

2024-25

Evaluation of Reset Centers

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



2024-25

Evaluation of Reset Centers

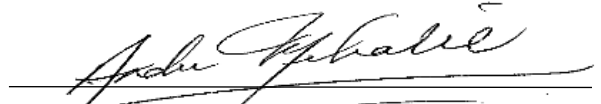
Approved Report of the Department of Evaluation and Assessment

EA25-642-2
October 2025

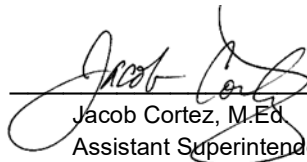
Kelli Weaver, M.S., Evaluation Analyst I



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



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



Jacob Cortez, M.Ed.
Assistant Superintendent, Evaluation and Assessment

© 2025 Dallas Independent School District (Dallas ISD)

Mail a written request for permission to use or reproduce any part of this document to:

Dallas ISD Department of Evaluation and Assessment

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

This report (as well as the one-page summary) is available for download at

<https://www.dallasisd.org/departments/evaluation-and-assessment/about-us/program-evaluation/program-evaluation-reports>. For more information, please contact Program Evaluation at programevaluation@dallasisd.org.

TABLE OF CONTENTS

KEY FINDINGS AND RECOMMENDATIONS.....	1
PROGRAM BACKGROUND	4
PROGRAM DESCRIPTION	5
Program Components	5
Student Services	6
Program Staff	6
Budget.....	7
Program Goals	7
EVALUATION QUESTIONS AND RESULTS	8
How was the Reset Center program implemented?	8
Students Served.....	8
Professional Development and Certifications.....	11
Reset Center Walkthroughs	11
What were staff perceptions of the Reset Center Program?	12
Staff Perception Survey.....	12
Campus Administrator Focus Group	23
What were the outcomes for students served by the Reset Centers?.....	27
Disciplinary Actions and Referrals	27
Student Experience Survey	32
Reset Center Exit Surveys	33
Attendance Rates.....	35
On-Track and Graduation.....	36
REFERENCES.....	38
APPENDICES	40

LIST OF TABLES

Table 1: 2024-25 Characteristics of Middle School Students Served by
Reset Centers..... 9

Table 2: 2024-25 Reset Center and PISR Breakdown for Middle School Students..... 9

Table 3: 2024-25 Characteristics of High School Students Served by
Reset Centers..... 10

Table 4: 2024-25 Reset Center and PISR Breakdown for High School Students..... 10

Table 5: 2021-22 to 2024-25 Disciplinary Action Frequencies for Middle School
Students at Reset Center Campuses 28

Table 6: 2021-22 to 2024-25 Disciplinary Action Frequencies and Rates for
Middle School Students at Reset Center Campuses by Race..... 28

Table 7: 2021-22 to 2024-25 Disciplinary Action Frequencies for High School
Students at Reset Center Campuses 30

Table 8: 2021-22 to 2024-25 Disciplinary Action Frequencies and Rates for
High School Students at Reset Center Campuses by Race..... 30

Table 9: 2024-25 Reset Center Campus Student Experience Survey Percent
Positive Rates by School Type 33

Table 10: 2024-25 Reset Center Exit Survey Descriptor Response Rates..... 35

LIST OF FIGURES

Figure 1: The Dallas ISD Reset Center Behavior Referral Process	5
Figure 2: Spring 2025 RCC Tiering Results by Tier.....	12
Figure 3: 2024-25 Reset Center Impacts Item Response Rates by Staff Position Conflict Resolution and Student Behavior	14
Figure 4: 2024-25 Reset Center Impacts Item Response Rates by Staff Position School Climate and Relationships	15
Figure 5: 2024-25 Reset Center Impacts Item Response Rates by Staff Position Social Emotional Skills, Disciplinary Actions and Attendance, and Disproportionality ...	15
Figure 6: 2024-25 Reset Center Impacts Item Response Rates by Staff Position Program Efficiency Items.....	17
Figure 7: 2024-25 Perceptions of Campus Teachers Response Rates by Staff..... Position.....	18
Figure 8: 2024-25 Coordinator Perceptions of Staff Response Rates.....	19
Figure 9: 2024-25 Campus Administrator Perceptions of Coordinators Response Rates	19
Figure 10: 2024-25 Self Perception Response Rates by Staff Position.....	20
Figure 11: 2021-22 to 2024-25 Recidivism Rates for Middle School Students at Reset Center Campuses.....	29
Figure 12: 2021-22 to 2024-25 Recidivism Rates for Middle School Students at Reset Center Campuses by Race.....	29
Figure 13: 2021-22 to 2024-25 Recidivism Rates for High School Students at Reset Center Campuses.....	31
Figure 14: 2021-22 to 2024-25 Recidivism Rates for High School Students at Reset Center Campuses by Race.....	31
Figure 15: 2024-25 Reset Center Exit Survey Positive Response Rates.....	34
Figure 16: 2018-19 to 2024-25 Attendance Rates for Reset Center Students and District	36
Figure 17: 2021-22 to 2024-25 On-Track and Graduation Rates	37

2024-25

Evaluation of Reset Centers

KEY FINDINGS AND RECOMMENDATIONS

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

Key Findings

The Dallas Independent School District (ISD) Reset Center initiative was implemented in 2021-22 as an alternative to exclusionary discipline practices (suspensions). Through a redesigned, restorative, and student-centered approach to discipline, the initiative offers a short-term educational and behavioral management service for students temporarily removed from the classroom setting. All Reset Centers have designated rooms to facilitate continuous educational services for students and to provide personalized approaches to behavior management. As of 2024-25, the Reset budget falls within the Reset Coordinator's respective campus and no longer with Student Engagement & Support department. The 2024-25 Reset Center budget is \$3,986,870. Key findings include the following:



All Reset Center Coordinators (RCCs) completed their Behavior Coach Endorsement Certification in 2024-25, which met the program goal of 100 percent (page 11).



Overall, 74 percent of RCCs achieved or maintained Tier I ratings, exceeding the program goal of 50 percent (page 12).



Most staff members indicated they had adequate access to resources and expressed positive staff and self perceptions (page 13).

¹ Portions of this report were replicated or adapted from Mastrogiovanni & Weaver, 2024.

-  RCCs and administrators indicated a lack of adequate understanding by all stakeholders of Reset Center processes and the need for clear, established guidelines to improve program implementation (page 20).
-  RCCs and administrators reported a need for professional development for RCCs, campus administrators, and teachers as well as additional support for Reset Centers that would allow them to lean more into a proactive approach on campus (page 20).
-  Compared to 2023-24, Reset Center and Positive Intervention Support Referrals (PISR) decreased for middle school students and increased for high school students (page 28).
-  Recidivism rates for middle school and high school students slightly increased from 2023-24 to 2024-25 (page 29).
-  Overall, 73 percent of students attending Reset Center campuses responded positively about their campus climate on the student experience survey (page 33).
-  On the Reset Center Exit Survey, the majority of students reported positive experiences at the Reset Center (page 34).
-  Students predominately reported positive and neutral emotional descriptors (Calm, Fine, Happy) and positive feeling descriptors (Supported, Helped, Respected) regarding their first and subsequent Reset Center visit(s) (page 35).
-  In 2024-25, middle school and high school students who received support services from Reset Centers had a slight increase in overall attendance rate compared to 2023-24. However, their attendance rates are lower than students at Reset Center campuses that were not served and the district overall (page 37).
-  Ninth grade On-Track rates for students served by the Reset Centers decreased by 14 percentage points from 2023-24 to 2024-25 (page 37).
-  Graduation rates for students served by Reset Centers have increased over the last three school years and in 2024-25 exceeded graduation rates for students not served at Reset campuses and the district overall (page 37).

Recommendations

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

Maximize Accessibility of the Existing Reset Center Program Handbook.

Staff feedback, particularly from new hires and those in diverse roles (e.g., teachers, administration), indicates that **inconsistencies in program implementation** and **confusion** stem from a lack of awareness and inconsistent access to established program protocols and expectations. To effectively address this issue, it is strongly recommended that the Student Engagement and Support department develop a strategy that includes a) making the playbook accessible on a highly visible, central platform, b) implement a policy requiring all staff members to sign acknowledgement that they have received and reviewed the digital handbook, and c) utilize the digital platform to ensure that only the most current version is available, with a visible revision history log included and a notification system to alert staff to significant updates. Additionally, it is strongly recommended that the SEAS department develop and implement a role-specific training program that integrates the playbook as a cornerstone for all current staff and new hires to ensure program fidelity and operational clarity.

Implement Strategies to Boost Staff Communication and Collaboration.

Similar to last year's findings, communication and relationships among program staff remain a critical area for improvement, as staff continue to report feeling isolated or uninformed. To actively address this, it is recommended that the Student Engagement and Support department implement strategies that systematically strengthen both communication and relationship-building. Specifically, we recommend establishing and maintaining bi-weekly or monthly team meetings with a structured, consistent agenda, and establishing a dedicated internal messaging channel for timely, unified program updates. Furthermore, the department should consider implementing campus-based working groups to collaboratively tackle specific challenges and/or organize regular social or networking events to intentionally foster the foundational rapport and trust necessary for a more supportive and collaborative staff culture.

Evaluation of Reset Centers

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

The Dallas Independent School District (ISD) Reset Center initiative was implemented in 2021-22 as an alternative to exclusionary discipline practices (suspensions²). Through a redesigned, restorative, and student-centered approach to discipline, the Reset Centers offer a short-term educational and behavioral management service for students temporarily removed from the classroom setting. The goal of the initiative is to identify root causes of student behavior, address social-emotional needs, and provide academic support. In 2023-24, the district expanded the Reset Center initiative to 54 comprehensive middle schools and high schools.³

Exclusionary discipline practices have been shown to negatively affect student outcomes. Specifically, suspensions are associated with decreases in academic achievement and school climate (Lodi, Perrella, Lepri, Scarpa, & Patrizi, 2022; Mitchell & Bradshaw, 2013) as well as an increased risk of dropping out (Balfanz, 2014; Noltmeyer, Ward, & Mcloughlin., 2015). Additionally, exclusionary practices have disproportionately impacted marginalized student populations, particularly African Americans (Lenderman & Hawkins, 2021; Skiba, Chung, Trachok, Sheva, & Hughs, 2014). As a result, restorative discipline programs have been implemented to address racial disparities and mitigate negative outcomes associated with traditional school discipline practices. Supplemental to the academic and behavioral support of the Reset Centers, 10 Reset Center campuses also staff student engagement coordinators (SECs).⁴ SECs provide similar academic and behavioral services as the Reset Centers, as well as support for attendance issues and outreach support for home life and student specific needs. On these campuses, the Reset Center coordinator and student engagement coordinator work closely to support student success.

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

³ See Appendix B for a full list of 2024-25 Reset Center campuses.

⁴ See Appendix B for Student Engagement Coordinator campuses.

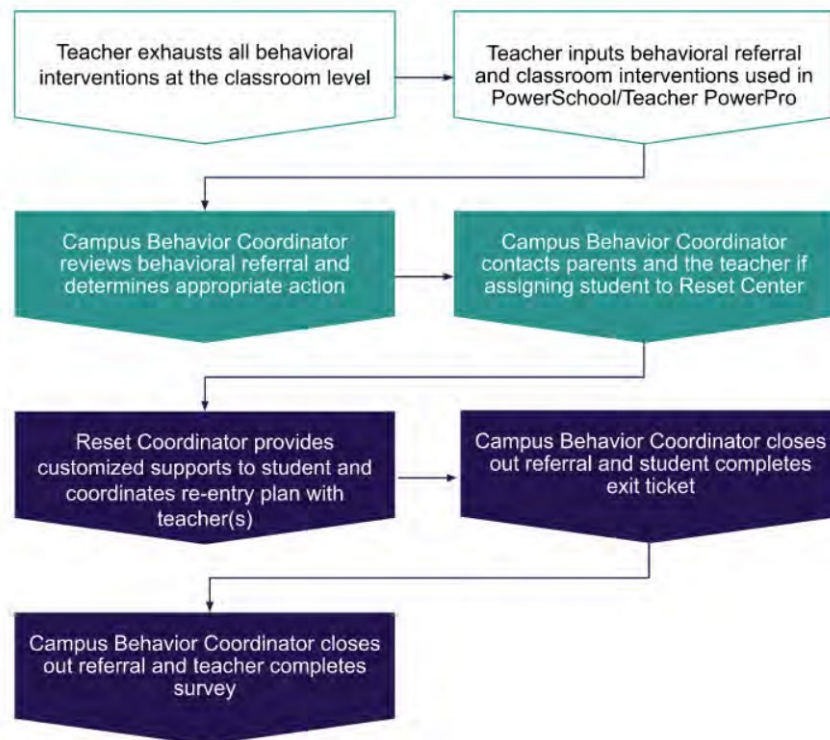
PROGRAM DESCRIPTION

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

Program Components

The Dallas ISD Student Engagement and Support (SEAS) department oversees the Reset Center initiative in collaboration with campus leadership teams, the Culture and Belonging department, and Mental Health Services (MHS). If a student violates the Student Code of Conduct,⁵ they can receive a referral to a Reset Center for one to three days, which is determined by campus administration. See Figure 1 for an overview of the district's Reset Center referral process.

Figure 1: The Dallas ISD Reset Center Behavior Referral Process



Source: Dallas ISD 2024-25 Student Code of Conduct.

When a student is assigned to a Reset Center, campuses must notify the parent/guardian of the student. Students can be referred to a Reset Center for a maximum of 30 cumulative days during the entire school year. If the maximum 30 days are

⁵ The Dallas ISD Student Code of Conduct can be found at <https://www.dallasisd.org/Student-Code-of-Conduct>

exhausted, campus administrators are required to develop additional action plans, such as placement in the Disciplinary Alternative Education Program (DAEP). However, campuses can use the Reset Centers as a place to remove students for one class period, which are recorded as Positive Intervention Support Referrals (PISR). PISR referrals do not count toward the 30-day annual limit.⁶

Student Services

Reset Centers provide a calming space for students to address behavioral issues while remaining academically engaged. Various tools, including flexible seating and color schemes, are used to promote student emotional well-being. Students participate in personalized lessons and activities based on their behaviors. These social-emotional learning (SEL) activities and restorative practices help students develop skills in self-awareness, managing emotions, building healthy relationships, problem-solving, responsible decision-making, and de-escalation.

At the Reset Center, students use Rhithm, an SEL application that helps Reset Center Coordinators (RCCs) understand how students are feeling.⁷ The RCCs can then determine the most effective lessons and approaches for each student. Students then complete assigned lessons tailored to their specific behavioral incidents using the Navigate360 application. Additionally, restorative circles provide students opportunities to repair relationships with others and work through disruptive behavior patterns. Students are expected to complete their schoolwork while at the Reset Center. After a student referral period ends and the student returns to class, RCCs follow up with students and classroom teachers at least twice to determine if further support is needed.

Program Staff

The Reset Center program staff encompass SEAS department managers ($N = 3$) and RCCs ($N = 52$), who work closely with campus behavior coordinators and campus administrators. The SEAS department managers oversee the coordinators across the five district regions. Managers meet with coordinators monthly to conduct formal observations (Walkthrough Observation Ratings) four times per year. In addition to observations,

⁶ In these cases, RCCs worked with students and teachers to devise strategies that help assimilate the student back into the regular classroom.

⁷ For more information, visit <https://staff.dallasisd.org/2023/02/15/esser-update-reset-centers-transform-discipline-in-dallas-isd/>

managers monitor trends in disciplinary infractions across campuses, provide feedback and consultation to coordinators, work with CBCs to update the Student Code of Conduct, and facilitate coordinator professional learning communities (PLCs). CBCs maintain the primary responsibility for effective discipline practices at the campuses. CBCs and other campus administrators ensure teachers utilize classroom-level interventions and behavior management techniques prior to Reset Center referrals and assignment.

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

Budget

As of 2024-25, the Reset budget falls within the Reset Coordinator's respective campus and no longer with Student Engagement & Support.

Program Goals

The Reset Center initiative aimed to achieve three performance objectives for 2024-25.

1. Reset Centers will attain a 12 percent recidivism rate during the 2024-25 school year (*Goal was met, see page 30*).
2. At least 50% of RCCs will achieve or maintain fourth-quarter Tier I status as evaluated by the Reset Center Walkthrough Observation Rubric by end-of-year (EOY) 2024-25 (*Goal was met, see page 12*).
3. One hundred percent of the new RCCs will receive the Behavior Coach Endorsement Certification by EOY 2024-25 (*Goal was met, see page 12*).

EVALUATION QUESTIONS AND RESULTS

How was the Reset Center program implemented?

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

Students Served

Middle School

For middle school (Table 1), approximately two-thirds of the students served by Reset Centers were male (66%), while amongst students not served and the district overall, male students accounted for roughly half of the student population. Additionally, approximately one-third of middles students served by Reset Centers were African American (34%), while amongst students not served and the district overall, African American students (18%) accounted for approximately one-fifth of the student population. Less than half of the students served by Reset Centers (44%) were Emergent Bilingual (EB), compared to over half of the students at Reset Center campuses not served and the district overall (57% and 52%, respectively). A total of 254 middle school students served by Reset Centers or PISR (16%) withdrew from the district during the school year or were not enrolled for at least 85 percent of the school year and are excluded from report outcomes.

Table 1: 2024-25 Characteristics of Middle School Students Served by Reset Centers

	Students at Reset					
	Students Served by Reset Centers (N = 1,616)		Center Campuses Not Served (N = 17,965)		District (N = 25,369)	
	N	%	N	%	N	%
Sex						
Male	1,065	65.9	9,161	51.0	13,108	51.7
Female	551	34.1	8,804	49.0	12,261	48.3
Race/Ethnicity						
African American	559	34.6	3,284	18.3	4,745	18.7
Hispanic	972	60.1	13,497	75.1	18,375	72.4
White	42	2.6	649	3.6	1,380	5.4
Other/Missing	43	2.7	535	3.0	869	3.4
Special Student Groups						
Econ. Dis.	1,371	84.8	16,638	92.6	22,331	88.0
Homeless	56	3.5	420	2.3	520	2.0
Emergent Bilingual	712	44.1	10,376	57.8	13,212	52.1
Special Education	296	18.3	3,052	17.0	3,905	15.4

Source: Dallas ISD Student Information System (SIS) demographic file dated 05/12/25. Dallas ISD SEAS disciplinary data provided 07/23/25.

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

A total of 2,242 Reset Center and PISR services were provided to 1,616 Middle School students. See Table 2 for a breakdown of services provided.

Table 2: 2024-25 Reset Center and PISR Breakdown for Middle School Students

	Students Served N	Services Provided N
Reset Center Only*	1,367	1,954
PISR Only	169	288
Both Reset Center and PISR*	80	-
Total	1,616	2,242

Source: Dallas ISD SEAS disciplinary data provided 07/23/25.

Note: * = . Data includes all students served with no duplicate cases and all services provided, including services provided to the same student. Students who did not meet enrollment criteria are included.

High School

For high school (Table 3), male students made up nearly three-fifths (59%) of the Reset Center population, compared to students at Reset Center campuses not served and the district overall, which was approximately half. African American students (30%) at Reset Centers represent nearly one-third of the Reset Center students, compared to

one-fifth of students at Reset Center campuses not served and the district (19%). Less than half (42%) of the Reset Center students were Emergent Bilingual (EB), compared to over half of the students at Reset Center campuses not served (51%). A total of 473 high school students served by Reset Centers or PISR (22%) withdrew from the district during the school year or were not enrolled for at least 85 percent of the school year and will be excluded from report outcomes.

Table 3: 2024-25 Characteristics of High School Students Served by Reset Centers

	Students Served by Reset Centers (N = 2,150)		Other Students at Reset Center Campuses (N = 31,251)		District (N = 39,677)	
	N	%	N	%	N	%
Sex						
Male	1,262	58.7	16,087	51.5	20,038	50.5
Female	888	41.3	15,164	48.5	19,639	49.5
Race/Ethnicity						
African American	642	29.9	5,802	18.6	7,340	18.5
Hispanic	1,329	61.8	23,568	75.4	29,219	73.6
White	120	5.6	1,065	3.4	1,885	4.8
Other/Missing	59	2.7	816	2.6	1,233	3.1
Special Student Groups						
Econ. Dis.	1,609	74.8	28,191	90.2	34,350	86.6
Homeless	60	2.8	650	2.1	760	1.9
Emergent Bilingual	894	41.6	16,012	51.2	18,278	46.1
Special Education	312	14.5	3,697	11.8	4,247	10.7

Source: Dallas ISD SIS demographic file dated 05/12/25. Dallas ISD SEAS disciplinary data provided 07/23/25.

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

A total of 3,070 Reset Center and PISR services were provided to 2,150 High School students. See Table 4 for a breakdown of services provided.

Table 4: 2024-25 Reset Center and PISR Breakdown for High School Students

	Students Served N	Services Provided N
Reset Center Only*	1,034	1,539
PISR Only	977	1,531
Both Reset Center and PISR*	139	-
Total	2,150	3,070

Source: Dallas ISD SEAS disciplinary data provided 07/23/25.

Note: * =. Data includes all students served with no duplicate cases and all services provided, including services provided to the same students. Students who did not meet enrollment criteria are included.

Professional Development and Certifications

Key Findings from this section:



All Reset Center Coordinators (RCCs) completed their Behavior Coach Endorsement Certification in 2024-25, which met the program goal of 100 percent.

During the 2024-25 school year, the SEAS department provided two training sessions on behavior (total attendance = 62) and two trainings on crisis prevention (total attendance = 69) to RCCs. All Reset Center Coordinators (RCCs) completed their Behavior Coach Endorsement Certification in 2024-25, achieving the 100 percent program goal. PLCs were hosted monthly for routine RCC training.

Reset Center Walkthroughs

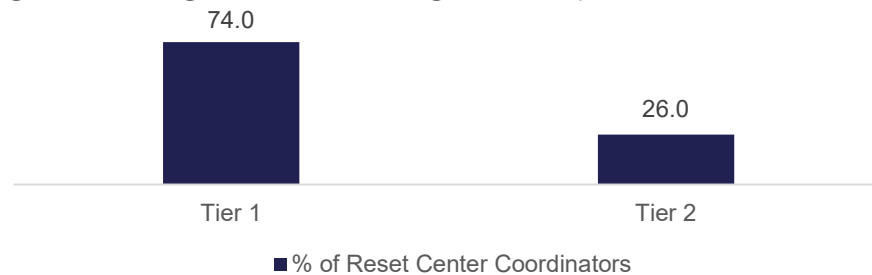
Key Findings from this section:



Overall, 74 percent of RCCs achieved or maintained Tier I ratings, exceeding the program goal (*Goal: 50%*).

In 2024-25, Reset Center walkthrough observations were conducted quarterly (9-week quarter) by the SEAS department managers using the Reset Coordinator Observation Rubric. The purpose of the observations is to evaluate the effectiveness of RCCs and implementation of services in three main areas: (1) effective and early whole-child interventions and supports for struggling students, (2) improvement of academic outcomes by decreasing missed instructional time, and (3) positive and supportive campus culture. Through these observations, RCCs are assigned to one of three tiers: Tier I (strong implementation), Tier II (moderate implementation), or Tier III (low implementation).⁸ Results from the observation rubric allows SEAS department managers to customize support for RCCs during each nine-week quarter. In 2024-25, 74 percent of RCCs achieved or maintained Tier 1 ratings, which met the program goal of 50 percent (Figure 2). See Appendix D for Tier rating results by Reset Center campus.

⁸ 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.

Figure 2: Spring 2025 RCC Tiering Results by Tier

Source: Dallas ISD SEAS Reset Center Coordinator Observation Rubric data provided 06/2625.

What were staff perceptions of the Reset Center Program?

This section provides an overview of staff perceptions collected by a staff perception survey administered to RCCs and campus administrators as well as focus groups conducted with RCCs and administrators in the Spring 2025.

Staff Perception Survey

Key Findings from this section:



RCCs and administrators indicated they had adequate access to resources and expressed positive staff and self perceptions.



RCCs and administrators indicated a lack of adequate understanding by all stakeholders of Reset Center processes and the need for clear, established guidelines to improve program implementation .



RCCs and administrators reported a need for professional development for RCCs, campus administrators, and teachers as well as additional support for Reset Centers that would allow them to lean more into a proactive approach on campus .

Based on recommendations from the prior year's program evaluation (Mastrogiovanni & Weaver, 2024), the Reset Center staff perception survey was only administered once during the 2024-25 school year. In May 2025, an online perception survey was administered to RCCs, Principals, and Assistant Principals. The survey gathered information on the following topics: (1) impacts of the Reset Center, (2) meetings/observations frequencies, (3) perceptions of staff and self, and (4) perceptions related to challenges, program strengths, and areas of improvement. Of the 52 RCCs and

198 campus administrators invited to complete the survey, 24 RCCs (46%) and 49 campus administrators (25%) completed at least part of the survey.

Meetings and Observations

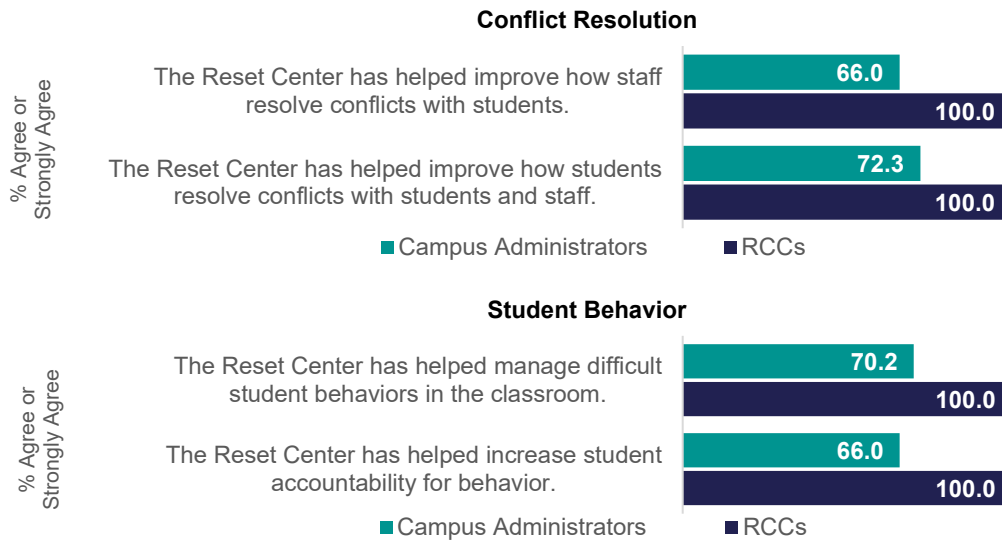
Overall, most of the RCCs reported that campus administrators met with them approximately six to ten times (21%), 11 to 20 times (21%), 36 times or more (25%) and observed the Reset Center one to five times (25%) to six to ten times (21%). The majority of campus administrators reported they met with RCCs 36 times or more (37%) and observed the Reset Center one to five times (25%) to six to ten times (20%). See Appendix E for full responses rates by staff position.

Reset Center Impacts⁹

In 2024-25, the Reset Center program received positive feedback from most staff members across various dimensions (Figure 3 through Figure 5). Nearly all RCCs and approximately two-thirds of campus administrators reported that the Reset Center had positively a) influenced how staff and students resolved conflicts, helped with classroom behavior management, and increased student accountability, b) impacted school climate and relationships between teachers, parents, and students, and c) helped students develop social and emotional skills while decreasing disciplinary referrals and disciplinary actions. The program's positive impact on chronic absenteeism received less endorsement from both RCCs (63%) and campus administrators (47%). Finally, a larger proportion of RCCs (83%) reported that the program addressed racial/ethnic inequalities in discipline, compared to campus administrators (64%).

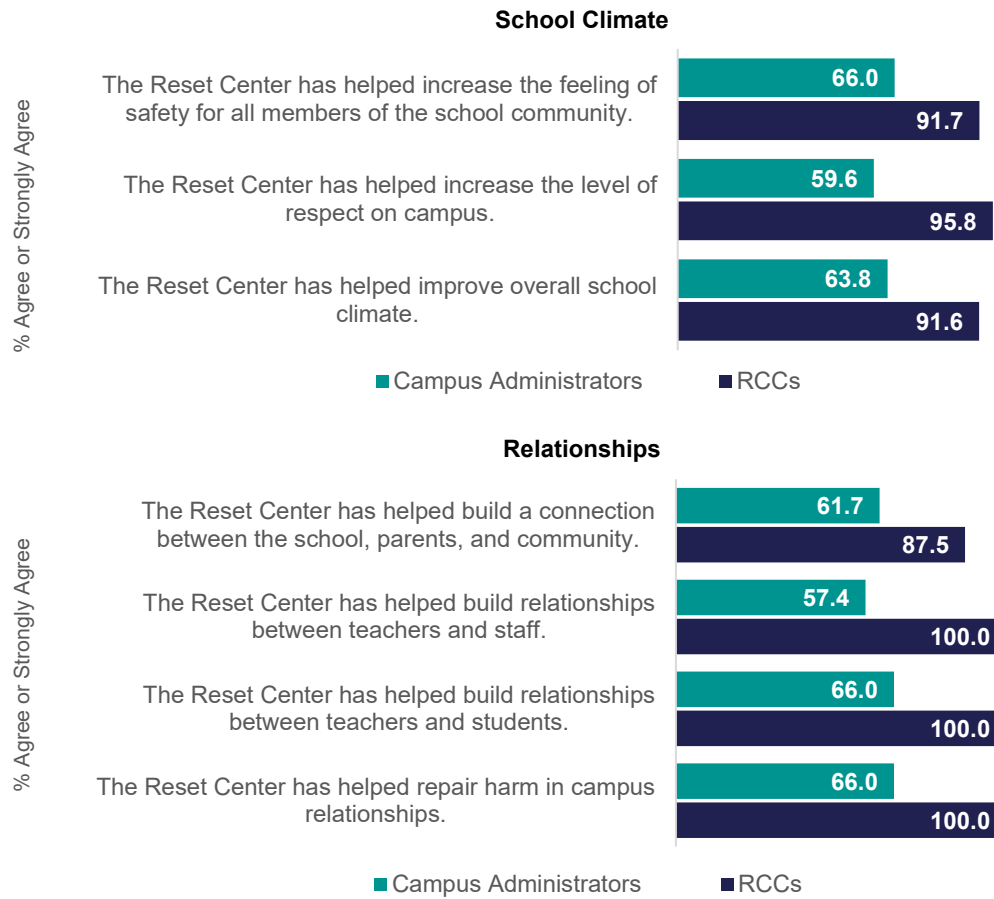
⁹ A portion of these survey items were adopted from Gerlach, Tennant, and McKertlie (2018).

Figure 3: 2024-25 Reset Center Impacts Item Response Rates by Staff Position – Conflict Resolution and Student Behavior



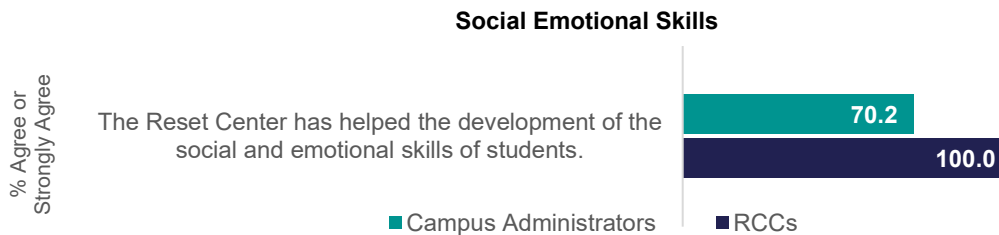
Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

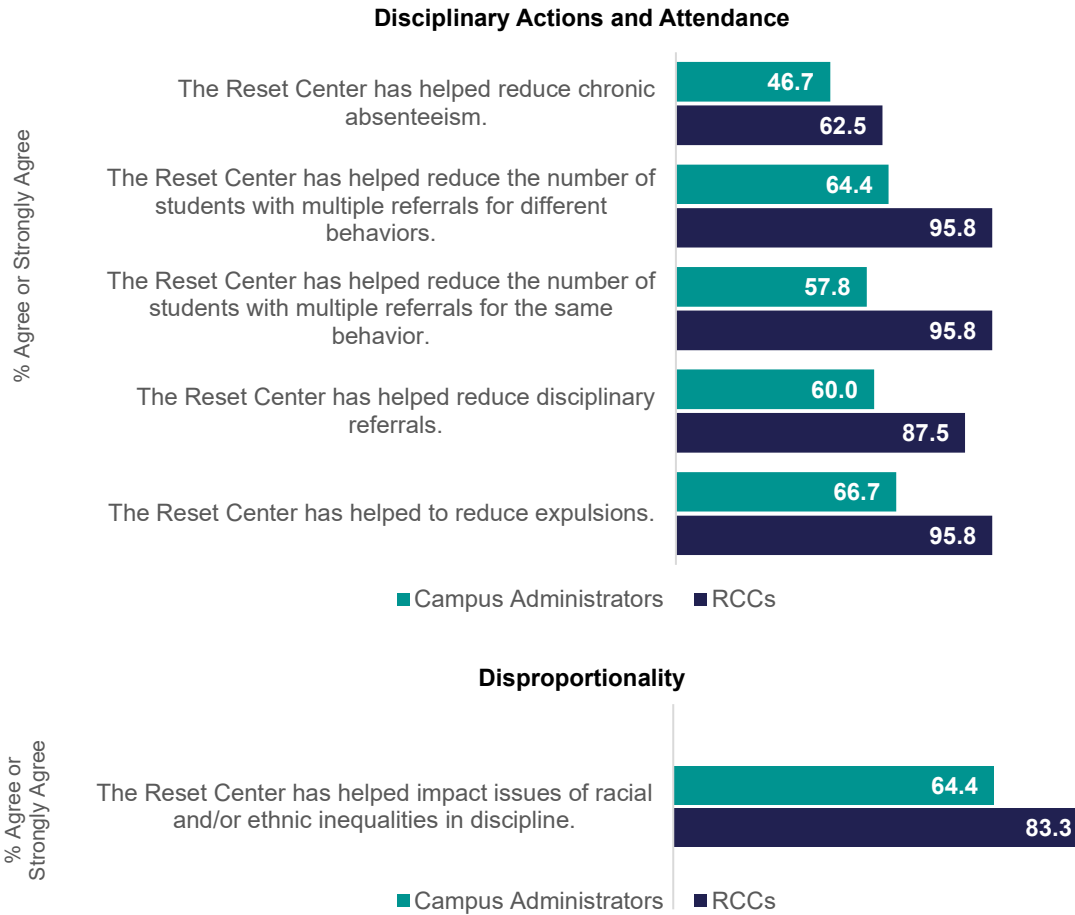
Figure 4: 2024-25 Reset Center Impacts Item Response Rates by Staff Position – School Climate and Relationships



Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

Figure 5: 2024-25 Reset Center Impacts Item Response Rates by Staff Position – Social Emotional Skills, Disciplinary Actions and Attendance, and Disproportionality

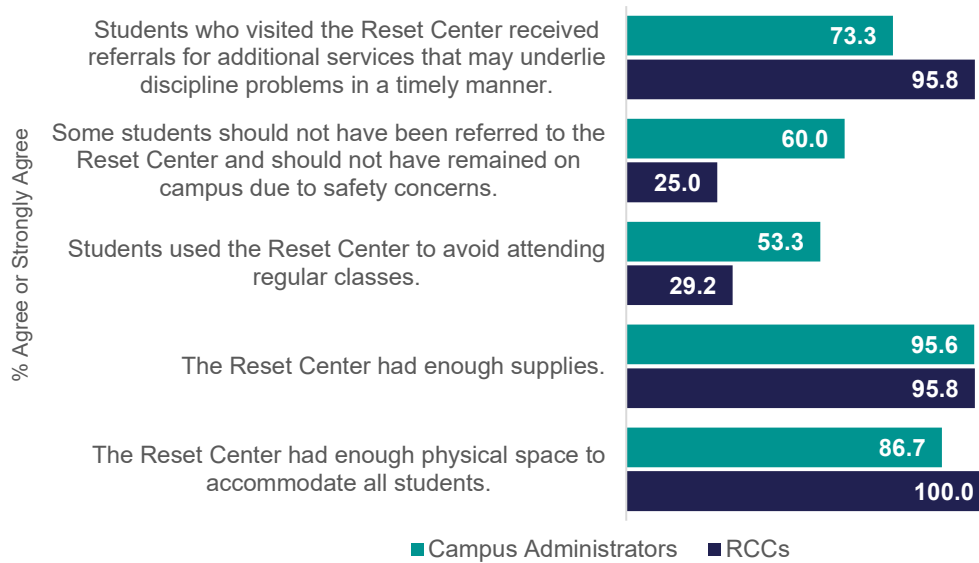




Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

Regarding program efficiency, the majority of RCCs and campus administrators indicated that the Reset Center had enough resources (physical space and supplies) to accommodate students and that students received timely referrals to additional services, if needed (Figure 6). However, one-fourth of RCCs and more than half of campus administrators reported that certain students should have not been referred to the Reset Center and removed from the campus due to safety considerations. While less than one-third of RCCs (29%) reported that students used the Reset Center on their campus to avoid class, over half of campus administrators (53%) held this view.

Figure 6: 2024-25 Reset Center Impacts Item Response Rates by Staff Position – Program Efficiency Items

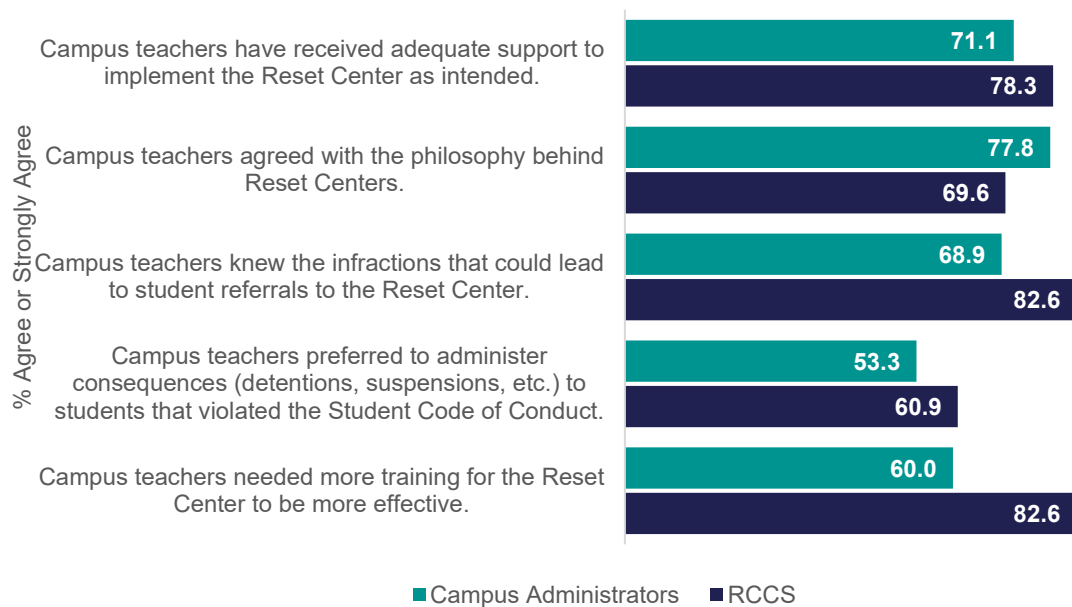


Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

Note: Campus Administrators (N = 45); RCCs (N = 24). 'Not observed' responses were excluded from analysis.

Perceptions of Staff

Overall, most RCCs and campus administrators reported positive perceptions of campus teachers (Figure 7). Compared to campus administrators, a larger proportion of RCCs reported that teachers received adequate support, knew referral procedures, needed more training to be effective, and preferred to administer consequences to students. On the other hand, compared to RCCs, a larger proportion of campus administrators indicated that teachers agreed with the philosophy behind Reset Centers. See Appendix E for full responses rates by staff position.

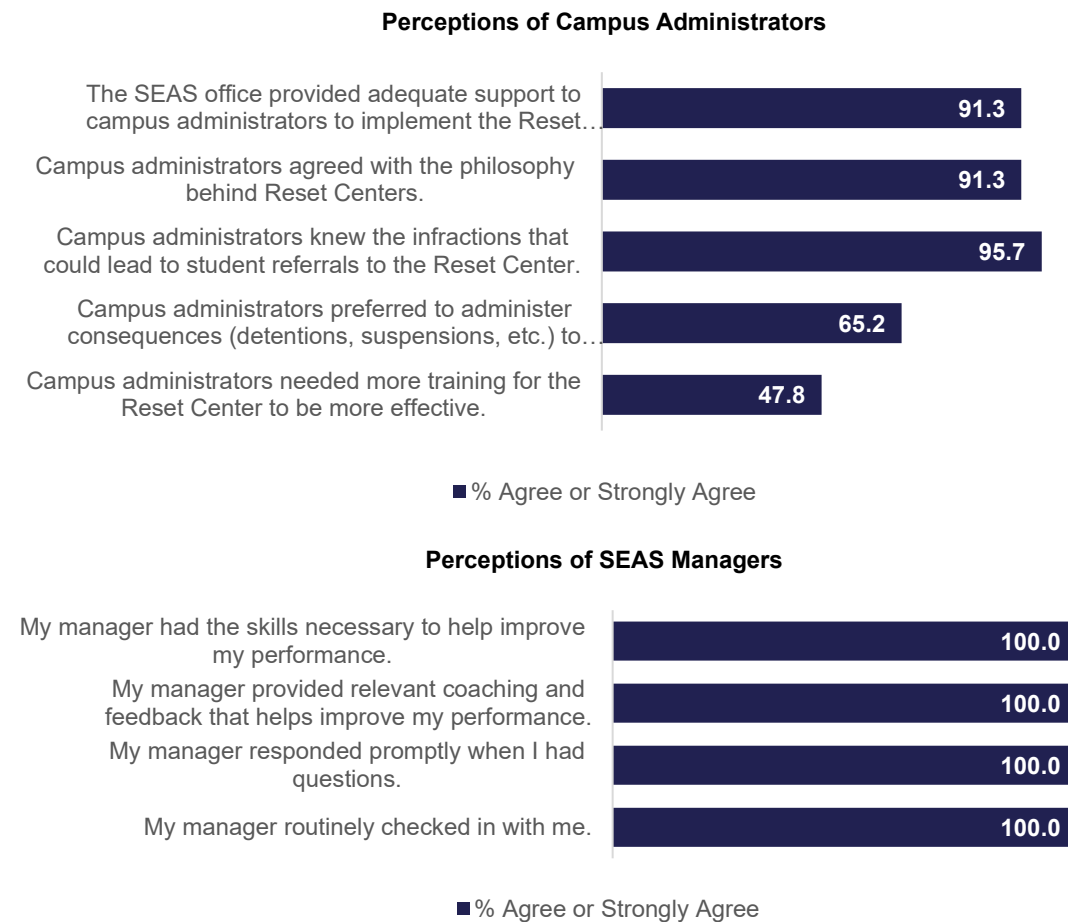
Figure 7: 2024-25 Perceptions of Campus Teachers Response Rates by Staff Position

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

Note: Campus Administrator (N = 45); RCCs (N = 23)

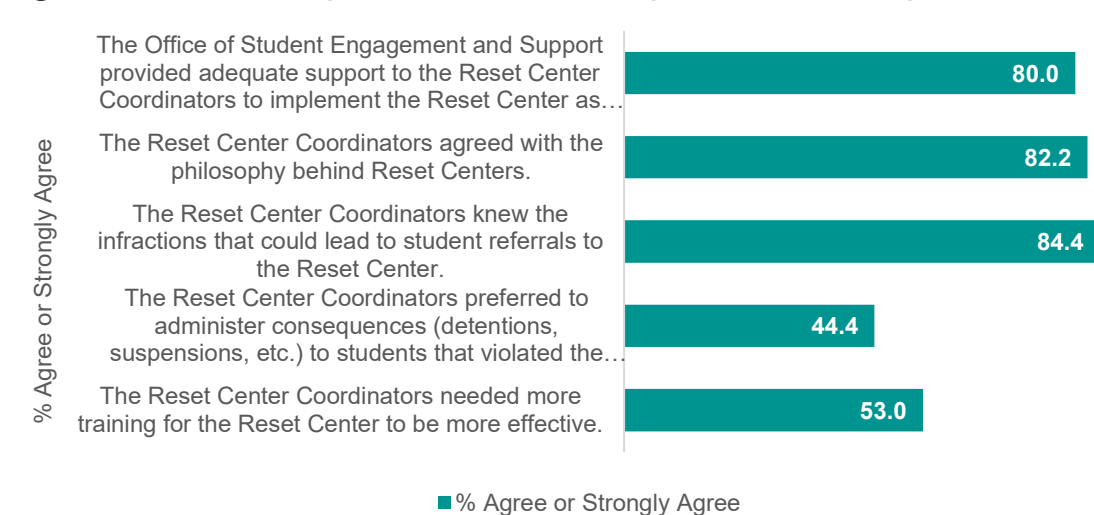
RCCs' perceptions of campus administrators and SEAS managers were overwhelmingly positive (Figure 8). Most RCCs reported that campus administrators were knowledgeable of the referral procedures, agreed with the program's philosophy, and were adequately supported by the SEAS department. Half of the RCCs reported that campus administrators needed more training. Additionally, all RCCs (100%) reported that their SEAS manager had the necessary skills to support them, provided adequate feedback, responded timely to requests, and routinely checked in on them.

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

Figure 8: 2024-25 RCC Perceptions of Staff Response Rates

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

Note: RCCs (N = 23).

Figure 9: 2024-25 Campus Administrator Perceptions of RCCs Response Rates

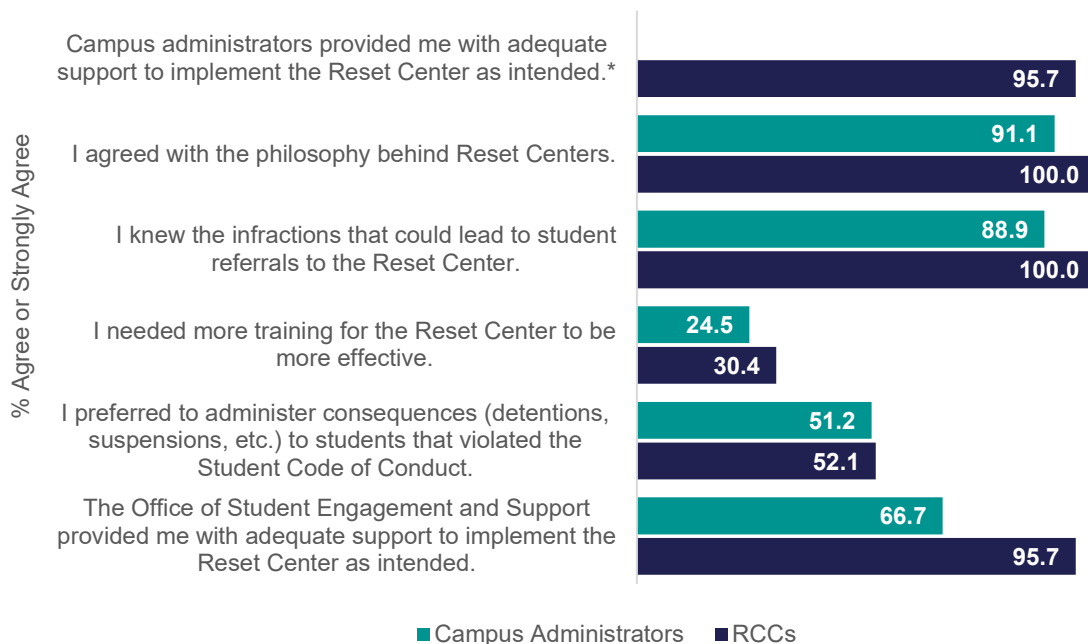
Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

Note: Campus Administrators (N = 45)

Perceptions of Self

Overall, RCCs and campus administrators reported positive self-perceptions in 2024-25 (Figure 10). The majority of RCCs and most campus administrators (91%) agreed with the program's philosophy. Additionally, all RCCs and most campus administrators (89%) indicated that they knew the referral process for Reset Centers. Almost all RCCs (96%) felt that they received adequate support from the SEAS department in comparison to 67% of campus administrators. Nearly one-third of RCCs (30%) compared to one-fourth of campus administrators (24%) expressed that they needed more training for the Reset Center to be more effective.

Figure 10: 2024-25 Self Perception Response Rates by Staff Position



Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

Note: Campus Administrators (N = 45); RCCs (N = 23). * = this item was only available to RCCs.

Positive Factors

In 2024-25, RCCs and campus administrators were asked what the Reset Center initiative did well during the school year. Of the respondents who answered this item (RCCs $n = 26$; campus administrators $n = 43$), the most articulated themes were building a safe space and positive relationships ($n = 22$), student regulation and reflection ($n = 18$), and restorative practices and mediation ($n = 10$). Appendix E provides a comprehensive list of all themes with response rates.

According to RCCs and campus administrators, the most commonly mentioned success for the Reset Center was the ability to build positive relationships and provide a safe space for students in the Reset Center and the classroom. Both RCCs and campus administrators consistently praised the initiative for creating an environment where students could decompress, reflect on their behavior, and receive emotional support. A coordinator highlighted the success of *“building stronger relationships with students”* and being able to *“proactively address issues before they escalated.”* This was echoed by a campus administrator who noted the center’s ability to *“build positive relationships with students.”*

The Reset Center initiative allowed me to build relationships with students whose behaviors were often seen as repetitive. This gave me the opportunity to communicate with them and better understand the root causes behind the behaviors or the emergence of new ones. [RCC]

The Reset Center initiative also helped to remove students from class to minimize disruptions. A campus administrator noted, *“Student interventions were done well... also making the campus a safer place.”* Another campus administrator reported that *“It helped students to understand how negative behaviors affect their academic and social success.”*

Another positive factor was the use of restorative practices and peer mediation. Several responses, particularly from RCCs, mentioned the success of *“restorative circles”* and *“peer mediation between students”* in resolving conflicts. A campus administrator echoed, *“Peer mediation between students was crucial to our campus and students.”* The Reset Center’s focus on restorative practices, as opposed to just punitive consequences, was seen as a key strength that helped students understand how their negative behaviors affect their academic and social success.

It helped students who were truly remorseful for their action to find alternative ways to handle situations. [RCC]

Areas for Improvement

RCCs and campus administrators were also asked about challenges they faced at the Reset Center during the school year. Of the respondents who answered this item (RCCs $n = 25$; campus administrators $n = 43$), the most articulated and interrelated themes were 1) unclear roles and responsibilities for RCCs ($n = 17$), 2) lack of understanding about the purpose of the Reset Centers ($n = 12$) and 3) inconsistent

communication ($n = 19$). Appendix E provides a comprehensive list of all themes with response rates.

A significant challenge was the lack of clear and consistent expectation of responsibilities for RCCs, which often resulted in them being assigned duties outside of the Reset Center, limiting their effectiveness. While the Reset Center *Playbook* defines the RCC roles, there is a strong desire to formalize the RCC role and its placement within the campus structure. One campus administrator stated, *“My Reset Coordinator did not solely focus on the Reset Center. She was assigned other duties outside of Reset. This made it difficult to maintain an effective system.”* Another campus administrator suggested, *“It would make sense if the Reset Coordinator were often an implementer of MTSS plans and we formalize more the structure of them as a part of the discipline leadership team.”* Furthermore, many administrators felt that the needs of the campus exceeded what one RCC could accomplish, which limited the impact of the Reset Center.

Our reset coordinator is amazing, however, I believe that we needed an additional one on campus to help provide that 1:1 support during the school year. [Campus Administrator]

While the Reset Center *Playbook* outlines and describes the Reset Center purpose and processes, both RCCs and campus administrators expressed the need for comprehensive training for all staff. One campus administrator suggested, *“School admin and teachers need training on the Reset Center so we are aware of what the expectations are so we can also follow the proper steps for placing students in reset.”* An RCC added, *“My suggestion would be to provide all administrators with a refresher on the purpose and philosophy behind the Reset Center, as well as the appropriate protocol to follow when referring students for placement.”*

Improving relationships and communication between all stakeholders was the most frequently mentioned suggestion for improving the Reset Center initiative. This included clarity on procedures and consistent dialogue about the Reset Center’s function. One RCC shared that RCCs should *“Continue to work with the admin team and teachers to help keep the line of communication clear.”* A campus administrator shared a desire to *“Set the standards higher with systems that are clear and communicate consistently with all staff.”*

Campus Administrator Focus Group

In May 2025, a focus group with campus administrators was conducted to gather further insight into program effectiveness, staff perceptions and support, professional development, program operations, and program challenges and suggestions during the 2024-25 school year. Eight campus administrators participated in the focus group. The focus group was conducted, recorded, and transcribed on Microsoft Teams and were then analyzed. See Appendix C for information related to the methodology of the focus groups¹⁰.

Program Effectiveness and Impact

The effectiveness and impact of program interventions for minor behavior concerns at the Reset Center are evident to campus administrators. One administrator stated the Reset Center *“meets my expectations, because we have seen a pretty substantial drop in the level one behavior. And when a kid goes to Reset, (RCC) is really good at turning those around really efficiently and effectively.”* While minor behavior concerns are targeted successfully through Reset Center practices, campus administrators have mixed opinions on the capability of the Reset Center to successfully handle more serious infractions, such as fighting.

Reset is really good for level one behavior..., but there’s a real concern that I think is there... from folks that it’s not enough to stop level twos.

Other campus administrators shared similar perspectives, they stated that they *“no longer expect the Reset Center to be effective beyond level one behaviors”* and that Reset Centers are *“not enough to really intervene in level two behaviors.”*

While there is some disagreement on how the program has evolved over time, the campus administrators unanimously agreed that success is highly dependent on the individual campus needs and the RCC. Most participants from the focus group reported that, despite its limitations, the Reset Center was successful.

Staff Perceptions, Collaboration, and Support

Overall, most focus group participants noted a strong sense of collaboration between RCC and campus administration, though there are limitations to collaborating

¹⁰ There was an attempt to host a focus group with RCCs, though only one RCC attended. For confidentiality reasons, data from this interview was excluded from the report.

with non-administrative staff. One campus administrator shared that their campus RCC *“sits in our A-Team and they are regularly involved in all of our systems.”* Though collaboration and support between campus administration and RCCs was discussed in depth, one campus administrator shared they weren’t *“seeing the proactivity within the role on my campus specifically. It becomes more of a sit and get as opposed to them proactively addressing the student.”* Most campus administrators felt that the ability of the RCC to successfully outreach was limited by the structure of the Reset Center.

I think there’s a broader vision for Reset coordinators that they’re doing like these campus behavioral things. And I think what’s happened is that they aren’t free to do things if they have kids in reset.

Multiple participants discussed limitations in communication and collaboration between RCCs and teachers. Campus administrators felt the program was more effective when RCCs and teachers have strong communication, allowing the student to feel supported by the teacher while away from the classroom, and the teacher to have a comprehensive understanding of the student’s experience and next steps when returning from the Reset Center. One campus administrator noted *“our most powerful interaction that our Reset coordinator has with the staff in general is she figures out what works for kids and then shares that information with those teachers.”*

Collaboration between RCCs and teachers also helps strengthen the relationship between teacher and student. One campus administrator shared that the RCC on their campus *“does facilitate a lot of conferences with teachers and students and those repair the relationship moments...”*

Training and Professional Development

Feedback from focus group participants regarding the professional development offered by the program was predominantly positive. While participants agreed that there is value in the refresher courses and continuous learning, many suggested that more training was needed. Specifically, campus administrators would like to implement training that offers practical strategies for managing behavior and maximizing the program’s potential.

Ideally, it would be great to have the Reset coordinator be able to teach de-escalation strategies, but we have not found a way to see them as able to do that.

One primary concern with professional development is the ability to customize it to campus specific needs. Because campus size and needs vary, the Reset Center may look different from campus to campus. One campus administrator said they are *“wondering about how professional development may be tailored to the type/size of campus.”* Another administrator shared their concerns that *“there needs to be more training in general. I think the expectations of the Reset coordinator look different on every campus.”*

Some focus group participants emphasized that teacher trainings need to be tailored to the objectives and services of the Reset Center and include de-escalation strategies. A campus administrator suggested that teachers are *“not trained around those [reset] mentalities. It’s just trained on ‘here is what it is’.”*

While some campus administrators expressed a desire to have their RCC lead professional development for teachers regarding reset centers, one shared that they had implemented this strategy where their *“Reset coordinator did a PD on different strategies that can be used inside the classroom as well as ways that she could be used in times that the staff can also... lean on her whenever necessary.”*

Role and Day-to-Day Operations

Some campus administrators viewed the RCC role as both reactive and proactive, where both intervention after incidents and prevention of recurring incidents were equally achievable. However, a few campus administrators noted the limitations of the RCC’s ability to proactively support the students served.

I think the expectations of the Reset coordinator look different on every campus, and I can only speak on my behalf, but I’m not seeing the proactivity within the role on my campus specifically.

... there needs to be a lot more structure to what that looks like. Not only as a district, but on our campus so that we can better reinforce fulfilling the vision of what it should be.

Furthermore, campus administrators agreed that the lack of structure for Reset Centers and role breakdown for RCCs made it challenging to implement the program. One campus administrator, who has served on the Reset task force since its inception, argued that the intent of the Reset Center is a challenge to execute because RCCs are primarily in the Reset Center and not *“regularly interacting in classrooms and visiting kids*

outside their classroom.” Because campuses vary on size and need, many wondered if this structure is even achievable. One campus administrator questioned *“the Reset coordinator’s capacity and what they’re able to complete”* when comparing larger campuses to smaller campuses. Another campus administrator said *“the role is inherently different because the need is different. The quantity of need is different.”* Some campus administrators discussed the need for more staffing in the Reset Centers. One administrator shared the way in which he addressed the issue *“...we have a Reset Center coordinator... I do just have one, and then I utilize a Title One TA to support with those processes on campus.”*

Challenges and Suggestions

The three primary challenges mentioned by the focus group participants are staffing or capacity of RCCs, perceptions of the Reset Center, and inadequate data tracking. A key challenge is the staffing model, with a single RCC for both smaller and larger campuses. One campus administrator shared that *“it doesn’t make sense for every campus to have one when every campus is so vastly different in regards to their needs. You have campuses with gang unity. You have campuses with higher social emotional needs beyond special education populations.”* Another administrator wondered *“if it could be part of the reset program to have a temporary reset substitute... that would come in and kind of support campuses during a leave of absence or whatever emergency circumstance any campus may be going through at the time.”*

Another significant challenge is the perception among teachers that the center is inadequate when it comes to consequences, especially for more serious infractions. One campus administrator suggested that the lack of clarity in the Reset Center’s purpose *“kind of breaks the trust between the staff and the Reset coordinator and administration because there’s a perception that we have allowed the students to hang out in the reset center when we’re usually not even aware.”* Another campus administrator said their campus has *“kids that are just like ‘I’ll skip class and go to Reset.’ ‘I’d rather go to Reset.’ And it’s not because they really need to be Reset, it’s because they know that it’s a place they can escape to.”* Another administrator also feels that *“there’s still a big perception of Reset from a lot of folks that it’s an inadequate consequence.”* One potential factor of this perception is the inconsistency in Reset Center being assigned as a consequence.

Participants suggested that the rules outlining what infractions should receive a Reset Center referral were ambiguous. A campus administrator shared *“it is sometimes surprising when you go to enter a reset referral that certain things- it’s three days in reset, and then other things- it’s one day in reset, and so it doesn’t always match up to what you would expect.”*

Campus administrators also repeatedly cited the SPBS data system as a major barrier. One administrator shared that *“the tracking system through SPBS may need some updating. And then, even like that, dashboard would be nice so that we can kind of track recidivism for different offenses and or different consequences that are good.”* Another administrator shared that *“those dashboards within SPBS... are harder to navigate. They’re not as user friendly.”* Campus level impact of Reset Center also seems challenging to monitor by campus administrators. One administrator stated that, at a campus level, they *“don’t know how to evaluate it because we don’t actually know what we’re trying to achieve.”* Another administrator suggested this was because *“we don’t also have a good formal observation process for what that looks like; or rubric to monitor effectiveness in accordance like with what we would in other roles.”*

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

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

Disciplinary Actions and Referrals

Key Findings from this section:

-  Compared to 2023-24, Reset Center and Positive Intervention Support Referrals (PISR) decreased for middle school students and increased for high school students.
-  Recidivism rates for middle school and high school students slightly increased from 2023-24 to 2024-25.

Middle School

In 2024-25, 2,022 middle school students received 2,959 disciplinary actions, including Reset Center referrals, PISR referrals, removals, and/or expulsions (Table 5).

The total number of Reset Center referrals and/or PISR referrals for middle school students in 2024-25 ($n = 1,891$) was less than 2023-24 ($n = 2,234$). Further, the number of removals to DAEP at the Reset Center campuses decreased by 30 percent from 2023-24 ($n = 1,514$) to 2024-25 ($n = 1,056$).

Table 5: 2021-22 to 2024-25 Disciplinary Action Frequencies for Middle School Students at Reset Center Campuses

	2021-22	2022-23	2023-24	2024-25
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
Reset Center	1,378	1,898	1,897	1,642
PISR	807	661	337	249
Removal	1,071	1,372	1,514	1,056
Expulsion	19	28	15	12
Total*	3,275	3,959	3,763	2,959

Source: Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), 07/22/24 (2023-24), and 07/23/25 (2024-25).

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

Of the 2,022 retained middle school students who received disciplinary actions in 2024-25, African American students accounted for 34.7 percent ($n = 610$), similar to 2023-24 ($n = 857$; Table 6).

Table 6: 2021-22 to 2024-25 Disciplinary Action Frequencies and Rates for Middle School Students at Reset Center Campuses by Race

	2021-22		2022-23		2023-24		2024-25	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Af. Amer.	750	33.9	863	32.5	857	33.1	610	34.7
Hispanic	1,350	61.1	1,653	62.4	1,617	62.4	1,317	60.0
Other ^a	110	5.0	138	4.6	119	4.6	95	5.4
Total ^b	2,210		2,654		2,593		2,022	

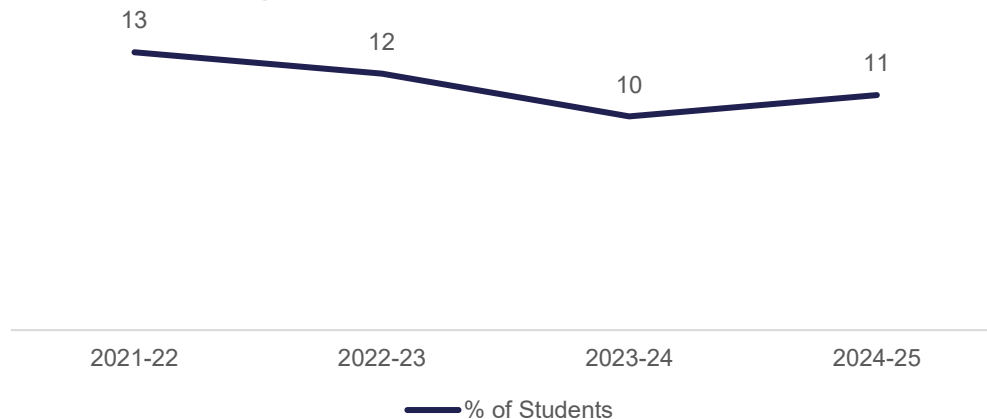
Source: Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), 07/22/24 (2023-24), and 07/23/25 (2024-25).

Note: ^a = Other includes Asian, White, Native American, Hawaiian/Pacific Islander, and two or more races.

^b = Totals do not include duplicate cases. Af. Amer. = African American.

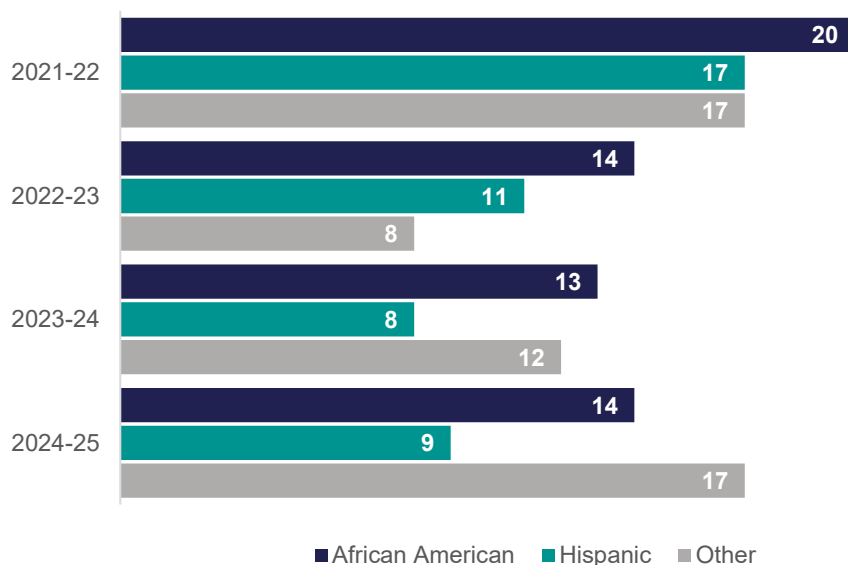
In 2024-25, middle school student recidivism¹¹ rates were comparable to those reported 2023-24 (10%; Figure 11). The recidivism rate for African American students remained the highest among all racial/ethnic groups in three of the four years shown, consistently fluctuating between 13 percent and 20 percent. In 2024-25 the rate for African American students (14%) was lower than the “Other” (17%) group for the first time in the reported period. The recidivism rate for Hispanic students has been the lowest among the three reported groups in the past two years. (Figure 12).

Figure 11: 2021-22 to 2024-25 Recidivism Rates for Middle School Students at Reset Center Campuses



Source: Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), 07/22/24 (2023-24), and 07/23/25 (2024-25).

Figure 12: 2021-22 to 2024-25 Recidivism Rates for Middle School Students at Reset Center Campuses by Race



Source: Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), 07/22/24 (2023-24), and 07/23/25 (2024-25).

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

High School

In 2024-25, a total of 2,704 high school students received 3,771 disciplinary actions, including Reset Center referrals, PISR referrals, removals, and/or expulsions (Table 7). The total number of Reset Center referrals and/or PISR referrals for high school

students in 2024-25 ($n = 2,349$) increase by 15 percent from 2023-24 ($n = 2,035$). Further, the number of removals to DAEP at the Reset Center campuses decreased by 32 percent from 2023-24 ($n = 2,063$) to 2024-25 ($n = 1,411$).

Table 7: 2021-22 to 2024-25 Disciplinary Action Frequencies for High School Students at Reset Center Campuses

	2021-22	2022-23	2023-24	2024-25
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
Reset Center	889	1,124	1,136	1,141
PISR	482	423	899	1,208
Removal	1,346	1,854	2,063	1,411
Expulsion	27	62	25	11
Total*	2,744	3,463	4,123	3,771

Source: Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), 07/22/24 (2023-24), and 07/23/25 (2024-25).

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

Of the 2,704 high school students who received disciplinary actions in 2024-25, African American students accounted for 33 percent ($n = 797$; Table 8) which is 25 percent less students than in 2023-24 ($n=1,067$).

Table 8: 2021-22 to 2024-25 Disciplinary Action Frequencies and Rates for High School Students at Reset Center Campuses by Race

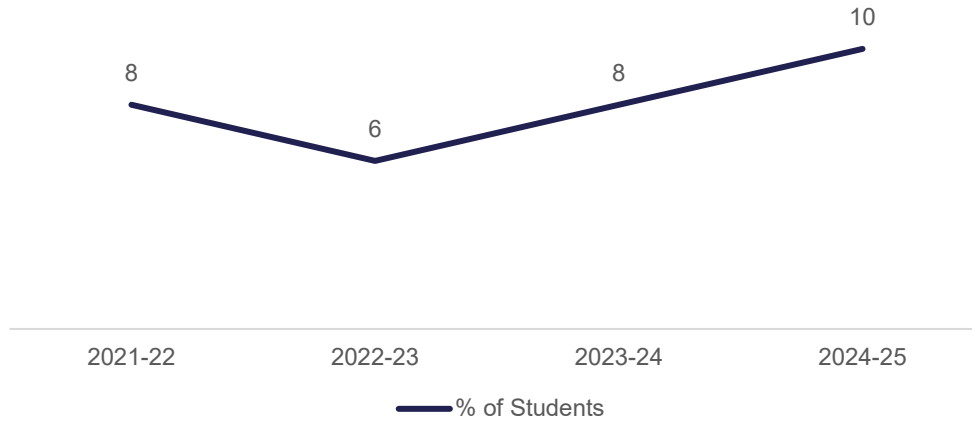
	2021-22		2022-23		2023-24		2024-25	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Af. Amer.	892	41.4	964	35.1	1,067	34.5	797	32.8
Hispanic	1,158	53.7	1,637	59.6	1,851	59.8	1,704	59.5
Other ^a	107	5.0	144	5.2	177	5.7	203	7.7
Total ^b	2,157		2,745		3,095		2,704	

Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), 07/22/24 (2023-24), and 07/23/25 (2024-25).

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

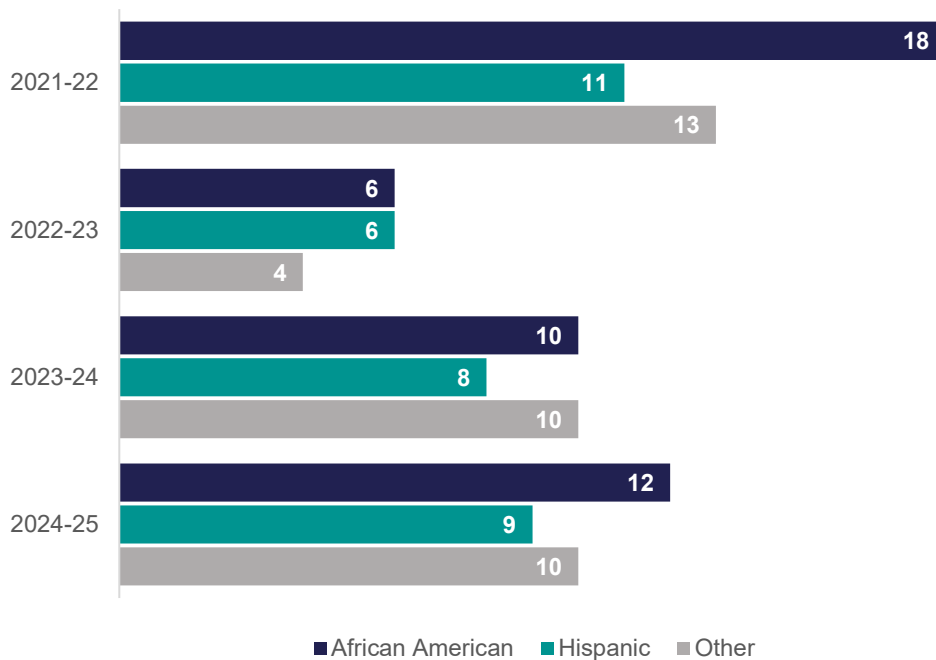
In 2024-25, high school student recidivism increased two percent from 2023-24 (8%) to 2024-25 (10%) (Figure 13). Among all racial groups, recidivism rates for 2024-25 stayed within two percent of the rates in 2023-24 (Figure 14).

Figure 13: 2021-22 to 2024-25 Recidivism Rates for High School Students at Reset Center Campuses



Source: Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), 07/22/24 (2023-24), and 07/23/25 (2024-25).

Figure 14: 2021-22 to 2024-25 Recidivism Rates for High School Students at Reset Center Campuses by Race



Source: Dallas ISD SEAS disciplinary data provided 08/30/22 (2021-22), 08/11/23 (2022-23), 07/22/24 (2023-24), and 07/23/25 (2024-25).

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

Student Experience Survey

Key Findings from this section:



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

Students at Reset Center campuses generally responded positively on the student experience survey. Overall, 73 percent of students attending Reset Center campuses responded positively about their campus climate (Table 9). See Appendix F for Student Experience Survey performances by Reset Center campus.

Table 9: 2024-25 Reset Center Campus Student Experience Survey Percent Positive Rates by School Type

	Campus Climate %	Overall %
Reset Center MS Campuses*	71.0	69.0
Reset Center HS Campuses*	77.0	74.0
Reset Center Campuses Total	73.0	71.0

Source: Dallas ISD Office of Institutional Research (OIR) Student Experience Survey file dated 09/22/25

Note: * =. Campuses were only included in analyses if they were designated as a middle or high school. One Middle/High school was excluded. Results should not be compared to prior years and should be reviewed with caution.

Reset Center Exit Surveys

Key Findings from this section:

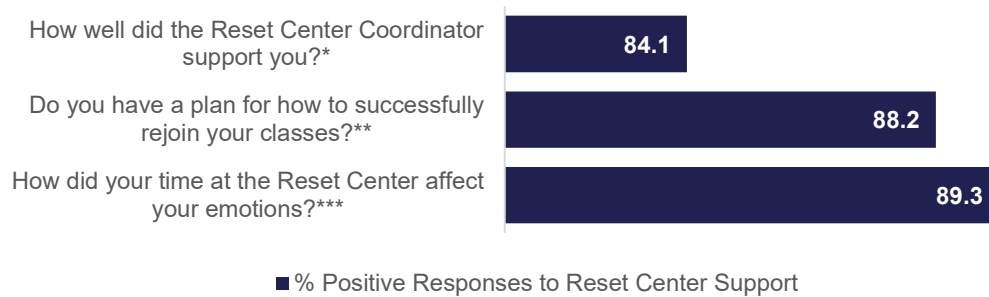


On the Reset Center Exit Survey, the majority of students reported positive experiences at the Reset Center.



Students predominately reported positive and neutral emotional descriptors (Calm, Fine, Happy) and positive feeling descriptors (Supported, Helped, Respected) regarding their first and subsequent Reset Center visit(s).

After visiting the Reset Center, students completed an exit survey (Figure 15). Overall, students generally felt that RCCs spent time with them to understand what they were going through and found ways to support them (84%), reported that they had obtained clear strategies to rejoin their regular classes that would make a positive difference (88%), and felt much better after their time in the center (89%). See Appendix G for Reset Center Exit Survey response rates.

Figure 15: 2024-25 Reset Center Exit Survey Positive Response Rates

Source: Dallas ISD SEAS Reset Center Exit Survey data provided 06/26/25

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

After completing a one-to-three-day period in a Reset Center, students more often attributed positive descriptors than negative descriptors to their first and subsequent visits to the Reset Center (Table 10). Students most often felt supported, helped, respected, and treated fairly after a Reset Center referral. Conversely, few students selected the negative descriptors of left alone, disrespected, treated unfairly, ignored, and hurt.

Table 10: 2024-25 Reset Center Exit Survey Descriptor Response Rates

Descriptor	First Visit		Subsequent Visit(s)	
	<i>n</i>	%	<i>n</i>	%
Feeling Descriptors				
Supported	821	26.6	212	25.4
Respected	737	23.9	188	22.5
Helped	706	22.9	180	21.6
Treated Fairly	591	19.2	168	20.1
Left Alone	95	3.1	39	4.7
Ignored	49	1.6	15	1.8
Treated Unfairly	40	1.3	15	1.8
Disrespected	22	.7	12	1.4
Hurt	22	.7	5	.6
Emotional Descriptors				
Calm	836	29.3	240	29.1
Fine	669	23.4	192	23.2
Happy	382	13.4	106	12.8
Confident	353	12.4	95	11.5
Frustrated	177	6.2	55	6.7
Anxious	143	5.0	27	3.3
Excited	120	4.2	44	5.3
Angry	110	3.9	47	5.7
Sad	65	2.3	20	2.4

Source: Dallas ISD SEAS Reset Center exit survey data provided 06/26/25.

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

Attendance Rates

Key Findings from this section:



In 2024-25, middle school and high school students who received support services from Reset Centers had a slight increase in overall attendance rate compared to 2023-24. However, their attendance rates are lower than students at Reset Center campuses that were not served and the district overall.

At the middle school level, attendance rates for the district, attendance rates for students served by the Reset Center, students at Reset Center campuses not served, and the district overall saw improvements from 2023-24 to 2024-25. However, despite this improvement, students served by the Reset Center continued to have lower attendance rates than both students at the same campuses not served and the district. (Figure 16).

Figure 16: 2018-19 to 2024-25 Attendance Rates for Reset Center Students and District

Source: Dallas ISD attendance file dated 09/15/25. SIS demographic file dated 05/12/25. Dallas ISD SEAS disciplinary data provided 07/23/25. Mastrogiovanni & Weaver (2024).

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

On-Track and Graduation

Key Findings from this section:



Ninth grade On-Track rates for students served by the Reset Centers decreased by 14 percentage points from 2023-24 to 2024-25.

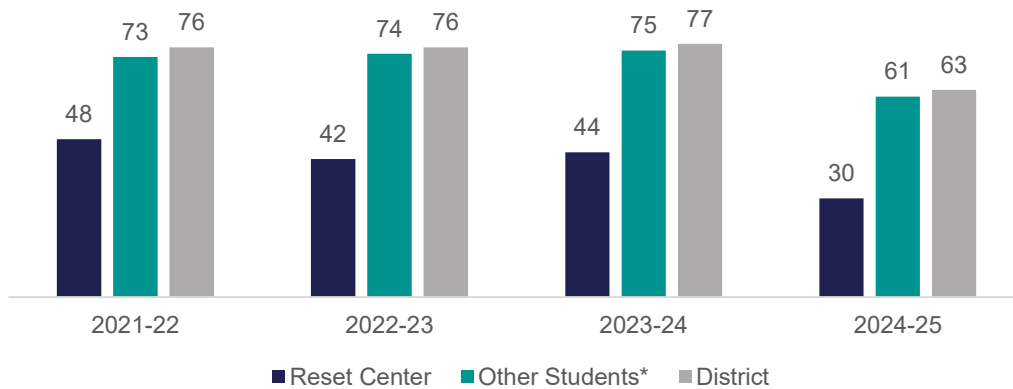


Graduation rates for students served by Reset Centers have increased over the last three school years and in 2024-25 exceeded graduation rates for students not served at Reset campuses and the district overall.

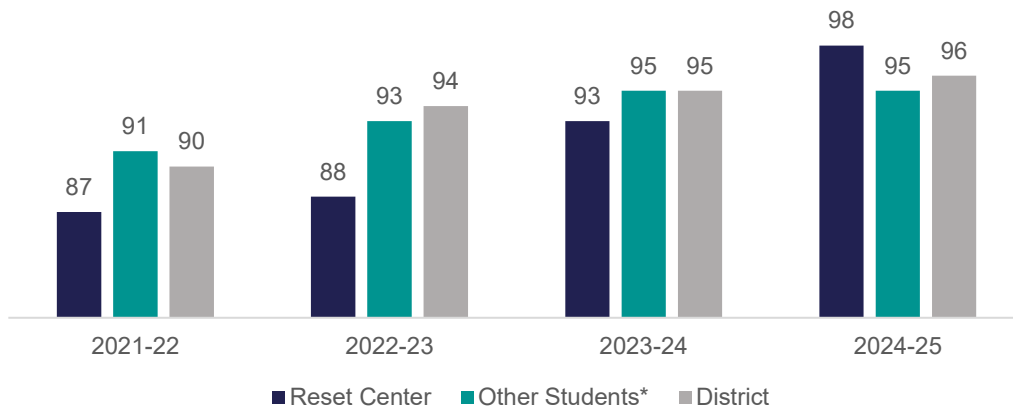
The gap between Reset Center students' On-Track rate and that of students at Reset Center campuses not served has historically been wide. Reset Center students

consistently maintain an On-Track rate approximately half that of students at Reset Centers not served and the district (Figure 17). In 2024-25, students served by the Reset Centers had higher graduation rates than students at the same campus not served (95%), and the district overall (96%) for the first time in the reported period. See Appendix H for On-Track and Graduation rates by Reset Center campus.

Figure 17: 2021-22 to 2024-25 On-Track and Graduation Rates
Grade 9 On-Track



Grade 12 Graduation



Source: Dallas ISD On-Track file dated 07/10/25. Dallas ISD Graduation file dated 09/25/25. SIS demographic file dated 05/12/25. Dallas ISD SEAS disciplinary data provided 07/23/25. Mastrogiovanni & Weaver (2024).

Note: * = students who attended reset center campuses who were not served. Analyses include students who attending 85% of enrolled days.

REFERENCES

- Balfanz, R., & Fox, J. (2014). Sent home and put off-track: The antecedents, disproportionalities, and consequences of being suspended in the ninth grade. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 5(2), 1-19.
- Dallas Independent School District. (2023). *2023-24 Student Code of Conduct*. <https://www.dallasisd.org//cms/lib/TX01001475/Centricity/Domain/11/StudentCodeofConduct2023-2024.pdf>
- Gerlach, B., Tennant, P., & McKelvie, K. (2018). *Building capacity for restorative discipline in Texas: An evaluation of the Texas schools restorative discipline project*. Austin, TX: The University of Texas at Austin
- Lenderman, K., & Hawkins, J. (2021). Out of the classroom and less likely to graduate: The relationship between exclusionary discipline and four-year graduation rates in Texas. *Texas Education Review*, 9(2), 6-20. <http://dx.doi.org/10.26153/tsw/13913>
- Lodi, E., Perrella, L., Lepri, G. L., Scarpa, M. L., & Patrizi, P. (2022). Use of restorative justice and restorative practices at school: A systematic literature review. *Int. J. Environ. Res. Public Health*, 19(1), 96. <https://doi.org/10.3390/ijerph19010096>
- Mastrogiovanni, M. & Weaver, K. A. (2024). 2023-24 Evaluation of Reset Centers. Dallas, TX. Dallas Independent School District.
- Mickelson, N. R. (2022). 2021-22 Evaluation of Reset Centers. Dallas, TX. Dallas Independent School District.
- Mickelson, N. R. & Barton, M. (2023). 2022-23 Evaluation of Reset Centers. Dallas, TX. Dallas Independent School District.
- Mitchell, M. M., & Bradshaw, C. P. (2013). Examining classroom influences on student perceptions of school climate: The role of classroom management and exclusionary discipline strategies. *Journal of School Psychology*, 51(5), 599-610.
- Noltemeyer, A. L., Ward, R. M., & Mcloughlin, C. (2015). Relationship between school suspension and student outcomes: A meta-analysis. *School Psychology Review*, 44(2), 224-240.
- Skiba, R. J., Chung, C. G., Trachok, M., Baker, T. L., Sheya, A., & Hughes, R. L. (2014). Parsing disciplinary disproportionality: Contributions of infraction, student, and

school characteristics to out-of-school suspension and expulsion. *American Educational Research Journal*, 51(4), 640-670.

APPENDICES

LIST OF APPENDICES

A	Acroynms and Abbreviations	44
B	2024-25 Reset Center Campus List	45
C	2024-25 Methodology for Evaluation Questions	46
D	2024-25 RCC Walkthrough Observation Ratings by Campus	49
E	2024-25 Staff Perception Survey Response Rates	50
F	2024-25 Reset Center Campus Student Experience Survey Performances	60
G	2024-25 Reset Center Exit Ticket Survey Response Rates	61
H	2024-25 Reset Center On-Track and Graduation Rates by Campus	62

Appendix A

ACRONYMS AND ABBREVIATIONS

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

Appendix B

Appendix B: 2024-25 Reset Center Campus List

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

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

*Campus has at least one Student Engagement Coordinator.

Appendix C

Appendix C: 2024-25 Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
Prog Desc.	Budget	DISD Budget Services	11/20/24	None	Program, funding source
	Staff Roster	DISD SEAS Depart.	01/29/25	None	Program, staff position
1	Implementation Interview	DISD SEAS Depart. Executive Director	11/20/24	Content analysis	Program
	RCC Observation Rubric	DISD SEAS Depart.	06/26/25	Staff performance rates by rubric tiers	Program
	Behavioral Endorsement Certifications	DISD SEAS Depart.	06/26/25	RCC completion rates	Program
	Professional Development	DISD SEAS Depart.	06/26/25	RCC staff attendance rates	Program, PD session
	Student Demographics	Student Information System	05/12/25	Rates of students by gender, race, SPED, homeless, Econ. Dis, and EB status	District, campus, program, grade level
2	Focus Group	DISD E&A Depart.	06/03/25	Content analysis	Program
	Staff Perceptions Survey	DISD E&A Depart.	05/26/25	Response rates by survey item, content analysis of open-ended items	Staff position
3	Disciplinary Actions and Recidivism	DISD SEAS Depart.	08/30/22 (2021-22), 08/11/23 (2022-23), 07/22/24 (2023-24), 07/23/25 (2024-25)	Rates of student disciplinary actions, referrals, PISR, removals, expulsions, and recidivism	Year, district, campus, program, grade level, race
	Student Experience Survey	DISD OIR Depart.	09/22/25	Rates of favorable responses on the classroom climate scale	Year, program, grade level
	Reset Center Exit Surveys	DISD SEAS Depart.	06/26/25	Survey-item response rates	Program, visit type
	Student Attendance	Student Information System	06/04/19 (2018-19), 05/19/20 (2019-20), 06/09/22 (2021-22), 06/28/23 (2022-23), 05/31/24 (2023-24), 09/15/25 (2024-25)	Average attendance rates	Year, district, campus, program, grade level
	On-Track Rates	DISD E&A Depart.	07/01/22 (2021-22), 06/21/23 (2022-23), 06/27/24 (2023-24), 07/10/25 (2024-25)	Grade nine student on-track rates	Year, district, campus, program, grade level
	Graduation Rates	DISD E&A Depart.	07/18/22 (2021-22), 08/23/23 (2022-23), 08/28/24 (2023-24), 09/25/25 (2024-25)	Student graduation rates	District, campus, program, grade level

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

Additional Methodology Notes

Campus Administrator Focus Group

A focus group was conducted with campus administrators from Reset Center campuses to solicit feedback on Reset Center activities, barriers to implementation, and successes during the school year (Campus administrators $N = 8$). The focus group was conducted, recorded, and transcribed through Microsoft Teams. Open coding processes were used to identify prominent themes in the data, summarize, and supplement with direct quotations to illustrate examples as appropriate.

Campus Administrator Focus Group Protocol

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

1. Walk me through day-to-day interactions with Reset Center staff.
2. How do you engage with Reset Center students?
3. What strategies have you implemented to create a supportive environment for Reset Center staff and students? Which of these strategies work well?
4. What does collaboration with campus staff look like on your campus when it comes to Reset Center? How can these efforts be improved?
5. What professional development and trainings do you feel are essential for the program's success?
6. What additional trainings do you think are needed? Who needs to receive training?
7. How has the program evolved since its inception? Has the overall effectiveness of the program increased?
8. What challenges and barriers are you still encountering?
9. Do you consider the Reset Center to be successful this year? Why/Why not?
10. What other changes would you like to see or suggestions do you have for the program?
11. Is there anything else you would like to share regarding your experience with the Reset Centers this year? Is there anything you wish I had asked during our focus group today?

Appendix D

Appendix D: 2024-25 Quarterly RCC Walkthrough Observation Ratings by Reset Center Campus

Campus	Spring 2025 Ratings
Adams, Bryan	Tier I
Adamson, W.H.	Tier I
Bedford, Louis A.	Tier I
Browne, T.W.	Tier I
Carter, David W.	Tier I
Comstock, E.B.	Tier I
Conrad, Emmett J.	Tier I
Dade, Billy Earl	Tier I
Franklin, Benjamin	Tier I
Garcia, Hector P.	Tier I
Gaston, W.H.	Tier II
Greiner, W.E.	Tier II
Hill, Robert T.	Tier I
Hillcrest	Tier I
Holmes, Zan Wesley Jr.	Tier I
Jefferson, Thomas	Tier I
Kennedy-Curry	Tier I
Kimball, Justin F.	Tier I
Lang, Harold W. Sr.	Tier I
Lewis, John	Tier II
Lincoln High	No data
Long, J.L.	Tier I
Madison, James	No data
Manns, Barbara Middle School and High School DAEP	Tier I
Marsh, Thomas C.	Tier I
Medrano, Francisco F.	Tier I
Molina, Moises E.	Tier II
North Dallas	Tier I
Piedmont G.L.O.B.A.L. Academy	Tier II
Pinkston, L.G.	Tier II
Quintanilla, Raul Sr.	Tier I
Richards, Ann	Tier II
Roosevelt, Franklin D.	No data
Rusk, T.J.	Tier I
Samuell, W.W.	Tier I
Seagoville High	Tier I
Seagoville Middle	No data
Skyline	Tier I
South Oak Cliff	Tier II
Spence, Alex W.	Tier I
Spruce, H. Grady	Tier I
Stockard, L.V.	Tier I
Storey, Boude	Tier I
Sunset	Tier II
Tasby, Sam	Tier II
Todd, Frederick D.	Tier I
Walker, Ewell D.	Tier I
West Dallas Junior High	Tier II
White, W.T.	Tier I
Wilmer-Hutchins High	Tier I
Wilson, Woodrow	Tier I
YMLA at Florence	Tier II
YWSA at Balch Springs	Tier I

Source: Dallas ISD SEAS Department RCC Tiering Results file dated 06/26/25.

Appendix E

Appendix E, Table 1: 2024-25 Staff Perception Survey – Meetings and Observations Item Response Rates by Position

	Tested <i>N</i>	None at all %	1 to 5 times %	6 to 10 times %	11 to 20 times %	21 to 35 times %	36 times or more %
RCCs							
Please indicate how many times campus administrators met with you during the 2023-24 school year	24	0.0	16.7	20.8	20.8	16.7	25.0
Please indicate how many times campus administrators visited to observe the Reset Center during the 2023-24 school year.	24	8.3	25.0	20.8	16.7	16.7	12.5
Assistant Principals							
Please indicate how many times you met with the Reset Center Coordinator during the 2023-24 school year	34	5.9	20.6	8.8	17.6	8.8	38.2
Please indicate how many times you visited to observe the Reset Center during the 2023-24 school year.	33	6.1	27.3	15.2	21.2	15.2	15.2
Principals							
Please indicate how many times you met with the Reset Center Coordinator during the 2023-24 school year	15	0.0	6.7	6.7	20.0	33.3	33.3
Please indicate how many times you visited to observe the Reset Center during the 2023-24 school year.	15	0.0	20.0	33.3	13.3	6.7	26.7

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

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

Appendix E, Table 2: 2024-25 Staff Perception Survey – Perceptions of the Reset Centers Item Response Rates by Staff Position

	Staff Position	Tested N	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Observed %
Conflict Resolution							
The Reset Center has helped improve how students resolve conflicts with students and staff.	RCCs	24	0.0	0.0	29.2	70.8	0.0
	APs	34	14.7	14.7	17.6	47.1	5.9
	Principals	13	0.0	7.7	30.8	61.5	0.0
The Reset Center has helped improve how staff resolve conflicts with students.	RCCs	24	0.0	0.0	58.3	41.7	0.0
	APs	34	17.6	17.6	17.6	44.1	2.9
	Principals	13	0.0	15.4	46.2	30.8	7.7
Student Behavior							
The Reset Center has helped increase student accountability for behavior.	RCCs	24	0.0	0.0	37.5	62.5	0.0
	APs	34	20.6	11.8	17.6	44.1	5.9
	Principals	13	0.0	23.1	30.8	46.2	0.0
The Reset Center has helped manage difficult student behaviors in the classroom.	RCCs	24	0.0	0.0	33.3	66.7	0.0
	APs	34	17.6	14.7	23.5	41.2	2.9
	Principals	13	0.0	15.4	38.5	46.2	0.0
School Climate							
The Reset Center has helped improve overall school climate.	RCCs	24	0.0	4.2	33.3	58.3	4.2
	APs	34	23.5	11.8	20.6	35.3	8.8
	Principals	13	0.0	15.4	38.5	46.2	0.0
The Reset Center has helped increase the level of respect on campus.	RCCs	24	0.0	0.0	37.5	58.3	4.2
	APs	34	20.6	20.6	14.7	38.2	5.9
	Principals	13	0.0	23.1	30.8	46.2	0.0
The Reset Center has helped increase the feeling of safety for all members of the school community.	RCCs	24	0.0	0.0	37.5	54.2	8.3
	APs	34	23.5	11.8	17.6	41.2	5.9
	Principals	13	7.7	7.7	30.8	53.8	0.0
Relationships							
The Reset Center has helped repair harm in campus relationships.	RCCs	24	0.0	0.0	29.2	70.8	0.0
	APs	34	11.8	23.5	20.6	35.3	8.8
	Principals	13	0.0	7.7	46.2	46.2	0.0
The Reset Center has helped build relationships between teachers and students.	RCCs	24	0.0	0.0	37.5	62.5	0.0
	APs	34	23.5	14.7	23.5	35.3	2.9
	Principals	13	0.0	14.7	46.2	38.5	14.7

Table Continues

	Staff Position	Tested N	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Observed %
The Reset Center has helped build relationships between teachers and staff.	RCCs	24	0.0	0.0	29.2	70.8	0.0
	APs	34	17.6	23.5	29.4	23.5	5.9
	Principals	13	7.7	15.4	46.2	23.1	7.7
The Reset Center has helped build a connection between the school, parents, and community.	RCCs	24	0.0	4.2	20.8	66.7	8.3
	APs	34	23.5	11.8	29.4	29.4	5.9
	Principals	13	7.7	15.4	30.8	38.5	7.7
Social Emotional Skills							
The Reset Center has helped the development of the social and emotional skills of students.	RCCs	24	0.0	0.0	25.0	75.0	0.0
	APs	34	17.6	17.6	26.5	35.3	2.9
	Principals	13	0.0	7.7	53.8	38.5	0.0
Disciplinary Actions and Attendance							
The Reset Center has helped to reduce expulsions.	RCCs	24	0.0	0.0	33.3	62.5	4.2
	APs	32	12.5	21.9	21.9	40.6	3.1
	Principals	13	0.0	23.1	30.8	46.2	0.0
The Reset Center has helped reduce disciplinary referrals.	RCCs	24	0.0	12.5	45.8	41.7	0.0
	APs	32	18.8	25.0	25.0	28.1	3.1
	Principals	13	0.0	23.1	30.8	46.2	0.0
The Reset Center has helped reduce the number of students with multiple referrals for the same behavior.	RCCs	24	0.0	4.2	50.0	45.8	0.0
	APs	32	21.9	18.8	25.0	28.1	6.3
	Principals	13	0.0	23.1	23.1	46.2	7.7
The Reset Center has helped reduce the number of students with multiple referrals for different behaviors.	RCCs	24	0.0	4.2	45.8	50.0	0.0
	APs	32	15.6	21.9	31.3	21.9	9.4
	Principals	13	0.0	7.7	46.2	46.2	0.0
The Reset Center has helped reduce chronic absenteeism.	RCCs	24	0.0	25.0	41.7	20.8	12.5
	APs	32	21.9	25.0	21.9	18.8	12.5
	Principals	13	7.7	30.8	38.5	23.1	0.0
Disproportionality							
The Reset Center has helped impact issues of racial and/or ethnic inequalities in discipline.	RCCs	24	4.2	0.0	37.5	45.8	12.5
	APs	32	18.8	12.5	21.9	34.4	12.5
	Principals	13	7.7	7.7	30.8	53.8	0.0

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

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

Appendix E, Table 3: 2024-25 Staff Perception Survey – Perceptions of the Reset Centers Item Response Rates by Staff Position

	Staff Position	Tested N	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Observed %
Program Efficiency Perception Items							
The Reset Center had enough physical space to accommodate all students that need to be there.	RCCs	24	0.0	0.0	25.0	75.0	0.0
	APs	32	6.3	6.3	25.0	59.4	3.1
	Principals	13	0.0	7.7	46.2	46.2	0.0
The Reset Center had enough supplies to address the needs of all students.	RCCs	24	0.0	4.2	25.0	70.8	0.0
	APs	32	0.0	3.1	28.1	65.6	3.1
	Principals	13	0.0	0.0	46.2	53.8	0.0
Students used the Reset Center to avoid attending regular classes.	RCCs	24	16.7	45.8	12.5	16.7	8.3
	APs	32	25.0	18.8	25.0	25.0	6.3
	Principals	13	7.7	23.1	46.2	15.4	7.7
Some students should not have been referred to the Reset Center and should not have remained on campus due to safety concerns.	RCCs	24	4.2	54.2	8.3	16.7	16.7
	APs	32	12.5	21.9	18.8	37.5	9.4
	Principals	13	0.0	23.1	53.8	15.4	7.7
Students who visited the Reset Center received referrals for additional services (Mental Health Services, Special Education, etc.) that may underlie discipline problems in a timely manner.	RCCs	24	0.0	4.2	58.3	37.5	0.0
	APs	32	6.3	12.5	34.4	31.3	15.6
	Principals	13	0.0	0.0	69.2	23.1	7.7

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

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

Appendix E, Table 4: 2024-25 Staff Perception Survey – Perceptions of Campus Teachers Item Response Rates by Staff Position

	Staff Position	Tested N	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Applicable %
Campus teachers needed more training for the Reset Center to be more effective.	RCCs	23	4.3	8.7	47.8	34.8	4.3
	APs	32	6.3	28.1	28.1	28.1	9.4
	Principals	13	0.0	30.8	53.8	15.4	0.0
Campus teachers preferred to administer consequences (detentions, suspensions, etc.) to students that violated the Student Code of Conduct.	RCCs	23	8.7	17.4	34.8	26.1	13.0
	APs	32	9.4	21.9	28.1	28.1	12.5
	Principals	13	15.4	38.5	46.2	0.0	0.0
Campus teachers knew the infractions that could lead to student referrals to the Reset Center.	RCCs	23	0.0	17.4	52.2	30.4	0.0
	APs	32	6.3	18.8	34.4	34.4	6.3
	Principals	13	7.7	23.1	61.5	7.7	0.0
Campus teachers agreed with the philosophy behind Reset Centers.	RCCs	23	4.3	21.7	52.2	17.4	4.3
	APs	32	9.4	15.6	43.8	28.1	3.1
	Principals	13	0.0	7.7	61.5	30.8	0.0
Campus teachers have received adequate support to implement the Reset Center as intended.	RCCs	23	0.0	13.0	43.5	34.8	8.7
	APs	32	12.5	15.6	40.6	28.1	3.1
	Principals	13	0.0	23.1	53.8	23.1	0.0

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

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

Appendix E, Table 5: 2024-25 Staff Perception Survey – Coordinator Perceptions of Staff Item Response Rates

	Tested N	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Applicable %
Perceptions of Campus Administrators						
Campus administrators needed more training for the Reset Center to be more effective.	23	26.1	21.7	30.4	17.4	4.3
Campus administrators preferred to administer consequences (detentions, suspensions, etc.) to students that violated the Student Code of Conduct.	23	8.7	26.1	34.8	30.4	0.0
Campus administrators knew the infractions that could lead to student referrals to the Reset Center.	23	0.0	4.3	39.1	56.5	0.0
Campus administrators agreed with the philosophy behind Reset Centers.	23	4.3	4.3	39.1	52.2	0.0
Campus administrators have received adequate support to implement the Reset Center as intended.	23	0.0	8.7	39.1	52.2	0.0
The Office of Student Engagement and Support provided adequate support to campus administrators to implement the Reset Center as intended.	23	0.0	4.3	13.0	78.3	4.3
Perceptions of Student Engagement and Support Managers						
My manager routinely checked in with me.	23	0.0	0.0	4.3	95.7	0.0
My manager responded promptly when I had questions.	23	0.0	0.0	4.3	95.7	0.0
My manager provided relevant coaching and feedback that helps improve my performance.	23	0.0	0.0	4.3	95.7	0.0
My manager had the skills necessary to help improve my performance.	23	0.0	0.0	0.0	100.0	0.0

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

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

Appendix E, Table 6: 2024-25 Staff Perception Survey – Campus Administrator Perceptions of Staff Item Response Rates

	Tested <i>N</i>	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Applicable %
Administrator Perceptions of RCCs						
The Reset Center Coordinators needed more training for the Reset Center to be more effective.	45	13.3	37.8	24.4	28.6	2.2
The Reset Center Coordinators preferred to administer consequences (detentions, suspensions, etc.) to students that violated the Student Code of Conduct.	45	15.6	33.3	33.3	11.1	6.7
The Reset Center Coordinators knew the infractions that could lead to student referrals to the Reset Center.	45	4.4	8.9	44.4	40.0	2.2
The Reset Center Coordinators agreed with the philosophy behind Reset Centers.	45	8.9	6.7	44.4	37.8	2.2
The Office of Student Engagement and Support provided adequate support to the Reset Center Coordinators to implement the Reset Center as intended.	45	8.9	6.7	42.2	37.8	4.4

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

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

Appendix E, Table 7: 2024-25 Staff Perception Survey – Self Perceptions Items Response Rates by Staff Position

	Tested <i>N</i>	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Not Applicable %
RCCs						
I needed more training for the Reset Center to be more effective.	23	21.7	47.8	26.1	4.3	0.0
I preferred to administer consequences (detentions, suspensions, etc.) to students that violated the Student Code of Conduct.	23	13.0	26.1	26.1	26.1	8.7
I knew the infractions that could lead to student referrals to the Reset Center.	23	0.0	0.0	34.8	65.2	0.0
I agreed with the philosophy behind Reset Centers.	23	0.0	0.0	17.4	82.6	0.0
Campus administrators provided me with adequate support to implement the Reset Center as intended.	23	4.3	0.0	17.4	78.3	0.0
The Office of Student Engagement and Support provided me with adequate support to implement the Reset Center as intended.	23	0.0	4.3	4.3	91.3	0.0
Administrators						
I needed more training for the Reset Center to be more effective.	45	31.1	42.2	8.9	15.6	2.2
I preferred to administer consequences (detentions, suspensions, etc.) to students that violated the Student Code of Conduct.	45	13.3	33.3	33.3	17.8	2.2
I knew the infractions that could lead to student referrals to the Reset Center.	45	4.4	6.7	35.6	53.3	0.0
I agreed with the philosophy behind Reset Centers.	45	6.7	2.2	35.6	55.6	0.0
The Office of Student Engagement and Support provided me with adequate support to implement the Reset Center as intended.	45	13.3	20.0	24.4	42.2	0.0

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

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

Appendix E, Table 8: 2024-25 Staff Perception Survey Themes and Response Rates - What did the Reset Center Initiative do well during the 2024-25 school year?

Themes	<i>n</i>	%
RCCs		
Building and nurturing relationships	9	42.9
Reflection and growth mindset development in students	7	33.3
Mitigating disruptions/fights	5	23.8
Proactive and early intervention	4	19.0
Restorative and calming space	4	19.0
Student accountability and expectations	3	14.3
Communication and data recording	3	14.3
Reduced repeat offenses	2	9.5
Emotional regulation and stress relief	2	9.5
Community and family engagement	2	9.5
Campus Administration		
Behavioral regulation and reflection	12	44.4
Providing a safe and designated space	7	25.9
Building positive relationships	6	22.2
Mitigate classroom disruption	5	18.5
Accountability and clear expectations	5	18.5
Effective Implementation and staff	4	14.8
Restorative and proactive practices	4	14.8
SEL/ Social-emotional support	3	11.1
Systemic support with referrals	3	11.1
Campus climate and culture improvement	2	7.4

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

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

Appendix E, Table 9: 2024-25 Staff Perception Survey Themes and Response Rates - What challenges did you face at the Reset Center at your campus this year, and how did you address them?

Themes	<i>n</i>	%
RCCs		
Staff misuse or lack of understanding of Reset processes	7	33.3
Lack of administrative and staff support	4	19.0
Used as punishment and inconsistent length	4	19.0
Coordinator overload and scope challenges	4	19.0
Lack of context and referral clarity	3	14.3
High-frequency and recidivism	2	9.5
New and severe substance issues (vapes, gambling, etc.)	2	9.5
Student non-compliance	2	9.5
Campus Administration		
Staffing availability and consistency	7	38.9
Lack of coordinator capacity	5	27.8
Misuse of Reset Center by staff	3	16.7
Lack of deterring students from Reset referrals	3	16.7
Inconsistent implementation	3	16.7
Academic assignments not provided by teachers	2	11.1
High demand	2	11.1
Severe behavior requires more than Reset approach	2	11.1
Misalignment of district/campus vision for Reset Centers	2	11.1
Lack of knowledge and training	2	11.1

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

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

Appendix E, Table 10: 2024-25 Staff Perception Survey Themes and Response Rates - What suggestions do you have to improve the Reset Center at your campus in the future?

Themes	<i>n</i>	%
RCCs		
Comprehensive staff training/reorientation	7	35.0
Formalize protocol and end misuse	7	35.0
Improve communication and collaboration	4	20.0
Grant coordinators autonomy and input	3	15.0
Peer collaboration and networking	2	10.0
Campus Administration		
Improve staff training	7	25.9
Increase coordinator availability and capacity	4	14.8
Formalize implementation and procedures	4	14.8
Improve coordinator support system	3	11.1
Integrate coordinator into leadership team for discipline	2	7.4
Improve accountability for recidivism	2	7.4

Source: Dallas ISD E&A Reset Center Staff Perception Surveys dated 05/26/25.

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

Appendix F

Appendix F: 2024-25 Reset Center Campus Student Experience Survey Percent Favorable Ratings

Campus	Classroom Climate		Overall	
	N	%	N	%
Adams, Bryan	15,542	83	89,956	80
Adamson, W.H.	9,707	82	56,307	79
Bedford, Louis A.	2,479	66	14,426	66
Browne, T.W.	3,909	79	22,686	78
Carter, David W.	5,465	71	31,685	68
Comstock, E.B.	4,628	76	26,789	75
Conrad, Emmett J.	8,129	83	47,037	80
Dade, Billy Earl	4,202	85	24,340	85
Franklin, Benjamin	6,809	68	39,478	66
Garcia, Hector P.	5,609	78	33,028	77
Gaston, W.H.	6,539	69	37,839	69
Greiner, W.E.	10,313	73	59,903	71
Hill, Robert T.	6,336	78	36,727	75
Hillcrest	9,572	75	55,459	72
Holmes, Zan Wesley Jr.	4,740	71	27,515	68
Jefferson, Thomas	10,222	86	59,283	83
Kennedy-Curry	4,454	69	25,751	69
Kimball, Justin F.	7,748	77	44,940	74
Lang, Harold W. Sr.	5,748	66	33,322	66
Lewis, John	2,336	74	13,518	71
Lincoln	3,644	73	21,161	73
Long, J.L.	9,829	73	56,886	72
Madison, James	2,485	63	14,373	61
Marsh, Thomas C.	4,026	74	23,385	72
Medrano, Francisco F.	5,458	75	31,584	71
Molina, Moises E.	14,412	78	83,558	75
North Dallas	8,358	80	48,430	77
Piedmont G.L.O.B.A.L. Academy	5,795	63	33,604	61
Pinkston, L.G.	8,462	77	49,022	75
Quintanilla, Raul Sr.	4,599	63	26,652	61
Richards, Ann	8,395	65	48,622	63
Roosevelt, Franklin D.	3,406	70	19,735	67
Rusk, T.J.	3,187	74	18,480	73
Samuell, W.W.	11,101	76	64,379	71
Seagoville High	13,452	78	78,054	75
Seagoville Middle	9,090	62	52,711	62
Skyline	27,205	78	157,795	74
South Oak Cliff	9,544	69	55,300	67
Spence, Alex W.	4,129	70	23,926	70
Spruce, H. Grady	7,358	82	42,614	77
Stockard, L.V.	5,981	77	34,678	75
Storey, Boude	3,173	66	18,351	66
Sunset	14,729	81	85,361	76
Tasby, Sam	5,640	74	32,696	72
Todd, Frederick D.	2,890	75	16,771	75
Walker, Ewell D.	5,134	74	29,749	72
West Dallas Junior High	3,250	55	18,855	54
White, W.T.	14,005	83	81,124	80
Wilmer-Hutchins High	5,636	68	10,384	84
Wilson, Woodrow	15,245	80	88,399	77
YMLA at Florence	3,839	62	22,242	59
YWSA at Balch Springs	6,077	71	35,285	68

Source: Dallas ISD Office of Institutional Research (OIR) Student Experience Survey file dated 05/26/25.

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

Appendix G

Appendix G, Table 1.: 2024-25 Complete Exit Ticket Results: Support, Return to Class, and Emotional Change Responses

Item	N	1		2		3		4		5	
		n	%	n	%	n	%	n	%	n	%
How well did the Reset Center Coordinator support you?*	8,434	40	0.5	150	1.8	714	8.5	1180	14.0	6350	75.3
Do you have a plan for how to successfully rejoin your classes?**	8,272	65	0.8	148	1.8	759	9.2	1,320	16.0	5,980	72.3
How did your time at the Reset Center affect your emotions?***	8,067	59	0.7	178	2.2	1,050	13.0	1,280	15.9	5,500	68.2

Source: Dallas ISD SEAS Reset Center Exit Survey data provided 05/26/25

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

Appendix G, Table 2: 2024-25 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?	1,918	62	3.2	455	23.7	1401	73.0

Source: Dallas ISD SEAS Reset Center Exit Survey data provided 05/26/25.

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

Appendix G, Table 3: 2024-25 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?	1,918	134	7.0	381	19.9	1,403	23.2

Source: Dallas ISD SEAS Reset Center Exit Survey data provided 06/26/25.

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

Appendix H

Appendix H, Table 1: 2024-25 Grade Nine On-Track Rates for Reset Center Students, Other Students at Reset Center Campuses, and Total

Campus	Reset Center Students		Other Students*		Total	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Adams, B	9	25.0	343	65.5	352	62.9
Adamson	1	50.0	258	68.3	259	68.2
Carter	2	40.0	121	41.6	123	41.6
Conrad	2	15.4	226	55.3	228	54.0
Hillcrest	10	32.3	268	64.6	278	62.3
Jefferson	25	54.3	299	73.5	324	71.5
Kimball	14	33.3	150	52.6	164	50.2
Lincoln	1	20.0	85	52.1	86	51.2
Madison	0	0.0	37	41.6	37	41.1
Manns HS for DAEP	0	0.0	0	0.0	0	0.0
Molina	6	25.0	278	55.0	284	53.7
North Dallas	4	20.0	179	55.4	183	53.4
Pinkston	17	40.5	202	61.0	219	58.7
Roosevelt	0	0.0	135	58.2	135	57.9
Samuell	2	10.0	180	46.4	182	44.6
Seagoville HS	8	10.0	194	45.4	202	39.8
Skyline	1	10.0	590	53.1	591	52.7
SOC	2	33.3	216	51.7	218	51.4
Spruce	12	11.0	120	41.1	132	32.9
Sunset	4	36.4	325	66.2	329	65.5
White	3	20.0	337	58.3	340	57.3
Wilmer-Hutchins HS	21	47.7	96	53.3	117	52.2
Wilson	59	45.7	264	73.9	323	66.5
Total	199	30.4	4,839	61.3	5,038	59.0

Source: Dallas ISD E&A Grade Nine On-Track file dated 07/10/25.

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

Appendix H, Table 2: 2024-25 Graduation Rates for Reset Center Students, Other Students at Reset Center Campuses, and Total

Campus	Reset Center Students		Other Students*		Total	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Adams, B	1	100.0	476	96.0	477	96.0
Adamson	3	100.0	320	97.0	323	97.0
Carter	0	-	230	92.0	230	92.0
Conrad	2	100.0	245	92.8	247	92.9
Hillcrest	19	100.0	363	98.1	382	98.2
Jefferson	14	100.0	255	93.4	269	93.7
Kimball	11	100.0	243	93.5	254	93.7
Lincoln	1	100.0	115	92.7	116	92.8
Madison	0	-	83	98.8	83	98.8
Manns HS for DAEP	1	100.0	0	-	1	100.0
Molina	10	100.0	481	95.8	491	95.9
North Dallas	7	100.0	282	94.0	289	94.1
Pinkston	13	100.0	251	95.8	264	96.0
Roosevelt	0	-	128	88.3	128	88.3
Samuell	9	100.0	356	94.2	365	94.3
Seagoville HS	49	98.0	350	96.7	399	96.8
Skyline	4	100.0	836	95.4	840	95.5
SOC	4	100.0	343	96.9	347	96.9
Spruce	15	100.0	272	88.3	287	88.9
Sunset	1	100.0	518	98.7	519	98.7
White	3	100.0	463	97.5	466	97.5
Wilmer-Hutchins HS	31	96.9	197	96.1	228	96.2
Wilson	96	97.0	353	96.7	449	96.8
Total	294	98.7	7,160	95.4	7,454	95.5

Source: Dallas ISD E&A 12th Grade Graduation file dated 09/25/25.

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