



2018-2019 MSAN FOCUS AREA
FINAL REPORT

Discipline Disparities

Ending racial disparities in school discipline

Each fall, as part of the MSAN yearly focus area work cycle, members receive a final report on the previous school year's focus area. This final report contains the following elements:

1. Information on High Leverage Practices for this focus area
2. Focus Area Research Briefs, created in partnership with researchers who are experts in the focus area
3. Focus Area Promising Practices from MSAN Districts
4. Information about current or emerging MSAN Research in this focus area
5. Web resources:
 - *MSAN Minute* newsletter archive: link to curated search
 - Google folder of focus area resources shared at MSAN community of practice meetings and throughout the year
 - Links to presentations on the topic from this year's MSAN events

2018-2019 MSAN FOCUS AREA FINAL REPORT: DISCIPLINE DISPARITIES

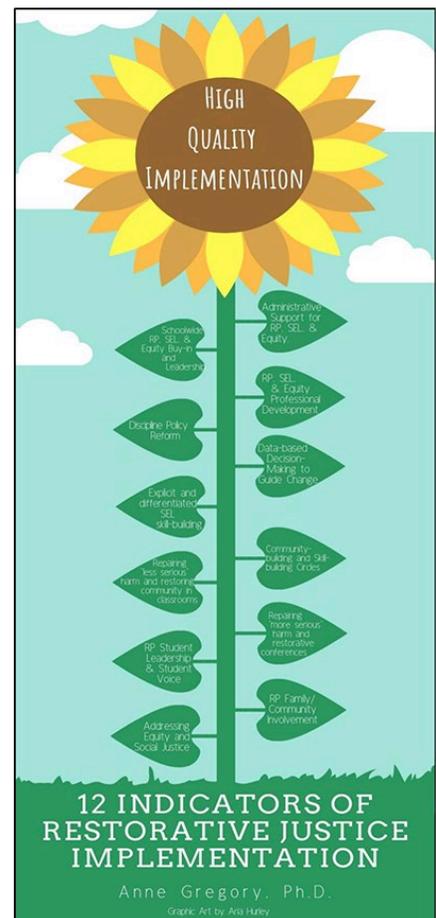
Section 1. High-Leverage Practices

Each MSAN yearly focus area final report includes high-leverage practices. Below are two research-based reports developed by MSAN thought partner Dr. Anne Gregory, Associate Professor at Rutgers University. Dr. Gregory's scholarship is driven by the need to understand how some teachers and schools disrupt racial and gender disparities in school discipline. Two areas of Dr. Gregory's research that speak specifically to MSAN's focus area this year include racial equity in school discipline policies and practices and restorative practices and equity.

High-Leverage Practices Document 1:

[12 Indicators of Restorative Practice Implementation: Checklists for Administrators](#) includes the following checklists:

1. Administrative Support for Restorative Practices (RP), Social and Emotional Learning (SEL), & Equity
2. Schoolwide Buy-In and Distributed Leadership
3. RP, SEL, & Equity Professional Development
4. Discipline Policy Reform
5. Data-Based Decision-Making to Guide Change
6. Explicit and Differentiated SEL Skill Building
7. Community-Building & Skill-Building Circles
8. Repairing "Less Serious" Harm and Restoring Community in Classrooms
9. Repairing "More Serious" Harm and Restorative Conferences
10. RP Student Leadership and Student Voice
11. RP Family/Community Involvement
12. Addressing Equity & Social Justice

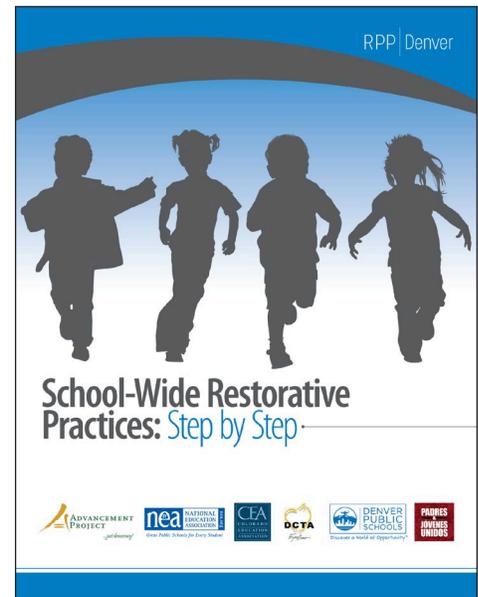


High-Leverage Practices Document 2:

[School-Wide Restorative Practices: Step by Step, a Best Practices Implementation Guide](#) created by the Denver School-Based Restorative Practices Partnership

This guide is written for educators, families, and community members who understand that traditional, punitive discipline policies and practices are ineffective, do not support students, and have a disproportionate impact on students of color. This guide hopes to build the capacity of educators and community members to implement a positive approach to discipline in the form of restorative practices.

The guide was prepared by the [Denver School-Based Restorative Practices Partnership \(RJP\)](#), a coalition of racial justice, education, labor, and community groups working to ensure widespread and high quality implementation of restorative justice practices in Denver and across the country. The RJP is dedicated to ending the school-to-prison pipeline that is perpetuated by zero-tolerance policies and exclusionary discipline practices such as suspensions, expulsions, and the use of police in schools. By involving stakeholders at every level—students, families, educators, administrators, and the district—this Partnership supports the implementation of restorative justice practices in schools nationwide.



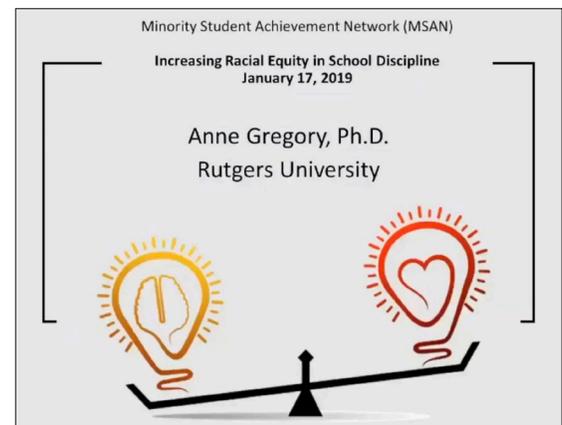
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Section 2. Research Briefs

Each year, the MSAN focus area final report includes research briefs on the annual focus area, developed in partnership with expert researchers in the field.

The first research brief for this focus area document is shared in the form of a webinar ([click here to view](#)). In this presentation, MSAN thought partner Dr. Anne Gregory provides a brief overview of what the research says works in decreasing discipline disparities. Ten research-based principles that comprise this framework of interventions include:

1. Supportive relationships
2. Bias-aware classrooms and respectful school environments
3. Academic rigor
4. Culturally relevant and responsive teaching
5. Opportunities for learning and corrective behavior
6. Data based inquiry for equity
7. Problem-solving approaches to discipline
8. Inclusion of student and family voice on conflicts' causes and solutions
9. Reintegration of students after conflict or absence
10. Multitiered system of supports



It is essential to note that the originators of the framework emphasize the need to *implement these strategies in a culturally-conscious manner, taking a race-conscious approach to each intervention.*

Section 3. Focus Area Promising Practices from MSAN Districts

One of MSAN’s five core practices is *disseminating results*. [The MSAN Clearinghouse of Promising Practices](#) is a key component of that core practice.

The Clearinghouse is an online resource accessible only to members of MSAN districts. The Clearinghouse promotes the extension and replication of practices and programs that have shown promise in closing gaps and increasing achievement; it can also streamline and inform local district research and development and enhance networking among various district roles (e.g., literacy coaches, principals).

MSAN Promising Practices are those that accelerate the learning of students of color AND for which there is evidence the practice is effective over time and/or with multiple groups of students. The practice must either have been in place more than one year, OR a district must have implemented the practice in more than one school in one year. The Clearinghouse of Promising Practices is reviewed and updated by member districts on an annual cycle, in alignment with the MSAN Professional Learning agenda.

Each year, the MSAN focus area final report includes pertinent entries from the Clearinghouse. This year’s spotlight Promising Practice is a submission on restorative practices from Farmington School District in Michigan.

[Click here for the Promising Practice entry on Restorative Practice in Farmington School District.](#)



□ MAIN MENU □

Submitted: September 4, 2018

Restorative Practice

DISTRICT: [Farmington Public Schools](#)

Overview:

Restorative Practice (RP) looks to develop and maintain healthy, whole relationships through intentional dialogue, classroom engagement and group circle talk. Additionally, RP Facilitators:

-Provide professional learning for staff on RP strategies, Cultural Competency and Culturally Responsive Instruction

-Support teachers and admin "restore/heel" broken relationships that often have code of conduct implications

Dates of program implementation:

Sept. 2014-present

Intervention target(s):

Teachers
Students
Principals

Intervention level(s):

District-Level
School-Level



Section 4. MSAN Research

Each MSAN yearly focus area final report includes information on past, current, and future MSAN research in the focus area.

This year, MSAN Community of Practice meetings included discussion with [Dr. Jason Okonofua](#) of University of California-Berkeley.

In those discussions, Dr. Okonofua shared his [research on a brief intervention for teachers, which encourages empathic discipline—an intervention that cut suspension rates in half among adolescents](#). More specifically, the intervention halved year-long student suspension rates



from 9.6% to 4.8%. It also bolstered respect for the most at-risk students (previously suspended students) perceived from teachers. The researchers concluded that teachers' mindsets about discipline directly affect the quality of teacher-student relationships and student suspensions and, moreover, can be changed through scalable intervention.

At the time of the release of this report, eight (8) MSAN districts have signed on to contributing to this line of inquiry with Dr. Okonofua. The details of the research partnership are currently embargoed due to its connection to other, currently active research study on this intervention—but for more information on how your district can connect with this work, contact the MSAN office at msan@wcer.wisc.edu.

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Section 5. Web Resources

- [MSAN Minute filtered newsletter search link on “discipline + disparities”](#) (MSAN members only)
- [MSAN Research Practitioner Council \(RPC\) Disproportionality in School Discipline Working Group curated site](#)
- [Focus Area resources from 2018-2019 MSAN Community of Practice Meetings](#)
- 2019 MSAN Institute Keynote Address - Dr. Maisha Winn [MSAN Institute 2019 Keynote Address - Dr. Maisha Winn - Illusions of Inclusion: Why We Need a Paradigm Shift in Schools Now](#)
- 2019 MSAN Institute Breakout Sessions
 - [“At Risk” to Student Leader: Creating Meaningful Restorative Experiences and Leadership Opportunities for Students](#)
Buckeye Elementary School District (AZ)
 - Changing Focus: Using a Schoolwide Approach to Transform Middle School Discipline
Arlington Public Schools (VA)
[Link to Materials](#)
[Link to Video](#)
 - [Evolving Roles: The Journey of our Intervention Specialists Team](#)
Ann Arbor Public Schools (MI)
 - [Restorative Practice Responses to Student Absenteeism: An Exploration of Racial Microaggressions and Student Self-Efficacy](#)
Alexandria City Public Schools (VA)

MSAN is a national coalition of multiracial school districts working together to understand and change school practices and structures that keep racial opportunity gaps in place. MSAN is part of the Wisconsin Center for Education Research at the University of Wisconsin-Madison. For more information about MSAN please visit us at msan.wceruw.org.



**Wisconsin Center for
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