



California  
Center for  
School Climate



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# **Restorative Practices:**

## **Using data to strengthen your practice**



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# Agenda

1. Welcome and Introductions
2. Restorative practices – Using data to strengthen your practice
3. Upcoming CCSC Opportunities

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# California Center for School Climate Goals

Relevance	Data	Connection	Partnership
Deliver relevant, responsive, and engaging technical assistance on a variety of school climate topics that meet LEAs and schools where they are	Support LEAs and schools with best practices for collecting, using, and measuring data to support equitable school climate systems change and positive school climates	Serve as a connector across the state to promote and disseminate best practices	Support LEAs and schools in building partnerships with education partners in creating a supportive school climate for all



CCSC Website QR Code



# Welcome



**Tom Herman**

**Education Administrator**

**California Department of Education**



# Welcome



# Presenters



Sean Darling-Hammond,  
PhD candidate, UC  
Berkeley



Lan Nguyen,  
Technical Assistance  
Provider, CCSC

# **Restorative Practices: Using Data to Strengthen Your Practice**

**Sean Darling-Hammond  
Lan Nguyen**

**Presented to the**



California  
Center for  
School Climate



# A brief introduction

## Education:

- Sociology B.A. (Harvard, '06)
- J.D. (UC Berkeley, '14): juvenile law, education law
- Public Policy PhD (UC Berkeley, '22)

## Relevant work:

- **Former Director, Berkeley High School restorative court**
- Director, Bend It To Justice, LLC ('06 – present)
- Professor, UCLA Schools of Public Health & Education (July)

Life goals: Bridge k-12 research, policy, and practice; combat racial disparities in schools; and expand belonging

Fun fact: 7x American Ninja Warrior competitor





# Agenda

1. What are restorative practices (RP), and do they work?
2. Why should educational institutions measure RP?
3. How can educational institutions measure RP?
4. Can RP measurement facilitate continuous improvement?

# Agenda

- 1. What are restorative practices (RP), and do they work?**
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4. Can RP measurement facilitate continuous improvement?

# What are restorative practices (RP)?



Repair practices

- Formal conferences where stakeholders (respondents, victims, community members) work together to resolve conflict
- Informal repair conversations

Community-building practices

- Community-building circles to build school relationships
- Situational role-playing and other practices for inculcating conflict resolution skills
- Re-entry circles



# A day in a restorative school



# The restorative shift

- January 2014 DOE / DOJ guidance on discipline disparities
  - threatened to claw back Title I funds
  - suggested RP as a mechanism for reducing disparities
  - provided technical guidance and grant funding
  - issued dozens of consent decrees
- Between 2014-15 and 2015-16, a huge increase in California schools' levels of RP utilization



U.S. Department of Justice  
Civil Rights Division

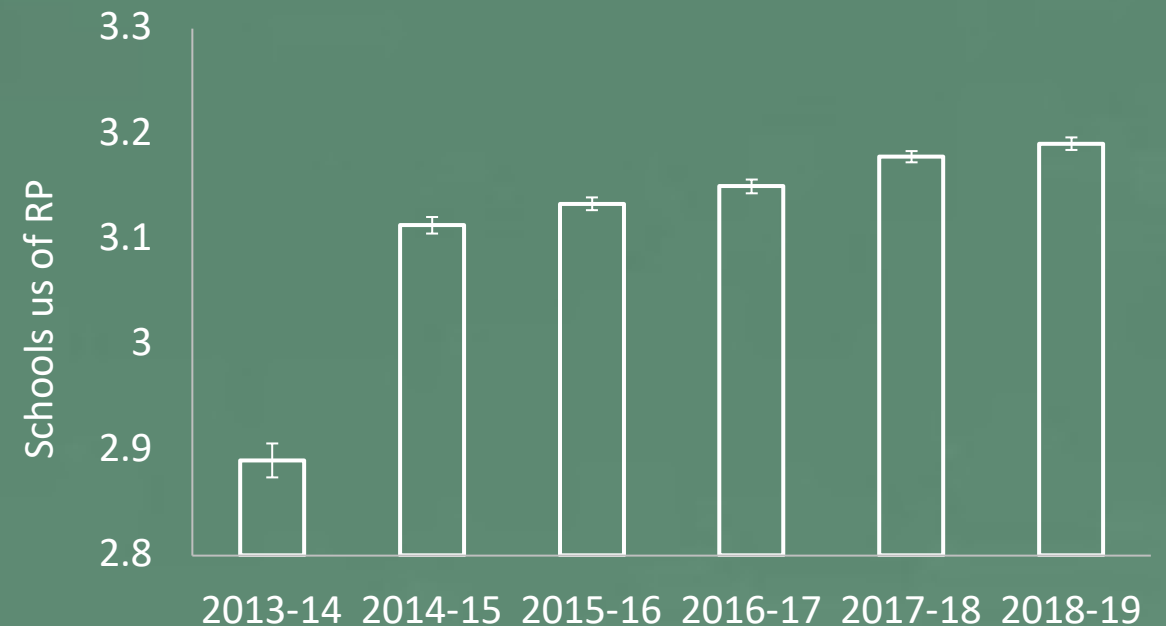


U.S. Department of Education  
Office for Civil Rights

January 8, 2014

Dear Colleague:

The U.S. Department of Education and the U.S. Department of Justice (Departments) are issuing this guidance to assist public elementary and secondary schools in meeting their obligations under Federal law to administer student discipline without discriminating on the basis of race, color, or national origin. The Departments recognize the commitment and effort of educators across the United States to provide their students with an excellent education. The Departments believe that guidance on how to identify, avoid, and remedy discriminatory discipline will assist schools in providing all students with equal educational opportunities.<sup>1</sup>

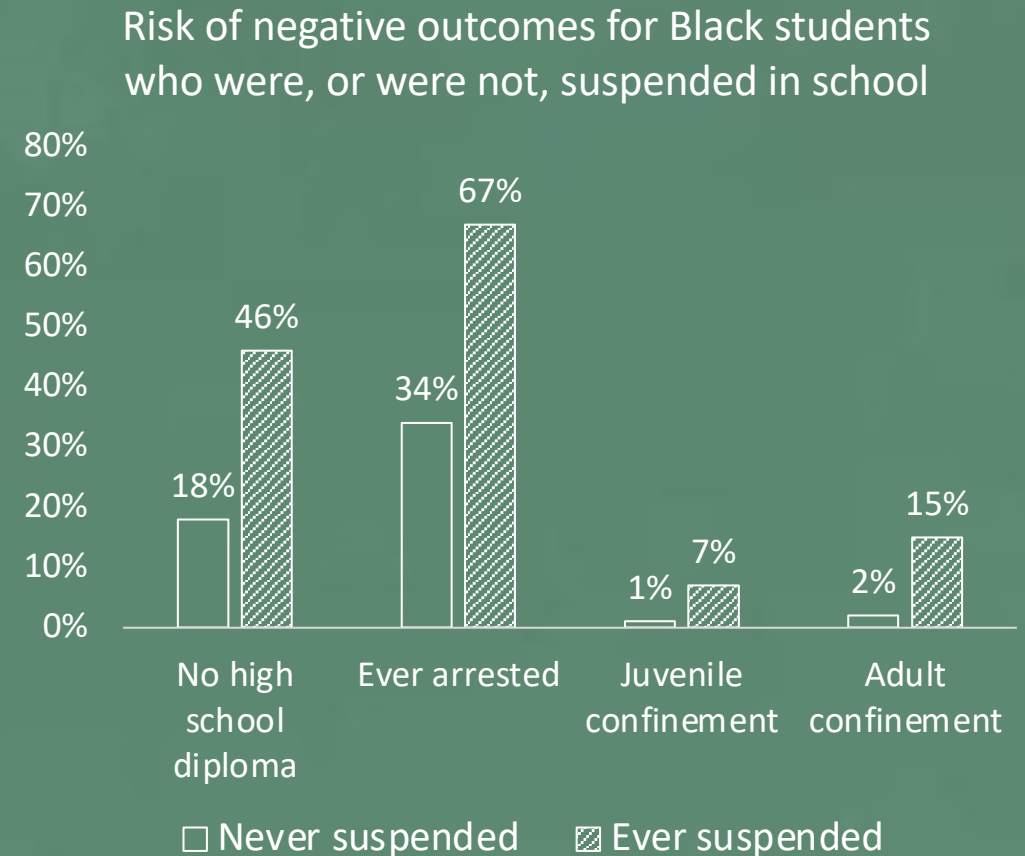


Data adapted from California School Staff Survey. n = 218,820 staff.

# Why the interest in RP?

## Harms of student discipline

- Student discipline is related to negative educational, school climate, mental health, and carceral outcomes for students, regardless of racial background (Losen, 2015; Bacher-Hicks et al., 2019)
- However, discipline rates are uneven...



Charts adapted from Losen, 2015

Presented in Darling-Hammond, S. (expected 2022). *Effects of student exposure to restorative practices*. Learning Policy Institute.



# Black-White disparities are pervasive and persistent

Black-White suspension disparities appear across student groups and scholastic contexts

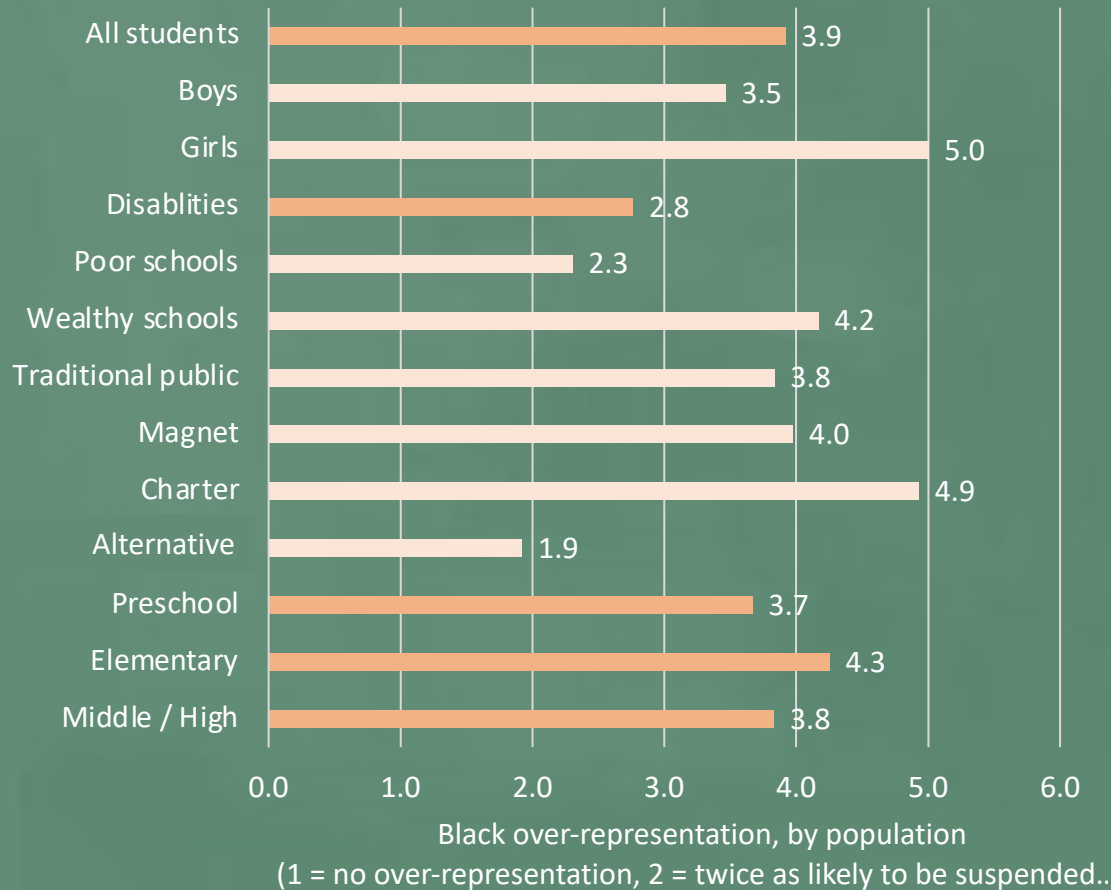
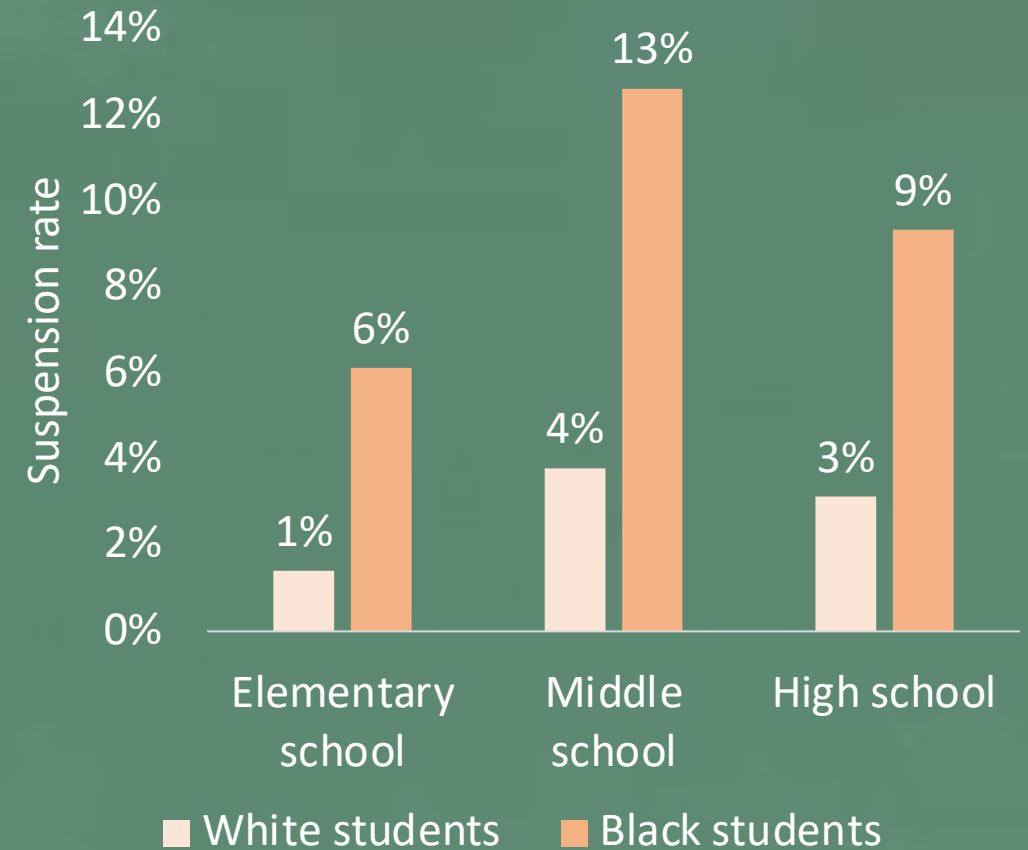


Chart adapted from Government Accountability Office (2018)

Black-White discipline disparities persist in California and are particularly pronounced among middle school students



2018-19 CAASPP data (n = 915,134)

# Black-White discipline disparities may lead Black students to feel they don't belong

- Black students in schools with higher Black discipline rates evidence lower scores on feeling they are part of the school, even if they themselves have not been suspended in the past 12 months
- Belonging in school is related to myriad student outcomes, including mental health (Aldridge & McChesney, 2018)

Feel like part of school (1-5)	Model 1	Model 2	Model 3 <sup>+</sup>
Black discipline rate	-.82*** (.19)	-0.52** (0.20)	-.50* (.21)
Suspended in last 12 months		-.32*** (.05)	
Constant	4.10	4.13	3.77
n	6,229	6,229	5,493 <sup>+</sup>

*California Healthy Kids Survey data, 2017-18 and 2018-19.  
All models control for student sex, whether student identifies as Hispanic,  
parental education, and Free-or-Reduced Price Lunch (FRPL) status.*

*<sup>+</sup> Model is limited to students who were not themselves suspended*

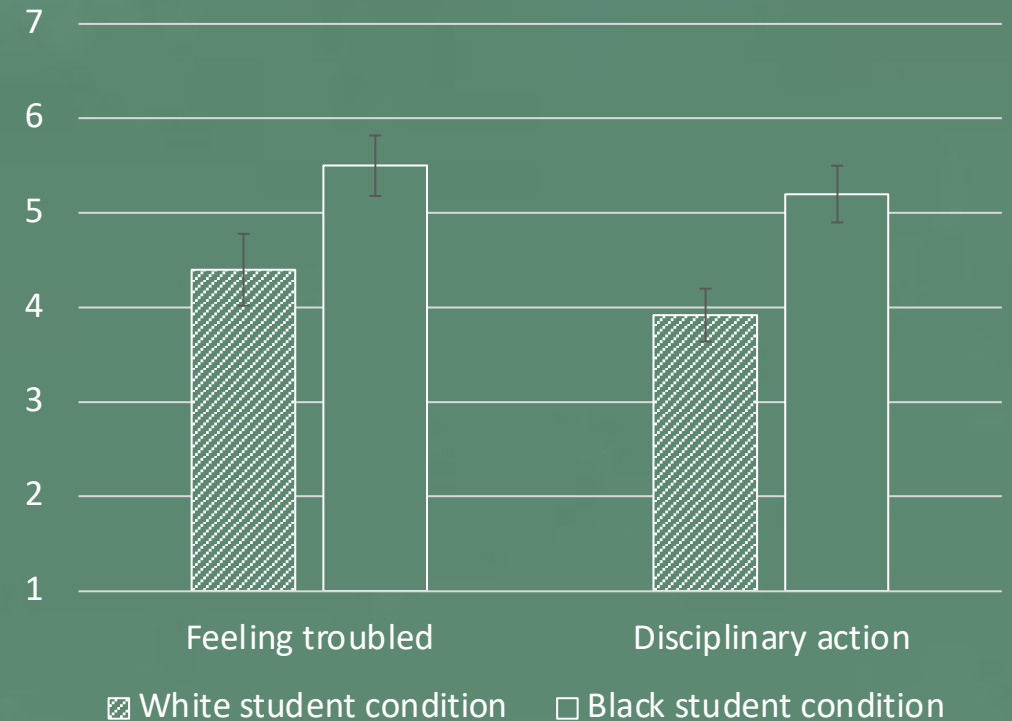
# The role of school practices: Evidence of differential *response*

## Evidence from the lab

- When behavior is constant, teachers felt more troubled by, and responded more harshly to, misbehaviors by Black students (Okonofua & Eberhardt, 2015)
- Preschool teachers asked to look for “problem behaviors” focused their attention on Black boys (Gilliam et al., 2016)

## Evidence from the real world

- Relative to White students, Black students are 26.2% more likely to receive an out-of-school suspension for their first offense (Gregory et al., 2016)
- When Black and White students fight, Black students receive harsher sanctions (Barrett et al., 2021)

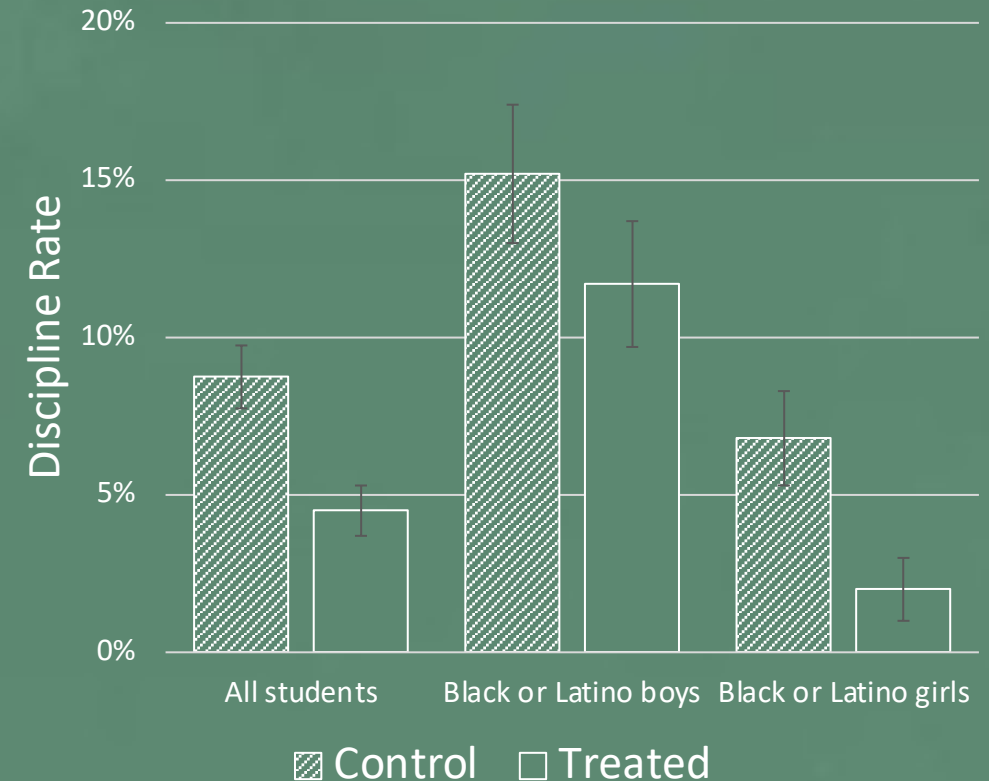


Note. Reproduced from Okonofua and Eberhardt (2015).  
Error bars represent 95% confidence intervals around mean values.



# A potential solution: Restorative mindsets reduce discipline disparities

- In two RCTs, teachers were experimentally encouraged to adopt restorative mindsets
- “Treated” teachers showed smaller racial disparities in responses to student misbehavior and more desire for student connection with students of all backgrounds



Okonofua, J., Paunesku, D., & Walton, G. M. (2016). Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents. *Proceedings of the National Academy of Sciences*, 113(19), 5221–5226.

Okonofua, J., Perez, A., & Darling-Hammond, S. (2020). When policy and psychology meet. *Science Advances*, 6(42).

# Restorative transformations

*I dropped out of school – actually they kicked me out because I didn't want to give them my hat. It was real zero tolerance! I was expelled for defiance for putting a hat in my backpack instead of giving it to them. And I had had bad experiences since preschool so it was easy for me to be like "[forget] this." As a teenager, I was thinking "you don't care about us anyway. You just get paid checks per student in a seat."*



*At first, I thought it was some kumbaya bullshit. But after two weeks, I realized it was the first time in my life I ever wanted to be at a school! Like we got circle today, I gotta go! I wanted to be in class, do projects, interact, be one of the first students called on. I felt good being up here! Without [restorative practices], I'd probably be dead or in jail too. After I graduated, I realized I could bring this to homies to change my community. I was like "this is what I want to do." I had already lost four friends to the justice system, four sentenced to 10-15 years under the age of 20. I had seen four murdered in the same year. I wanted to save my friends' lives.*

# Restorative transformations

*Restorative practices saved my life. It's a lifestyle, not a practice or a program or none of that bullshit. It's not something you turn on or turn off. Once you start doing it, you will start having restorative conversations and learn to be a good listener. And you make really lasting relationships because [restorative practices] teach you not to be afraid of opening up to people.*

# RP Research: Pre-post studies

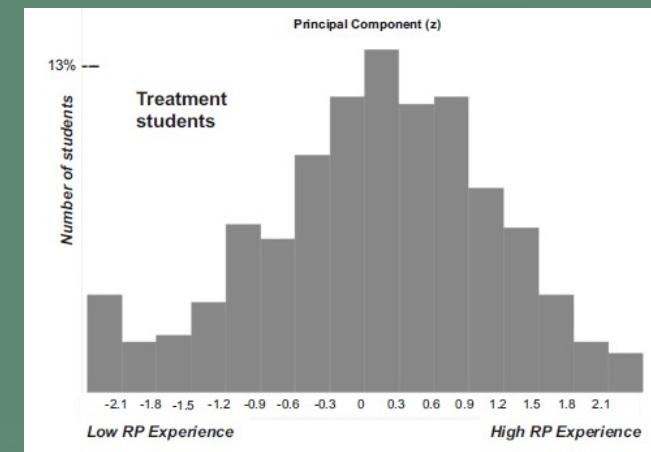
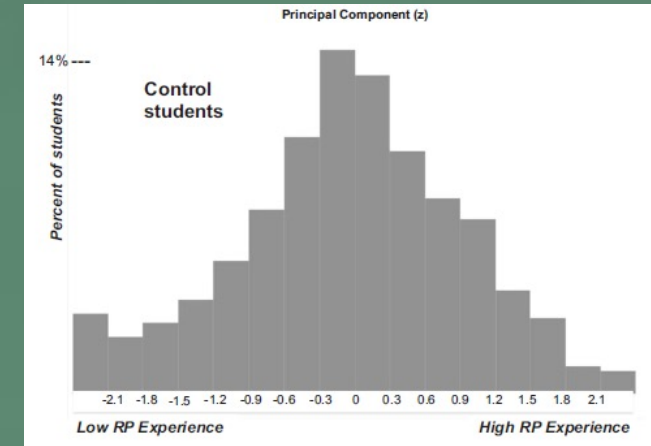


Darling-Hammond, S., Fronius, T. A., Sutherland, H. et al. (2020). Effectiveness of restorative justice in US K-12 schools: A review of quantitative research. *Contemporary School Psychology*, 24, 295–308.  
Darling-Hammond, S. (expected 2022). *Effects of student exposure to restorative practices*. Learning Policy Institute.



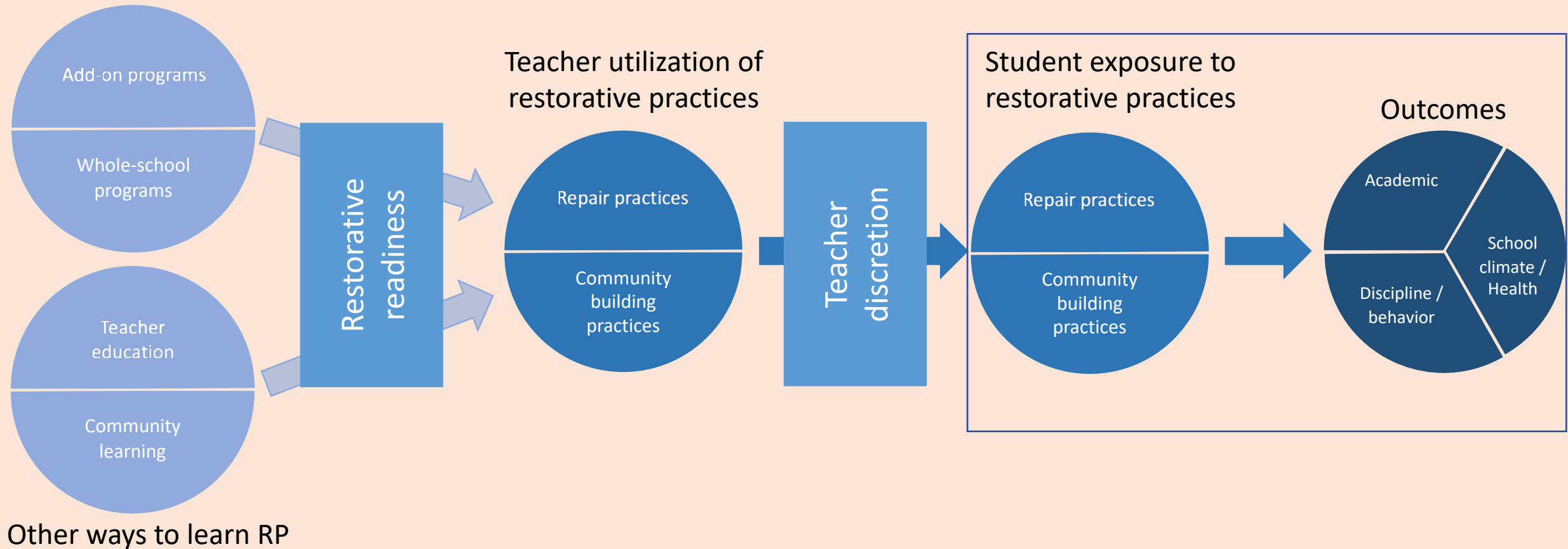
# RP Research: RCTs

- Five RCTs (Cook et al., 2018; Duong et al., 2019; Augustine et al., 2018, Acosta et al., 2019; Gregory et al., 2021) paint a mixed picture.
  - *Discipline rates*: Declines
  - *Discipline disparities*: Mixed results
  - *Misbehavior*: Mixed results
  - *School climate*: Mixed results
  - *Academic outcomes*: Mixed results
- **Programs do not always lead to practices.** Schools that received restorative programming showed identical levels of restorative practice utilization as schools that did not receive programming.
- However, *exposure to practices* is related to *positive outcomes* (Gregory et al., 2016; Acosta et al., 2019; Darling-Hammond et al., 2021).



# Why research on restorative *programs* may not detect impacts of restorative *practices*

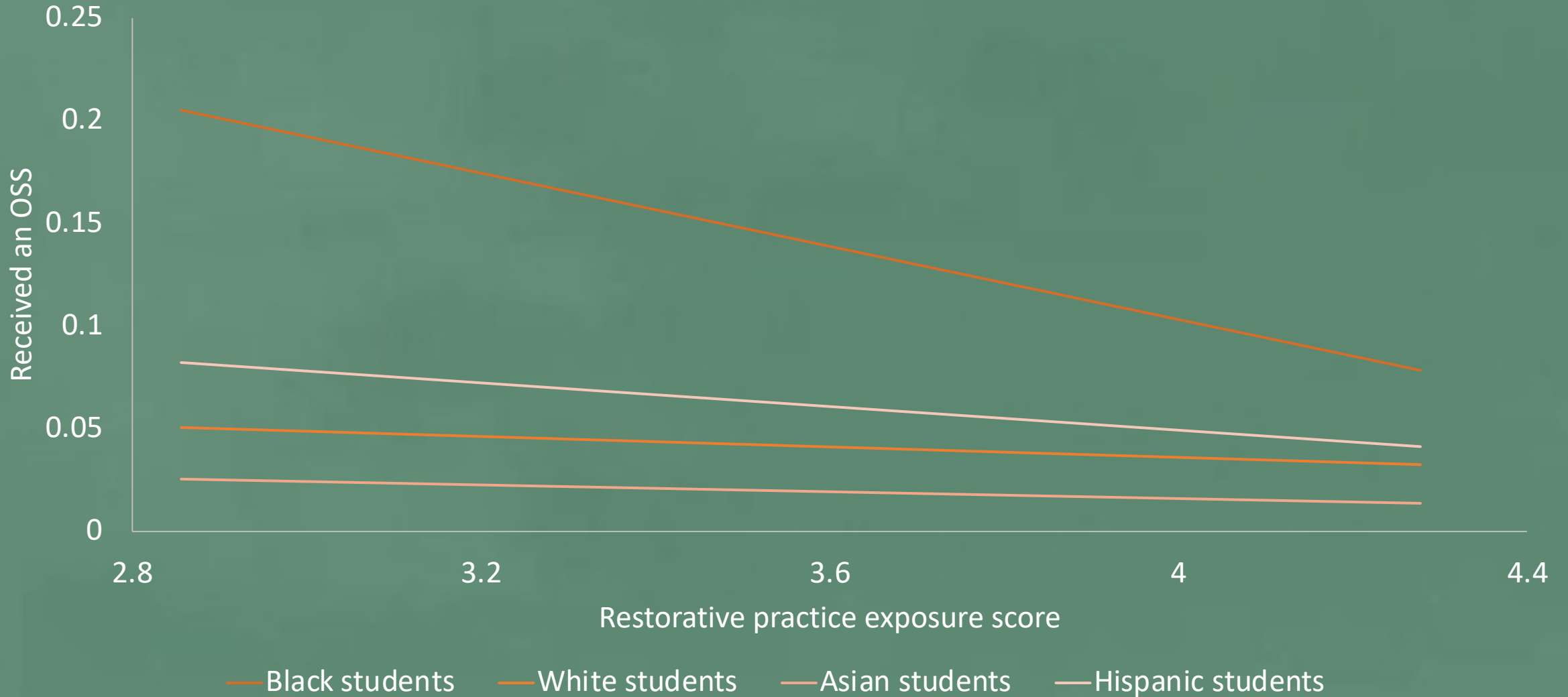
## Restorative programs



**What happens when we measure restorative practice utilization and exposure directly?**

**What are the effects of restorative *practices* on student outcomes?**

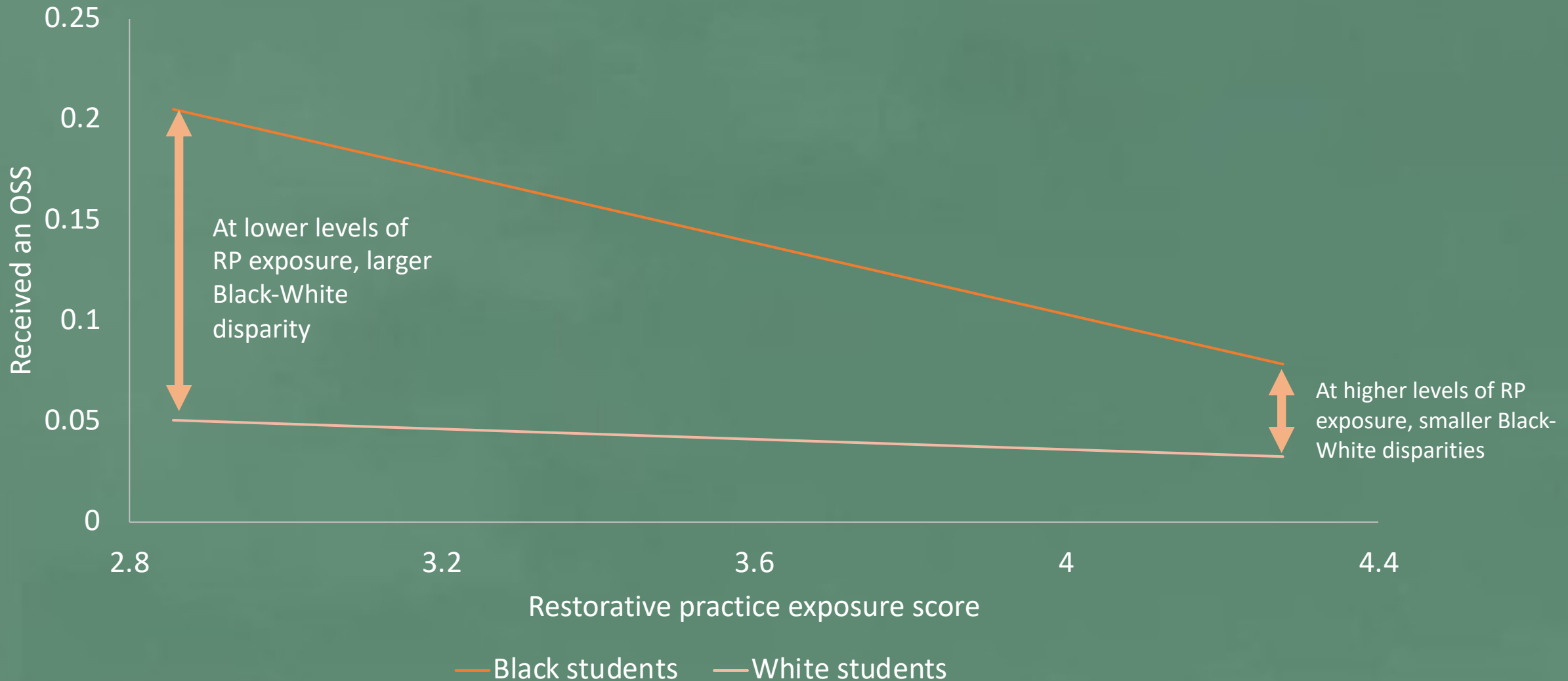
# RP exposure predicted lower suspension rates for all student groups, and smaller Black-White disparities



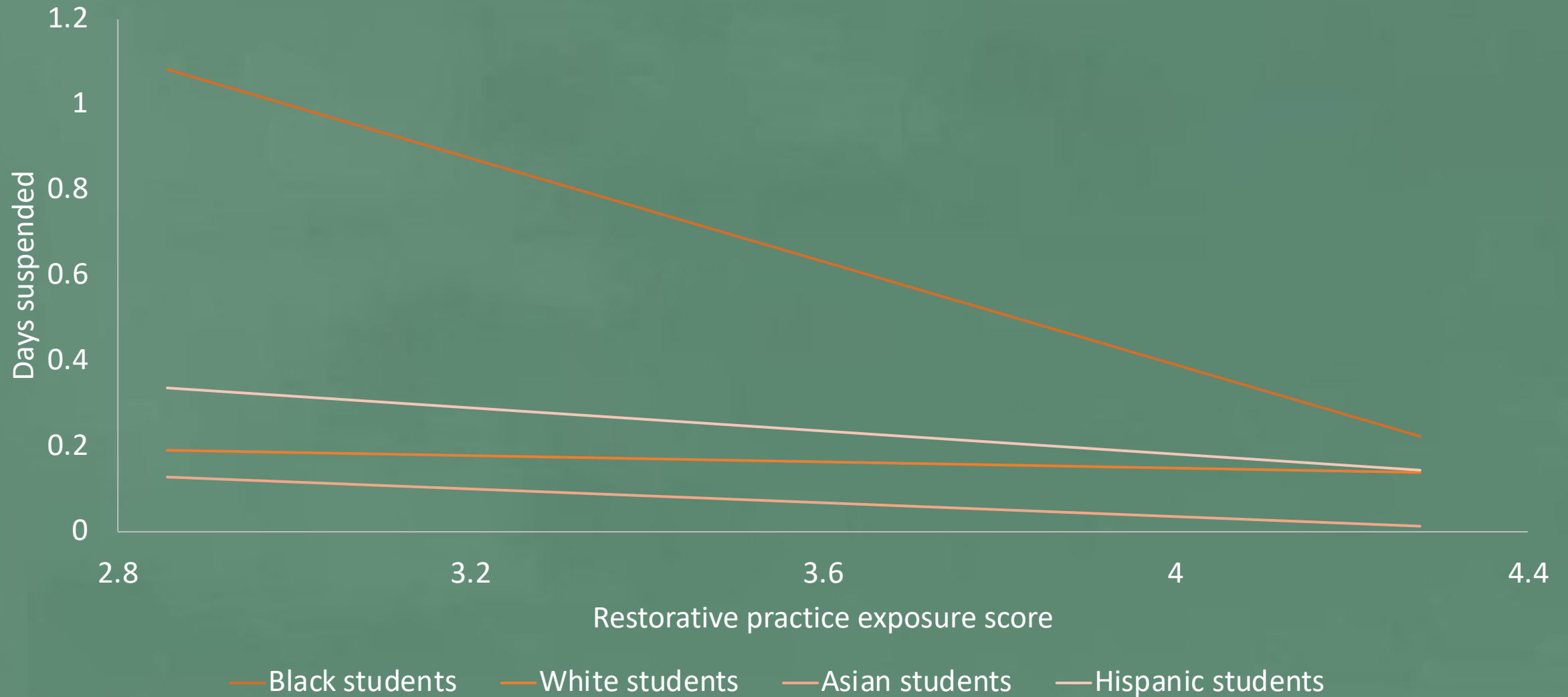
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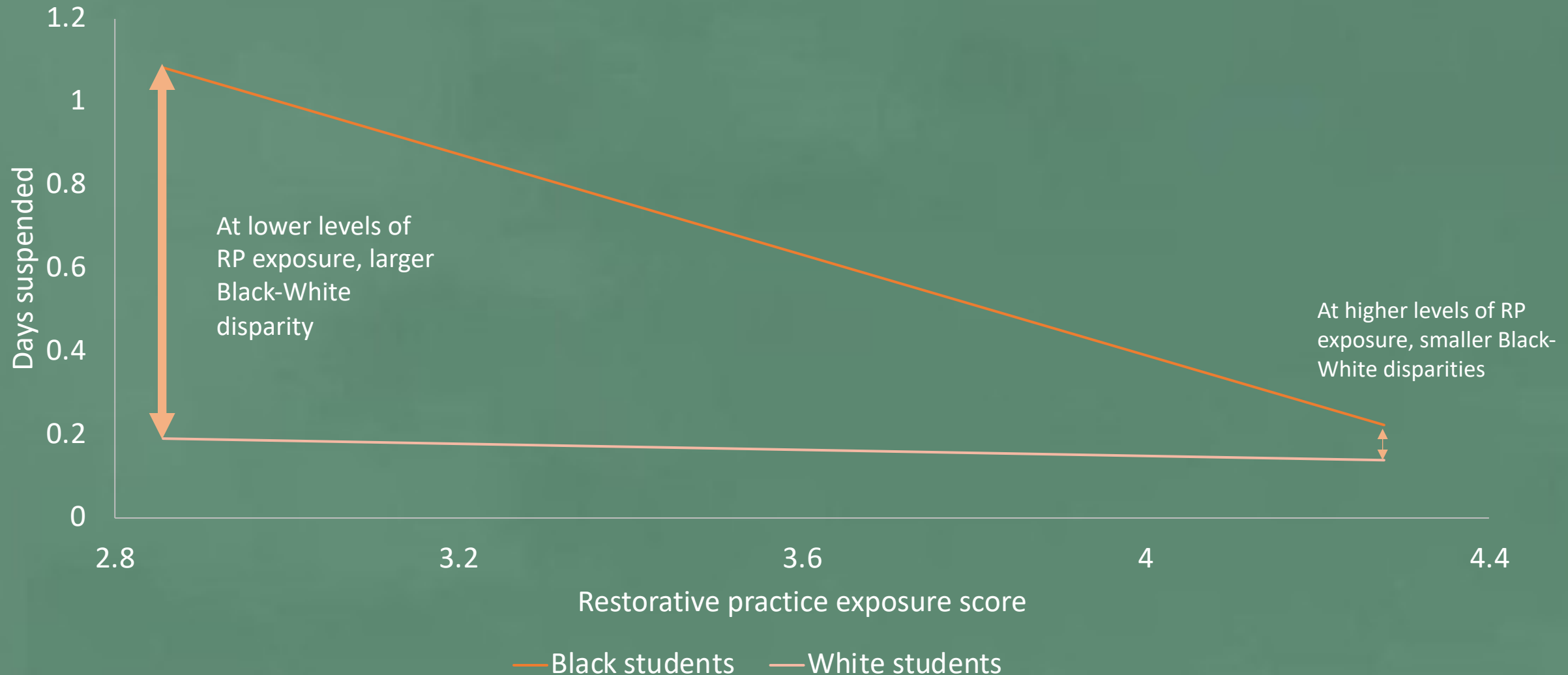
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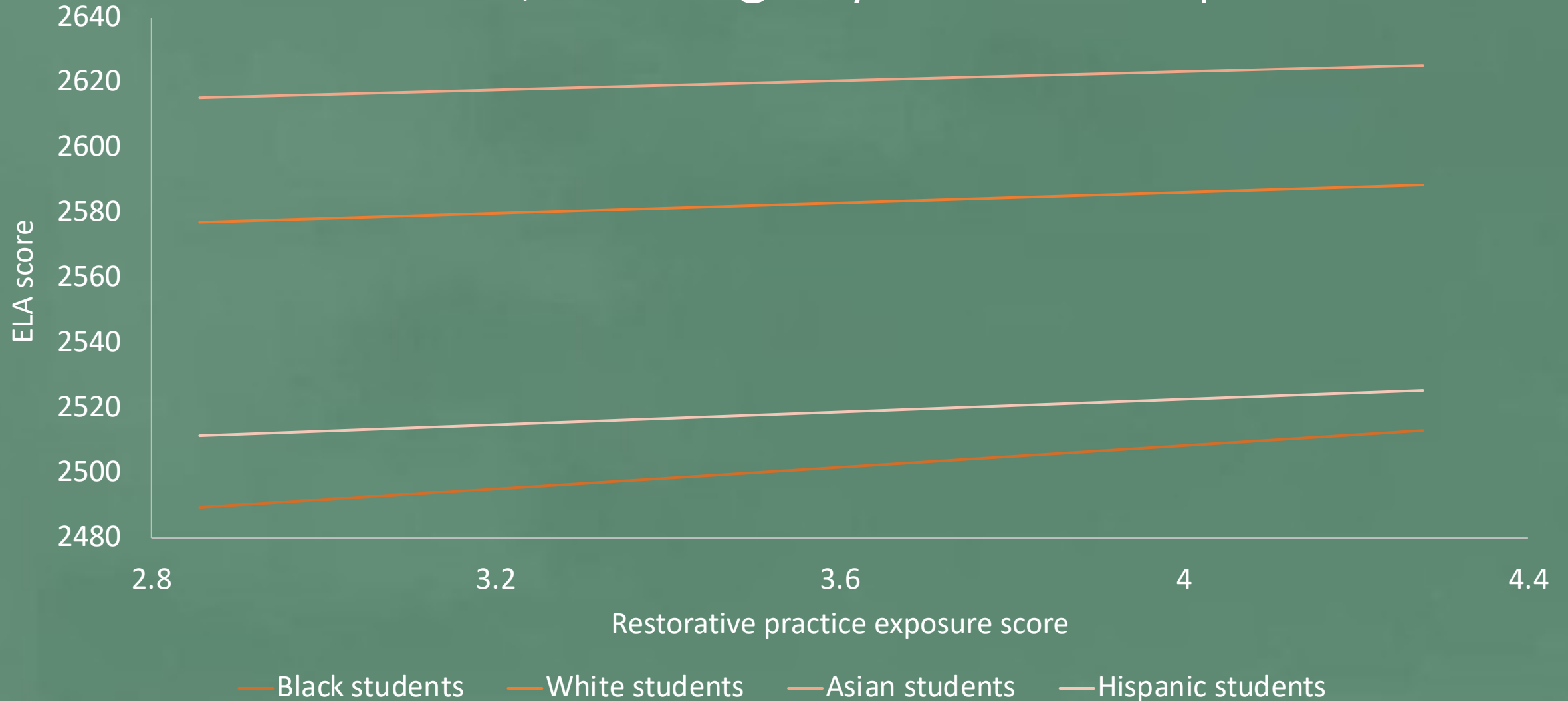
# RP exposure predicted fewer days suspended and smaller Black-White disparities



# RP exposure predicted fewer days suspended; and smaller Black-White disparities

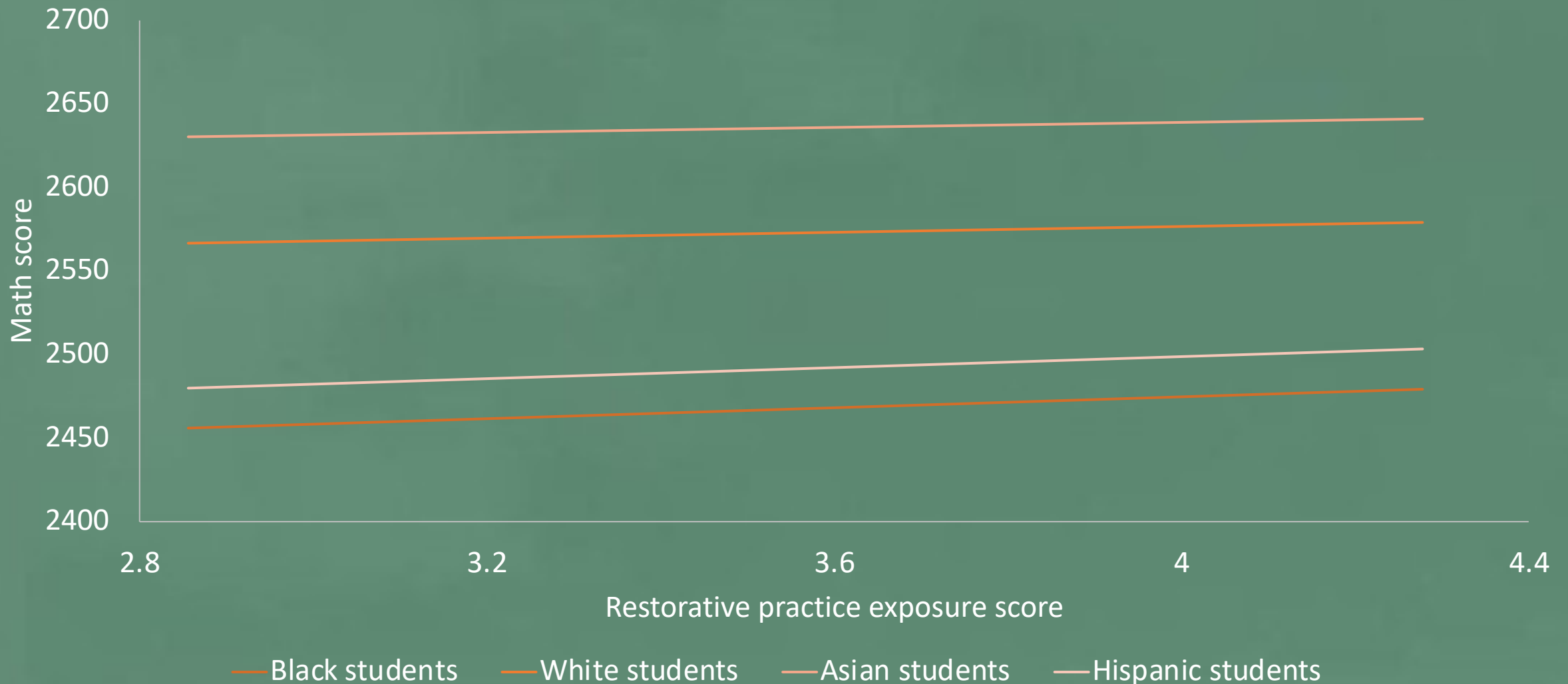


# RP exposure predicted improved ELA achievement, and slightly smaller disparities



Darling-Hammond, S. (expected 2022). *Effects of student exposure to restorative practices*. Learning Policy Institute.

# RP exposure predicted improved Math achievement, and slightly smaller disparities



Darling-Hammond, S. (expected 2022). *Effects of student exposure to restorative practices*. Learning Policy Institute.



# As schools became more restorative, they saw benefits across a wide array of outcomes

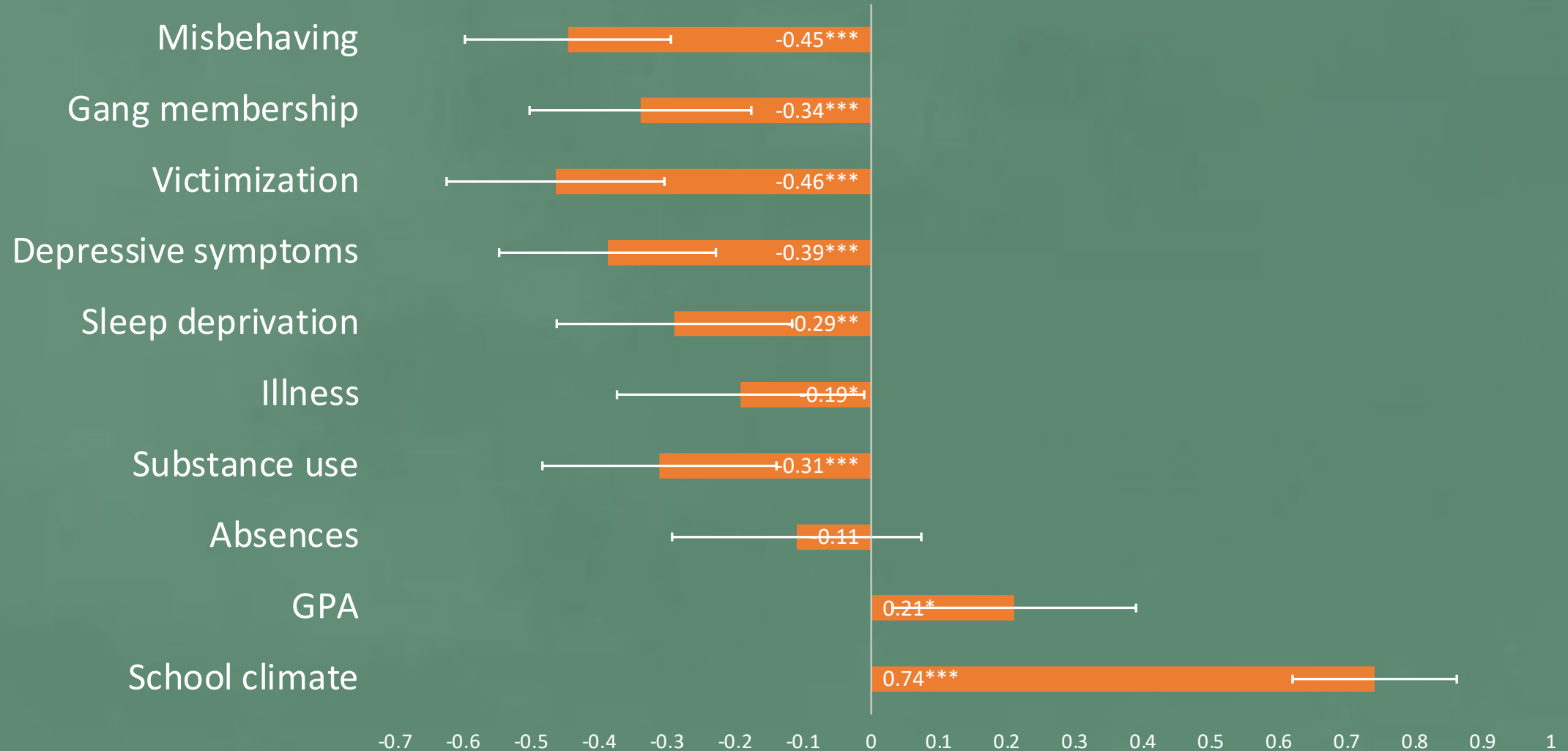
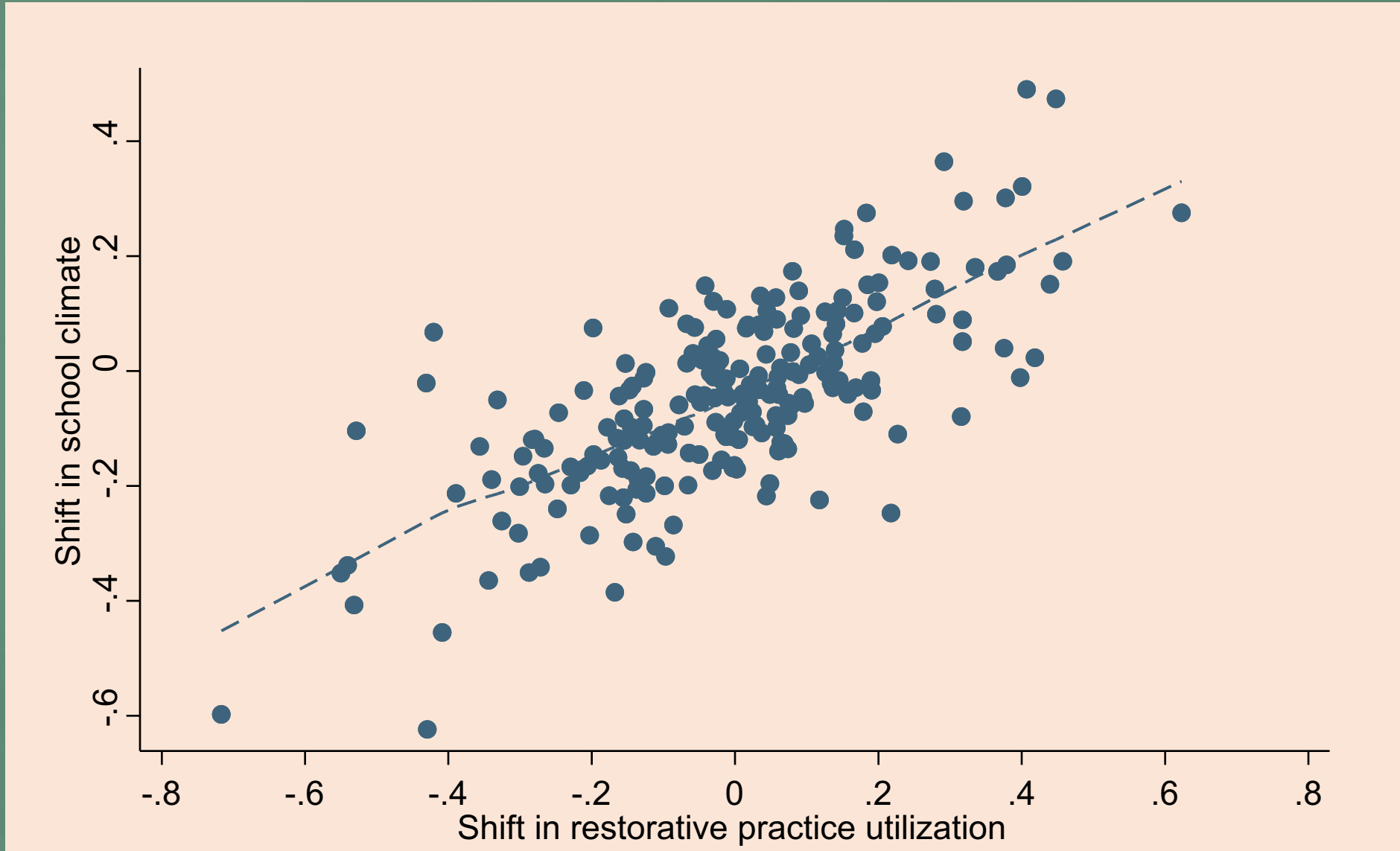


Figure depicts standardized regression coefficients. Models adjust for student compositional shifts on race, ethnicity, gender, FRPL status, and parent education. Error bars indicate 95% confidence intervals.

Moves towards restorative practices are helpful;  
moves away are harmful



# Summary so far

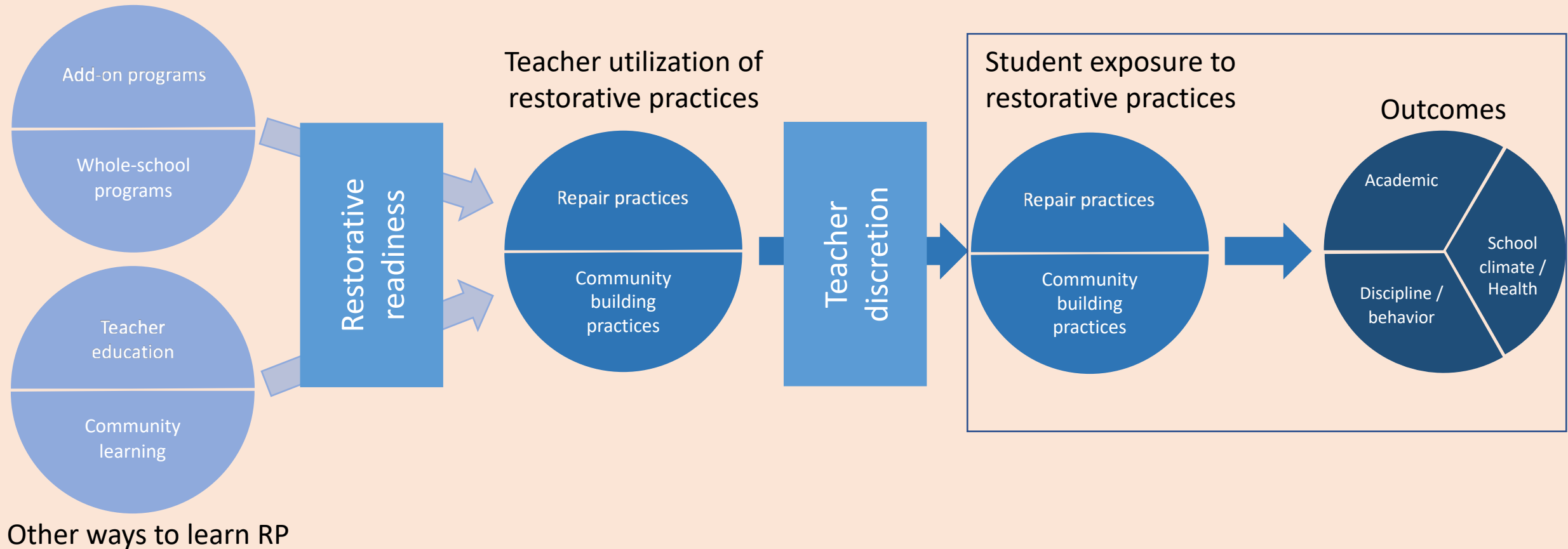
- When teachers use more restorative practices, and when students see more exposure to them, we see improvements in academic, disciplinary, behavioral, and school climate outcomes
- However, restorative programming does not necessarily lead to teachers using, or student students being exposed to, restorative practices
- How can we drive increases in utilization and exposure to these potent practices

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- 2. Why should educational institutions measure RP?**
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# Measurement allows schools to ensure they follow the path from program to outcome

## Restorative programs





Is the programming effective?

Are teachers ready for RP?

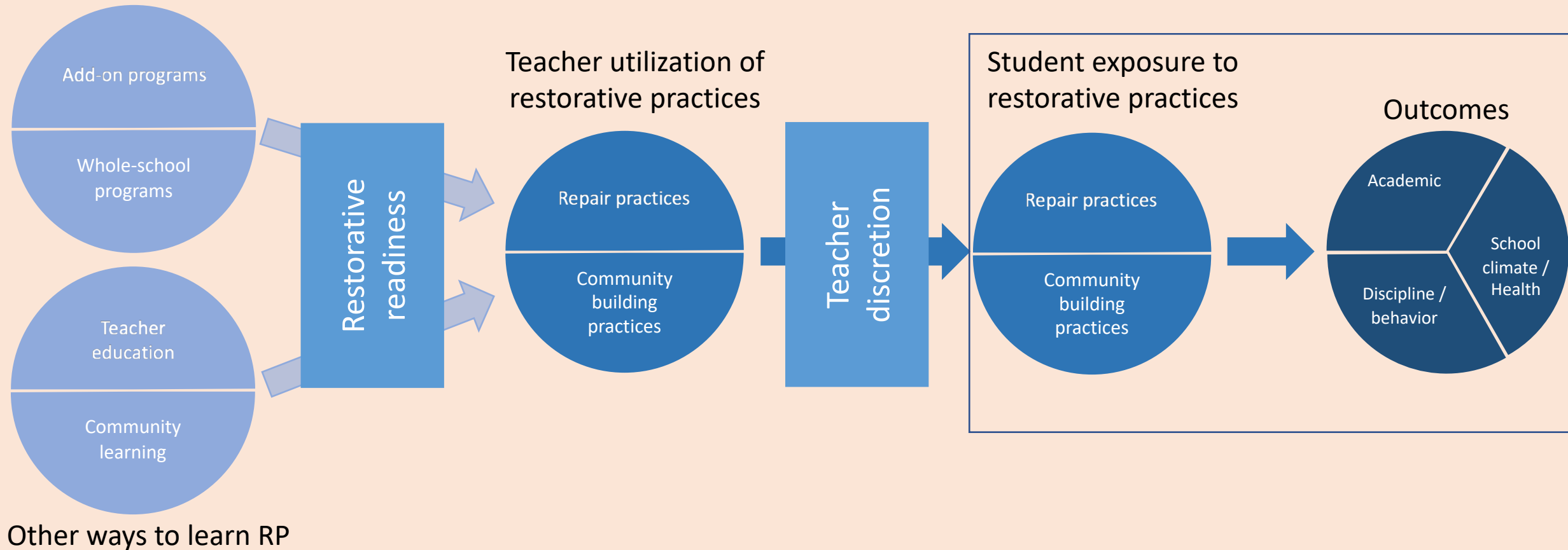
Is the school structured so teachers *can* use RP?

Are teachers using RP?

Are teachers using RP with *all* kinds of students?

Are teachers sustaining their use of RP?

## Restorative programs



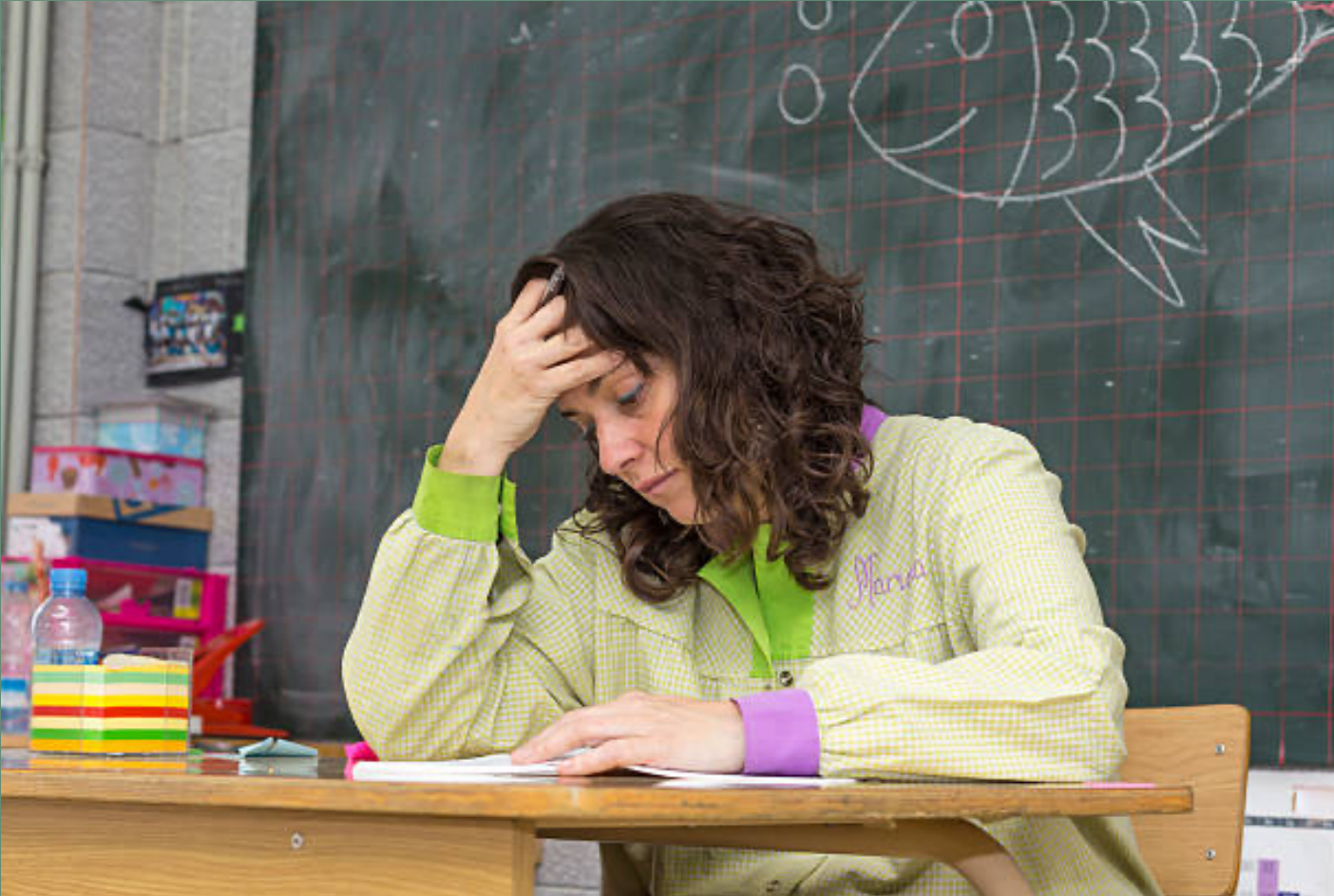
# Access to restorative practices is differential by race, class

RP exposure is lowest where discipline severity is the worst

- Black students
- Hispanic students
- Economically disadvantaged students

Variable predicting RP exposure	Student level models	School level models
Grade (relative to 6 <sup>th</sup> grade)		
7 <sup>th</sup> grade	-.006 (.007)	0.28* (0.12)
8 <sup>th</sup> grade	-.008 (.007)	-0.29* (0.09)
Race (White reference)		
<b>Black</b>	-.098*** (.015)	-0.80*** (0.19)
<b>Hispanic</b>	-.044*** (.010)	0.19** (0.08)
Asian	.057** (.017)	0.23** (0.10)
<b>Economically disadvantaged</b>	-.098*** (.009)	-0.44*** (0.07)
Migrant	-.019 (.018)	-0.05 (0.58)
English language learner	-.018*** (.005)	-0.08 (0.13)
Special education	.003** (.001)	-0.11 (0.23)
Female	.000 (.000)	0.04 (0.27)
Intercept	3.64	3.77
N	318,831	482 schools
r <sup>2</sup>	0.12	0.33

# Implementation challenges on the ground



# Agenda

1. What are restorative practices (RP), and do they work?
2. Why should educational institutions measure RP?
- 3. How can educational institutions measure RP?**
4. Can RP measurement facilitate continuous improvement?



# Measurement overview

We've covered Why –  
now let's talk about

- What
- How
- When





# Measurement overview

What are we measuring when we measure restorative practices?

- Training / Learning
- Utilization
- Exposure
- Outcomes
- *Movement in either direction*



# Measurement overview

When are we measuring restorative practices?

- Before training (capture “baselines”)
- Soon after trainings (capture “learning” and short-term outcomes)
- A few months after training (capture short-term outcomes)
- Many months after training (capture long-term outcomes)



# Measurement overview

How are we measuring restorative practices?

- Quantitative surveys of students, teachers, restorative coordinators, and administrators
- Qualitative interviews and focus groups



# Developing low-cost RP data systems

- Google forms for teacher surveys to track implementation with temporal and spatial granularity
- Google forms for student surveys to track exposure with temporal and spatial granularity
- Post-event rapid qualitative feedback



Is the  
programming  
effective?

Are teachers  
ready for RP?

Is the school  
structured so  
teachers *can*  
use RP?

Are teachers  
using RP?

Are teachers  
using RP with  
*all* kinds of  
students?

Are teachers  
sustaining  
their use of  
RP?

#### Teacher surveys (example questions)

- Did you attend the RP training?
- Did the RP training provide clarity about RP?
- Did the RP training persuade you that implementing RP can improve outcomes for students?
- What about for teachers?
- After the RP training, do you feel you know what you would need to know to implement RP in your classroom?
- What more do you feel you would need to know?
- Please indicate the extent to which you believe the RP training empowered you to overcome the following implementation challenges:
- How would you suggest improving the RP training?

#### Student surveys (example questions)

- N/A

#### Qualitative (example questions)

- Post-training interviews / focus groups with teachers about their reactions to the trainings



Is the programming effective?

Are teachers ready for RP?

Is the school structured so teachers *can* use RP?

Are teachers using RP?

Are teachers using RP with *all* kinds of students?

Are teachers sustaining their use of RP?

Teacher surveys (example questions)

- To what extent do you use each of the following practices?

Student surveys (example questions)

- To what extent do your teachers do the following things? (Disaggregate responses by race within classroom)

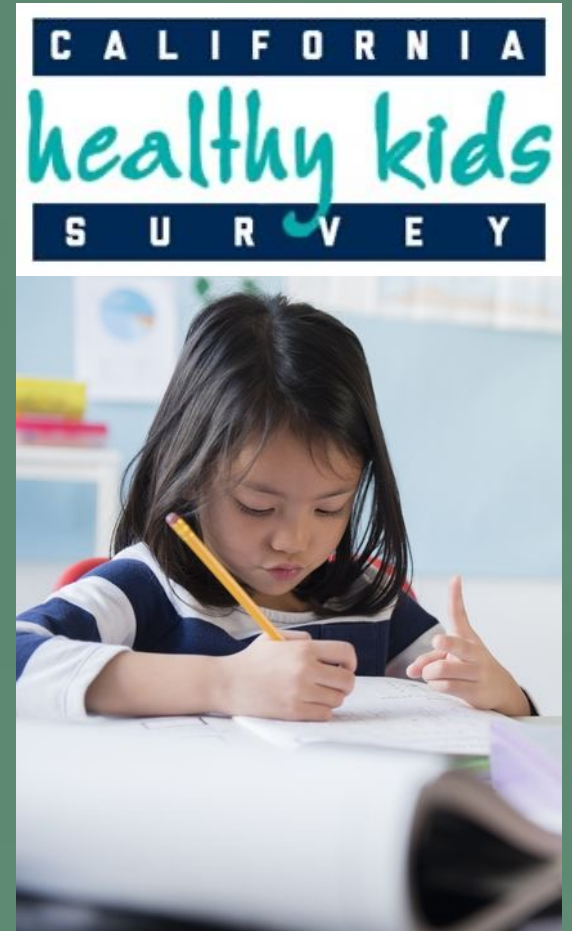
Qualitative approaches (example questions)

- Interviews / focus groups with teachers about the extent to which they are using RP
- Interviews / focus groups with students about the extent to which they are seeing teachers use RP

# Using CHKS data

## CHKS student survey items utilized to measure restorative practice exposure, subdivided by practice type

Repair practices	<ol style="list-style-type: none"><li>1. This school helps students solve conflicts with one another</li><li>2. If I tell a teacher that someone is bullying me, the teacher will do something</li></ol>
Community building practices	<ol style="list-style-type: none"><li>3. This school encourages students to feel responsible for how they act</li><li>4. This school encourages students to understand how others think and feel</li><li>5. This school encourages students to care about how others feel</li><li>6. Students are taught that they can control their own behavior</li></ol>
Breadth measures	<ol style="list-style-type: none"><li>7. Teachers show it is important for students of different races to get along</li><li>8. The adults in this school respect differences in students</li></ol>



# CHKS data challenges

- Sample sizes within schools
- Data collection frequency
- Grades evaluated
- Temporal misalignment between CHKS and school staff survey



Note: To learn more about the California Healthy Kids Survey (CHKS), see <https://calschls.org/about/the-surveys/#chks>

# Measurement and implementation in practice





# Agenda

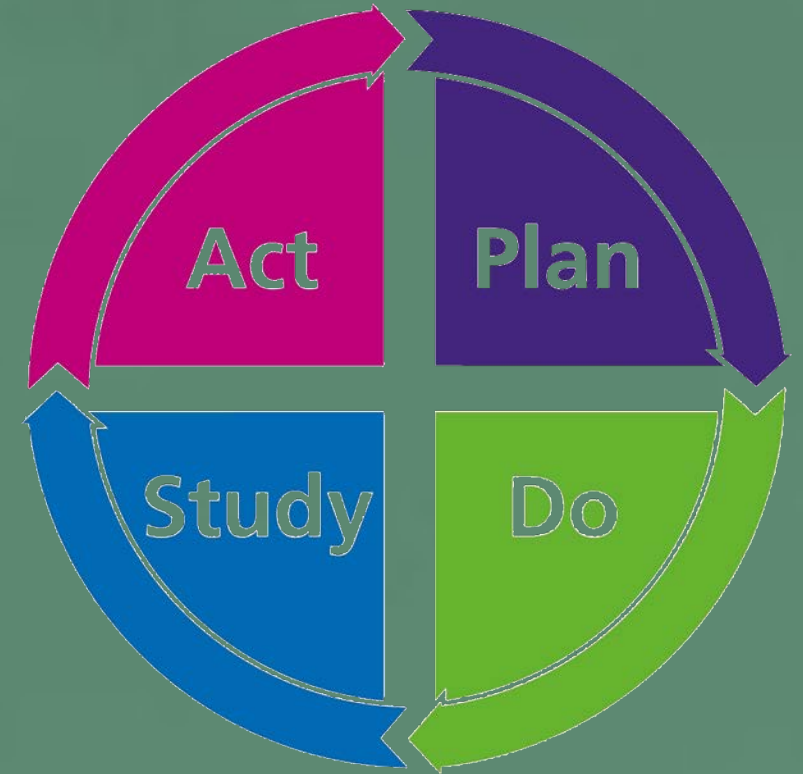
1. What are restorative practices (RP), and do they work?
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# Continuous improvement and RP

**Continuous improvement** creates a framework for steadily driving improvement on an outcome. In this framework, you

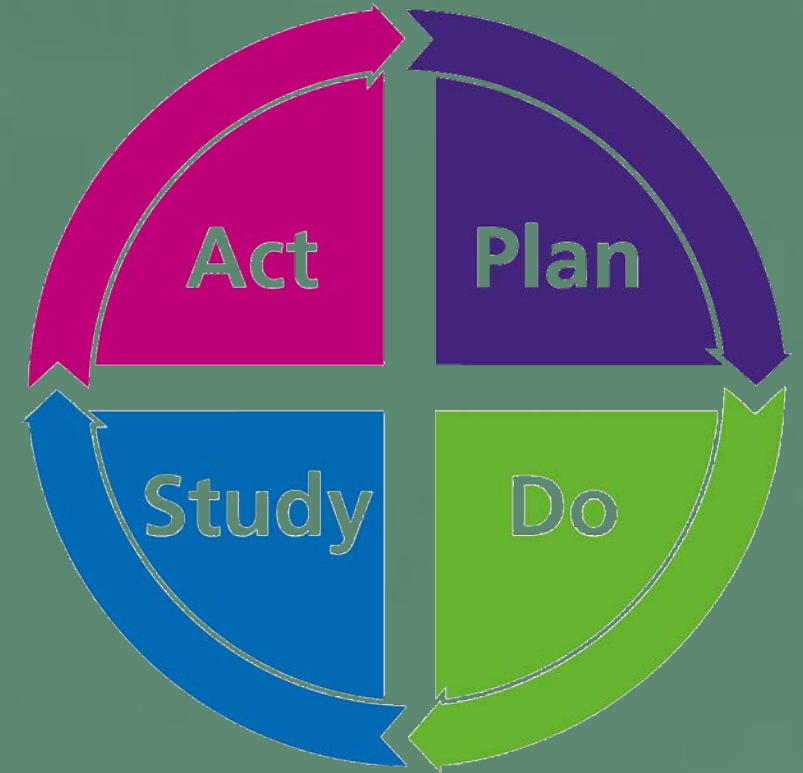
- 1) identify a challenge
- 2) set a measurable goal
- 3) make a change, and
- 4) track progress.

Then iterate and do it again.



# Potential RP implementation challenges amenable to continuous improvement

- E.g., “Teacher uptake of voluntary professional development is low”
- E.g., “Teacher utilization of RP is uneven”
- E.g., “Student exposure to RP is uneven”





# CI and RP: Example one

## 1) Identify a challenge

Teacher uptake of RP trainings is low.

## 2) Set a measurable goal

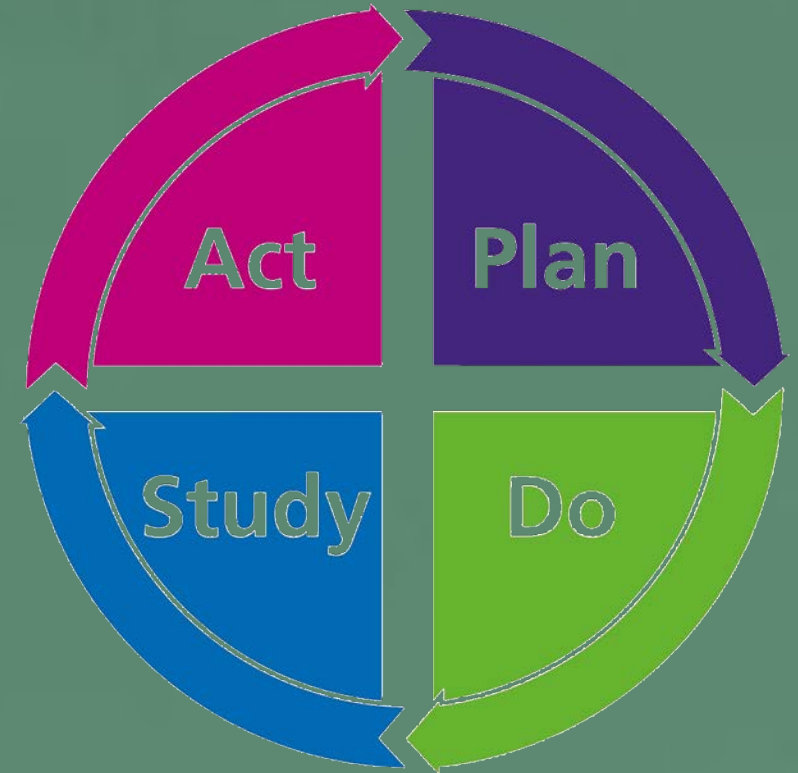
80% of incoming teachers participate in fall professional development for RP.

## 3) Make a change

Invite teachers to a series of paid sessions to discuss (and try to alleviate) concerns about implementing RP.

## 4) Track progress

Identify the percentage of incoming teachers who participate.



# CI and RP: Example two

## 1) Identify a challenge

Teacher utilization of RP is uneven. Most math teachers have a “low” level of utilization.

## 2) Set a measurable goal

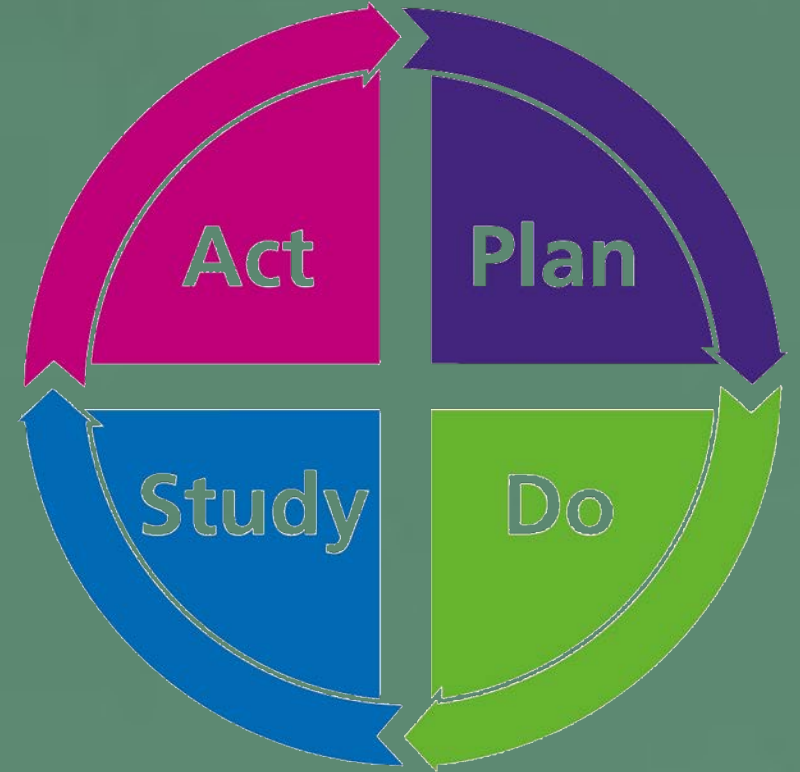
By the end of the year, have all math teachers at least at a “medium” level of utilization.

## 3) Make a change

Provide math teachers with supplemental PD regarding how RP can be used in math courses.

## 4) Track progress

At the end of the spring, identify math teachers' levels of utilization.



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The background of the image features a large, circular arrangement of stylized human figures. These figures are drawn in a simple, paper-cut style with various colors for their clothing, including shades of yellow, orange, red, purple, blue, green, and grey. They are all holding hands, creating a continuous ring that frames the central text. The overall tone is warm and positive, suggesting themes of community, unity, and gratitude.

**Thank you!**





California  
Center for  
School Climate

# Final Thoughts



California  
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**Thank you for joining us.**

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