

## 2017-18 Restorative Practices Evaluation Report

### Executive Summary

In 2016, CHCCS began planning for district-wide implementation of Restorative Practices in an effort to improve student experience and school culture for all and decrease discipline disproportionality. An initial plan prescribing year one implementation was developed. Phase I of Restorative Practices implementation began during the 2017-18 school year. The initial phase participants included six elementary schools, sixth grade teachers, and all high schools. From 2015-18, over 650 staff members were trained in *Introduction to Restorative Practices* and *Using Circles Effectively* and close to 60 staff were trained in *Facilitating Formal Conferences*.

Overall, district data suggests majority of students feel respected by their teacher and report the rules in the classroom are fair. Office discipline referrals decreased by almost 7% and discipline disproportionality for African American students improved in the majority of Phase I schools. Most Phase I teachers report they use Restorative Practices at least weekly, if not daily. Recommendations for 2018-19 include a focus on measuring the implementation of Restorative Practices in classrooms, coaching staff on how to integrate practices into the day, and update the code of conduct including more restorative discipline practices.

### 2017-18 Implementation

Implementation of large initiatives requires careful thought, planning, and application of research-based practices. Therefore, in order to ensure a comprehensive implementation plan, a Restorative Practices implementation team was created. The team consisted of district and school administrators, school staff, community members, and a school board member. Dr. Alisha Schiltz facilitated the team through best practices within implementation science, including the consideration of several competency drivers such as coaching, leadership, policy, and community factors. From there, the team determine how many schools could be supported during year one, or Phase I, of implementation of Restorative Practices. Phase I participants included six elementary schools, sixth grade teachers, and high schools. High school administrators determined what implementation looked like in their schools. Elementary administrators applied to be participants in Phase I implementation.

Once participants were identified, a detailed implementation plan was developed. The implementation plan can be reviewed within [this link](#). The implementation plan outlined how Restorative Practices would be implemented in 2017-18, including scope of implementation, professional learning, RPC trainers, district support, school and classroom expectations, and discipline procedures. A Year 1 Restorative Practices Implementation Guide was developed to assist school administrators and RPC trainers to target implementation throughout the year. The guide can be reviewed within [this link](#).

In regards to fidelity of implementation, some action steps were accomplished while others were not. The scope of implementation, professional learning, and RPC trainers components are discussed in the sections below. The code of conduct and corresponding office discipline referral form were not updated during the 2017-18 school year. As a result, data around the use of Restorative Practices as a consequence was not gathered. Further, family and community collaboration was not as comprehensive as stated in the plan. A form letter was developed and shared with school administrators to send to parents informing them about Restorative Practices and what it might mean for his/her child. In addition, several Boomerang staff members attended Days 1 and 2 training.

In regards to school and classroom implementation, implementation data was not collected; therefore, it cannot be reported whether stated action steps happened at a school level. In addition, schools did not conduct a climate/culture survey until the end of the year, meaning baseline data does not exist.

#### **Elementary.**

Phase I elementary schools include: Carrboro, Glenwood, McDougle, Northside, Rashkis, and Scroggs. The expectation was that 100% of staff (certified and classified) would be trained in days 1 and 2 by the end of the 2017-18 school year. Non-phase I schools had several opportunities for staff to attend training throughout the year, described in the professional development section below.

#### **Middle.**

Phase I implementers in middle schools included sixth grade teachers. The expectation was that 100% of teachers who taught sixth grade students would receive training in days 1 and 2 by the end of the 2017-18 school year. Additional grade level teachers had several opportunities to attend training throughout the year.

#### **High.**

Phase I implementers varied by high school. Due to the variety of courses a teacher may teach during the day, it was not possible to select one grade level to focus on for implementation. Therefore, school administration determined implementation in each school, yet an explicit plan was not developed.

#### **Professional development.**

##### ***School RPC trainers.***

To start the 2017-18 school year, there were 19 licensed, in-district trainers (15 school-based and 4 district-based) who can facilitate days 1 and 2 of Restorative Practices training, *Introduction to*

*Restorative Practices* and *Using Circles Effectively*. Five out of six of the Phase I elementary schools and all middle schools have at least one trainer to support restorative practices in their building; Carrboro High, Chapel Hill High, and Phoenix Academy each have one school trainer. In addition to supporting school implementation, trainers were expected to provide at least five days of district training.

In November 2017, three CHCCS employees became trainers of Days 3 and 4: *Facilitating Formal Conferences*. These trainers are expected to support schools when facilitating formal conferences as well as provide district training, when needed.

RPC trainers received on-going coaching support from the Executive Director of Professional Learning, Dr. Holmes, throughout the school year. A total of seven coaching meetings occurred the 2017-18 school year. Coaching sessions encouraged a community of practices where trainers learned from others experiences in schools, share resources, and developed common language around restorative practices.

***School staff.***

The expectation of Phase I elementary schools was to train 100% of staff in days 1 and 2. In Table 1, a count of staff who are trained in Days 1, 2, 3, and 4 is provided. The data provided include any current staff who were trained between June 2015 through June 2018.

Table 1  
*Count of Staff Trained in Restorative Practices*

Elementary Schools			
	Day 1	Day 2	Days 3 & 4
Carrboro ES*	68	66	4
Ephesus ES	19	18	2
Estes Hills ES	17	17	3
FPG B ES	10	10	2
Glenwood ES*	66	65	2
McDougle ES*	56	51	1
Morris Grove ES	12	11	4
Northside ES*	56	55	5

Rashkis ES*	63	54	2
Scroggs ES*	60	60	2
Seawell ES	8	8	3
Middle Schools			
	<b>Day 1</b>	<b>Day 2</b>	<b>Days 3 &amp; 4</b>
Culbreth MS	61	37	6
McDougle MS	36	28	6
Phillips MS	28	25	3
Smith MS	48	38	2
High Schools			
	<b>Day 1</b>	<b>Day 2</b>	<b>Days 3 &amp; 4</b>
Carrboro HS	22	18	1
Chapel Hill HS	13	11	3
East Chapel Hill HS	54	50	3
Phoenix Academy HS	11	5	2
Pre-K/District-Based Personnel			
	<b>Day 1</b>	<b>Day 2</b>	<b>Days 3 &amp; 4</b>
Pre-K	17	13	1
Lincoln Center	13	12	0
<b>Total</b>	<b>745</b>	<b>660</b>	<b>57</b>

\*Indicates Phase I elementary schools

Note: itinerant school staff are included in each school he/she serves

### ***Training Opportunities.***

Throughout the 2017-18 school year, there were multiple opportunities for CHCCS employees to receive Restorative Practices training. The capacity for trainings is up to 45 participants, yet most trainings were capped at 30 participants due to space restrictions. For each Phase I elementary school, days 1 and 2 trainings were held during the first two optional teacher

workdays in August 2017. These trainings were optional for staff and those who did not attend were expected to attend training during the year.

During the school year, leveled trainings were held and substitutes were provided from district professional development funds. A total of six elementary and five secondary days 1 and 2 trainings were held. One days 3 and 4 training occurred as well. Further, a Summer Institute is held the first week after school ends and allows CHCCS employees to attend professional development sessions and earn CEU credits. At the Summer Institute, two days 1 and 2 trainings were held. Table 2 depicts the total number of trainings made available during the year.

Table 2

*Number of Professional Development Opportunities Offered in 2017-18*

Day 1	Day 2	Days 3 & 4
19	19	1

### Evaluation

The 2017-18 implementation plan presented three goals to measure the impact of Restorative Practices. Each goal is listed with corresponding data used to measure each goal below.

**Goal 1.** Increased results from baseline to end of year 1 on school climate survey.

Baseline school climate data was not collected at the beginning of the 2017-18 school year. Therefore analysis of pre- to post-treatment is not feasible. All students in third through twelfth grades took the *NC Student Survey* in April 2018. The results from the domains of Climate and Teacher Student Relationships are found in Table 3.

Table 3

*NC Student Climate Survey Results*

Elementary (Grades 3-5)	
My teacher almost <i>always to frequently</i> seems excited to be teaching my class.	75.1%
The rules in my class are <i>somewhat to very fair</i> .	73.3%
The energy of my class is <i>somewhat to very positive</i> .	62.0%
The behavior of other students <i>helps my learning some to a lot</i> .	32.1%
I would be <i>quite to extremely excited</i> to have this teacher again.	73.7%
This teacher is <i>quite to extremely respectful</i> towards me.	83.2%
If I walked into class upset, my teacher would be <i>quite to extremely</i>	66.4%

<i>concerned.</i>	
When my teacher asks "how are you?" I <i>often or almost always</i> feel that my teacher really wants to know my answer.	68.8%
<b>Middle &amp; High Schools (Grades 6-8)</b>	
The rules for the students in this class are <i>somewhat to very fair</i> .	71.8%
My teacher seems <i>frequently to almost always</i> excited to be teaching my class.	68.8%
The physical space in this classroom is <i>somewhat to very pleasant</i> .	57.9%
The energy of this class is <i>somewhat to very positive</i> .	60.3%
The behavior of other students <i>helps my learning some to a tremendous amount</i> .	32.0%
I would be <i>quite to extremely excited</i> to have this teacher again.	58.8%
My teacher is <i>quite to extremely respectful</i> towards me.	81.6%
If I came back to visit class three years, my teacher would be <i>quite to extremely excited</i> to see me.	49.4%
If I walked into class upset, my teacher would be <i>quite to extremely concerned</i> .	52.0%
When my teacher asks "how are you?" I <i>often or almost always</i> feel that my teacher is really interested in my answer.	64.7%

**Goal 2.** Phase I schools or grades see at least a 10% decrease in office referrals over the previous year or previous comparable data as measured by total major referrals, student, and referrals per day.

Overall, the data indicates that Phase I implementation fell short of Goal 2 in all discipline measures. The data is described in detail below. Chart 1 compares the total number of major office discipline referrals (ODRs) by level for the 2016-17 and 2017-18 school years. Overall, ODRs in 2017-18 decreased by 6.8% from the 2016-17 school year. Although, when data is analyzed by level, the number of ODRs in elementary and high schools was fairly consistent, yet sixth grade showed a 19% decrease.

Chart 1

*Total Number of Major Office Discipline Referrals*

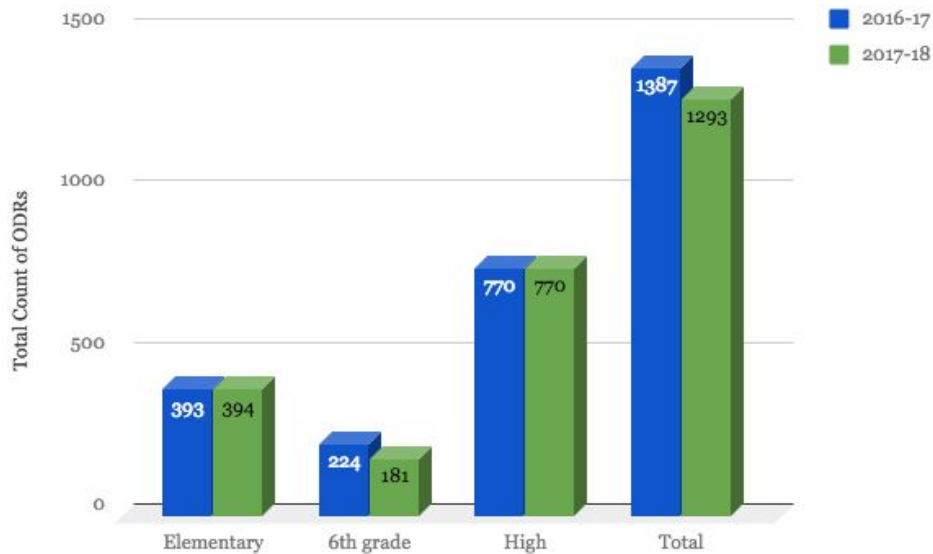


Chart 2 compares the percentage of student enrollment with one or more office discipline referral(s) by level from 2016-17 to 2017-18. Overall, there is a 2.0% decrease in the number of students who received one or more ODR(s). Elementary schools increased the number of student who received an ODR by almost 10%, while middle and high school rates fell by 5 and 10% respectively.

Chart 2

*Percentage of Student Enrollment with One or More ODRs*

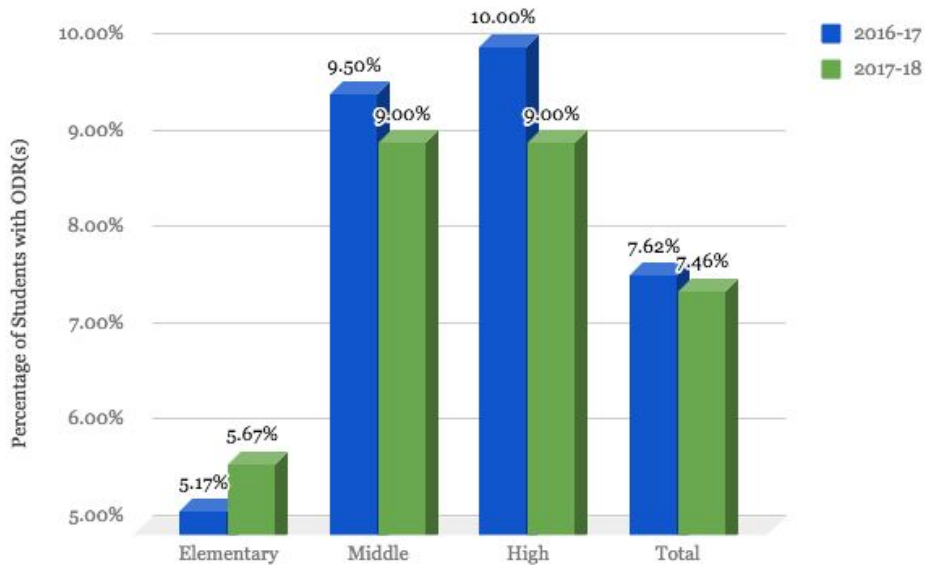
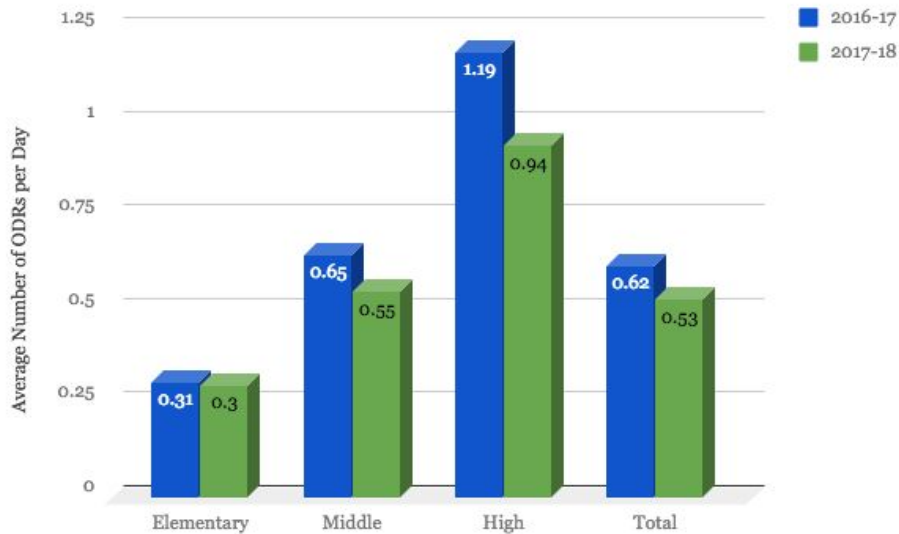


Chart 3 compares average referrals per day by level in 2016-17 to 2017-18. Overall, referrals per day decreased by almost 15%. Elementary, middle, and high schools decreased average referrals per day by 2.7%, 15.4%, and 21% respectively.

Chart 3

*Average Referrals Per Day by Level*



**Goal 3.** Phase I schools or grades see at least a 20% decrease in referral disproportionality measured by the ratio of referrals per student within a group as compared to the ratio of referrals per student for the school on average.

Goal 3 is difficult to capture from a district perspective because each school may have a different subgroup that is disproportionate for office referrals. In addition, the disproportionate subgroup from 2016-17 may not be the same for 2017-18. In an effort to have comparable data, the most disproportionate subgroup for each school was used to compare change from year to year. The risk index for the identified subgroup was used to measure change over time. The majority of schools were most disproportionate in ODRs for African American students. Nine of the 13 Phase I schools improved disproportionality rates for the identified subgroup. The average change in the risk index for the identified subgroup is 9.2%.

**Additional data.**

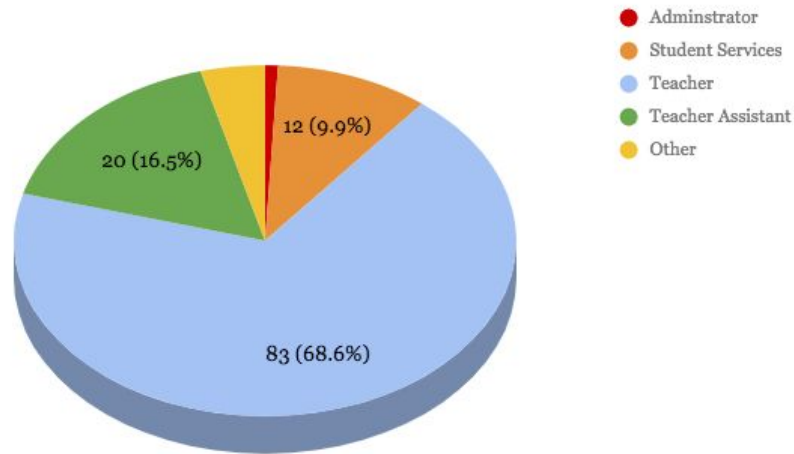
A staff survey was developed and disseminated to Phase I schools in May 2018 aimed at measuring teacher efficacy and use of Restorative Practices. 121 staff members completed the survey. Chart 4 indicates the position of staff who completed the survey. 95 respondents work at



elementary schools, 23 at middle schools, two in Pre-K, and one responder worked at multiple locations. 91.6% of responders had been trained in days 1 and 2 of Restorative Practices.

Chart 4

*Restorative Practices Survey Respondents*



73.4% of respondents who attended days 1 and 2 trainings reported using Restorative Practices *proactively* more than half the time. 88.1% of all respondents reported hearing restorative language among staff members, but only 56.88% of staff members reported hearing restorative language used among students.

Table 4 shows the adoption of restorative practice techniques into regular classroom practice. More than half of staff trained in days 1 and RPC 2 report using affective statements every day, almost half use affective questions daily, and 63.3% use circles weekly, with much fewer responding that they do not use affective statements, affective questions, or circles.

Table 4

*Frequency of Affective Statements, Affective Questions, and Restorative Circles*

	Every Day	Once a Week	Once a Month	Never
How often do you use affective statements?	58.7%	25.7%	7.3%	8.3%
How often do you use affective	46.8%	32.1%	7.3%	14.7%

questions?				
How often do you use circles?	33.0%	30.3%	15.6%	12.9%

When asked what support they could be given, common responses included:

- More training/coaching beyond days 1 & 2 (29.4%)
- Opportunity to see exemplar models (23.5%)

When asked about barriers to implementation, common responses included:

- Lack of time (42.5%)
- Lack of buy-in using Restorative Practices to manage student behavior (27.4%)

Despite this, teachers are quite positive about the impact of restorative practices, 84.9% of staff members answered “yes,” when asked if Restorative Practices are effective.

**Recommendations**

- Identify implementation measures which measure the fidelity of implementation based on the Year 2 plan and gather multiple times throughout the year.
- Provide regular coaching support to school administrators who guide implementation of Restorative Practices in the building.
- Develop a Code of Conduct that is more restorative in nature and update the office discipline referral form to align.
- Ensure that someone with Restorative Practices knowledge participates on leadership teams, such as school improvement team, MTSS leadership, etc., to ensure alignment to other initiatives.
- Increase family and community engagement, for instance: Restorative Practices is defined in parent and student handbooks, schoolwide and classroom expectations are developed with students and families.
- Allow for at least 45 minutes per quarter of professional learning and coaching to staff by RPC trainer aimed at integrating Restorative Practices into the classroom instead of it being a stand alone task.
- Add Restorative Practices look fors to classroom walkthrough tool to measure the integrity of implementation.
- Promote more collaborative learning environments as most students indicated that other student behavior does not help their learning the majority of the time.