

Minority Student Achievement Network

MSAN Monthly, November 2016

Hello MSAN Colleagues!

This edition of the MSAN Monthly focuses on how districts can address one of the most significant challenges facing our schools – *disproportionality in school discipline*. Equity-focused research-based interventions, user-friendly resources, and on-going professional learning opportunities are needed now more than ever.

EQUITY IN ACTION

Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide

Take a look at this training and planning guide developed by educators and researchers at the [National Center on Safe and Supportive Learning Environments \(NCSSLE\)](#); it provides tools to systematically address disparities in school discipline, with a focus on:

- Who is being disparately disciplined and what is happening to them
- The systemic causes of disparities in school discipline and why they occur
- How you can reduce and eliminate disparities in school discipline

EQUITY-FOCUSED PROFESSIONAL DEVELOPMENT

ASCD Publication on Equity

The entire [November 2016 edition of Education Leadership](#) (EL) is focused on equity, addressing issues from unconscious bias and gender inequity to discipline disparities, leadership, and serving students with special needs. Highlights include pieces by Pedro A. Noguera and Jill C. Pierce ([The \(Evasive\) Language of School Reform](#)), Carol Ann Tomlinson ([One to Grow On/The Road Not Yet Taken](#)), and James E. Ford ([The Root of Discipline Disparities](#)).

Note: the online edition of this publication includes bonus content not included in the paper version, including [this study guide on the entire EL equity edition](#).

LEADERSHIP SPOTLIGHT

MSAN Districts Receive National Recognition for Increasing Access and Success of Students of Color in Honors and Advanced Placement Courses

Two MSAN districts were honored recently for their work in “identifying, enrolling and supporting missing students in challenging college-preparatory courses.” Working closely with a long-time partner of MSAN, [Equal Opportunity Schools, Cleveland Heights-University Heights \(OH\)](#) and [Verona Area School District \(WI\)](#) are working to boost students’ academic motivation and achievement, and their likelihood of going to and graduating from college. See the links above for more information.

RESEARCH YOU CAN USE

Culturally Responsive Positive Behavioral Support Matters

Culturally Responsive Positive Behavioral Interventions & Support (CRPBIS), developed by Dr. Aydin Bal at the University of Wisconsin-Madison with two MSAN districts and with support from the [Equity Alliance](#) and [Great Lakes Equity Center](#), is a research-based, process-oriented framework for reducing racial disparities in school discipline. See links below for three practitioner briefs on the model and how it can transform schools by working against racialization of student misbehaviors.

- Using Data Maps to Examine Racialization of Behavioral Problems and Transform Schools from the Ground-up http://crpbis.org/documents/CRPBIS%20Practitioner%20Brief-Data%20Maps_2014.pdf
- Culturally Responsive Positive Behavioral Support Matters http://crpbis.org/documents/CRPBIS%20Brief_Bal%20et%20al_2012.pdf
- Equity by Design: Re-mediating the Role of School-Family Partnerships in Systemic Change within Culturally Responsive Positive Behavior Interventions & Supports http://crpbis.org/documents/2013_CRPBIS_Brief_FINAL.pdf

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