

# Implementation Evaluation of Whole School Restorative Practices

Indicators,  
methods, and  
measures from a  
university-school  
district  
partnership  
in Minnesota





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We additionally acknowledge the community elders and cultural leaders who have held strong to restorative practices across generations - as embodied ways of being and knowing - and have also helped lead the efforts shared in this report. The authors recognize that the ideas and practices described here, especially those related to community interconnectedness, restorative justice, and the recognition of the full humanity of all people, are based on Indigenous wisdom and resilience. We acknowledge that the University of Minnesota stands on Miní Sóta Makhóčhe, the homelands of the Dakhóta Oyáte. We commit to deepening our understanding and shared healing, and becoming good relatives to each other, the land, and all beings.

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# Introduction

As schools increasingly turn towards restorative practices as a pathway to building schools with stronger relationships, justice, and equity,<sup>1,2</sup> school- and community-based restorative practitioners may want to evaluate these approaches or may contract with program evaluators who have limited content expertise related to restorative practices. This document is aimed at each of those audiences. Within each section, we describe considerations, detail activities, and share other reflections on the value, burden, and benefit of different decisions for measuring and evaluating implementation of whole school restorative practices (WSRP). While this document describes lessons learned from measuring implementation of WSRP within a specific context and related to a specific model (both described below), we believe one could adapt and tailor this information to other contexts and models.

We believe, like Payne & Kaba, that there are too many initiatives resulting in too little change.<sup>3</sup> Our stance is that the most important current question regarding WSRP is not whether WSRP works but, instead, whether WSRP is happening in schools that are attempting implementation, especially at a level of quality and scope that could create real change. Thus, we focus here on what we learned about measuring the extent and the level of quality with which WSRP was happening across seven years of attempted implementation across 20 schools in one urban district. After all, if we are going to develop an evidence-informed hypothesis about under what conditions WSRP creates change, in all of its diverse forms, implementation data are essential.<sup>4</sup>



# Our Story

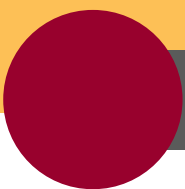
In alignment with the restorative principles that learning happens in relationship and history matters,<sup>5</sup> we begin with a brief summary of the journey that informed our insights. We hope this context helps readers better adapt what we share to others contexts and models. We also write with a bit of trepidation, given the number of times we have heard from others looking for “best practices” in “assessing” restorative practices: our primary aim was not to assess restorative practices. Instead, we wanted to understand what was happening with restorative practices implementation and to what extent school systems grounded in white supremacy culture could embrace and implement practices grounded in liberatory and decolonizing mindsets.

In the spring of 2016, Saint Paul Public Schools (SPPS) and the Saint Paul Federation of Educators (SPFE) agreed through contract negotiations to a pilot project in which each of 12 schools would receive three years of funding to implement WSRP. Implementation took place in three cohorts starting with six schools in the 2016-2017 school year and additional cohorts of three schools each began implementation in the two subsequent school years. Funding supported a district coordinator and at least one full time staff person in each pilot site dedicated to supporting adults in schools for at least three years, along with additional funds for professional development and other resources. To our knowledge, the successful inclusion of a \$4.5 million dollar RP pilot project in a bargaining contract was unprecedented in the United States.

In the fall of 2016, staff and faculty from the University of Minnesota’s Healthy Youth Development - Prevention Research Center (UMN PRC) approached SPPS/SPFE leaders about collaborating on evaluation. What followed intentionally aligned with the four quadrants of a RP circle: getting acquainted, building relationships, addressing issues and making a plan.<sup>6</sup> First, SPPS, SPFE and UMN PRC staff spent time listening to and sharing our values with each other. Together, we determined that the shared values we aimed to center in our partnership included equity and mutual benefit. We sought to hold ourselves accountable to those values by asking the following questions while making decisions:

- Does this evaluation question put the lens of accountability on the systems that hold the status quo of disproportionality in place, or does it open the pathway to innovation?
- Who wants this data collected and for what purpose?
- Will lessons learned from this data meaningfully inform both learning within the school district and research or evaluation more broadly? Put another way, from multiple perspectives, what is the balance of benefit and burden of this data collection decision?

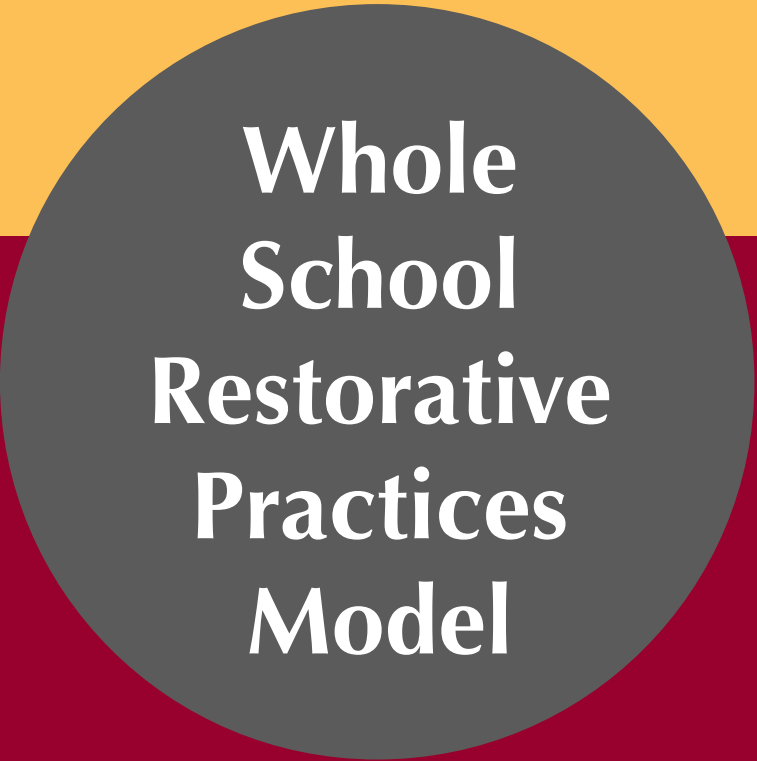
Next, as evaluators, we listened more. The first year of evaluation partnership focused on gathering stories, and sharing back what we heard with building and district leaders who could use that to inform next steps or learn from each other. This began to create deeper relationships and more trust between partners that the UMN PRC team’s primary purpose was neither to pass judgment nor publish academic journal articles.



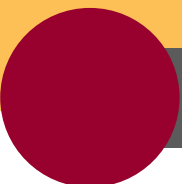
During the second year, the SPPS/SPFE/UMN PRC leadership team named and tackled other issues inherent in evaluation processes: the historical harm that evaluation and research carry, the white supremacist lens through which most research methods collect and analyze data, and more. These honest conversations led the team through the cycles of deepening relationships, addressing more issues, and making more plans.

At the end of the second school year, we finalized our initial evaluation plan and implemented an educator survey. At the same time, the SPPS/SPFE/UMN PRC leadership team had developed enough trust to write our first research grant together. We were awarded an Early-Phase Education Innovation Research grant from the US Department of Education (U411C180164, PI: Kimani). This afforded us the opportunity to expand WSRP into eight additional schools, fund a full time staff person dedicated to supporting adults in each school for at least three years, and hire an additional coordinator at the district level as well as dedicate additional resources to evaluation. Ever since, we have engaged in an applied partnership blending the roles of technical assistance, learning partners and external research/evaluation consultants.

To summarize, ours was not a context in which evaluators were in minimal relationship to only a few people in implementing sites, assessment tools were sent to schools with the expectation they would measure their own implementation, or evaluations results were seen as apart from quality improvement and learning cycles. The evaluation funding provided by the federal research grant provided the support for these high quality learning partnerships without imposing (much) extra work on schools. We continue to be in deep partnership through story and relationship.



# **Whole School Restorative Practices Model**



From the SPPS/SPFE pilot schools' initial innovations and learning, the following definition, pillars and practices emerged and form the framework for ongoing work.

## Definition

Restorative practices are both a set of beliefs and ways of being, teaching and responding to each other, students and families. For educators in SPPS, WSRP means:

- **Believing** that learning is relational and our schools should be places of engagement and accountability achieved with students;
- **Focusing** our efforts on establishing strong, inclusive relationships within our communities through regular community building circles;
- **Engaging** students by connecting to their lived experiences through content circles;
- **Understanding** behavior as communication, and thus aiming to empower, understand, provide support and create accountability for all who had a role in harm that occurs in our communities, including historical harm, so that relationships are restored.

## Pillars and Practices

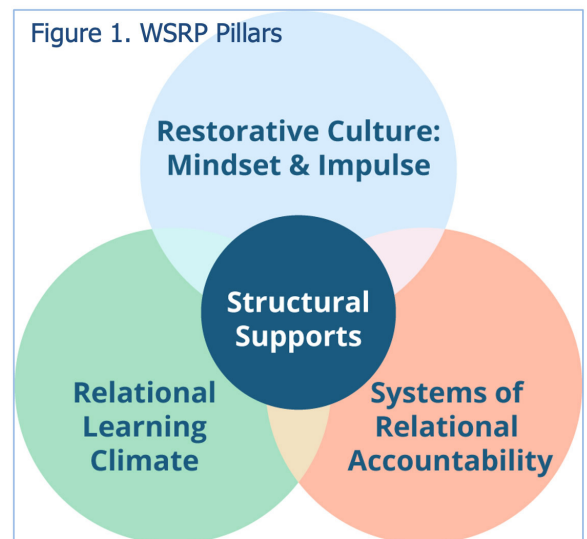
We observed four core components of WSRP in SPPS that we call “pillars:” Structural Supports, a Restorative Culture, a Relational Learning Climate, and Systems of Relational Accountability (Figure 1). When these pillars are in place, inclusive, relational and high achieving school communities can emerge. Under each, we list examples of practices that can and should be adapted to local realities like students' developmental stages, annual implementation goals, and other specific contexts of each school building.

### Pillar #1: Provide structural supports for implementation

Structural supports entails collaboration between the district, RP steering committee, community partners and school buildings to achieve high quality implementation.

Practices:

- District coordinators work with building administrators to complete the readiness process
- District provides funding for and district coordinators work with building administrators to hire a full-time restorative practices site lead to serve a specific building for at least three years
- Building administration develops a diverse, school-based team to support and guide implementation
- District and building leaders develop and use the implementation plan
- Building leaders meet regularly with district RP leadership and participate in evaluation activities
- Building leaders participate in district professional development activities, including the monthly gathering of site leads, summer trainings and annual conferences
- The RP steering committee and community partners provide services, support and guidance to





district and building leaders

## **Pillar #2: Create a restorative school culture**

This means taking the time to introduce and deepen school adults' understanding of restorative principles, paradigms, mindset and impulse and related issues of race, power and privilege (see Appendix A for glossary of terms).

Practices:

- RP site lead holds regular circle experiences to understand and deepen restorative culture as embodied through:
  - restorative mindset, based on understanding of human beings as fundamentally relational, interconnected and good
  - restorative impulse, which responds to the impact of conflict and harm on people and relationships, while understanding children's behavior as communication
  - centering the humanity of all people and recognizing and dismantling all systems of oppression that still function within schools
- Administration demonstrates overt, enthusiastic support for restorative practices and makes time in professional development calendars and meeting schedules for RP trainings
- RP site lead provides or coordinates ongoing professional development on restorative principles, paradigms, mindset and impulse and related issues of race, power and privilege
- RP site lead engages in regular and differentiated coaching support with educators

## **Pillar #3: Establish a relational learning climate**

This ensures that students equitably experience improved feelings of belonging, connection and engagement to peers, educators, and academic content.

Practices:

- RP site lead provides or coordinates training and support for educators to hold at least daily (elementary) or weekly (secondary) community building circles in homerooms
- RP site lead provides or coordinates training and support for educators to hold frequent content circles (including for social emotional learning content)
- RP site lead coordinates development and implementation of a tailored youth leadership plan to center youth voices in restorative practices implementation
- RP site lead coordinates development and implementation of a family and community engagement plan in relationship to restorative practices implementation



## **Pillar #4: Establish systems of relational accountability**

Buildings develop consistent healing processes and meaningful accountability when harm happens, while treating behavioral mistakes like academic mistakes to avoid pathologizing students for developmentally typical behavior.

### **Practices:**

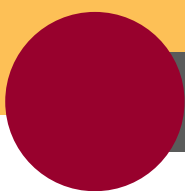
- District and building RP leaders develop policies, protocols, understandings, and responses that differentiate between problematic and harmful behavior, and recognize behavior as a communication of needs
  - Both harmful and problematic behavior are viewed through a lens of innocence (i.e., seen as a mistake) and are treated like academic mistakes, in which ongoing assessment leads adults to make environmental shifts, provide healing or support services, or engage in tailored re-teaching until skills are mastered
- District and building RP leaders develop systems for holding people accountable to relationships by responding to harm within the relationship where it occurs, with practices that include dialogues between people impacted to collectively determine:
  - The needs of the person harmed and what they need to be made whole
  - The obligations of the person who caused harm to make things right with the person(s) harmed and impacted
  - The needs of the person who caused harm that may need to be addressed to ensure learning and growth from their behavioral mistake
  - Any obligations that belong to the school and other adults in addressing the harm and preventing similar future harm; especially given the developmental stage of students, historical and structural harm, and other environmental influences

# Evaluation Plan

This SPPS/SPFE WSRP model emerged concurrently as UMN PRC evaluators developed an evaluation plan and implementation measures. Thematic analysis of interviews with leaders in the first cohort of implementation schools helped us envision the initial pillars. We also reviewed other literature which affirmed that the SPPS WSRP pillars and practices aligned with other research findings.

Relative to **structural supports**, research had demonstrated the importance of readiness,<sup>7, 8, 9</sup> distributed leadership,<sup>10</sup> collaboration,<sup>11</sup> resources,<sup>12</sup> and full time RP coordinators<sup>13</sup> in buildings and implementation plans that align with restorative principles.<sup>1, 14, 15</sup> Similarly, research is increasingly clear that to build a **restorative school culture**, it is important to have adults with an orientation to justice,<sup>5</sup> mindsets that reject punitive beliefs,<sup>16</sup> trust in administrators and colleagues,<sup>17</sup> administrative support,<sup>18</sup> and ongoing coaching.<sup>19</sup> Scholarship had also affirmed the idea that a **relational learning climate** is essential to create schools that are places of social engagement rather than social control.<sup>20</sup> This includes strong pedagogy grounded in connections.<sup>21</sup> These strong connections can be built through proactive, high quality circle practices,<sup>22</sup> that demonstrate inclusion and student voice.<sup>23</sup> Finally, research also affirms that **relational accountability** must be a key part of whole school restorative practices, and include alignment of discipline policies,<sup>24</sup> restorative discipline,<sup>8, 25</sup> and critical theory cognizant of the ways practice can be undermined by existing belief systems.<sup>26</sup>

This literature helped illuminate potential indicators for measuring implementation within our framework. We then reviewed implementation science and systems-change evaluation literature for considerations about how, what, and when to measure, given the multi-component and principles-based nature of restorative practices, and our awareness that both individuals and systems simultaneously and



iteratively go through stages of change. In particular, Rabin and colleagues' model of fidelity resonated with us. It stresses the importance of tracking how many people in the target population are reached by an intervention, how many key actors adopt preferred practices, what the quality of implementation is, and whether practices are maintained.<sup>27</sup>

To make sense of the data collected, we drew from additional implementation science literature that describes four stages of implementation: exploration, installation, initial implementation, and full implementation.<sup>28</sup> We then created cutoffs or considerations for each indicator that correspond to the primary characteristics of each stage (Table 1, full rubric with cutoffs available by request).

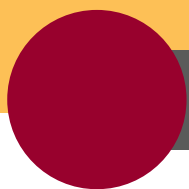
Table 1. Stage of Implementation Primary Characteristics

Stage of Implementation	Primary Characteristics
<b>Exploration</b>	<ul style="list-style-type: none"><li>- small group of people trained on the specific practice or component</li><li>- small group implementing the practice or have completed aspects of the component within their specific school roles</li><li>- small group shares information about RP with others in the building and aim to build momentum and buy-in around RP and/or the specific component</li><li>- still developing clear plan for how the practice will be adopted system wide</li></ul>
<b>Installation</b>	<ul style="list-style-type: none"><li>- plan for school wide practice developed</li><li>- those who will implement the specific practice are being trained</li><li>- initial use has begun but there are not yet consistent expectations for use</li></ul>
<b>Initial Implementation</b>	<ul style="list-style-type: none"><li>- clear school wide expectations for when/how to use the practice are in place</li><li>- training is completed and initial use of practices begin</li><li>- systems to assess quality and quantity and use results to improve practice are not yet in place</li></ul>
<b>Full Implementation</b>	<ul style="list-style-type: none"><li>- school wide use expectations are in place and in use by ~70% of educators</li><li>- systems to assess quality &amp; quantity of practices are used for quality improvement</li><li>- onboarding/orientation plans for new students and educators include introduction to RP principles and training/support/coaching on practices relevant to their roles</li></ul>

# Indicators

Within the SPPS/SPFE WSRP model, we developed implementation indicators for the different practices of each pillar, and characterized them broadly as indicators of **quality** (e.g., how well practices are being implemented) or **quantity** (e.g., what percentage of individuals in the systems are adopting and being reached by the practices) (Table 2). We also included suggested timing of the measurement of these indicators (with the general idea being that each pillar builds on the previous one.)

Table 2. SPPS WSRP Key Components and Implementation Integrity Indicators		
Practices (year(s) assessed)	Quality <i>How well this is happening?</i>	Quantity <i>How broadly is this happening?</i>
<b>Pillar 1: Ensure Structural Supports</b>		
Readiness (prior to year 1)	<ul style="list-style-type: none"> <li>- The school community has explored and understands RP, chooses to move forward</li> </ul>	<ul style="list-style-type: none"> <li>- Schools complete at least 4 of 6 steps in the readiness process, prior to beginning funded implementation</li> </ul>
School RP Leadership (all years)	<ul style="list-style-type: none"> <li>- RP leadership is shared across multiple educators (i.e., diverse leadership team; funded site lead)</li> <li>- RP leadership is involved with district supports</li> </ul>	<ul style="list-style-type: none"> <li>- Frequency of and attendance in RP leadership meetings</li> <li>- Existence of tailored, feasible plan to achieve whole school implementation</li> </ul>
<b>Pillar 2: Build a Restorative School Culture</b>		
Professional development, coaching and implementation support (all years)	<ul style="list-style-type: none"> <li>- RP described as: everyone's work; a way of being, not a "tool" or alternative discipline approach</li> <li>- PD is connected to equity and anti-racism; educators continue to spend time together in circle to deepen understanding of principles</li> <li>- Educator belief in punitive discipline practices begins to diminish</li> </ul>	<ul style="list-style-type: none"> <li>- Systems exist that ensure initial training, onboarding and ongoing support</li> <li>- Educators receive feedback to grow RP abilities</li> <li>- Educators perceive administrators support RP implementation</li> </ul>



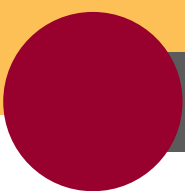
**Table 2. SPPS WSRP Key Components and Implementation Integrity Indicators**

<b>Practices</b> <i>(year(s) assessed)</i>	<b>Quality</b> <i>How well this is happening?</i>	<b>Quantity</b> <i>How broadly is this happening?</i>
<b>Pillar 3: Establish a Relational Learning Climate</b>		
Community building circles (CBCs, end of year 2)	<ul style="list-style-type: none"> <li>- Systematic practices are in place to provide observations, coaching and guidance to all educators</li> <li>- Educators report feeling prepared to hold CBCs</li> </ul>	<ul style="list-style-type: none"> <li>- Educators spend ~10 hours of training and experiential learning in circle keeping</li> <li>- Educators report holding CBCs in content and advisory classrooms</li> </ul>
Content circles (end of year 3)	<ul style="list-style-type: none"> <li>- Systematic practices are in place to provide observations, coaching and guidance to all educators</li> <li>- Educators report feeling prepared to hold content circles</li> </ul>	<ul style="list-style-type: none"> <li>- Educators spend ~10 hours of training and experiential learning in circle keeping</li> <li>- Educators report holding content circles</li> </ul>
Family and community engagement (all years)	<ul style="list-style-type: none"> <li>- Implementation plans include clear responsibilities and protected time to implement responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Frequency and numbers of family and community members in building</li> <li>- Opportunities to be in circle and other ways RP incorporated into engagement</li> </ul>
Youth leadership (all years)	<ul style="list-style-type: none"> <li>- Implementation plans include developmentally tailored approach</li> <li>- Students are included in decision making</li> </ul>	<ul style="list-style-type: none"> <li>- At least 20% of students involved in leadership activities (i.e., circle keeping, advocacy) and that group reflects student the make-up of the body</li> </ul>
<b>Pillar 4: Establish Systems of Relational Accountability</b>		
Relational accountability (end of year 2)	<ul style="list-style-type: none"> <li>- Assessment of school climate and discipline policies completed</li> <li>- Protocols in place to address harm relationally</li> <li>- Educators report feeling prepared to respond to low-level conflict with RP</li> <li>- Systematic practices are in place to provide coaching and support</li> </ul>	<ul style="list-style-type: none"> <li>- Educators receive training and experiential learning in relational accountability</li> <li>- Teachers report holding circles to address issues in classrooms</li> <li>- Educators report increasingly restorative responses to minor harm</li> </ul>
Restorative response to harm (end of year 3)	<ul style="list-style-type: none"> <li>- Repair of harm practices include pre- and post-conference meetings, follow-up on accountability plan and contextualizing of incidents</li> <li>- Teachers participate in repair of harm circles in non-classroom settings</li> <li>- Educators report increased beliefs that school uses restorative accountability practices</li> </ul>	<ul style="list-style-type: none"> <li>- Educators holding repair of harm circles attend ~18 hours of training</li> <li>- Serious harm responded to restoratively</li> <li>- Support staff report holding circles to address issues in non-classroom settings</li> </ul>



Some additional considerations and lessons learned about these indicators include:

- We set specific targets for many of the quantitative indicators based both on what we observed in the initial pilot schools (e.g., 80% of teachers will hold community building circles at least weekly in secondary schools and twice weekly in elementary schools by the end of year 2) and how implementation science studies have categorized full implementation. However, these specific levels are exploratory: we are still gaining a more nuanced understanding of what levels of practice changes are needed to shift outcomes.
- We experimented with many other indicators that are not included in Table 2. To determine which indicators to use above, we weighed feasibility, meaningfulness, and burden. Others will surely make different decisions based on their theory of change, learning goals, scope of project, and other contextual factors.



# Methods

Our next task was to determine which methods to use for collecting data on the different indicators. Similar to our process for operationalizing indicators of implementation, we tried a variety of methods. We eventually decided that an online survey of building educators each fall and spring and annual interviews with school RP leadership (principal and site leads) were the best methods for our specific context, as summarized in Table 3. When needed to supplement or better understand data, we also incorporated data submitted by school staff leading RP implementation (e.g., PD logs, circle logs), and reviewed site visit records and other materials gathered throughout the school year as part of the close partnership between the evaluation and implementation teams.

Data collection tools are included in Appendix B.

Table 3. Summary of Methods									
Method	Who	Duration	When	How	Objective	Pillars Measured			
						SS	RC	RLA	SRA
Interviews with RP Leaders	School principal and site leads	30-60 minutes	Annually (site leads); bi-annually (principals), Feb/March	In-person interviews (or virtual using Zoom) using a list of questions to guide conversations	Collect stories, intentions, lessons learned as relates to implementation over time	X	X	X	X
Fall Educator Survey	All staff in RP sites	5 minutes	November, Years 2 & 3	Online survey given during staff meetings	Obtain implementation data on uptake of RP during first 2 months of school year for use by school leadership		X	X	X
Spring Educator Survey	All staff in RP sites	20 minutes	Annually in April	Online survey given during staff meetings	Obtain annual implementation and outcome data on uptake of RP during prior 2 months of school, for use as implementation indicator		X	X	X

SS=structural supports; RC=restorative culture; RLA=Relational Learning; SRA=Systems of Relational Accountability



For each method we used, we discovered advantages, disadvantages, and considerations for implementation, use, and analysis.

## **Annual Interviews**

Annual interviews with RP site leads and principals for each building provide understanding of the school context, plans/hopes for RP, implementation challenges and accomplishments, and stories about the power and potential of RP.



### **Advantages**

- School context information complements survey data
- Provides global view on what is happening with RP within the school
- Gives in depth, contextualized data about the journey, intentions vs impact, barriers, etc.
- Created the context within which we developed additional elements of implementation measurement
- Flexible and can include multiple uses/aims and be tailored to explore different evaluation questions each year



### **Disadvantages**

- Limited to the perspectives of 1-3 people
- Leaders are sometimes more critical of progress within their school or at times may be less frank in expressing challenges to outsiders
- Higher participant burden (45-60 minutes, vs. 5-10 minutes survey)
- Time intensive to analyze
- May provide information that contradicts other data



## Considerations for Data Collection

- The optimal frequency and timing for conducting interviews remains elusive.
  - Annually seemed like too much, especially for principals, but there were advantages to hearing specific aspects of implementation challenges and successes each year. Annual interviews also result in large quantities of qualitative data; evaluators must have the capacity to analyze and report it if they are going to collect it.
  - Questions related to implementation progress provided more accurate information when posed at the end of the year, but participation was higher when interviews happened in February or March. Most recently, we have been conducting site lead interviews in May and principal interviews between February and June.
- Making time and space for reflective conversations with practitioners can be its own opportunity for learning. Evaluators need to make intentional decisions about how much to abide by a structured or semi-structured interview guide when interviews go off script. For us, because we prioritized mutual learning, we generally decided to stick with unstructured reflections when interviewees led conversations to new topics.
  - One year, we centered shared learning by having site leads interview each other, using an interview guide we provided, while inviting them to add additional questions, and conducting focus groups with principals so they could learn from each other.
  - There were tradeoffs of these decisions: for understanding progress on implementation, these adaptations worked well. However, when we later wanted to use data to support a qualitative research aim, not all data were aligned with research questions.

## Considerations for Data Analysis and Use

- Recognize that there are multiple uses of data, and set up systems for use, so voluminous amounts of qualitative data can be put to meaningful use. For example:
  - We compiled stories of RP across schools grouped by pillar (i.e., restorative culture, community building, relational accountability) and immediately shared them back with school and district RP leaders.
  - Some interview questions aligned with implementation indicators (e.g., summarize RP leadership team and meetings) that were more categorical than qualitative in nature. We categorized (“quantitized”) the qualitative answers based on our rubric and recorded them in an implementation database which were later incorporated into annual school reports of implementation progress.
  - We were not as diligent about keeping up with other uses of data. In hindsight, we suggest creating a codebook and code qualitative data annually to help conduct longer-term analyses of structural barriers/facilitators to RP implementation and sustainability.
- Engage in at least annual reflections about potential changes to implementation, implementation measurement, or theories of change.

## Educator Surveys

We developed fall and spring versions of an educator survey to administer each year. Together with district leaders, we decided responses would be anonymous, given that collecting confidential, longitudinal data is both more challenging to collect and could negatively impact response rates. The fall questionnaire included fewer than 15 items and aimed to capture a snapshot of the practices educators implemented with students at the beginning of the school year. The primary purpose was for school use, to understand the extent to which a school was “on track” to meet implementation benchmarks. The spring survey was longer, with an estimated response burden of 15-20 minutes. In addition to repeating the same use items from the fall survey, it also included items related to mindset, implementation and outcomes.

### Advantages

- Broader experiences and perspectives represented (compared to interviews)
- Low expense, relatively low burden (if survey kept very short)
- Global vs point-in-time assessment (compared to observation)
- Anonymity of responses appreciated by some educators, including non-licensed student support staff (who have traditionally been excluded from data collection efforts)
- Higher response rates when survey is administered during staff meetings
- Easier descriptive analysis creates opportunities to quickly share results with school leaders
- Ability to assess multiple aspects of implementation within each pillar

### Disadvantages

- Low response rates, especially during and after pandemic, and differential response by type of educator (i.e., teacher, support staff)
- Relies on self-report, especially for measuring restorative culture/mindset
- Adds to burden of educators who are over-surveyed
- Cross sectional and anonymous rather than longitudinal, so not helpful in assessing individual educator growth/development



## Considerations for Data Collection

- Planning
  - Carefully weigh the benefit and burden of survey items included, how they will be used, and who may be interested in the response. We chose to focus on behaviors and attitudes that might change or might be key to understanding uptake.
    - ◇ Especially related to measures of RP quality and mindset, we spent substantial time searching for existing measures that are valid and reliable and realized many of these important constructs appear to not yet have valid and reliable measures. Several items we have used to measure RP mindset are exploratory in nature. Ideally, scales and survey items would have undergone rigorous reliability and validity testing prior to use in evaluation studies. Unfortunately, given that practice is well ahead of research, we determined it was important to measure RP mindset by developing new items. We are transparent about this initial measurement work.
  - Carefully weigh the benefit and burden of who will take the survey. In our case, we were only able to collect educator survey data from RP sites and not comparison schools, so we focused our survey on implementation instead of outcome measures. We did our best to align outcome measures with data the district was already collecting in all schools, to ensure availability of comparison data. We also chose to make the survey anonymous rather than try to develop a process for gathering longitudinal and confidential data.
- Survey recruitment and administration
  - Be intentional, transparent, and relational regarding survey data collection. Our process was:
    - ◇ Hold informational sessions with RP site leads so they understand the process and value of data collection;
    - ◇ Inform principals of the survey plan via email and invite to informational sessions. Ask them to explicitly endorse to their staff the value of this data. Send draft email language to principal they can send out or share prior to survey administration. Honor their leadership role in the building (for example, during the pandemic, we gave them opportunity to opt out of having their staff participate);
    - ◇ Determine a 2- to 3-week time window for each school, ideally launched when educators can be given time to complete the survey during the school day (i.e., during staff meetings);
    - ◇ Send the survey invite link and draft email with invitation language to each RP site lead; RP site lead forwards to school list serve and or adds survey link to chat during virtual meetings, etc.;
    - ◇ Send weekly response rates to RP site leads, help strategize on reminder plans, and send reminder language to RP site leads for up to 3 reminder emails.
- Implementation timing and methods
  - Based on our theory of change, that the first year was largely exploration and education about WSRP, we chose to do baseline data collection in the spring of year 1;
  - We then encouraged schools and educators to fill out both the fall and spring survey in years 2 and 3 of implementation to track uptake of different practices. Finally, to track sustained implementation, we asked educators at RP schools to fill out only the spring survey in years 4+, unless they chose to complete the fall survey as well;
  - We implemented all surveys using online software (Qualtrics).

## Considerations for Data Analysis & Use

- After each survey administration, calculate descriptive statistics for each survey item and multi-item measures (both frequencies and mean scores/standard deviations) at the school level for immediate use.
  - We prepared school specific reports within two weeks of the survey closing date and shared them back with RP site leads/principals, often in person, especially for first couple of years to interpret together; reports included information from prior years to show trends over time;
  - Results from the spring survey were also incorporated into annual implementation progress reports.
- Developing the cross-sectional data set: For broader incorporation into a larger, cross-sectional data set, add variables for each time point (fall/spring, grade span, implementation year) and merge with data from prior administrations.

## Other Evaluation Methods

We considered administering student surveys and conducting school and classroom observations. We ultimately decided against both because, in our context, the disadvantages outweighed the advantages (Table 4). For example, while classroom observations would likely provide better data on circle quality, implementing them for a whole school change initiative was overly burdensome, and we knew that classroom observations by evaluators have a fraught history of causing harm. We determined that a survey question about receiving feedback on RP triangulated with interview questions to site leads about how often they provided coaching to educators was sufficient to measure one indicator within establishing a learning culture related to WSRP.

**Table 4. Advantages & Disadvantages of Other Evaluation Methods**

Student Surveys	
<b>Advantages</b>	<ul style="list-style-type: none"><li>▪ Student perspectives included</li><li>▪ Likely better able to understand whether implementation feels equitable to students</li></ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"><li>▪ No comparison data from non-RP schools</li><li>▪ Did not have reliable student survey measures for elementary schools</li><li>▪ More burdensome to administer, for both students and educators</li><li>▪ As a whole school intervention across grade spans, difficult to create measures within middle and high schools differentiating the experience of a specific classroom over feelings about the school in general experiences</li></ul>
Observations	
<b>Advantages</b>	<ul style="list-style-type: none"><li>▪ Lower burden on educators</li><li>▪ Data perceived as more objective</li><li>▪ May be able to observe unplanned moments and indicators of restorative mindset and impulse</li></ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"><li>▪ Expensive and complicated to administer. May work well in schools in which there are expected community building circle times (i.e., middle school homeroom periods); otherwise hard to predict when and where to observe circles or other restorative practices</li><li>▪ Difficult to determine whether observations representative of broader classroom or school experiences, even if repeated multiple times</li><li>▪ Observations in classrooms have a long history of causing harm. We wanted to prioritize instead educators welcoming site leads into their spaces for observation and coaching, separate from evaluation</li></ul>



# Measures

In this final section, we share specific benchmarks, measures, or questions from each source as they connect to our indicators. Some items were adopted or adapted from other sources, as indicated by included citations. We also note whether the indicator type is intended to measure quality of practice or quantity of how many people are reached by the practice. Indicator types do not denote whether the measure is qualitative or quantitative in nature.



## Response Options

Response options for the survey items are found in **Appendix B**

## Structural Supports & School RP Leadership

### Readiness

*Primary method used: district records tracking and Ready 4RP readiness survey*

#### Measures:

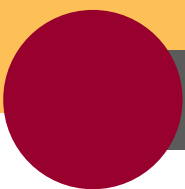
- Count of readiness steps completion
  - Benchmark: School completes at least 4 of 6 readiness steps prior to beginning implementation, including Ready 4 RP change readiness survey<sup>9</sup>
  - Readiness steps:
    1. Principal participates in conversation to develop understanding of and expresses willingness to lead school-wide restorative practice implementation
    2. Building leaders host a “shared values” circle at site with at least five interested team members (must include principal). District coordinator is invited and facilitates circle or invites community circle keeper to facilitate
    3. Building-level assessments of relational climate, readiness to change and educator opt-in, using Ready 4 RP change readiness survey or other process as deemed appropriate
    4. Nurture educator motivation and understanding of RP grounded in principles and paradigms and whole school approaches, ideally including sharing and processing results from step 3, as well as 10 hours of introduction to and experience in circle and restorative practices trainings
    5. Final opt-in process and collective decision about readiness as a building to move forward
    6. Create initial three-year implementation plan based on steps 1-5, available resources and current context

## School RP Leadership

Primary method used: annual interviews

### Measures:

Indicator Type	Measure of	Source	Survey Item or Interview Question
Quality	School has a full time RP site lead	RP Site Lead Interview	How long have you been in the role of site lead?
Quality	Shared RP leadership	District RP records	Attendance of RP site lead at monthly convenings; attendance at district/school coaching conversations
Quantity	Whether tailored plan exists to reach whole school implementation	RP Site Lead Interview	How would you describe your building's plan for RP implementation this year? Was there focus on specific aspects of school-wide implementation?
Quantity	Shared RP leadership	RP Site Lead Interview	Who is on the RP leadership team in your building (roles)? How often did you meet this past year? How quickly do you think RP would disappear if there was no specific person (i.e., RP site lead) at your school, working to build or sustain implementation of RP?



## Restorative School Culture

Primary method used: educator surveys and annual interviews

### Measures:

Indicator Type	Measure of	Source	Survey Item or Interview Question
Quality	Relational mindset	Educator survey	<ul style="list-style-type: none"><li>• Learning happens best in relationship</li><li>• Positive relationships are essential, even with challenging students</li><li>• Accountability is achieved through understanding impact, acknowledging responsibility and repairing harm</li></ul>
Quality	Punitive mindset	Educator survey	<ul style="list-style-type: none"><li>• Accountability is achieved by having clear consequences for misbehavior</li><li>• Punishment is effective at changing students' behavior<sup>16</sup></li><li>• Knowing what punishments exist helps students manage their behavior<sup>16</sup></li></ul>
Quality	Connection to equity and anti-racism; alignment with principles	RP Site Lead Interview	How frequently were there trainings/PDs/etc. about principles and paradigms (mindset, racial equity) as a key to RP implementation? What specifically did you focus on?
Quality	Educator practices	RP Site Lead Interview	How frequently did you offer drop in circles for staff? How many people came?
Quantity	Culture of learning among educators	Educator survey	I feel supported from administrators at my school when I use restorative practices. <sup>23</sup>
Quantity	Culture of learning among educators	Educator survey	I regularly receive feedback to improve my RP abilities (e.g., from the RP coach, colleagues, or students.)

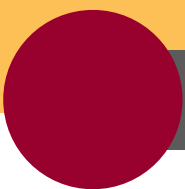
# Relational Learning Climate

## Community Building Circles (CBCs)

Primary method used: educator surveys

### Measures:

Indicator Type	Measure of	Source	Survey Item or Interview Question
Quality	Preparation	Educator survey item	I feel prepared to hold community building/proactive circles <sup>23</sup>
Quality	System in place for support and coaching	RP Site Lead Interview	What are the expectations for holding Community Building Circles at your building (e.g., 1x/week, every day, no expectations)? As a site lead, how often did you observe and provide coaching to educators to help them grow their community building circle keeping muscle?
Quantity	Frequency of CBCs and % of educators who report using CBCs in advisory and content classrooms	Educator survey	<b>Secondary School Survey Items:</b> <ul style="list-style-type: none"> <li>• In the past two months, about how frequently did you hold or participate in community building circles during Foundations or Advisory classes? Please only count circles held primarily for building relationships, a sense of community and/or belonging.</li> <li>• In the past two months, about how frequently did you hold or participate in community building circles during content classes? Please only count circles held primarily for building relationships, a sense of community and/or belonging. If you held circle for multiple sections of the same class on a given day, please only count it as once.</li> </ul> <b>Elementary School Survey Item:</b> <ul style="list-style-type: none"> <li>• In the past two months, about how frequently did you hold or participate in community building circles with students? Please only count circles held primarily for building relationships, a sense of community and/or belonging.</li> </ul>



## Relational Learning Climate

### *Content Circles*

*Primary method used: educator surveys*

#### Measures:

Indicator Type	Measure of	Source	Survey Item or Interview Question
Quality	Preparation	Educator survey	I feel prepared to hold content/academic circles <sup>23</sup>
Quality	System in place for support and coaching	RP Site Lead Interview	What are the expectations for holding content/academic circles in your building (e.g., 1x/week, every day, no expectations)? As a site lead, how often did you observe and provide coaching to educators to help them grow their comfort with holding content circles?
Quantity	Frequency and % of educators who report using content circles	Educator survey	In the past two months, about how frequently did you teach in circle (i.e., academic or social-emotional learning content)? Examples could include holding circle to establish relevance, make connections, share reflections, etc. Please only count times circle included restorative techniques such as having a talking piece and hearing from each student. If you held circle for multiple sections of the same class on a given day, please only count it as once.

## Relational Learning Climate

### *Family and Community Engagement and Youth Leadership*

*Primary method used: annual interviews*

#### Measures:

Indicator Type	Measure of	Source	Survey Item or Interview Question
Quality	Family engagement	RP Site Lead Interview	What has been your plan around RP and family/community engagement? What have been successes? Challenges? Lessons learned?
Quantity	Family engagement	RP Site Lead & Principal Interviews	What level of engagement did you have among families with these activities? Who came?
Quality	Youth leadership	RP Site Lead & Principal Interviews	What has been your plan around RP and youth leadership? What have been successes? Challenges? Lessons learned?
Quantity	Youth leadership	RP Site Lead & Principal Interviews	How many youth were involved in leadership activities? Who were they?

#### Response Options

Response options for the survey items are found in **Appendix B**

# Systems of Relational Accountability

## Relational Accountability

Primary method used: educator surveys and annual interviews

Measures:

Indicator Type	Measure of	Source	Survey Item or Interview Question
Quality	Preparation	Educator survey	I feel prepared to respond to low level conflict using restorative practices <sup>23</sup>
Quality	Policies and systems in place for relational accountability	RP Site Lead & Principal Interviews	Has your school reviewed their discipline policy and created a specific response to harm protocol? As a site lead, how often did you provide coaching to educators, including support staff, to help them grow their restorative impulse and ability to respond to low-level conflict with restorative practices? What is the understanding of how to interpret behavior in your building? How is restorative impulse and/or response to minor harm or conflict addressed in your building?
Quantity	Frequency of problem solving circles in building	Educator survey	In the past two months, approximately how many times did you hold or participate in a planned restorative conference or circle to address an issue, <i>in a classroom setting</i> ? Please include problem-solving, repair of harm, re-entry, etc.
Quantity	Restorative impulse	Educator survey 4-item scale <sup>23</sup>	<ul style="list-style-type: none"> <li>When a student misbehaves, I ask them questions about their side of the story</li> <li>When someone misbehaves, I have that person talk to who they hurt and ask them to make things right</li> <li>When someone misbehaves, I have those who were hurt have a say in what needs to happen to make things right</li> <li>I take the thoughts and experiences of students into account when making decisions</li> </ul>
Quantity	Training for relational accountability	Lead Interview	What aspects of restorative impulse and/or responding to behavior were explored in PD, coaching or training sessions this year (e.g., harms/needs activity, beliefs about behavior, punishment and accountability, etc.) Who participated?

# Systems of Relational Accountability

## Repair of Harm (RoH) Practices

Primary method used: educator surveys and lead interviews

### Measures:

Indicator Type	Measure of	Source	Survey Item or Interview Question
Quality	Integrity to RP principles in RoH processes	RP Site Lead Interview	To what extent do you believe each person holding repair of harm processes in your building is doing so with integrity to the principles of RP? For example, is each person always doing pre-conferencing, consistently holding circles in which all voices are centered equally and dignity is maintained for all involved, and providing follow-up for agreements?
Quantity	Frequency of repair circles in building	Educator survey	In the past two months, approximately how many times did you hold or participate in a planned restorative conference or circle to address an issue, in a <i>non- classroom</i> setting such as the office? Please include problem-solving, repair of harm, re- entry, etc.
Quantity	Restorative impulse	Educator survey 4-item scale <sup>15</sup>	<ul style="list-style-type: none"> <li>• When students, staff and/or parents are in conflict, everyone's views are listened to</li> <li>• When a student causes harm, the main response by the school is sanction or punishment</li> <li>• I am encouraged to contribute to solving problems that affect me</li> <li>• The process for repairing harm is clear, timely and just</li> </ul>
Quantity	Training for & scope of relational accountability	RP Site Lead Interview	<p>How many people are holding repair of harm circles in your building? What training have they received?</p> <p>Ratio of restorative to non-restorative responses to serious harm (i.e., if you had to guess, what percent of serious behavioral incidents include a restorative vs a punitive response?)</p>

# Priorities & Tradeoffs

Three priorities guided our philosophy around the use of data for applied evaluation. We share them as additional context for understanding how these aims influenced the tradeoffs we made in terms of decisions about indicators, methods, and measures.

## **Priority #1: Use data for quality improvement and real-time monitoring that is useful for implementing schools and district level learning**

We produced three school-specific reports and two district summary reports annually. Examples of the school reports are shared in Appendix C. We aimed to share these reports back during in-person conversations, frequently in circle, so interpretation and next steps could be part of the discussion (questions included at the end of reports were often used as circle prompts). We acknowledge that the pandemic interrupted this practice, and we ended up offering the reflection questions as part of the emailed report. Using data for quality improvement and real-time monitoring requires using a smaller number of items that make sense for ongoing and repeated use, and can be quickly summarized.



## Priority #2: Use data for theory-driven program evaluation

We determined theory-driven program evaluation was the most appropriate evaluation framework for us. We were using an emerging program model that was complex but also being applied in real-world settings. Theory-driven program evaluation aims to, within a given context (e.g., the decision to pilot WSRP and the unique history, setting and community within SPPS/SPFE), explain why, how, for whom and under what conditions a given intervention (e.g., the SPPS model of whole school restorative practices) would contribute to expected outcomes.<sup>29</sup>

Because there are large gaps in the field both in terms of what WSRP is, much less how it “ought” to be implemented, these questions loomed large for us. Therefore, from the beginning we developed and adapted a theory of change that included what we were implementing (the conceptual framework shared above), how that would be implemented over time, and what might change in relationship to that implementation. Please see our logical framework/theory of change in Appendix D. This specific theory of change is still being tested, including whether the specific categories and cut offs between categories for each measure make sense. We also plan to conduct tests of moderated effects of RP on student outcomes, to test the hypotheses that:

1. related school-wide outcomes may begin to shift after reaching the initial implementation stage in key components implemented directly with students (e.g., community building and content circles, systems of relational accountability); and
2. optimal, sustained reductions in related outcomes would only occur after reaching full and maintaining full implementation across indicators.

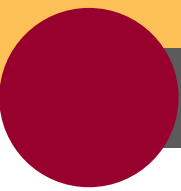
## Priority #3: Use data for research

We have typically minimized the priority of using data to create generalizable knowledge, which is how our Institutional Review Board distinguishes a research study from a program evaluation or quality improvement project. Given our real-world, applied setting, we have instead relied on evaluation questions and analysis strategies that include weaving in knowledge and summarizing learning from diverse sources. Research studies generally focus on narrow research questions and try to isolate variables, such that decisions about largely quantitative methods, measures, and analysis are driven by questions of reliability and validity. While some of our measures could be used in this way, it has not been our priority in our reciprocal relationship with the school district.

# Conclusion


We hope this document is a helpful resource for others who choose to focus evaluation and research questions and resources on what happens when a classroom, school, or district chooses to embark on the journey of becoming restorative. We believe it is essential to pay deep attention to the learning that happens through attempts to create school cultures based on reciprocity, dignity, interconnection, and justice. Making intentional decisions to document such learning illuminates the transformational power and potential of restorative practices, while also revealing pushback that upholds the status quo, both essential pieces of informing sustainable paths forward.

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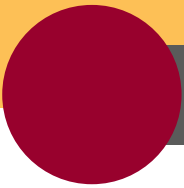
# Appendices

Appendix A: Glossary of Terms

Appendix B: Data Collection Tools

Appendix C: Example School Reports

Appendix D: Project Logic Model



# Appendix A: Glossary of Terms

**Community Building Circles:** circles whose primary purpose is to connect with others and build relationships/community

**Content Circle:** circle whose primary purpose is to explore academic or social emotional content

**Relational Accountability:** when accountability is understood as, and practices lead to, understanding of harms, needs and obligations and repairing relationships among people and other beings; distinct from accountability as being about consequences for breaking rules as determined by institutions or governments

**Restorative Impulse:** an instinct toward relationship, curiosity and engagement - rather than command and control - in moments of tension, conflict, or harm; the impulse to be caring and engaged and resist pressure to dehumanize people in the face of harmful behavior

**Restorative Mindset:** a belief system that understands all human beings as relational, interconnected and inherently good and worthy; that has explored and reckoned with systems of oppression; that holds life as being primarily about relationships and interconnections that are meant to be in harmony and must be nurtured.



# **Appendix B: Data Collection Tools**

**SPPS RP Educator Survey**

**SPPS RP Interview Guides**

## SPPS RP Educator Survey

### Section 1 (spring only)

The first questions ask about your preparation and overall use of RP, and your perceptions of your school community for this school year.

How much do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I feel prepared to hold community building/proactive circles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel prepared to hold content/academic circles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel prepared to respond to low level conflict using restorative practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I regularly receive feedback to improve my RP abilities (e.g., from the RP coach, colleagues or students.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel supported from administrators at my school when I use restorative practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How much do you disagree or agree with the following statements?**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
6. The principal in this school typically acts with the best interests of educators in mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Educators in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Educators in this school trust the principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Educators in this school are open with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The principal in this school is unresponsive to educators' concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Even in difficult situations, educators in this school can depend on each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In general, how frequently do you perceive the following in your school?**

	<b>Not at all</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
12. When students, staff and/or parents are in conflict, everyone's views are listened to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. When a student causes harm, the main response by the school is sanction or punishment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I am encouraged to contribute to solving problems that affect me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The process for repairing harm is clear, timely and just.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section 2** (spring only)

**These questions ask about your actions and beliefs related to teaching, learning and discipline.**

**In general, how frequently do you do the following?**

	<b>Not at all</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
16. When someone misbehaves, I ask them questions about their side of the story.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. When someone misbehaves, I have that person talk to who they hurt and ask them to make things right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. When someone misbehaves, I have those who were harmed have a say in what needs to happen to make things right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I take the thoughts and experiences of students into account when making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How much do you disagree or agree with the following statements?**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
20. Accountability is achieved by having clear consequences for misbehavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Knowing what punishments exist helps students manage their behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Positive relationships are essential, even with challenging students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Most student misbehavior I have to deal with is intentional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Accountability is achieved through understanding impact, acknowledging responsibility and repairing harm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Learning happens best in relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Punishment is effective at changing students' behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Most student misbehavior I have to deal with is simply a mistake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Section 3 (fall and spring)

**For these questions, please respond thinking about your experience during the last two months (i.e., since about late January.) If the question is not relevant to your role, please mark N/A. Estimates are OK! Choose the response that reflects your best estimate.**

[Note: Sections 3 & 4 comprise the entirety of the fall survey, which assesses only practices. Rather than “in the past two months”, questions begin with, “Since the beginning of the school year” but are otherwise equivalent. Question 28 is only on the secondary survey.]

28. In the past two months, about how frequently did you hold or participate in community building circles during Foundations or Advisory classes? Please only count circles held primarily for building relationships, a sense of community and/or belonging.

- ☐ About once a day, on average (30 or more times)
- ☐ A few times per week, on average (13-29 times)
- ☐ About once a week, on average (7-12 times)
- ☐ A few times, but less than weekly (2-6 times)
- ☐ Rarely or Never (0-1 times)
- ☐ N/A - this question is not relevant to my role

29. In the past two months, about how frequently did you hold or participate in community building circles with students? Please only count circles held primarily for building relationships, a sense of community and/or belonging.

- ☐ Two or more times per day (50 or more times)
- ☐ About once a day, on average (30-49 times)
- ☐ A few times per week, on average (13-29 times)
- ☐ About once a week, on average (7-12 times)
- ☐ Less than weekly (2-6 times)
- ☐ Rarely or Never (0-1 times)
- ☐ N/A - this question is not relevant to my role.

30. In the past two months, about how frequently did you **teach in circle** (i.e., academic or social-emotional learning content)? Examples could include holding circle to establish relevance, make connections, share reflections, etc. Please only count times circle included restorative techniques such as having a talking piece and hearing from each student.

- ☐ Two or more times per day (50 or more times)
- ☐ About once a day, on average (30-49 times)
- ☐ A few times per week, on average (13-29 times)
- ☐ About once a week, on average (7-12 times)
- ☐ Less than weekly (2-6 times)
- ☐ Rarely or Never (0-1 times)
- ☐ N/A - this question is not relevant to my role.

31. In the past two months, about how frequently did hold or participate in **circles about issues related to equity or social justice with students**? Please only count times circle included restorative techniques such as having a talking piece and hearing from each student.

- ☐ A few times per week, on average (13 times or more)
- ☐ About once a week, on average (7-12 times)
- ☐ Less than weekly (2-6 times)
- ☐ Rarely or Never (0-1 times)
- ☐ N/A - this question is not relevant to my role.

32. In the past two months, when challenging behaviors happened with students, how frequently did you respond with restorative language or techniques (e.g., asking restorative questions, using affective language, seeking to understand and shift environmental or contextual elements that influence the behavior, etc.?)

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

33. In the past two months, approximately how many times did you hold or participate in a planned restorative conference or circle to address an issue, in a classroom setting? Please include problem-solving, repair of harm, re-entry, etc.

- ☐ None
- ☐ Once or twice
- ☐ Three or four times
- ☐ Five or more times

34. In the past two months, approximately how many times did you hold or participate in a planned restorative conference or circle to address an issue, in a non-classroom setting such as the office? Please include problem-solving, repair of harm, re-entry, etc.

- ☐ None
- ☐ Once or twice
- ☐ Three or four times
- ☐ Five or more times

35. Which of the following statements best describes your participation in planned restorative conferences or circles to address issues in the past two months?

- ☐ I most commonly was a keeper/facilitator
- ☐ I most commonly was a participant
- ☐ I kept/facilitated or participated about the same amount
- ☐ N/A. I have not been involved with any planned circles or conferences to address issues

36. In the past two months, have you participated in a circle among adults in school?

- ☐ Yes
- ☐ No

37. In the past two months, how successful do you feel you have been in ensuring every student feels a sense of connection and belonging?

- ☐ Not at all successful
- ☐ A little successful
- ☐ Quite successful
- ☐ Extremely successful

**Section 4** (fall and spring)

**The last three questions are about you. Remember, all answers are anonymous.**

38. I am an educator at:

☐ School A

☐ School B

☐ Etc.

39. For how many years have you been an educator?

☐ Less than 1

☐ 1-3

☐ 4-10

☐ 11 or more

40. My primary role is

☐ Teacher

☐ Student Support

Thank you for taking this survey. Please feel free to add any comments or additional information here:

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# SPPS RP Interview Guides

## Principal Interview Guide

Bolded questions are asked to first year schools or principals new to a school only.

1. **Please briefly describe your school** and tell me how RP fits into your vision for the school.
  - a. What connections do you draw between RP and Racial Equity? What intentional integration between the two is happening and how is that working?
  - b. What other whole-child and/or school climate initiatives are happening and how is that impacting or interacting with RP work?
  - c. How are you communicating what RP is? Especially to community stakeholders and in people who understand RP as a set of practices and/or a lax discipline policy as opposed to a relational way of being, learning and addressing harm.
2. **At this early stage in the RP journey, what reflections do you have on what it means to lead a school embarking on whole school restorative practices?**
3. In this moment, how are you reflecting on the larger shifts in public discussions and the value of RP to schools?
  - a. What would you want other principals to know about the work?
  - b. What would you want district leaders to know about the work?
4. Could you share a story or stories that for you exemplifies that power/potential of RP?
5. Leadership & RP
  - a. How has your personal leadership style/philosophy influenced RP implementation at your school?
  - b. In what ways would you assess your staff was or was not “ready for RP”? How did that show up and how would you advise that other schools attend to readiness?
  - c. Reflections on staff buy-in over time?
  - d. What advice would you give about supporting/supervising RP Site Leads? (I.e., what it means to support staff in RP roles and advice for sharing that responsibility with district?)
6. How has whole school implementation progressed/evolved in the past year?
  - a. Unique strengths and challenges of RP in your setting [e.g., elementary, middle school, high school].
  - b. Activities/accomplishments you are especially proud of
  - c. What would you point to in terms of challenges in the work this year? How have you responded to the challenges?
  - d. Anything that, looking back now, you would have done differently?
  - e. Other lessons learned?
7. What are your current thoughts about sustainability of this RP effort?
  - a. What would you ask a principal who was leading an RP school in their 10th year?
8. Anything else you would like to add about this work, where you believe it is headed, what it will take?
  - a. Any additional stories you want to share?

# Site Lead Interview Guide

## Opening questions:

1. What is your assessment/reflection of how RP fits into the character and climate of the school so far?
2. What do you think makes a school restorative? In what ways is your school a restorative school? Where is there still work to do?
3. What connections do you draw between RP and Racial Equity?
4. What other whole-child and/or school climate initiatives are here and how is that impacting/interacting with RP work?

## Reflections:

1. What have you noticed about leading RP during this past year? What has it meant to you to lead RP in the past year? What are you most proud of?
2. What do you know to be true about leading this work? What heart knowledge? What spirit knowledge? What mind knowledge?
3. What have you seen shift in terms of vulnerability, honesty, listening, and a willingness to support children?
4. What do you wish could have happened differently? From your perspective, how did being in a school implementing restorative practices change how you or educators in your building experienced the past year?
5. Unique strengths and challenges of RP in a [elementary, middle school, high school] setting.
6. What would you currently point to as evidence (stories, data) that RP is working, above and beyond other things happening in the school?
  - a. How are relationships shifting/changing among and between educators, students and parents?
  - b. Anything that makes you worried about its “effectiveness”?
7. What pieces of the story do you worry are getting missed?

## Stories

1. What are some good stories that show what you believe is the power/potential of RP?
2. What are examples of how/whether teachers, admin, support staff, students and/or families are engaging differently now because of RP?

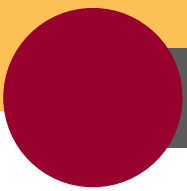
## Implementation Journey

1. How long have you been in the role of site lead?
2. How would you describe your building's plan for RP implementation this year? Was there focus on specific aspects of school-wide implementation?
3. Who is on the RP leadership team in your building (roles)? How often did you meet this past year?
4. How quickly do you think RP would disappear if there was no specific person (i.e., RP site lead) at your school working to build or sustain implementation of RP?
5. How frequently were there trainings/PDs/etc. about principles and paradigms (mindset, racial equity) as key to RP implementation? What specifically did you focus on? Who was a part of these PD or training sessions?
6. How frequently did you offer drop in circles for staff? How many people came?
7. Approximately what percent of staff do you believe truly understands and is seeking to build RP into their way of teaching, being, learning?
8. Was there a specific process for training educators on CBCs or content circles this year? For onboarding new educators?

9. What are the expectations for holding Community Building Circles at your building (e.g., 1x/week, every day, no expectations)?
  - a. As a site lead, how often did you observe and provide coaching to educators to help them grow their community building circle keeping muscle?
10. What are the expectations for holding content/academic circles in your building (e.g., 1x/week, every day, no expectations)?
  - a. As a site lead, how often did you observe and provide coaching to educators to help them grow their comfort with holding content circles?
11. What has been your plan around RP and family/community engagement? What have been successes? Challenges? Lessons learned?
  - a. What level of engagement did you have among families with these activities? Who came?
12. What has been your plan around RP and youth leadership? What have been successes? Challenges? Lessons learned?
  - a. How many youth were involved in leadership activities? Who were they?
13. Has your school reviewed their discipline policy and created a specific response to harm protocol?
  - a. What is the understanding of how to interpret behavior in your building? How is restorative impulse and/or response to minor harm or conflict addressed in your building?
14. As a site lead, how often did you provide coaching to educators, including support staff, to help them grow their restorative impulse and ability to respond to low-level conflict with restorative practices?
  - a. What aspects of restorative impulse and/or responding to behavior were explored in PD, coaching or training sessions this year (e.g., harms/needs activity, beliefs about behavior, punishment and accountability, etc.) Who participated?
15. How many people are holding repair of harm circles in your building? What training have they received?
  - a. To what extent do you believe each person holding repair of harm processes in your building is doing so with integrity to the principles of RP? For example, is each person always doing pre-conferencing, consistently holding circles in which all voices are centered equally and maintain dignity for all involved, and providing follow-up for agreements?
16. If you had to guess, what percent of serious behavioral incidents include a restorative vs a punitive response?

#### Looking forward

1. What are your current thoughts about sustainability of this RP effort?
  - a. What are factors that might get in the way of success, both in terms of implementation/programming and impact?
2. What else you would like to add about this work, where you believe it is headed, what it will take?
  - a. Any advice related to funding and start-up for future pilot schools
  - b. Any additional stories you want to share?
  - c. Final thoughts?



# **Appendix C: Example School Reports**

**Educator RP Survey Results**

**RP Implementation Report**

## [School name]

### RP Educator Survey Results from Spring 2022 (Preliminary)

**Background:** Educator surveys about restorative practices (RP) are collected to assess and provide feedback on RP implementation. The surveys were developed and administered for the first time during the 2018-19 school year to compliment other data collected throughout the SPPS RP pilot. Taken together, the data from multiple sources (surveys, interviews, site visits, student records) provide a picture of how well RP components are implemented (*quality*), and the extent to which implementation reaches all students and educators within a given building (*quantity/scope*).

**Methods:** Educators at SPPS RP sites are invited to complete an online survey in the fall and spring of each year. At each time period, the total number of educator surveys completed at [School name] were

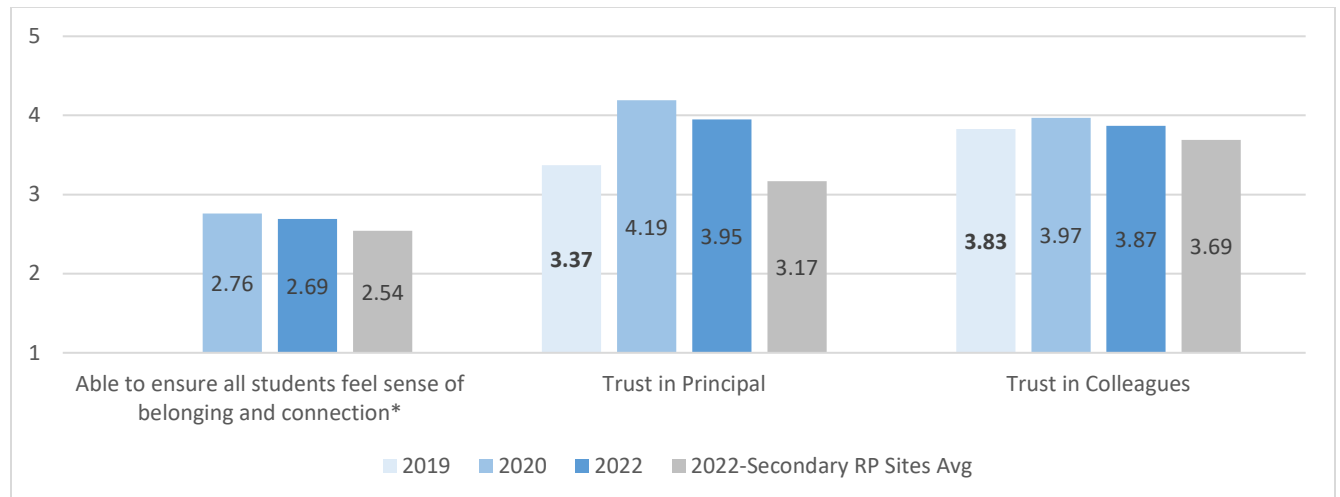
Fall 2018: 22	Spring 2019: 25
Fall 2019: 27	Spring 2020: 37
Fall 2020: not administered	Spring 2021: not administered
Fall 2021: 21	Spring 2022: 26

Both surveys ask about use of specific RP practices during the most recent two month period. The spring survey also includes questions about attitudes, school context and beliefs about teaching and learning. Additional information on how the educator survey informs a more complete picture of implementation is included in the appendix.

**Results:** The following results are shared in alignment with the concepts they measure. Average results from other SPPS RP secondary schools are shared for additional context.

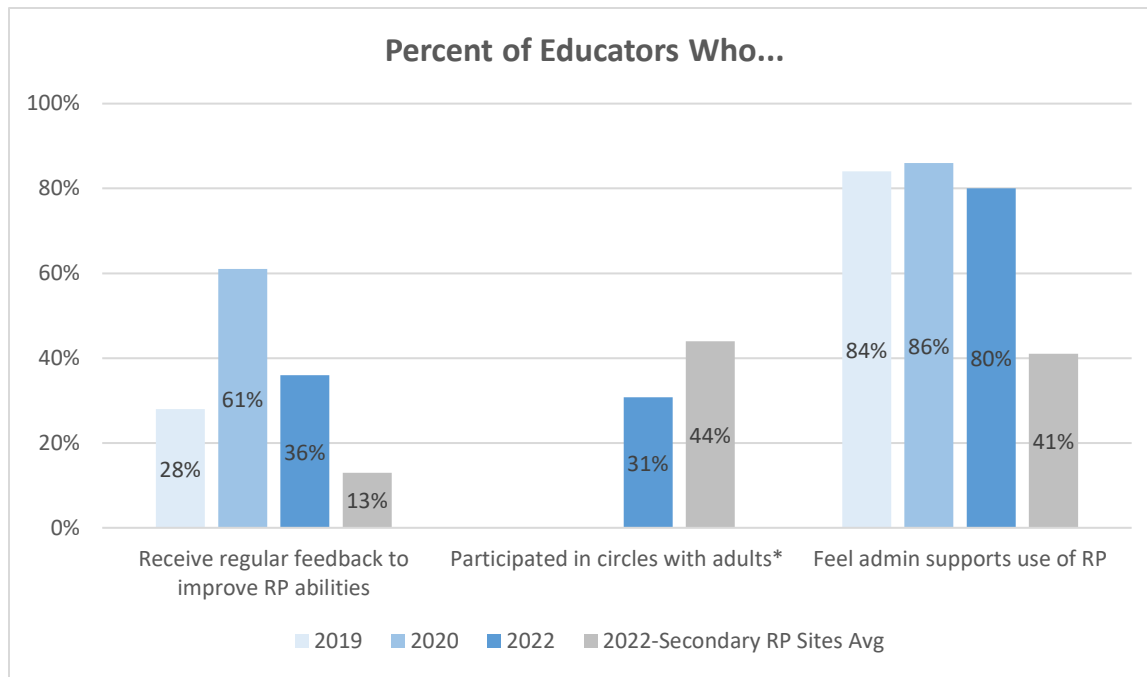
### Restorative School Culture

Figure 1. Outcome measures: trust and belonging



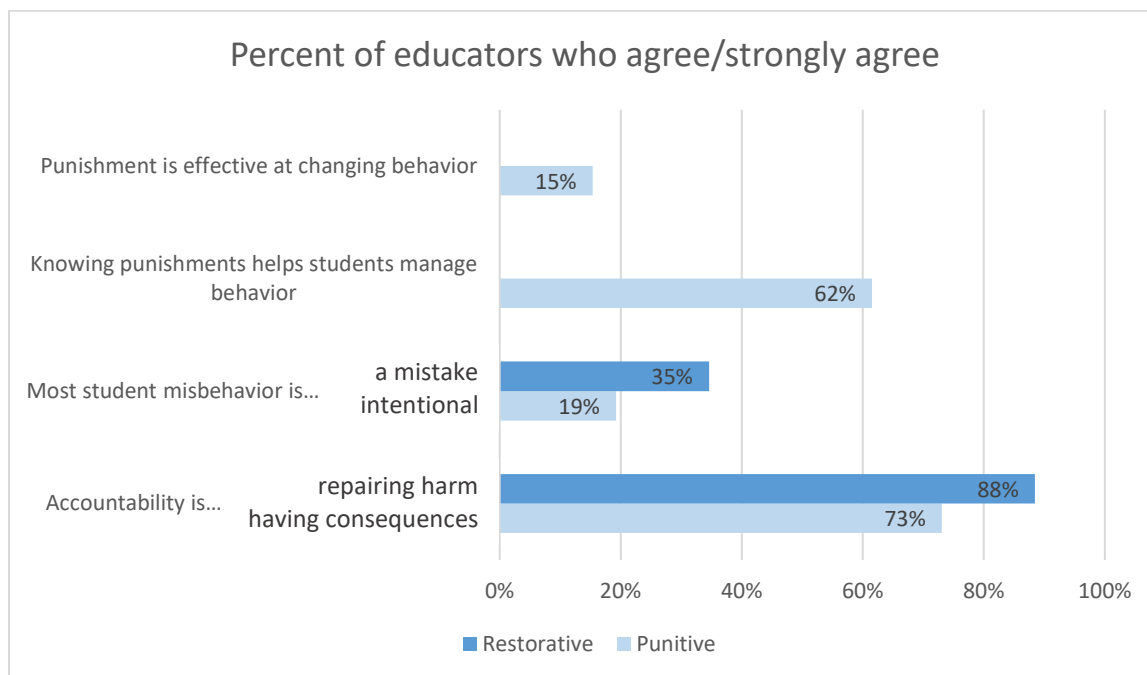
- All responses scored on a 5-point scale with 1=Strongly Disagree and 5 = Strongly Agree
- “Trust in Principal” and “Trust in Colleagues” are the average of 3 questions each
- \*New item in 2020

**Figure 2. RP experiences with adults, continuous learning and admin support**



\*New item in 2022

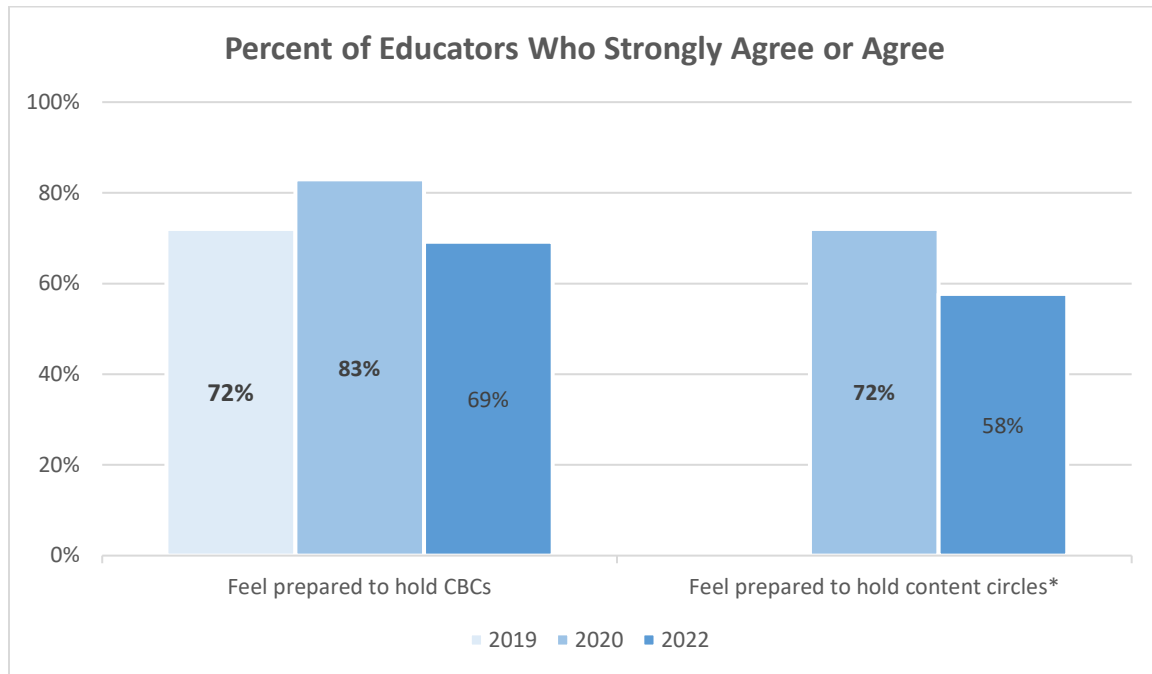
**Figure 3. Beliefs about accountability**



2022 data only

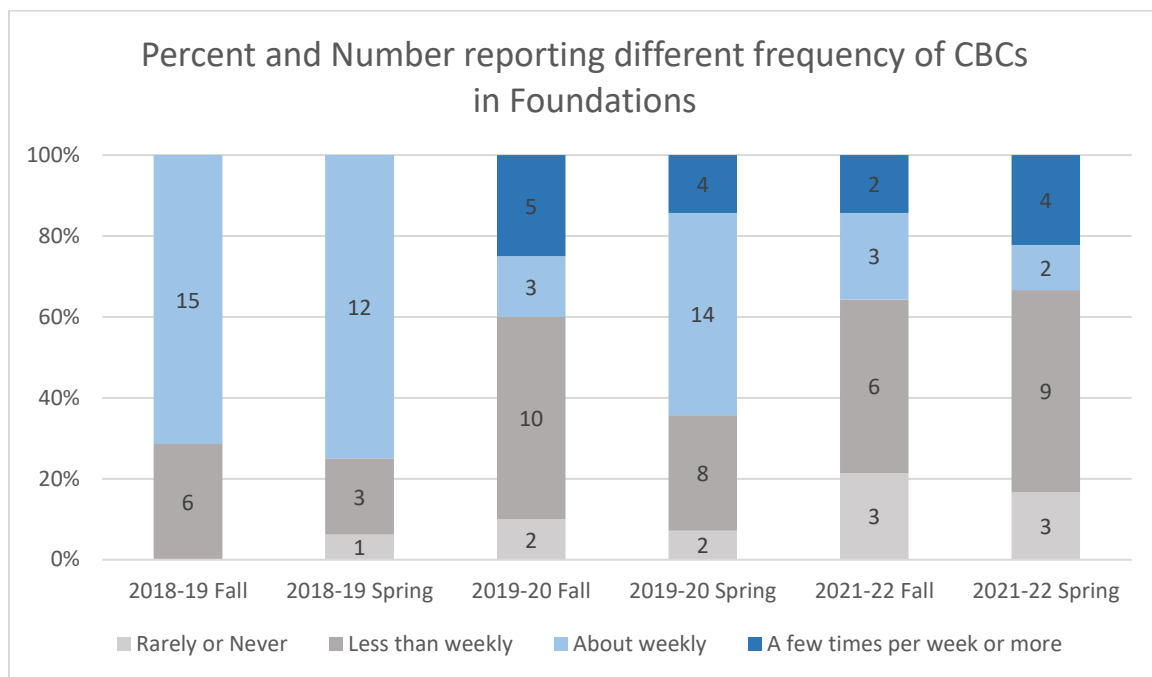
## Relational Learning Climate

Figure 4. Quality Measure: Feeling prepared to hold community building (CBCs) and content circles

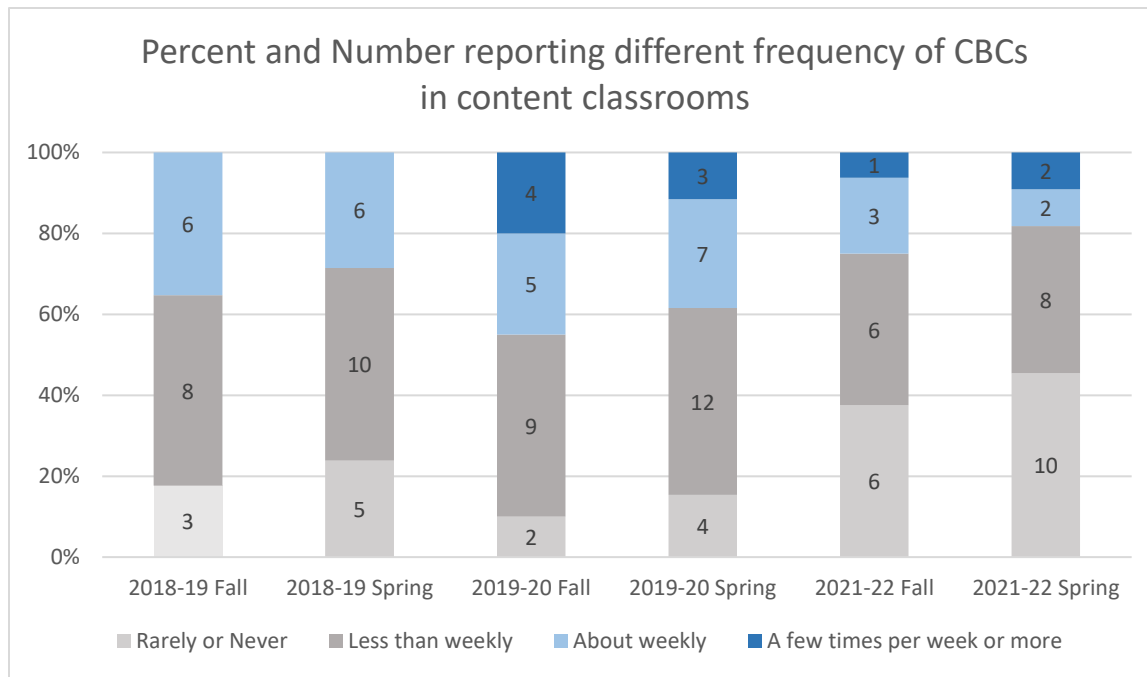


\*New item in 2020

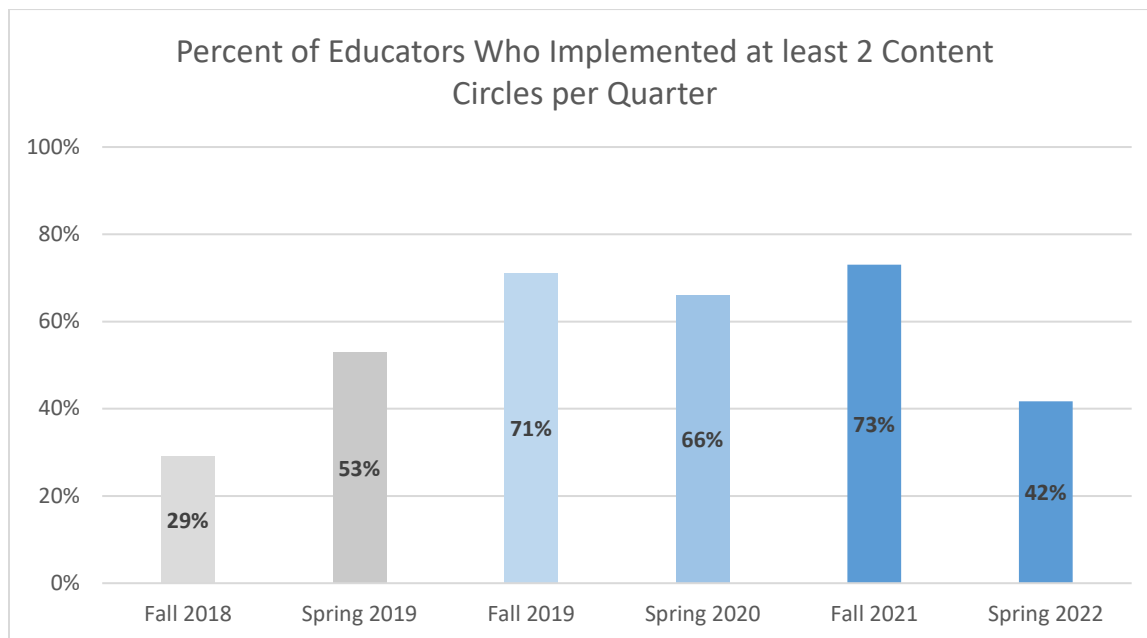
Figure 5: Community Building Circle frequency in **Foundations** (measured each fall and spring)



**Figure 6: Community Building Circle Frequency in Content Classrooms**



**Figure 7. Content Circles**



## Systems of Relational Accountability

Figure 8. Quality Measure: Response to Conflict *(measured each spring)*

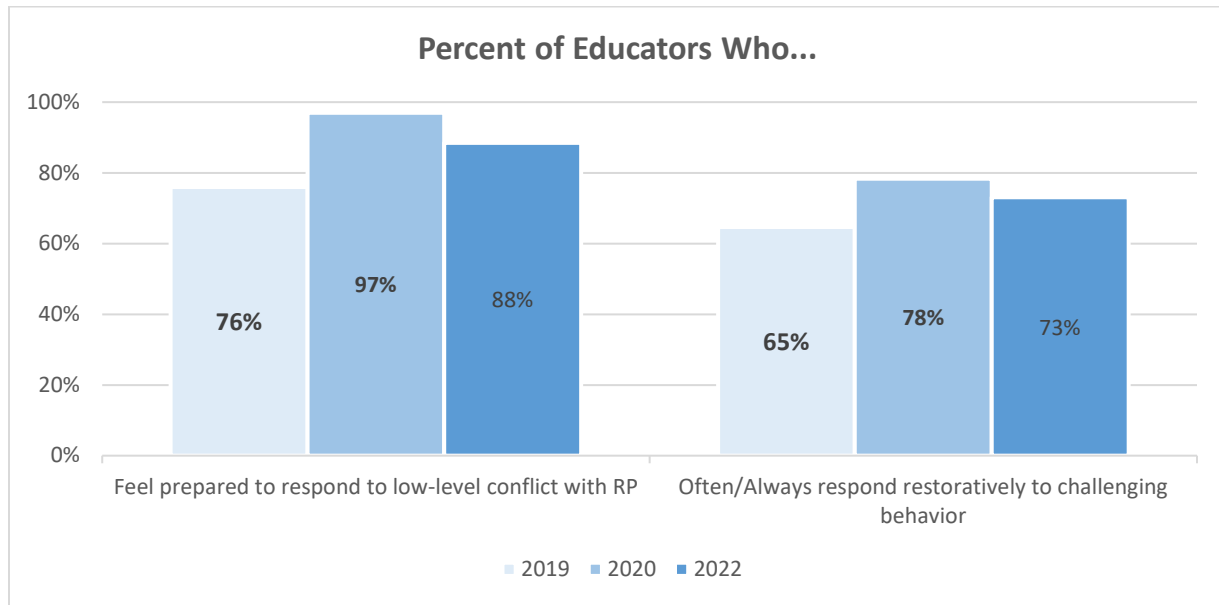


Figure 9. Restorative Response to Conflict *(measured each fall and spring, beginning in 2019-20)*

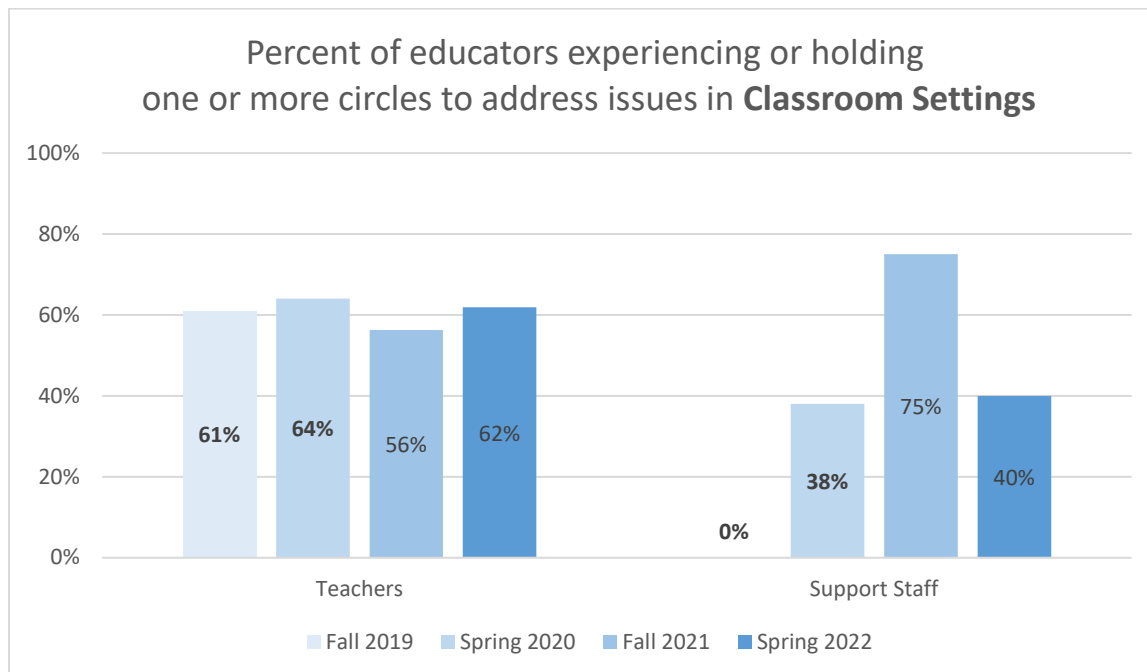


Figure 10: Restorative Response to Harm (measured each fall and spring, beginning in 2019-20)

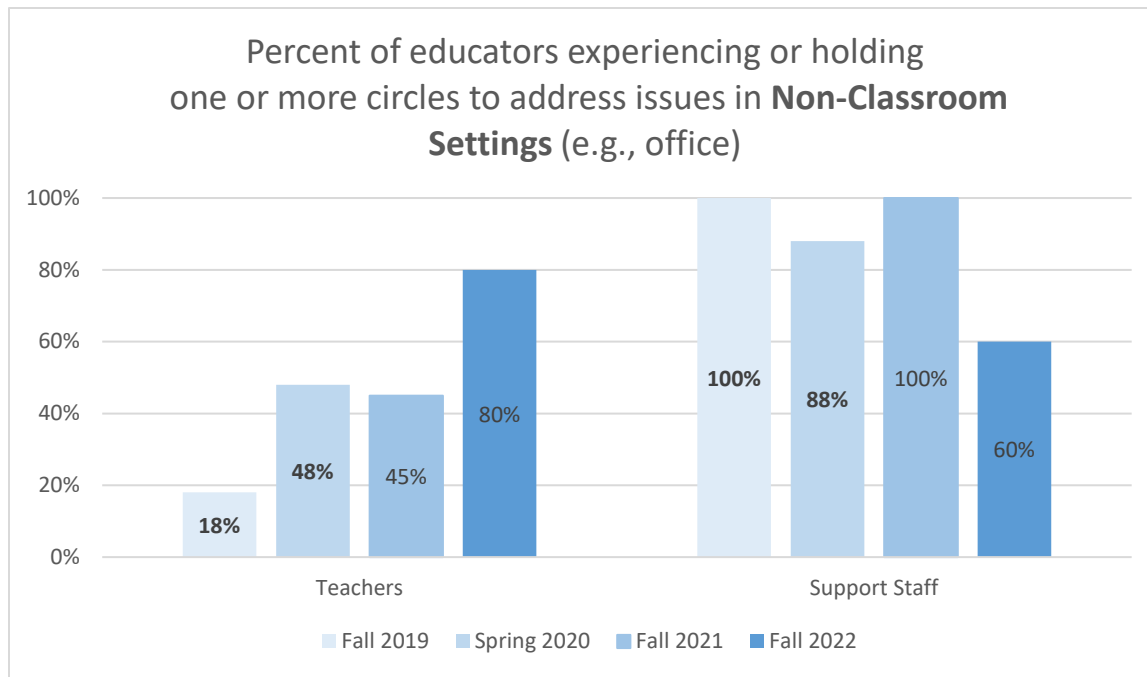
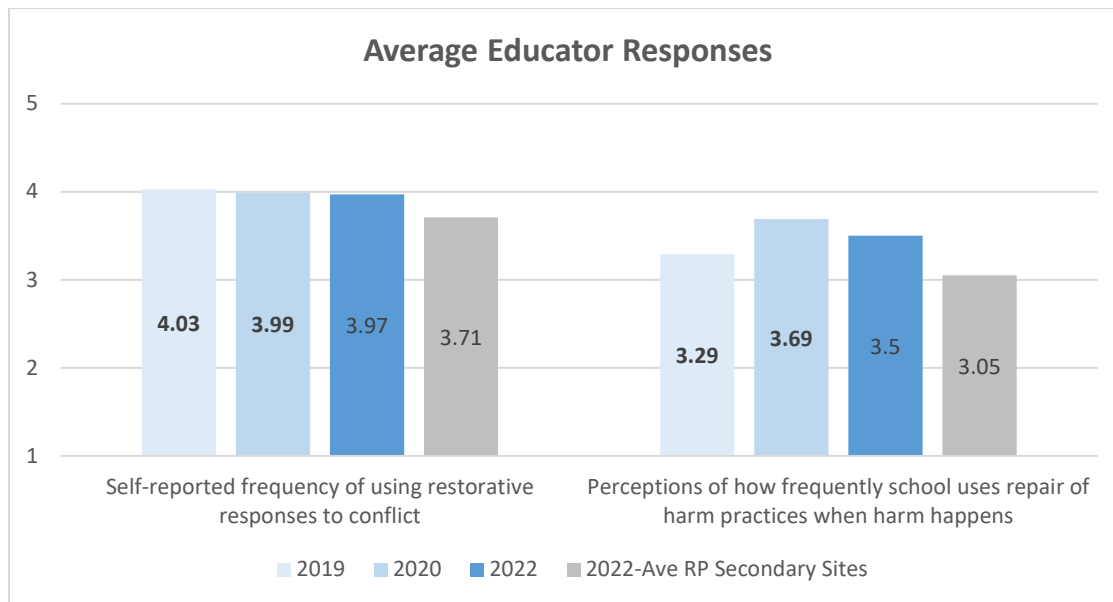


Figure 11. Scope Measures: Response to Conflict and Harm (measured each spring)



- All responses scored on a 5-point scale with 1=Not at All and 5 = Always
- Both measures are the average of 4 questions

**Questions to consider when making meaning from the results:**

- How may response rates have influenced results?
- How might educator turnover have influenced results?
- What might the potential impact of the past two school years be on results?
- Where is there consistency? Where is there contradiction? To what might that be attributed?
  - How is what you notice in these results consistent or contradictory to what you experience in the building? What does it make you think about in terms of how educators perceive of themselves and their own mindsets?
- What additional contextual information would be helpful in making meaning?

## Spotlight: RP Implementation Report for [School name]

The 2020-21 school year marked the third year of restorative practices (RP) implementation at [School name]. [School name]'s RP implementation has been part of the pilot project as agreed to and funded by the Saint Paul Public Schools and Saint Paul Federation of Educators.

Drawing on existing research about RP, the field of implementation science, and school-wide restorative practices implementation guidance, a rubric for assessing fidelity of implementation was developed by researchers evaluating this project. The rubric aims to assess the essential question of how well (*quality*) and to what extent (*scope*) key components of a school-wide restorative practices are being implemented. Additional information about the rubric is available by request. School data is integrated and compared annually against the rubric to assess the stage of implementation for each core component of RP. We use results of the rubric to test the hypotheses that 1) related school-wide outcomes may begin to shift after reaching initial implementation for components implemented directly with students (indicated by \*\* in Table 2), and 2) optimal, sustained reductions in related outcomes would only occur after reaching full implementation. For purposes of this assessment, each stage of implementation has been operationalized as described in Table 1.

### Context for this report:

- The Healthy Youth Development \* Prevention Research Center (HYD\*PRC) at the University of Minnesota's Medical School is evaluating restorative practices with Saint Paul Public Schools and the Saint Paul Federation of Educators through funding from the U.S. Department of Education.
- **Overall goal:** Assess implementation of restorative practices to better understand the relationship between quality of implementation and changes in school climate, behavior and academic achievement.
- **Methods:** Data are typically collected through interviews with the principal and site leads each spring; an online survey of building educators each fall and spring; a review of data submitted by school staff leading RP implementation (e.g., PD logs, circle logs); and review of site visit records and other materials gathered throughout the school year. Due to the extenuating circumstances of the 2020-21 school year, the educator survey was only administered in the spring, interviews were abbreviated, and site visit notes were collected when possible.

**Table 1. Primary Characteristics of Stages of Implementation**

Stage of Implementation	Primary Characteristics
<i>Exploration</i>	<ul style="list-style-type: none"> <li>-small group of people trained on the specific practice or component</li> <li>-small group may be implementing the practice or have completed aspects of the component within their specific school roles</li> <li>-small group share information about RP with others in the building and aim to build momentum and buy-in around RP and/or the specific component</li> <li>-still developing clear plan for how the practice will be adopted system wide</li> </ul>
<i>Installation</i>	<ul style="list-style-type: none"> <li>-plan for school wide practice developed</li> <li>-all those who will implement the specific practice are trained</li> <li>-initial use has begun but there are not yet consistent expectations for use</li> </ul>
<i>Initial Implementation</i>	<ul style="list-style-type: none"> <li>-clear school wide expectations for when/how to use the practice are in place</li> <li>-systems to assess quality &amp; quantity and use results to improve practice are not yet in place</li> </ul>
<i>Full Implementation</i>	<ul style="list-style-type: none"> <li>-school wide use/quality expectations are in place and broadly accepted</li> <li>-systems to assess quality &amp; quantity of practices are used for quality improvement</li> <li>-onboarding/orientation plans for new students and educators include introduction to RP principles and training/support/coaching on practices relevant to their roles</li> </ul>

## Spotlight: RP Implementation Report for [School name]

### 2020-21 Fidelity of Implementation Summary

Results from the evaluation of the 2020-21 school year based on data collected from [School name] are shared in Table 2. Core RP components were evaluated for indicators of quality and quantity, in order to assess implementation stage for each component.

**Table 2. Fidelity of Implementation Report – 2020-21 school year (3<sup>rd</sup> year of implementation)**

Core RP Component	Quality Indicators	Quantity/Scope Indicators	Assessed Implementation Stage
<b>Structural Supports</b>			
<b>RP team and building leadership</b>	Implementation includes continuous strategizing for how to grow and leave sustainable structures in place; Continued focus on racial justice and transformational change	RP Leadership team meets monthly, and RP representatives attend school leadership team meetings; Continuity in RP leadership positions allowed for continued attention to growth among adults and students	<i>Full Implementation</i>
<b>Building a Restorative Culture</b>			
<b>Principles and paradigm</b>	Educator survey shows decreasing belief in all aspects of effectiveness of punitive responses to conflict; Extensive participation in circles among adults	Staff reports of getting feedback on RP practice dropped somewhat to 31% compared to 35% in spring of 2020; staff perception of admin support of RP stayed high at 84%.	<i>Full Implementation</i>
<b>Establishing a Relational Learning Climate</b>			
<b>Community building circles (CBCs)**</b>	71% of staff feel prepared to run community building circles (similar to 75% in spring 2020); Observation and coaching occurred through invitation	50% of classroom teachers reported holding circles daily or twice daily, similar to last spring; consistent welcome routines each morning	<i>Initial Implementation</i>
<b>Content circles**</b>	Staff explore content circle practice individually: 54% of teachers report feeling prepared to hold content circles (same as spring 2020)	58% of staff report holding at least two content circles in spring survey, down from spring 2020;	<i>Installation</i>
<b>Family and community engagement</b>	Strong school engagement with families demonstrated through problem solving approaches to attendance during virtual learning	Extensive connecting with families and stories of appreciation for welcome and check-ins	<i>Installation</i>
<b>Youth Leadership**</b>	Not implemented as planned due to pandemic	Not implemented as planned due to pandemic	<i>n/a</i>
<b>Establishing Systems of Relational Accountability</b>			
<b>Restorative Impulse and Relational Accountability**</b>	75% of staff feel prepared to respond to low level conflict using RP, the same rate as in spring 2020 Continued training on understanding harm	79% of classroom teachers reported using circles to address issues in classrooms, up from 67% in spring 2020; 63% of educators report often or always responding to challenging behavior restoratively	<i>Initial Implementation</i>
<b>Restorative Response to Harm**</b>	Continuing to deepen understanding of repair of harm; 36% of teachers reported participating in circles to address issues in non-classroom settings, down slightly from spring 2020	Nearly all harm addressed restoratively; 40% of support staff respondents in spring educator survey indicated using circles to address issues in non-classroom settings, down slightly from spring 2020	<i>Installation</i>

## Spotlight: RP Implementation Report for [School name]

### Fidelity of Implementation Journey

This fidelity of implementation model and core components were first used in the 2017-18 school year, before [School name] began implementation. [School name]'s implementation journey over time as captured in the fidelity of implementation rubric is shared below to provide additional context for this report.

**Table 3. [School name]'s annual fidelity of implementation assessed stages**

Core RP Component	2018-19 (year 1)	2020-21 (year 2)	2020-21 (year 3)
<b>Structural Supports</b>			
RP team and building leadership	<i>Initial Implementation</i>	<i>Full Implementation</i>	<i>Full Implementation</i>
<b>Building a Restorative Culture</b>			
Principles and paradigm	<i>Installation</i>	<i>Initial Implementation</i>	<i>Full Implementation</i>
<b>Establishing a Relational Learning Climate</b>			
Community building circles**	<i>Installation</i>	<i>Installation</i>	<i>Initial Implementation</i>
Content circles**	<i>Exploration</i>	<i>Installation</i>	<i>Installation</i>
Family and community engagement	<i>Initial Implementation</i>	<i>Installation</i>	<i>Installation</i>
Youth Leadership**	<i>Exploration</i>	<i>Exploration</i>	<i>n/a</i>
<b>Establishing Systems of Relational Accountability</b>			
Restorative Impulse and Relational Accountability**	<i>Exploration</i>	<i>Initial Implementation</i>	<i>Initial Implementation</i>
Restorative Response to Harm**	<i>Exploration</i>	<i>Initial Implementation</i>	<i>Installation</i>

**Summary.** This report reviewed the status of restorative practices implementation at [School name] as of June 2021. The annual report is designed to assess progress and inform conversations about next steps to reach full, sustained implementation of RP. Ongoing implementation progress informs analysis of outcome evaluation of restorative practices.

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# Appendix D: Project Logic Model

Inputs/Values	Activities/Strategies	Outputs	Outcomes	Impact
<u>Underlying Values</u> <ul style="list-style-type: none"> <li>Stay true to roots of multiple architects, with more uniform programming based on learning/best practices going forward</li> <li>Maintain/build authentic, nurturing relationships throughout community</li> <li>Learning is an outcome of community</li> <li>Accountability and honesty</li> <li>Behavior is a communication of needs</li> <li>Districts, buildings, students, families all are part of SPPS community</li> <li>Educator buy-in (minimum 75% at each school)</li> </ul> <u>Inputs</u> <ul style="list-style-type: none"> <li>District and SPFE collaboration</li> <li>MDE &amp; community expertise</li> <li>Funding from district and external sources</li> </ul>	<u>WSRP Core Components &amp; Practices:</u> <ul style="list-style-type: none"> <li>Provide structural supports for implementation: implement readiness process; ongoing PD &amp; implementation planning; building level site lead for at least 3 years</li> <li>Create a restorative school culture: introduce and sustain practices with adults to understand and embody restorative principles, paradigms, mindsets and practices</li> <li>Establish a relational learning climate: train and support educators to hold community building and academic circles in classrooms; develop and implement tailored youth leadership and family and community engagement plans to enhance WSRP</li> <li>Establish systems of relational accountability: develop consistent healing processes and meaningful accountability practices for when harm happens, while treating behavioral mistakes like academic mistakes to avoid pathologizing students for developmentally typical behavior</li> </ul>	<u>RP Implementation Example</u> <u>Outputs:</u> Year 1 (and ongoing): <ul style="list-style-type: none"> <li># staff trained &amp; amount of coaching in circles to build community</li> <li>frequency of circles among building staff</li> <li># &amp; quality of implementation plans</li> </ul> Year 2 (and ongoing): <ul style="list-style-type: none"> <li>% of staff feeling prepared to hold circles to build community and teach content, frequency of classroom circles</li> <li>% of staff feeling prepared to hold circles to address issues, frequency of circles to address issues in classrooms and non-classroom settings</li> <li>Documented changes to policies/procedures related to accountability and discipline practices</li> </ul>	<u>Mediators (circular feedback loop in first 2-3 years)</u> <ol style="list-style-type: none"> <li>Students and educators experience increasingly authentic, nurturing relationships               <div> <div>Students experience a way of being and belong that nurtures the fallibility of coming of age</div> <div>→</div> <div>Student engagement increases</div> </div> </li> <li>Harm is recognized and repaired               <div> <div>Students increasingly take responsibility for actions, report more supportive relationships</div> <div>→</div> <div>Gap between students of color and white students in belonging, engagement is eliminated</div> </div> </li> <li>Social and emotional development is enhanced</li> </ol> <u>Outcomes</u> <ol style="list-style-type: none"> <li>Attendance improves (fewer unexcused absences, less chronic absenteeism)</li> <li>Discipline becomes more equitable, less frequent               <ol style="list-style-type: none"> <li>Fewer incidents/referrals</li> <li>Eliminate racial disparities in suspensions and dismissals</li> </ol> </li> </ol>	After 5 years of full implementation: <ul style="list-style-type: none"> <li>Improved school &amp; district climate</li> <li>Increased academic achievement</li> <li>The health and well-being of St Paul students, families community and staff is improved</li> </ul>
<b>Context:</b> continued funding; opportunity gap; changing political landscape; local media interest/press coverage				