported that changes in how data were tracked in 2022-23 created inconsistencies, and all RCCs felt that data tracking was a work in progress (page 9).



Regarding program efficacy, RCCs had positive ratings about the impact of Reset Centers in 2022-23 (page 16). In Fall 2022, at least half of principals who completed the survey had positive ratings (page 18), and assistant principals had lower or mixed ratings (page 20).¹

¹ Spring 2023 results for campus administrators should be viewed with caution because fewer respondents completed the survey than Fall 2022.

-  Regarding staff member efficacy, RCCs generally had positive perceptions in 2022-23 (page 22). In Fall 2022, principals who completed the survey had positive or mixed perceptions (page 26), and assistant principals generally had positive perceptions (page 28).²
-  The total number of Reset Center referrals and Positive Intervention Support Referrals (PISR) for middle school students (page 31) and high school students (page 35) in 2022-23 was slightly higher than 2021-22.
-  The recidivism rate for all middle school students (page 32) and high school students (page 36) in the Dallas ISD continued a downward trend from 2018-19 to 2022-23.
-  The numbers of removals to the DAEP for middle school students (page 33) and high school students (page 36) at Reset Center campuses trended upward from 2021-22 to 2022-23.
-  The proportion of African American students at middle schools (see page 34) and high schools (page 38) who committed disciplinary offenses decreased from 2018-19 to 2022-23, which corresponded with an increase for Hispanic students.
-  The rate of positive responses on the classroom climate subscale of the Student Experience survey at campuses with a Reset Center trended downward from 78 percent in Spring 2021 to 73 percent in Spring 2023 (page 39).
-  Overall, exit surveys indicated that students generally felt positively about their experiences at the Reset Center (page 39).
-  Students generally attributed positive descriptors (e.g., supported, helped) and neutral or positive emotions (e.g., calm, fine) regarding their first and subsequent Reset Center visits (page 40).
-  From 2018-19 to 2022-23, middle school and high school students with a disciplinary referral had lower attendance rates than other students at the same campuses and the district overall (page 41).
-  Reset Center students had lower Grade Nine On-Track rates and lower graduation rates than other students at the same campuses and the district overall (page 43).

Recommendations

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

Extend PD opportunities from SEAS and Region 10 to other campus staff members and differentiate PD opportunities for RCCs. In 2022-23, RCCs who participated in the focus groups reported that they appreciated the quality of PD sessions that they received. They felt that these sessions would be helpful for other campus staff members to better understand their work with students. In addition, RCCs reported

² Spring 2023 results for campus administrators should be viewed with caution because fewer respondents completed the survey than Fall 2022.

that it would be helpful to differentiate PD sessions for new and returning coordinators so the trainings would be more relevant based on their level of experience. Reset Center program staff members should consider how the information from the PD sessions can be shared with other campus staff members and explore how the sessions can include information that is based on an RCC's level of experience.

Improve the documentation process for students who visit the Reset Center. All RCCs who participated in the focus group reported that data tracking was a work in progress because of recent changes in how data were tracked in 2022-23. They felt that the disciplinary referrals record did not always accurately reflect their work with each student. For example, when students checked themselves into a Reset Center (i.e., self-report), it was not always clear how RCCs should track those visits with the most recent Reset documentation template. Therefore, Reset Center program staff should explore possible solutions for improving the documentation process.

Encourage more principals and assistant principals to complete the Reset Center survey in 2023-24.

While most campus administrators who completed the survey in Fall 2022 had generally positive or mixed ratings for Reset Centers, low response rates in Spring 2023 limited the generalizability of the spring survey results to all administrators. For the third year of implementation in 2023-24, Reset Center program staff members should consider whether administering the survey only in Spring 2024 would encourage more campus administrators to complete the survey.

Continue providing PD for teachers and administrators that addresses the disproportionality of Reset Center referrals for African American students. From 2019-19 to 2022-23, the proportion of African American students who received a discipline referral trended downward for middle school (40% to 34%) and high school (52% to 37%) students. However, because African American students only account for 20 percent of the total district population, Reset Center program staff members should continue their efforts to address the disproportionate number of African American students who received a discipline referral in 2022-23.

Investigate the increase in disciplinary referrals that resulted in removal to DAEP or expulsion.

While the recidivism rate for all middle school and high school students continued to trend downward from 2018-19, the number of Reset Center referrals and PISR referrals from 2021-22 to 2022-23 trended upward. In addition, the number of removals to the DAEP increased by 28 percent for middle school students and 38 percent for high school students from 2021-22 to 2022-23. Therefore, Reset Center program staff members should investigate why the number of serious consequences has become more frequent.

Evaluation of Reset Centers

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

Starting in 2017, the Dallas Independent School District (ISD³) eliminated out-of-school suspensions for prekindergarten through grade two students. Then, in 2021-22, the district also eliminated in-school and out-of-school suspensions for secondary students.⁴ Previously, when students received a Level I or Level II violation of the Student Code of Conduct,⁵ they received in-school suspension (ISS) or out-of-school suspension (OSS). As an alternative to suspensions, the district created Reset Centers at 52 comprehensive middle schools and high schools in 2021-22. The goals of the Reset Centers are to (a) maintain instructional practices in academic lessons for the student, (b) provide help with self-awareness and offer de-escalation techniques, and (c) provide referrals to Mental Health Services (MHS) to address the root causes of problem behaviors.

Reset Centers are offered as an alternative to exclusionary discipline (i.e., discipline practices that remove students from the classroom setting) in the Dallas ISD because previous research has indicated that exclusionary discipline is associated with lower academic achievement (Arcia, 2006). For example, campuses that use more exclusionary discipline practices are more likely to be associated with poor academic quality and school climates than schools that use the practices at a lower rate (Mitchell & Bradshaw, 2013). Students who receive out-of-school suspensions are also more likely to drop out (Noltmeyer et al., 2015), and receiving multiple suspensions can increase the odds of dropping out by more than 20 percent (Balfanz, 2014). Furthermore, exclusionary discipline practices have been used disproportionately on students based on race (Skiba, 2014). For example, Lenderman and Hawkins (2021) reported that minority students in Texas were overrepresented in exclusionary discipline practices and that these practices are associated with lower 4-year graduation rates.

Program Description

If a student is in violation of the Student Code of Conduct,⁶ they can receive a Reset Center referral for one to three days. All Reset Centers have designated rooms to facilitate continuous educational services for students and to provide personalized approaches to behavior management. Reset Center rooms can accommodate 20 to 25 students and included flexible seating, stationary bicycles, space for restorative circles, and space for a Mental Health Services (MHS) clinician. Through social-emotional learning activities

³ A complete list of acronyms and abbreviations can be found in Appendix A.

⁴ More serious violations of the Student Code of Conduct could still result in a student being assigned to the Disciplinary Alternative Education Program (DAEP).

⁵ Level I offenses included violations of classroom rules. Level II offenses included violations that seriously disrupted the educational process. The Dallas ISD Student Code of Conduct can be found at <https://www.dallasisd.org/Page/128>.

⁶ The Dallas ISD Student Code of Conduct can be found at <https://www.dallasisd.org/Page/128>.

and restorative practices tailored to student needs, Reset Center Coordinators (RCCs) can help resolve issues for which students may have previously received a discretionary in-school or out-of-school suspension while keeping the students at school, engaged in academic instruction, and providing other services as needed. For example, restorative practices⁷ can help students place value on relationships, understand the harm caused, manage their stress and anxiety, and create a plan for moving forward.

Students can be referred to a Reset Center for a maximum of 30 cumulative days during the entire school year. After 30 days are exhausted, campus administrators are required to develop additional action plans, such as placement in the Disciplinary Alternative Education Program (DAEP). However, campuses can use the Reset Centers as a place to remove students for one class period, which are recorded as positive intervention support referrals and do not count toward the maximum of 30 cumulative days.⁸ In all cases, after a student referral period ends and the student returns to class, RCCs follow up with students and classroom teachers at least twice to determine if further support is needed.

Program Staff

The Dallas ISD Reset Centers are overseen by the Office of Student Engagement and Support (SEAS), which includes an Executive director and a group of managers. RCCs managed 52 Reset Centers at comprehensive middle and high school campuses. Each manager worked with 10-18 secondary Reset Center campuses and were also responsible for working with other elementary and secondary schools within their networks. Managers met with each coordinator monthly with formal observations conducted four times per year. In addition to in-person observations, managers monitored trends in disciplinary infractions across campuses, provided direct and useful feedback to coordinators, facilitated coordinator professional learning communities, and were always available for consultation.

Budget

As of July 2023, the total expenditures for the 2022-23 Reset Centers program were \$8,042,674, which was funded through an Elementary and Secondary School Emergency Relief (ESSER) grant.

Program Goals⁹

1. Reset Centers will attain a 12 percent recidivism rate during the 2022-23 school year.
 - Goal was met for middle school (page 32) and high school students (page 36).
2. Thirty-five percent of the RCCs will achieve Tier I status as evaluated by the Reset Center Observation Rubric by July 2023.
 - Goal was met (page 8).
3. 100 percent of the RCCs will receive the Behavior Endorsement Certification by July 2023.
 - Goal was not met (see page 4).

⁷ Examples of restorative practices included mediation, circle processes, conferencing, and journaling among other activities.

⁸ In these cases, coordinators worked with students and teachers to devise strategies that help assimilate the student back into the regular classroom.

⁹ These goals represent the 2022-23 ESSER performance objectives for Reset Centers.

4. RCC, principal, and assistant principal perceptions about Reset Center impacts on (a) conflict resolution and social-emotional skills, (b) reducing referrals for fighting, and (c) classroom disruptions will increase by at least 10 percentage points from the middle-of-year to end-of-year surveys.
 - Goal was not met (page 13).

EVALUATION QUESTIONS AND RESULTS

EQ1: How were Reset Centers implemented in 2022-23?

This section will provide an overview of (a) students served by Reset Centers in 2022-23, (b) professional development completed by RCCs, and (c) Reset Center walkthrough data. Methodology information can be found in Appendix B (page 51).

Students Served

Middle School

For middle schools, the rate of African American students served by Reset Centers (35%) was higher than other African American students who were not served by the Reset Centers at those campuses (20%) and the district overall (20%). However, the rate of Hispanic students served by Reset Centers (59%) was lower than other Hispanic students (75%) and the district overall (73%). Likewise, the rate of Emergent Bilingual students served by Reset Centers (39%) was lower than other EB students at those campuses (55%) and the district overall (52%). In addition, the rate of students served at Reset Centers who were economically disadvantaged (91%) or special education (17%) were slightly higher than the district overall, whereas the rate of students who were homeless (2%) was similar to other students and the district overall.

Table 1: 2022-23 Characteristics of Middle School Students Served at Reset Centers, Other Students at Reset Center Campuses, and the District Overall

	Students Served at Reset Centers (N = 1,579)		Other Students at Reset Center Campuses (N = 22,087)		District Students Overall (N = 27,096)	
	n	%	n	%	N	%
Race/Ethnicity						
African American	558	35.3	4,285	19.4	5,330	19.7
Hispanic	927	58.7	16,517	74.8	19,667	72.6
White	48	3.0	729	3.3	1,299	4.8
Other	46	2.9	556	2.5	800	3.0
Sex						
Female	595	37.7	10,827	49.0	13,287	49.0
Male	984	62.3	11,260	51.0	13,809	51.0
Special Student Populations						
Economically Disadvantaged	1,432	90.7	19,599	88.7	23,204	85.6
SPED	273	17.3	3,099	14.0	3,637	13.4
Homeless	35	2.2	437	2.0	506	1.9
Emergent Bilingual	622	39.4	12,102	54.8	14,066	51.9

Source: Discipline referral data received from SEAS on 08/11/23 and EOY district demographic file dated 05/22/23.

Note: Totals may not sum to 100 percent because of rounding.

High School

For high schools, the rate of African American students served by Reset Centers (32%) was higher than other students who were not served by the Reset Centers at those campuses (19%) and the district overall (19%). However, the rate of Hispanic students served by Reset Centers (61%) was lower than other students (73%) and the district overall (73%). The rate of Emergent Bilingual students served by Reset Centers (42%) was lower than other students at those campuses (46%) and the district overall (46%). In addition, the rate of students served at Reset Centers who were economically disadvantaged (86%) or special education (14%) were slightly higher than other students at those campuses and the district overall, whereas the rate of students who were homeless (4%) was similar to other students and the district overall.

Table 2: 2022-23 Characteristics of High School Students Served at Reset Centers, Other Students at Reset Center Campuses, and the District Overall

	Students Served at Reset Centers (N = 949)		Other Students at Reset Center Campuses (N = 36,708)		District Students Overall (N = 39,324)	
	n	%	n	%	N	%
Race/Ethnicity						
African American	307	32.3	6,883	18.8	7,534	19.2
Hispanic	582	61.3	26,949	73.4	28,789	73.2
White	35	3.7	1,792	4.9	1,849	4.7
Other	25	2.6	1,084	3.0	1,152	2.9
Sex						
Female	386	40.7	18,215	49.6	19,474	49.5
Male	563	59.3	18,493	50.4	19,850	50.5
Special Student Populations						
Economically Disadvantaged	812	85.6	29,420	80.1	31,658	80.5
SPED	134	14.1	3,450	9.4	3,755	9.5
Homeless	34	3.6	591	1.6	655	1.7
Emergent Bilingual	395	41.6	17,008	46.3	18,032	45.9

Source: Discipline referral data received from SEAS on 08/11/23 and EOY district demographic file dated 05/22/23.

Note: Totals may not sum to 100 percent because of rounding.

Reset Center Coordinators (RCCs)

Key Findings from this section:



In 2022-23, 41 RCCs (79 percent) achieved the Behavioral Endorsement Certification, which did not meet the goal of 100 percent.

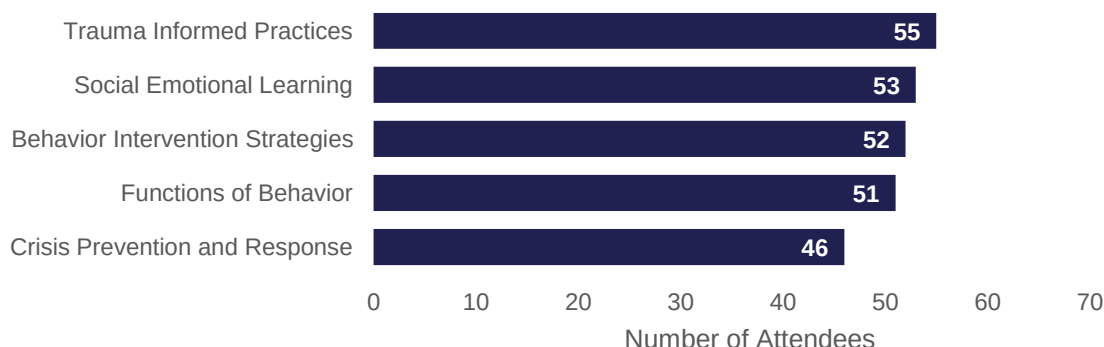


At the end of the 2022-23 school year, 53 percent of Reset Center campuses were rated as Tier I, which met the goal of 35 percent.

Coordinator Professional Development

On average, each RCC received 6.1 hours of professional development through Region 10 Educational Service Center in 2022-23. The number of attendees per session ranged from 46 to 55 (Figure 1). In addition, 41 RCCs (79 percent) earned the Behavioral Endorsement Certification in 2022-23, which did not meet the goal of 100 percent.¹⁰

Figure 1: 2022-23 RCC Professional Development Attendance by Session

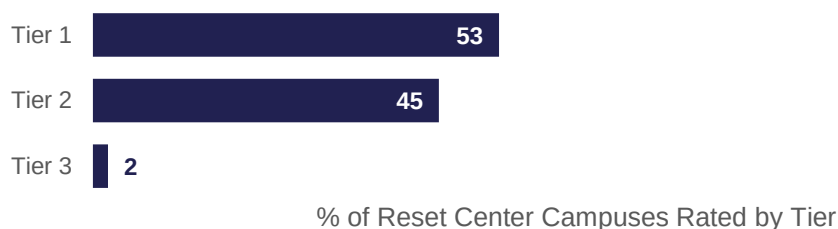


Source: Data received from SEAS on 08/20/23.

Reset Center Walkthroughs

In 2022-23, Reset Center walkthroughs were conducted using the Reset Coordinator Observation Rubric. Schools were tiered¹¹ based on several indicators¹² in the rubric related to Reset Center effectiveness, which allowed SEAS managers to customize support for Reset Center campuses during each nine-week quarter.¹³ At the end of the 2022-23 school year, 53 percent of Reset Center campuses were rated as Tier 1, which met the goal of 35 percent by July 2023.¹⁴

Figure 2: 2022-23 Fourth Quarter Tier Ratings for Reset Center Campuses



Source: Reset Center Walkthrough Observation data received from SEAS on 09/10/23.

¹⁰ In 2022-23, 52 RCCs were employed by the district; however, some RCCs did not remain in the district for the entire school year.

¹¹ Reset Centers were tiered during each nine-week quarter as being either Tier I (strong implementation), Tier II (moderate implementation), or Tier III (low implementation).

¹² The rubric indicators are organized into three main goal areas for Reset Center effectiveness: (a) provide effective and early whole child interventions and supports for struggling students, (b) improve academic outcomes by decreasing missed instructional time, and (c) campus culture is positive and supportive.

¹³ The process of tiering schools included the following four steps: (a) conduct an observation and rate Reset Center implementation using rubric during each nine-week quarter; (b) calculate average of all rubric ratings to calculate provisional tier, (c) review additional data to determine final tier, and (d) approve tier placement at the end of each nine-week quarter.

¹⁴ One of the 52 campuses with a reset center (i.e., Madison High School) did not have a tier rating at the end of 2023-24.

EQ2: What were the staff perceptions of the Reset Centers?

This section provides an overview of the results from the Reset Center focus groups that were conducted with RCCs in Spring 2023. Methodology information can be found in Appendix B (page 51).

Reset Center Coordinator Focus Groups¹⁵

Key Findings from this section:



Compared to 2021-22, most RCCs in the 2022-23 focus group reported that campus administrators (a) supported them better and (b) had a better understanding about the purpose of Reset Centers.



RCCs who participated in the focus group appreciated opportunities to collaborate with other RCCs at professional development (PD) sessions. RCCs also indicated that campus staff would benefit from receiving the same training they received (e.g., Region 10).



Some RCCs who participated in the focus group reported that changes in how data were tracked in 2022-23 created inconsistencies, and all RCCs felt that data tracking was a work in progress.

Support from Campus Staff Members

In 2022-23, most RCCs reported that campus administrators had a better understanding about the purpose of the reset center program and supported them better compared to 2021-22. For example, one middle school RCC stated, “*I’m really lucky to have somebody that gets it and my principal gets the program and loves it.*” Another RCC explained the progress at her campus from year one to year two as follows:

...in the beginning the main barrier was to make sure that we weren't being treated like [in school suspension], where they just drop off kids – without any documentation, without any conversation. But, with a year of watching how we move on what we do, that's been less likely to occur, on at least on my campus. This year, I don't think we had some of those barriers. I didn't see them anyway. So, I think our administrators are supporting us. That was the hurdle, and if we got through that last year then then we didn't have to reeducate the teachers and the faculty because they knew what we were there for.

For this RCC, barriers from the previous school year involved lack of support from campus administrators. The campus overcame those barriers in 2022-23 because all staff members had a better understanding of the purpose of the Reset Center program. However, this did not occur at all campuses. For example, one high school coordinator felt that the Reset Center was underutilized at their campus in 2022-23 because the principal did not believe it would lead to a decrease in disciplinary referrals. They believed that campus administrators needed the same in-depth training as coordinators.

My challenge is administration really buying into it and believing in it. I think that principals need to go through some of the training that we, as Reset Coordinators, go through. I think it would be good for teachers to go to some of those trainings so they can completely understand what it is. It is so new to a lot of them, and you still hear people say “Oh, it’s just a high version of ISS, and it’s not a high version of ISS. There needs to be more alignment at the administrative level because principals do the best that they can with

¹⁵ A copy of the focus group protocol can be found in Appendix E.

working with it some [students]. [The campus administrator] just absolutely does not believe in the process of resetting kids.

Another high school coordinator reported that the principal at their campus was completely supportive of the Reset Center. They reported that they instead faced resistance from assistant principals (APs). Because the APs at this campus oversaw disciplinary matters at the campus, they ultimately determined how the Reset Center was implemented. In this case, the APs did not completely understand the restorative approach of Reset Centers. As explained by the coordinator:

My campus principle has total complete buy in. Where I run into trouble is with my assistant principals. They're the ones responsible for discipline of their specific grade level... and they are not always on board. They want punishment. They are tired of [a] kid getting away with murder, tired of [a] kid using [the Reset Center] as an excuse. When [the student] had a legitimate mental health issue that he was coping with,... was he milking that a little bit? Sometimes, of course. He's a kid. But you know, 95% of the time, that was a legitimate anxiety disorder that he was seeking a place to get to before he completely came apart. My grade level counselor and I often found ourselves going head-to-head with the assistant principal because she just wasn't understanding what we were trying to say and how we were trying to approach it. She thought he needed consequences for his actions and he just needed to learn to obey. So I think principals, yes, but the APs, they're the ones that we are going to interact with more with as far as campus discipline. If they could go to one of the certification programs for restorative practices that we've been to that if they could go to one of those sessions, I think it would give them a lot of insight on what we're trying to do and why we're doing it.

At a campus that successfully utilized their Reset Center, the RCC described a different experience. This coordinator explained that the success of the program at their campus depended on cooperation with the Campus Behavior Coordinator, who is an Assistant principal whose role specially includes discipline issues. This coordinator stated, “... *I'm really lucky that we have a Campus Behavior Coordinator whose sole job is to deal with discipline. We work very close together to make sure our processes are streamlined and [that] the Reset Center is not a dumping ground.*”

Other coordinators explained that classroom teachers played an integral role in transforming the disciplinary approach at their campuses by building relationships with students. For example, a high school RCC described how their principal set aside time for teachers to build relationships with students:

Our teachers welcome this new initiative with open arms, maybe partly because my principal was one of the original. Of course, he has had some ideas ... maybe tweak it, make it more, make it better.... But, we actually dedicate a whole week in both the beginning of the school year and coming back in January where we tell the teachers no school work for the first week. [Teachers] need to build relationships with students because [they] will lose them.

Another RCC further explained that, during the first year of the program, they built relationships with their students, which allowed the program to be more effective during the second year in 2022-23. The coordinator stated:

... really a lot of the work that we did our first year was build these relationships but then talk and collaborate... on creative interventions to support minimizing behaviors on our campus. And so, you know, basically using that as our foundation the second year is an enhancement. And so now we're implementing it the second year and we are seeing a difference.... When I do my data reports on a weekly basis with my admin team, either

students are self-reporting to us or teachers are referring students to us because they see the impact, that it's working for both the students and teachers and admins on our campus.

The importance of building relationships with student was highlighted by another coordinator as well. They explained how cultivating positive student relationships last year led to opportunities in 2022-23:

It makes it easier even to go into the classroom if a student is having a problem with a teacher..., I can go to a teacher and say, can I just have a sit down with you so I can see how you guys can have a better year together because this person has to have this class and you're the only teacher that's teaching this class. How can I come in and make it better?

In addition, a high school RCC explained the Reset Center worked at their campus because there was more teacher buy-in in 2022-23:

Last year, [teachers] weren't sure of what to expect, whereas this year teachers will now refer kids to the reset center. If somebody's having a really bad day and if [teachers] know that [the student] needs some outside assistance to regulate their emotions, now [teachers] are more willing to send students to the Reset Center.

Overall, RCCs reported that campus administrative teams needed to foster a culture that promotes Reset Centers for all staff members. As another high school RCC stated, *"At the end of the day, each school has to do what is best. Each leader is going to have to figure out what is best for their campus – what is going to work."*

Professional Development

Regarding the professional development (PD) from SEAS or Region 10, RCCs appreciated opportunities to collaborate with the RCCs at other campuses. The PD allowed them to better understand strategies that other RCCs used to overcome obstacles at their campuses. For example, a middle school RCC said that they appreciated, *"... learning about the techniques and strategies that different Reset Center Coordinators bring to the table because they're all unique and how they approach and deal with students. Just learning from each other and coming together has been very impactful."*

Other RCCs appreciated the quality of PD sessions and recommended them to other campus staff members so that they could better understand much of, *"...why they do what they do,"* as one RCC put it. A high school RCC also said:

The professional development that we had before the year started, I thought was really, really good. That prepared us for our jobs. I thought that was some of the best professional development that we have had. This year, a lot of the trainings were Region 10 trainings on behavior management. We did those once a month, and those were also good. I just wish that we could extend some of that training that we received to some of the classroom teachers. I think every campus could identify you know, two or three teachers that would really benefit from that.

According to RCCs, PD trainings were most effective when they could be relatable and easily implemented. For example, a middle school RCC said, *"I'm better able to know when I've been to a good training when I'm actually able to apply the information."* Another middle school RCC described how social-emotional PD activities directly addressed student's trauma. This RCC said:

...The kids have to deal with some of the trauma triggers... knowing what the trauma triggers are and what they're dealing with at home then bringing it to school. And so just knowing those triggers – knowing those things that cause our students to blow up and fight. It's amazing to get those trainings and just to see some of our students actually going

through some of the emotions and going through some of the triggers...this is what they've taught us! This is something that I learned in training and I'm able to go back and look at what it is, restudy it, and just try to better help the student.

While the training could be immediately relevant to RCC work, second-year coordinators were also experiencing some of the PD for the second time. As one stated:

I also hope that next year there is the same Region 10 training for new coordinators and something different for returning coordinators because those of us who have been here from the beginning have sat through the same training twice, and that didn't always feel like the most efficient use of our time.

Data Reporting

Many RCCs expressed that the disciplinary referrals record did not always accurately reflect their work with each student. Some RCCs reported that changes in how data were tracked in 2022-23 created inconsistencies and gaps, and all RCCs who participated in the focus group felt that data tracking was a work in progress. Because the Reset Center program was only in the second year of implementation, RCCs felt that all data needs for the program were not completely understood. For example, one high school RCC shared their experience:

I think that's the part they haven't quite figured out [is] what information they need. So, when somebody says that they need to be able to see this, it comes down to us, and the system has changed multiple times and it doesn't necessarily reflect what we're doing in our centers.

Another coordinator expanded on the topic, saying:

We changed a couple times because I don't think anybody really knew who was going to be looking at the data and what they were specifically looking for. I get it: It has to change. I don't think we're there yet, where it can show what we're doing and also provide whoever's collecting the data the information that they need.

In addition, RCCs reported that some activities conducted in the Reset Centers were difficult to track. For example, when students checked themselves into a Reset Center (i.e., self-report), it was not always clear how RCCs should track those visits with the most recent Reset documentation template. A high school RCC described it as follows:

I think it was last week when they threw us the new Reset template that they wanted us to use. When we were using the old template, there was a self-reporting drop-down box that we could use. Now it just says 'student check in.' I don't think that there is a clear vision of how we can document that.

For coordinators, not being able to accurately document students who self-reported themselves made it difficult to track the total number of students who visit each Reset Center. As explained by another RCC,

The numbers that I have will not match whatever is in the system because I have students coming to self-report all the time. I know I haven't documented these things because there used to be a way to actually put that in, but these numbers will not reflect it."

Lastly, as one coordinator lamented about using the Reset template, "They used to tell us that that if you don't document it, then it didn't happen, but now the new form and documentation that we're using

doesn't really allow us to tell the story, in my opinion." Another coordinator followed up, saying, "As of right now, I don't think there's a clear vision about how we can document it."

Reset Center Coordinator and Campus Administrator Survey

This section includes key results from the RCC and campus administrator survey (Fall 2022 and Spring 2023). The survey included items regarding (a) meetings and observations, (b) program efficacy, and (c) staff member efficacy. Full results by administration period, item, respondent type, and response frequency are provided in Appendix F (page 57).

Meetings and Observations

Reset Center Coordinators¹⁶

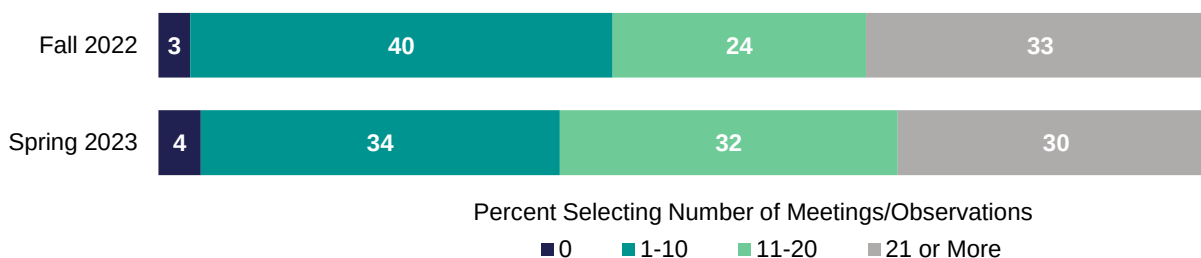
Key Findings from this section



As the school year progressed, RCCs reported that (a) they met more frequently with campus administrators and (b) campus administrators observed the Reset Center more frequently.

Fifty-seven percent of RCCs reported meeting with campus administrators at least 11 times in Fall 2022. This rate increased to 62 percent in Spring 2023, indicating that they met with campus administrators more times as the school year progressed (Figure 3).

Figure 3 2022-23 Number of Times Campus Administrators Met with Reset Center Coordinators During the Fall and Spring Semesters, Reset Center Coordinator Responses



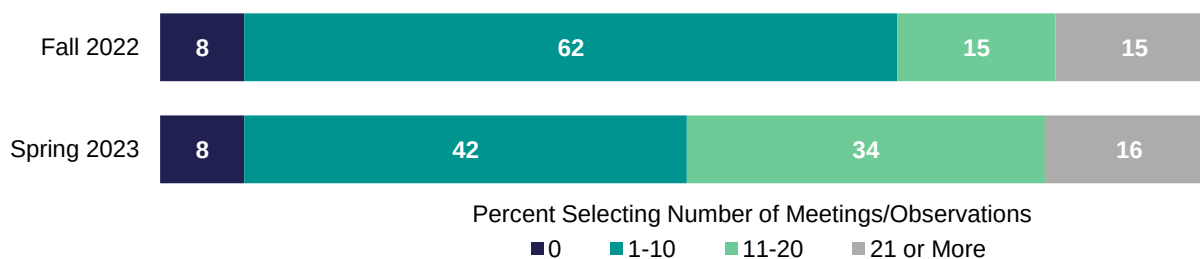
Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

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

Thirty percent of RCCs reported that campus administrators observed Reset Centers at least 11 times in Fall 2022. This rate increased to 50 percent in Spring 2023 (Figure 6), indicating that they observed Reset Centers more times as the school year progressed.

¹⁶ Of the 53 RCCs who received an invitation to complete the surveys, 51 (96%) coordinators completed the fall survey and 42 (79%) completed the spring survey.

Figure 4: 2022-23 Number of Times Campus Administrators Visited to Observe the Reset Center During the Fall and Spring Semesters, Reset Center Coordinator Responses



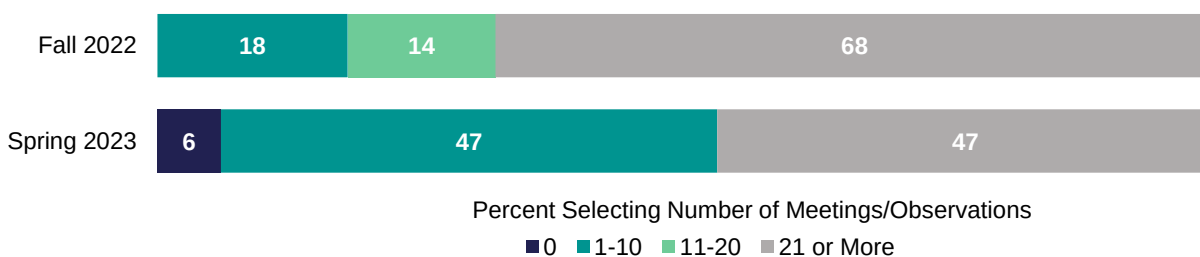
Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

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

Principals¹⁷

Eighty-two percent of principals who completed the survey reported meeting with RCCs at least 11 times in Fall 2022 (Figure 5) and 64 percent reported observing Reset Centers at least 11 times in Fall 2022 (Figure 6). While these rates decreased in Spring 2023, *these changes should be viewed with caution because fewer principals completed the survey than Fall 2022.*

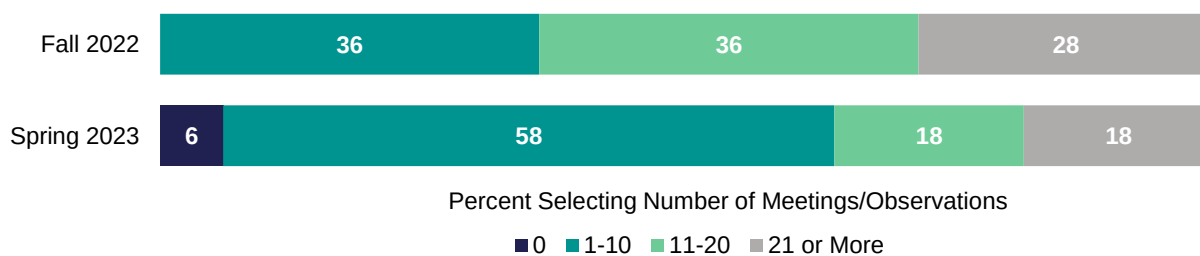
Figure 5: 2022-23 Number of Times Met with Reset Center Coordinators During the Fall and Spring Semesters, Principal Responses



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

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

Figure 6: 2022-23 Number of Times Principals Visited to Observe the Reset Center During the Fall and Spring Semesters, Principal Responses



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

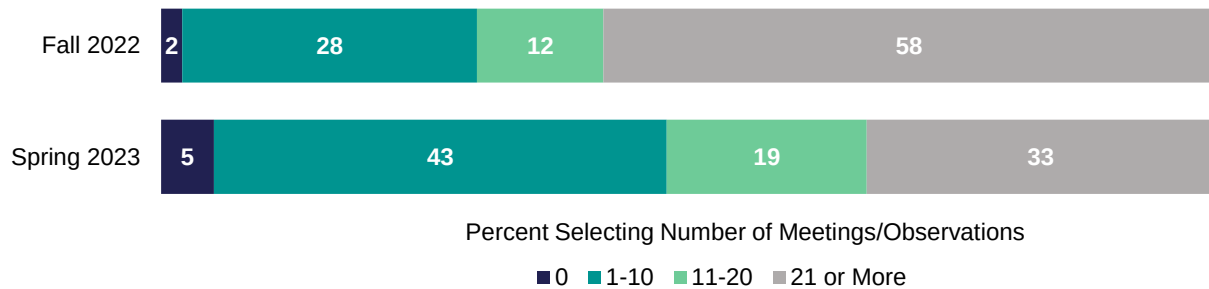
Note: Percentages may not sum to 100 due to rounding.

¹⁷ Of the 52 principals who received an invitation to complete the surveys, 39 (75%) completed the fall survey and 17 (33%) completed the spring survey. Spring 2023 results for campus administrators should be viewed with caution because fewer respondents completed the survey than Fall 2022.

Assistant Principals¹⁸

Seventy percent of assistant principals who completed the survey reported meeting with RCCs at least 11 times in Fall 2022 (Figure 7) and 51 percent reported observing Reset Centers at least 11 times in Fall 2022 (Figure 8). While these rates decreased in Spring 2023, *these changes should be viewed with caution because fewer assistant principals completed the survey than Fall 2022.*

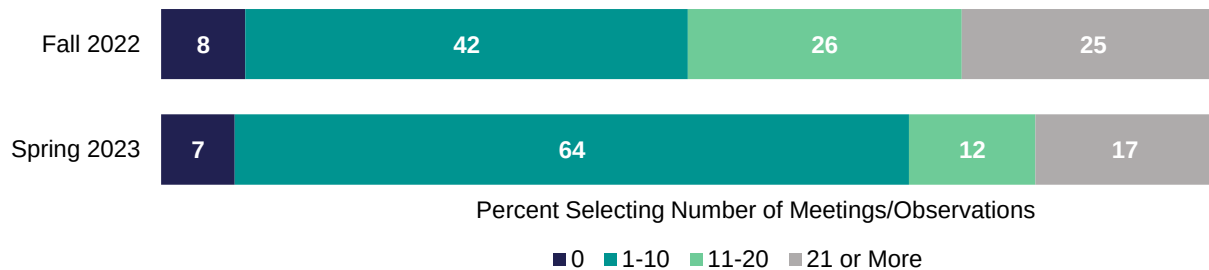
Figure 7: 2022-23 Number of Times Met with Reset Center Coordinators During the Fall and Spring Semesters, Assistant Principal Responses



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

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

Figure 8: 2022-23 Number of Times Assistant Principals Visited to Observe the Reset Center During the Fall and Spring Semesters



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

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

¹⁸ Of the 204 assistant principals who received an invitation to complete the surveys, 115 (56%) completed the fall survey and 69 (34%) completed the spring survey. Spring 2023 results for campus administrators should be viewed with caution because fewer respondents completed the survey than Fall 2022.

Program Efficacy

Reset Center Coordinators¹⁹

Key Findings from this section



Regarding program efficacy, most RCCs had positive ratings about the impact of Reset Centers in 2022-23.



From Fall 2022 to Spring 2023, there was an increase in the rate of RCCs who reported that (a) Reset Centers successfully improved the social and emotional skills of students, (b) students received additional services in a timely manner, and (c) Reset Centers had enough space and supplies.



Another positive change was the decrease in the rate of RCCs who reported that (a) students used the Reset Center to avoid regular classes and (b) some students should not remain on campus due to safety concerns.

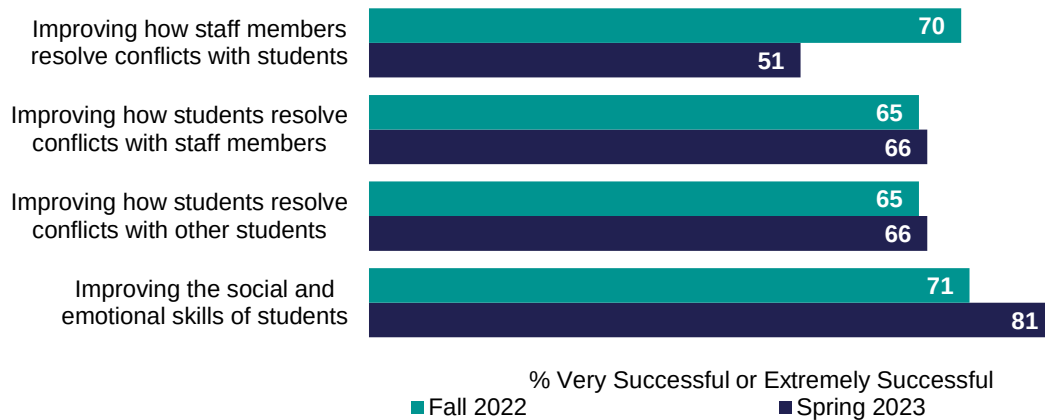


However, there was a decrease in the rate of RCCs who reported that Reset Centers successfully (a) improved how staff members resolved conflicts with students and (b) reduced referrals, fighting, classroom disruptions, and racial inequalities in discipline referrals.

RCC perceptions regarding the impact of Reset Centers on conflict resolution and social emotional skills can be found in Figure 9. For example, while the rate of RCCs who believed Reset Centers were successful (very or extremely successful) at improving how staff members resolved conflicts with students trended downward from Fall 2022 to Spring 2023 (70% to 51%), the rate who reported that the program was successful at improving the social and emotional skills of students trended upward (71% to 81%). In addition, the rate of RCCs who reported that Reset Centers were successful at improving how students resolve conflicts with staff members and other students remained relatively consistent from Fall 2022 (65%) to Spring 2023 (66%).

¹⁹ Of the 53 RCCs who received an invitation to complete the surveys, 51 (96%) coordinators completed the fall survey and 42 (79%) completed the spring survey.

Figure 9: 2022-23 Reset Center Coordinator Perceptions of Reset Center Impact on Conflict Resolution and Social Emotional Skills

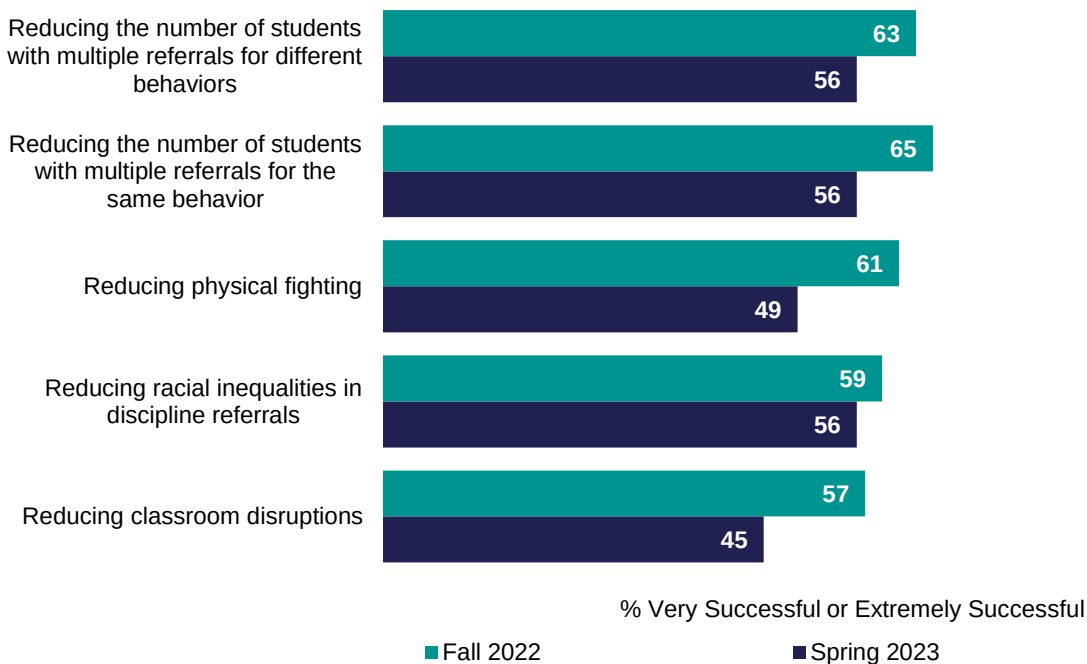


Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

Note: Percentages may not sum to 100 due to rounding. Response options included not at all successful, slightly successful, moderately successful, very successful, and extremely successful.

Overall, the rate of RCCs who reported that Reset Centers were successful at reducing referrals, fighting, classroom disruptions, and racial inequalities in discipline referrals trended downward from Fall 2022 (range: 57% to 63%) to Spring 2023 (range: 45% to 56%; Figure 10). The largest decreases were found for (a) reducing physical fighting (61% to 49%), and (b) reducing classroom disruptions (57% to 45%).

Figure 10: 2022-23 Reset Center Coordinator Perceptions of Reset Center Impact on Reducing Referrals, Fighting, Classroom Disruptions, and Racial Inequalities in Discipline Referrals

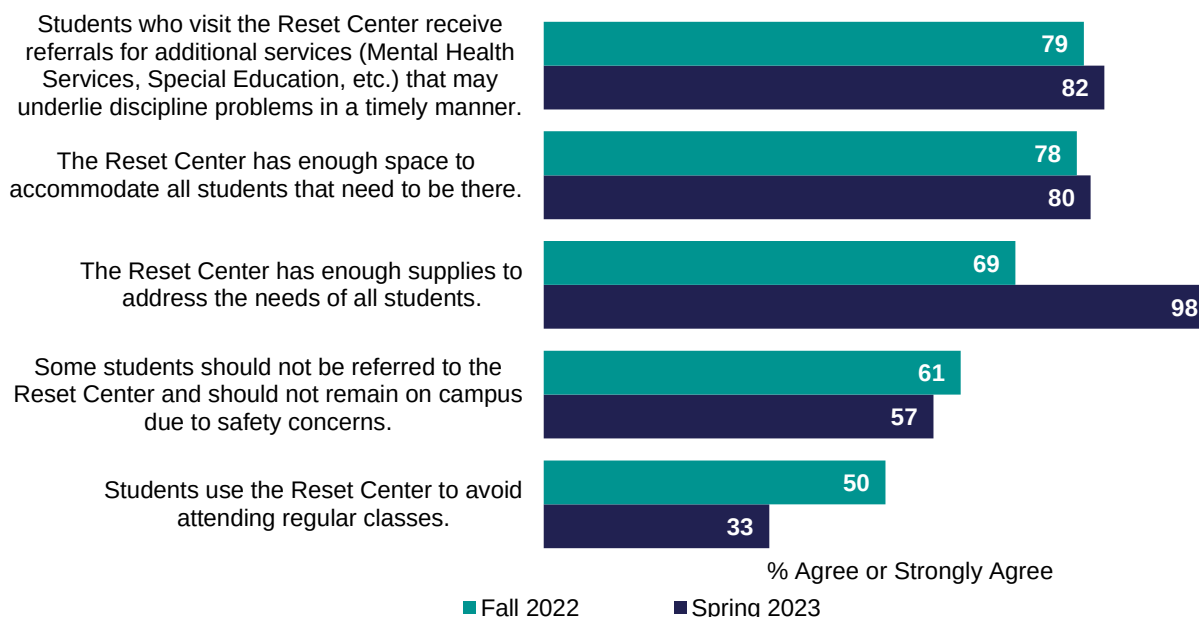


Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

Note: Response options included not at all successful, slightly successful, moderately successful, very successful, and extremely successful.

From Fall 2022 to Spring 2023, the rate of RCCs who agreed that students were receiving additional services in a timely manner (79% to 82%) and that Reset Centers had enough space (78% to 80%) and supplies (69% to 98%) trended upward (Figure 11). In addition, the rates of RCCs who agreed that students used the Reset Center to avoid regular classes (50% to 33%) and that some students should not be referred to the Reset Center and should not remain on campus due to safety concerns (61% to 57%) trended downward.

Figure 11: 2022-23 Reset Center Coordinator Perceptions of Reset Center Physical Space and Supplies, Student Services Referrals, Dependence, and Student Safety



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

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

Principals²⁰

Key Findings from this section



Regarding program efficacy, at least half of principals who completed the survey had positive ratings about the impact of Reset Centers in Fall 2022.



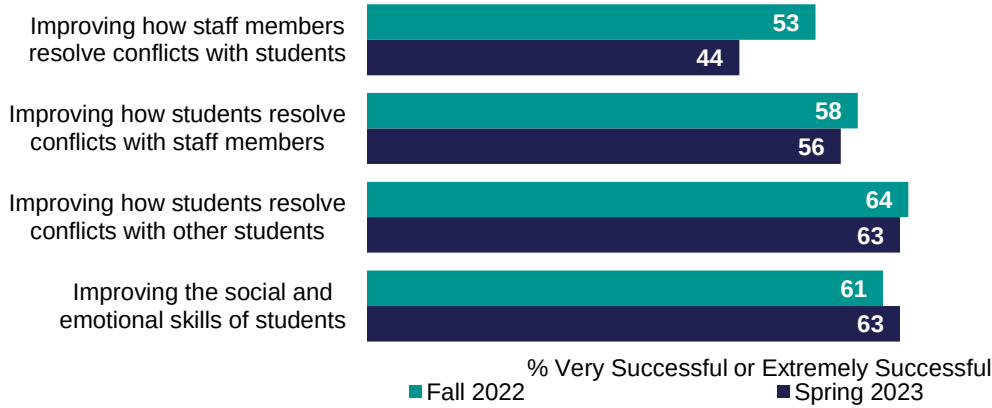
Eighty-one percent of principals reported that some students should not be referred to Reset Centers and should not remain on campus due to safety concerns.

Principal perceptions regarding the impact of Reset Centers on conflict resolution and social emotional skills can be found in Figure 12. In Fall 2022, at least half of principals who completed the survey reported that Reset Centers were successful at improving how students resolved conflicts with staff members (56%), the social and emotional skills of students (61%), how students resolve conflicts with other

²⁰ Of the 52 principals who received an invitation to complete the surveys, 39 (75%) completed the fall survey and 17 (33%) completed the spring survey. Spring 2023 results for campus administrators should be viewed with caution because fewer respondents completed the survey than Fall 2022.

students (64%), and how staff members resolved conflicts with students (53%). While most of these rates trended downward in Spring 2023, *these changes should be viewed with caution because fewer principals completed the survey than Fall 2022.*

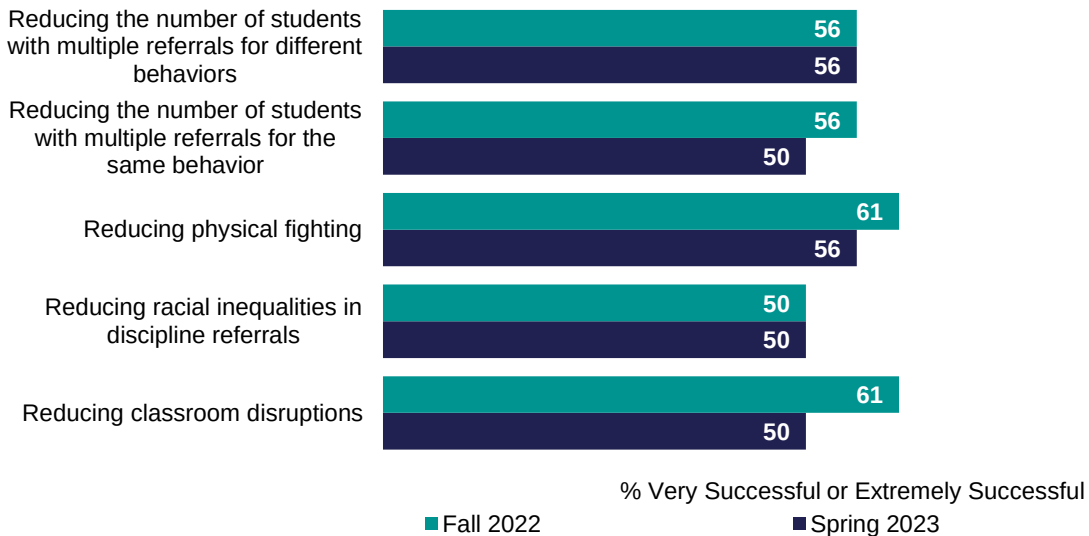
Figure 12: 2022-23 Principal Perceptions of Reset Center Impact on Conflict Resolution and Social Emotional Skills



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.
Note: Percentages may not sum to 100 due to rounding. Response options included not at all successful, slightly successful, moderately successful, very successful, and extremely successful.

Figure 13 includes the rate of principals in Fall 2022 who reported that Reset Centers were successful at reducing the number of students with multiple referrals (56%), fighting (61%), classroom disruptions (61%), and racial inequalities in discipline referrals (50%). While these rates either remained consistent or trended downward in Spring 2023, *these changes should be viewed with caution because fewer principals completed the survey than Fall 2022.*

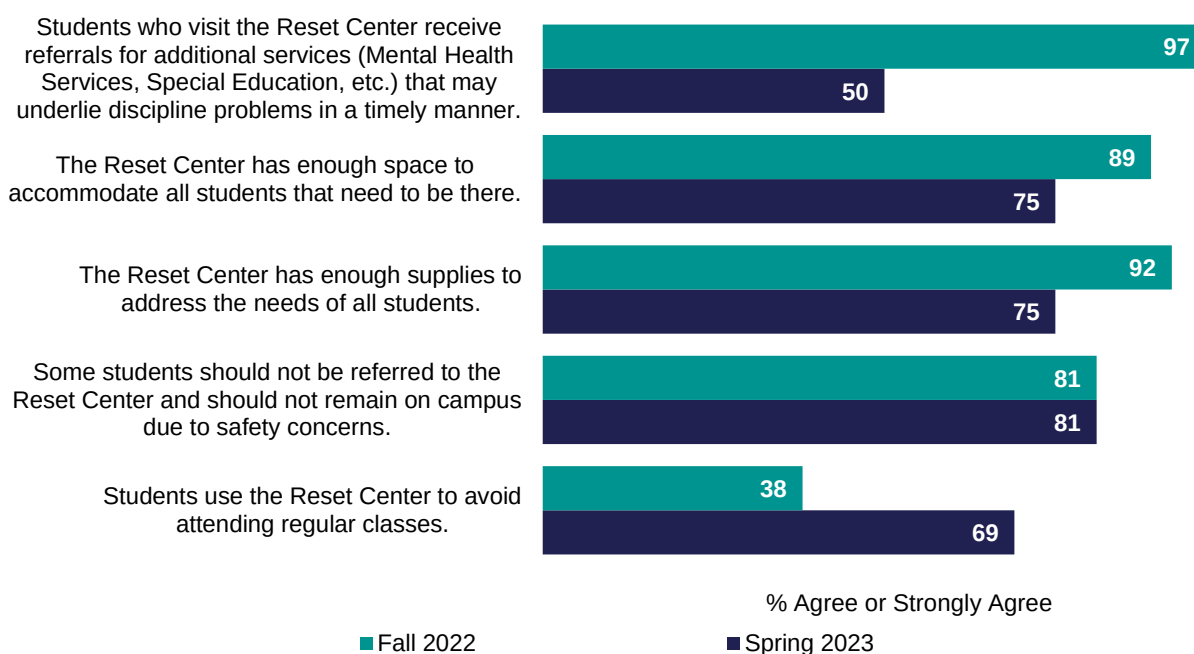
Figure 13: 2022-23 Principal Perceptions of Reset Center Impact on Reducing Referrals, Fighting, Classroom Disruptions, and Racial Inequalities in Discipline Referrals



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.
Note: Response options included not at all successful, slightly successful, moderately successful, very successful, and extremely successful.

Figure 14 includes the rate of principals in Fall 2022 who reported that students were receiving additional services in a timely manner (97%) and that Reset Centers had enough space (89%) and supplies (92%). In addition, 81 percent reported that some students should not be referred to Reset Centers and should not remain on campus due to safety concerns, and 38 percent reported that students use the Reset Center to avoid attending regular classes. While these rates either remained consistent or trended downward in Spring 2023, *these changes should be viewed with caution because fewer principals completed the survey than Fall 2022.*

Figure 14: 2022-23 Principal Perceptions of Reset Center Physical Space and Supplies, Student Services Referrals, Dependence, and Student Safety



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.
Note: Response options included strongly disagree, disagree, agree, strongly agree, and no opinion. Participants that selected no opinion are not included in the analysis.

Assistant Principals²¹

Key Findings from this section



Regarding program efficacy, compared to principals and RCCs, assistant principals who completed the survey had lower or mixed ratings about the impact of Reset Centers in Fall 2022.

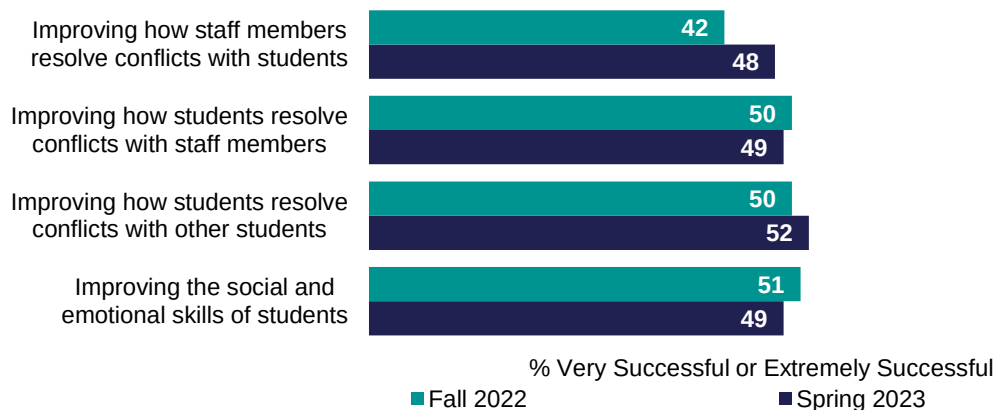


Approximately half of respondents had positive ratings about the impact of Reset Centers on conflict resolution and social emotional skills, and only a quarter had positive ratings about Reset Centers reducing referrals, fighting, classroom disruptions, and racial inequalities in discipline referrals.

²¹ Of the 204 assistant principals who received an invitation to complete the surveys, 115 (56%) completed the fall survey and 69 (34%) completed the spring survey. Spring 2023 results for campus administrators should be viewed with caution because fewer respondents completed the survey than Fall 2022.

Assistant principal perceptions regarding the impact of Reset Centers on conflict resolution and social emotional skills can be found in Figure 15. In Fall 2022, 42 percent of assistant principals who completed the survey believed Reset Centers were successful at improving how staff members resolved conflicts with students. In addition, approximately half reported that Reset Centers improved the social and emotional skills of students (51%) and how students resolved conflicts with staff members (50%) and other students (50%). While these rates fluctuated in Spring 2023, *these changes should be viewed with caution because fewer assistant principals completed the survey than Fall 2022.*

Figure 15: 2022-23 Assistant Principal Perceptions of Reset Center Impact on Conflict Resolution and Social Emotional Skills

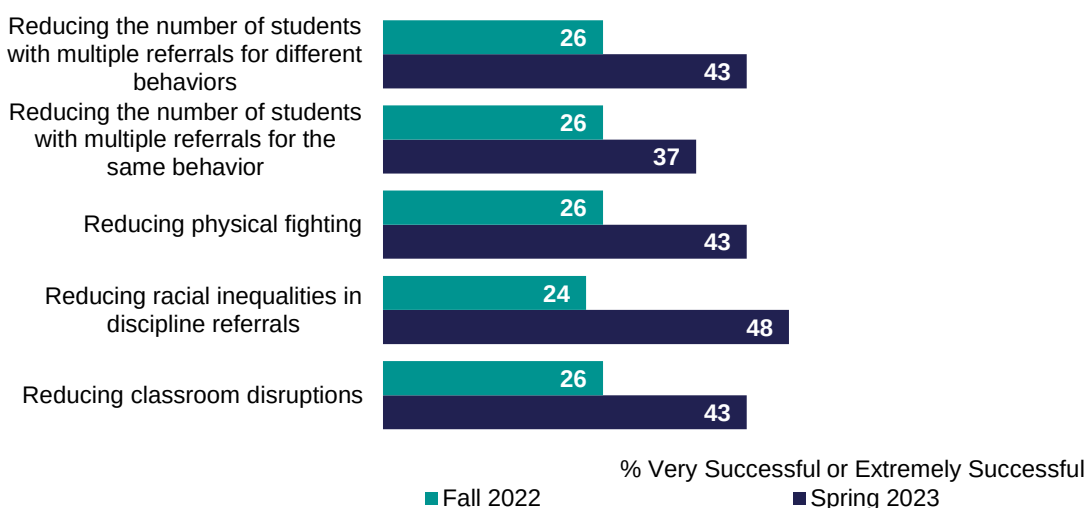


Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

Note: Percentages may not sum to 100 due to rounding. Response options included not at all successful, slightly successful, moderately successful, very successful, and extremely successful.

Figure 16 includes the rate of assistant principals in Fall 2022 who reported that Reset Centers were successful at reducing referrals (26%), fighting (26%), classroom disruptions (26%), and racial inequalities in discipline referrals (24%). While these rates trended upward in Spring 2023, *these changes should be viewed with caution because fewer assistant principals completed the survey than Fall 2022.*

Figure 16: 2022-23 Assistant Principal Perceptions of Reset Center Impact on Reducing Referrals, Fighting, Classroom Disruptions, and Racial Inequalities in Discipline Referrals

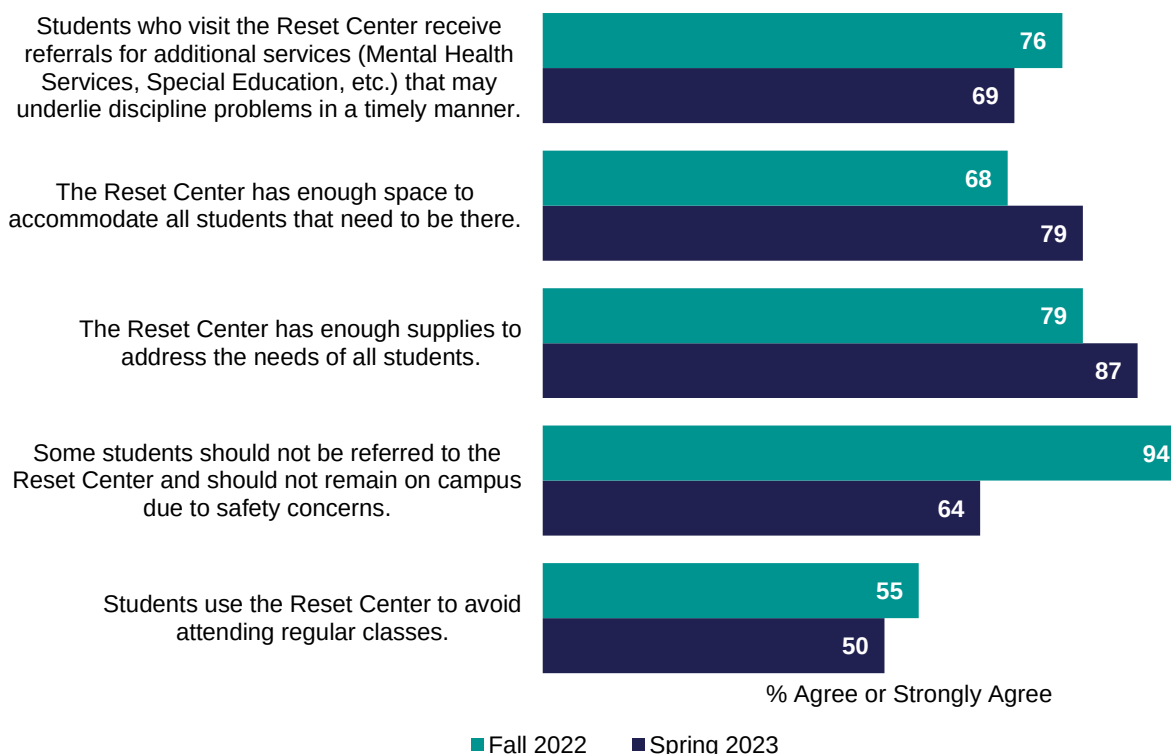


Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

Note: Response options included: not at all successful, slightly successful, moderately successful, very successful, and extremely successful.

Figure 17 includes the rate of assistant principals in Fall 2022 who reported that some student should not be referred to the Reset Center and should not remain on campus due to safety concerns (94%) and that students use the Reset Center to avoid attending regular classes (55%). In addition, 68 percent reported that their Reset Center had enough space, and 79 percent reported that their Reset Center had enough supplies. While these rates fluctuated in Spring 2023, *these changes should be viewed with caution because fewer assistant principals completed the survey than Fall 2022.*

Figure 17: 2022-23 Assistant Principal Perceptions of Reset Center Physical Space and Supplies, Student Services Referrals, Dependence, and Student Safety



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

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

Staff Member Efficacy

Reset Center Coordinators²²

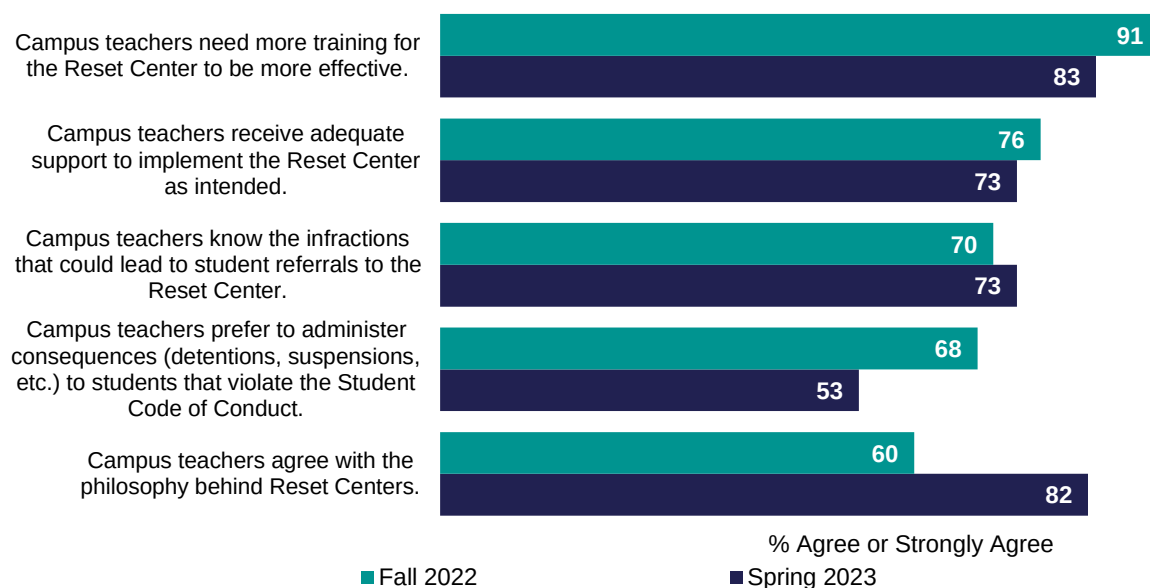
Key Findings from this section

-  Regarding staff member efficacy, RCCs generally had positive perceptions about the program, campus teachers, administrators, and themselves in 2022-23.
-  There was an increase in the rate of RCCs who reported that campus teachers agreed with the philosophy of the Reset Center from Fall 2022 to Spring 2023.
-  Most RCCs agreed that SEAS provided adequate support to campus administrations. They also agreed that most campus administrators (a) provided adequate support to the Reset Centers and (b) agreed with the philosophy behind Reset Center.
-  All RCC respondents agreed with the philosophy behind Reset Centers. Almost all RCCs also agreed that campus administrators provided adequate support to the Reset Centers and that SEAS provides adequate support to campus administrators.

²² Of the 53 RCCs who received an invitation to complete the surveys, 51 (96%) coordinators completed the fall survey and 42 (79%) completed the spring survey.

From Fall 2022 to Spring 2023, the rate of RCCs who agreed that campus teachers (a) needed more training (91% to 83%) and (b) received adequate support (76% to 73%) trended slightly downward (Figure 18). There was also a slight increase in the rate of RCCs who agreed that campus teachers understood which infractions could lead to a referral to the Reset Center (70% to 73%). The increase in RCCs who reported that campus teachers agreed with the philosophy of the Reset Center (60% to 82%) corresponded with a decrease in RCCs who reported that campus teachers preferred to administer consequences (68% to 53%; e.g., detentions and suspensions).

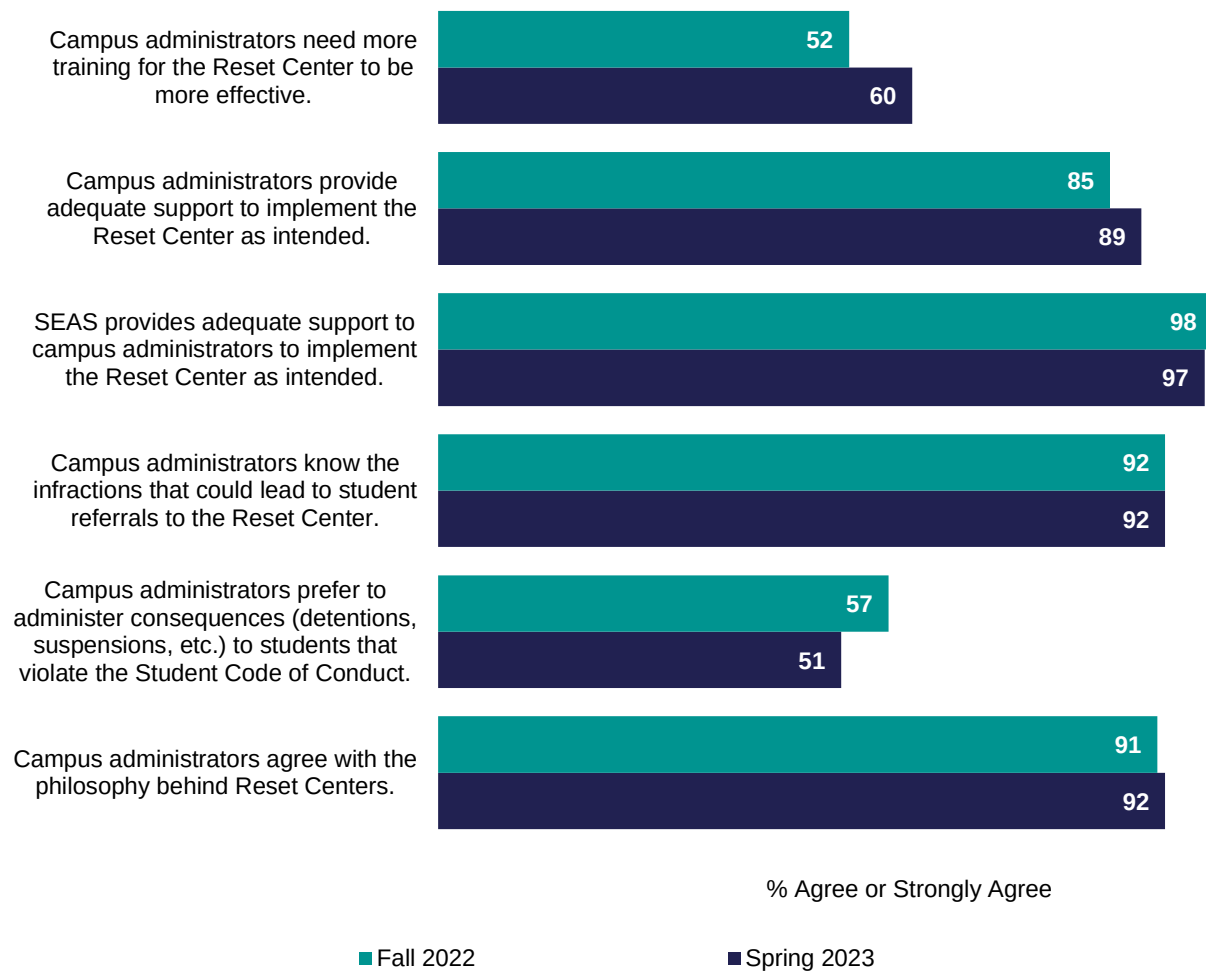
Figure 18: 2022-23 RCC Perceptions of Campus Teacher Knowledge, Beliefs, Support, and Training



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

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

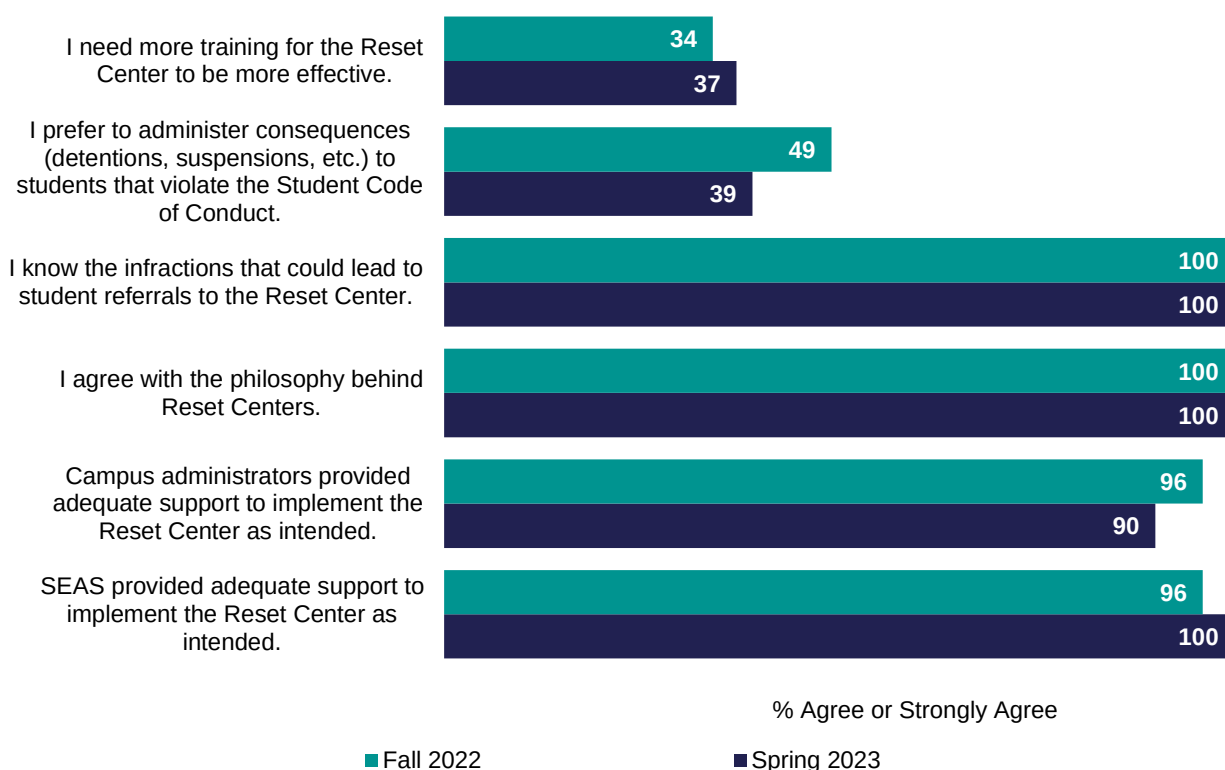
In Fall 2022 and Spring 2023, most RCCs agreed that SEAS provided adequate support to campus administrations (98% to 97%; Figure 19). Most RCCs also agreed that campus administrators (a) provided adequate support to the Reset Centers (85% to 89%), (b) knew the infractions that led to Reset Center referrals (92%), and (c) agreed with the philosophy behind Reset Centers (91% to 92%; Figure 19). While the rate of RCCs who agreed that campus administrators need more training increased from Fall 2022 to Spring 2023 (52% to 60%), the rate who reported that campus administrators preferred to administer consequences trended downward (57% to 51%; e.g., detentions, suspensions).

Figure 19: 2022-23 RCC Perception of Campus Administrator Knowledge, Beliefs, Support, and Training

Source: Coordinator and administrator surveys administered from 01/25/2023 through 02/08/23.

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

From Fall 2022 to Spring 2023, all RCC respondents agreed that they (a) knew the infractions that could lead to Reset Center referrals and (b) agreed with the philosophy behind Reset Centers (Figure 20). Most RCCs also agreed that campus administrators provided adequate support to the Reset Centers (96% to 90%) and that SEAS provides adequate support to campus administrations (96% to 100%). In addition, the rate of RCCs who agreed that they preferred to administer consequences (e.g., detentions, suspensions) trended downward from 49 percent to 39 percent, whereas the rate who agreed that they needed more training trended slightly upward from 34% to 37%.

Figure 20: 2022-23 RCCs Knowledge, Beliefs, Support, and Training

Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23.

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

Principals²³

Key Findings from this section:



Regarding staff member efficacy, principals who completed the survey generally had positive or mixed ratings about campus teachers, RCCs, and themselves in Fall 2022.



All principals who completed the survey reported that they and RCCs agreed with the philosophy behind Reset Centers, and most principals said they and RCCs had adequate support to implement Reset Centers as intended.

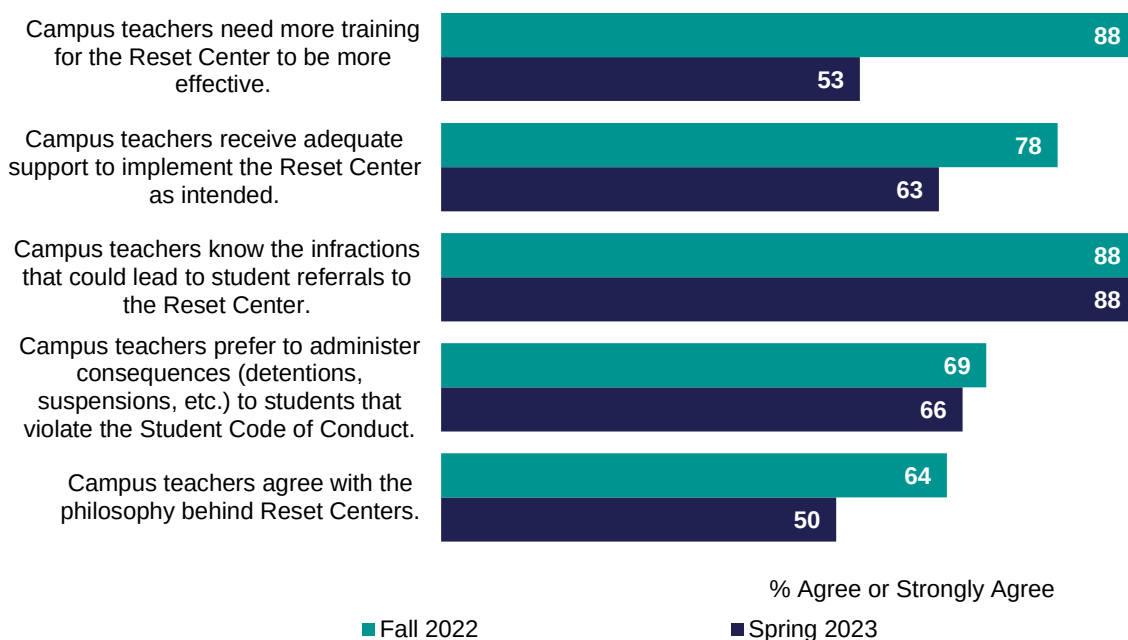


While more than half of principals indicated that teachers agreed with the philosophy of the Reset Center in Fall 2022, almost all respondents felt that teachers needed more training, and more than half reported that teachers preferred to administer consequences (e.g., detentions and suspensions).

²³ Of the 52 principals who received an invitation to complete the surveys, 39 (75%) completed the fall survey and 17 (33%) completed the spring survey. Spring 2023 results for campus administrators should be viewed with caution because fewer respondents completed the survey than Fall 2022.

Principal perceptions regarding campus teacher knowledge, beliefs, support, and training can be found in Figure 21. In Fall 2022, most principals who completed the survey agreed that campus teachers needed more training (88%) and receive adequate support (78%). In addition, 64 percent reported that campus teachers agree with the philosophy behind Reset Centers and 69% percent reported that campus teachers preferred to administer consequences (e.g., detentions, suspensions). While these rates fluctuated in Spring 2023, *these changes should be viewed with caution because fewer principals completed the survey than Fall 2022.*

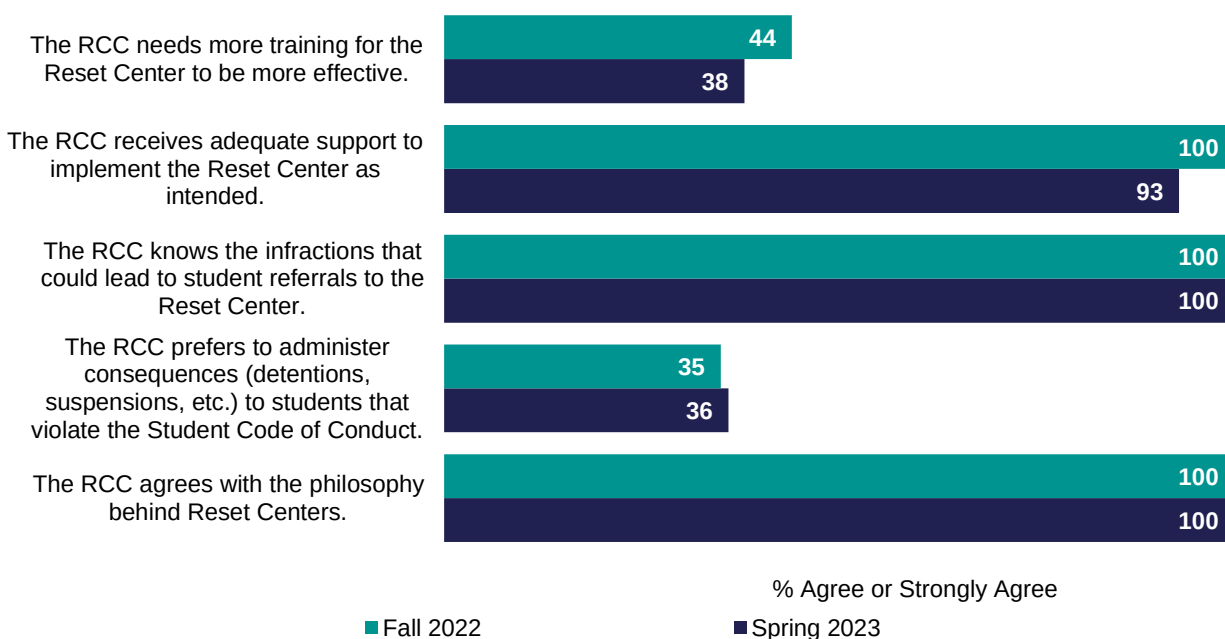
Figure 21: 2022-23 Principal Perceptions of Campus Teacher Knowledge, Beliefs, Support, and Training



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

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

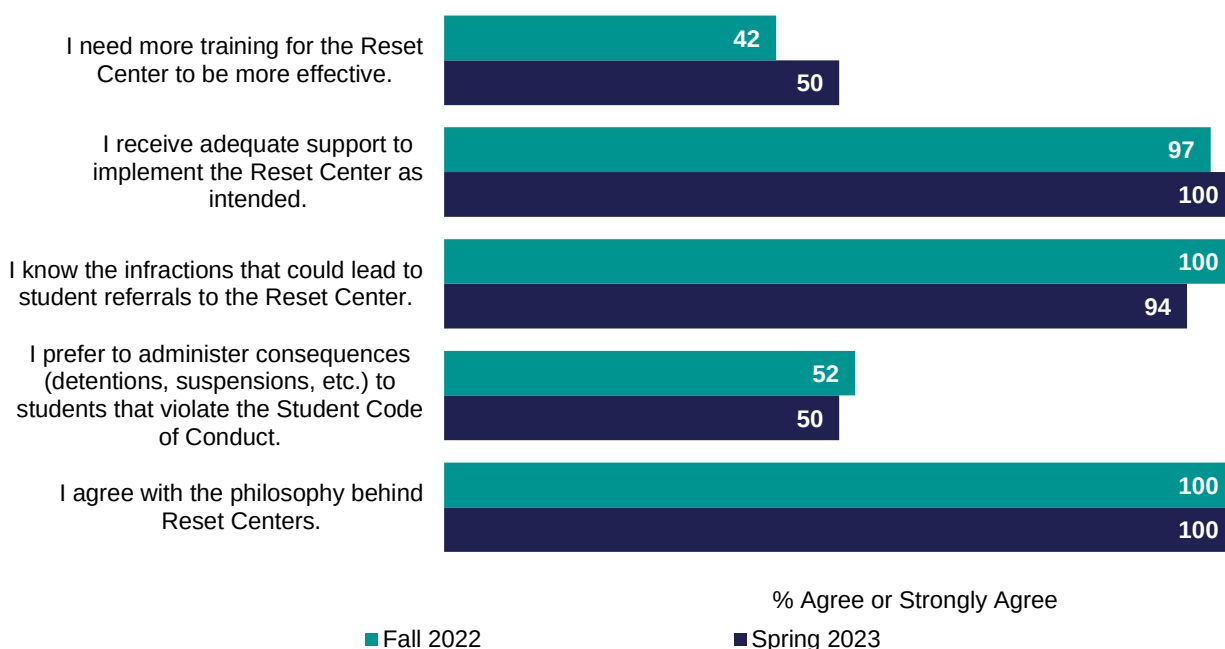
Figure 22 includes the rate of principals in Fall 2022 who agreed that RCCs knew the infractions that could lead to Reset Center referrals (100%), RCCs agreed with the philosophy behind Reset Centers (100%), and RCCs received adequate support (100%). In addition, 44 percent agreed that RCCs needed more training trended downward, and 35 percent agreed that RCCs prefer to administer consequences (e.g., detentions, suspensions). While these rates remained consistent or trended downward in Spring 2023, *these changes should be viewed with caution because fewer principals completed the survey than Fall 2022.*

Figure 22: 2022-23 Principal Perception of RCC Knowledge, Beliefs, Support, and Training

Source: Coordinator and administrator surveys administered from 01/25/2023 through 02/08/23.

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

Figure 23 includes the rate of principals in Fall 2022 who reported that they agreed with the philosophy behind Reset Centers (100%) and agreed that they had adequate support (97%). In addition, 52 percent agreed that they preferred to administer consequences (e.g., detentions, suspensions), and 42% agreed that they needed more training. While these rates remained consistent or fluctuated in Spring 2023, *these changes should be viewed with caution because fewer principals completed the survey than Fall 2022.*

Figure 23: 2022-23 Principal Knowledge, Beliefs, Support, and Training

Source: Administrator survey administered from 01/25/23 through 02/08/23.

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

Assistant Principals²⁴

Key Findings from this section:



Regarding staff member efficacy, assistant principals who completed the survey generally had positive ratings about campus teachers, RCCs, and themselves in Fall 2022.

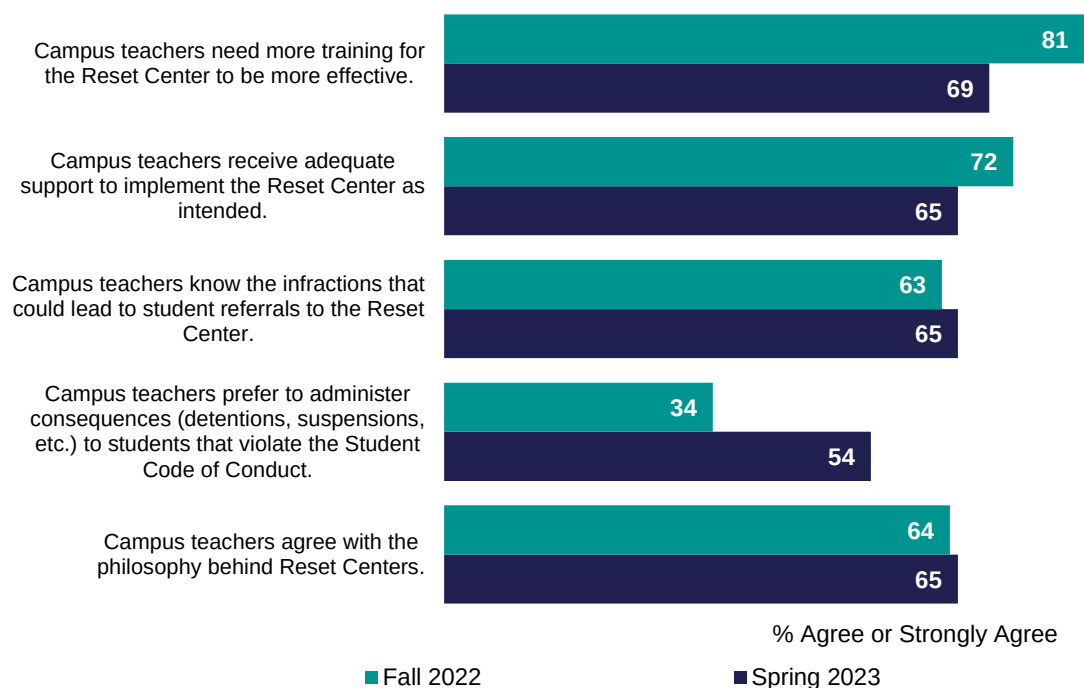


Most assistant principals who completed the survey reported that they and RCCs (a) agreed with the philosophy behind Reset Centers and (b) had adequate support to implement the Reset Center. However, most respondents believed that teachers needed more training to be more effective.

Assistant principal perceptions regarding campus teacher knowledge, beliefs, support, and training can be found in Figure 24. In Fall 2022, most assistant principals agreed that campus teachers needed more training (81%) and received adequate support (72%). In addition, 64% reported that campus teachers agreed with the Reset Center philosophy, and 34% reported that campus teachers preferred to administer consequences (e.g., detentions or suspensions). While most of these rates remained consistent or trended downward in Spring 2023, *these changes should be viewed with caution because fewer assistant principals completed the survey than Fall 2022.*

²⁴ Of the 204 assistant principals who received an invitation to complete the surveys, 115 (56%) completed the fall survey and 69 (34%) completed the spring survey. Spring 2023 results for campus administrators should be viewed with caution because fewer respondents completed the survey than Fall 2022.

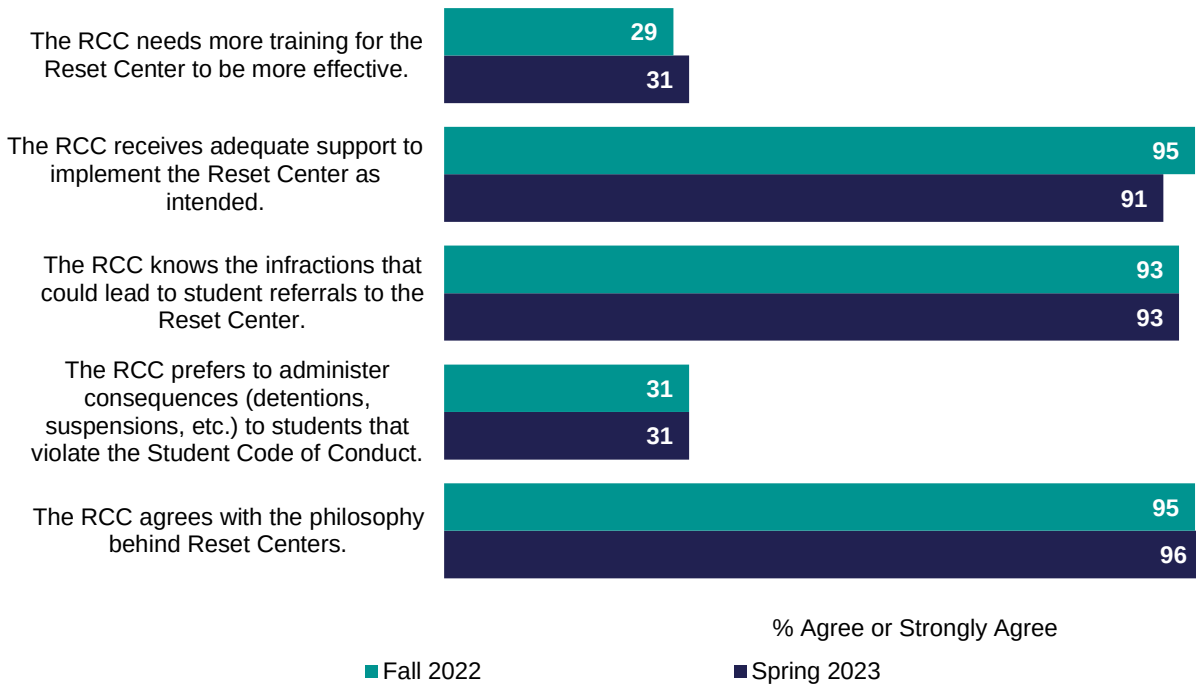
Figure 24: 2022-23 Assistant Principal Perceptions of Campus Teacher Knowledge, Beliefs, Support, and Training



Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23 and 05/03/23 through 05/23/23.

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

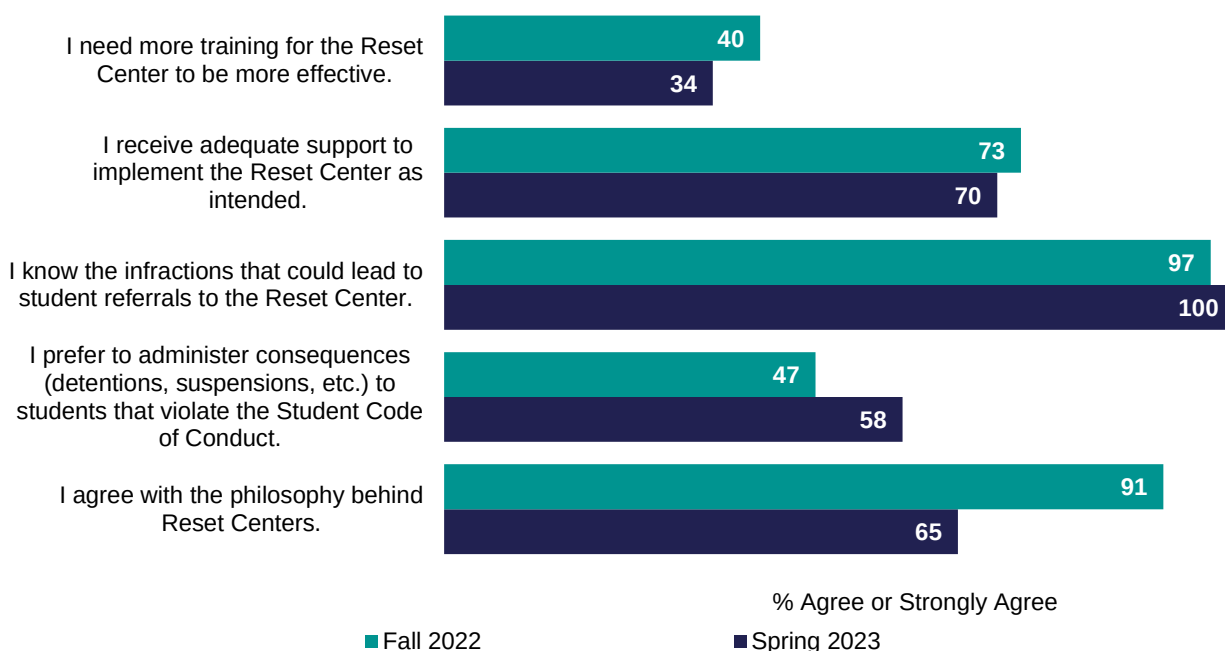
Figure 25 includes the rate of assistant principals in Fall 2022 who reported that RCCs agreed with the philosophy behind Reset Centers (95%), RCCs needed more training (29%), and (d) RCCs preferred to administer consequences (e.g., detentions and suspensions; 31%). Most assistant principals agreed that RCCs received adequate support (95%). While these rates remained consistent in Spring 2023, *these changes should be viewed with caution because fewer assistant principals completed the survey than Fall 2022.*

Figure 25: 2022-23 Assistant Principal Perceptions of RCC Knowledge, Beliefs, Support, and Training

Source: Coordinator and administrator surveys administered from 01/25/2023 through 02/08/23.

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

Figure 26 includes the rate of assistant principals in Fall 2022 who reported that they agreed with the philosophy behind Reset Centers (91%) and needed more training (40%). In addition, 73 percent reported that they received adequate support, and 47% reported that they preferred to administer consequences (e.g., detentions, suspensions). While most of these rates remained consistent or trended downward in Spring 2023, *these changes should be viewed with caution because fewer assistant principals completed the survey than Fall 2022.*

Figure 26: 2022-23 Assistant Principal Knowledge, Beliefs, Support, and Training

Source: Coordinator and administrator surveys administered from 01/25/23 through 02/08/23.

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

EQ3: What were the outcomes for students served by the Reset Centers?

This section provides an overview of discipline referral outcomes for middle school and high school students (overall and by race). It also includes results for classroom climate, exit surveys, attendance rates, on-track, and graduation rates. The methodology can be found in Appendix B (page 51).

Disciplinary Actions and Recidivism

Middle School

Key Findings from this section:



The total number of Reset Center referrals and Positive Intervention Support Referrals (PISR) for middle school students in 2022-23 was slightly higher than 2021-22.



The recidivism rate for all middle school students in the Dallas ISD continued a downward trend from 2018-19 to 2022-23.



The numbers of removals to the DAEP for middle school students at Reset Center campuses trended upward from 2021-22 to 2022-23.

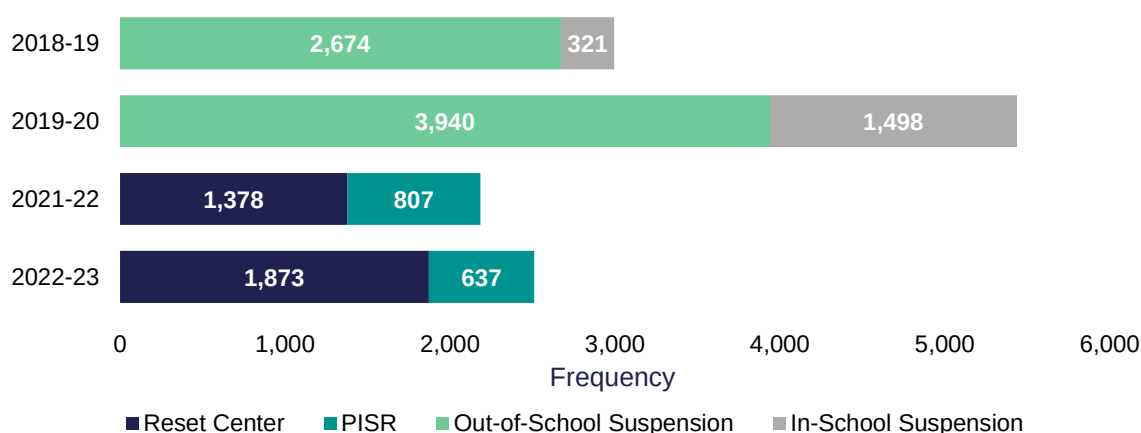


The proportion of African American students at middle schools who committed disciplinary offenses trended downward by six percentage points from 2018-19 to 2022-23, which corresponded with a five-percentage point increase for Hispanic students.

Discipline Referral Outcomes

As indicated in Figure 27, the total number of out-of-school and in-school suspensions at middle schools with a Reset Center peaked at 5,438 in 2019-20 and trended downward to 2,510 Reset Center referrals and Positive Intervention Support Referrals (PISR) in 2022-23, which was slightly higher than 2021-22.

Figure 27: 2018-19, 2019-20, 2021-22, and 2022-23 Middle School Frequency of Suspensions, Reset Center Referrals, and Positive Intervention Support Referrals for Students at Campuses with a Reset Center

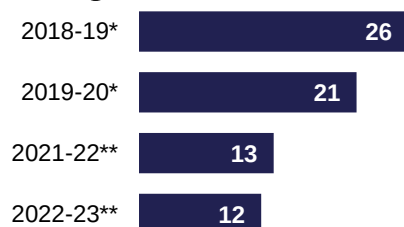


Source: 2018-19 discipline file dated 08/13/20, 2019-20 discipline file dated 08/19/20, and 2021-22 discipline file dated 08/30/22, and 2022-23 discipline data received from SEAS on 08/11/23.

Note: PISR = Positive Intervention Support Referrals.

The recidivism rate²⁵ for all middle school students in the Dallas ISD trended slightly downward from 2021-22 (13%) to 2022-23 (12%), which continued a downward trend from 2018-19 (26%; Figure 28). In addition, 1,444 middle school students received 1,861 Reset Center referrals during the 2022-23 school year, and of those students, 199 (14%) committed recidivism.

Figure 28: 2018-19, 2019-20, 2021-22, and 2022-23 Percentage of Middle School Students Committing Recidivism



% of Students with a Disciplinary Referral

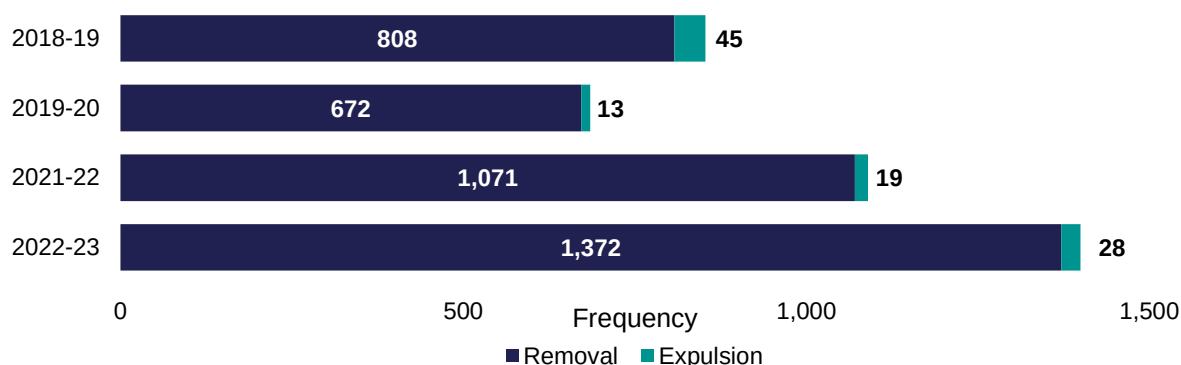
Source: 2018-19 discipline file dated 08/13/20, 2019-20 discipline file dated 08/19/20, and 2021-22 discipline file dated 08/30/22, and 2022-23 discipline data received from SEAS on 08/11/23. *Students may have received in-school or out-of-school suspensions.

**Students may have received Reset Center referrals.

²⁵ The recidivism rate is the percentage of students with at least one disciplinary referral who committed the same offense multiple times during the school year.

However, the number of removals to the DAEP for middle school students at Reset Center campuses increased by 28 percent from 2021-22 ($n = 1,071$) to 2022-23 ($n = 1,372$; Figure 29).

Figure 29: 2018-19, 2019-20, 2021-22, and 2022-23 Middle School Frequency of Removals and Expulsions for Students at Campuses with a Reset Center

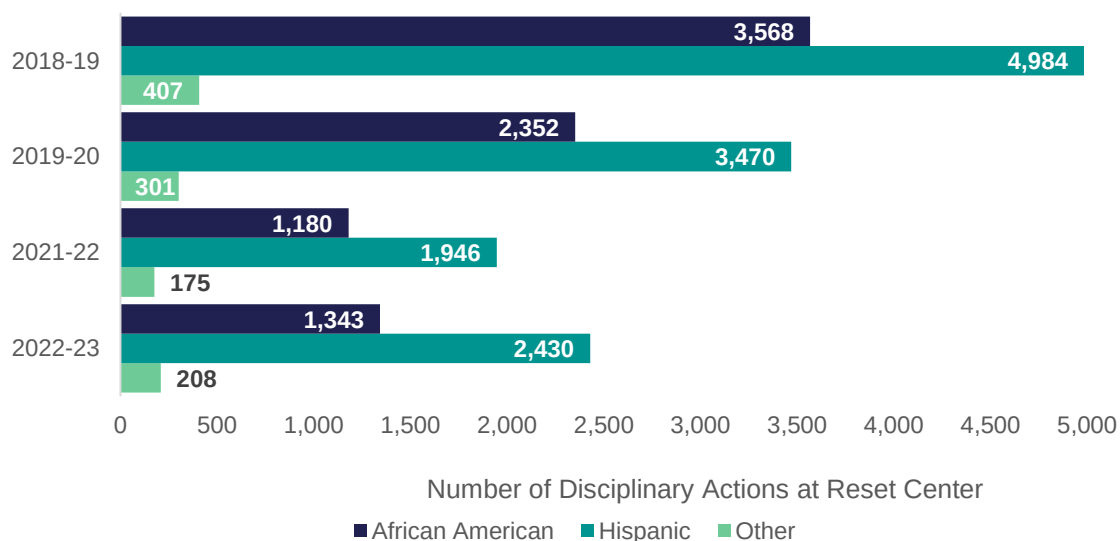


Source: 2018-19 discipline file dated 08/13/20, 2019-20 discipline file dated 08/19/20, and 2021-22 discipline file dated 08/30/22, and 2022-23 discipline data received from SEAS on 08/11/23.

Discipline Referral Outcomes by Race

At Reset Center campuses, the overall number of middle school students committing disciplinary actions by race from 2018-19 to 2022-23 can be found in Figure 30. Overall, the number of disciplinary actions for all groups decreased from 2018-19 to 2021-22. Then, from 2021-22 to 2022-23, the number of disciplinary actions for African American ($n = 1,180$ to 1,343) and Hispanic students ($n = 1,946$ to 2,430) trended upward at middle schools with a Reset Center.

Figure 30: 2018-19, 2019-20, 2021-22, and 2022-23 Frequency of Middle School Disciplinary Actions at Campuses with a Reset Center by Race

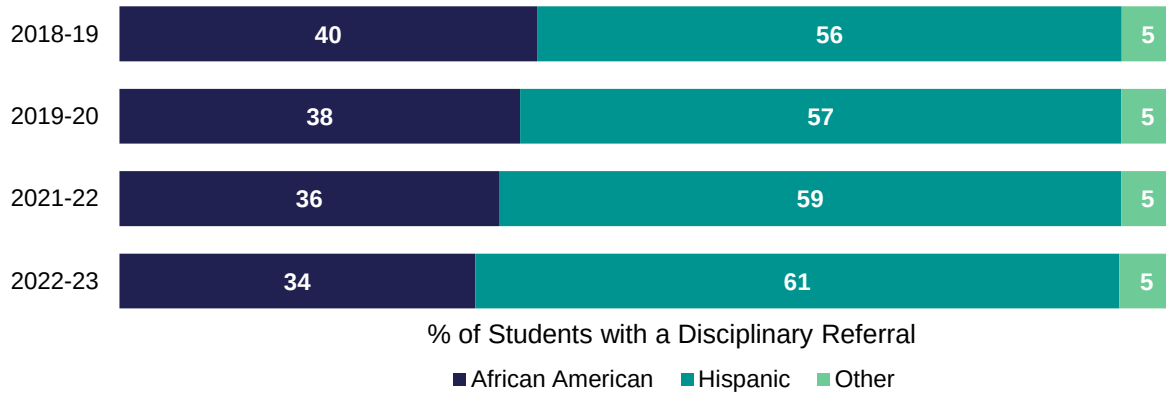


Source: 2018-19, discipline file dated 08/13/20 and demographic file dated 05/28/19; 2019-20, discipline file dated 08/19/20 and demographic file dated 05/29/20; 2021-22, discipline file dated 08/30/22 and demographic file dated 05/31/22; 2022-23, discipline file dated 08/11/23 and EOY demographic file dated 05/22/2023.

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

From 2019-20 to 2022-23, the proportion of students who committed disciplinary actions by race changed slightly over time (Figure 31). For example, the proportion of African American students at middle schools who committed disciplinary offenses trended downward by six percentage points from 2018-19 to 2022-23, while it increased by five-percentage points for Hispanic students.

Figure 31: 2018-19, 2019-20, 2021-22, and 2022-23 Percentages of Middle School Students Committing Disciplinary Offenses at Campuses with a Reset Center by Race

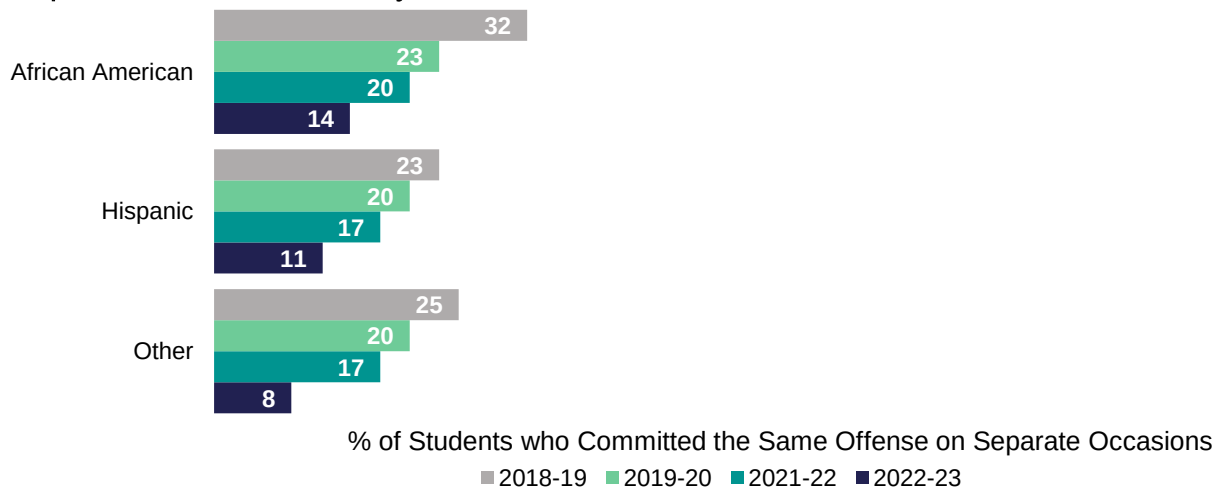


Source: 2018-19, discipline file dated 08/13/2020 and demographic file dated 05/28/2019; 2019-20, discipline file dated 08/19/2020 and demographic file dated 05/29/2020; 2021-22, discipline file dated 08/30/2022 and demographic file dated 05/31/2022; 2022-23, discipline file dated 08/11/2023 and demographic file dated 05/22/23.

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

The rate of middle school students committing recidivism at campuses with a Reset Center by race are presented in Figure 32. From 2018-19 to 2022-23, the recidivism rate at middle schools with a Reset Center decreased for African American students (32% to 14%), Hispanic students (23% to 11%), and students of other racial backgrounds (25% to 8%).

Figure 32: 2018-19, 2019-20, 2021-22, and 2022-23 Middle School 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 file dated 08/30/2022 and demographic file dated 05/31/2022; 2022-23, discipline file dated 08/11/2023 and demographic file dated 05/23/2023.

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

High School

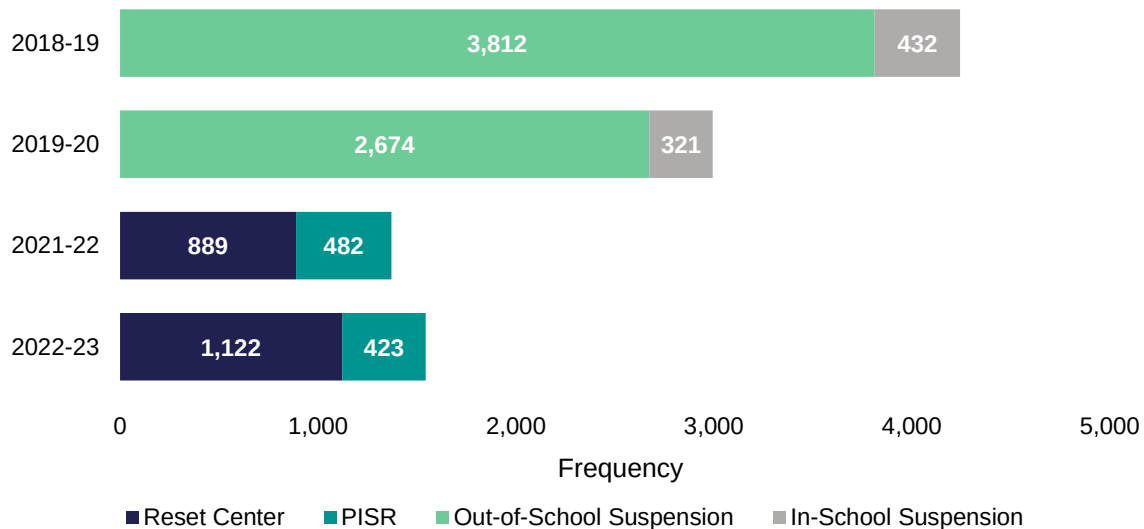
Key Findings from this section:

-  The total number of Reset Center referrals and Positive Intervention Support Referrals (PISR) for high school students in 2022-23 was slightly higher than 2021-22.
-  The recidivism rate for all high school students in the Dallas ISD continued a downward trend from 2018-19 to 2022-23.
-  The numbers of removals to the DAEP for high school students at Reset Center campuses trended upward from 2021-22 to 2022-23.
-  The proportion of African American students who committed disciplinary offenses trended downward by 15 percentage points from 2018-19 to 2022-23, which corresponded with a 13-percentage point increase for Hispanic students.

Discipline Referral Outcomes

As shown in Figure 33, the total number of out-of-school and in-school suspensions at high schools with a Reset Center peaked at 4,244 in 2018-19 and trended downward to 1,545 Reset Center referrals and Positive Intervention Support Referrals (PISR) in 2022-23, which was slightly higher than 2021-22.

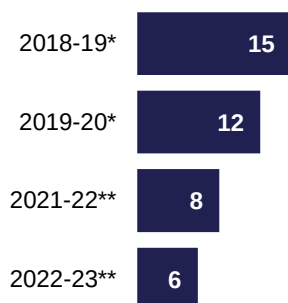
Figure 33: 2018-19, 2019-20, 2021-22, and 2022-23 High School Frequency of Suspensions, Reset Center Referrals, and Positive Intervention Support Referrals for Students at Campuses with a Reset Center



Source: 2018-19 discipline file dated 08/13/20, 2019-20 discipline file dated 08/19/20, and 2021-22 discipline file dated 08/30/22, and 2022-23 discipline data received from SEAS on 08/11/23.

The recidivism rate²⁶ for all high school students in the Dallas ISD trended downward from 2021-22 (8%) to 2022-23 (6%), which continued a downward trend from 2018-19 (15%; Figure 34). In addition, 958 high school students received 1,121 Reset Center referrals during the 2022-23 school year, and of those students, 70 (7.3%) committed recidivism.

Figure 34: 2018-19 through 2022-23 Percentage of High School Students Committing Recidivism

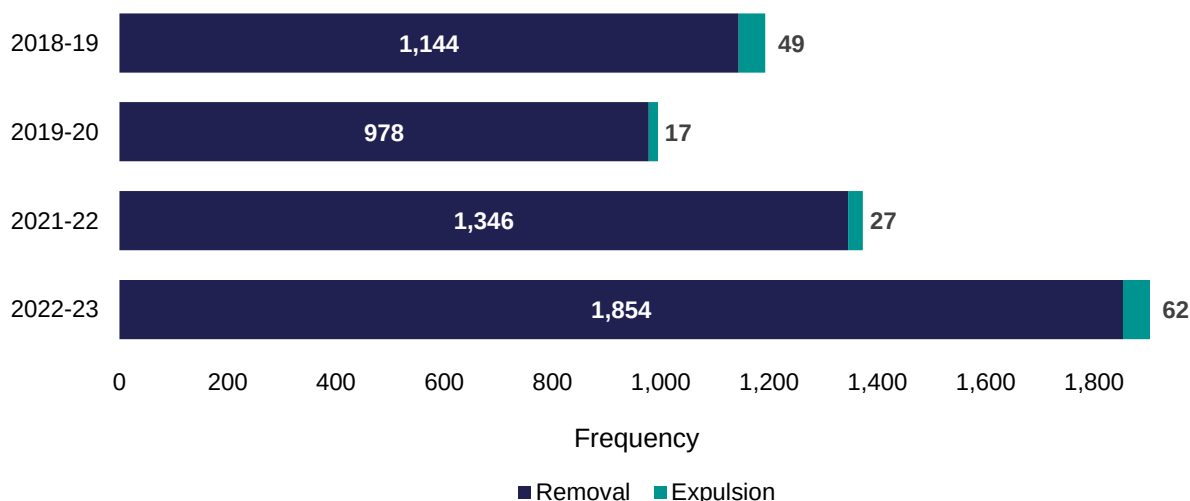


% of Students with a Disciplinary Referral

Source: 2018-19 discipline file dated 08/13/20, 2019-20 discipline file dated 08/19/20, and 2021-22 discipline file dated 08/30/22, and 2022-23 discipline data received from SEAS on 08/11/23. *Students may have received in-school or out-of-school suspensions. **Students may have received Reset Center referrals.

However, the numbers of removals to the DAEP for high school students at Reset Center campuses increased by 38 percent from 2021-22 ($n = 1,346$) to 2022-23 ($n = 1,852$; Figure 35).

Figure 35: 2018-19, 2019-20, 2021-22, and 2022-23 High School Frequency of Removals and Expulsions for Students at Campuses with a Reset Center



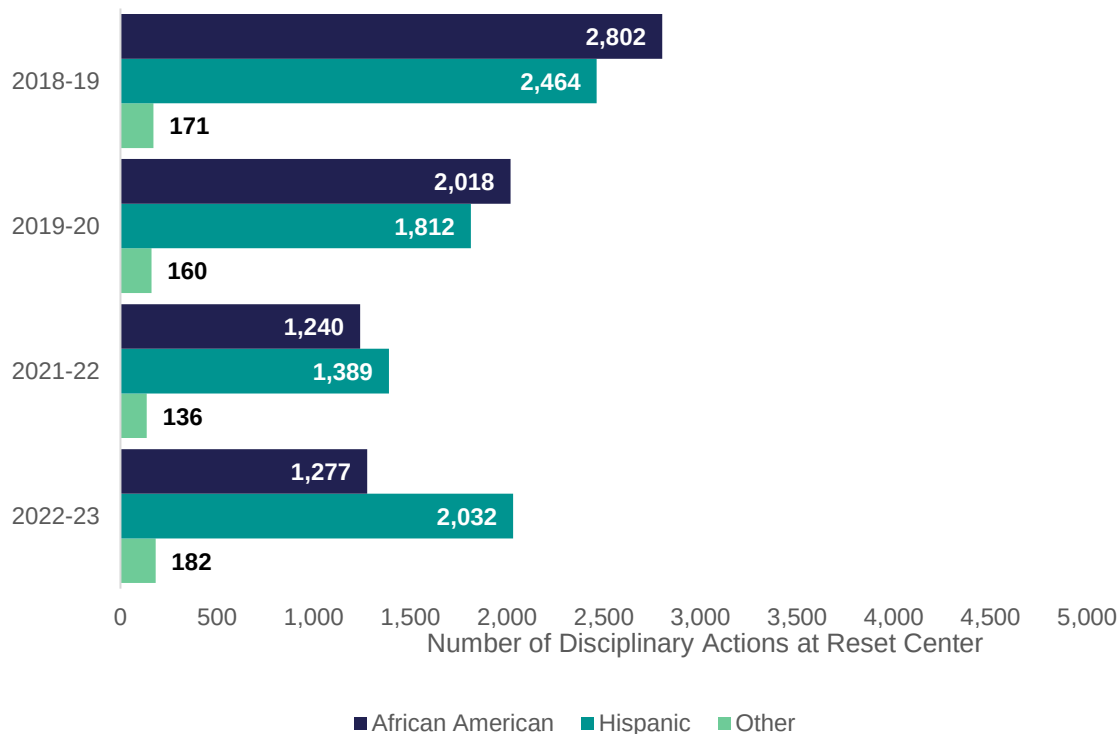
Source: 2018-19 discipline file dated 08/13/20, 2019-20 discipline file dated 08/19/20, and 2021-22 discipline file dated 08/30/22, and 2022-23 discipline data received from SEAS on 08/11/23.

²⁶ The recidivism rate is the percentage of students with at least one disciplinary referral who committed the same offense multiple times during the school year.

Discipline Referrals Outcomes by Race

At Reset Center campuses, the overall number of high school students committing disciplinary offenses by race from 2018-19 to 2022-23 can be found in Figure 36. Overall, the number of disciplinary actions for all groups decreased from 2018-19 to 2021-22. Then, from 2021-22 to 2022-23, the number of disciplinary actions for African American ($n = 1,240$ to $1,277$) and Hispanic students ($n = 1,389$ to $2,032$) trended upward at high schools with a Reset Center.

Figure 36: 2018-19, 2019-20, 2021-22, and 2022-23 Frequency of High School Disciplinary Actions at Campuses with a Reset Center by Race

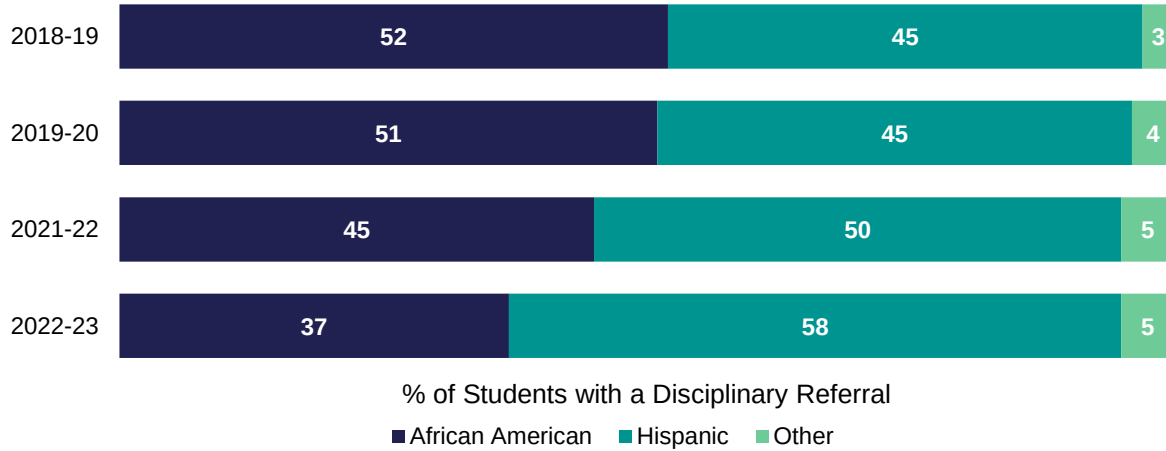


Source: 2018-19, discipline file dated 08/13/20 and demographic file dated 05/28/19; 2019-20, discipline file dated 08/19/2020 and demographic file dated 05/29/20; 2021-22, discipline file dated 08/30/22 and demographic file dated 05/31/22; 2022-23, discipline file dated 08/11/23 and demographic file dated 05/22/23.

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

From 2019-20 to 2022-23, the proportion of high school students who committed disciplinary actions by race changed slightly over time (Figure 37). For example, the proportion of African American students who committed disciplinary offenses trended downward by 15 percentage points from 2018-19 to 2022-23, which corresponded with a 13-percentage point increase for Hispanic students.

Figure 37: 2018-19, 2019-20, 2021-22, and 2022-23 Percentages of High School Students Committing Disciplinary Offenses at Campuses with a Reset Center by Race

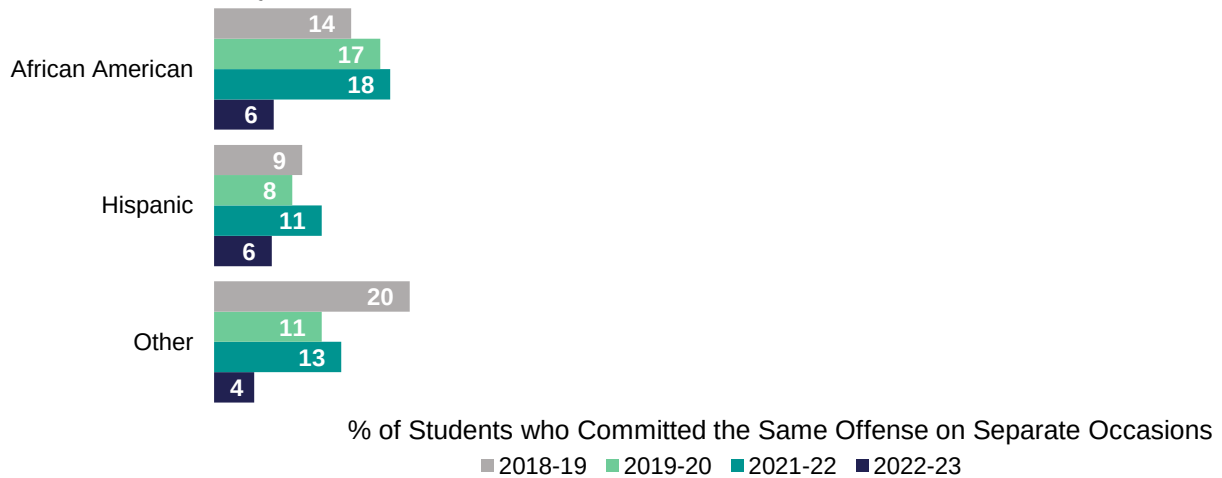


Source: 2018-19, discipline file dated 08/13/20 and demographic file dated 05/28/19; 2019-20, discipline file dated 08/19/20 and demographic file dated 05/29/20; 2021-22, discipline file dated 08/30/22 and demographic file dated 05/31/22; 2022-23, discipline file dated 08/11/23 and demographic file dated 05/22/23.

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

The rate of high school students committing recidivism at campuses with a Reset Center by race are presented in Figure 38. From 2018-19 to 2021-22, the recidivism rate for African American students at high schools with a Reset Center trended upward (14% to 18%) and then downward in 2022-23 (6%). From 2018-19 to 2022-23, the recidivism rate for Hispanic students fluctuated slightly but eventually trended downward (9% to 6%), whereas the recidivism rate for students of other racial backgrounds fluctuated to a greater extent (20% to 4%).

Figure 38: 2018-19, 2019-20, 2021-22, and 2022-23 High School Recidivism Rates at Campuses with a Reset Center by Race



Source: 2018-19, discipline file dated 08/13/20 and demographic file dated 05/28/19; 2019-20, discipline file dated 08/19/20 and demographic file dated 05/29/20; 2021-22, discipline file dated 08/30/22 and demographic file dated 05/31/22; 2022-23, discipline file dated 08/11/23 and demographic file dated 05/22/23.

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

Classroom Climate

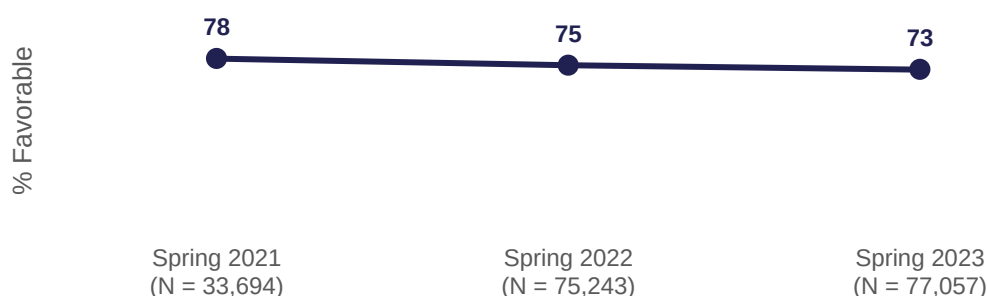
Key Findings from this section:



The rate of positive responses on the classroom climate subscale of the Student Experience survey at campuses with a Reset Center trended downward from 78 percent in Spring 2021 to 73 percent in Spring 2023.

Prior to the implementation of Reset Centers, 78 percent of students at Reset Center campuses responded favorably about their classroom climate in Spring 2021 (Figure 39). In 2022-23, the rate of positive responses on the classroom climate subscale of the Student Experience survey trended downward to 73 percent.

Figure 39: 2020-21 to 2022-23 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), 06/28/22 (2021-22), and 07/12/23.

Note: The Spring 2021 survey results did not include campuses with response rates of less than 52 percent and should be viewed with caution. "N" represents the total number of responses across all classroom climate survey items for students at a campus with a Reset Center.

Reset Center Exit Surveys

Key Findings from this section:



Overall, students generally felt positively about their experiences at the Reset Center.



Students generally attributed positive descriptors (e.g., supported, helped) and neutral or positive emotions (e.g., calm, fine) regarding their first and subsequent Reset Center visits.

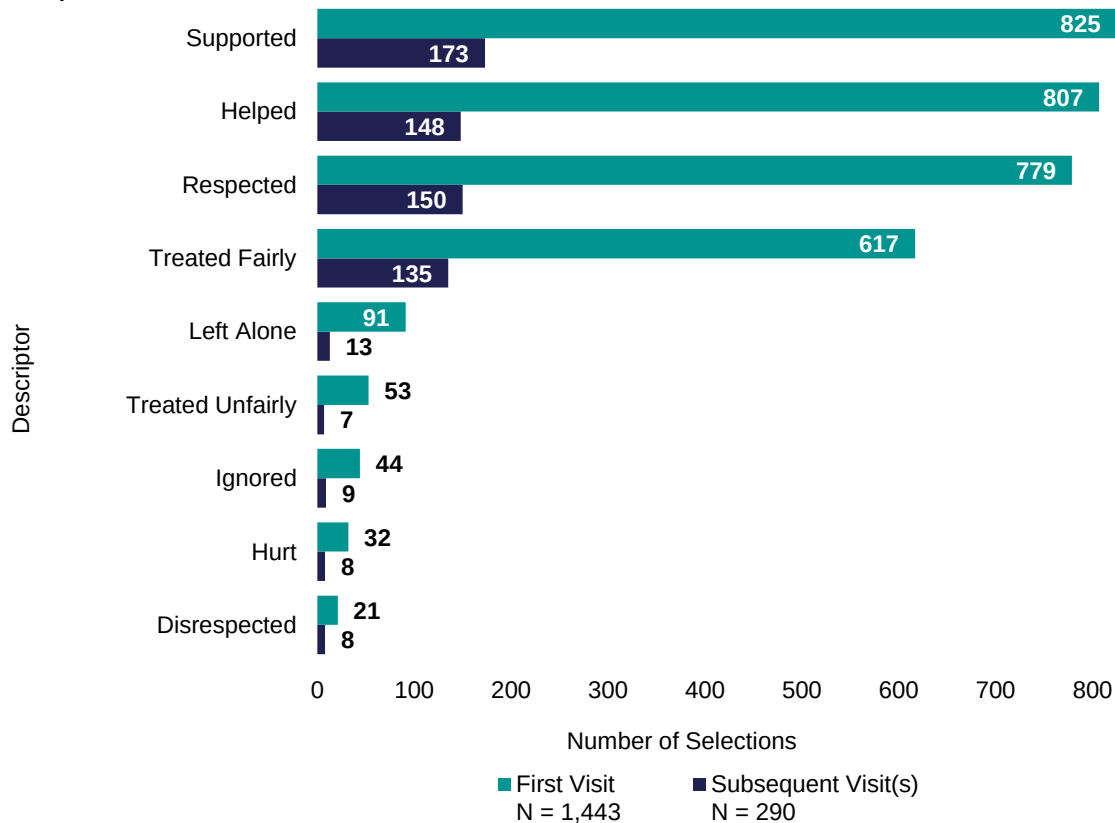
After visiting the Reset Center, students completed an exit survey. Complete survey results are presented in Appendix B. Overall, students generally felt positively about their experiences at the Reset Center. For example, most students reported that they were supported by the RCC (84%), that they had a plan for how to successfully rejoin classes (79%), and that their time at the Reset Center positively affected their emotions (74%; Figure 40).

Figure 40. 2022-23 Exit Ticket: Support, Return to Class, and Emotional Change Responses

Source: Exit Ticket surveys completed from 08/24/2022 to 06/01/2023.

Note: *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 (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 (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 (e.g., supported, helped) than negative descriptors (e.g., hurt, disrespected) to their first and subsequent visits to the Reset Center (Figure 41).

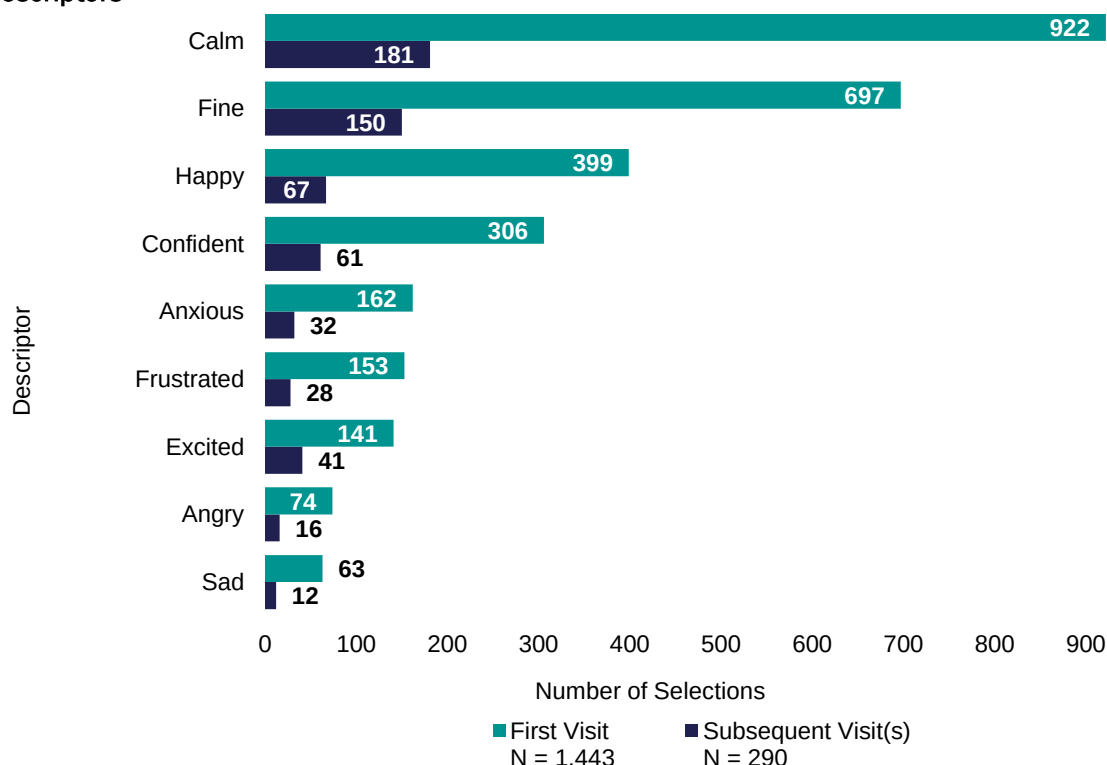
Figure 41: 2022-23 Exit Ticket: Number of Times Reset Center Students Selected Treatment Descriptors

Source: Data received from SEAS on 08/20/23.

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 42). After first and subsequent visits, students more often selected neutral or positive emotions (e.g., calm, fine) than negative emotions (e.g., angry, sad).

Figure 42: 2022-23 Exit Ticket: Number of Times Reset Center Students Selected Emotional Descriptors



Source: Data received from SEAS on 08/20/23.

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

Attendance Rates

Key Findings from this section:

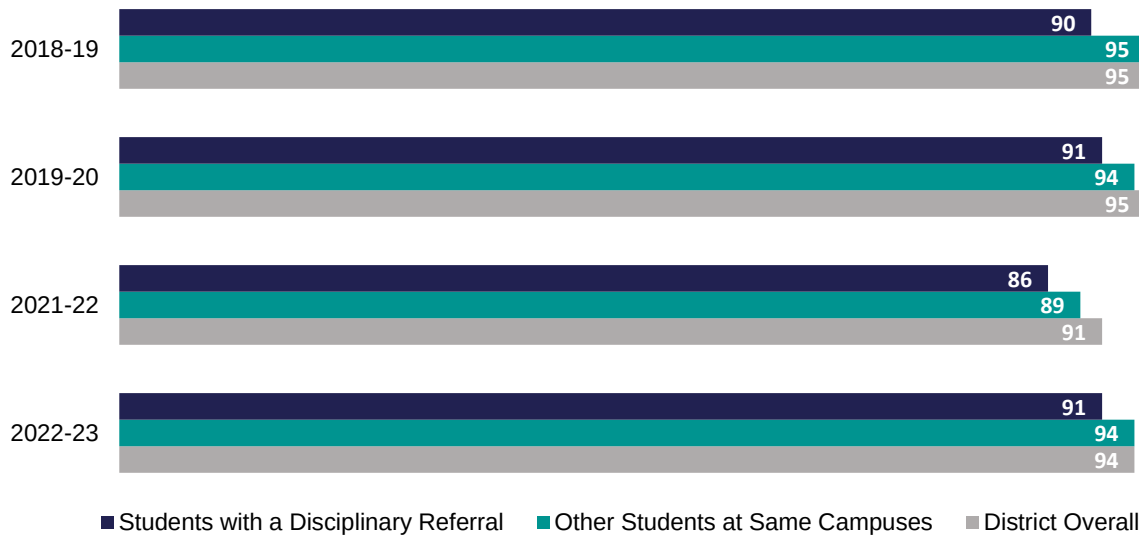


From 2018-19 to 2022-23, middle school and high school students with a disciplinary referral had lower attendance rates than other students at the same campuses and the district overall.

Middle School

The attendance rates for middle school students with a disciplinary referral, other students at the same campuses, and district students overall from 2018-19 to 2022-23 are presented in Figure 43. In 2022-23, the attendance rate of middle school students with a disciplinary referral (91%) was lower than other students at the same campuses (94%) and the district overall (94%). This pattern was relatively consistent with previously reported years (86% to 91%).

Figure 43: 2018-19, 2019-20, 2021-22, and 2022-23 Attendance Rates for Middle School Students



Source: 2018-19 discipline file dated 5/28/19 and attendance file dated 6/04/19, 2019-20 discipline file dated 8/19/20 and attendance file dated 05/19/20, 2021-22 discipline file dated 08/30/22 and attendance file dated 06/29/22, and 2022-23 discipline data received from SEAS on 08/11/23 and attendance file dated 06/23/23.

High School

The attendance rates for high school students with a disciplinary referral, other students at the same campuses, and district students overall from 2018-19 to 2022-23 are presented in Figure 44. In 2022-23, the attendance rate of high school students with a disciplinary referral (82%) was lower than other students at the same campuses (89%) and the district overall (90%). This pattern was slightly lower than previously reported years (86% to 92%).

Figure 44: 2018-19, 2019-20, 2021-22, and 2022-23 Attendance Rates for High School Students



Source: 2018-19 discipline file dated 5/28/19 and attendance file dated 6/04/19, 2019-20 discipline file dated 8/19/20 and attendance file dated 05/19/20, 2021-22 discipline file dated 08/30/22 and attendance file dated 06/29/22, and 2022-23 discipline data received from SEAS on 08/11/23 and attendance file dated 06/23/23.

On-Track and Graduation Rates

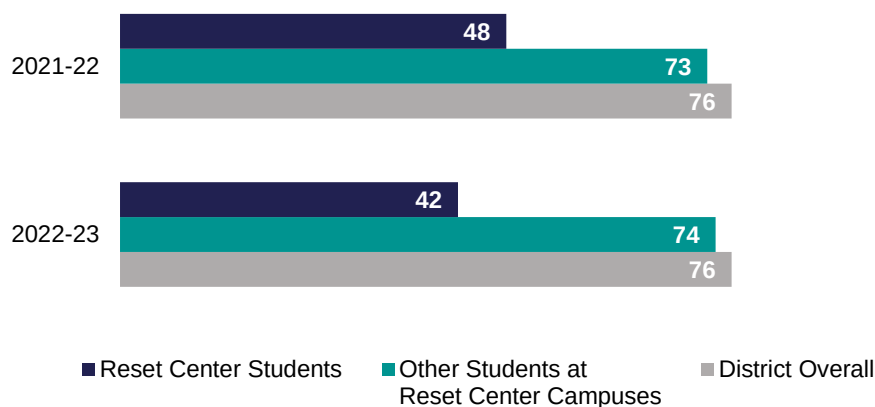
Key Findings from this section:



Reset Center students had lower Grade Nine On-Track rates and lower graduation rates than other students at the same campuses and the district overall.

Figure 45 includes the rate of Reset Center students, other students at the same campuses, and district students overall in 2022-23 who were in grade nine and considered on-track. For grade nine students, the rate of Reset Center students considered on-track (42%) was lower than other students at the same campuses (74%) and the district overall (76%). The rate of Reset Center students who were On-Track was also lower in 2022-23 (42%) than 2021-22 (48%). Complete results by campus are presented in Appendix D.

Figure 45: 2022-23 Grade Nine On-Track Rates for Reset Center Students, Other Students at Reset Center Campuses, and All District Students

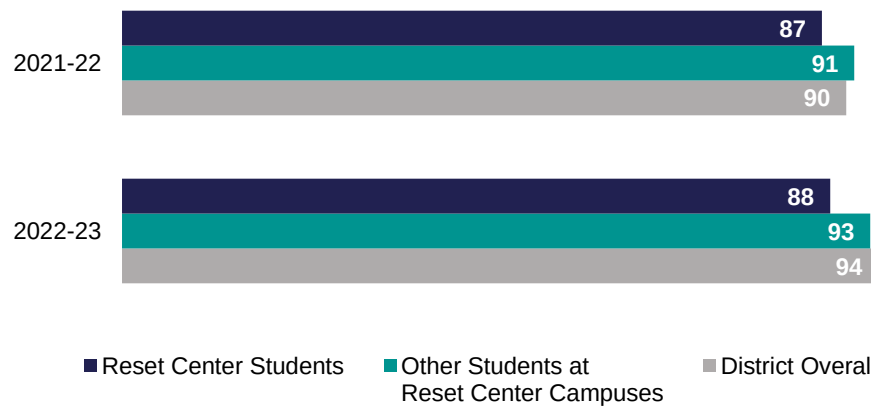


Source: Data for the district overall is from the EOY demographic file dated 05/22/23. On-Track indicator data from the district student data file dated 06/21/23.

Note: Ns are presented in Appendix C.

Figure 46 includes the rate of Reset Center students, other students at the same campuses, and district students overall in 2022-23 who in grade 12 and graduated by August 2023. For grade 12 students, the graduation rate for Reset Center students (88%) was lower than other students at the same campuses (93%) and district students overall (94%). However, the graduation rate for Reset Center students trended slightly upward from 2021-22 (87%) to 2022-23 (88%). Complete results with the number of students in each category are presented in Appendix D.

Figure 46: 2022-23 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 EOY demographic file dated 05/22/23. Graduation data from the district graduation file received 08/23/22.

Note: Ns are presented in Appendix C.

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APPENDICES

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Appendix A: 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
RCC	Reset Center Coordinator
SPED	Special Education

Appendix B: Methodology

Appendix B: 2022-23 Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
-	Program Components and People	SEAS, Coordinator focus groups, and Reset Center observations		None	None
-	Budget	Budget Services Department, Special Revenues Department	07/17/23	None	None
1	Implementation	Interviews with SEAS staff members, document/website review	09/10/23	Proportions of RCCs at each tier on walkthrough rubric for each grading period	None
1	Students served	SEAS, Student Information System	05/22/23 (2022-23)	Proportions of students in the following categories: Sex, race/ethnicity, special education status, homeless status, and EB status	Grade level, students that received a Reset Center referral, other students at same campuses, district overall
1	Coordinator Professional Development	SEAS	08/25/23	Frequency of PD attendance by subject, rate of Behavioral Endorsement Certification achievement	None
1	RCC Walkthrough Rubric	SEAS	09/10/23	Rates of received ratings	Grading period
2	Staff Perceptions	Coordinator focus groups	04/11/23 through 05/30/23	Coded themes	None
2	Staff Perceptions	Coordinator and administrator surveys	01/25/23 through 02/08/23 (Sem. 1) 05/03/23 through 05/26/23 (Sem. 2).	Positive response rates and frequency of coded themes	Semester, grade level, respondent position
3	Disciplinary Actions and Recidivism	SEAS, Student Information System	08/13/20 (2018-19) 08/19/20 (2019-20) 08/30/22 (2021-22) 8/11/23 (2022-23)	Rates of referrals and recidivism	Grade level, race/ethnicity

table continues

Appendix B: 2022-23 Data Sources (continued)

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
3	Classroom Climate	Student Experience Survey	07/12/21 (2020-21) 06/28/22 (2021-22) 07/12/23 (2022-23)	Rates of favorable responses on the classroom climate scale	Grade level
3	Reset Center Exit Surveys	SEAS	08/20/23 (2022-23)	Rates of positive student responses, frequency of selected descriptors	None
3	Attendance	SEAS, Student Information System, EOY Student Attendance Files	06/04/19 (2018-19) 05/19/20 (2019-20) 06/09/22 (2021-22) 06/28/23 (2022-23)	Semester attendance rates of students	Grade level, students that received a Reset Center referral, other students at same campuses, district overall
3	On Track	SEAS, Student Information System, On Track Indicator	06/21/23 (2022-23)	Rate of on-track grade-nine students	Students that received a Reset Center referral, other students at same campuses, district overall
3	Graduation	SEAS, Student Information System, Graduate file	08/23/23 (2022-23)	Graduation rate	Students that received a Reset Center referral, other students at same campuses, district overall
3	Promotion	SEAS, Student Information System	XX/XX/23 (2022-23)	Promotion rate	Students that received a Reset Center referral, other students at same campuses, district overall

Additional Methodology Notes**Coordinator Focus Groups**

The evaluator developed focus group protocols and conducted four focus groups – two for middle school RCCs ($N = 3$) and two for high school RCCs ($N = 12$) – to solicit feedback on Center activities, barriers to implementation, and successes during the school year. The focus groups were recorded and transcribed. The evaluator used an open coding process to identify prominent themes in the data, summarize, and supplement with direct quotations to illustrate examples as appropriate.

Appendix C

Appendix C, Figure 1.: 2022-23 Complete Exit Ticket Results: Support, Return to Class, and Emotional Change Responses

Item	N	1		2		3		4		5	
		n	%	n	%	n	%	n	%	n	%
Do you have a plan for how to successfully rejoin your classes?	1,733	72	4.2	74	4.3	226	13.0	304	17.5	1,057	61.0
How well did the Reset Center Coordinator support you?	1,733	41	2.4	60	3.5	175	10.1	294	17.0	1,163	67.1
How did your time at the Reset Center affect your emotions?	1,733	58	3.3	111	6.4	278	16.0	303	17.5	983	56.7

Source: Exit Ticket surveys completed from 08/24/2022 to 06/01/2023.

Appendix C, Table 2: 2022-23 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?	1,733	64	3.7	516	29.8	1,153	66.5

Source: Exit Ticket surveys completed from 08/24/2022 to 06/01/2023.

Appendix C, Table 3: 2022-23 Complete Exit Ticket Results: Adults on Campus that Care about the Student

Item	N	No		Not Sure		Yes	
		n	%	n	%	n	%
Are there adults on campus that you feel care about you?	1,733	105	6.1	385	22.2	1,243	71.7

Source: Exit Ticket surveys completed from 08/24/2022 to 06/01/2023.

Appendix D

Appendix D, Table 1: 2022-23 Grade Nine On-Track Rates for Reset Center Students, Other Students at Reset Center Campuses, and All Students

Campus	Reset Center Students		Other Students at Reset Center Campuses		All Students	
	Total <i>n</i>	On-Track %	Total <i>n</i>	On-Track %	Total <i>N</i>	On-Track %
Adams, B	59	18.6	2,087	19.1	2,146	19.1
Adamson	25	12.0	1,399	18.3	1,424	18.2
Carter	19	10.5	1,003	14.1	1,022	14.0
Conrad	22	9.1	1,184	15.5	1,206	15.3
Hillcrest	79	11.4	1,513	16.4	1,592	16.1
Jefferson	87	21.8	1,247	20.1	1,334	20.2
Kimball	32	0.0	1,132	15.0	1,164	14.6
Lincoln	14	14.3	648	16.0	662	16.0
Madison	0	0.0	356	16.0	356	16.0
Molina	48	16.7	1,967	16.8	2,015	16.8
North Dallas	28	10.7	1,134	19.5	1,162	19.3
Pinkston	65	23.1	1,046	19.1	1,111	19.4
Roosevelt	7	0.0	677	9.6	684	9.5
Samuell	49	12.2	1,715	13.1	1,764	13.1
Seagoville HS	77	24.7	1,642	17.5	1,719	17.8
Skyline	23	4.3	3,826	14.7	3,849	14.6
SOC	40	17.5	1,414	17.0	1,454	17.1
Spruce	74	5.4	1,396	10.6	1,470	10.3
Sunset	39	12.8	2,033	17.6	2,072	17.5
West Dallas STEM	36	0.0	347	0.0	383	0.0
White	98	1.0	1,960	16.1	2,058	15.4
Wilmer-Hutchins HS	3	0.0	980	14.6	983	14.5
Wilson	90	5.6	1,707	18.6	1,797	17.9
Total	1,014	12.0	32,413	16.1	33,427	16.0

Source: Reset Center students, other students at Reset Center campuses, and district students overall were identified in the EOY district demographic file dated 05/22/23. On-Track data from the district On-Track file dated 06/21/23.

Appendix D, Table 2: 2022-23 Graduation Rates for Reset Center Students, Other Students at Reset Center Campuses, and All Students

Campus	Reset Center Students		Other Students at Reset Center Campuses		All Students	
	Total <i>n</i>	Grad %	Total <i>n</i>	Grad %	Total <i>N</i>	Grad %
Adams, B	7	100.0	447	94.9	454	94.9
Adamson	8	87.5	348	95.1	356	94.9
Carter	3	100.0	216	87.0	219	87.2
Conrad	3	100.0	290	95.2	293	95.2
Hillcrest	5	100.0	359	95.3	364	95.3
Jefferson	17	76.5	293	84.6	310	84.2
Kimball	5	100.0	254	92.9	259	93.1
Lincoln	2	100.0	151	90.1	153	90.2
Madison	0	0.0	76	100.0	76	100.0
Molina	6	83.3	507	95.9	513	95.7
North Dallas	4	100.0	263	97.3	267	97.4
Pinkston	7	100.0	186	95.7	193	95.9
Roosevelt	0	0.0	142	88.0	142	88.0
Samuell	0	0.0	363	82.4	363	82.4
Seagoville HS	5	100.0	372	92.5	377	92.6
Skyline	0	0.0	860	92.9	860	92.9
SOC	6	50.0	279	94.3	285	93.3
Spruce	2	100.0	307	87.3	309	87.4
Sunset	6	66.7	474	93.7	480	93.3
West Dallas STEM	0	0.0	0	0.0	0	0.0
White	10	100.0	436	92.9	446	93.0
Wilmer-Hutchins HS	0	0.0	215	92.1	215	92.1
Wilson	16	87.5	410	96.6	426	96.2
Total	112	88.4	7,248	92.7	7,360	92.6

Source: Reset Center students, other students at Reset Center campuses, and district students overall were identified in the EOY district demographic file dated 05/22/23. Graduation data from the district graduation file received 08/23/23.

Appendix E

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?

Appendix F

Appendix F, Table 1: 2022-23 Campus Administrator and Reset Center Coordinator Meetings and Observations

	Sem	N	0		1-5		6-10		11-20		21-35		36 or More	
			n	%	n	%	n	%	n	%	n	%	n	%
Coordinators														
Approximately how many times did campus administrators meet with you during semester?*	Fall 2022	49	0	0.0	12	24.5	12	24.5	9	18.4	6	12.2	10	20.4
	Spring 2023	42	2	4.8	11	26.2	7	16.7	8	19.0	5	11.9	9	21.4
Approximately how many times did campus administrators visit to observe the Reset Center during this semester?*	Fall 2022	49	2	4.1	20	40.8	10	20.4	11	22.4	4	8.2	2	4.1
	Spring 2023	42	3	7.1	18	42.9	9	21.4	5	11.9	5	11.9	2	4.8
Principals														
Approximately how many times did you meet with the RCC during this semester?*	Fall 2022	36	0	0.0	7	19.4	6	16.7	7	19.4	5	13.9	11	30.6
	Spring 2023	17	1	5.9	3	17.6	5	29.4	0	0.0	1	5.9	7	41.2
Approximately how many times did you visit to observe the Reset Center during this semester?*	Fall 2022	36	0	0.0	11	30.6	9	25.0	7	19.4	5	13.9	4	11.1
	Spring 2023	17	1	5.9	5	29.4	5	29.4	3	17.6	0	0.0	3	17.6
Assistant Principals														
Approximately how many times did you meet with the RCC during this semester?*	Fall 2022	105	3	2.9	27	25.7	16	15.2	22	21.0	13	12.4	24	22.9
	Spring 2023	68	2	2.9	18	26.5	7	10.3	19	27.9	5	7.4	17	25.0
Approximately how many times did you visit to observe the Reset Center during this semester?*	Fall 2022	105	10	9.5	38	36.2	24	22.9	16	15.2	9	8.6	8	7.6
	Spring 2023	68	5	7.4	26	38.2	10	14.7	7	10.3	7	10.3	13	19.1

Source: Coordinator and administrator surveys administered from 01/18/2023 through 02/08/2023.

Note: Sem = Semester. *Items specifically referred to actions during the first semester or during the second semester. Percentages may not sum to 100 due to rounding.

Appendix F, Table 2: 2022-23: Behavior Improvement Ratings

	Sem	N	Not at All Successful		Slightly Successful		Moderately Successful		Very Successful		Extremely Successful	
			n	%	n	%	n	%	n	%	n	%
Coordinators												
Improving how students resolve conflicts with other students	Fall 2022	49	0	0.0	2	4.1	15	30.6	22	44.9	10	20.4
	Spring 2023	41	0	0.0	2	4.9	12	29.3	20	48.8	7	16.7
Improving how students resolve conflicts with staff members	Fall 2022	49	0	0.0	3	6.1	14	28.6	23	46.9	9	18.4
	Spring 2023	41	1	2.4	3	7.3	10	24.4	23	56.1	4	9.8
Improving how staff members resolve conflicts with students	Fall 2022	49	0	0.0	4	8.2	11	22.4	25	51.0	9	18.4
	Spring 2023	41	0	0.0	7	17.1	13	31.7	18	43.9	3	7.3
Improving the social and emotional skills of students	Fall 2022	49	0	0.0	1	2.0	13	26.5	24	49.0	11	22.4
	Spring 2023	41	0	0.0	2	4.9	6	14.6	26	63.4	7	17.1
Principals												
Improving how students resolve conflicts with other students	Fall 2022	36	0	0.0	2	5.6	11	30.6	15	41.7	8	22.2
	Spring 2023	16	0	0.0	2	12.5	4	25.0	6	37.5	4	25.0
Improving how students resolve conflicts with staff members	Fall 2022	36	1	2.8	3	8.3	11	30.6	15	41.7	6	16.7
	Spring 2023	16	0	0.0	3	18.8	4	25.0	5	31.3	4	25.0
Improving how staff members resolve conflicts with students	Fall 2022	36	2	5.6	5	13.9	10	27.8	13	36.1	6	16.7
	Spring 2023	16	0	0.0	4	25.0	5	31.3	3	18.8	4	25.0
Improving the social and emotional skills of students	Fall 2022	36	0	0.0	2	5.6	12	33.3	15	41.7	7	19.4
	Spring 2023	16	0	0.0	3	18.8	3	18.8	6	37.5	4	25.0
Assistant Principals												
Improving how students resolve conflicts with other students	Fall 2022	105	3	2.9	16	15.2	34	32.4	31	29.5	21	20.0
	Spring 2023	65	5	7.7	9	13.8	17	26.2	21	32.3	13	20.0
Improving how students resolve conflicts with staff members	Fall 2022	105	6	5.7	18	17.1	29	27.6	33	31.4	19	18.1
	Spring 2023	65	6	9.2	12	18.5	15	23.1	17	26.2	15	23.1
Improving how staff members resolve conflicts with students	Fall 2022	105	13	12.4	20	19.0	28	26.7	27	25.7	17	16.2
	Spring 2023	65	10	15.4	12	18.5	12	18.5	16	24.6	15	23.1
Improving the social and emotional skills of students	Fall 2022	105	9	8.6	14	13.3	29	27.6	30	28.6	23	21.9
	Spring 2023	65	5	7.7	11	16.9	17	26.2	14	21.5	18	27.7

Source: Coordinator and administrator surveys administered from 01/18/2023 through 02/08/2023.

Note: Sem = Semester. Percentages may not sum to 100 due to rounding.

Appendix F, Table 3: 2022-23: Incident Reduction Ratings

			Not at All Successful		Slightly Successful		Moderately Successful		Very Successful		Extremely Successful	
Sem	N		n	%	n	%	n	%	n	%	n	%
Coordinators												
Reducing classroom disruptions	Fall 2022	49	0	0.0	1	2.0	20	40.8	21	42.9	7	14.3
	Spring 2023	41	0	0.0	2	4.9	20	48.8	18	43.9	1	2.4
Reducing physical fighting	Fall 2022	49	0	0.0	3	6.1	16	32.7	17	34.7	13	26.5
	Spring 2023	41	0	0.0	3	7.3	18	43.9	18	43.9	2	4.9
Reducing racial inequalities in discipline referrals	Fall 2022	49	0	0.0	3	6.1	17	34.7	20	40.8	9	18.4
	Spring 2023	41	1	2.4	1	2.4	16	39.0	20	48.8	3	7.3
Reducing the number of students with multiple referrals for the same behavior	Fall 2022	49	0	0.0	3	6.1	14	28.6	22	44.9	10	20.4
	Spring 2023	41	0	0.0	4	9.8	14	34.1	21	51.2	2	4.9
Reducing the number of students with multiple referrals for different behaviors	Fall 2022	49	0	0.0	1	2.0	17	34.7	21	42.9	10	20.4
	Spring 2023	41	0	0.0	4	9.8	14	34.1	20	48.8	3	7.3

table continues

Appendix F, Table 3 (continued)

Appendix F, Table C (continued)												
		N	Not at All Successful		Slightly Successful		Moderately Successful		Very Successful		Extremely Successful	
Sem			n	%	n	%	n	%	n	%	n	%
Principals												
Reducing classroom disruptions	Fall 2022	36	0	0.0	2	5.6	12	33.3	15	41.7	7	19.4
	Spring 2023	16	2	12.5	1	6.3	5	31.3	4	25.0	4	25.0
Reducing physical fighting	Fall 2022	36	2	5.6	3	8.3	9	25.0	16	44.4	6	16.7
	Spring 2023	16	2	12.5	1	6.3	4	25.0	4	25.0	5	31.3
Reducing racial inequalities in discipline referrals	Fall 2022	36	4	11.1	2	5.6	12	33.3	12	33.3	6	16.7
	Spring 2023	16	1	6.3	2	12.5	5	31.3	4	25.0	4	25.0
Reducing the number of students with multiple referrals for the same behaviors	Fall 2022	36	3	8.3	3	8.3	10	27.8	14	38.9	6	16.7
	Spring 2023	16	2	12.5	2	12.5	4	25.0	4	25.0	4	25.0
Reducing the number of students with multiple referrals for different behaviors	Fall 2022	36	2	5.6	5	13.9	9	25.0	14	38.9	6	16.7
	Spring 2023	16	2	12.5	1	6.3	4	25.0	5	31.3	4	25.0
Assistant Principals												
Reducing classroom disruptions	Fall 2022	105	11	10.5	20	19.0	33	31.4	23	21.9	18	17.1
	Spring 2023	65	9	13.8	14	21.5	14	21.5	16	24.6	12	18.5
Reducing physical fighting	Fall 2022	105	13	12.4	14	13.3	24	22.9	30	28.6	24	22.9
	Spring 2023	65	8	12.3	12	18.5	17	26.2	14	21.5	14	21.5
Reducing racial inequalities in discipline referrals	Fall 2022	105	12	11.4	21	20.0	26	24.8	29	27.6	17	16.2
	Spring 2023	65	9	13.8	10	15.4	15	23.1	18	27.7	13	20.0
Reducing the number of students with multiple referrals for the same behavior	Fall 2022	105	16	15.2	16	15.2	34	32.4	23	21.9	16	15.2
	Spring 2023	65	15	23.1	12	18.5	14	21.5	13	20.0	11	16.9
Reducing the number of students with multiple referrals for different behaviors	Fall 2022	105	15	14.3	20	19.0	33	31.4	21	20.0	16	15.2
	Spring 2023	65	11	16.9	14	21.5	12	18.5	16	24.6	14	18.5

Source: Coordinator and administrator surveys administered from 01/18/2023 through 02/08/2023.

Note: Sem = Semester. Percentages may not sum to 100 due to rounding.

Appendix F, Table 4: 2022-23: Reset Center Ratings

Appendix F, Table 1: 2022-23 Reset Center Ratings												
	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
Coordinators												
The Reset Center has enough physical space to accommodate all students that need to be there.	Fall 2022	49	1	2.0	4	8.2	13	26.5	30	61.2	1	2.0
	Spring 2023	41	1	2.4	3	7.3	8	19.5	29	70.7	0	0.0
The Reset Center has enough supplies to address the needs of all students.	Fall 2022	49	2	4.1	2	4.1	7	14.3	38	77.6	0	0.0
	Spring 2023	41	0	0.0	1	2.4	11	26.8	29	70.7	0	0.0
Students use the Reset Center to avoid attending regular classes.	Fall 2022	49	17	34.7	17	34.7	8	16.3	4	8.2	3	6.1
	Spring 2023	41	9	22.0	17	41.5	7	17.1	6	14.6	2	4.9
Some students should not be referred to the Reset Center and should not remain on campus due to safety concerns.	Fall 2022	49	7	14.3	18	36.7	12	2.5	6	12.2	6	12.2
	Spring 2023	41	3	7.3	13	31.7	11	26.8	10	24.4	4	9.8
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.	Fall 2022	49	2	4.1	5	10.2	22	44.9	12	24.5	8	16.3
	Spring 2023	41	2	4.9	5	12.2	21	51.2	10	24.4	3	7.3

table continues

Appendix F, Table 4 (continued)

	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
Principals												
The Reset Center has enough physical space to accommodate all students that need to be there.	Fall 2022	36	0	0.0	4	11.1	7	19.4	25	69.4	0	0.0
	Spring 2023	16	1	6.3	3	18.8	2	12.5	10	62.5	0	0.0
The Reset Center has enough supplies to address the needs of all students.	Fall 2022	36	1	2.8	2	5.6	9	25.0	24	66.7	0	0.0
	Spring 2023	16	1	6.3	3	18.8	4	25.0	8	50.0	0	0.0
Students use the Reset Center to avoid attending regular classes.	Fall 2022	36	11	30.6	10	27.8	5	13.9	8	22.2	2	5.6
	Spring 2023	16	2	12.5	3	18.8	2	12.5	9	56.3	0	0.0
Some students should not be referred to the Reset Center and should not remain on campus due to safety concerns.	Fall 2022	36	2	5.6	4	11.1	11	30.6	15	41.7	4	11.1
	Spring 2023	16	1	6.3	2	12.5	2	12.5	11	68.8	0	0.0
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.	Fall 2022	36	0	0.0	1	2.8	14	38.9	17	47.2	4	11.1
	Spring 2023	16	0	0.0	3	18.8	5	31.3	8	50.0	0	0.0

table continues

Appendix F, Table 4 (continued)

	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
Assistant Principals												
The Reset Center has enough physical space to accommodate all students that need to be there.	Fall 2022	105	5	4.8	8	7.6	29	27.6	60	57.1	3	2.9
	Spring 2023	65	3	4.6	11	16.9	18	27.7	33	50.8	0	0.0
The Reset Center has enough supplies to address the needs of all students.	Fall 2022	105	3	2.9	7	6.7	31	29.5	57	54.3	7	6.7
	Spring 2023	65	2	3.1	6	9.2	24	36.9	30	46.2	3	4.6
Students use the Reset Center to avoid attending regular classes.	Fall 2022	105	31	29.5	37	35.2	21	20.0	11	10.5	5	4.8
	Spring 2023	65	13	20.0	18	27.7	16	24.6	15	23.1	3	4.6
Some students should not be referred to the Reset Center and should not remain on campus due to safety concerns.	Fall 2022	105	16	15.2	36	34.3	25	23.8	21	20.0	7	6.7
	Spring 2023	65	6	9.2	15	23.1	11	16.9	26	40.0	7	10.8
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.	Fall 2022	105	4	3.8	20	19.0	37	35.2	25	23.8	19	18.1
	Spring 2023	64	5	7.8	15	23.4	15	39.1	19	29.7	0	0.0

Source: Coordinator and administrator surveys administered from 01/18/2023 through 02/08/2023.

Note: Sem = Semester. Percentages may not sum to 100 due to rounding.

Appendix F, Table 5: 2022-23: Campus Teacher Ratings

Appendix 1, Table 3: 2022-23 Campus Teacher Ratings												
	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
Coordinators												
Campus teachers need more training for the Reset Center to be more effective.	Fall 2022	49	4	8.2	9	18.4	24	49.0	12	24.5	0	0.0
	Spring 2023	41	1	2.4	6	14.6	15	36.6	18	42.9	1	2.4
Campus teachers prefer to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.	Fall 2022	49	8	16.3	12	24.5	14	28.6	7	14.3	8	16.3
	Spring 2023	41	4	9.8	13	31.7	12	29.3	7	17.1	5	12.2
Campus teachers know the infractions that could lead to student referrals to the Reset Center.	Fall 2022	49	0	0.0	13	26.5	26	53.1	9	18.4	1	2.0
	Spring 2023	41	4	9.8	7	17.1	21	51.2	8	19.5	1	2.4
Campus teachers agree with the philosophy behind Reset Centers.	Fall 2022	49	0	0.0	4	8.2	24	49.0	16	32.7	5	10.2
	Spring 2023	41	2	4.9	4	9.8	20	48.8	8	19.5	7	17.1
Campus teachers receive adequate support to implement the Reset Center as intended.	Fall 2022	49	0	0.0	6	12.2	21	42.9	21	42.9	1	2.0
	Spring 2023	41	2	4.9	8	19.5	15	36.6	12	29.3	4	9.8

table continues

Appendix F, Table 5 (continued)

	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
Principals												
Campus teachers need more training for the Reset Center to be more effective.	Fall 2022	36	0	0.0	5	13.9	16	44.4	11	30.6	4	11.1
	Spring 2023	16	1	6.3	1	6.3	5	31.3	9	56.3	0	0.0
Campus teachers prefer to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.	Fall 2022	36	0	0.0	10	27.8	13	36.1	6	16.7	7	19.4
	Spring 2023	16	1	6.3	4	25.0	4	25.0	7	43.8	0	0.0
Campus teachers know the infractions that could lead to student referrals to the Reset Center.	Fall 2022	36	0	0.0	4	11.1	22	61.1	6	16.7	4	11.1
	Spring 2023	16	0	0.0	2	12.5	10	62.5	4	25.0	0	0.0
Campus teachers agree with the philosophy behind Reset Centers.	Fall 2022	36	1	2.8	9	25.0	12	33.3	6	16.7	8	22.2
	Spring 2023	16	1	6.3	6	37.5	4	25.0	3	18.8	2	12.5
Campus teachers receive adequate support to implement the Reset Center as intended.	Fall 2022	36	0	0.0	7	19.4	18	50.0	7	19.4	4	11.1
	Spring 2023	16	1	6.3	3	18.8	7	43.8	3	18.8	2	12.5

table continues

Appendix F, Table 5 (continued)

	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
Assistant Principals												
Campus teachers need more training for the Reset Center to be more effective.	Fall 2022	104	7	6.7	12	11.5	51	49.0	30	28.8	4	3.8
	Spring 2023	64	5	7.8	15	23.4	25	39.1	19	29.7	0	0.0
Campus teachers prefer to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.	Fall 2022	104	11	10.6	40	38.5	27	26.0	15	14.4	11	10.6
	Spring 2023	64	5	7.8	23	35.9	18	28.1	15	23.4	3	4.7
Campus teachers know the infractions that could lead to student referrals to the Reset Center.	Fall 2022	104	4	3.8	32	30.8	44	42.3	17	16.3	7	6.7
	Spring 2023	64	5	7.8	17	26.6	32	50.0	8	12.5	2	3.1
Campus teachers agree with the philosophy behind Reset Centers.	Fall 2022	104	7	6.7	28	26.9	46	44.2	15	14.4	8	7.7
	Spring 2023	64	9	14.1	10	15.6	25	39.1	11	17.2	9	14.1
Campus teachers receive adequate support to implement the Reset Center as intended.	Fall 2022	104	6	5.8	22	21.2	46	44.2	25	24.0	5	4.8
	Spring 2023	64	6	9.4	14	21.9	22	34.4	15	23.4	7	10.9

Source: Coordinator and administrator surveys administered from 01/18/2023 through 02/08/2023.

Note: Sem = Semester. Percentages may not sum to 100 due to rounding.

Appendix F, Table 6: 2022-23: Campus Administrator Ratings

Appendix F, Table 6. 2022-2023 Campus Administrator Ratings												
	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
Coordinators												
Campus administrators need more training for the Reset Center to be more effective.	Fall 2022	49	9	18.4	14	28.6	16	32.7	9	18.4	1	2.0
	Spring 2023	41	6	14.6	10	24.4	8	19.5	16	39.0	1	2.4
Campus administrators prefer to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.	Fall 2022	49	6	12.2	13	26.5	18	36.7	7	14.3	5	10.2
	Spring 2023	41	3	7.3	14	34.1	10	24.4	8	19.5	6	14.6
Campus administrators know the infractions that could lead to student referrals to the Reset Center.	Fall 2022	49	0	0.0	4	8.2	24	49.0	21	42.9	0	0.0
	Spring 2023	41	0	0.0	3	7.3	15	36.6	21	51.2	2	4.9
Campus administrators agree with the philosophy behind Reset Centers	Fall 2022	49	1	2.0	5	10.2	16	32.7	24	49.0	3	6.1
	Spring 2023	41	1	2.4	2	4.9	21	51.2	15	36.6	2	4.9
The Office of Student Engagement and Support provides adequate support to campus administrators to implement the Reset Center as intended.	Fall 2022	49	0	0.0	1	2.0	13	26.5	35	71.4	0	0.0
	Spring 2023	41	0	0.0	1	2.4	8	19.5	30	73.2	2	4.9
Campus administrators provide adequate support to implement the Reset Center as intended.	Fall 2022	49	0	0.0	7	14.3	15	30.6	24	49.0	3	6.1
	Spring 2023	41	2	4.9	2	4.9	17	41.5	17	41.5	3	7.3

table continues

Appendix F, Table 6 (continued)

	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
			Principals									
I need more training for the Reset Center to be more effective.	Fall 2022	35	6	17.1	13	37.1	13	37.1	1	2.9	2	5.7
	Spring 2023	16	3	18.8	5	31.3	6	37.5	2	12.5	0	0.0
I prefer to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.	Fall 2022	35	3	8.6	12	34.3	13	37.1	3	8.6	4	11.4
	Spring 2023	16	1	6.3	7	43.8	5	31.3	3	18.8	0	0.0
I know the infractions that could lead to student referrals to the Reset Center.	Fall 2022	35	0	0.0	0	0.0	12	34.3	22	61.1	1	2.8
	Spring 2023	16	1	6.3	0	0.0	3	18.8	12	75.0	0	0.0
I agree with the philosophy behind Reset Centers	Fall 2022	35	0	0.0	0	0.0	9	25.7	22	61.1	4	11.1
	Spring 2023	16	0	0.0	0	0.0	3	18.8	13	81.3	0	0.0
The Office of Student Engagement and Support provides me with adequate support to implement the Reset Center as intended.	Fall 2022	35	0	0.0	1	2.9	12	34.3	18	51.4	4	11.4
	Spring 2023	16	0	0.0	0	0.0	5	31.3	11	68.8	0	0.0

table continues

Appendix F, Table 6 (continued)

	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
Assistant Principals												
I need more training for the Reset Center to be more effective.	Fall 2022	104	18	17.3	43	41.3	29	27.9	11	10.6	3	2.9
	Spring 2023	64	14	21.9	26	40.6	15	23.4	6	9.4	3	4.7
I prefer to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.	Fall 2022	104	15	14.4	34	32.7	33	31.7	10	9.6	12	11.5
	Spring 2023	64	2	3.1	23	35.9	23	35.9	12	18.8	4	6.3
I know the infractions that could lead to student referrals to the Reset Center.	Fall 2022	104	1	1.0	2	1.9	54	51.9	46	44.2	1	1.0
	Spring 2023	644	0	0.0	0	0.0	28	43.8	35	54.7	1	1.6
I agree with the philosophy behind Reset Centers	Fall 2022	104	3	2.9	6	5.8	48	46.2	38	36.5	9	8.7
	Spring 2023	64	5	7.8	6	9.4	23	35.9	26	40.6	4	6.3
The Office of Student Engagement and Support provides me with adequate support to implement the Reset Center as intended.	Fall 2022	104	8	7.7	17	16.3	38	36.5	28	26.9	13	12.5
	Spring 2023	64	3	4.7	14	21.9	16	25.0	23	35.9	8	12.5

Source: Coordinator and administrator surveys administered from 01/18/2023 through 02/08/2023.

Note: Sem = Semester. Percentages may not sum to 100 due to rounding.

Appendix F, Table 7: 2022-23: Reset Center Coordinator Ratings

Appendix 1: Table 1: Fall 2022 & Spring 2023 Coordinator Ratings												
	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
Coordinators												
I need more training for the Reset Center to be more effective.	Fall 2022	49	10	20.4	19	38.8	12	24.5	3	6.1	5	10.2
	Spring 2023	41	9	22.0	17	41.5	12	29.3	3	7.3	0	0.0
I prefer to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.	Fall 2022	49	11	22.4	12	24.5	17	34.7	5	10.2	4	8.2
	Spring 2023	41	5	12.2	18	43.9	8	19.5	7	17.1	3	7.3
I know the infractions that could lead to student referrals to the Reset Center.	Fall 2022	49	0	0.0	0	0.0	18	36.7	31	63.3	0	0.0
	Spring 2023	41	0	0.0	0	0.0	12	29.3	29	70.7	0	0.0
I agree with the philosophy behind Reset Centers.	Fall 2022	49	0	0.0	0	0.0	9	18.4	39	79.6	1	2.0
	Spring 2023	41										
Campus administrators provided adequate support to implement the Reset Center as intended.	Fall 2022	49	1	2.0	1	2.0	17	34.7	27	55.1	3	6.1
	Spring 2023	41	3	7.3	1	2.4	15	36.6	22	53.7	0	0.0
SEAS provided adequate support to implement the Reset Center as intended.	Fall 2022	49	1	2.0	1	2.0	17	34.7	27	55.1	3	6.1
	Spring 2023	41	0	0.0	0	0.0	7	17.1	33	80.5	1	2.4

table continues

Appendix F, Table 7 (continued)

	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
Principals												
The RCC needs more training for the Reset Center to be more effective.	Fall 2022	36	10	27.8	8	22.2	10	27.8	4	11.1	4	11.1
	Spring 2023	16	2	12.5	8	50.0	4	25.0	2	12.5	0	0.0
The RCC prefers to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.	Fall 2022	36	8	22.2	12	33.3	9	25.0	2	5.6	5	13.9
	Spring 2023	16	3	18.8	6	37.5	3	18.8	2	12.5	2	12.5
The RCC knows the infractions that could lead to student referrals to the Reset Center.	Fall 2022	36	0	0.0	0	0.0	14	38.9	20	55.6	2	5.6
	Spring 2023	16	0	0.0	0	0.0	7	43.8	9	53.3	0	0.0
The RCC agrees with the philosophy behind Reset Centers.	Fall 2022	36	0	0.0	0	0.0	8	22.2	24	66.7	4	11.1
	Spring 2023	16	0	0.0	0	0.0	6	37.5	10	62.5	0	0.0
The RCC receives adequate support to implement the Reset Center as intended.	Fall 2022	36	0	0.0	0	0.0	14	38.9	20	55.6	2	5.6
	Spring 2023	16	0	0.0	1	6.3	5	31.3	9	56.3	1	6.3

table continues

Appendix F, Table 7 (continued)

	Sem	N	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
			n	%	n	%	n	%	n	%	n	%
Assistant Principals												
The RCC needs more training for the Reset Center to be more effective.	Fall 2022	104	29	27.9	43	41.3	20	19.2	9	8.7	3	2.9
	Spring 2023	64	18	28.1	14	37.5	11	17.2	8	12.5	3	4.7
The RCC prefers to administer consequences (detentions, suspensions, etc.) to students that violate the Student Code of Conduct.	Fall 2022	104	22	21.2	41	39.4	25	24.0	3	2.9	13	12.5
	Spring 2023	64	15	23.4	23	35.9	14	21.9	3	4.7	9	14.1
The RCC knows the infractions that could lead to student referrals to the Reset Center.	Fall 2022	104	3	2.9	4	3.8	45	43.3	50	48.1	2	1.9
	Spring 2023	64	1	1.6	3	4.7	19	29.7	37	57.8	4	6.3
The RCC agrees with the philosophy behind Reset Centers.	Fall 2022	104	3	2.9	2	1.9	38	36.5	54	51.9	7	6.7
	Spring 2023	64	0	0.0	2	3.1	17	26.6	37	57.8	8	12.5
The RCC receives adequate support to implement the Reset Center as intended.	Fall 2022	104	3	2.9	2	1.9	48	46.2	49	47.1	2	1.9
	Spring 2023	64	1	1.6	4	6.3	24	37.5	25	39.1	10	15.6

Source: Coordinator and administrator surveys administered from 01/18/2023 through 02/08/2023.

Note: Sem = Semester. Percentages may not sum to 100 due to rounding.