

## Overview

Participants in the *CirclePoint* program will need to collect and track information to allow for an accurate assessment of the program's effectiveness. The information collected will be both objective and subjective. Each school or organization implementing the program will need to develop the specific processes and procedures for gathering, communicating, and maintaining the information; these processes can be new or can leverage existing processes. This document describes the information that should be collected and how it should be used to measure program implementation effectiveness.

## **Metrics Tracking Summary by Mechanism**

1. Constructive Discipline Process
  - a. Number of bullying cases
  - b. Frequency of bullying cases
  - c. Process outcome
    - i. Number resolved without constructive consequences
    - ii. Number resolved with constructive consequences
    - iii. Number resolved with constructive consequences and mentor influence
    - iv. Number unresolved despite constructive consequences or mentor influence
  - d. Parent engagement – % of bullying cases where parent engagement was considered:
    - i. amicable/cooperative/a partnership
    - ii. neutral (neither helpful nor hindering)
    - iii. antagonistic or contentious
2. Target Support System
  - a. Total number of students who engage the system and % of students from the survey-identified target population who engage the system
  - b. % of bullying problems resolved through empowerment
  - c. % of bullying problems resolved through adult intervention
  - d. % of students who drop out of the system without resolving bullying problem
  - e. Average duration (in minutes) of support conversations
3. Student Survey
  - a. Number of probable bullying targets identified by peer group and in total for the school or organization
4. Teacher Strategies
  - a. Number of targets identified by peer group
  - b. Number of teacher-identified targets who engage the Target Support System
  - c. Subjective assessment (teacher perception) of change within a peer group of the level of acceptance of bullying behaviors

## **Metrics Collection Actions**

1. Constructive Discipline Process (CDP): Administration to track the date of the engagement, outcome of the process, and nature of the relationship between the administration and parents of both the aggressor and target for each CDP engagement. The information should be tabulated monthly or quarterly.
  - a. The outcomes of CDP cases (e.g., resolved without constructive consequence, resolved with constructive consequence, etc.) will determine the effectiveness of the Constructive Discipline Process for resolving bullying problems.

- b. The frequency of engagement of the CDP process will be correlated to future student survey results and teacher perception survey results to determine if overall levels of bullying are changing and how students perceive the effectiveness of the CDP process.
  - c. Positive CDP outcomes that do not require consequences are expected to correlate to a positive change in peer group norms in terms of bullying acceptance.
- 2. Target Support System (TSS): Each adult should track individual case information (as described in the *CirclePoint Guide for Educators* section 5.4.2). Adults should also track the time spent with each student (an approximate amount is acceptable); whether the target was self-identified, identified by a teacher, or identified by a peer; and the outcome of the engagement: empowerment success, adult intervention success, unknown. Engaged adults should communicate the case information to administration. Administration should, on a monthly basis, tabulate the total number of students who engaged the TSS, how these students were identified, the outcomes, and average time spent with each student.
  - a. The total number of students who engaged the TSS will be compared to the total number of targets identified by the survey to determine the percentage of students who engage the TSS (an indicator of how the students view the TSS).
  - b. The outcomes and average time spent will help determine what changes the TSS process may need to improve the outcomes, reduce time required (if necessary), and to reset adult expectations in terms of time required to provide support.
  - c. The numbers related to means of target identification can potentially help determine the most effective way to identify targets or changes that may be required to improve other means of target identification.
- 3. Student Survey: The survey will be reviewed to identify the probable number of targets by peer group and to get a general sense of the social climate. The adult in charge of each peer group (e.g., homeroom teacher) will review the results of the survey for their group so he or she will know the probable number of targets in the group and will have insight into the social climate and dynamics of the group. The aggregated results will be retained by administration.
  - a. The number of probable targets can be used to help teachers identify targets.
  - b. The number of targets in a peer group who engage the TSS can be correlated to the number of probable targets identified by the survey.
  - c. Changes in social climate revealed by subsequent surveys can help show overall program effect.
- 4. Teacher Perception: A periodic survey (every two quarters after the program launch) of teachers and other adults in charge of the peer group will be conducted to get feedback on the overall effect of the program, perceived changes in levels of peer acceptance of bullying, and feedback on the Target Support System.