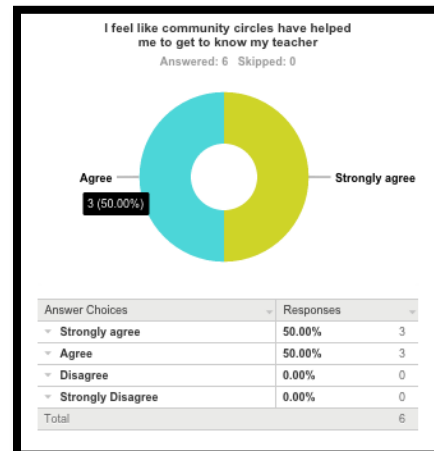
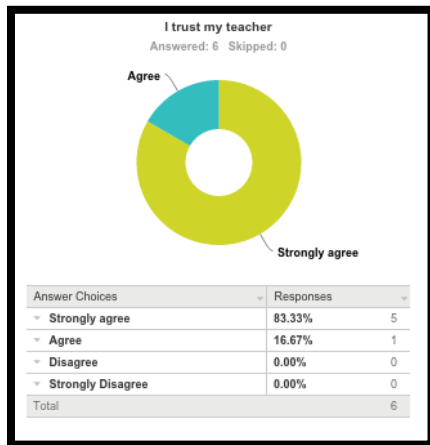


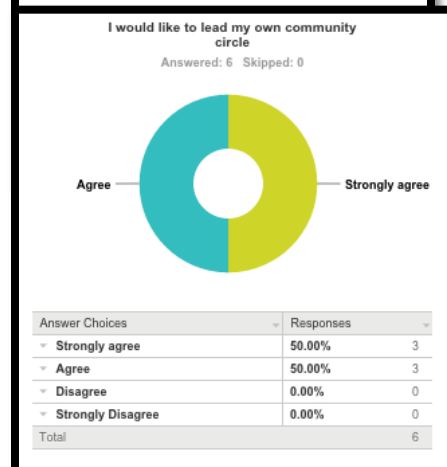
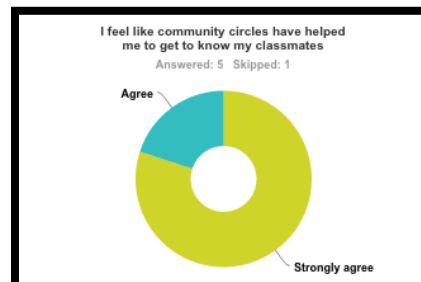
## Student Post-Survey Data (Quantitative)

After implementing community circles in my Academic Success class, post data was collected to gauge student buy-in, student understanding of restorative practices, and the effects restorative practices have on the presence of trust within the classroom. Graphs and notable data trends are outlined below:

**Post data Notable Trend #1:** Out of the six students surveyed, six out of six either agreed or strongly agreed that community circles have helped them to get to know their teacher. Furthermore, six out of six students either agreed or strongly agreed that they trust their teacher. This supports the argument that community circles positively impact teacher-student relationships.

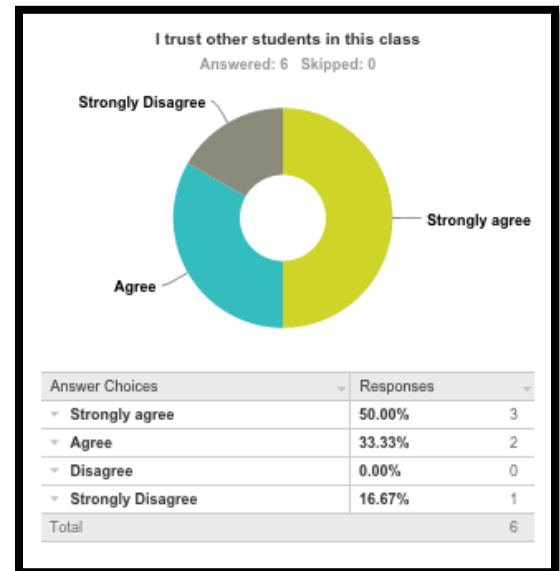


**Post data Notable Trend #2:** According to student responses, four students strongly agree that community circles have helped them to get to know their classmates and one student agrees that community circles have helped him or her to get to know his or her classmates. This supports the predicted positive impact that community circles have on student to student relationships.

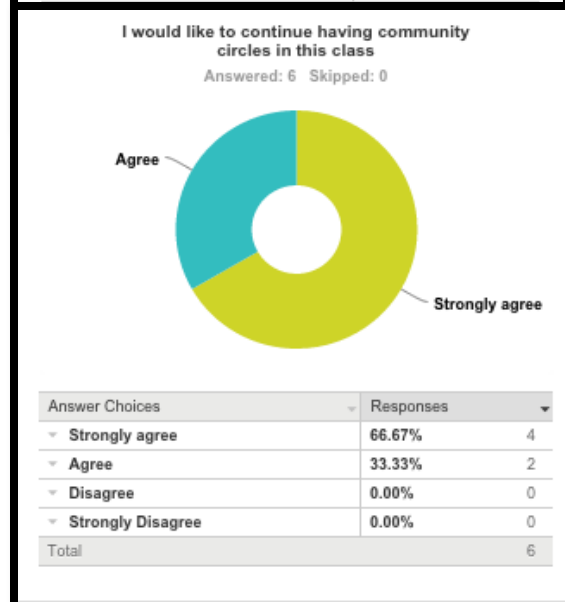
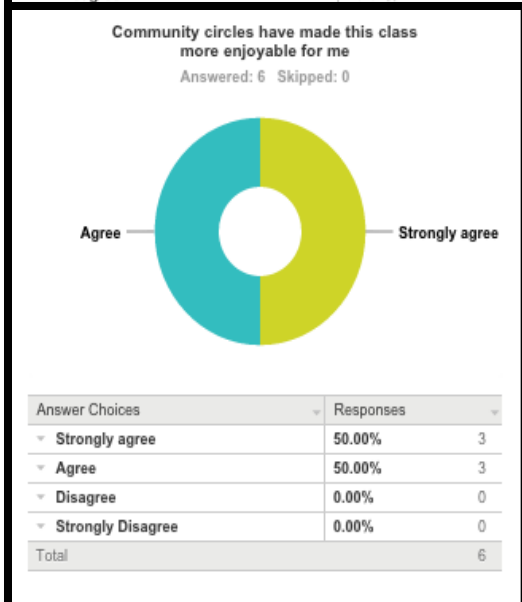
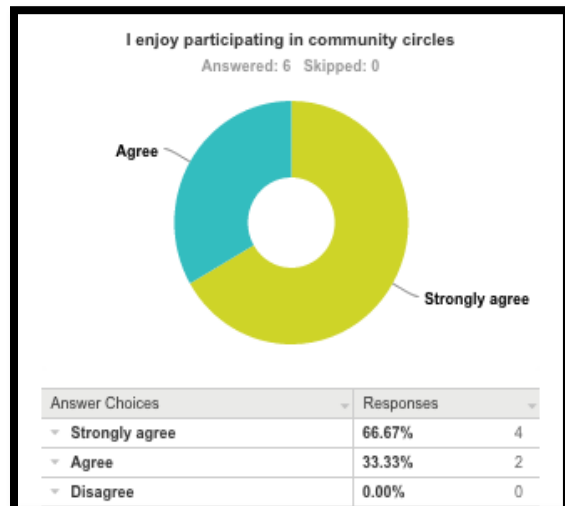
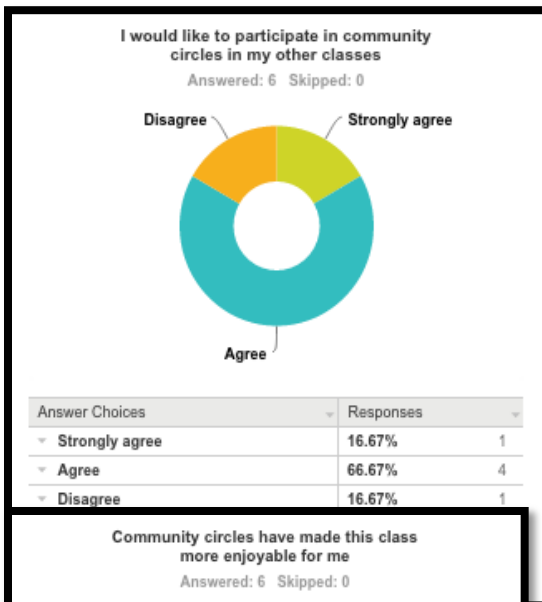


**Post data Notable Trend #3:** When surveyed, six out of six students either agreed or strongly agreed that they would like to lead their own community circles. This indicates that consistent participation in community circles encourages leadership amongst students.

**Post data Notable Trend #4:** Data surrounding the presence of trust amongst students was more mixed, with three students strongly agreeing that they trust other students in the class, two students agreeing, and one student strongly disagreeing. This is likely due to some of the challenging behaviors of students in the class that may require more attention. Sometimes, these students silence the less attention-seeking students in the class, therefore causing a strain in student to student relationships.



### Additional Post-Data Graphs



## Student Community Circles Anecdotal Notes

<b>First Three Circles</b>	Average Frequency: <i>weekly</i>	Average Attendance: <i>8/8 students</i>
<p>Summary of Circle Objectives</p> <p>Students were asked to reflect on the themes in <u>The Absolutely True Diary of a Part Time Indian</u> and how they relate to their own lives</p>		<p>Topics Addressed:</p> <ul style="list-style-type: none"> <li>➤ Poverty</li> <li>➤ Friendship</li> <li>➤ Hope</li> </ul>
<p>General Observations:</p> <ul style="list-style-type: none"> <li>➤ When completing the initial community circle, students struggled to relate the theme of poverty to their own lives. They often times discussed poverty as a distant concept and referred to individuals living in impoverished countries. Despite growing up in Watts and receiving EBT or other forms of public assistance, many students did not view themselves as being impoverished because there were people that were worse off than them.</li> <li>➤ Students were highly invested in the topic of hope and behavior management was the easiest during this community circle. Students responded particularly well to the prompts in which they were asked if they had hope and to describe someone in their life that had lost hope. Many students identified a family member or a friend of theirs that had stopped attending school.</li> <li>➤ Behavior management was difficult during the friendship circle, but students were able to draw the most connections to the book. Throughout this community circle, students began discussing their gangs and their relationships with members of their gang. Although this is a true account of friendship, the topic became too engaging for many students and they began to shout over one another. A student was asked to step outside of the room and return when he could successfully be a part of a circle. During this circle, many of the quieter students did not get to sufficiently respond to the prompts.</li> </ul>		
<p>Next Steps:</p> <ul style="list-style-type: none"> <li>➤ Improve classroom management to maintain order and circle norms</li> <li>➤ Create engaging topics where students can discuss their own aspirations and the aspirations of their family members</li> </ul>		

<b>Last Three Circles</b>	Average Frequency: <i>weekly</i>	Average Attendance: <i>8/8 students</i>
<p>Summary of Circle Objectives</p> <p>Students were asked to reflect on the themes in <u>The Absolutely True Diary of a Part Time Indian</u> and how they relate to their own lives</p>		<p>Topics Addressed:</p> <ul style="list-style-type: none"> <li>➤ Relationships</li> <li>➤ Harm</li> <li>➤ Racism</li> </ul>
<p>General Observations:</p> <ul style="list-style-type: none"> <li>➤ When completing the harm community circle, students struggled to understand the idea of repairing harm. In many students' eyes, the harm that occurred could not be repaired. Additionally, although students were able to identify a time they harmed someone, many did not regret their actions because they feel as if they were deserved. This ties into the culture of violence that begins on the streets and carries into the schools. The teacher challenged the students to see a different perspective and two students also challenged student viewpoints. Students were receptive but did not share again the second time around.</li> <li>➤ During the relationships community circle, male students initially thought of relationships as strictly romantic whereas the female students interpreted the term to encompass family members and friends. Students were asked to reflect on relationships that harmed them as well as relationships that helped them succeed. Most students discussed their relationship with a significant other or with their parents/guardians. After concluding the circle, many of the males shared that they would have changed their answers if they had defined the word relationships differently. Although the teacher could have defined the term at the start of the circle, one of the prompts asked students to determine their own definition in an effort to show students how viewpoints differed.</li> <li>➤ Behavior management was the most challenging during the racism circle, and the circle had to be paused multiple times. Behavior escalated so severely that the circle was almost ended for the period, but when the teacher instructed students to go back to their desks, the students refused and agreed to participate and follow the norms. Behavior slightly improved for the end of the class, indicating student desire to participate in the community circles.</li> </ul>		

Next Steps:

- Ask students to create their own prompts/topics
- Work with students to re-define the norms to encourage better behavior
- Ask more talkative students to become circle facilitators and provide proper training.