

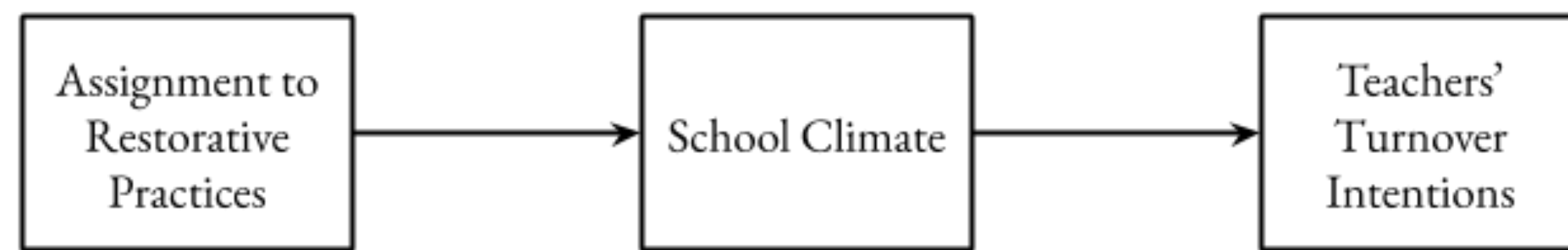
Testing The Promise Of Restorative Practices For Reducing Teacher Turnover In Hard-To-Staff Schools



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BACKGROUND: Restorative Practices is a growing intervention that shows promise for improving discipline inequities.

- What does rigorous causal evidence say?
- What is its impact on teacher's perceptions of their school climate and teacher turnover?



The Experiment and Intervention

1. Cluster Randomized Control Trial - Block design by district
2. 33 schools in 8 large urban districts
3. 2 year IIRP Safer Saner Schools (after 2-3 years of Diplomas Now)

The Analysis

1. School Climate factor analysis
2. ITT school climate
3. ITT turnover intentions
4. Block-treatment variation?

RESULTS

Estimated Impact of RP/DN on outcomes (by respondent)

Outcome	Impact
School Climate Composite	
Teacher	.170 (.103) †
Student	.068 (.032)*
SC: Teaching and Learning	
Teacher	.189 (.058)**
Student	.041 (.051)
SC: Fewer Problems	
Teacher	.175 (.150)
Student	.102 (.048)*
SC: Leadership (Teachers)	.09 (.128)
SC: Relationships (Students)	.077 (.045) †
Intentions to stay	
At their school	-.253 (.227)
In the profession	-.315 (.270)
Problematic Teacher absenteeism (teacher)	-.386 (.180)*

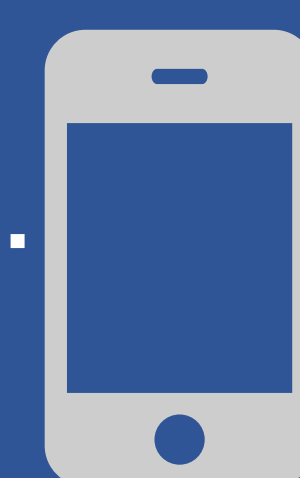
Schools with Restorative Practices had significantly more positive school climate.



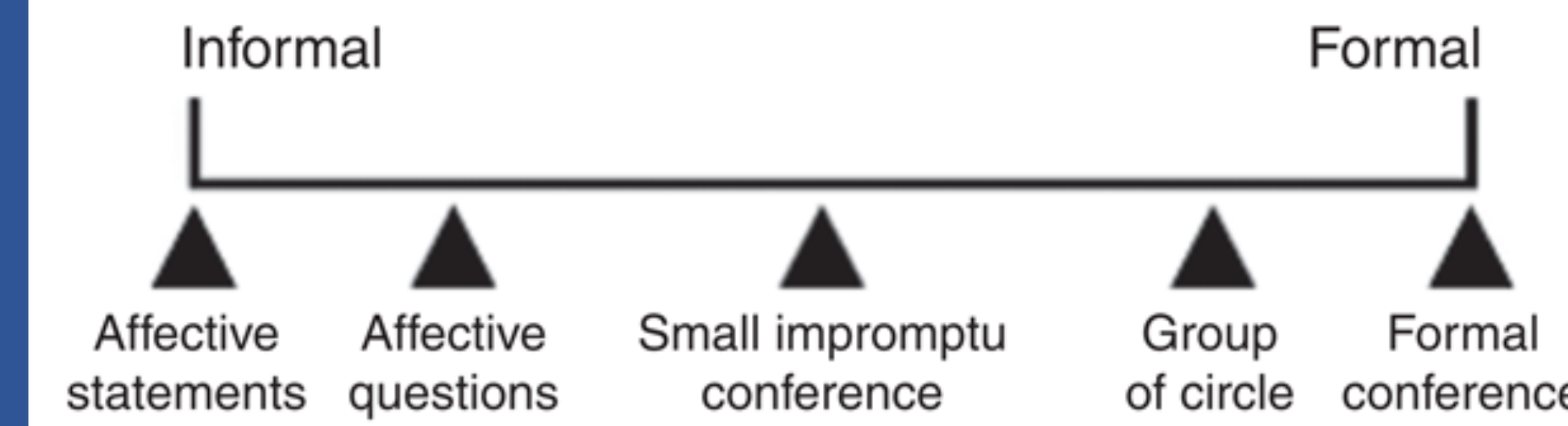
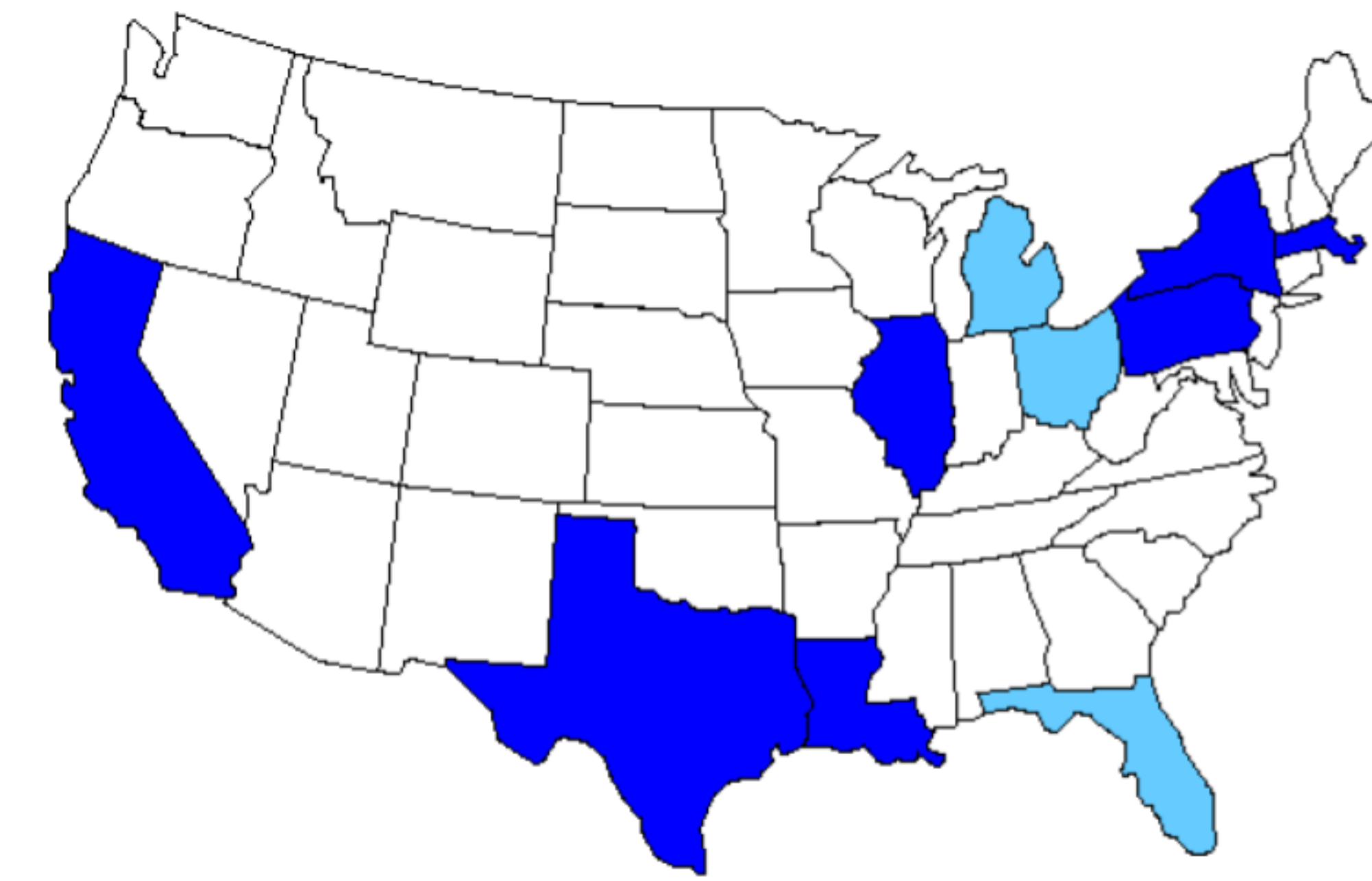
Created by Gan Khoon Lay from Noun Project



Teachers in schools with Restorative Practices had non-significantly higher turnover intentions.



Take a picture to download the full paper



Source: McCold and Wachtel (2001)

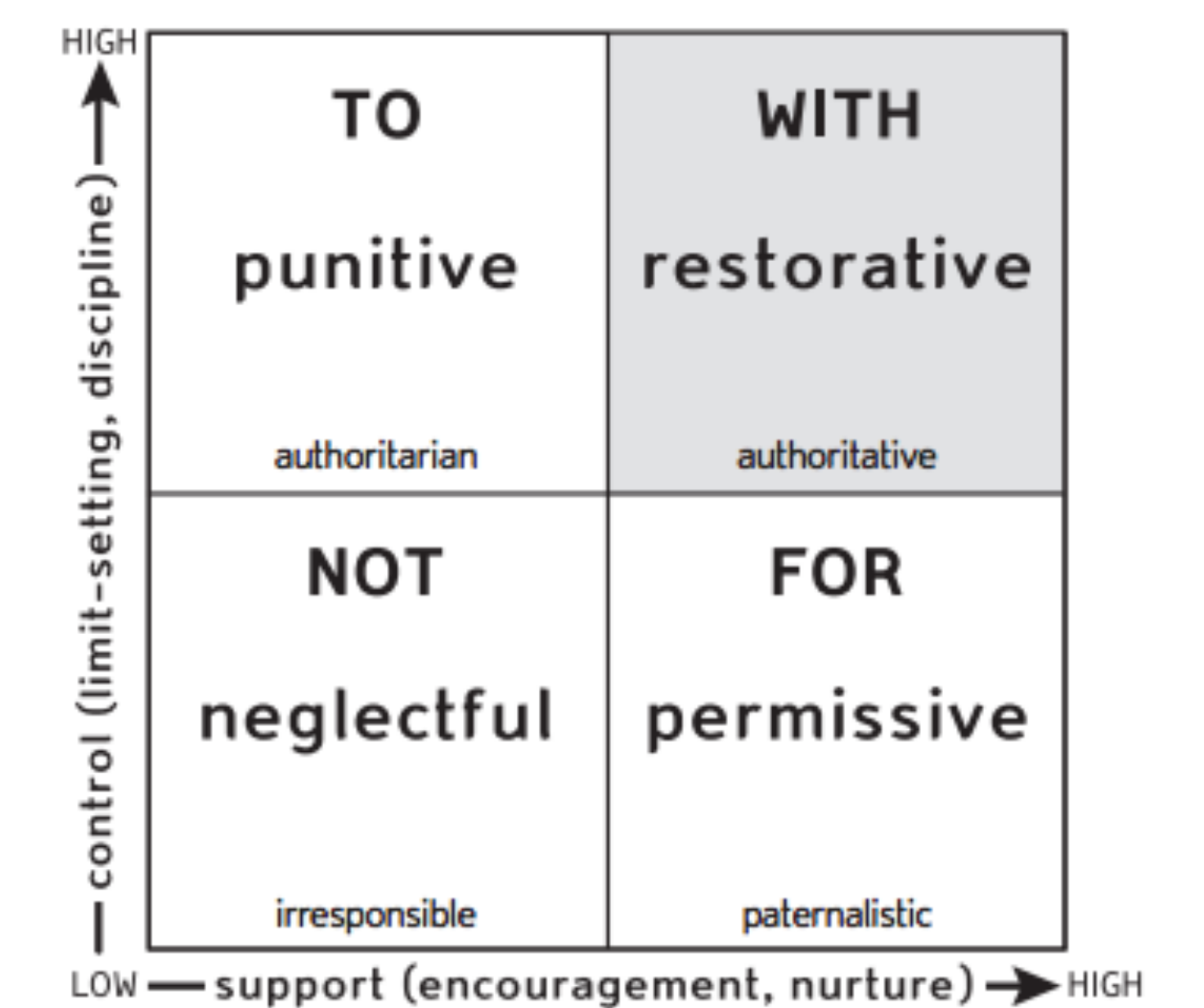


Figure 1. Social Discipline Window

Next Studies...

- Mediation analysis – does implementation explain the variation in treatment effects?.
- Full data set – predictors of turnover intentions among urban teachers

