

How to answer the BIG question:

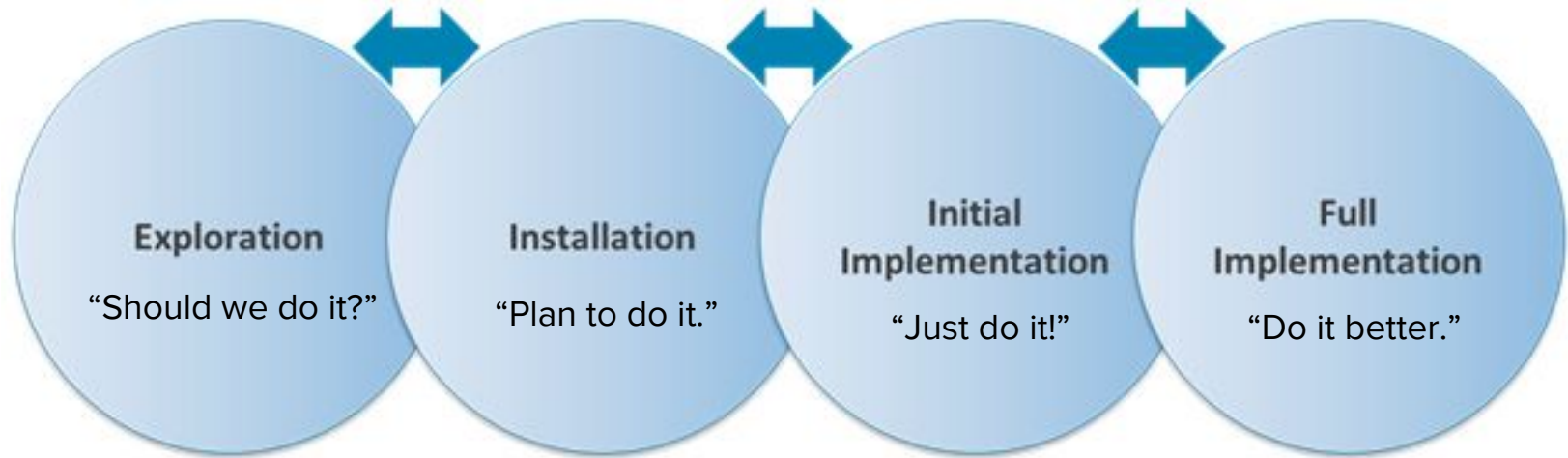
Is it working?

Objectives

1. Participants will know the difference between implementation and outcome measures.
2. Participants will know processes and procedures in order to evaluate the fidelity of Restorative Practices.
3. Participants will be able to review their implementation plan for Restorative Practices and identify data sources for evaluation, both implementation and outcome data.

See agenda in the session documents for more details and suggested resources.

Implementation Stages



[NIRN Stage Related Activities](#)

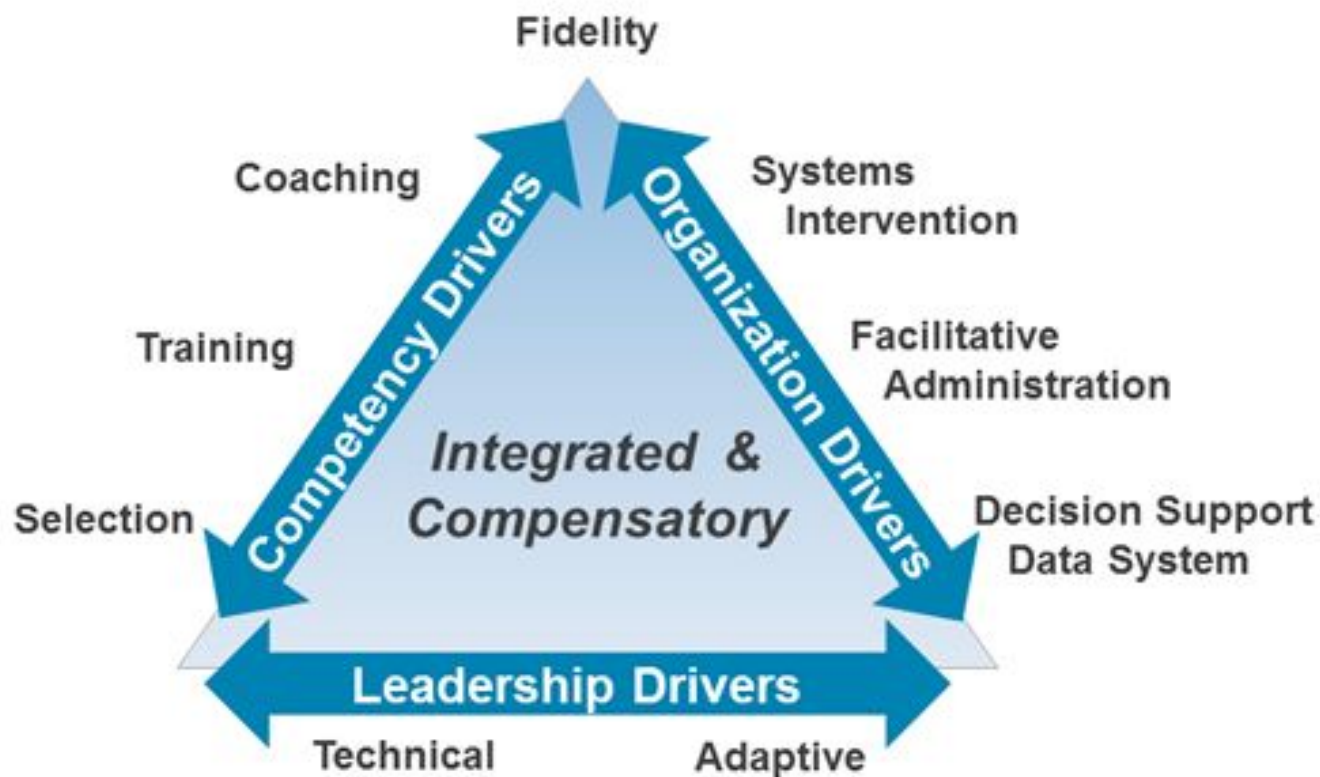
Review the stage related activities



What stage are
you in regards to
Restorative
Practices
implementation?

Complete the
poll in event
app for this
session

Implementation Drivers



1. Review one driver
2. Self asses
3. Ask yourself, what's next?



Implementation Drivers: Assessing Best Practice

Types of Evaluation Data

Implementation Data

Accountability

Are adults following the plan?

Sometimes referred to as fidelity data

Outcome Data

The end result

- ❑ Did a student learn a concept?
- ❑ Behavior change

Let's play a game...

What type of data is this?

- ❑ Office discipline referrals
 - ❑ Number of Day 1 trainings
 - ❑ End of Grade test results
 - ❑ Social-emotional screener
 - ❑ Classroom walkthrough observations
 - ❑ Updated Code of Conduct
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Outcomes associated with Restorative Practices

- ❑ Reduction in suspension and expulsion
 - ❑ Decrease in office discipline referrals
 - ❑ Decrease in recidivism
 - ❑ Increased graduation rates
 - ❑ Positive school climate
 - ❑ Stronger student-teacher relationships
-

**Why does
implementation
data matter?**



Connecting implementation to outcomes

	Lucky	Sustaining
Outcomes ↑	Positive outcomes, low understanding of how they were achieved <i>Replication of success is unlikely</i>	Positive outcomes, high understanding of how they were achieved <i>Replication of success likely</i>
	Losing Ground	Learning
	Undesired outcomes, low understanding of how they were achieved <i>Replication of failure likely</i>	Undesired outcomes, high understanding of how they were achieved <i>Replication of mistakes unlikely</i>
	Fidelity →	

Steps to a Comprehensive Evaluation

1. Determine a compelling why
2. Set SMART goals based on compelling why (expected outcomes)
3. Develop an implementation plan
4. Review implementation plan and determine implementation/fidelity measures
5. Implement the plan
6. Check in along the way to ensure fidelity of implementation
7. Summative evaluation of implementation and outcomes

Why?

What would you want someone to do if it were your kid?



**Building Bridges for Student
Success**

What is your
compelling why?



Specific

Measurable

Achievable

Realistic

Timely

[SMART Goal Tool](#)

CHCCS Goals for Year 1 Implementation

- ❑ Increased results from baseline to end of year 1 on school climate survey
- ❑ Phase 1 schools or grades see at least a 10% decrease in office referrals over the previous year or previous comparable data.
- ❑ Phase 1 schools or grades see at least a 20% decrease in referral disproportionality measured by the ratio of referrals per student within a group as compared to the ratio of referrals per student for the school on average.

Implementation Planning

Important things to consider when writing an implementation plan:

- ❑ Consider implementation drivers
- ❑ Vary by level?
- ❑ Accompanied by a more specific action plan
- ❑ Implementation plans are not one size fits all
- ❑ Once developed, share the plan with stakeholders

CHCCS' Year 1 Implementation Plan

Implementation Fidelity

- ❑ Determine measures BEFORE implementing
- ❑ Develop/acquire measurement tools prior to implementation
- ❑ Gather baseline data
- ❑ Operationalize the subjective
 - ❑ What does full implementation of Restorative Practices look like?
 - ❑ How do you see it?
- ❑ Set implementation milestones
 - ❑ [CHCCS Implementation Guide](#)
- ❑ Train staff accordingly

“Seeing” implementation in action

- ❑ Add look fors to your instructional walkthrough tool
 - ❑ Is Restorative language evident? Do you hear the use of affective statements or questioning?
 - ❑ If you don't see it, ask
 - ❑ To students, “In the last two weeks, has your teacher told you or another student how behaviors have impacted them?”
 - ❑ To teachers, “In the last 2 weeks, have you had a proactive circle? Tell me about it.” or “Tell me about a time when you fell into the ‘WITH’ pane.”
- ❑ Visit circles in session
 - ❑ Have teachers invite you to scheduled circles
 - ❑ If you don't see it, ask
 - ❑ Develop exit tickets so participants can share provide feedback
- ❑ Changes in discipline practices
 - ❑ [Restorative reflection statements](#)
 - ❑ Measure the use of Restorative Practices as an alternative
 - ❑ Update Office Referral form to include Restorative Practices as a consequence

CHCCS Implementation Measures

Implement...finally!

Set a timeline for fidelity checks

Make changes as necessary

Conduct a summative evaluation

CHCCS Year 1 Evaluation Report

In summary

- ❑ Start slow to go fast
- ❑ Plan, plan, and then plan some more
- ❑ Make the implicit, explicit
- ❑ Determine measurement BEFORE implementation
- ❑ Involve stakeholders in planning

Questions?

Alisha Schiltz, PhD, NCSP

schiltz.alisha@gmail.com
