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Whole School Restorative Practices Project i3 Development Grant Application Morningside Center for Teaching Social Responsibility

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A. SIGNIFICANCE

1. Summary. Morningside Center for Teaching Social Responsibility, in partnership with the New York City Department of Education’s Office of Safety and Youth Development and Community School District 18, seeks an i3 Development Grant under Absolute Priority 3 and Competitive Preference Priority: Novice. Through this partnership, 12 high-needs schools in Brooklyn will implement a program that fully integrates Restorative Practices (RP) with Social and Emotional Learning (SEL), with a focus on equity. We will improve the model through implementation and evaluation. We will then promote scaling by creating tools for replication.

The “Whole School RP Project” directly addresses *Priority 3: Improving School Climate, Behavior Supports, and Correctional Education*. It aims to advance a model that will enable high needs schools to reduce suspensions, reduce the disproportionate use of suspensions, and improve students’ progression through school. The project’s hypothesis is that by strengthening relationships; developing social and emotional skills, including cultural fluency; and using restorative interventions instead of punitive measures when harm is done, we create a positive climate for learning and address the root causes of suspensions and discipline disparities.

Participating schools will include four elementary, four middle, and four high schools in District 18, a low-income district with a *high needs* student population that is 90% Black, 7% Latino, and 18% students with disabilities. The district’s suspension rates are higher than the NYC average; ELA and math scores and graduation rates are lower than the average, and a high percentage of high school students are chronically absent.

The Whole School RP model draws on Morningside Center’s three-decade collaboration with the NYC DOE to develop and implement two of the nation’s leading evidence-based SEL programs, and on our 5-year collaboration to introduce our restorative practices program (Restore360) to hundreds of schools. Schools participating in this integrated RP/SEL program have seen a sharp drop in discipline incidents and suspensions. Participating schools report improved school climate and student social and emotional competency (Metis Associates, 2013).

These outcomes have been correlated with higher graduation rates (Thapa et al., 2012) and improved academic achievement (Durlak et al., 2011; Lee, 2012). (*See references: Appendix J.*)

2. Magnitude and Severity of the Problem

Impact of disproportionate discipline. Young people of color, and Black youth in particular, are especially vulnerable to punitive treatment in school. Study after study has shown that they are two to three times more likely to be issued school suspensions than those of other racial and ethnic groups (Fabelo et al., 2011; Losen & Martinez, 2013; Wallace, Goodkind, Wallace, & Bachman, 2008). Socioeconomic racial gaps, the disproportionality of students with disabilities, and differential behavior across racial groups do not explain away the racial disparities (e.g., Bradshaw, Mitchell, O'Brennan, & Leaf, 2010; Fabelo et al., 2011). Racial inequality in discipline fuels racial disparities in long-term outcomes for young people, including in graduation rates and disproportionate contact with the justice system (Balfanz, Byrnes, & Fox, 2015; Fabelo et al., 2011; Skiba et al., 2014). New evidence also suggests that the racial discipline gap directly contributes to the racial achievement gap (Morris & Perry, 2016).

Students with disabilities (SWD) suffer disproportionately from suspensions as well. Recent national data showed that elementary school students with disabilities are suspended at over twice the overall suspension rate; secondary school SWD are suspended at an 18% rate, versus 10% overall (Losen, Hodson, Keith, Morrison, & Belway, 2015).

Impact of exclusionary discipline. Suspensions often derail the lives of young people. Multivariate and longitudinal studies demonstrate that exclusionary discipline is a risk factor for a host of short- and long-term negative consequences, including academic disengagement, depressed academic achievement, school dropout, and increased involvement in the juvenile justice system (Skiba, Arredondo, & Williams, 2014). A recent meta-analysis of 24 studies found evidence of a link between in-school and out-of-school suspensions and low achievement (Noltemeyer, Ward, & Mcloughlin, 2015). Findings like these have led the U.S. Departments of Education and Justice (2014) and the Council of State Governments Justice Center (Morgan et

al., 2014) to recommend reducing reliance on suspensions in favor of alternative practices. Now, policymakers and educators need alternative tools and strategies to prevent disciplinary problems and provide fair interventions when they do occur.

3. Existing Evidence for RP and SEL. *Restorative Practices* differ from traditional school discipline: They focus on strengthening relationships, collaborative problem-solving, and giving voice to the person harmed and the person causing the harm (Shiff, 2013). RP in schools arose from the restorative justice movement in which victims, offenders, and others involved, meet to resolve conflict and repair relationships (McCluskey et al., 2008; Wachtel, 2013; Zehr, 2002).

Growing evidence shows that RP is a promising strategy for reducing suspensions (Gregory, Clawson, Davis, & Gerewitz, 2015; Gonzalez 2015). Two recent correlational studies with statistical controls for selection bias found that discipline-referred students who participated in a restorative conference had a lower likelihood of suspension than referred peers who received other consequences (Anyon et al., 2014, Anyon et al., 2015). Both studies accounted for school demographics (e.g., % low income) and student characteristics (e.g., referral reason, number of referrals, disability status, gender, race/ethnicity, *see Appendix D for details*).

While many RP programs focus primarily on changing the way adults address discipline problems when they occur, some also aim to prevent conflicts from happening in the first place by fostering trust and a sense of community among both students and adults through strategies such as classroom circles (Restorative Practices Working Group, 2014). Some programs include components aimed at fostering students' *Social and Emotional Learning* – the process by which we develop our capacity to understand and manage feelings, relate well to others, handle conflicts and other life challenges, and take responsibility for improving our communities.

This project will go a step further by fundamentally integrating RP and SEL, based on evidence that building community and fostering SEL in students and adults creates the foundation for effective restorative practices and for equity. SEL programs create positive classroom and school communities in part by helping people develop skills in areas such as

handling anger, active listening, empathy, bias awareness, and deescalating conflict— skills that help prevent conflicts and reduce bias. Our approach builds on our SEL expertise and our SEL programs, which have been identified as among the nation’s most effective by the Collaborative for Academic, Social and Emotional Learning (CASEL Guide, 2013).

Many studies (including of our own programs) demonstrate that high-quality SEL programs lead to improved academic outcomes and a reduction in fighting and other behaviors that can lead to suspension (Durlak et al., 2011). For example, in a study of the Positive Action Program in 20 racially/ethnically diverse schools, intervention schools reported fewer suspensions and retentions – as well as improved academic performance and attendance (Snyder et al., 2010).

RP and SEL each show promise in addressing the enormous challenges related to school discipline and academic underperformance in high-needs schools. However, neither approach by itself has been shown to reliably overcome these challenges. And importantly, neither, by itself, has succeeded in closing the wide “discipline gap” between Black students and other students, including Latinos—or in closing the gap for SWD. Denver Public Schools have been implementing RP for nearly 10 years, and suspension rates have dropped for all racial and ethnic groups. But racial gaps persist: From 2006 to 2013, suspension rates for Black students dropped by 7.2 percent – the largest reduction in absolute terms. However, in 2013, the Black suspension rate (10.42%) remained almost *five times* higher than the white rate (2.28%: González, 2015). Oakland, where schools have also been implementing RP, has seen a similar pattern: From 2011 to 2013, its suspension rate dropped from 13.2% to 10.2% and the suspension rate of Black students decreased by 7 percent (Jain, Bussey, Brown, & Kalra, 2014). Yet , in 2013, the suspension rate of Black students (20.5%) remained about *ten times* higher than that of white students (1.8%). Even more striking is the U.S. Office of Civil Rights’ recent release of national findings from 2013-14 (OCR, 2016). They found that suspensions decreased by nearly 20 percent since 2011-12, yet “progress is not occurring for all groups of students.” They note:

“...students of color, English learners, and students with disabilities are, on average, disciplined more often than their classmates.” This persistent educational challenge calls for novel solutions.

We answer this call with the Whole School RP Project. We propose a novel and powerful integration of RP and SEL with an explicit focus on equity, culture, and bias awareness.

4. Unique Collaboration & Opportunity. This project is rooted in a highly successful, decades-long collaboration between Morningside Center and the NYC DOE, the nation’s largest school district. Together, we developed two of the nation’s leading SEL programs: Resolving Conflict Creatively and The 4Rs, and have partnered with hundreds of schools to implement them. A randomized controlled trial of The 4Rs found that it improved students’ behavior, their social and emotional well-being and competency; academic performance and attendance of at-risk students; and classroom quality (Brown et al., 2010; Jones et al., 2010 and 2011).

In 2011, the DOE’s Office of Safety and Youth Development began introducing restorative practices to NYC educators, and chose Morningside Center as its primary partner. Together, we have developed a promising approach (Restore360) that integrates RP and SEL and has dramatically reduced suspensions in participating schools. Since 2011, we have brought restorative practices to some 300 schools. Some 1500 educators have participated in an intensive 25-hour course to prepare them to facilitate restorative circles with their students. Educators in nearly half of these schools have also received coaching to support them in using circles and restorative approaches. In ten schools, we supported principals and their teams in a “Rethinking Discipline” process to develop and implement tailored discipline plans aligned with RP/SEL.

Since 2011, we have developed this RP/SEL model and improved our ability to support educators in using it: We further developed the 25-hour teacher course; wrote a curriculum that integrates best practices for SEL instruction into a circles format; created a teacher coaching model for high-quality circles facilitation, based on Dr. Anne Gregory’s RP-Observe tool; created a model and training design for restorative conferences; and developed and piloted the structured eight-session “rethinking discipline” process, along with a manual to support it.

The NYC DOE remains strongly committed to reducing suspensions and disparities in discipline through systemic implementation of RP, beginning with 180 schools with the highest suspension rates, including in District 18. This presents a special opportunity to further develop, implement, evaluate, and spread this model for school-wide RP/SEL in high-needs schools.

5. Target Population. The project will reach all students and staff at 12 schools in Flatbush and Canarsie. The project has substantial reach to high need schools and students: 4 elementary, 4 middle, and 4 high schools, including 3 pilot and 9 project schools, **5472 students** and 479 staff.

| <i>Student Demographic Information</i> | |
|--|--------|
| Black or African American | 89.78% |
| Hispanic or Latino | 6.72% |
| White | 1.59% |
| Asian or Pacific Islander or American Indian/Alaska Native | 1.51% |
| Students who have Individualized Education Plans (IEPs) | 17.80% |
| English language learners (ELLs) | 5.33% |
| Students who qualify for free and reduced lunch | 79.94% |
| Students in temporary housing | 7.54% |

| <i>District 18 Data</i> | <i>District 18</i> | <i>NYC Rate</i> |
|-------------------------------|--|-----------------|
| Principals’ suspension rate | 4.8% | 4.1% |
| High school attendance rate | 88% (< 90% considered “chronic absenteeism”) | 90% |
| NYS ELA exam proficiency | 23% | 30% |
| NYS math exam proficiency | 22% | 35% |
| Percent graduates (avg, 2010) | 53% | 72% |

6. Whole School RP model: Evidence of Promise. The Whole School RP model we will implement builds on our work since 2011 and improves it in a number of ways, described below. The model is distinctive in *integrating RP and SEL and focusing explicitly on addressing issues of culture and bias as part of a process of creating truly equitable school*. It is a promising model: Schools implementing the program have seen steep drops in suspensions, with suspensions dropping further for each additional year of implementation. Further, schools implementing the program saw greater increases in graduation rates than NYC schools overall, and fewer incidents that led to suspensions. This suggests not just a change in discipline

procedure, but an overall change in student behavior. The student populations at these schools averaged 35% Black, 45% Latino, and 80% low-income.

Principals of schools that received training and coaching noted not only dramatically reduced suspensions, but also reduced fighting, improved relations among students and between students and staff, and increased student engagement, including academic engagement, particularly in classrooms using circles. The principal of Landmark High School observed that: “When kids have been doing circle all year, they feel part of a community, and they don’t want to disrespect that community by fighting. So there are fewer fights. The staff is not as quick to suspend, even when something does happen. We’re a lot more conscious about the impact of doing that – and we have other approaches to try.”

| <i>Decrease in suspensions from 2012 to 2015: Restore360 Schools vs. NYC</i> | |
|---|------|
| Schools with any R360 coaching | -43% |
| Schools with 2 Years of R360 coaching | -52% |
| Schools with 3+ Years of R360 coaching | -68% |
| All NYC schools during 2012-2015 | -36% |

| <i>Increase in graduation rates from 2012-2014: Restore360 vs. NYC</i> | | |
|---|------------------------------------|-----------------|
| Student Group | Schools with 3 years R360 coaching | All NYC schools |
| All students | 2.93% | 1.72% |
| Economically Disadvantaged Students | 3.46% | 1.22% |

| <i>Change in all incidents with and without weapons (excluding weapons possession) from 2012 to 2015</i> | |
|---|------|
| Schools with any R360 coaching | -28% |
| Schools with 3+ years of R360 coaching | -70% |
| All NYC schools | -21% |

| <i>Change in incidents of "other disruptive behavior" from 2012 to 2015</i> | |
|--|------|
| Schools with any R360 coaching | -44% |
| Schools with 3+ Years of R360 coaching | -62% |
| All NYC schools | -36% |

Through our Whole School RP Project, we will improve and test this extremely promising RP/SEL model, and develop tools to support high-quality implementation and dissemination. Improvements will include: a) leadership training and coaching to support principals and faculty in becoming “restorative school leaders;” b) professional development that engages all school staff in cultural sharing and dialogue about bias, oppression, and equity with the aim of creating a truly equitable school; and c) leadership training for students and parents in SEL/RP.

7. Root causes of suspensions and disproportionate use of suspensions. The RP/SEL model we propose addresses root causes of suspensions and the disproportionate use of suspensions that have been identified by a diverse body of research.

Causes of Suspensions

a) Students lack social and emotional skills such as active listening and empathy that could prevent misunderstandings that sometimes lead to disciplinary action (Durlak, Domitrovich, Weissberg, & Gullotta, 2015). Students lack conflict resolution skills to deescalate conflicts before they become cause for suspension. In general, schools don’t offer students many opportunities to develop and practice their social and emotional skills (Durlak et al., 2015). Many experimental studies have shown that when students do have this opportunity, discipline infractions and suspensions decline (Durlak et al., 2011; Jones et al., 2010; Snyder et al., 2010).

b) Adults lack social and emotional skills as well, leaving them less prepared to listen actively to students, handle students’ anger and their own skillfully, and deescalate conflicts (Brackett et al., 2009). Emotionally competent teachers may break through students’ postures of toughness or adeptly prevent or diffuse negative interactions (Spencer, Dupree, Cunningham, Harpalani, & Muñoz-Miller, 2003). Teachers with greater emotional intelligence tend to skillfully engage students and prevent discipline problems from arising (Jennings & Greenberg, 2009; Nizielski, Hallum, Lopes & Schütz, 2012).

c) A school climate characterized by distrust and alienation can lead both students and adults

to feel a lack of connection and belonging (Thapa, 2012). In contrast, when young people feel they are part of a caring community, they feel accountable to that community, and discipline incidents decline (Cornell, 2015). There is evidence that fostering SEL helps promote a positive school climate (Snyder et al., 2010).

d) Adults and students lack the knowledge, skill and support they need to use restorative alternatives to punitive discipline, ranging from mediation and peer mediation to restorative conferences (Anyon, 2016). When restorative practices are supported, suspensions decline (Anyon et al., 2014, Anyon et al., 2015; Jain et al., 2014; Gregory & Clawson, 2016).

e) School leaders are unable to ensure that all members of the school community understand and support the use of restorative practices, so the use of RP is inconsistent (Anyon et al., 2016).

Causes of Disproportionate Use of Suspensions

a) Many adults lack cultural competency (Morris, 2016). Teachers using culturally responsive pedagogy can prevent discipline problems, (Aronson & Laughter, 2016; Ladson-Billings, 1994). SEL pedagogy provides many tools for creating a safe space in which adults can develop cultural competency.

b) Schools often fail to provide contexts in which adults can forge deeper connections with students that can reduce distrust, implicit bias, and cultural misunderstanding (Gregory et al., 2016; Okonofua & Eberhardt, 2015). Teacher training and curricula aimed at helping students develop skills such as empathy, bias awareness, and appreciating differences offer adults a chance to hone these skills as well (Okonofua, Paunesku, & Walton, 2016). SEL curricula provide an opportunity for teachers and students to have conversations about issues related to cultural identity and bias that help widen everyone's understanding and reduce conflicts.

B. PROJECT DESIGN AND MANAGEMENT PLAN

1. Project Design

Overview. The Whole School RP Project is based on a vision of restorative practices (RP) that is distinctive in fully integrating social and emotional learning (SEL) and addressing head-

on the challenge of creating a truly equitable school culture. This vision of restorative practices is based on assumptions about education and human nature, including:

- Schools must be safe, physically and psychologically; they must strive to act strongly to counter discrimination in all of its forms and ensure fair treatment and respect for all;
- Discipline should be about teaching and learning, not about punishment; it should be about taking responsibility for one's behavior and its impact on others;
- All people have a deep yearning to belong, to have voice, to be needed, and to contribute; and under the right conditions all have the capacity to change and grow;
- Education should be relevant to the real issues people are grappling with in their lives.

Our RP/SEL model is designed to create a school culture based on collaboration, caring, fair treatment, and mutual respect. By strengthening relationships; developing social and emotional skills, including cultural fluency; and using restorative interventions, our model creates a positive climate for learning and for addressing the root causes of disproportionality, including educator bias. Schools implementing the model make a major initial investment in the social and emotional competencies of the entire school community.

Transforming a school's culture is challenging. Our RP/SEL model provides the support schools need to succeed. We have developed key components of the model during the past five years. These include: training and coaching for teachers in facilitating restorative circles; training and coaching for selected school staff in conducting restorative interventions; and "rethinking discipline," a structured process in which the principal and an RP Planning Team align the school's discipline plan with restorative practices and SEL.

The Whole School RP Project has three goals: 1) Improve academic outcomes for students in high-needs schools (specifically, increase the number of high needs students making progress toward graduation) by implementing an RP/SEL model that reduces the use of exclusionary discipline and disparities in school discipline; 2) Improve the program model and approach for supporting schools' implementation, including through a "learning pilot" in three schools; and

3) promote scaling of the model by disseminating tools for replication and creating vehicles for schools to share best practices. *See a full description of goals, objectives, and outcomes below.*

The Project includes two phases. In Phase One, we will implement and iteratively improve our enhanced RP/SEL model in three learning pilot schools. We will improve the model by: 1) enhancing the support we provide principals; 2) building on our current training to design and pilot additional strategies for adults and students to share cultural backgrounds, confront bias, and work together to create an equitable school; and 3) developing the leadership of young people and parents by preparing them to be circle keepers and giving them opportunities to lead, especially in the areas of school culture and discipline. In Phase Two, we will roll out the improved model in nine more schools and the evaluator will assess the impact relative to nine comparison schools. During the final six months of both phases, we will foster sustainability by supporting the 12 schools in taking full responsibility for ongoing implementation of RP/SEL. In the project's last six months (after both phases and data gathering are complete), we will introduce our iteratively improved model to the nine comparison schools, at no cost to schools.

Core Components of the Model

1) Restorative Circles lay the foundation. A well-facilitated restorative circle is a place for participants to share their dreams, challenges, and feelings with sympathetic listeners. A circle keeper leads the group in practices that create safety: the centerpiece that symbolically holds the group's values; the talking piece that is passed around the circle in order inviting each person to speak; and the opening and closing ceremonies. When the right tone is set by the circle keeper and reinforced by members of the group, the effect is profound. People share deeply and bond with each other, and all have voice, quite literally, in shaping their experience together.

By Year 2 of the intervention, all students participate in restorative circles in 40-minute periods at least twice a week. Teachers, trained and coached by Morningside Center staff developers, facilitate the circles. SEL instruction is integrated into the circles, based on the Restore360 curriculum. We will prepare teachers to facilitate circles through a highly interactive

25-hour training course. In it, teachers experience the power of circles first-hand and practice as adult learners the skills in understanding and managing feelings, listening, assertiveness, problem-solving, and cultural fluency that they will be teaching the students.

To provide time for all students to participate in circles, schools create advisory programs if they don't have them already. Advisories, nonacademic periods with a relatively small group of students that meet at least twice a week, are a best practice for Whole School RP. Teachers who use circles in their academic classes as well report great benefits, especially for students who tend to sit silently through most class discussions. Eventually students are trained to be circle keepers as well. As adults and students experience circles, belonging, voice, and social and emotional competence go up; misbehavior and conflicts go down.

2) Restorative Interventions. When problems do arise, adults and students have a variety of tools to address them (and, through what they learn in circles, have the skills to make best use of these tools). Negotiation, mediation, and other problem-solving strategies can address conflicts before they get out of hand. In serious incidents, those directly involved, along with other members of the school community, participate in restorative conversations or highly structured restorative conferences (depending on the severity of the infraction) to emphasize that the person who did the harm is still a valued member of the school community, but must understand the impact of the harm done and take responsibility for working to heal it to the extent possible.

The principal and selected staff (APs, deans, guidance counselors, and some teachers) participate in ten hours of training to prepare them to conduct restorative interventions. These staff members form a team that meets weekly or as needed to debrief interventions, plan supports for individual students, and solve problems. The staff members get coaching from a Morningside Center staff developer during team meetings and in debriefing interventions.

3) Restorative Leadership. The leadership of the *principal* is key to success. The principal must have vision, knowledge of best RP and SEL practices, a high level of emotional intelligence, persistence, patience, and the ability to inspire trust. The Project will help principals develop

their leadership by a) participating in a professional learning community with other principals in the project; b) working with a Morningside Center staff developer to establish and co-facilitate an RP Planning Team to plan, monitor, and iteratively improve implementation, and c) receiving one-on-one leadership coaching from retired principals to build social and emotional skills that are keys to effective leadership: self-awareness, self-regulation, motivation, empathy, and social skill (Goleman, 2004). Our *RP Implementation Guide for Principals and their Planning Teams* will serve as a roadmap and toolkit in implementing school-wide RP/SEL.

The members of each school's *RP Planning Team* are also key restorative leaders. Morningside Center's staff developer coaches the team in facilitation and in carrying out a structured planning process that includes creating a vision, setting goals, identifying measurable objectives, monitoring implementation, and solving problems.

Students also need opportunities to lead. After participating in circles, volunteer students are trained in circle facilitation. Working with adult circle keepers, they facilitate student circles. Students have voice on school culture and discipline through a student advisory committee.

Parents are critical in helping young people develop SEL/RP and leadership skills. After participating in circles, volunteers are trained in facilitating parent circles. Through the parents association and school leadership team, parents have voice on school culture and discipline.

4) The Equitable School. Our RP/SEL model helps schools develop a respectful culture in which students and adults can address issues related to culture, identity, bias, and equity. SEL provides a foundation by helping community members to develop essential related skills. The Restore360 curriculum includes a rich unit on Celebrating Culture and Standing Up to Oppression, which is the focus of 10 hours of the teacher-training course. Participants share their cultural backgrounds, explore experiences of prejudice and stereotypes, analyze oppression and its impact, and consider how to work for the world they hope for. This sets the stage for discussions of disproportionality and implicit educator bias. SEL is crucial to developing the relationships and skills necessary to explore these sensitive topics constructively. Through book

groups, adult circles, and problem-solving sessions, staff developers will support schools in finding ways to reduce disproportionality and create equitable communities.

2. Goals, Objectives, and Outcomes

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|--|--|
| Goal 1: Improve academic outcomes for students in high-needs schools by implementing an RP/SEL model that reduces the use of exclusionary discipline and disparities in school discipline. | |
| <i>Objective 1.1</i> <u>Superintendent</u> supports program implementation in 9 project schools and 3 pilot schools | |
| <ul style="list-style-type: none"> visits each project school at least once every 2 months to observe RP & support RP Planning Teams identifies specific policies that impede progress & finds solutions | |
| <i>Objective 1.2</i> <u>Principals</u> in 12 schools (3 pilot and 9 project schools) support school-wide RP and SEL: | |
| <ul style="list-style-type: none"> participate in workshops and coaching on RP/SEL, the Rethinking Discipline process organize RP Planning Team to plan, implement, and iteratively improve new school discipline policy support staff in implementing circles-based advisory program and restorative interventions participate in professional learning community with other project principals | |
| <i>Objective 1.3</i> <u>APs, Deans, and Guidance Counselors</u> in 12 schools implement restorative practices | |
| <ul style="list-style-type: none"> participate in 10 hours training as well as coaching in RP participate in RP Planning Team that meets twice a month to institute RP; debrief RP activities by end of 2 years, deal with all infractions in a restorative manner | |
| <i>Objective 1.4</i> <u>Teachers</u> in 12 schools use circles to develop RP/SEL skills in students and themselves: | |
| <ul style="list-style-type: none"> participate in 25 hours of training, plus coaching, in SEL and RP facilitate consistently scheduled SEL circles; incorporate circles in academic classes as appropriate mentor students in circle facilitation and co-facilitate circles with them, as appropriate participate in consistently scheduled staff circles/book groups that address equity | |
| <i>Objective 1.5</i> <u>Students</u> in 12 schools develop RP/SEL skills and build community through circles | |
| <ul style="list-style-type: none"> All students participate in skill-building, community-building circles at least twice a week Selected students serve as circle co-facilitators or peer mediators, or serve on RP advisory committee | |
| <i>Objective 1.6</i> <u>School Safety Agents (SSAs)</u> in 12 schools develop capacity to use RP: | |
| <ul style="list-style-type: none"> participate in training as determined in SEL and RP and coaching in using RP effectively meet consistently with RP advisory committee to share perspectives & reduce triggering behaviors meet with the principal & RP planning team to share perspectives and discuss strategies | |
| <i>Objective 1.7</i> <u>Parents</u> in 12 schools participate in circles and learn about RP/SEL strategies. | |
| <ul style="list-style-type: none"> take part in circles at parent meetings, voice concerns and questions at parent forums participate in coaching to learn to facilitate circles for other parents | |

| | |
|--|---|
| Goal 1 Outcomes for Phase 1: 3 learning pilot schools, January 1, 2017- June 30, 2018 | |
| Outcomes | Evaluator Measures |
| <i>Outcome 1.1</i> Pilot project implemented with fidelity (EQ1) | Surveys on RP use attendance records, RP participation rates, interviews and focus groups |
| <i>Outcome 1.2</i> Pilot project has acceptability (EQ1) | Surveys on RP use and acceptability/feasibility |
| <i>Outcome 1.3</i> Pilot project has feasibility (EQ1) | Surveys on RP use and acceptability/feasibility |

| Goal 1 Outcomes for Phase 2: 9 project schools, July 1, 2018-December 30, 2020 | |
|---|--|
| Outcomes over 2 years | Evaluator Measures |
| <i>Outcome 1.4</i> positive impact on school climate over two years of implementation (EQ2) | <ul style="list-style-type: none"> • Authoritative School Climate Survey completed by students and school staff |
| <i>Outcome 1.5</i> Project improves students’ SEL competency (EQ3) | <ul style="list-style-type: none"> • Teacher ratings • California Healthy Kids Survey |
| <i>Outcome 1.6</i> Project improves staff SEL competencies and bias awareness (EQ3) | <ul style="list-style-type: none"> • Teacher Emotional Intelligence Measure • Survey on Perspectives on Culture & Race |
| <i>Outcome 1.7</i> Project reduces exclusionary discipline and discipline disparities (EQ4) | <ul style="list-style-type: none"> • 3 years of school records of consented students |
| <i>Outcome 1.8</i> Project improves progression in school for high needs students (EQ5) | <ul style="list-style-type: none"> • 3 years of school records of consented students |

| GOAL 2: Improve the program model and approach for supporting schools’ implementation |
|--|
| <p><i>Objective 2.1</i> Develop and improve model for <i>supporting principals</i> as “restorative school leaders”:</p> <ul style="list-style-type: none"> • strengthen principal training and coaching model and develop implementation guide • support collaborative planning and continuous improvement by the RP Planning Teams • establish and improve model for principals’ professional learning community |
| <p><i>Objective 2.2</i> Develop and improve model for <i>supporting educators</i> in creating more equitable schools:</p> <ul style="list-style-type: none"> • organize voluntary adult circles to share cultural experiences; book groups on race, culture, etc. • develop faculty training on SEL, implicit bias, empathetic mindset, countering stereotype threat, etc. |
| <p><i>Objective 2.3</i> Develop and improve model for <i>fostering student leadership</i>:</p> <ul style="list-style-type: none"> • train student circle keepers • establish student RP/school culture/discipline advisory committees • promote consistent dialogue between student advisors and faculty members and SSAs |
| <p><i>Objective 2.4</i> Develop and improve model for developing <i>parent leadership</i>:</p> <ul style="list-style-type: none"> • create restorative circles for parents at parent meetings and in parent workshops • train parents in circles facilitation • organize parent/principal/student presentations for parents on restorative practices |

| Goal 2 Outcomes | |
|---|---|
| Outcomes | Measures |
| <i>Outcome 2.1</i> Development of fully vetted and tested tools to support implementation of the improved model | <p>Production of manuals and tools including:</p> <ul style="list-style-type: none"> • <i>Whole School RP Implementation Guide for Principals & Planning Teams</i> • <i>Creating Equitable Classrooms & Schools: Educators Training Module</i> • <i>Creating Equitable Classrooms and Schools: Strategies for Educators</i> • <i>A Guide for Training Student Leaders to Facilitate Restorative Circles</i> • <i>A Guide for Training Parents to Facilitate Restorative Circles</i> • <i>Understanding Restorative Practices: Guide for Parents</i> |
| <i>Outcome 2.2</i> Improvements prove effective in Phase 2 | <p>Feedback from evaluators’ surveys, interviews and focus groups indicate:</p> <ul style="list-style-type: none"> • Lessons from Phase 1 have been successfully incorporated in Phase 2 • Professional development for new components is effective |

GOAL 3: Promote scaling of Whole School RP by disseminating tools for replication and creating vehicles for schools to share best practices.

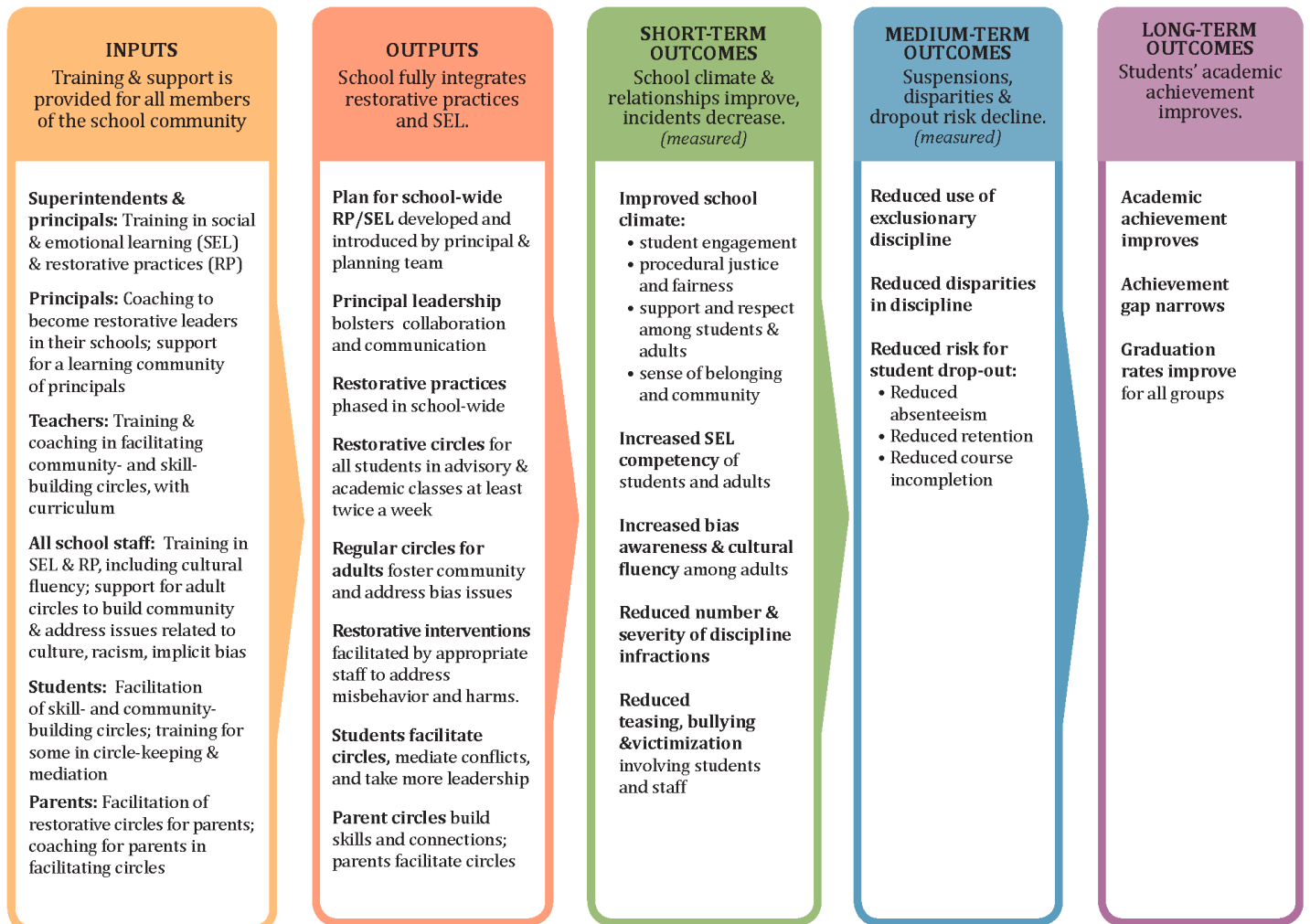
Objective 3.1 Develop videos for educators and schools on key model strategies, accompanying manuals.

Objective 3.2 Make manuals and videos plus how-to guides and blogs on key RP/SEL strategies and project learnings available for free on a user-friendly online resource center.

Objective 3.5 Write articles in journals and other publications, present at professional conferences, offer webinars, and design institutes for principals on restorative leadership and institutes for educators on the RP/SEL model and creating equitable classrooms and schools

| Goal 3 Outcomes | |
|---|---|
| Outcomes | Measures |
| <i>Outcome 3.1</i> Tools for replication shared | Manuals and tools including the six cited in Goal 2 Outcomes are widely disseminated to schools and districts |
| <i>Outcome 3.2</i> Key lessons of project spread | High usage of online resource center and blogs; high attendance at institutes and webinars; articles and presentations widely distributed |
| <i>Outcome 3.3</i> Model and program spread to additional districts | <ul style="list-style-type: none"> • Program spreads to additional districts in and beyond NYC • Model and components adopted broadly, outcomes for youth improve |

3. Logic Model: Whole School RP



4. Management/implementation Plan

Roles and responsibilities: *Morningside Center (MC)* will oversee all aspects of the project, including: recruiting and retaining district and school partners; training and coaching school staff; supervising trainers and staff developers; monitoring project fidelity, overseeing continuous improvement process; and working with our evaluation team. Key staff: **Tom Roderick**, Executive Director, will oversee the project. Deputy Executive Director **Tala Manassah** will be Project Director, serving as DOE liaison and supervising project staff. Senior Staff Developer **Marieke van Woerkom** will provide program support and ensure continuous learning. Project Manager Doris Lo will provide logistical and administrative support.

NYC DOE’s OSYD and District 18 will assist in recruitment, support our delivery of training and coaching; participate in a continuous improvement process; ensure sustainability of the project in participating schools, and facilitate evaluation and dissemination efforts.

Dr. Anne Gregory (Rutgers), the project’s Lead Evaluator, will conduct two independent studies: An implementation study during Phase 1 and a quasi-experimental design (QED) study during Phase 2. **Dr. Francis Huang** (University of Missouri) will provide statistical expertise. They will be responsible for obtaining IRB approvals and parent consent, finalizing and administering surveys; collecting student record data; analyzing all data; providing information for iterative improvement of the model; submitting progress reports and collaborating with Morningside Center on disseminating findings.

| Timeline and Milestones | | |
|--|-------------|----------------|
| <i>The project includes two phases: A “learning pilot” in three schools in 2017-2018, and the “rollout” of the improved project in 2018-2020. The milestones for the rollout phase will be similar to those in the learning pilot.</i> | | |
| Key Milestone | Date | Who |
| Recruit 3 Learning Pilot schools; sign MOUs; review plans with District 18 and DOE staff; assign MC staff developers (SDs) | Jan ‘17 | MC, Evaluator |
| Hire evaluation staff. Confirm measurement section. Obtain permission to conduct implementation study at 3 schools; complete IRBs | Jan-Jun ‘17 | Evaluator |
| Establish, train RP/SEL Planning Teams with coaching & support | Jan-Jun ‘17 | Principals, MC |
| Initiate professional learning community (PLC) of principals | Jan-Jun ‘17 | MC |

| | | |
|--|-------------------|-----------------------|
| Train & coach teachers in facilitating circles | Jan-Jun '17 | MC |
| Introduce RP interactively to parents at parent association meetings | Feb, Apr '17 | MC, Principals |
| Train key staff from each school in restorative interventions | Mar '17 | MC |
| Plan for introduction of advisory classes in schools that don't have them. | May-Jun '17 | RP teams |
| Revise <i>Implementation Guide</i> incorporate lessons from first 6 months | Jul-Aug '17 | MC |
| Design one-on-one leadership coaching for principals, draft manual | Jul-Aug '17 | MC |
| Train additional teachers in each school in facilitating circles | Jul '17 | MC |
| Conduct implementation study in the 3 schools: collect surveys on acceptability and feasibility; collect data using <i>RP-Assess</i> and data on implementation. | Jul-Dec '17 | Evaluator |
| Plan quasi-experimental design study. Assist in recruitment of 9 intervention & 9 comparison schools, write research protocols, obtain permissions, etc. | Jul-Dec '17 | Evaluator |
| Conduct workshop for principals and core members of RP/SEL Planning Teams | Sep '17 | MC |
| Implement advisory classes school-wide incorporating circles | Sep '17 | RP Teams |
| Coach principals to support RP Planning Teams | Sep'17-Jun'18 | MC |
| Facilitate monthly meetings of principals to share experiences and problem-solve | Sep17-Jun'18 | Principals, MC |
| Organize site visits for RP Planning Teams to schools with advanced RP | Sep-Dec '17 | MC, Principals |
| Organize book groups & circles for staff to address race, culture & bias | Oct'17-Jun'18 | MC, Principals |
| Coach principals one-on-one in restorative leadership | Oct-Dec '17 | MC |
| Coach selected school staff in conducting restorative interventions | Oct'17-Jun'18 | MC |
| Begin recruiting 9 intervention and 9 comparison schools | Oct-Dec '17 | MC, Evaluator |
| Facilitate whole-faculty workshop to address implicit bias, create action steps | Nov '17 | MC |
| Conduct focus groups in the 3 schools; analyze data from surveys & fidelity measure. Issue findings with implications for improving RP/SEL model. | Jan-Jun '18 | Evaluator |
| Finalize agreement of the 18 schools for the quasi-experimental design; adapt research; set up & pilot online surveys; prepare student consent forms | Jan-Jun '18 | Evaluator |
| Facilitate circles at parent association meetings | Jan-Jun '18 | MC |
| Facilitate Part 1 of Rethinking Discipline (RD) to align policies with RP/SEL | Jan-Apr '18 | MC, RP Teams |
| Coach Planning Teams in Parts 2 and 3 of RD, create new discipline plans | May-Jun '18 | MC |
| Train students & parents in facilitating circles | Feb-Mar '18 | MC |
| Establish student advisory team on school culture and discipline | Mar '18 | RP Teams |
| Complete recruitment of 9 intervention schools & 9 comparison schools; MOUs | Jun '18 | MC, Principals |
| QED study; collect consent forms, pilot & collect baseline school climate surveys; collect student SEL & RP Use surveys and teacher-reports | Aug-Dec '18 | Evaluator |
| Incorporate lessons from '17-'18 school year into <i>Implementation Guide</i> , Rethinking Discipline process & manual, and student & parent training designs | Jul-Aug '18 | MC |
| Prepare 3 pilot schools for sustainability | Jul-Dec '18 | MC |
| Process Repeats: Morningside Center implements work plan in 9 intervention schools, following pattern & incorporating lessons of 3 pilot schools | Jul '18 - Dec '20 | MC, Teams, Principals |

| | | |
|---|-------------|--------------|
| Collect end-of year surveys on school climate, SEL and RP; collect RP-Assess data and program training records; conduct fidelity interviews; report back | Apr-Jun '19 | Evaluator |
| Analyze survey data; request student record data on consented students. | Jul '19 | Evaluator |
| Collect RP-Assess data and RP program training records to assess threshold of implementation. Conduct fidelity of implementation interviews; report back. | Aug-Dec '19 | Evaluator |
| Collect end-of year surveys on school climate, SEL and RP; collect RP-Assess data and program training records; conduct fidelity interviews; report back | Apr-Jun '20 | Evaluator |
| Request student record data on consented students. Analyze the data, write up findings, issue reports, and write peer-reviewed journal articles. | Jul-Dec '20 | Evaluator |
| With data gathering concluded, introduce the model to 9 comparison schools at no cost to schools (as added incentive for participation in research) | Jul-Dec '20 | MC |
| Distill lessons learned & best practices, revise model to incorporate insights | Jul-Dec '20 | MC |
| Complete tools to support schools/districts, including guides & training modules | Jul-Dec '20 | MC |
| Disseminate through articles, conferences, online platform to share approach | Jul-Dec '20 | MC/Evaluator |

5. Ensuring Feedback & Continuous Improvement

Continuous improvement will be incorporated into the processes we use in schools, among schools, and on our own staff, as described below. Our process is informed by the “improvement science” approach developed by Anthony Bryk (2015) in *Learning to Improve*. Our close partnership with evaluators will strengthen these efforts; they will share data and insights at every phase of the project. In particular, we will use evaluators’ findings from the learning pilot to amend the models and materials we use for the project’s rollout phase.

Schools: Each school’s *RP Planning Team* will use an improvement science approach. The team, in twice-monthly meetings, will identify challenges, analyze root causes, come up with hypotheses about drivers for positive change, and test them through ongoing examination of data. Data will include discipline incidents, disciplinary interventions, and suspensions. Teams will categorize incidents, noting when and where they occur, and who is involved. Teams will also receive and analyze data from evaluators as it becomes available.

School cohorts: Principals and team members from all participating schools engage in continuous learning through a *professional learning community* that meets monthly. They will share best practices, and we will continually adjust our approaches based on their feedback.

Project staff: The staff developers supporting the 12 participating schools will receive additional training in improvement science processes, and will participate in a continuous

learning process as part of an i3 team with senior staff. The team will meet twice monthly to: set goals and objectives; review data; discuss key challenges; decide adjustments to the model and materials to test out; and report back on results. The model and materials will be revised based on experience and data, and these revisions will be incorporated into staff training.

6. Dissemination

Disseminating the approach and the findings is a key project goal. During the project period, we will codify and manualize the new components we have developed so that they can be replicated with fidelity. We will prepare four accompanying videos that will provide hands-on guidance for educators on essential components of RP/SEL, including principals' leadership, circle-keeping, restorative interventions, and equity. We will share these resources as they become available through an online resource center. The center will also provide educators with insights and learnings from the project, including through blogs, how-to guides, and articles. We will begin applying lessons learned immediately in work with schools across NYC. Once findings are released, we will collaborate with evaluators to share them, the model, and lessons learned in peer-reviewed journals and at professional conferences, webinars, and institutes for principals on restorative leadership and institutes for educators on the RP/SEL model.

C. PROJECT EVALUATION

1. Summary. Five questions guide the evaluation of the Whole School RP Project and map directly onto the outputs, short-term and medium-term outcomes in the logic model (Table C1). Key intervention elements include equity-oriented training and coaching for principals and school staff in RP and SEL and providing students with opportunities for SEL, leadership development, community-building, and reparation of harm (see section B for details).

In the first year, evaluators will use mixed methods in an implementation study in three development schools to examine the acceptability, feasibility, and fidelity of implementation and offer iterative feedback for improvement. Then, the evaluators will conduct a quasi-experimental design (QED) that meets the What Works Clearinghouse (WWC) Evidence Standards with

reservations. In 18 schools (9 intervention schools in District 18 and 9 comparison schools with a similar student population), they will follow students and staff across two school years to estimate the impact of the Project on school climate, SEL skills, bias awareness/cultural fluency, exclusionary discipline, discipline disparities, and “progressing through school” (as measured by WWC’s approved indicators for dropout prevention). The evaluators will also measure fidelity and threshold of implementation in RP schools and related practices in comparison schools to measure treatment-comparison contrasts. They will offer regular feedback for iterative improvements to the RP programming. They will cooperate with technical assistance provided by the USDOE, and collaborate with Morningside Center to share the evaluation results broadly.

| Table C1. | Evaluation Questions |
|---|--|
| Implementation Study (3 schools; mixed methods) | EQ1. Is the RP Whole School Project implemented with high fidelity, acceptability and feasibility? |
| Quasi-Experimental Study (18 schools; propensity score matching; difference-in-differences analyses) | EQ2. What is the 2-year impact of the Project on high needs students’ school climate? |
| | EQ3. What is the 2-year impact of the Project on high needs students’ SEL competencies and staff’s SEL competencies and bias awareness/cultural fluency? |
| | EQ4. What is the 2-year impact of the Project on high needs students’ exclusionary discipline and racial and special education discipline disparities? |
| | EQ5: What is the 2-year impact of the Project on high needs students’ progression in school (toward graduation and away from drop-out)? |

2. Implementation study. In three schools (Fall 2017-Spring 2018), evaluators will collect surveys on RP use and acceptability/feasibility of the RP training/supports/practices (EQ1). They will also collect RP training attendance records and RP participation rates (circles, conferences) to examine implementation thresholds. In each school, the evaluators will conduct interviews and focus groups about how to improve the Project.

3. QED study procedures. In 6 elementary schools, evaluators will consent 4th graders. In 6 middle schools, they will consent 5th, 6th, and 7th graders and, in 6 high schools, they will consent 9th, 10th, and 11th graders (18 schools total). They will follow the grade cohorts to the end of their next school year. Evaluators will also consent school staff for survey completion.

| Table C2. Data Collection Schedule for QED study | F 18 | S 19 | F 19 | S 20 |
|---|---------|---------|---------|---------|
| <i>Baseline:</i> School climate and SEL skill surveys (student and staff) | ✓ | | | |

| | | | | |
|---|---|---|---|---|
| report) and staff bias awareness | | | | |
| Baseline from prior school years: Student records (achievement, attendance, discipline, credits earned, grade level completion) | ✓ | | | |
| Year 1: Threshold and fidelity of implementation (surveys/interviews/focus groups) | | ✓ | | |
| End-of-Year 1: School climate and SEL skill surveys (student and staff report) and staff bias awareness/cultural fluency | | ✓ | | |
| End-of-Year 1: Student records (attendance, discipline, credits earned, grade level completion) | | ✓ | | |
| Year 2 Threshold/fidelity of implementation (surveys/interviews) | | | ✓ | ✓ |
| End-of-Year 2: School climate and SEL skill surveys (student and staff report) and staff bias awareness/cultural fluency. | | | | ✓ |
| End-of-Year 2: Student records (attendance, discipline, credits earned, grade level completion) | | | | ✓ |

4. Measures. The evaluation will use instruments that have demonstrated reliability and validity with diverse populations. EQ2: Students and school staff will complete subscales from the *Authoritative School Climate Survey (ASCS)*: the *disciplinary structure (fairness/justness)*, *support, engagement* and *teasing/bullying* subscales have shown good construct validity, internal consistency, and test-retest reliability (Cornell, 2015) with a range of grade levels using both student and teacher versions (Cornell et al., 2015). ASCS subscales predict racial disparities in school suspensions, bullying and victimization, teacher safety, and achievement (see Cornell, 2015 and Appendix J). EQ3: Teachers will rate student interpersonal behavior/skills using the *Teacher Observation of Classroom Adaptation–Checklist*, Disruptive behavior ($\alpha = .87$) and Prosocial behavior subscales ($\alpha = .88$, Koth, Bradshaw, & Leaf, 2009). Students’ SEL skills will be measured through the *Resilience and Youth Development Module (RYDM)* of the California Healthy Kids Survey, which includes subscales for self-efficacy, empathy, problem-solving, and self-awareness ($\alpha = .73-.82$, Hanson, & Kim, 2007). Adults’ bias awareness and cultural fluency will be measured by subscales from Dr. Skiba’s *Survey on Perspectives on Culture and Race* including cultural responsibility ($\alpha = .84$), colorblindness ($\alpha = .78$), and cultural awareness and knowledge ($\alpha = .68$; Fergus, 2016). Staff SEL competency will be measured by the *Teacher Emotional Intelligence Measure*, on which teachers respond in writing to a discipline vignette. Codes reflect teachers’ awareness, understanding and management of emotions and have demonstrated reliability (Intraclass correlations, ICCs =.87 to .96) and validity (See Appendix J).

EQ4/EQ5: Evaluators will obtain three years of school records from the consented students (year prior and two RP years). According to WWC’s evidence review protocol (2014), acceptable face valid outcome measures for “progressing in school” include administrative records of credit accumulation, grade promotion, and grade completion. Records will also include student race/ethnicity, gender, disability status, free/reduced priced meal [FRPM] eligibility, attendance, and discipline incidents/actions.

RP-Assess will measure fidelity of implementation to offer iterative feedback and confirm the RP schools meet the implementation threshold (See Appendix J for RP threshold, Goodson, Price, & Darrow, 2015) and identify RP-related practices in the comparison schools. *RP-Assess* is based on pilot tested RP fidelity measures (Sprague, 2016; Swainbradway, 2016). The RP acceptability/feasibility subscales ($\alpha = .85$ to $.97$) are drawn from the Implementation Potential Scale (Forman et al., 2012).

5. Analysis Plan. For the QED study’s power analysis, evaluators used Optimal Design software (Spybrook et al., 2011). To estimate the required number of schools (with an average of 100 students per school per grade level), they used an alpha of .05 and an ICC, to account for the nesting effect, of .07. Prior statewide research (Konold et al., 2014) has shown that school climate constructs of disciplinary structure and student support have ICCs ranging from .02 to .06. In addition, the inclusion of school level variables (e.g., FRPM eligibility) is assumed to account for 40% of the variability at level 2. Based on prior research (e.g., Anyon et al., 2014), effect sizes of restorative practices range from $d = 0.17$ to 0.84 . For the current proposal, evaluators used a conservative estimate of $d = 0.35$. Thus, 16 schools are needed to obtain power of .80 resulting in a total sample size of 1,600 students (800 in treatment group, 800 in comparison). Given possible attrition, the sample will be 18 schools/1,800 students/360 staff.

Evaluators will use a difference-in-differences (DiD) approach to assess the effect of the intervention with the absence of random assignment (Angrist & Pischke, 2014; Murnane & Willett, 2011). Students will complete a pre- and post-intervention survey, which enables the

calculation of differences in scores between the two groups based on time and treatment status. Baseline equivalency of students in the treatment and comparison school will be investigated using t -tests and χ^2 tests. In addition, propensity score matching (PSM; Rosenbaum & Rubin, 1983) will be used to match students on demographic characteristics as well as responses from the baseline survey. Focusing on students within the region of common support will aid in establishing equivalency of students in the baseline period and relevant covariates will also be included resulting in doubly robust estimates. Propensity scores will be computed based on a multilevel logit model using gender, race/ethnicity, grade level, FRPM status, pre-treatment perceptions of disciplinary fairness/justness and student support. Matching will be done using the MatchIt package (Ho, Imai, King, & Stuart, 2006) in R. Comparison of the treatment and comparison group characteristics will be performed to assess the quality of the matching.

The following general regression equation summarizes the coefficients of interest: where TREAT (1 = treatment, 0 = comparison) and TIME (1 = post intervention, 0 = pre intervention) are dummy codes while **BG** represents a vector of both student and school level background characteristics which are included to improve the precision of estimates. The primary outcomes (i.e., Y_{it} outcome Y for student or teacher i in time t) are measures of school climate (e.g., perceived student support) and separate models will be estimated. The coefficient of interest, β , represents the treatment effect after a year of the intervention. To account for the nesting without making any assumptions about the distributional properties of β , standard errors will be based on a nonparametric cluster bootstrap procedure using 1,000 replications. For binary outcomes (e.g., suspensions), a linear probability model will be used as has been done by others (see Dynarski, 2003). Additional sensitivity analyses will be conducted using hierarchical logit models. To account for multiple outcomes tested and control for Type I errors, a Benjamini-Hochberg (1995) false discovery rate (FDR) procedure will be used which has shown to be more powerful than traditional Bonferonni corrections.

Although selectivity may be an issue in DiD estimation, the use of PSM together with DiD may help in making more robust inferences. An assumption is that with the absence of the treatment, the treatment and comparison groups would have shown the same trends over time (or the common or parallel trend assumption). Although this assumption is not testable given the collected data, the use of PSM may make this more reasonable (Stuart et al., 2014). Finally, to analyze qualitative data, evaluators will use a grounded theory approach (Strauss & Corbin, 1990) and conduct thematic coding of transcribed focus groups and interview data following Miles and Huberman's (1994) stages of analyses (e.g., data reduction/display).

6. Sufficient Resources and Qualifications of Independent Evaluators. The budget allocates sufficient resources for an implementation study and a QED study with 1,800 students and 360 staff (20% of total). The evaluation will be conducted by Rutgers University (Anne Gregory, Ph.D.) and University of Missouri (Francis Huang, Ph.D.).

Dr. Gregory has been conducting research and program evaluation on school climate, racial disparities in school discipline, restorative practices, and teacher professional development for more than a decade (See CV). Thus, she brings content expertise to the evaluation. She has managed large scale projects funded by federal agencies (IES, Department of Justice grants). She is at the cutting-edge of measuring fidelity of RP implementation and co-developed the ASCS.

Dr. Huang (University of Missouri) will provide statistical expertise. He has authored methodological articles on the analysis of clustered data, conducts a regular workshop at the American Educational Research Association annual conference on using multilevel models with large datasets, and has authored articles on the development and use of the ASCS (See CV). He has co-authored a book for the National Center for Educational Statistics on the use of complex national datasets and has co-written a chapter on collecting and analyzing school climate measures (forthcoming). He has been a co-investigator on two IES grants and is a co-investigator on two U.S. Department of Justice grants related to the measurement of school climate.