

RESTORATIVE JUSTICE IN OAKLAND SCHOOLS: IMPACT ON SCHOOL-LEVEL OUTCOMES

Oakland Unified School District – Community Schools and Student Services – Restorative Justice

Impact of RJ Participation (2011-2014)*

Reduced office referrals for disruptive behaviors

- ✓ 47% staff perceived reduced referrals for all students, 53% for African American students.
- ✓ 88% of teachers reported RJ was very or somewhat helpful in managing difficult student behaviors in classroom.

Improved School-level Academic Outcomes

RJ high implementation significantly associated with reduced suspensions and increased graduation rates over time, even after controlling for confounders, using matched treatment-control group (unbiased preliminary).

Reduced Suspensions and Discipline Gap

- ✓ 60% staff believe that RJ has helped reduce suspensions at their school.
- ✓ Suspensions for African American students for disruption/willful defiance decreased by 40% or 420; and rate by 37% from 7.4 to 4.7.

Resolved Conflicts/ Harm in 76% of 500 harm circles.

- ✓ 63% believed RJ has improved the way students resolved conflicts with adults and with other students.
- ✓

It has helped students become leaders and resolve conflict on their own.” – Teacher

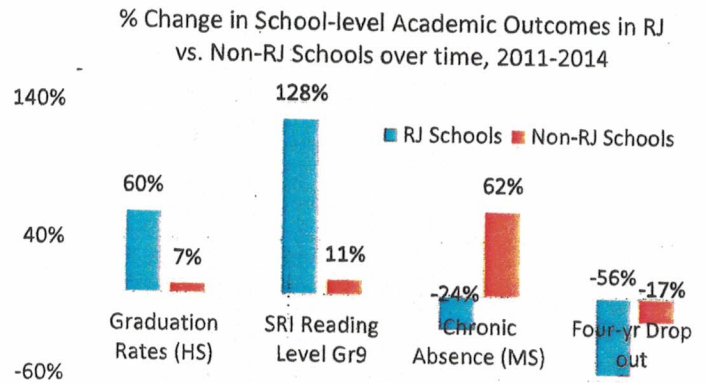
Built Developmental Assets

- ✓ Students in restorative circles report enhanced ability to understand peers, manage emotions, greater empathy, improve home environment, and maintain positive relationships with peers. They are learning life skills, and sustainable conflict management skills.

Improved School Climate and Caring Relationships

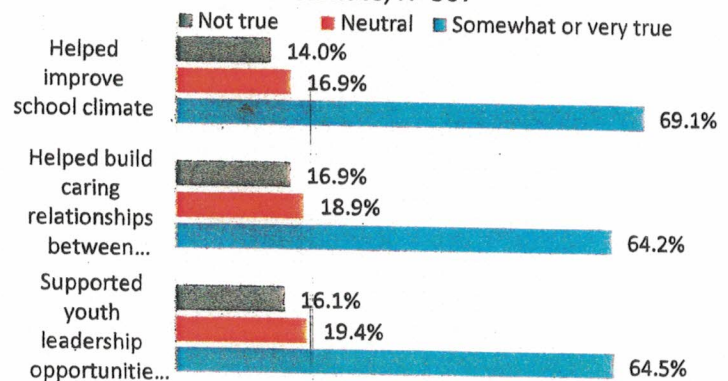
“It has created a more sincere relationship between me and some of my harder to manage students.” –Teacher

“I believe that the foundation has been laid. Continuation with improvement from staff and students will continue to result in positive changes in school climate. Follow through and support are essential from administration.” –Teacher



“Restorative practices help you build true relationships with your students that are caring and authentic. This is the only way a teacher can really start to reach a troubled student to begin the process of engaging them academically.” -Teacher

Perceived Impact of Restorative Practices on School Climate, N=307



Source: RJ Implementation Survey 2014