Why CLR Practices Matter

One of Wisconsin's greatest strengths is the growing population in diversity. Unfortunately, racial disparities in education, employment, and health pose challenges to the prosperity of individuals and families, along with the state as a whole. High school completion is an important step toward success for all youth. Providing culturally and linguistically responsive (CLR) classroom and school wide practices is critical to ensuring every child is a graduate college and career ready.

A Look at Graduation and Dropout Rates

While the state's overall graduation rate ranks near the top nationally, that is not the case for all racial subgroups. While Wisconsin is improving it's gap between Black and White students, in 2020, the National Center for Educational Statistics (NCES) reported WI to have one of the *largest gaps* between white and black students in terms of Graduation Rate (the top in the nation). 2019-2020 Adjusted Cohort Graduation Rate shows a 22% disparity between White and Black students. While we saw a decrease this year, it has not been steady and there still remains a lot of work to do to increase graduation rates for Black students. The chart below shows the previous four years of data relating to the achievement gap between Black and White students. Wisconsin continues to have one of the largest discrepancies in graduation rates between Black and White students.

| School Year	Black Student Graduation Rate	White Student Graduation Rate	Discrepancy
2019-2020	71%	94%	22%
2018-2019	75%	95%	20%
2017-2018	69%	94%	25%
2016-2017	67%	93%	26%

Source: DPI WISE DASH Public Portal, Retrieved 8/2021

Data in Wisconsin

These data points below, highlight the importance of providing an environment in which all students are treated as welcomed and capable learners who understand that a high school diploma will help them achieve their education, training, and employment goals. While data over time indicate urban and rural schools across WI are closing achievement gaps, Carolyn Stanford Taylor, WI State Superintendent of Schools, stated "It's a matter of helping to develop the talents and skills and abilities of everyone who walks into our classrooms-whether that's a disability, a student who's an English language learner, a student who's coming from poverty, whoever the student may be. And our system has to work for all of our students, not just some."

To meet the needs of all students and develop all learning styles, data cannot belong solely to district level teams. Review of data as a way to gain deeper understanding of students' needs and lead discussions in how to close gaps for students must also occur in conversations with the professionals working directly with students, including: teachers, school counselors, related service professionals, and building level administrators. This data includes: Special Education Indicators 1, 2, and 14, which are the graduation rate of special education students, dropout rate of special education students, and post school outcomes of special education exiters one year out of high school respectively. Teams also can review The Drop Out Early Warning System (DEWS), housed in the district database WISE Dash, to identify students who may be at risk of dropping out of high school. Teams are encouraged to disaggregate data into sub groups of students, looking specifically at race, sex, economic, and ELL status. This provides teams the options to look at opportunity gaps that are occurring for students and can discuss steps that can be taken to close these gaps.

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To review Special Education Indicator data in Wisconsin, please review this video link, which chronicles Indicator data in Wisconsin disaggregated by race and discusses what an increase in graduation rate can do to support communities in Wisconsin. Teams can also review data tables below which look at the following: Indicator 1, Indicator 2, and Indicator 14. Additionally, teams can review outcomes for students broken down by subgroup, and can discuss similarities and patterns that they see within their district.

2019-2020 4 Year Cohort Graduation Rate Comparison
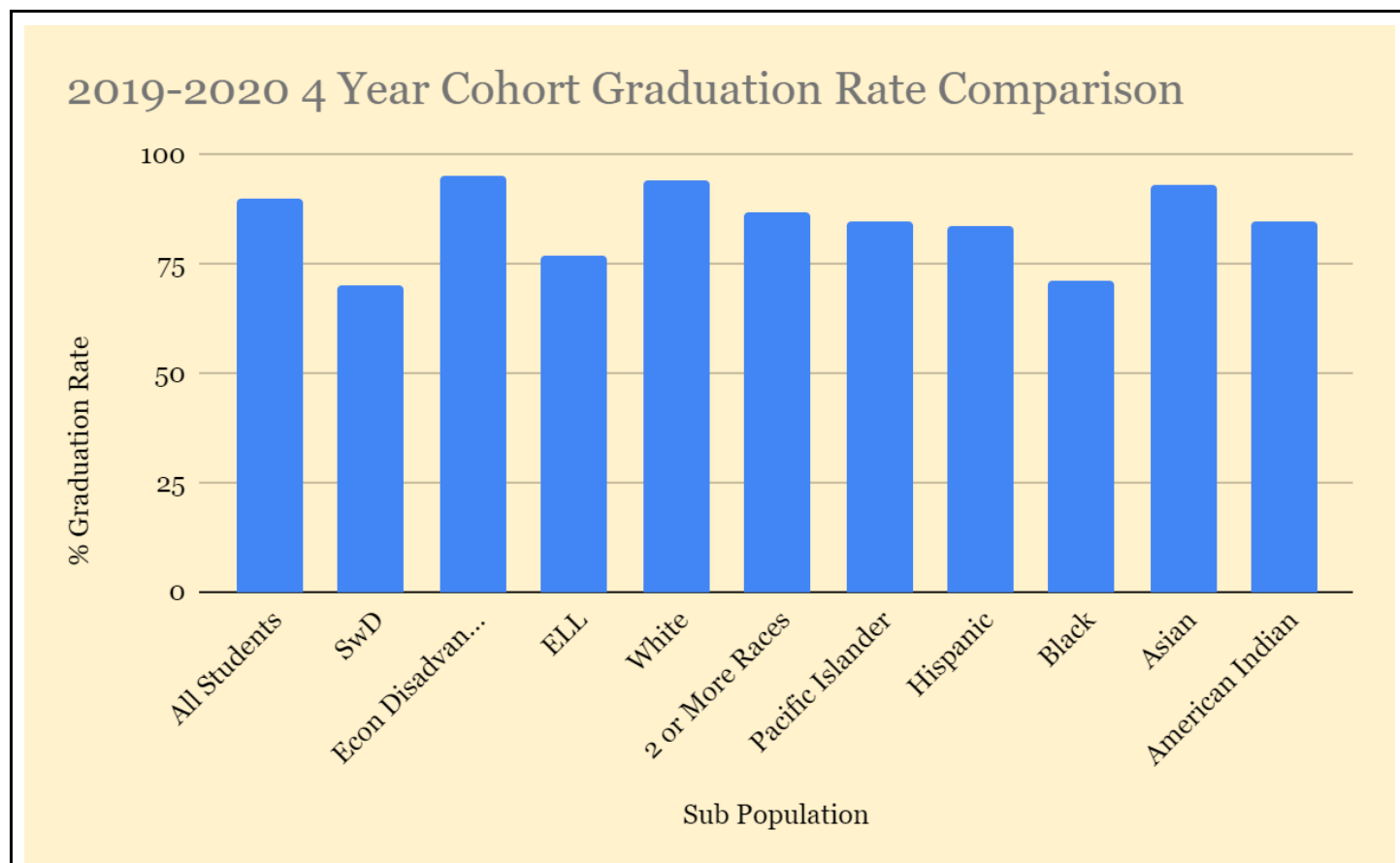
This WI Graduation Rates table shows the percentage (y-axis) of students by race (x-axis) who completed a high school diploma within 4-years.

Although graduation from high school in four years is the goal, both state and federal laws allow extra time in school for students with and without identified disabilities to complete their high school education if needed. The blue bars show the percent of students in each subgroup who started 9th grade in 2015 and graduated four years later with the 2019 cohort.

There are apparent achievement gaps between White graduates, and Black, American Indian, Pacific Islander and Hispanic graduates (23%, 9%, 9%, and 10% respectively).

Teams are encouraged to compare district-wide data to statewide data shared in the above graph:
What are graduation rates within your district? Are there achievement gaps that are occurring with your exiters? Are there sub groups of students who could benefit from additional support or interventions within your district?

Table Source: WI Department of Public Instruction WISEdash Public Portal

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2020 Statewide Post School Outcomes Data* of 2018-19 Exiters with Disabilities

White Exiters engaged in Higher Education	46%
Minority Exiters engaged in Higher Education	35%
White Exiters engaged in Competitive Employed	77%
Minority Exiters engaged in Competitive Employment	70%
White Exiters Not Engaged	10%
Minority Exiters Not Engaged	16%

Indicator #14 data looks at exiters (students who graduate, age out, or dropout) with IEPs one year upon exiting high school. Exiters participate in a survey sharing information about their participation in higher education and competitive employment. We continue to see achievement gaps between White exiters and Minority exiters. District and school level teams can look deeper into their individual data and break down post school outcomes by: race, sex, and disability status. The above chart provides a comparison of White exiters and Minority exiters and gives a percentage of their participation in Higher Education, Competitive Employment, as well as not engaged.

Teams are encouraged to compare district-wide data to statewide data shared in the above graph:
What are achievement gaps that you notice in your district's exiters? Are there opportunities within pre-employment transition services that need to occur to support students?

Table Source: Transition Improvement Grant Wisconsin Indicator 14

* = (PSO) data are collected as part of the Wisconsin DPI Collection of Cyclical Indicators of the 2020 Indicator 14 survey year

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Identifying data and achievement gaps are the first steps in working to increase outcomes for students. However, teachers and school staff also need to identify steps they can take to increase Culturally and Linguistically Responsive Practices (CLRP) within their schools. This section will provide professionals the opportunity to gain a deeper understanding in how to grow in their delivery of CLRP to students in order to increase outcomes in graduation, decrease dropout rates, and finally increase post school outcomes for students with disabilities.

How Can Professionals Engage?

Teachers can work to *implement strategies* that are *culturally and linguistically responsive*.

- Intentionally plan and deliver instruction and supports to match students' backgrounds and norms.
- Support academic success, social and emotional development, and school completion.
- Review Education Week webinar: "What Exactly is Culturally and Linguistically Responsive Teaching and Learning (CLR)," Sharroky Hollie.

> *"CLR is the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society."*
> —Sharroky Hollie

Review the Wisconsin DPI Promoting Excellence for All Module (2014).

- Seek to close achievement and graduation gaps through implementation of classroom-based culturally and linguistically responsive strategies.
- CLRP strategies that show promise in closing achievement gaps include:
  - Effective Instruction
  - Student-Teacher Relationships
  - Family and Community Engagement
  - School and Instructional Leadership
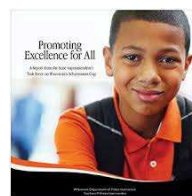
Cultural Strategies to Validate, Affirm, Build and Bridge (VAAB)

"Being culturally responsive means that you plan to validate, affirm, build, and bridge your students (or people in general) when you talk to them, in how you relate to them, and in how you teach them. We all have different cultural behaviors based on who we are and how we got here. We want everyone to understand and know when to use the most appropriate cultural and linguistic behaviors for any situation without losing who they are culturally and linguistically."-Sharroky Hollie.

Teacher Reflection: Are we Validating, Affirming, Building and Bridging All Students?

- Our school builds trusting relationships with students and families before we engage in content.
- We provide our students learning opportunities that include people of color.
- When providing opportunities to learn about postsecondary education and careers, we provide the opportunity for students to learn about people they see themselves in.
- We respect cultural obligation to provide support for family and individuals in the family.
- We work to mimic students' cultural learning style.
- We use strategies for teaching culturally diverse students.
- We serve as allies to support growth of CLR practices within our building.

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To support increasing outcomes for students with disabilities, the Transition Improvement Grant continues to develop tools to support the delivery of CLRPs to meet the needs of all students. Use of CLRP will allow districts the opportunity to shape supports and services that are tailored and made to fit all students, not trying to fit students into supports and services. We know that to implement CLRPs teams need to assure that they are: taking into account a student's culture and family values, involving families and communities to support the student's postsecondary goals, and taking into account a student's preferences, interests, and strengths, (Tran, Patton, and Brohammer, 2018). Check out the below tools and read about how they support CLRP.

TIG Tools and Link to CLR Practices	
CLR Practices and the PTP The Transition Improvement Grant has developed the WiTransition App , a self-advocacy skill-building tool that engages youth and families in transition planning while naturally infusing culture, values, and expectations that support the team to ensure the student is *College, Career, and Community Ready.* Teams should consider using the App as a way to gather input from the student and families. However, gathering input is not enough, in order to be culturally responsive with students, teams <u>must</u> use the information gathered to drive postsecondary goals, pre-employment transition services, and course of study.	**Continuous Improvement Web Tools** The Graduation Rate Improvement Plan (GRIP) is a TIG on-line school assessment and planning tool that utilizes culturally responsive and nationally recognized evidence-based practices to increase the district graduation rates. Teams have the opportunity to develop an action plan that will increase graduation rates and decrease dropout rates. WiGRIP *Improving Outcomes Through Planning and Implementing* The Transition Improvement Plan (TIP) is a TIG on-line school assessment and planning tool that utilizes nationally recognized evidence-based practices to increase post school outcomes for students with disabilities within the district. The tool provides teams the opportunity to develop an action plan that will increase exposure for youth with disabilities to opportunities that will help to shape their preferences, interests, and strengths, which in turn will provide them experiences to develop meaningful culturally responsive opportunities. WiTIP *Improving Outcomes Through Planning and Implementing*
Review of District Data To get a better understanding of potential achievement gaps in your district, teams can participate in a data review, which will include a deeper look at the following data: ● Indicator #1-Graduation Rate of students in special education ● Indicator #2- Dropout Rate of students in special education ● Drop Out Early Warning System (DEWS)- Provides districts teams information of students at the highest risk of dropping out of high school. ● Indicator #14- Post School Outcomes (1 year out) of students in special education. This data collection is required once every 5 years, however teams can elect to collect this data annually.	**Increase Self-Advocacy** Gaining input from students with disabilities is directly tied to CLRPs. Teams should consider supporting students to increase their self-advocacy skills. TIG has developed a Self Advocacy Suite for the use of IEP Teams. To learn more about the Self Advocacy Suite, view the short video. TIG Becoming a Self-Advocate

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Engage Families in Post School Outcomes and Graduation

Both graduation rate and successful post school outcomes are directly tied to high family engagement. TIG created a short video to support discussions with families about the importance of family expectations and engagement.

Learn About EBPs to Increase Graduation Rates

Evidence-based practices (EBPs) with proven results to increase graduation rates include:

- School Leadership and Districtwide Diagnostics
- Family and Community Relationships
- Student Educator Learning Supports
- Effective Instruction and Targeted Intervention

The Raising the Cap Series allows educators and teams to review the research about increasing graduation rates, participate in a reflective activity, and discover effective practices to put into place to support students with IEPs. Watch your email for a new strategy that will be highlighted each month!

To learn more about any of the above TIG resources and tools, please contact your local TIG coordinator.

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