

# **Applying Restorative Practices to Minneapolis Public Schools Students Recommended for Possible Expulsion**

**A Pilot Program Evaluation of the Family and  
Youth Restorative Conference Program**


**Final Report - December 2013**



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**Driven to Discover<sup>SM</sup>**

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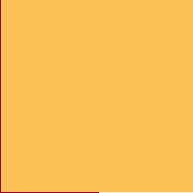
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# Abstract and Summary

Since 2008, Minneapolis Public Schools (MPS) has offered restorative practice services for students recommended for expulsion, in partnership with the Legal Rights Center of Minneapolis, a community-driven nonprofit law firm.

The Family and Youth Restorative Conference Program offered by the Legal Rights Center (LRC) utilizes Family Group Conferences (FGC) as a restorative intervention strategy for responding to disciplinary incidents leading to a possible recommendation for expulsion. The strategy is grounded in a youth development framework, implemented in a way which allows school administrators the opportunity to provide additional resources as part of the disciplinary intervention and acknowledges the reality that some behavioral incidents require students to be temporarily removed from and/or required to transfer schools.

This technical report summarizes the pilot evaluation of the Family and Youth Restorative Conference Program (RCP), implemented by Legal Rights Center staff in conjunction with MPS staff. This report focuses on data from student and parent/guardian surveys collected from March 2010 through August 2012. It also includes analysis of school records data, including attendance, suspensions, and indicators of academic achievement, during the year prior, year of incident, and year after the disciplinary incident.

The evaluation design of the RCP consisted of pre- and post-conference surveys of student participants that assessed student outcomes related to program satisfaction, awareness of community supports, positive communication with family members, increased levels of problem solving and connection to school, and reduced levels of problematic behavior at school. Parents/guardians also completed pre- and post-conference surveys to rate their satisfaction with the program, awareness of community and school supports, and communication with their child. To test for significant changes between responses at the pre-conference and the post-conference survey, paired t-tests were conducted using the SPSS statistical software package.

Results reported here are from the analysis of student and parent survey outcomes (data collected from March 2010 – August 2012). A total of 83


## Highlights of Survey Data Results (March 2010 - August 2012)

- **High levels of program satisfaction** were reported by both students and parents/guardians who also voluntarily wrote comments about the program and what was helpful or missing
- Students reported **positive, significant increases in their ability to make good choices** about how to act, even when they are upset (from pre-conference to post-conference)
- Compared to pre-conference, students were more likely to agree that **students know someone they could ask for help at school** post-conference
- Students reported **significantly less fighting and skipping school** on the post-conference survey
- **Positive increases in family communication** were reported both by students and their family members on the post-conference survey
- **Parents/guardians reported significantly higher levels of connection to their child's school** on the post-conference survey, in addition to **greater awareness of community resources to help them support their child** to do better at school

## Highlights of School Records Data for Students

- **Attendance** drops dramatically during the year of the behavioral incident that led to a recommendation for expulsion and then **increases sharply up during the year after RCP participation** for students who were actively attending MPS schools
- **Involvement in serious behavioral incidents decreases** for students actively attending MPS schools **the year after RCP participation**, as measured by number of suspensions and days suspended
- The proportion of students who were tagged as **being on track to graduate increases the year after RCP participation**, as active MPS students earned credits and took proficiency tests





students and 90 parents/guardians completed pre-conference surveys during this time period. Descriptive information on demographic characteristics of students referred to the program is provided, in addition to an analysis of attrition that compares participants who completed both surveys to those who did not complete the follow-up survey. A total of 59 students and 73 family members filled out the post-conference survey (approximately 6 weeks later), yielding follow-up rates of 71% and 81%, respectively.

With regard to analysis of school records, over half of students who participated in the RCP were not actively attending MPS schools during the school year after their participation; this is likely indicative of mobile population of students and their families, among other factors.

Taken together, the survey and school records data indicate that RCP has a positive impact on at-risk students. Survey data demonstrate that the RCP effectively increases parent engagement and student connection to school, as well as parent-child communication. For students who remain active within the school district, RCP participation appears to disrupt school disengagement and/or dropout trajectories that may result from serious behavioral incidents and ensuing suspensions. These results are promising and preliminary, given the number of participants, the lack of a comparison group, and the lack of school records on students who left the school district.



# Introduction

## **The School Discipline Conundrum**


Students benefit when given access to disciplinary approaches that can help address the underlying social and psychological causes of misbehavior. This can provide long term improvement in behavior and academic outcomes. However, schools must balance the need to ensure school safety, maintain classroom control for quality instruction, instill personal accountability, and provide strong responses in the face of grave misbehavior. Importantly, many school districts also attempt to address broader systemic issues that continue to create barriers to success for communities of color. Related issues of educational disparities and disproportionate representation of communities of color in student populations who may be suspended and expelled are yet to be resolved. As evidence emerges that a broader goal of school engagement can have powerful effects across academic achievement and behavioral outcomes,<sup>1</sup> schools need to provide opportunities for students to remain engaged and to re-engage disaffected students and families as full partners. Given these priorities, school districts must demonstrate creativity and innovation in disciplinary policy and procedures as they work to educate the whole child, even when responding to serious behavioral incidents.

## **Options for Disciplinary Approaches**

Schools looking for ideas on how to intervene in the event of a serious behavioral incident may not find many feasible options that allow them to balance, rather than choose from, the competing priorities mentioned above.

### ***Suspensions and Expulsions***

Traditional disciplinary responses, including in-school suspension, out-of-school suspension and exclusion via administrative transfer or expulsion, continue to be a part of the discipline repertoire of most schools. Suspensions and expulsions can be quick, easy to implement, and may have low short-term costs, as well as help to maintain a secure school environment that is conducive to learning.<sup>2,3</sup>



Since the 1990s, many school districts across the U.S. have adopted policies that consistently enforce suspensions and expulsions in response to serious behavioral incidents at school. This approach became known as “zero tolerance,” and stems from the criminal justice system. While originally meant to address the most violent weapons offenses,<sup>4</sup> it has since become a primary reaction to a broad range of behavior issues that vary widely in severity.<sup>5</sup> Zero tolerance policies are based on deterrence and retribution. Such strategies are generally absolute and authoritarian,<sup>4</sup> emphasizing uniformity and the isolation of offenders.<sup>5,6</sup> Since the widespread implementation of zero tolerance policies, measures of violent incidences in schools have remained relatively stable, but no causal relationship between implementation of policies and violent student behaviors has been established.<sup>5</sup>

Critics of zero tolerance policies, and the use of suspensions and expulsions in general, argue that these strategies do not address causal factors and restrict administrators’ abilities to respond based on individual circumstances, often leading to punishment that is unfair and inequitable.<sup>4,5</sup> Additionally, suspending a student from school can actually prevent that student from accessing services meant to improve school performance and address behavior problems.<sup>7,8</sup> Research also demonstrates that suspension and expulsion are associated with a number of negative outcomes including negative self-image, drug use, avoidance of school staff, decreased academic achievement, delinquency, and school dropout.<sup>5,7,9</sup>

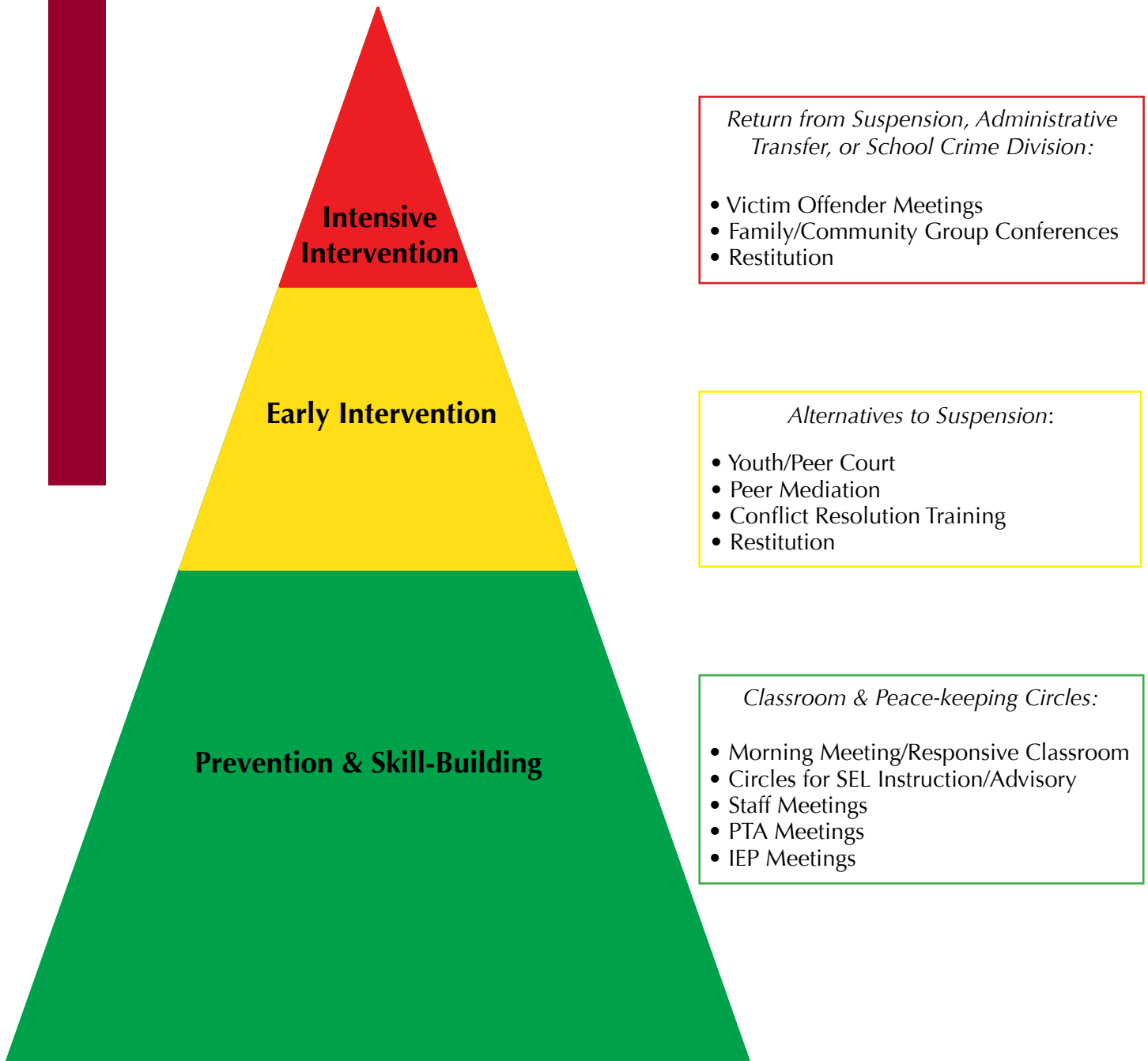
### ***School-Wide Approaches***


Some school districts are turning to alternative models for discipline, where the primary goal is to keep students in class and avoid disruption to educational progress.<sup>5,10</sup> Two such alternative models include adopting a restorative approach and/or implementing Positive Behavioral Interventions and Supports (PBIS).<sup>10</sup> PBIS and restorative approaches both focus on supporting students in positive behaviors and in building relationships. Both strategies have adapted the tiered public health approach to disease prevention, where primary interventions focus on the whole population, a secondary level focuses on early interventions, and the tertiary level focuses on intensive interventions. As an example, Figure 1 shows how Minneapolis Public Schools (MPS) is striving to implement a tiered approach for their restorative practices initiative.<sup>11</sup> When implemented with fidelity throughout the school district, both approaches can help a school district reduce misbehavior, repair harm, restore community, and provide students with the opportunity to meet behavioral expectations. However, these strategies also require a 3-5 year plan for school-wide implementation.

### ***Restorative Interventions***

Even when schools do their best to create a positive environment and prevent incidents of grave misbehavior, such behavior may still occur. It is under these circumstances where schools feel most keenly the pressures of balancing the priorities mentioned above. While restorative practices are often presented as an alternative to zero-tolerance and other exclusionary policies,<sup>12,4</sup> this practice

**Figure 1. MPS Restorative Practices Triangle\***





can also be utilized as a support or adjunct to situations where more intensive disciplinary actions are required.

## **The Concept of Restorative Justice**

Based on the ideas that crime causes harm and offenders are obligated to repair the harm they have caused,<sup>13</sup> restorative justice is an alternative conceptual framework used to guide responses to crime or misbehavior.<sup>5,14</sup> Restorative justice engages all those with a stake in the situation in discussion to define the harm caused, hold the offender accountable, support the victim, and decide what can be done to repair the harm.<sup>8,13,14</sup> In schools, these stakeholders often include student offenders, student and/or staff victims and their supporters, the offending student's parents or guardians, school administration, and can include bystanders and classmates, responding police officers or other security personnel, guidance counselors, school social workers, and teachers.<sup>5,14</sup>


In contrast to a zero tolerance framework, restorative justice is considered to be authoritative and participatory rather than authoritarian and punitive;<sup>5</sup> this can be thought of as authority figures responding to behavioral incidents by doing something “with” a student rather than “to” them.<sup>15</sup> The approach is designed to hold a student accountable for his/her actions while acknowledging the student's individual circumstances.<sup>5</sup> In this way, restorative justice addresses the negative behavior as well as the conditions that caused it, and gives school administration the flexibility to choose options that focus on the true nature of the problem, rather than just the technical offense.<sup>5,8</sup>

An important aspect of restorative justice is that it empowers victims, families, school staff and offenders by putting them in active roles: all are given the opportunity to express needs and problem-solve, and offenders are given the responsibility of repairing the harm and thus earning redemption rather than passively receiving punishment.<sup>5,8,13</sup> The necessarily voluntary nature of the process is emphasized, as is the effectiveness of non-adversarial meetings between stakeholders in a safe and non-threatening environment.<sup>8</sup>

### ***Restorative Practices in Schools***

Based on the framework of restorative justice originally developed in the criminal justice system, specific practices or methods have been modified for use in schools. School-based restorative practices were documented in Australia and New Zealand in the late 1980s and early 1990s<sup>6,12</sup> and were frequently based on traditional community conflict resolution processes used by the Maori to re-establish harmony between individuals and their community.<sup>16</sup> In the U.S., restorative practice in schools first gained attention in Minnesota and Pennsylvania in the 1990s.<sup>6,15,17</sup> A variety of restorative practices are used to respond to student conflict and behavior problems. In general, such practices fall into two main categories: 1) restorative classroom management approaches, and 2) restorative intervention practices. Our focus here will be on restorative intervention practices.

Restorative intervention practices bring together the victim, offender, and other involved community members to repair harm and restore order after an



incident has occurred.<sup>18</sup> Family group conferencing (FGC) is one such practice. In a family group conference, stakeholders meet for a dialogue facilitated by a trained third party mediator. At this meeting the victim may share their story and feelings with the offender and the offender may share more about their circumstances leading up to the incident, accept responsibility for their actions, and make a formal apology.<sup>13</sup> Along with input from teachers, family, and administration, a plan is created to address the needs of the victim and stakeholders and allow the offender to repair the harm they have caused and mend damaged relationships.<sup>18</sup> According to Bazemore and Umbreit,<sup>13</sup> FGC is perhaps the strongest model for educating offenders about the harm their behavior causes to others.

### ***Effectiveness of Restorative Practices in Schools***


Although many schools across the country report anecdotal success with restorative justice practices,<sup>19</sup> empirical evaluation data are sparse. Some of the most systematic evaluations of restorative school practices in the U.S. come from Minnesota and Pennsylvania, but focus on either the general use of restorative principles to create a school-wide “restorative milieu”<sup>17</sup> or on daily classroom management in elementary schools.<sup>5,19</sup> These broad, holistic programs have shown positive outcomes: increases in students’ pro-social values, positive regard for authority figures, acceptance of responsibility for behavior, perception of school safety, and self-esteem, and a reduction in rates of reoffending,<sup>15,17</sup> which are all positively related to length of time spent in the programs.<sup>15</sup> Unfortunately, none of these strong evaluation designs have focused strictly on restorative responses to serious behavioral incidents. Hard data on family group conferences in schools are almost non-existent. Preliminary anecdotal and evaluation data from Pennsylvania schools indicate that when implemented consistently, FGC may reduce recidivism, delinquency, referrals for violent offenses, bullying, suspension, and expulsion.<sup>17,19,20</sup>

### ***Challenges and Limitations***

Across states, challenges to program implementation and success include a lack of administrative buy-in and support from school leadership, time-consuming processes,<sup>5,18</sup> lack of consistency in implementation and standardized methodologies,<sup>5,19</sup> and a lack of staff education and training in restorative principles.<sup>18</sup> There is also some evidence that when staff view restorative practices as “just another tool in the toolbox,” positive outcomes are limited compared with schools where staff consider restorative practices to be the preferred form of discipline.<sup>21</sup> Conclusions drawn from the above evaluations have limitations. Comparisons are difficult due to the absence of standardized measurement tools, a lack of adequate comparison groups,<sup>19</sup> differing program implementation and methodology, and differing definitions and forms of suspension.<sup>18</sup>

## **Discipline Approaches as Positive Youth Development**

Integrating a positive youth development (PYD) framework into the school discipline approach is another way schools can be innovative in their responses. While often discussed in relation to programming, positive youth development is not so much a type of program as it is a fundamentally



distinctive way of viewing and responding to all youth.<sup>22</sup> Youth development approaches aim to develop skills, competencies, and positive experiences with caring adults who have high expectations and a positive attitude toward young people. Thus, youth development approaches may vary greatly in both their focus and strategies, but they all tend to be guided by a philosophy that regards young people as inherently capable, with an emphasis on deliberately cultivating their talents and skills.<sup>23</sup>

Disciplinary approaches built on a PYD framework would allow students to practice and demonstrate competency, caring, and a connection to community life, all essential steps to their personal development.<sup>22</sup> Adopting PYD as a central tenet in disciplinary approaches means breaking down barriers to opportunity, and providing positive roles and relationships for all youth, including the most disadvantaged and disconnected.<sup>22</sup> To accomplish such broad goals, Jeffrey Butts and his colleagues recommend focusing on the promotion of two core youth assets when developing a PYD approach with youth offenders: 1) a feeling of competency and self as adding value to the school/community, and 2) pro-social connections to supportive family, school, and community adults and peers.<sup>22</sup>

Thus, schools can approach their most difficult disciplinary situations by recognizing that student offenders may be most in need of supportive adult relationships and opportunities to be successful. Responses would include a holistic process which emphasizes students' strengths while at the same time requiring accountability and enlisting a range of supportive adults into a short-term personalized discipline plan to restore good standing and engagement with the school community. The short-term plan allows an initial success for the student, while providing a base for longer-term behavioral and academic goal-setting.

The Family and Youth Restorative Conference Program in Minneapolis Public Schools represents a rare opportunity for empirical evaluation of a program that focuses solely on Family Group Conferences (FGC) as a restorative intervention strategy grounded in a youth development framework, implemented in a way which allows for flexibility and creativity by school discipline personnel and acknowledges the reality that some students will be temporarily removed from and/or required to transfer schools. Evaluation of this innovative program is an essential addition to the literature related to restorative interventions implemented within the real-world constraints of a large urban school district.



# Restorative Conferences with Students Recommended for Expulsion in Minneapolis Public Schools

## **The Family and Youth Restorative Conference Program**


Since 2008, Minneapolis Public Schools have been offering restorative services to students who are recommended for expulsion due to behavioral incidents, through the Family and Youth Restorative Conference Program (RCP) in partnership with the Legal Rights Center. The Legal Rights Center (LRC) is a community-based, nonprofit law firm that implements a restorative services program, among other services. Minneapolis Public Schools and the LRC together use FGC as an adjunct to traditional school discipline processes, and hope to thereby alter what may be a path to disengagement and dropout. Through this process, MPS and the LRC aim to fully transform the interaction between the student, family and school.

The RCP includes strong accountability for serious misbehavior, reasonable discretion in enforcing school transfers and out-of-school suspensions, and intentional work with the family unit via family-group conferencing to repair harm, restore good-standing in their school relationships and re-engage in school after any required time in an alternative educational setting. Following what can be a very disengaging process – namely out-of-school suspension and transfer to a new school – the RCP is an intentional process that re-engages the student and family and communicates the message that although the student’s misbehavior was serious, he or she is not irredeemable. By conducting an FGC as the student re-enters the school system, developing an accountability plan, and providing appropriate follow-up coordination services, there is a clear process to restore engagement with school and to improve the chances that affected students will ultimately succeed academically, graduate, and steer away from the risk of violence or criminal behavior.

### ***Initial Conference***

After a disciplinary incident, school administration may refer any student who has committed a behavioral infraction for which there are grounds for a recommendation for expulsion, to the RCP. While the student serves the required out-of-school suspension, typically 5-10 days for severe incidents, district social workers work with student and family to find an acceptable





alternative school placement. The student is then transferred to a new school, and concurrent with the admission process at the new school, the LRC facilitator will conduct a restorative family conference that includes as participants the district social worker who has been working with the family and has training in restorative practices, representatives of the receiving school, the student, family or guardians, and anyone else identified as important to helping the student get back on track. The focus of the conference is on restoring engagement to the broader school community via a strengths-based, youth-focused discussion. Given this broader focus, victims (when applicable) are generally not a part of the conference, although plans to repair harm are included as appropriate.


During the conference, all present help the family and student identify their strengths. The incident that led to the recommendation for expulsion is discussed in full, in addition to related issues at school or home. All present (including staff from the new school and the school district) are called upon to reflect on the accountability for the incident and for providing support for the student to better succeed at school. After these steps, the LRC facilitator guides the participants through the creation of a detailed accountability plan for successful placement at the new school, and targets that may enable the student to safely return to their original school, if they so choose, with their good standing restored (after a minimum of 45 days and usually at a logical break, i.e., after the completion of a quarter or semester of study). The conference plan often includes referrals to therapeutic or social services.

### ***Conference Plan Coordination***

During the plan period and even beyond that time, the LRC facilitator provides follow-up and coordination services to help students, parents and school personnel complete their portions of the plan and serves as the primary contact for all parties to troubleshoot any issues or new concerns that may arise and to plan future transitional steps. The MPS social worker assists this process and handles issues that can best be solved through school channels. When students are successfully nearing the end of their plan term, a second restorative conference may be convened to plan for re-entry in the school district or to remain indefinitely in the alternative school.

### ***Collaboration***

This model for partnership between a large urban district and a community organization serving as a neutral third party merits additional emphasis. The program is a working collaboration between the LRC and the Office of Student Support Services at the MPS. It is not a handoff of the student from the school district to the LRC; staff members from each organization work side by side with each student referred. The LRC staff is a neutral party to the discipline and any predicate incidents, which facilitates higher trust of the process among parents and students. A restoratively trained MPS social worker also participates in all conferences, demonstrating to families that the school district is interested in the success of their student and wants to work with families for the benefit of their children, and helping to counter perceptions that the district pushes out students with behavioral issues. Without having to lead the restorative



conferencing process, MPS staff can focus on organizing support for the student via referrals to other school resources and partners.



# Program Evaluation Objectives

In 2009, faculty and staff from the Healthy Youth Development • Prevention Research Center and the School of Nursing at the University of Minnesota (UMN) began working with the LRC to design an evaluation plan for the restorative conference program. The purpose was to collect data on participant outcomes aimed at providing feedback to the LRC for program improvement. In early 2009, the UMN evaluation team developed questionnaires and refined processes for gathering data with the LRC staff; pre-post surveys were pretested in fall of that year.

The LRC was awarded funding for the RCP program from the Minnesota State Office of Justice Programs (JAG-ARRA) beginning in January 2010 and subcontracted with the UMN for a formal evaluation. Survey instruments and protocols (including parent/guardian consent and student assent forms) were revised and implemented beginning in March of 2010. UMN's Institutional Review Board and MPS's Research, Evaluation and Assessment department approved the evaluation design. As part of the consent process, parents agreed to allow UMN research staff to request their child's attendance, behavioral and academic records from Minneapolis Public Schools. The data request covered three years consisting of the school years before, during and after the student was referred to the program.

## Program Goals and Evaluation Objectives

While the ultimate goal of the RCP is to improve overall student success, the immediate goal is to ensure that a student who has committed an offense at school, severe enough to warrant possible expulsion, receives support and motivation to succeed at a new school (to which he or she has been temporarily transferred) through the creation of a restorative family conferencing plan. Medium-term program goals of the RCP are that, at an obvious crisis point for the youth:

- school stability is achieved and motivation is established or reestablished;
- student and family needs are assessed, with resources or referrals made available;

- students, family, and schools can better communicate with and support each other in pursuit of common goals;
- students do not fall behind on their path towards graduation;
- protective factors are enhanced and risk factors are reduced.

Strengths of the evaluation plan included multiple sources of data (parents, students, school records), a pre-post survey design to look at within-student change, the opportunity to examine 12-month follow-up outcomes in students' school records, and the ability to assess not only outcomes such as behavior but also positive youth development factors such as connections to family, school, and community, which are a key focus of restorative conferencing and youth development programming.

## Evaluation Objectives

Five specific performance objectives guided the program evaluation design and are used to demonstrate success in reaching program goals:

- 1.** Participants will report high levels of satisfaction with the conference process and increased awareness of community supports.  
*Source of data: self-report surveys from both parents and students*
- 2.** Compared to pre-program measured levels, participating students will report increased levels of positive communication with family members, increased levels of connection to school, and increased levels of problem-solving on follow-up surveys.  
*Source of data: self-report surveys from students*
- 3.** Compared to pre-program survey data, participating students will report reductions in their levels of problematic behavior at school (e.g., fighting, absences, tardies, etc.).  
*Source of data: self-report surveys from students*
- 4.** Compared to the year of the incident for which students were recommended for expulsion, participating students will exhibit improved student outcomes measured from school records (i.e., school attendance, academic achievement, and fewer behavior referrals) during the year after the incident.  
*Source of data: school records*
- 5.** Compared to pre-program survey data, participating family members will report increased levels of communication with their children, increased levels of connection to school, and increased awareness of community resources at follow-up.  
*Source of data: self-report surveys from parents*



# Evaluation Design and Methods

The study design for this program evaluation has **two** main components:

- a process evaluation of participant satisfaction and awareness, and
- an outcome assessment consisting of quantitative analysis of
  - pre-post survey data for students and parents/guardians participating in the RCP and
  - students' school records data.

## Survey Data Collection

The primary mode of data collection was a pre-conference survey, administered immediately prior to the first conference, and a post-conference follow-up survey, administered approximately 45 days (6 weeks) later. This time frame was selected by Minneapolis Public Schools to be consistent with grading periods. Both the student and one parent/guardian receive a pre- and post-conference survey. The surveys assess behavior, attitudes and perceptions prior to any restorative conference programming and provide baseline levels to compare with subsequent follow-up responses from approximately 6 weeks later. The survey was designed specifically for this program by staff from the LRC and the UMN evaluation team. *Appendix A* provides copies of the pre- and post-conference surveys for both students and parents/guardians. Follow-up (post-conference) surveys were first mailed to participants' homes. Participants who did not return mailed surveys within two months were given the option to respond to the survey administered over the phone by evaluation staff. Figure 1 in *Appendix B* shows the procedures for data collection during follow-up. As an incentive, participants who completed the post-conference survey received a \$10 gift card from Target.

### **Response Rates**

Of those participants who met all criteria for inclusion (consented to participate in evaluation, gave demographic information, completed pre-conference surveys, and participated in a family group conference), 71% of students and 81% of parents/guardians completed a post-conference survey. Table 1 shows the number of participants recruited and surveys completed.

**Table 1. Number of RCP Participants and Surveys to Date (March 2010 - June 2012)**

|                          | Invited | Completed pre-survey | Completed post-survey | Follow-up response rate |
|--------------------------|---------|----------------------|-----------------------|-------------------------|
| <b>Students</b>          | 103     | 83                   | 59                    | 71%                     |
| <b>Parents/Guardians</b> | 103     | 90                   | 73                    | 81%                     |

### **Collection of School Records**


In addition to completing self-report surveys, parents consented for UMN evaluation staff to request their child’s school records from the MPS office of Research, Evaluation and Assessment. The goal of this data collection effort was to assess and describe changes in academic progress and behavioral referrals for participating students. Because students are referred to the RCP at different points during the school year, a standardized measure of time during which to compare student records is necessary (i.e., baseline and follow-up time periods are same for all students). We collected school records for three time periods: 1) the school year during which the incident (for which the student was recommended for expulsion and was referred to the RCP) occurred, 2) the previous school year, and 3) the year after the incident and participation in the RCP.

We were interested in two research questions. First, was there a change in outcomes measured by school records for students in their *year after* participating in RCP, compared to the *year of RCP participation*? If the RCP was effective, we hypothesized that school records will demonstrate better outcomes for students during the year after their participation. Second, what does the trajectory of student outcomes look like over the three school years? We hypothesized that student records from the *year after RCP participation* will look more similar to *the year previous to RCP participation*, and looked for evidence in school records that students got back on track and reversed a potentially negative trajectory.

School records data were pulled from the district database by REA staff during the late summer/early fall of 2011, 2012, and 2013.

#### **Limitations of School Records**

School records data are entirely dependent upon school staff accurately and consistently entering data in the school district database. Such records are collected for administrative purposes not necessarily compatible with research goals. District staff queried the district database and compiled a dataset for the UMN evaluation team; documentation of specific data fields included in the



district database was not readily available. Timing of when to ask school district staff to query the district database in order to get the most up-to-date records is an important consideration. Records for a particular school year are usually most up-to-date and accurate at the beginning of the next school year.

With regard to this evaluation, a major limitation was how few students had complete data for all three years, which was perhaps not surprising given the highly mobile nature of these young people. Some were not enrolled in the school district during the year prior to their RCP participation. Likewise, a sizeable proportion (half, 50%) of students left the school district sometime during the school year after RCP participation.

### **Data Analysis**

The SPSS software package was used to conduct data analyses and statistical tests. Specifically, analyses included descriptive statistics (frequencies, percentages and means), chi-square and t-tests for attrition analysis, and paired t-tests to examine change over time from pre-to post-survey within participants themselves. We have chosen to highlight survey differences with probability levels ( $p$ -values)  $< 0.10$  as evidence of statistically significant changes from baseline, due to the sample size and the pilot nature of this study.

For school records analyses, we present descriptive statistics in data tables in both the appendix and the body of this report. In particular, we used repeated measures analysis of variance (ANOVA) when appropriate to examine within-student changes in academic outcomes between the three time points: year prior to RCP, year of RCP participation, and year after RCP participation.



# Results

## Who are Participating Students and Parents?

### *Student Demographic Characteristics*

Figure 2 in *Appendix B* shows the flow of student participants from invitation through follow-up, and explains the criteria for inclusion in various parts of the analyses. Ninety parent/guardians and 83 students consented to participate in the evaluation and provided demographic data. We were also able to access demographic data from school records. This group of RCP students was approximately two-thirds male (67%), and students were 14.4 years old on average. Most participating students were students of color (93%) with the majority being African-American (55%). Students overwhelmingly preferred to speak English (93%). Table 2 details these findings.

Table 1 in *Appendix C* presents additional demographic characteristics broken down by whether students were in high or middle school during the school year they participated in the program. For example, the average grade of participating students in 2010 was about 10th grade. However, participating students tended to be younger in subsequent school years, with the average grade being about 8th grade by 2012. From the school records data, we determined that only 11% of participating students received special education services and about 7% were English language learners (ELL).

### *Social Context*

It is useful to provide some social context around students who participated in the program. Figure 2 contrasts the race/ethnicity categories of participating students (6th – 11th grade) to the racial/ethnic breakdown of *all* students in the school district (K-12th grade) in 2012. A third of all students who make up the student body of MPS in 2012 were African American in 2012, compared to over half of students who participated in the restorative conference program from 2010-2012. Only 7% of students in the program were white, compared to 33% of MPS students in total.

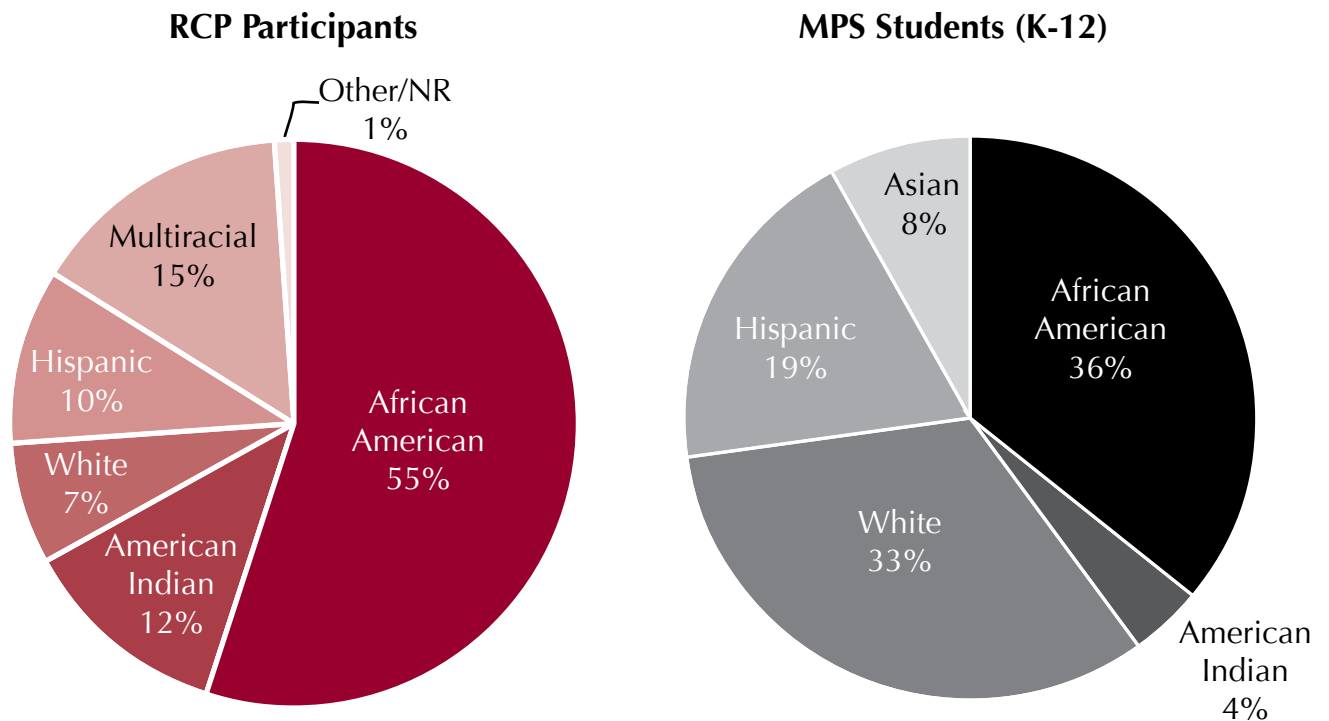
With regard to socioeconomic status, 90% of participating students were eligible for free or reduced lunch. In contrast, about two-thirds (65%) of all



**Table 2. Student Demographic Information (March 2010 - June 2012)**

|  | <i>Number of<br/>Participants (n)</i> | <i>Percent of<br/>Participants (%)</i> |
|--|---------------------------------------|--|
| <b>Student Gender</b>                    |                                       |  |
| Female                                   | 27                                    | 33                                     |
| Male                                     | 56                                    | 67                                     |
| Total                                    | 83                                    | 100                                    |
| <b>Student Age at Time of Pre-Survey</b> |                                       |  |
| 11                                       | 3                                     | 4                                      |
| 12                                       | 11                                    | 13                                     |
| 13                                       | 14                                    | 17                                     |
| 14                                       | 16                                    | 19                                     |
| 15                                       | 12                                    | 15                                     |
| 16                                       | 17                                    | 21                                     |
| 17                                       | 10                                    | 12                                     |
| Total                                    | 83                                    | 100                                    |
| Mean Age (SD) = 14.37 (1.72)             |                                       |  |
| <b>Student Race/Ethnicity</b>            |                                       |  |
| African                                  | 1                                     | 1                                      |
| African-American                         | 45                                    | 55                                     |
| American Indian                          | 10                                    | 12                                     |
| White                                    | 6                                     | 7                                      |
| Hispanic                                 | 8                                     | 10                                     |
| Multiracial                              | 12                                    | 15                                     |
| Total                                    | 82                                    | 100                                    |
| Missing                                  | 1                                     |  |
| <b>Student Preferred Language</b>        |                                       |  |
| Spanish                                  | 6                                     | 7                                      |
| English                                  | 77                                    | 93                                     |
| Total                                    | 83                                    | 100                                    |

**Figure 2. Race/Ethnicity Comparison**



students in MPS were eligible for free or reduced lunch during the 2012-13 school year.<sup>24</sup>

All participating students who responded to the pre-conference survey (n=83) reported they felt safe at home, and all but four (95%) reported they felt safe in their neighborhood. Despite these feelings of safety, exposure to violence characterizes many students' backgrounds. Over three-quarters (78%) of students reported they had ever seen someone get beat up, stabbed, or shot with a gun.

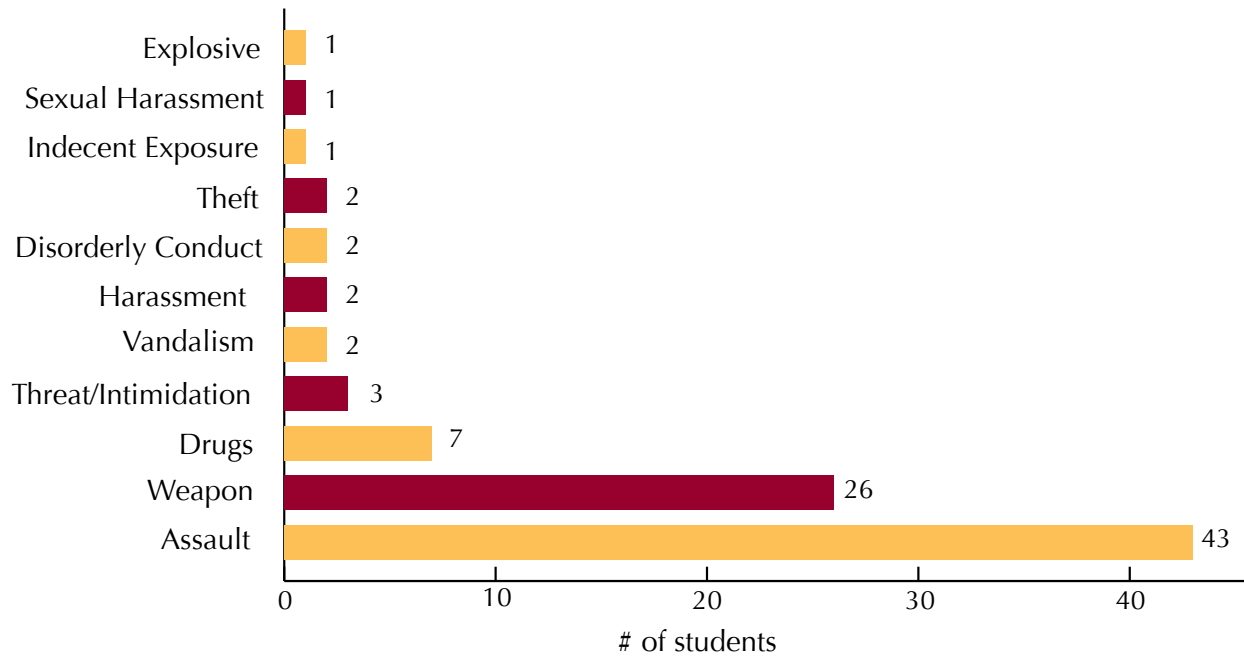
#### ***Incident Type***

Data on the type of behavioral incident resulting in a recommendation for expulsion were available for all participating students from school records. The majority of students were referred to the program for assault (48%) or a weapon (29%). Figure 3 details the number of students recommended for expulsion for each incident type.

#### ***Parent/Guardian Demographic Characteristics***

Figure 2 in *Appendix B* shows the flow of parent/guardian participants from invitation through follow-up, and explains the criteria for inclusion in various sections of the analyses. Participating parents/guardians were primarily female (97%). Average family size reported by parents/guardians was about 4 people, and most (73%) reported their family income as being below 125% of the

**Figure 3. Incident Type**



Federal Poverty Level. Table 3 (found on page 22) details parent characteristics below.

**Results of Attrition Analysis**

An attrition analysis showed no significant differences in key demographic characteristics between the 24 students and 17 parents/guardians who did not complete follow-up surveys and the 59 students and 73 parents/guardians who did. Tables 2- 3 in *Appendix C* display results of the attrition analyses. Because of the small sample size, some cell counts in the chi-square analyses were below 5; thus, these data must be interpreted with caution. However, no clear differences between groups exist. Thus, these results demonstrate the importance of data collection staff being flexible and persistent in tracking down and locating participants to complete follow-up surveys.

**Table 3. Parent/Guardian Demographic Information**

|  | <i>Number of Participants (n)</i> | <i>Percent of Participants (%)</i> |                               | <i>Number of Participants (n)</i> | <i>Percent of Participants (%)</i> |
|--|-----------------------------------|------------------------------------|-------------------------------|-----------------------------------|------------------------------------|
| <b>Parent Gender</b>                     |                                   |                                    | <b>Family Size</b>            |                                   |                                    |
| Female                                   | 82                                | 97                                 | 1                             | 1                                 | 1                                  |
| Male                                     | 3                                 | 3                                  | 2                             | 10                                | 12                                 |
| Total                                    | 85                                | 100                                | 3                             | 18                                | 22                                 |
| No response                              | 5                                 |                                    | 4                             | 18                                | 22                                 |
| <b>Parent Ethnicity*</b>                 |                                   |                                    | 5                             | 22                                | 26                                 |
| African-American                         | 22                                | 50                                 | 6                             | 8                                 | 9                                  |
| American Indian                          | 8                                 | 18                                 | 7                             | 6                                 | 7                                  |
| White                                    | 8                                 | 18                                 | 11                            | 1                                 | 1                                  |
| Hispanic                                 | 6                                 | 14                                 | Total                         | 84                                | 100                                |
| Multiracial                              | 0                                 | 0                                  | No Response                   | 6                                 |                                    |
| Total                                    | 44                                | 100                                | Mean (SD) = 4.3 (1.6)         |                                   |                                    |
| No Response                              | 46                                |                                    | <b>Family Income Category</b> |                                   |                                    |
| <b>Parent Age at Time of Pre-Survey*</b> |                                   |                                    | Below 125%                    | 61                                | 73                                 |
| 20-29                                    | 3                                 | 6                                  | Between 125-200%              | 16                                | 19                                 |
| 30-39                                    | 31                                | 61                                 | Above 200%                    | 7                                 | 8                                  |
| 40-49                                    | 11                                | 21                                 | Total                         | 84                                | 100                                |
| 50-59                                    | 6                                 | 12                                 | No Response                   | 6                                 |                                    |
| Total                                    | 51                                | 100                                |                               |                                   |                                    |
| No Response                              | 39                                |                                    |                               |                                   |                                    |
| Mean Age (SD) = 38.6 (7.2)               |                                   |                                    |                               |                                   |                                    |

\* Many parents/guardians chose not to fill out this information on the LRC form used to document demographics.

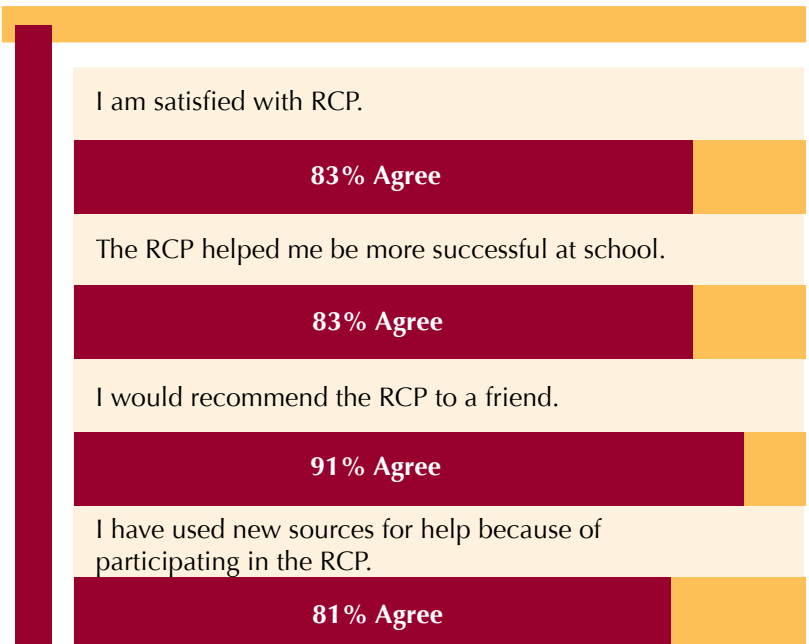
# Statistical Analyses in Support of Performance Objectives

## Objective #1

Participants will report high levels of satisfaction with the conference process and increased awareness of community supports.

### Student Satisfaction

On the post-conference survey, students were asked about their satisfaction with the RCP and awareness of community supports. Overall, students reported high levels of satisfaction and awareness; no less than 81% of students responded that they agreed or strongly agreed with every statement in this category. Almost all student respondents agreed or strongly agreed that they (95%) and their family members (96%) had followed through with their part of the conference plan. Approximately 91% of students agreed or strongly agreed that they would recommend the conference program to a friend, while 83% agreed or strongly agreed that the program helped them be more successful in school. A strong majority of students (81%) also reported that they had used new sources for help because of participating in the RCP. Table 4 in *Appendix C* provides the questions, responses, and frequencies for student post-conference surveys in detail.



Students were asked to indicate results or consequences of their participation in the conferencing program. Responses to this “check-all that apply” question (Q26) on the post-conference survey are also shown in Table 4 in *Appendix C*. Because of their participation in the RCP, 75% reported that they understand the impact of their behavior on people around them, and 71% indicated that they make better decisions and they understand the impact their behavior has on the people around them. Additionally, 61% said they learned how to solve problems non-violently, and 51% reported they received more help from adults at school.

The most important part of the restorative conference program for me was...

*“How they gave me smart ideas to do when I need help. What to do when I’m mad.”*

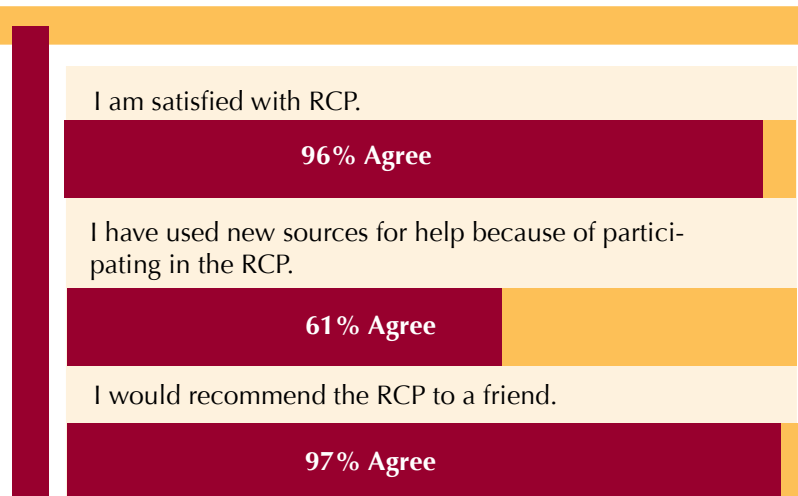
*“Getting help for me so that I can be successful.”*

Finally, open-ended feedback regarding students’ experiences with the RCP from the surveys is also displayed in Table 4 of *Appendix C*. Students voluntarily wrote comments regarding the most important part of the RCP (Q27) for them, with most answers falling under the themes of having support to be successful and deal with problems or the importance of getting back into school. Also summarized is student feedback about good and bad parts of the

program or what was helpful or missing from the program (Q28). For example, a frequent comment was that everything was helpful, good, or ok. One student remarked, “It was helpful that I had people at school who I go and talk to about my problems.” Another wrote, “That they talked me into doing better. I love that program cause if it wasn’t for them I wouldn’t be where I am today.”

### Parent/Guardian Satisfaction

Table 5 in *Appendix C* provides the questions, responses, and frequencies for parent/guardian post-conference surveys in detail. Specifically, family members were asked about reasons for deciding to participate in the program on the pre-conference survey, as well as results or consequences of their participation on the post-conference survey. Answers to these “check all that apply” questions can be seen in Table 5. The majority of family members (77%) decided to participate in the program because they wanted their child to learn ways to avoid getting into trouble, followed by wanting their child to re-enter his/her school (67%). One parent/guardian



volunteered, “I want my child to have a better chance at being successful. I want my child to learn how to manage his anger. I don’t want my child to end up in prison nor part of the system.”

On the post-conference survey, many parents/guardians reported that their child learned ways to avoid getting into trouble (64%) and has more support from adults at school (66%) because of participation in the RCP. Over half (53%) of parents reported that they have more support from adults at their child’s school because of RCP participation.

Parents/guardians also reported high levels of satisfaction with the program; no fewer than 89% of parents responded that they agreed or strongly agreed with every statement about program satisfaction. Ninety-six percent of respondents agreed or strongly agreed that they were satisfied with the program, while 99% agreed that they had followed through with their part of the conference plan. Parents/guardians almost unanimously (97%) agreed that school staff had followed through with their part of the conference plan. With regard to increased awareness of community supports, about 6 out of 10 parents (61%) reported using new sources for help after participation in the program.

What was helpful? Was there something missing?

*“I am so appreciative to have someone outside my family that cared enough to support my son and I in this time of need. I am really thankful and feel secure that with this program my son will succeed.”*

Finally, open-ended feedback regarding family members’ experiences with the RCP (Q20) is also displayed in Table 5 in *Appendix C*. Parents/guardians voluntarily wrote comments regarding their ideas about good and bad parts of the program and what was helpful or missing from the program. Specific to the usefulness of the conference plan and the LRC facilitator, one parent/guardian wrote, “Very helpful to have detailed notes about what we decided/agreed to. [LRC staff] is a very strong facilitator – good at drawing out comments from the student.”

## Objective #2

Compared to pre-program measured levels, participants will report increased levels of positive communication with family members, increased levels of connection to school, and increased levels of problem-solving on follow-up surveys.

Table 6 in *Appendix C* provides student pre- and post-survey response frequencies to all questions. Change in responses (range 0 to 3) from pre- to post-survey was assessed using paired t-tests. We have chosen to highlight any probability level (p-value) < 0.10 in tables as a statistically significant change from baseline, due to small sample size and the pilot nature of this study. Detailed student results for Objective #2 are shown in Table 7 in *Appendix C*.

## Family Communication

Changes in mean responses to student survey questions about communicating with parents about how things were going at school (Q15: +0.20,  $p = 0.11$ ) and problems with friends or someone they are dating (Q17: +0.29,  $p < 0.10$ ) suggest positive trends toward more frequent communication at follow-up (see Table 7). The exception was in talking with family about ways to resolve a conflict (Q16), where student responses remained essentially the same from pre- to post-conference.

## School Connection

Results in Table 7 showed a small significant increase in student reports of liking school (Q1: +0.17,  $p < 0.10$ ) from pre- to post-conference surveys; mean responses increased from 2.00 to 2.17. Compared to the pre-conference survey, students reported statistically significantly higher levels of agreement that they know someone at school they could ask for help on the post-conference survey (Q2: +0.22,  $p = 0.01$ ); mean scores increased from 2.14 to 2.36. Other questions measuring connection to school (Q3: Adults at school care about students; Q6: I feel safe at school) suggest small positive changes from pre-to post-survey, although not statistically significant.

### If I need help at school, I know someone I could ask.



Values are on a 4 point scale (0-3); \*  $p < .05$

It is important to note that students consistently recognized that adults at school expect them to do well; responses to this question (Q4) remained identical at pre-and post-conference surveys, suggesting that despite transferring to a different school, perceptions of staff expectations for students remain the same.

Students in the RCP were also asked to indicate their level of agreement with a statement about whether they know an adult outside of school they can talk to if they need help with a problem (Q7). High levels of agreement characterized both pre- and post-conference responses to this statement, with essentially no change over time.

## Problem-Solving

From pre- to post-conference, we also noted a significant change in student levels of agreement with the statement that they make good choices about how to act even when

### I make good choices about how to act, even when I'm upset.



Values are on a 4 point scale (0-3); \*  $p < .05$



they are upset (Q10: +0.29,  $p = 0.01$ ). Mean responses increased from 1.54 to 1.73 (see Table 7).

### Objective #3

Compared to pre-program survey data, participating students will report reductions in their levels of problematic behavior at school (e.g., fighting, absences, etc.).

Change in average responses to questions about problematic behavior from pre- to post-survey was assessed using paired t-tests and significant probability levels are highlighted in Table 8 in *Appendix C*.

Results showed a decrease in how often students reported getting into a physical fight (Q13); mean response scores dropped from 0.66 to 0.45 ( $p = 0.06$ ). Reports of skipping or cutting school (Q12) also displayed a trend toward significant change in the hypothesized direction, dropping from 0.64 to 0.42 ( $p = 0.06$ ).

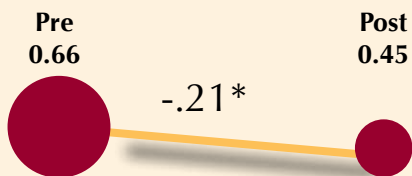
Agreement with the statement (Q5), "In school, it is hard for me to stay out of trouble," did not change significantly over time, although many students transferred to new schools. It may be that students realized that their actions were under scrutiny by school staff during this crucial time.

Finally, reports of taking part in a fight with friends against another group (Q14) at the post-conference survey remained essentially flat or decreased slightly, but were not significantly different from pre-conference reports.

**In the past month, how often did you skip or cut school (a whole day or a class)?**



**In the past month, how often did you get into a physical fight?**



Values are on a 4 point scale (0-3); \*  $p < .10$



## School Records: Setting the Context by Comparing Previous Year to Year of Behavioral Incident leading to RCP Participation

As noted previously, analysis of school records was restricted to students for whom the school district had recorded data. Of the 90 students for whom we obtained parental consent to access school records, 78 had school records data the year prior to participation in the RCP and 90 had school records data during the year of their RCP participation. The first three tables in this section compare previous year average data for the 78 students with school records to average data for all 90 students during the year of the behavioral incident leading to RCP participation. We present data for high school and middle school students separately because academic data is collected differently for middle school students (i.e., GPA and credit accrual are not tracked as consistently for middle school students). These data are for descriptive purposes only to set the context for further analysis of school records data by describing attendance and academic progress indicators for the year previous to the referral to the RCP compared to the year of the referral for this larger group of students.

Table 9 in *Appendix C* presents descriptive data (means, standard deviation, medians, range, and valid sample size) on school attendance for the previous school year, compared to the year of the behavioral incident leading to RCP participation. An average school year consists of approximately 180 school days. Compared to the previous school year, students experienced a tremendous drop in their school attendance during the year of their referral to the RCP when looking at the average and median number of days; high school students drop an average of 46% in their days present from about 117 days present during the previous year to 64 days present during the year of referral to the RCP. The drop is even steeper for middle school students: from 115 days to 56 days (a 52% drop). Looked at another way, almost three-fourths (72%) of high school students were present for 75 days or more during the previous school year; this proportion drops to only a third (33%) during the year of their referral to the RCP.

Descriptive data on academic progress for the previous school year compared to the year of referral to RCP participation are displayed in Table 10 in *Appendix C*. High school students experience a stall in their academic progress, with their average GPA during the year of RCP participation (1.62) being almost identical to the school year prior to RCP participation (1.64). On average, high school students earn about 5 credits between the two school years, indicating they are accumulating some credits even though they aren't very present in school during the year of RCP referral. If students are progressing as expected, they should be earning an average of 16 or more credits a year. The number of high school students on track to graduate (in terms of credit accrual and proficiency test scores) drops by almost half between the two school years, from 15% to 8%. For middle school students, the picture was less clear because some middle schools do not assign grades or track GPA. In addition, students do not accumulate credits during middle school the same way that high school students do.

Descriptive data on behavioral referrals for the previous school year compared to the year of referral to RCP participation are shown in Table 11 in *Appendix C*. In general, the average number of suspensions does not change much between the previous school year and the year of referral to RCP (high school students: 2.13 vs. 1.74 suspensions, middle school students: 3.47 vs. 3.84 suspensions). However, there are large increases in the number of days suspended during the year of RCP referral, with total days suspended more than doubling for both high school and middle school students.

Taken together, these descriptive data show that, on average, students who are referred to RCP for a behavioral incident experienced large decreases in days present during the school year of their referral as compared to the previous school year. They also experienced a larger number of days suspended. Finally, for high school students, we see a stall in credit accrual and a drop in the percent of students on track to graduate.

#### Objective #4

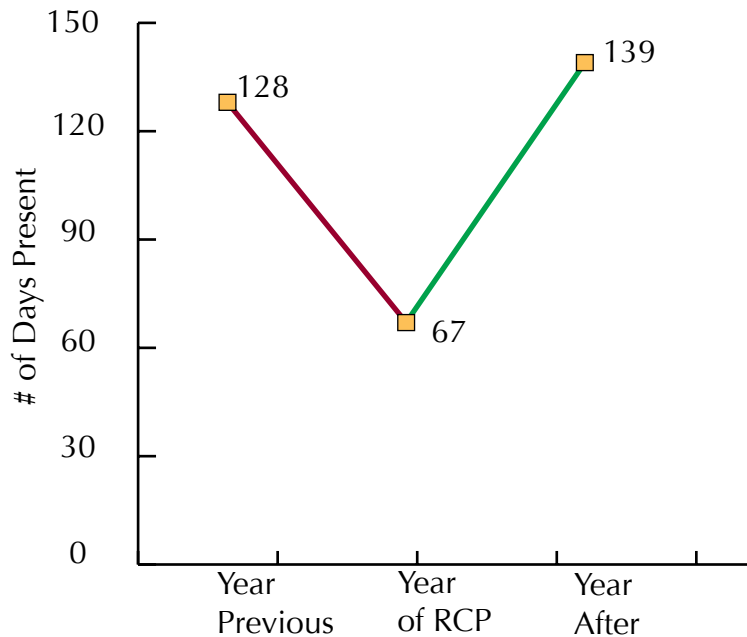
Compared to pre-program data, participating students will exhibit improved student outcomes in terms of school attendance, academic achievement, and fewer behavior referrals at follow-up the year after referral to the RCP.

### School Records: Comparing Previous Year vs. Year of Referral to the RCP vs. Year after RCP

This section describes and compares school records data for a subset of our student sample. Of the 90 students who participated in the RCP, it was important to know who actively attended MPS schools during the school year after RCP participation, so that any changes in attendance, suspensions, or academic achievement found may be attributed to actual changes in outcomes, not changes due to missing data because the student left the school district sometime during the school year. We determined that half ( $n = 45$ , 50%) of students were not active in MPS during the year after RCP participation, as defined by attending school less than 75 days during that school year. This definition of “active in MPS” was agreed upon by MPS, LRC and UMN staff; other definitions of “active student” are possible. This definition leaves us with 45 students actively attending school during the year after RCP.\* School records during the year previous to the RCP were not available for all 45 students; thus, we note sample sizes for each of the data points in figures below. Twenty of these students were in high school and 25 students were in middle school during the year of their RCP participation.

\*Only three of these students were not enrolled in a MPS school at the end of the school year. Exploratory analyses of students who left the school district vs. those who remained active indicated that students who left were slightly more at risk in terms of their attendance and academic progress (as indicated by lower GPAs).

**Figure 4. Average # of School Days Present (n=40)**



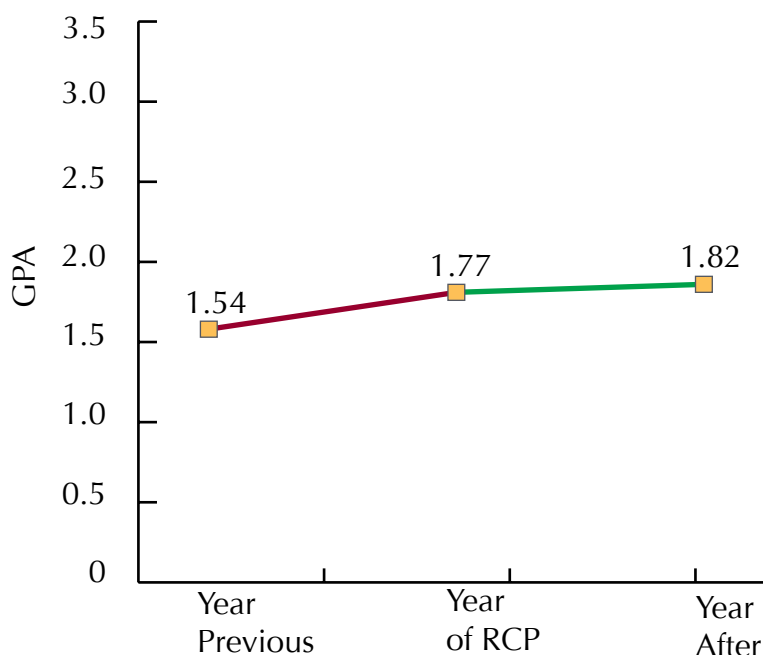
### Improvements in School Attendance

Figure 4 demonstrates that for students actively attending MPS schools the year after referral to the RCP, school attendance decreased dramatically during the year of the referral to the RCP and then increased back up (and exceeded by 11 days) the level of attendance for the school year prior to referral to RCP. Repeated measures ANOVA yielded a significant quadratic slope accounting for nonlinear within-student changes in number of school days present ( $p < 0.001$ ).

### Improvements in Academic Progress

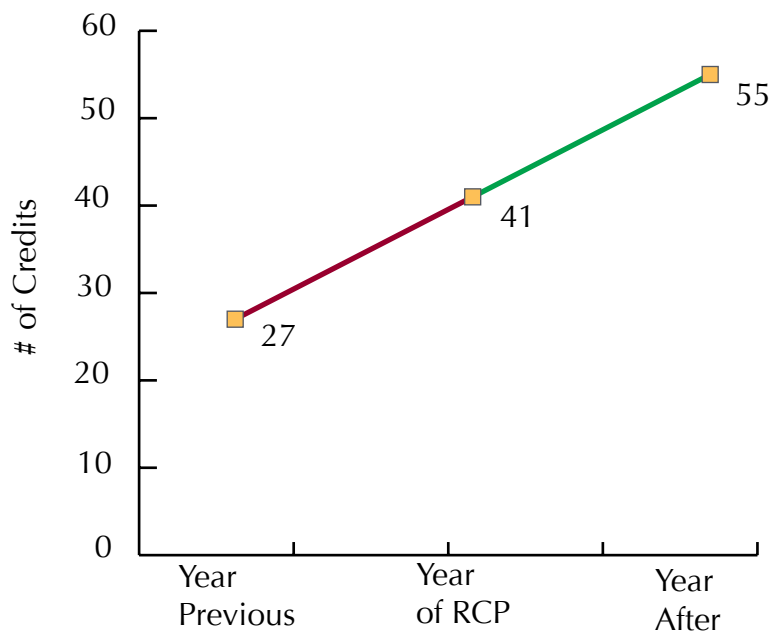
For students actively attending MPS schools, average GPAs increased slightly over the three school years, as shown in Figure 5. GPAs increased slightly during the year after RCP participation to an average of 1.82, suggesting that students were continuing to complete classes to receive grades. Repeated measures ANOVA yielded a significant linear slope accounting for positive within-student changes in GPA ( $p < 0.03$ ).

**Figure 5. Average GPA (n=40)**



Average number of credits earned by high school students (9th grade or higher) actively attending MPS schools increased each year, as noted in Figure 6. This indicates that students were earning credits by staying in

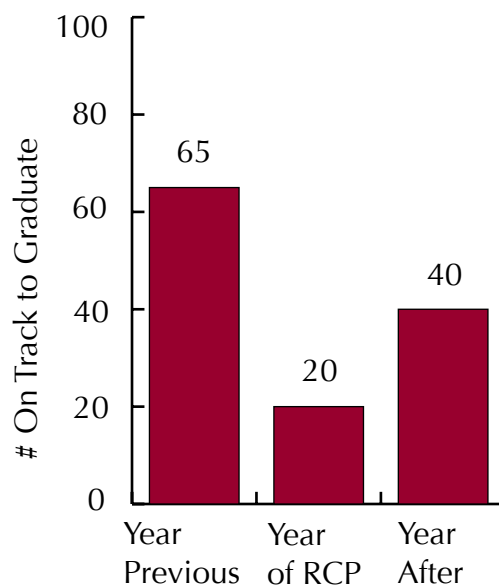
**Figure 6. Average Number of Credits (n=11 high school students)**



school and making progress toward graduation. The small analysis subsample here is due to missing school records for the year previous to RCP participation for students not enrolled in MPS and for missing counts of credits for 8th grade students during their year previous to RCP participation (i.e., credits are not tracked until high school). Each year students were earning about 14 credits on average; in comparison, expected credit accrual if on track to graduate is about 16 credits per year. Repeated measures ANOVA yielded a significant linear slope accounting for within-student changes in credit accrual ( $p < 0.001$ ).

Finally, changes in status for being on track to graduate (in terms of passing proficiency tests and credit accrual) for high school students are shown in Figure 7. Please note that this figure presents annual proportions of students on track to graduate, not within-student changes across

**Figure 7. On Track to Graduate Status (n=20)**

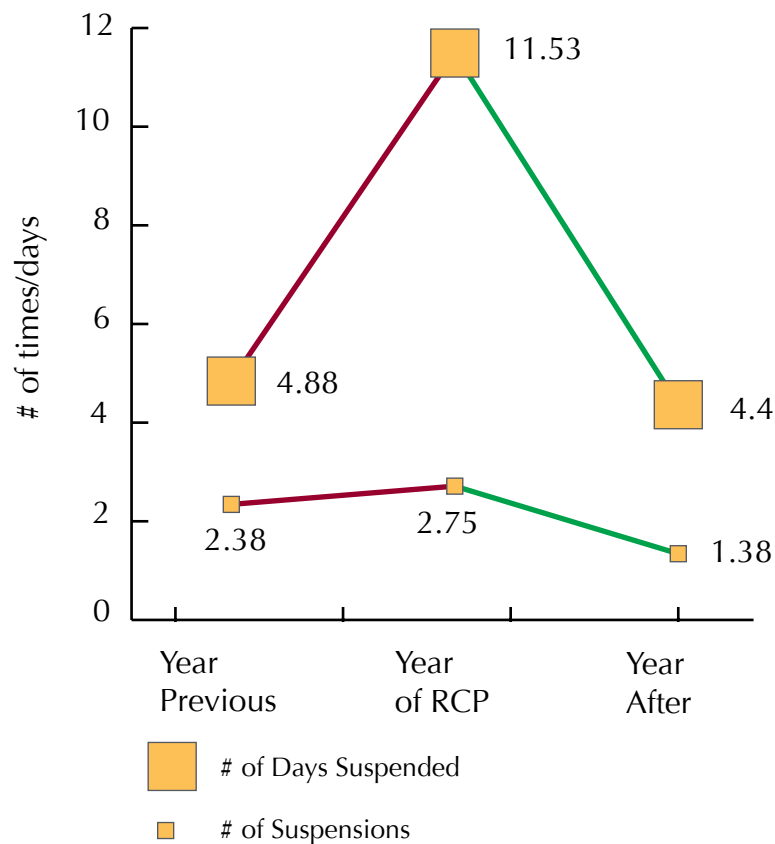


the three school years (i.e., we did not conduct a repeated measures logistic regression of changes in status due to small cell sizes). Sixty-five percent of students were on track to graduate during the year previous to the behavioral incident that led to RCP referral. This proportion dropped to only 20% during the year of the referral to the RCP. However, some students were able to get back on track in terms of credit accrual and proficiency testing during the year after the RCP; the proportion increased to 40% the year following RCP participation.

### Decreases in Behavior Referrals

For students actively attending MPS schools all three years, the average number of suspensions recorded in school records was about 2 on average during the year prior to, and then increased slightly to almost 3 (2.75) during the year of referral to RCP, as shown in Figure 8 below. School records tell us that, for these same students, there was an average decrease of 1.4 suspensions from the year of referral to RCP to the year after. Repeated measures ANOVA yielded a significant quadratic slope accounting for nonlinear within-student changes in number of suspensions over time ( $p < 0.006$ ).

**Figure 8. Average Number of Suspensions and Days Suspended (n=40)**



A disrupted pattern in behavior referrals can also be seen for number of days suspended across the three years. Students were suspended on average about 5 days during the year previous to the RCP; average number of days suspended increased 2.4 times to almost 12 days during the year of referral to the RCP, and then dropped back down to an average of about 4 days during the year after the RCP. Repeated measures ANOVA yielded a significant quadratic slope accounting for nonlinear within-student changes in number of days suspended across the three school years ( $p < 0.001$ ).

### Objective #5

Compared to pre-program survey data, participating family members will report increased levels of communication with their children, increased levels of connection to school, and increased awareness of community resources at follow-up.

See Table 12 in *Appendix C* for a complete list of parent/guardian pre- and post-survey response frequencies to all questions. Detailed parent/guardian results for Performance Objective #5 are shown in Table 13 in *Appendix C*. Change in average responses from pre- to post-survey was assessed using paired t-tests and significant probability levels  $< 0.10$  are highlighted.

### Family Communication

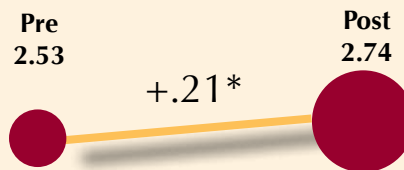
Positive changes in mean responses to parent/guardian survey questions asking how often they communicate with their child about how things were going at school (Q2:  $+0.21$ ,  $p = 0.03$ ) and ways he or she could solve a problem (Q8:  $+0.26$ ,  $p = 0.08$ ) indicate more frequent communication at follow-up.

Exceptions were in talking with children about ways to resolve a conflict (Q3) and problems with friends or someone they are dating (Q4), where parent/guardian responses slightly dropped pre- to post-conference (although drops were not statistically significant).

### School Connection

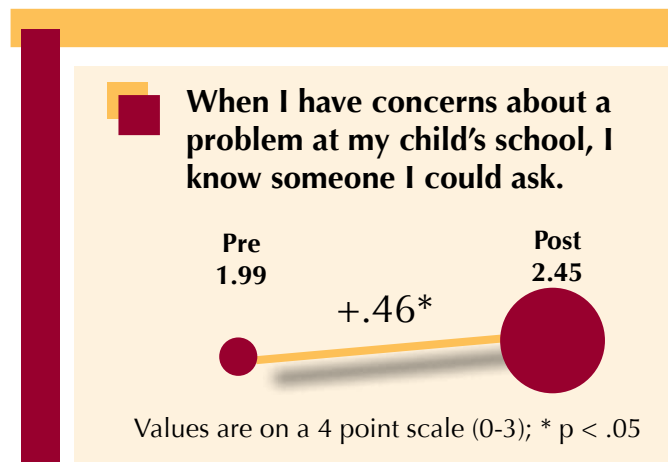
Results showed a positive, significant increase in how much parents/guardians agreed that they know someone at their child's school they could talk to about a problem (Q8); from pre- to post-survey, the mean response score increased from 1.99 to 2.45

**In the past month, how often have you talked to your child about how things are going at school?**



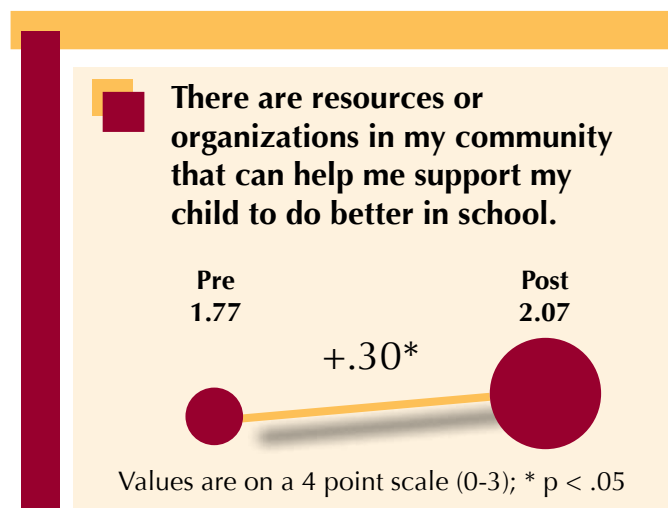
Values are on a 4 point scale (0-3); \*  $p < .05$

( $p=0.01$ ). There was also a significant, positive change in levels of agreement that their child is safe at school (Q7: mean scores increased from 1.90 to 2.29,  $p = 0.08$ ). Parents/guardians also reported a positive trend of talking more often to their child's teachers at follow-up (Q5: mean scores increased from 2.21 to 2.44,  $p = 0.08$ ). No significant difference in reports of how often parents/guardians attend functions at school (Q6) were noted between pre-conference and follow-up surveys.



### Community Resources

Parents/guardians demonstrated significant increases in agreement levels with the statement that there are resources or organizations in their community that can help them support their child to do better at school; mean response score increased from 1.77 to 2.07 ( $p=.01$ ).








# Qualitative Data Supporting Program Results


## Program Success Stories

Staff from the LRC regularly write narrative case notes illustrating the process for each program participant. Using pseudonyms, the following summaries of two RCP cases further detail how the program works and illustrate factors related to the program's ability to achieve the results noted above in the survey and school records data.


 In January, Dora and a group of female friends were involved in a fight at her high school against another group of females. As a result, one student was injured and had to be treated in an emergency room. Dora was cited by police for an assault and immediately recommended for expulsion by her school. MPS presented Dora and her family with the opportunity to participate in the RCP. Dora and her parents agreed to participate in the program and she was placed at a Minneapolis contract alternative school.

The initial family group conference focused on Dora's strengths and resulted in the development of an extensive accountability plan focused on supporting Dora in having better attendance, behavior and academic success. By the time of Dora's follow-up conference in April, she had successfully completed her plan commitments by obtaining credit for all her classes and having zero absences. Dora decided to continue attending the alternative school until the end of the school year. She recommitted to her academic goals and laid out a plan to be caught up with credits to begin her sophomore year, a plan which included enrolling in summer school. Supports related to Dora's behavioral challenges were revisited and re-emphasized.

In August of the same year, an additional conference was held. Dora had decided to return to her original high school for her sophomore year, and this conference would focus on helping her have a successful transition. Dora was introduced to school staff who could be a network of support for her, including the social worker, academic advisor, graduation coach and sophomore dean. She was fully oriented to school supports systems, including tutoring, clinics,



and a student support group. Other adults from outside the school with whom she had connected during the RCP emphasized they would be a continued resource.

 **JOSEPH** Joseph had been involved in instances of bullying and violence at a Minneapolis middle school, acts which met the criteria for a recommendation for expulsion. Instead of implementing conventional disciplinary methods, school staff referred the family to the RCP.

During restorative family conferences facilitated by the LRC, it was discovered that Joseph had been regularly exposed to violence. The dialogue involved in the restorative process helped all participants realize that the behaviors exhibited by Joseph in school were the result of a community-wide cycle of victimization, fear, and violence. From this insight, conference participants were able to appropriately address the aggression he displayed, while also attending to the underlying fear and hurt that had prompted the bullying and hostility.


As a result, Joseph proactively suggested that he create a presentation about the harms of bullying and how to appropriately respond to bullying. He presented this to his class and those on his school bus a few weeks later. Since the incident, Joseph has refrained from bullying, become more engaged in school, and become a positive leader amongst his peers. The RCP process strengthened the family's trust in the school and their commitment to working with the school to resolve conflicts. The school, in turn, promised to recommend that the family receive holistic services from a local collaborative. Because of the school's willingness to engage in the RCP and the family's active participation in the process, Joseph was able to remain at his current school, reestablish trust in school staff, and develop a leadership role in the school's anti-bullying efforts.

### **Anecdotal Evidence of Organic Growth of RCP within MPS**

Although not an explicitly stated goal, the Restorative Conference Program does seek to shift the school disciplinary environment from a paradigm that emphasizes punishment and removal of students who commit serious behavioral infractions to one that also strives to provide additional support for any student with challenging behavior. While empirical data related to a potential culture shift were not systematically collected, MPS and LRC staff have regularly noted anecdotal evidence of such a culture shift during the course of this pilot evaluation.

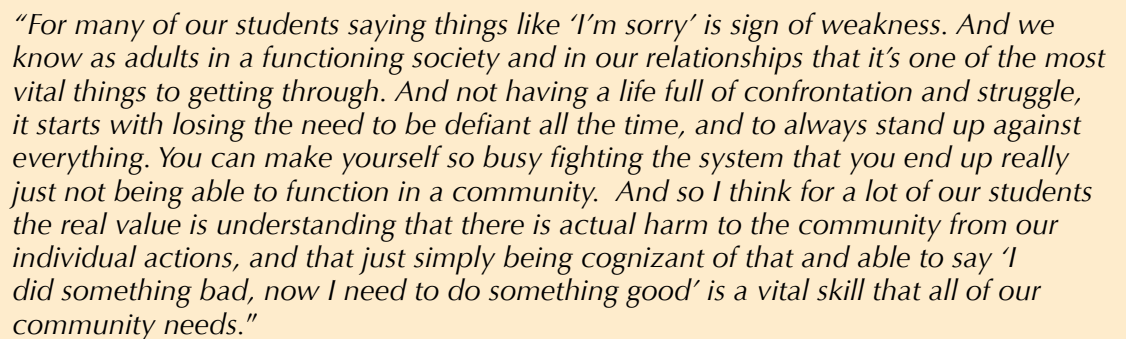
Thus, it is worthwhile to report these observations as they may inform the development of future indicators to track how a program may shift disciplinary approaches, attitudes and responses.

Initially, the design and adoption of this restorative practices approach by a school district can be seen as a first step toward a cultural shift. MPS recognized that students with significant behavioral concerns could benefit from a conference where re-engagement and restoration of the student was the primary goal, with family participation strongly encouraged. In MPS, the




RCP was adopted as a tertiary-level response to the most serious misbehaviors – those which may result in a recommendation for expulsion. All cases required a 5-10-day suspension and a transfer to an alternative educational setting. MPS social workers and LRC facilitators reported during the first year of implementation that there was resistance to the RCP among some school administrators.

By the second year of implementation, MPS had moved to include the expansion of restorative practices in a more deliberate way in both strategic planning and in policy work on climate and discipline, for the first time linking supportive discipline approaches with the mission of educating every student. MPS social workers, LRC facilitators, and district administrative staff reported that resistance at the school level had largely dissipated for those schools that referred students to the RCP and witnessed firsthand the project's success. Evaluation staff did conduct interviews with four administrators from schools who had implemented RCP during the second year of the pilot evaluation. Administrators generally reported finding the RCP to be a positive experience, for students, families, and the schools themselves. One administrator offered this opinion on the value of the RCP:



*“For many of our students saying things like ‘I’m sorry’ is sign of weakness. And we know as adults in a functioning society and in our relationships that it’s one of the most vital things to getting through. And not having a life full of confrontation and struggle, it starts with losing the need to be defiant all the time, and to always stand up against everything. You can make yourself so busy fighting the system that you end up really just not being able to function in a community. And so I think for a lot of our students the real value is understanding that there is actual harm to the community from our individual actions, and that just simply being cognizant of that and able to say ‘I did something bad, now I need to do something good’ is a vital skill that all of our community needs.”*

Administrators also discussed benefits to parents such as a feeling of relief when their child has a chance to start over, and benefits to the school such as flexibility in responding to behavioral incidents. MPS administrators discussed how the RCP facilitates clear communication between all parties regarding students' situations, helps staff and administrators support each other, and gives staff and administrators a deeper understanding of the student's situation. Finally, administrators felt that having a neutral third party from an outside agency (in this case, staff from the LRC) as conference facilitator helps represent the interests of both the student and family member and ensures fairness. Thus, there is some evidence that the program was shifting perceptions among school disciplinary staff and families to viewing each other as allies rather than adversaries.



Additional evidence of culture shifts was observed during the RCP's third year. School administrators were referring students on a discretionary basis to the program, even in situations where district policy did not require it. For example, schools that previously would have sought a transfer of a student without a recommendation for expulsion instead sought to retain their students via an immediate implementation of the RCP. Additionally, some schools were even willing to forego short-term suspensions for lesser misbehaviors if the student and family had a restorative conference the day after the incident. More school staff also inquired about other restorative approaches to implement as secondary and primary prevention strategies. By year four of RCP implementation (2012-13), there was expanded use of restorative family conferences as a general intervention strategy and demand for LRC staff more than doubled.

Finally, additional and ongoing indicators of a cultural shift towards the RCP include the continued commitment of district staff to work with the program, letters of support to community partners who are applying for funding support, and increasing interest throughout the district and schools in referring students to the RCP. Cultural shifts in institutions are reinforced when they feel support from the community. Local media and professional circles can play a role in building this support. During the course of this evaluation, there were at least one national conference and four local presentations about the program and two related award nominations, in addition to two metro-area media features about the program.<sup>25,26,27</sup>



## Discussion

This technical report summarizes the results of a pilot evaluation of the Restorative Conference Program. Based on the results shared above, the RCP is effectively increasing parent engagement and student connections to school and appears to have a positive impact on student academic progress. Results are promising as highlighted below.

An important component and precursor of positive outcomes is high participant satisfaction. Participant satisfaction with a program is important evidence of how well a program supports the needs of students and families involved. It is clear from post-conference surveys that student and parent participation in the RCP was a positive experience. MPS staff members have shared examples of experiences with families where trust and dissatisfaction with schools and the district have characterized interactions regarding student disciplinary incidents. Given that RCP is used as an adjunct support for disciplinary action that may require a temporary change of schools, the level of parent satisfaction with the RCP appears to be a remarkable demonstration of the success the program has in respectfully engaging parents as partners to resolve difficult behavioral challenges.

Parent pre- post-survey responses indicate that the program builds more parent support for learning and increases parent-child and parent-school communication as well as parent connection to school. These are all critical components of parent engagement. Student results showed encouraging trends in school connectedness and engagement, including behavioral changes such as reductions in cutting classes or skipping school as well as increases in their perceived ability to succeed at school, liking school and making better decisions. Students also reported some significant increases in levels of communication with their parents.

Finally, given ample evidence that temporary exclusion from school and involuntary school transfers can be a precursor to disengagement from school, the RCP appears to interrupt such a trajectory and return students to a path of academic progress, as indicated by better attendance, fewer suspensions,



continued credit accrual, slight increases in GPA and increases in the number of students on track to graduate.

This evaluation benefits from certain strengths but also has limitations. Strengths include multiple sources of data, a pre- post-survey that allows examination of within-student change, and the assessment of follow-up outcomes in students' school records the year after participation in the RCP. In addition, the evaluation was able to measure not only outcomes such as behavior but also positive youth development factors such as connections to family, school, and community, which are a key focus of the RCP. Finally, this pilot evaluation also benefited from high survey response rates. Given that results from all sources of data provide evidence of positive trends, we have more confidence in the validity of the results.

There are also a number of limitations to note. First, the lack of a comparison group in this one-group pre- and post-test study design limits our ability to attribute participant changes in outcomes to the program. Second, while the number of participants in the parent and student follow-up sample is high, a major limitation is the small number of students who have three years of MPS records ( $n \sim 40$ ). Thus, conclusions drawn based on the school records are tentative. In addition, some of the mixed survey findings and lack of significant changes may be explained in part by the dynamic development stage of adolescence.

The Family and Youth Restorative Conference Program demonstrates promising potential for affecting positive changes in behavior, attitudes, and opinions for both students and family members who participate. The results noted here allow us to report that the RCP appears to interrupt the dis-engagement and drop-out trajectories that may result from punitive and exclusionary disciplinary approaches. It is, therefore, an important adjunct support practice for schools who feel removal and transfer from a home school remain necessary in certain circumstances.



## Recommendations

An essential next step to understanding the true impact of the RCP is to establish typical academic trajectories for students recommended for expulsion who do not participate in the RCP. This would provide an accurate comparison group and would thus potentially allow attribution of outcomes to the program. Due to high rates of student mobility, future studies should explore the possibilities of collecting school records for shorter time periods (e.g., semesters or quarters) in order to examine more proximal student outcomes, and being able to request school records data from multiple school districts where students attend school.

The high levels of participant satisfaction suggest that there is excellent potential for increased participant enrollment, should the resources become available. The evidence of organic growth and sustainability of the program speak to its potential to have similar impacts for students with less severe misbehavior. Broadening the use of FGC into the secondary level of the public health model, paired with robust outcomes evaluation, could provide an invaluable cost-benefit assessment for understanding whether FGC is an appropriate response for a broader range of disciplinary infractions. Additionally, the cultural shift implied by the evidence of organic growth presents an opportunity to explore the systems-level biases that can impact the daily academic experiences of youth of color. It is possible that asset-based interventions such as the RCP could change educator attitudes and thus impact students' own self-perceptions, motivations and performance. An evaluation that tracks such attitudinal and behavioral shifts of educators and administrators would be of immense value to the school discipline field.



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## Appendix A: Surveys

### Family and Youth Restorative Services Pre-Conference Survey – STUDENT

This is not a test, and your responses to this survey are confidential and will not be linked to your name in any way. Your responses are important to helping us improve services at the Legal Rights Center.

Please answer the following questions by marking the circle under the response that best describes you. Mark "YES!" if the statement is very true, "yes" if it is somewhat true, "no" if it is somewhat false, and "NO!" if it is very false for you.

| These first questions are about school.                  | YES!                  | yes                   | no                    | NO!                   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I like school.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. If I need help at school, I know someone I could ask. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Adults at school care about students.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Adults at school expect me to do well.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. In school, it is hard for me to stay out of trouble.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I feel safe at school.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| The next questions are about you.  | YES!                  | yes                   | no                    | NO!                   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 7. If I need help with a problem, I know an adult I can talk to outside of school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I feel safe at home.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I feel safe on my way to school.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I make good choices about how to act, even when I'm upset.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I am likely to talk to a family member when I have a problem.                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| In the past month, how often did you :  | Never                 | 1 or 2 times          | 3 or 4 times          | 5 or more times       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 12. Skip or cut school (a whole day or a class)?                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Get into a physical fight?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Take part in a fight where a group of your friends was against another group? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| In the past month, how often have you talked to someone in your family about: | Not at all            | A little              | Some                  | A lot                 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. How things are going at school?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Ways to resolve a conflict?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Problems with your friends or someone you are dating?                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. How many times have you ever seen someone get beat up, stabbed or shot with a gun in real life (not on TV or the internet)?

- Never                       1 or 2 times                       3 or more times

19. I decided to participate in this conference because: **(please check all that apply)**

- I want to re-enter my school
- I would like to learn how to solve problems non-violently
- I heard it was a good thing to do
- I was told I had to
- I want more help from adults at school
- I do not want to be expelled
- Other reason: \_\_\_\_\_

## Appendix A: Surveys

### Family and Youth Restorative Services Post-Conference Survey – STUDENT

This is not a test, and your responses to this survey are confidential and will not be linked to your name in any way. Your responses are important to helping us improve services at the Legal Rights Center.

Please answer the following questions by marking the circle under the response that best describes you. Mark “YES! If the statement is very true, “yes” if it is somewhat true, “no” if it is somewhat false, and “NO!” if it is very false for you.

| These first questions are about school.                  | YES!                  | yes                   | no                    | NO!                   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I like school.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. If I need help at school, I know someone I could ask. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Adults at school care about students.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Adults at school expect me to do well.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. In school, it is hard for me to stay out of trouble.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I feel safe at school.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| The next questions are about you.  | YES!                  | yes                   | no                    | NO!                   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 7. If I need help with a problem, I know an adult I can talk to outside of school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I feel safe at home.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I feel safe on my way to school.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I make good choices about how to act, even when I’m upset.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I am likely to talk to a family member when I have a problem.                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| In the past month, how often did you:   | Never                 | 1 or 2 times          | 3 or 4 times          | 5 or more times       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 12. Skip or cut school (a whole day or a class)?                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Get into a physical fight?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Take part in a fight where a group of your friends was against another group? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| In the past month, how often have you talked to someone in your family about: | Not at all            | A little              | Some                  | A lot                 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. How things are going at school?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Ways to resolve a conflict?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Problems with your friends or someone you are dating?                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please turn over —————>

## Appendix A: Surveys

### Family and Youth Restorative Services Post-Conference Survey – STUDENT

| Please tell us if you strongly agree, agree, disagree or strongly disagree with the following statements: | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 18. I would participate in a restorative conference again.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. I am satisfied with the restorative conference program.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. The restorative conference program has helped me be more successful at school.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. I have followed through with my part of the restorative conference plan.                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. My family members have followed through with their part of the conference plan.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. School staff have followed through with their part of the conference plan.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. I have used new sources for help because of participating in the restorative conference program.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. I would recommend the restorative conference program to a friend.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

26. Because of my participation in the restorative conference program: **(please check all that apply)**

- I re-entered my school
- I learned how to solve problems non-violently
- I received more help from adults at school
- I was not expelled
- I make better decisions
- I understand the impact my behavior has on the people around me
- I had the chance to share my goals and expectations with the group
- Other: \_\_\_\_\_

\_\_\_\_\_

27. The most important part of the restorative conference program for me was:

\_\_\_\_\_

\_\_\_\_\_

28. We welcome your feedback on the Family & Youth Restorative Conference Program – please share any ideas you have about the good and bad parts of the program. What was helpful? Was there something missing that would have been helpful to you?

\_\_\_\_\_

\_\_\_\_\_

## Appendix A: Surveys

### Family and Youth Restorative Services Pre-Conference Survey – PARENT

This is not a test, and your responses to this survey are confidential and will not be linked to your name in any way. Your responses are important to helping us improve services at the Legal Rights Center.

Please answer the following questions by marking the circle under the response that best describes you.

1. I decided to participate in this conference because: **(please check all that apply)**

- I want my child to re-enter her/his school
- I want my child to learn ways to avoid getting into trouble
- I heard it was a good thing to do
- I was told I had to
- I want my child to have more support from adults at school
- I want more support from adults at my child's school
- I do not want my child to be expelled
- Other reason: \_\_\_\_\_

| In the past month, how often have you talked with your child about: | Not at all            | A little              | Some                  | A lot                 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 2. How things are going at school?                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Ways to resolve a conflict?                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Problems with friends or someone they are dating?                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| The next questions are about your child's school.  | Never                 | Hardly Ever           | Some-times            | Often                 | Very Often            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 5. How often do you talk with your child's teachers?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. How often do you attend functions at school (open houses, parent-teacher conferences, etc)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Please tell us if you strongly agree, agree, disagree or strongly disagree with the following statements:            | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 7. I feel my child is safe at school.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. When I have concerns about a problem at my child's school, I know someone I could ask for help.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I find out how my child is doing in his/her classes from my child.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I find out how my child is doing in his/her classes from his/her teachers, counselors or someone else at school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. My child and I are likely to talk about ways he/she could solve a problem.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. There are resources or organizations in my community that can help me support my child to do better at school.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Family and Youth Restorative Services Post-Conference Survey – PARENT**

This is not a test, and your responses to this survey are confidential and will not be linked to your name in any way. Your responses are important to helping us improve services at the Legal Rights Center.

Please answer the following questions by marking the circle under the response that best describes you.

1. Because of our participation in the restorative conference program: **(please check all that apply)**

- My child re-entered her/his school
- My child learned ways to avoid getting into trouble
- My child has more support from adults at school
- I have more support from adults at my child's school
- My child was not expelled
- I had the chance to share my goals and expectations with the group.
- Other: \_\_\_\_\_

| In the past month, how often have you talked with your child about: | Not at all            | A little              | Some                  | A lot                 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 2. How things are going at school?                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Ways to resolve a conflict?                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Problems with friends or someone they are dating?                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| The next questions are about your child's school.  | Never                 | Hardly Ever           | Some-times            | Often                 | Very Often            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 5. How often do you talk with your child's teachers?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. How often do you attend functions at school (open houses, parent-teacher conferences, etc)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Please tell us if you strongly agree, agree, disagree or strongly disagree with the following statements:            | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 7. I feel my child is safe at school.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. When I have concerns about a problem at my child's school, I know someone I could ask for help.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I find out how my child is doing in his/her classes from my child.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I find out how my child is doing in his/her classes from his/her teachers, counselors or someone else at school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. My child and I are likely to talk about ways he/she could solve a problem.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. There are resources or organizations in my community that can help me support my child to do better at school.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please turn over —————>



## Appendix A: Surveys

### Family and Youth Restorative Services Post-Conference Survey – PARENT

| Please tell us if you strongly agree, agree, disagree or strongly disagree with the following statements: | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 13. I would participate in a restorative conference program again.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. I am satisfied with the restorative conference program.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. I have followed through with my part of the conference plan.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. My child has followed through with his/her part of the conference plan.                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. School staff have followed through with their part of the conference plan.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. I have used new sources for help because of participating in the restorative conference program.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. I would recommend this restorative conference program to a friend.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. We welcome your feedback on the Family & Youth Restorative Conference Program – please share any ideas you have about the good and bad parts of the program. What was helpful? Was there something missing that would have been helpful to you?

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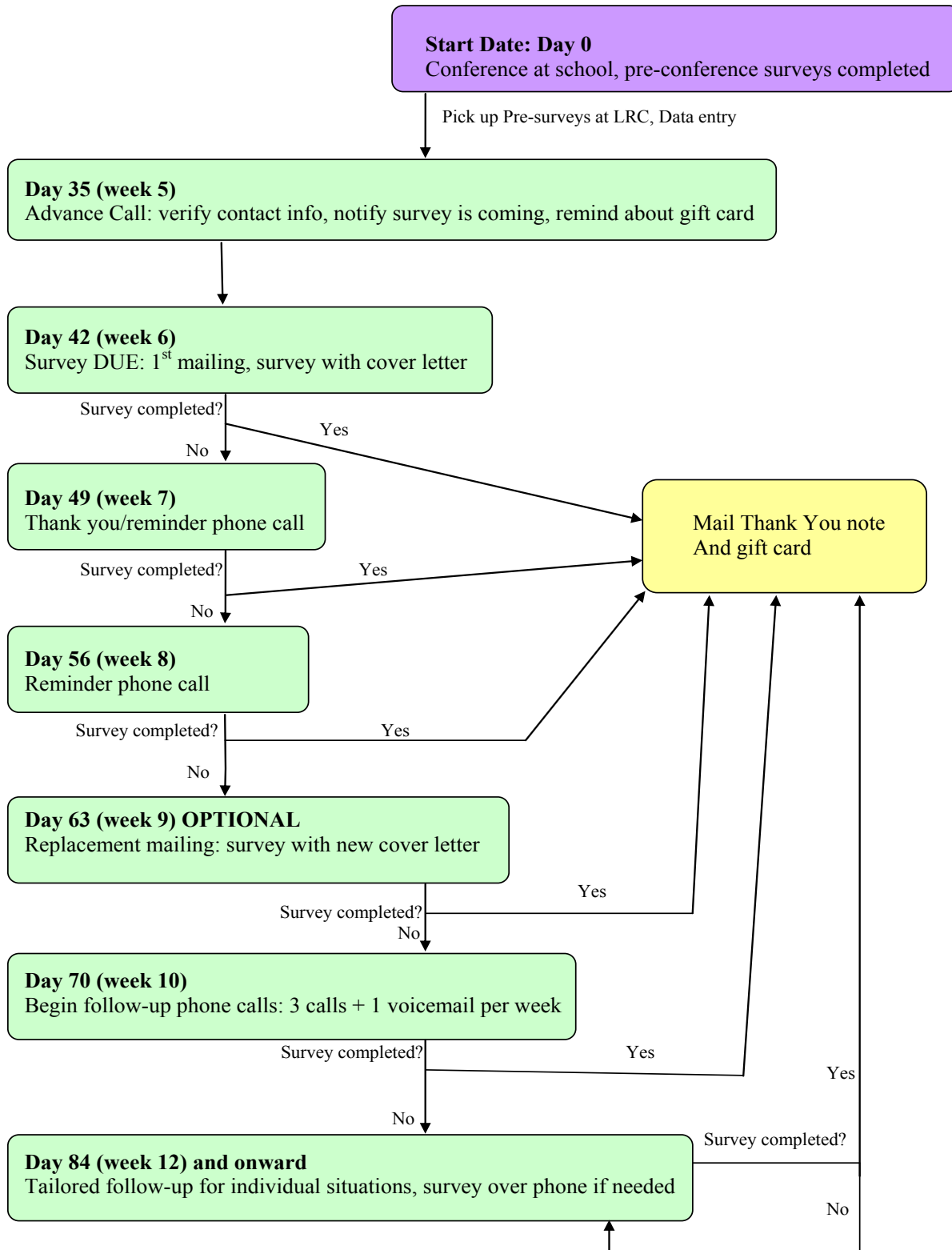
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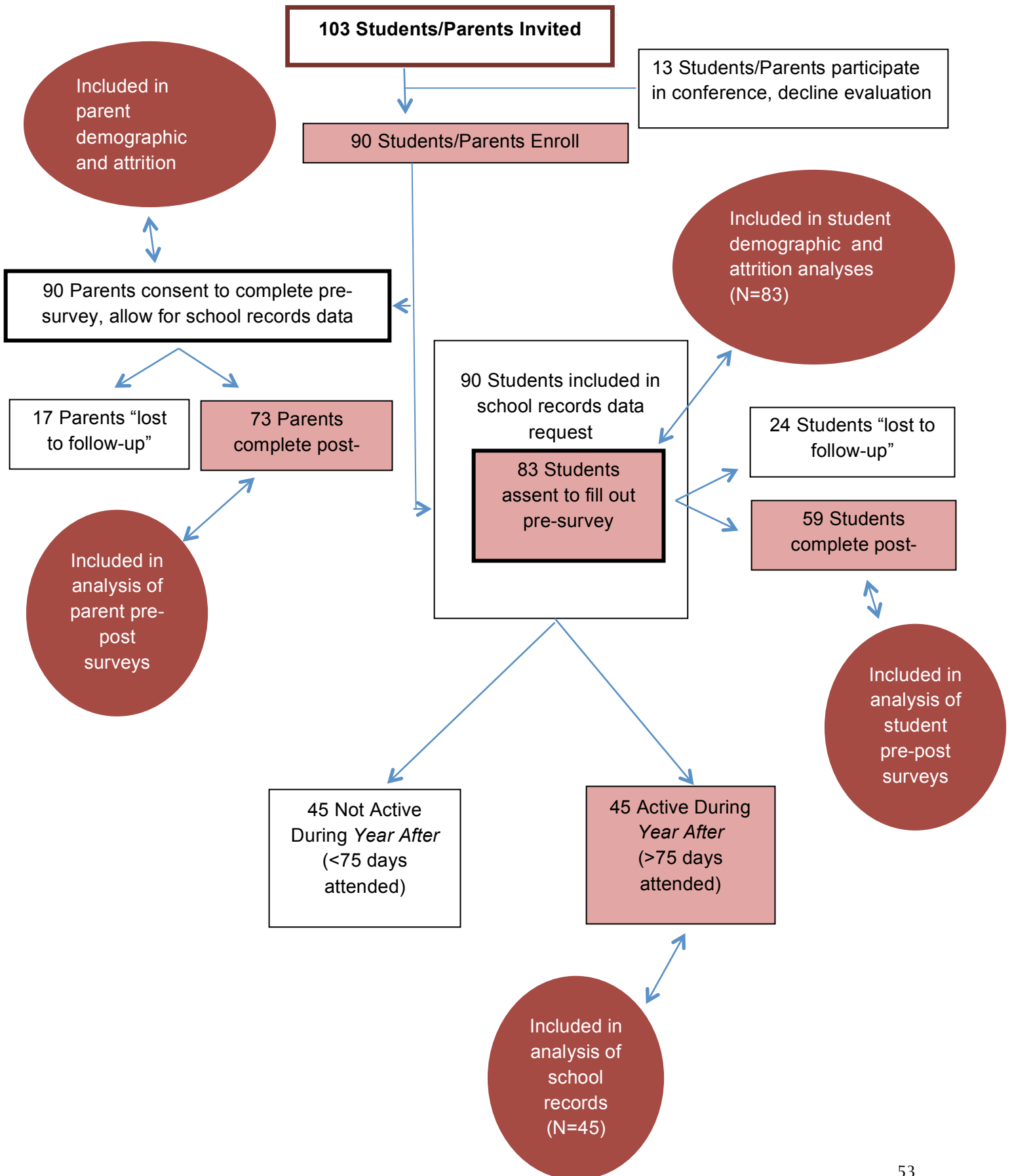
## Appendix B: Figures

**Figure 1– Follow-up data collection procedures**



## Appendix B: Figures

**Figure 2 – Flow of Participants (March, 2010 – August, 2012)**



## Appendix C: Data Tables

**Table 1 – Descriptive Characteristics of Students who participated in RCP**

|                       | Year of Restorative Program Receipt |        |           |        |         |        |
|-----------------------|-------------------------------------|--------|-----------|--------|---------|--------|
|                       | 2010                                |        | 2010-2011 |        | 2011-12 |        |
|                       | n                                   | %      | n         | %      | n       | %      |
| <b>Grade Level</b>    |                                     |        |           |        |         |        |
| 6th                   | 2                                   | 18.2   | 3         | 7.9    | 6       | 14.6   |
| 7th                   | 0                                   | 0      | 3         | 7.9    | 11      | 26.8   |
| 8th                   | 0                                   | 0      | 9         | 23.7   | 9       | 22     |
| 9th                   | 1                                   | 9.1    | 7         | 18.4   | 5       | 12.2   |
| 10th                  | 4                                   | 36.4   | 9         | 23.7   | 5       | 12.2   |
| 11th                  | 4                                   | 36.4   | 7         | 18.4   | 5       | 12.2   |
| Total                 | 11                                  | 100    | 38        | 100    | 41      | 100    |
| Average Grade (stdev) | 9.55                                | (1.86) | 8.97      | (1.52) | 8.12    | (1.61) |

|                         | High School During<br>Year of Incident<br>(n = 46) |      | Middle School<br>During<br>Year of Incident<br>(n = 44) |      |
|-------------------------|--|------|---|------|
|                         | n  | %    | n   | %    |
| <b>Type of Incident</b> |  |      |   |      |
| Assault                 | 19   | 41.3 | 24  | 54.5 |
| Threat/Intimidation     | 1  | 2.2  | 2   | 4.5  |
| Weapon                  | 14   | 30.4 | 12  | 27.3 |
| Drugs                   | 4  | 8.7  | 3   | 6.8  |
| Vandalism               | 2  | 4.3  | 0   | 0    |
| Harassment              | 1  | 2.2  | 1   | 2.3  |
| Disorderly Conduct      | 1  | 2.2  | 1   | 2.3  |
| Indecent Exposure       | 0  | 0    | 1   | 2.3  |
| Sexual Harassment       | 1  | 2.2  | 0   | 0    |
| Explosive               | 1  | 2.2  | 0   | 0    |
| Theft                   | 2  | 4.3  | 0   | 0    |
| Total                   | 46   | 100  | 44  | 100  |

|   | High School During<br>Year of Incident<br>(n = 46) |      | Middle School During<br>Year of Incident<br>(n = 44) |      |
|---|--|------|--|------|
|   | n  | %    | n  | %    |
| Seen someone get beat up, stabbed or shot with a gun. | 34   | 79.0 | 31   | 77.5 |
| <i>School Status</i>                                  |  |      |  |      |
| Free/Reduced Lunch Status                             | 39   | 84.8 | 42   | 95.5 |
| Special Ed Status                                     | 8  | 17.8 | 3  | 6.8  |
| English Language Learner                              | 4  | 8.9  | 2  | 4.5  |
| <i>Home Language</i>                                  |  |      |  |      |
| English   | 40   | 87   | 41   | 93.2 |
| Somali  | 1  | 2.2  | 0  | 0    |
| Spanish   | 4  | 8.7  | 3  | 7.8  |

## Appendix C: Data Tables

**Table 2 – Attrition Analysis Results for Student Sample**

| Characteristic                     | Did Not Complete Follow-Up Survey N = 24 |              | Completed Both Surveys N = 59 |              | Test Statistic         | p-value |
|------------------------------------|--|--------------|-------------------------------|--------------|------------------------|---------|
|                                    | Mean                                     | (sd)         | Mean                          | (sd)         |                        |         |
| <b>Student's Age at Pre-Survey</b> |  |              |                               |              |                        |         |
| Average Age                        | 14.67                                    | 1.63         | 14.25                         | 1.76         | -0.99(81)              | 0.71    |
|                                    | <i>n</i>                                 | <i>col %</i> | <i>n</i>                      | <i>col %</i> | <i>chi-square (df)</i> |         |
| <b>Student's Gender</b>            |  |              |                               |              |                        |         |
| Female                             | 9  | 37           | 18                            | 30           | .38(1)                 | 0.54    |
| Male                               | 15                                       | 63           | 41                            | 70           |                        |         |
| <b>Student's Ethnicity</b>         |  |              |                               |              |                        |         |
| African                            | 1  | 4            | 0                             | 0            | 7.55(5)                | 0.18    |
| African-American                   | 15                                       | 65           | 30                            | 51           |                        |         |
| American Indian                    | 4  | 17           | 6                             | 10           |                        |         |
| White                              | 1  | 4            | 5                             | 9            |                        |         |
| Hispanic                           | 1  | 4            | 7                             | 12           |                        |         |
| Multiracial                        | 1  | 4            | 11                            | 19           |                        |         |

## Appendix C: Data Tables

**Table 3 – Attrition Analysis Results for Parent Sample**

| Characteristic                     | Did Not Complete Follow-Up Survey<br>N = 17 |              | Completed Both Surveys<br>N = 73 |              | Test Statistic<br><i>t (df)</i> | p-value     |
|------------------------------------|---|--------------|----------------------------------|--------------|---------------------------------|-------------|
|                                    | Mean  | (sd)         | Mean                             | (sd)         |                                 |             |
| <b>Parent's Age at Pre-Survey*</b> | N = 10                                      |              | N = 41                           |              |                                 |             |
| Average Age                        | 39.40                                       | (10.80)      | 38.39                            | (6.20)       | -.394(49)                       | 0.70        |
| <b>Family Size</b>                 | N = 15                                      |              | N = 69                           |              |                                 |             |
| Average Family Size                | 4.33  | (1.84)       | 4.25                             | (1.59)       | -0.187(82)                      | 0.85        |
|                                    | <i>n</i>                                    | <i>col %</i> | <i>n</i>                         | <i>col %</i> | <i>chi-square (df)</i>          |             |
| <b>Parent's Gender</b>             | N = 16                                      |              | N = 69                           |              |                                 |             |
| Female                             | 14  | 88           | 68                               | 99           | 4.66(1)                         | <b>0.09</b> |
| Male                               | 2   | 12           | 1                                | 1            |                                 |             |
| <b>Parent's Ethnicity*</b>         | N = 10                                      |              | N = 34                           |              |                                 |             |
| African-American                   | 5   | 50           | 17                               | 50           | .173(3)                         | 0.98        |
| American Indian                    | 2   | 20           | 6                                | 18           |                                 |             |
| White                              | 2   | 20           | 6                                | 18           |                                 |             |
| Hispanic                           | 1   | 10           | 5                                | 15           |                                 |             |
| Multiracial                        | 0   | 0            | 0                                | 0            |                                 |             |
| <b>Family Income Category</b>      | N = 14                                      |              | N = 70                           |              |                                 |             |
| Below 125%                         | 12  | 86           | 49                               | 70           | 2.00(2)                         | 0.37        |
| Between 125-200%                   | 2   | 14           | 14                               | 20           |                                 |             |
| Above 200%                         | 0   | 0            | 7                                | 10           |                                 |             |

\* A new form to document demographics was implemented by LRC during 2011-12; this form asked parents to write in their race/ethnicity and age and many parents/guardians chose not to fill out this information.

## Appendix C: Data Tables

**Table 4 – Student Satisfaction and Awareness of Supports (March 2010 – August 2012)**

| Post-Conference Survey Question   | n  | %   |
|---|----|-----|
| <b>Q18 I would participate in a restorative conference again.</b>                           |    |     |
| 0 Strongly Disagree   | 3  | 5   |
| 1 Disagree  | 8  | 14  |
| 2 Agree   | 38 | 64  |
| 3 Strongly Agree  | 10 | 17  |
| Total   | 59 | 100 |
| Missing   | 0  |     |
| <b>Q19 I am satisfied with the restorative conference program.</b>                          |    |     |
| 0 Strongly Disagree   | 1  | 2   |
| 1 Disagree  | 3  | 15  |
| 2 Agree   | 40 | 51  |
| 3 Strongly Agree  | 14 | 32  |
| Total   | 58 | 100 |
| Missing   | 1  |     |
| <b>Q20 The restorative conference program has helped me be more successful at school.</b>   |    |     |
| 0 Strongly Disagree   | 1  | 2   |
| 1 Disagree  | 9  | 15  |
| 2 Agree   | 30 | 51  |
| 3 Strongly Agree  | 19 | 32  |
| Total   | 59 | 100 |
| Missing   | 0  |     |
| <b>Q21 I have followed through with my part of the restorative conference plan.</b>         |    |     |
| 0 Strongly Disagree   | 0  | 0   |
| 1 Disagree  | 3  | 5   |
| 2 Agree   | 40 | 69  |
| 3 Strongly Agree  | 15 | 26  |
| Total   | 58 | 100 |
| Missing   | 1  |     |
| <b>Q22 My family members have followed through with their part of the conference plans.</b> |    |     |
| 0 Strongly Disagree   | 1  | 2   |
| 1 Disagree  | 0  | 0   |
| 2 Agree   | 38 | 64  |
| 3 Strongly Agree  | 20 | 34  |
| Total   | 59 | 100 |
| Missing   | 0  |     |

## Appendix C: Data Tables

**Table 4 – Continued**  
**Student Satisfaction and Awareness of Supports (March 2010 – August 2012)**

| Post-Conference Survey Question   | n  | %   |
|---|----|-----|
| <b>Q23 School staff have followed through with their part of the conference plan.</b>                       |    |     |
| 0 Strongly Disagree   | 2  | 4   |
| 1 Disagree  | 7  | 12  |
| 2 Agree   | 35 | 59  |
| 3 Strongly Agree  | 15 | 25  |
| Total   | 59 | 100 |
| Missing   | 0  |     |
| <b>Q24 I have used new sources for help because of participating in the restorative conference program.</b> |    |     |
| 0 Strongly Disagree   | 3  | 5   |
| 1 Disagree  | 8  | 14  |
| 2 Agree   | 38 | 64  |
| 3 Strongly Agree  | 10 | 17  |
| Total   | 59 | 100 |
| Missing   | 0  |     |
| <b>Q25 I would recommend the restorative conference program to a friend.</b>                                |    |     |
| 0 Strongly Disagree   | 1  | 2   |
| 1 Disagree  | 4  | 7   |
| 2 Agree   | 35 | 59  |
| 3 Strongly Agree  | 19 | 32  |
| Total   | 59 | 100 |
| Missing   | 0  |     |
| <b>Q26 Because of my participation in the restorative conference program: (check all that apply)</b>        |    |     |
| I re-entered my school  | 20 | 34  |
| I learned how to solve problems non-violently   | 36 | 61  |
| I received more help from adults at school  | 30 | 51  |
| I was not expelled  | 30 | 51  |
| I make better decisions   | 42 | 71  |
| I understand the impact my behavior has on the people around me   | 44 | 75  |
| I had the chance to share my goals and expectations with the group  | 23 | 39  |
| Other reason  | 5  | 19  |
| I'm going out of state if I don't get back in school in Mpls.   |    |     |
| I feel more safer.  |    |     |
| I have brought my grades up better than what they was.  |    |     |
| Learned how to stay out of trouble period.  |    |     |
| I haven't heard back if I can or can't yet.   |    |     |
| I haven't got into any fights.  |    |     |



## Appendix C: Data Tables

**Table 4 – Continued**  
**Student Satisfaction and Awareness of Supports (March 2010 – August 2012)**

| Post-Conference Open-Ended Responses   |
|--|
| <b>Q27 The most important part of the restorative conference program for me was:</b>                     |
| <b>Having support to be successful and deal with problems:</b>   |
| Getting help for me so that I can be successful (n=2)  |
| Getting more help with problems  |
| Getting through with a positive attitude   |
| Going through with my plans we disgust at the meeting.   |
| How they gave me smart ideas to do when I need help. What to do when I am mad.                           |
| I got better grades, I understand the new school better and how to get along better with other students. |
| It helped me resolve my problems.  |
| It helped me with my actions and how I can act better.   |
| It took me out of disturbing environments such as noisy classrooms.                                      |
| Learning new things  |
| Learning new things and new school   |
| Meeting the people I could talk to at my new school. Otherwise, it didn't really do anything.            |
| That I expressed myself by answering questions.  |
| The help I'm getting to become a better person   |
| The most important part was me having other choices besides being expelled.                              |
| Them helping me to understand all new rules and conditions   |
| To follow all rules that apply, and just do what I have to do.   |
| To follow threw with my expectations   |
| To stay focused, and learned how to reach my goals.  |
| To take my part in the program and do all the positive things so everything wouldn't be so negative      |
| Trust teachers   |
| When they told me how I had to act cause I knew I was gone have to change.                               |
| <b>Being back in school/not expelled:</b>  |
| Getting back in school (n=9)   |
| I was not expelled (n=5)   |
| Being able to go to a regular school, and not being in special ed.                                       |
| be better at school and don't get in trouble   |
| They could help me go back to my other school.   |
| Knowing I can stay in a good school because of it  |
| I can get caught up on my credits.   |
| The work to get back into public schools   |

## Appendix C: Data Tables

**Table 4 – Continued**  
**Student Satisfaction and Awareness of Supports (March 2010 – August 2012)**

| <b>Post-Conference Open-Ended Responses (continued)</b>                                      |               |
|--|---------------|
| <b>Q27 The most important part of the restorative conference program for me was:</b>         |               |
| <b>Making better decisions:</b>  |               |
| I make better decisions and I understand the impact my behavior has on the people around me. |               |
| I'm a better person at school.   |               |
| Learn from my mistakes and make better decisions.  |               |
| Learning fighting causes bad things to happen in your future                                 |               |
| Learning how to deal with my problems without fighting                                       |               |
| Not bring weapons to school.   |               |
| Sorting things out   |               |
| <b>Other</b>   |               |
| Being with adults  |               |
| Getting a second chance  |               |
| Getting my grades up.  |               |
| I want to go back to South High  |               |
| The whole thing, I learned a lot.  |               |
| <b>Other-Negative</b>  |               |
| Them lying, they said I could go back to a regular school.                                   |               |
| <b>Total</b>   | <b>n = 55</b> |

| <b>Q28 Open-Ended Feedback</b>  |  |
|---|--|
| <b>Helpful/good:</b>  |  |
| Yes, it was helpful (n=7)   |  |
| Nothing missing/nothing wrong (n=7)   |  |
| Everything was good (n=2)   |  |
| Helped getting in a new school and nothing bad  |  |
| Helpful was the backup plan for school if I couldn't get into my old school.  |  |
| How quickly you guys worked   |  |
| I don't have anything bad to say about the program. The good thing about the program is everyone was very understanding and nice. |  |
| I know someone cared about me.  |  |
| I loved it and I wanted to stay until I graduated high school and I'm sad it's closing.   |  |
| It was helpful that I had people at school who I go and talk to about my problems.  |  |
| Me being transferred was a lot of help to me. Thank you!  |  |
| No, yall gave me good information and make me make good decision.   |  |
| Nothing is missing, I like the program (I was wondering if it's possible if you send me to another school)                        |  |
| Thanks for all your help!   |  |

## Appendix C: Data Tables

**Table 4 – Continued**  
**Student Satisfaction and Awareness of Supports (March 2010 – August 2012)**

| <b>Post-Conference Open-Ended Responses (continued)</b>   |               |
|---|---------------|
| <b>Q28 Open-Ended Feedback (continued)</b>  |               |
| Something that was helpful was when we had the conference about some things I could have done differently                 |               |
| That they talked me in to doing better. I love that program cause if it wasn't for them I wouldn't be where I am today.   |               |
| The helpful thing that happened was me getting put into a small setting.  |               |
| The thing that was helpful was that the questions was talking about school and it was very helpful for me to answer them. |               |
| This program has helped me and my mom communicate better and understand each other, the program has been great!!          |               |
| Tutoring was helpful for me to keep up with regular class.  |               |
| <b>Missing/Bad</b>  |               |
| Ask people how they feel about their parents! How they like living with theres CUZ I HATE THIS GET ME OUT OF HEAR!!       |               |
| Being able to wear regular clothes would have been helpful for me. (A little bit).  |               |
| Didn't do much  |               |
| I really didn't like the program because they did not challenge me at any of my work                                      |               |
| It'd be better if they gave food.   |               |
| More relationships problems   |               |
| That since the school is so small everybody gets in trouble when something is missing                                     |               |
| They didn't really tell me exactly what to do. It was more like, "do good, don't get in trouble."                         |               |
| I want to go back to South High   |               |
| <b>Total</b>  | <b>n = 42</b> |

## Appendix C: Data Tables

**Table 5 – Parent/Guardian Satisfaction and Awareness of Supports (March 2010 – August 2012)**

| Survey Questions   | n  | %  |
|--|----|----|
| <b>Q1Pre I decided to participate in this conference because: (check all that apply)</b>   |    |    |
| I want my child to re-enter her/his school.  | 49 | 67 |
| I want my child to learn ways to avoid getting into trouble.   | 56 | 77 |
| I heard it was a good thing to do.   | 15 | 21 |
| I was told I had to.   | 3  | 4  |
| I want my child to have more support from adults at school.  | 38 | 52 |
| I want more support from adults at my child's school.  | 21 | 29 |
| I do not want my child to be expelled.   | 39 | 53 |
| Other reason   | 11 | 15 |
| Because I don't want it to be on her record so I did what I believe is best.   |    |    |
| I want my child to get the most they can to prepare them for the future  |    |    |
| I want my child to have a better chance at being successful. I want my child to learn how to manage his anger. I don't want my child to end up in prison nor part of the system.   |    |    |
| I want my child to understand that public needs we have to help identify broken systems what happened to him was wrong. Zero tolerance and broad language never considers human beings. Suspension is not a good way to deal with problems. Intent and perception can work against you - I hope that in the future other children and families will be treated with respect from the MPS district. There are people within the system that want to help you - figure out who you can trust and avoid the others. |    |    |
| I want my child to understand that when making foolish & wrong decisions it has a "negative outcome".  |    |    |
| I want my grandchild to succeed in school.   |    |    |
| I want my son to know that he has support and direction from his school and know that this conference will be beneficial to his future.  |    |    |
| I would like to see adults accept responsibility for their wrong in this situation   |    |    |
| More education   |    |    |
| School decided to keep my son @ same school  |    |    |
| So he doesn't fall behind in academics (or socially)   |    |    |
| <b>Q1Post Because of participation in the restorative conference program: (check all that apply)</b>   |    |    |
| My child re-entered his/her school.  | 24 | 33 |
| My child learned ways to avoid getting into trouble.   | 47 | 64 |
| My child has more support from adults at school.   | 48 | 66 |
| I have more support from adults at my child's school.  | 39 | 53 |
| My child was not expelled.   | 38 | 52 |
| I had the chance to share my goals and expectations with the group.  | 36 | 49 |
| Other reason   | 12 | 18 |
| Daughter now attends [alt school] because she preferred it over previous school  |    |    |
| Daughter stayed at [alt school] again this year because she preferred it.  |    |    |
| Haven't moved to a different school yet  |    |    |
| He finally found a school that he likes  |    |    |

## Appendix C: Data Tables

**Table 5 – Continued**  
**Parent/Guardian Satisfaction and Awareness of Supports (March 2010 – August 2012)**

| Survey Questions (continued)  |  |  |
|---|--|--|
| <b>Q1Post Because of participation in the restorative conference program: (check all that apply)</b>  |  |  |
| Other reason (continued)  |  |  |
| I'm ok, [sons name] has really changed his ways, and the way about doing things.  |  |  |
| My child does online schooling  |  |  |
| My child was expelled from school for refusal to participate and breaking the rules even though support was offered.                          |  |  |
| My son has been able to get caught up on his academics and is able to participate in school activities.                                       |  |  |
| n/a: no effect. He is not attending due to his own problems.  |  |  |
| Opportunity to talk about issues at school, & mom. He is more open to talk about problems at school! I usually call to find out about my son! |  |  |
| She has not changed at all.   |  |  |
| Talking more.   |  |  |
| Was able to enter school period! Thanks!  |  |  |

| <b>Q13 I would participate in a restorative conference again.</b>                   |    |     |
|---|----|-----|
| 0 Strongly Disagree   | 0  | 0   |
| 1 Disagree  | 1  | 1   |
| 2 Agree   | 41 | 56  |
| 3 Strongly Agree  | 31 | 43  |
| Total   | 73 | 100 |
| <b>Q14 I am satisfied with the restorative conference program.</b>                  |    |     |
| 0 Strongly Disagree   | 0  | 0   |
| 1 Disagree  | 3  | 4   |
| 2 Agree   | 43 | 59  |
| 3 Strongly Agree  | 27 | 37  |
| Total   | 73 | 100 |
| <b>Q15 I have followed through with my part of the restorative conference plan.</b> |    |     |
| 0 Strongly Disagree   | 0  | 0   |
| 1 Disagree  | 1  | 1   |
| 2 Agree   | 39 | 54  |
| 3 Strongly Agree  | 33 | 45  |
| Total   | 73 | 100 |
| <b>Q16 My child has followed through with his/her part of the conference plan.</b>  |    |     |
| 0 Strongly Disagree   | 2  | 3   |
| 1 Disagree  | 6  | 8   |
| 2 Agree   | 38 | 53  |
| 3 Strongly Agree  | 26 | 36  |
| Total   | 72 | 100 |
| Missing   | 1  |     |

## Appendix C: Data Tables

**Table 5 – Continued**  
**Parent/Guardian Satisfaction and Awareness of Supports (March 2010 – August 2012)**

| <b>Survey Questions (continued)</b>   |    |     |
|---|----|-----|
| <b>Q17 School staff have followed through with their part of the conference plan.</b>   |    |     |
| 0 Strongly Disagree   | 0  | 0   |
| 1 Disagree  | 2  | 3   |
| 2 Agree   | 45 | 61  |
| 3 Strongly Agree  | 26 | 36  |
| Total   | 73 | 100 |
| <b>Q18 I have used new sources for help because of participating in the restorative conference program.</b>   |    |     |
| 0 Strongly Disagree   | 1  | 1   |
| 1 Disagree  | 27 | 38  |
| 2 Agree   | 33 | 46  |
| 3 Strongly Agree  | 11 | 15  |
| Total   | 72 | 100 |
| Missing   | 1  |     |
| <b>Q19 I would recommend the restorative conference program to a friend.</b>  |    |     |
| 0 Strongly Disagree   | 0  | 0   |
| 1 Disagree  | 2  | 3   |
| 2 Agree   | 38 | 53  |
| 3 Strongly Agree  | 32 | 44  |
| Total   | 72 | 100 |
| Missing   | 1  |     |
| <b>Q20 Open-Ended Feedback</b>  |    |     |
| <b>Positive/Good</b>  |    |     |
| Everything was great/helpful/good. (n=7)  |    |     |
| Everything about it was positive. She is a better person - her attitude about life now is better after participating in this.   |    |     |
| Everything has worked out fine with the help of the program.  |    |     |
| For the most part, I am very satisfied with the program. It has helped my son. His grades have improved and so has his attitude. Keep up the good work.   |    |     |
| Thank you for having programs that keep kids studying and not quitting school.  |    |     |
| Great program, as long as student follows through (my child didn't.) (n=2)  |    |     |
| He's not going to get in trouble, he'd try harder and the teachers would help him.  |    |     |
| Helped my daughter focus on her future and become more open to working with school staff  |    |     |
| Helpful that they were genuinely concerned with son's well-being. Easy to talk to and easy to contact.  |    |     |
| I am so appreciative to have someone outside of my family that cares enough and support my son and I through this time of need. I am really thankful and feels secure that with this program my son will succeed. |    |     |
| I believe the program in general is good, but the schools (alternative) are not.  |    |     |
| I liked the program, it is beneficial but I think it would be better to have other things available at the meetings. For example, someone who could help my son with his anger problems.                          |    |     |

## Appendix C: Data Tables

**Table 5 – Continued**  
**Parent/Guardian Satisfaction and Awareness of Supports (March 2010 – August 2012)**

| <b>Survey Questions (continued)</b>  |             |
|--|-------------|
| <b>Q20 Open-Ended Feedback (continued)</b>   |             |
| I think it was pretty helpful and I'm trying to do my part as well as my child.  |             |
| I'm thankful to [alt] middle school for helping my son to improve his grades and help him be able to graduate from 8 <sup>th</sup> grade. All the teachers supported him so he could do it. Thank you.                 |             |
| It helped her to concentrate more on her studies, to get better grades. She hasn't gotten into any more trouble.   |             |
| It was great. Everyone was really helpful and went smoothly, helpful in trying to fix a mix-up. We're grateful to have been a part of it.  |             |
| It was very helpful. I just wish we could have been able to receive more support of this nature before we got to the point of being expelled.  |             |
| My son has totally changed. At the beginning it was difficult but he has changed. Thank you.   |             |
| My daughter always liked school. She misses school a lot. Thanks to her good records and grades at school she was not expelled because it was looked at and thanks to this part the restorative conference program.    |             |
| She distanced herself from problems and that benefitted her.   |             |
| Strongly agree that this program is very helpful for family and children. My child is doing 100% better since this. Thank you so very much.  |             |
| Thanks a lot! After the expulsion, wasn't sure what [student] was going to do. *Q6- Haven't been any [functions] except enrollment. *Q9 not enough [resources] but some  |             |
| That the program was able to help right away. Thanks a lot.  |             |
| That they didn't kick him out of school for good. There's nothing bad about the school.  |             |
| the family and youth Restorative Conference Program have help me and my son to talk about problems that may be happening at school. talk to the right person & get help or direction to do what is right.              |             |
| The program is very helpful to students because it gives the student tell their part to what happen.   |             |
| There is no bad part about the program, this program has been very helpful to me and as well as my son. Good thing was he has turned his life and his ways around, we are communicating with one another               |             |
| Very helpful to have detailed notes about what we decided/agreed to. [LRC staff] is a very strong facilitator – good at drawing out comments from the student.   |             |
| <b>Missing/Bad</b>   |             |
| It only involved a few meetings so this paper (& questions) make it seem like we missed something.   |             |
| It would be helpful if [alt school] had math for younger people such as 8-9th grade level. My son in 9th grade is struggling with 11th & 12 grade level, and is discouraged. We are encouraging him to get [tutoring]. |             |
| More mentorships for males, more employment preparation.   |             |
| No, but it's very sad the school is closing. My child would have liked to stay until after high school.  |             |
| We did everything for [student name]. We hope he can go back to [School name]. If he can't, we hope they provide us with a clear explanation.  |             |
| You could have explained the process a little more, and you should pay attention to what's going on in the child's life, the underlying causes of his behavior, school staff should make more of an effort.            |             |
| <b>Total</b>   | <b>n=36</b> |

## Appendix C: Data Tables

**Table 6 – Student Pre- and Post-Survey Response Frequencies**

| Survey Question  | Baseline Total |      | Follow-Up Total |      |
|--|----------------|------|-----------------|------|
|  | N = 59         |      | N = 59          |      |
|  | <i>n</i>       | %    | <i>n</i>        | %    |
| <b>Q1 I like school</b>  |                |      |                 |      |
| 0 NO!  | 1              | 2%   | 3               | 5%   |
| 1 no   | 10             | 17%  | 2               | 3%   |
| 2 yes  | 36             | 61%  | 36              | 61%  |
| 3 YES!   | 12             | 20%  | 18              | 31%  |
| Total  | 59             | 100% | 59              | 100% |
| <b>Q2 If I need help at school I know someone I could ask.</b> |                |      |                 |      |
| NO!  | 0              | 0%   | 0               | 0%   |
| 1 no   | 5              | 8%   | 2               | 3%   |
| 2 yes  | 40             | 68%  | 33              | 57%  |
| 3 YES!   | 14             | 24%  | 23              | 40%  |
| Total  | 59             | 100% | 58              | 100% |
| Missing  |                |      | 1               |      |
| <b>Q3 Adults at school care about students.</b>                |                |      |                 |      |
| NO!  | 1              | 2%   | 0               | 0%   |
| 1 no   | 7              | 12%  | 8               | 14%  |
| 2 yes  | 39             | 66%  | 33              | 56%  |
| 3 YES!   | 12             | 20%  | 18              | 31%  |
| Total  | 59             | 98%  | 59              | 100% |
| <b>Q4 Adults at school expect me to do well.</b>               |                |      |                 |      |
| NO!  | 0              | 0%   | 0               | 0%   |
| 1 no   | 2              | 3%   | 1               | 2%   |
| 2 yes  | 25             | 42%  | 27              | 47%  |
| 3 YES!   | 32             | 54%  | 30              | 52%  |
| Total  | 59             | 100% | 58              | 100% |
| Missing  |                |      | 1               |      |
| <b>Q5 In school, it is hard for me to stay out of trouble.</b> |                |      |                 |      |
| 0 NO!  | 16             | 27%  | 12              | 21%  |
| 1 no   | 23             | 39%  | 24              | 41%  |
| 2 yes  | 14             | 24%  | 17              | 29%  |
| YES!   | 6              | 10%  | 5               | 9%   |
| Total  | 59             | 100% | 58              | 100% |
| Missing  | 0              |      | 1               |      |
| <b>Q6 I feel safe at school.</b>                               |                |      |                 |      |
| 0 NO!  | 1              | 2%   | 2               | 3%   |
| 1 no   | 7              | 12%  | 4               | 7%   |
| 2 yes  | 32             | 55%  | 30              | 51%  |
| 3 YES!   | 18             | 31%  | 23              | 39%  |
| Total  | 58             | 98%  | 59              | 100% |
| Missing  | 1              |      | 0               |      |



## Appendix C: Data Tables

**Table 6 – Continued**  
**Student Pre- and Post-Survey Response Frequencies**

| <b>Q7 If I need help with a problem, I know an adults I can talk to outside of school.</b>   |    |      |  |    |      |
|--|----|------|--|----|------|
| 0 NO!  | 0  | 0%   |  | 3  | 5%   |
| 1 no   | 2  | 3%   |  | 2  | 3%   |
| 2 yes  | 28 | 47%  |  | 20 | 34%  |
| 3 YES!   | 29 | 49%  |  | 34 | 58%  |
| Total  | 59 | 100% |  | 59 | 100% |
| <b>Q8 I feel safe at home</b>  |    |      |  |    |      |
| 0 NO!  | 0  | 0%   |  | 1  | 2%   |
| 1 no   | 0  | 0%   |  | 0  | 0%   |
| 2 yes  | 17 | 29%  |  | 11 | 19%  |
| 3 YES!   | 42 | 71%  |  | 47 | 80%  |
| Total  | 59 | 100% |  | 59 | 100% |
| <b>Q9 I feel safe in my neighborhood/on my way to school.</b>                                |    |      |  |    |      |
| 0 NO!  | 0  | 0%   |  | 0  | 0%   |
| 1 no   | 2  | 4%   |  | 2  | 3%   |
| 2 yes  | 31 | 54%  |  | 27 | 46%  |
| 3 YES!   | 24 | 42%  |  | 30 | 51%  |
| Total  | 57 | 100% |  | 59 | 100% |
| Missing  | 2  |      |  | 0  |      |
| <b>Q10 I make good choices about how to act, even when I'm upset.</b>                        |    |      |  |    |      |
| 0 NO!  | 4  | 7%   |  | 4  | 7%   |
| 1 no   | 21 | 36%  |  | 12 | 20%  |
| 2 yes  | 32 | 54%  |  | 33 | 56%  |
| 3 YES!   | 2  | 3%   |  | 10 | 17%  |
| Total  | 59 | 100% |  | 59 | 100% |
| <b>Q11 I am likely to talk to a family member when I have a problem.</b>                     |    |      |  |    |      |
| 0 NO!  | 2  | 7%   |  | 2  | 7%   |
| 1 no   | 4  | 13%  |  | 5  | 17%  |
| 2 yes  | 13 | 43%  |  | 9  | 30%  |
| 3 YES!   | 11 | 37%  |  | 14 | 47%  |
| Total  | 30 | 100% |  | 30 | 100% |
| Missing* (included year 3 only)  | 29 |      |  | 29 |      |
| <b>Q12 In the past month, how often did you skip or cut school (a whole day or a class)?</b> |    |      |  |    |      |
| 0 Never  | 34 | 58%  |  | 36 | 61%  |
| 1 1 or 2 times   | 16 | 27%  |  | 21 | 36%  |
| 2 3 or 4 times   | 5  | 8%   |  | 2  | 3%   |
| 3 5 or more times  | 4  | 7%   |  | 0  | 0%   |
| Total  | 59 | 100% |  | 59 | 100% |
| <b>Q13 In the past month, how often did you get into a physical fight?</b>                   |    |      |  |    |      |
| 0 Never  | 26 | 45%  |  | 38 | 64%  |
| 1 1 or 2 times   | 26 | 45%  |  | 14 | 24%  |
| 2 3 or 4 times   | 6  | 10%  |  | 6  | 10%  |
| 3 5 or more times  | 0  | 0%   |  | 1  | 2%   |
| Total  | 58 | 100% |  | 59 | 100% |
| Missing  | 1  |      |  | 0  |      |

## Appendix C: Data Tables

**Table 6 – Continued**  
**Student Pre- and Post-Survey Response Frequencies**

| <b>Q14 In the past month, how often did you take part in a fight where a group of your friends was against another group?</b>                 |    |      |  |    |      |
|---|----|------|--|----|------|
| 0 Never   | 46 | 78%  |  | 49 | 83%  |
| 1 1 or 2 times  | 9  | 15%  |  | 6  | 10%  |
| 2 3 or 4 times  | 3  | 5%   |  | 3  | 5%   |
| 3 5 or more times   | 1  | 2%   |  | 1  | 2%   |
| Total   | 59 | 100% |  | 59 | 100% |
| <b>Q15 In the past month, how often have you talked to someone in your family about how things are going at school?</b>                       |    |      |  |    |      |
| 0 Not at all  | 5  | 8%   |  | 1  | 2%   |
| 1 A little  | 17 | 29%  |  | 14 | 24%  |
| 2 Some  | 22 | 37%  |  | 28 | 47%  |
| 3 A lot   | 15 | 25%  |  | 16 | 27%  |
| Total   | 59 | 100% |  | 59 | 100% |
| <b>Q16 In the past month, how often have you talked to someone in your family about ways to resolve a conflict?</b>                           |    |      |  |    |      |
| 0 Not at all  | 9  | 15%  |  | 11 | 19%  |
| 1 A little  | 17 | 29%  |  | 18 | 31%  |
| 2 Some  | 25 | 42%  |  | 18 | 31%  |
| 3 A lot   | 8  | 14%  |  | 12 | 20%  |
| Total   | 59 | 100% |  | 59 | 100% |
| <b>Q17 In the past month, how often have you talked to someone in your family about problems with your friends or someone you are dating?</b> |    |      |  |    |      |
| 0 Not at all  | 17 | 29%  |  | 21 | 36%  |
| 1 A little  | 22 | 37%  |  | 7  | 12%  |
| 2 Some  | 17 | 29%  |  | 18 | 31%  |
| 3 A lot   | 3  | 5%   |  | 13 | 22%  |
| Total   | 59 | 100% |  | 59 | 100% |

## Appendix C: Data Tables

**Table 7 – Results of Student Pre-Post Conference Surveys for Objective #2.**

| <b>Objective #2:</b> Compared to pre-program measured levels, participating students will report increased levels of positive communication with family members, increased levels of connection to school, and increased levels of problem-solving on follow-up surveys. |                               |      |                                |      |                                 |                 |             |
|--|-------------------------------|------|--------------------------------|------|---------------------------------|-----------------|-------------|
| Survey Question  | Pre-Conference Survey<br>N=59 |      | Post-Conference Survey<br>N=59 |      | Paired T-Tests for Significance |                 |             |
|  | mean*                         | sd   | mean*                          | sd   | diff                            | t (df)          | p-value     |
| <i>Family Communication</i>  |                               |      |                                |      |                                 |                 |             |
| Q15 In the past month, how often have you talked to family about how things are going at school?   | 1.80                          | 0.92 | 2.00                           | 0.77 | 0.20                            | 1.63(58)        | 0.11        |
| Q16 In the past month, how often have you talked to family about ways to resolve a conflict?   | 1.54                          | 0.92 | 1.53                           | 1.02 | -0.02                           | -0.11(58)       | 0.91        |
| Q17 In the past month, how often have you talked to family about problems with your friends or someone you are dating?   | 1.10                          | 0.89 | 1.39                           | 1.19 | <b>0.29</b>                     | <b>1.74(58)</b> | <b>0.09</b> |
| Q11 I am likely to talk to a family member when I have a problem. (N=29)+  | 2.10                          | 0.90 | 2.14                           | 0.95 | 0.03                            | 0.19(28)        | 0.85        |
| <i>School Connection.</i>  |                               |      |                                |      |                                 |                 |             |
| Q1 I like school.  | 2.00                          | 0.67 | 2.17                           | 0.72 | <b>0.17</b>                     | <b>1.86(58)</b> | <b>0.07</b> |
| Q2 If I need help at school, I know someone I could ask.   | 2.14                          | 0.54 | 2.36                           | 0.55 | <b>0.22</b>                     | <b>2.63(57)</b> | <b>0.01</b> |
| Q3 Adults at school care about students.   | 2.05                          | 0.63 | 2.17                           | 0.65 | 0.12                            | 1.26(58)        | 0.21        |
| Q4 Adults at school expect me to do well.  | 2.50                          | 0.57 | 2.50                           | 0.54 | 0.00                            | 0.00(57)        | 1.00        |
| Q6 I feel safe at school.  | 2.16                          | 0.70 | 2.26                           | 0.74 | 0.10                            | 0.8(57)         | 0.43        |
| Q7 If I need help with a problem, I know an adult I can talk to outside of school.   | 2.46                          | 0.57 | 2.44                           | 0.79 | -0.02                           | -0.17(58)       | 0.86        |
| <i>Problem-solving</i>   |                               |      |                                |      |                                 |                 |             |
| Q10 I make good choices about how to act, even when I'm upset.   | 1.54                          | 0.68 | 1.83                           | 0.79 | <b>0.29</b>                     | <b>2.81(58)</b> | <b>0.01</b> |

\*Responses ranged from 0-3.

+Only asked in 2011-12 school year

## Appendix C: Data Tables

**Table 8 – Results of Student Pre-Post Conference Surveys for Objective #3.**

| <b>Objective #3:</b> Compared to pre-program survey data, participating students will report reductions in their levels of problematic behavior at school (e.g., fighting, absences, tardies, etc.). |                               |      |                                |      |                                 |                  |             |
|--|-------------------------------|------|--------------------------------|------|---------------------------------|------------------|-------------|
| Survey Question  | Pre-Conference Survey<br>N=59 |      | Post-Conference Survey<br>N=59 |      | Paired T-Tests for Significance |                  |             |
|  | mean*                         | sd   | mean*                          | sd   | diff                            | t (df)           | p-value     |
| Q5 In school, it is hard for me to stay out of trouble.  | 1.17                          | 0.96 | 1.26                           | 0.89 | 0.09                            | .71(57)          | 0.48        |
| Q12 In the past month how often did you skip or cut school (a whole day or a class)?   | 0.64                          | 0.91 | 0.42                           | 0.56 | <b>-0.22</b>                    | <b>-1.94(58)</b> | <b>0.06</b> |
| Q13 In the past month how often did you get into a physical fight?   | 0.66                          | 0.66 | 0.45                           | 0.68 | <b>-0.21</b>                    | <b>-1.89(57)</b> | <b>0.06</b> |
| Q14 In the past month how often did you take part in a fight where a group of your friends was against another group?  | 0.31                          | 0.65 | 0.25                           | 0.63 | -.05                            | -.57(58)         | 0.57        |

\*Responses ranged from 0-3.

## Appendix C: Data Tables

**Table 9 – Results of School Records for Objective #4: School Attendance Previous Year and Year of RCP**

|   |         | Number of Days Present |                           |
|---|---------|------------------------|---------------------------|
|   |         | Previous School Year   | Year of RCP Participation |
| High School Students during Year of RCP<br>n = 46   |         | Ave #                  | 117.05                    |
|   | std     | 56.96                  | 63.83                     |
|   | median  | 153                    | 37.34                     |
|   | range   | 9 – 172                | 57                        |
|   | valid n | 39                     | 10 – 162                  |
| Middle School Students during Year of RCP<br>n = 44 |         | Ave #                  | 114.5                     |
|   | std     | 53.67                  | 55.77                     |
|   | median  | 138                    | 39.95                     |
|   | range   | 1 - 169                | 44                        |
|   | valid n | 39                     | 5 - 158.5                 |
|   |         |                        | 44                        |

**Table 10 – Results of School Records for Objective #4: Academic Progress Previous Year and Year of RCP**

|   |                      | GPA End of Year (EOY) |                           | Cumulative Number of Credits EOY |                           |
|---|----------------------|-----------------------|---------------------------|----------------------------------|---------------------------|
|   |                      | Previous School Year  | Year of RCP Participation | Previous School Year             | Year of RCP Participation |
| High School Students during Year of RCP<br>n = 46   |                      | Ave #                 | 1.62                      | 1.64                             | 19.68                     |
|   | std                  | 0.73                  | 0.68                      | 10.27                            | 25.04                     |
|   | median               | 1.59                  | 1.73                      | 20.16                            | 15.4                      |
|   | range                | 0.12 - 3.26           | 0.23 - 3.01               | 2.5 - 36.5                       | 22.5                      |
|   | valid n              | 39                    | 46                        | 38                               | 3.25 - 54                 |
|   | On track to graduate | 15%                   | 8%                        |                                  | 46                        |
| Middle School Students during Year of RCP<br>n = 44 |                      | Ave #                 | 1.27                      | 1.5                              | 7.8                       |
|   | std                  | 0.96                  | 0.76                      | 5.26                             | 8.33                      |
|   | median               | 1.14                  | 1.31                      | 6.14                             | 5.78                      |
|   | range                | 0 - 2.78              | 0 - 3.39                  | 0 - 18                           | 7                         |
|   | valid n              | 36                    | 42                        | 39                               | 0 - 22.25                 |
|   |                      |                       |                           |                                  | 44                        |

## Appendix C: Data Tables

**Table 11– Previous Year and Year of RCP Behavior Referrals**

|   |         | Number of Suspensions |                           | Number of Days Suspended |                           |       |
|---|---------|-----------------------|---------------------------|--------------------------|---------------------------|-------|
|   |         | Previous School Year  | Year of RCP Participation | Previous School Year     | Year of RCP Participation |       |
| High School Students during Year of RCP<br>N = 46   |         | Ave #                 | 2.13                      | 1.74                     | 4.81                      | 9.8   |
|   | std     | 3.72                  | 1.31                      | 6.53                     | 4.58                      |       |
|   | median  | 1                     | 1                         | 3                        | 10                        |       |
|   | range   | 0 - 22                | 0 - 6                     | 0 - 32                   | 2 - 18                    |       |
|   | valid n | 39                    | 46                        | 37                       | 45                        |       |
| Middle School Students during Year of RCP<br>N = 44 |         | Ave #                 | 3.47                      | 3.84                     | 6.82                      | 14.55 |
|   | std     | 2.65                  | 2.23                      | 5.93                     | 6.69                      |       |
|   | median  | 3.5                   | 3                         | 6                        | 14                        |       |
|   | range   | 0 - 9                 | 1 - 8                     | 0 - 22                   | 5 - 32                    |       |
|   | valid n | 36                    | 44                        | 39                       | 44                        |       |

## Appendix C: Data Tables

**Table 12. Parent Pre- and Post-Survey Response Frequencies**

| Survey Question  | Baseline Total |      | Follow-Up Total |      |
|--|----------------|------|-----------------|------|
|  | N = 73         |      | N = 73          |      |
|  | <i>n</i>       | %    | <i>n</i>        | %    |
| <b>Q2 Past month, how often have you talked to child about how things are going at school?</b>                   |                |      |                 |      |
| 0 Not at all   | 2              | 3%   | 0               | 0%   |
| 1 A little   | 4              | 6%   | 4               | 6%   |
| 2 Some   | 19             | 27%  | 10              | 14%  |
| 3 A lot  | 46             | 65%  | 58              | 81%  |
| Total  | 71             | 100% | 72              | 100% |
| Missing  | 2              |      | 1               |      |
| <b>Q3 Past month, how often have you talked to child about ways to resolve a conflict?</b>                       |                |      |                 |      |
| 0 Not at all   | 0              | 0%   | 0               | 0%   |
| 1 A little   | 3              | 4%   | 9               | 12%  |
| 2 Some   | 15             | 21%  | 14              | 19%  |
| 3 A lot  | 54             | 75%  | 50              | 68%  |
| Total  | 72             | 100% | 73              | 100% |
| Missing  | 1              |      | 0               |      |
| <b>Q4 Past month, how often have you talked to child about problems with friends or someone they are dating?</b> |                |      |                 |      |
| 0 Not at all   | 9              | 13%  | 13              | 18%  |
| 1 A little   | 9              | 13%  | 12              | 16%  |
| 2 Some   | 20             | 28%  | 15              | 21%  |
| 3 A lot  | 34             | 47%  | 33              | 45%  |
| Total  | 72             | 100% | 73              | 100% |
| Missing  | 1              |      | 0               |      |
| <b>Q5 How often do you talk with your child's teachers?</b>  |                |      |                 |      |
| 0 Never  | 5              | 7%   | 0               | 0%   |
| 1 Hardly ever  | 13             | 18%  | 4               | 6%   |
| 2 Sometimes  | 24             | 34%  | 36              | 50%  |
| 3 Often  | 20             | 28%  | 29              | 40%  |
| 4 Very often   | 9              | 13%  | 3               | 4%   |
| Total  | 71             | 100% | 72              | 100% |
| Missing  | 2              |      | 1               |      |
| <b>Q6 How often do you attend functions at school?</b>   |                |      |                 |      |
| 0 Never  | 8              | 11%  | 7               | 10%  |
| 1 Hardly ever  | 8              | 11%  | 11              | 15%  |
| 2 Sometimes  | 30             | 42%  | 26              | 37%  |
| 3 Often  | 14             | 20%  | 19              | 27%  |
| 4 Very often   | 11             | 15%  | 8               | 11%  |
| Total  | 71             | 100% | 71              | 100% |
| Missing  | 2              |      | 2               |      |
| <b>Q7 I feel my child is safe at school.</b>   |                |      |                 |      |
| 0 Strongly disagree  | 6              | 8%   | 1               | 1%   |
| 1 Disagree   | 11             | 15%  | 4               | 6%   |
| 2 Agree  | 38             | 53%  | 40              | 56%  |
| 3 Strongly agree   | 17             | 24%  | 26              | 37%  |
| Total  | 72             | 100% | 71              | 100% |
| Missing  | 1              |      | 2               |      |

## Appendix C: Data Tables

**Table 12 – Parent Pre- and Post-Survey Response Frequencies (*continued*)**

| <b>Q8 When I have concerns about a problem at my child's school, I know someone I could ask.</b>                            |    |      |  |    |      |
|---|----|------|--|----|------|
| 0 Strongly disagree   | 5  | 7%   |  | 1  | 1%   |
| 1 Disagree  | 11 | 15%  |  | 1  | 1%   |
| 2 Agree   | 36 | 49%  |  | 34 | 48%  |
| 3 Strongly agree  | 21 | 29%  |  | 35 | 49%  |
| Total   | 73 | 100% |  | 71 | 100% |
| Missing   | 0  |      |  | 2  |      |
| <b>Q9 I find out how my child is doing in his/her classes from my child.</b>  |    |      |  |    |      |
| 0 Strongly disagree   | 0  | 0%   |  | 0  | 0%   |
| 1 Disagree  | 4  | 11%  |  | 6  | 17%  |
| 2 Agree   | 26 | 70%  |  | 17 | 49%  |
| 3 Strongly agree  | 7  | 19%  |  | 12 | 34%  |
| Total   | 37 | 100% |  | 35 | 100% |
| Missing* (included year 3 only)   | 36 |      |  | 38 |      |
| <b>Q10 I find out how my child is doing in his/her classes from his/her teachers, counselors or someone else at school.</b> |    |      |  |    |      |
| 0 Strongly disagree   | 2  | 5%   |  | 0  | 0%   |
| 1 Disagree  | 3  | 8%   |  | 4  | 11%  |
| 2 Agree   | 25 | 68%  |  | 25 | 71%  |
| 3 Strongly agree  | 7  | 19%  |  | 7  | 20%  |
| Total   | 37 | 100% |  | 36 | 103% |
| Missing* (included year 3 only)   | 36 |      |  | 37 |      |
| <b>Q11 My child and I are likely to talk about ways he/she could solve a problem.</b>                                       |    |      |  |    |      |
| 0 Strongly disagree   | 2  | 5%   |  | 0  | 0%   |
| 1 Disagree  | 0  | 0%   |  | 1  | 3%   |
| 2 Agree   | 23 | 62%  |  | 16 | 46%  |
| 3 Strongly agree  | 12 | 32%  |  | 18 | 51%  |
| Total   | 37 | 100% |  | 35 | 100% |
| Missing* (included year 3 only)   | 36 |      |  | 38 |      |
| <b>Q12 There are resources or organizations in my community that can help me support my child to do better at school.</b>   |    |      |  |    |      |
| 0 Strongly disagree   | 5  | 7%   |  | 1  | 1%   |
| 1 Disagree  | 19 | 26%  |  | 9  | 13%  |
| 2 Agree   | 36 | 49%  |  | 45 | 63%  |
| 3 Strongly agree  | 13 | 18%  |  | 16 | 23%  |
| Total   | 73 | 100% |  | 71 | 100% |
| Missing   | 0  |      |  | 2  |      |



## Appendix C: Data Tables

**Table 13 – Results of Parent/Guardian Pre-Post Conference Surveys for Objective #5.**

| Survey Question  | Pre-Conference Survey<br>N=73 |      | Post-Conference Survey<br>N=73 |      | Paired T-Tests for Significance |           |             |
|--|-------------------------------|------|--------------------------------|------|---------------------------------|-----------|-------------|
|  | mean*                         | sd   | mean*                          | sd   | diff                            | t (df)    | p-value     |
| Q2 Past month how often have you talked to child about how things are going at school?                                       | 2.53                          | 0.74 | 2.74                           | 0.56 | <b>0.21</b>                     | 2.251(69) | <b>0.03</b> |
| Q3 Past month, how often have you talked to child about ways to resolve a conflict?  | 2.71                          | 0.54 | 2.58                           | 0.69 | -0.13                           | -1.32(71) | 0.19        |
| Q4 Past month, how often have you talked with your child about problems with their friends or someone they are dating?       | 2.10                          | 1.05 | 1.94                           | 1.16 | -0.15                           | -0.89(71) | 0.38        |
| Q11 My child and I are likely to talk about ways he/she could solve a problem (N=35)+  | 2.23                          | 0.73 | 2.49                           | 0.56 | <b>0.26</b>                     | 1.79(34)  | <b>0.08</b> |
| Q5 How often do you talk with your child's teachers?   | 2.21                          | 1.12 | 2.44                           | 0.67 | <b>0.23</b>                     | 1.8(69)   | <b>0.08</b> |
| Q6 How often do you attend functions at school?  | 2.16                          | 1.18 | 2.13                           | 1.14 | -0.03                           | -0.18(68) | 0.86        |
| Q7 I feel my child is safe at school.  | 1.90                          | 0.85 | 2.29                           | 0.08 | <b>0.39</b>                     | 3.02(69)  | <b>0.00</b> |
| Q8 When I have concerns about a problem at my child's school, I know someone I could ask for help.                           | 1.99                          | 0.85 | 2.45                           | 0.60 | <b>0.47</b>                     | 3.67(70)  | <b>0.00</b> |
| Q9.1 I find out how my child is doing in his/her classes from my child. (N = 35)+  | 2.09                          | 0.56 | 2.17                           | 0.12 | 0.09                            | 0.55(34)  | 0.59        |
| Q10 I find out how my child is doing in his/her classes from his/her teachers, counselors or someone else at school. (N=23)+ | 2.00                          | 0.72 | 2.08                           | 0.09 | 0.08                            | 0.55(35)  | 0.59        |
| Q12 There are resources or organizations in my community that can help me support my child to do better at school.           | 1.77                          | 0.81 | 2.07                           | 0.64 | <b>0.30</b>                     | 2.87(70)  | <b>0.01</b> |

\*Responses ranged from 0-3 for all questions except Q5 and Q6 which ranged from 0-4.

+Only asked in 2011-12 school year