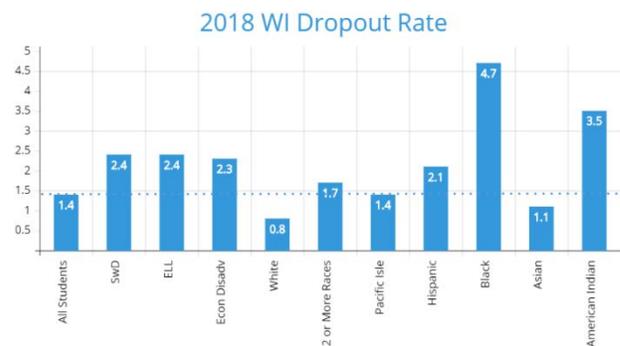
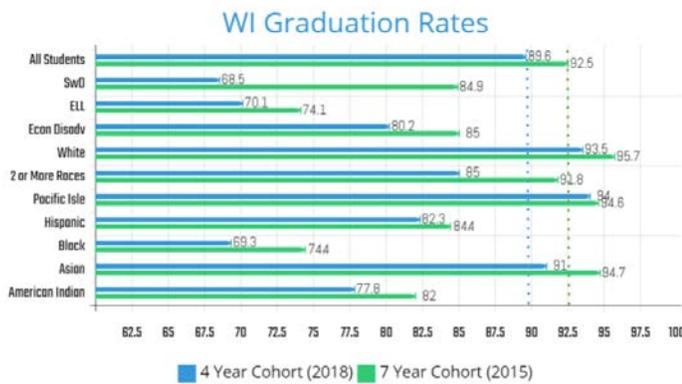


Why CLR Practices Matter

One of Wisconsin’s greatest strengths is the growing population 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. In fact, for 2013, 2014, 2015, and 2016, the [National Center for Educational Statistics](#) (NCES) found WI to have the *largest gap* between white and black students in terms of [Graduation Rate \(the top in the nation\)](#). 2016-2017 Adjusted Cohort Graduation Rate shows a 26% disparity between white and black students.



This WI Graduation Rates table shows the percentage of students by various groups who completed a high school diploma within 4-years and 7-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 bar shows the percent who started 9th grade in 2014 and graduated four years later with the 2018 cohort. The 7-year view (green portion) represents students who began 9th grade in 2012 and were originally part of the 2015 cohort ([2018 WI graduation rate is 89.6%](#)). The blue and green dotted lines indicates the group “All Students” in 4 and 7 year cohorts respectively across the graph for comparison.

The WI Dropout Rate table shows the percentage of students by various groups who have been identified as a dropout, including students who have not enrolled for the current school year and have not graduated in the previous school year or summer semester. The blue bars show the percent of each identified group who are considered a drop out in Wisconsin for the 2018 school year. The blue dotted line indicates the group “All Students” across the graph for comparison.

These data points 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 to 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.”

Tables Source: WI Department of Public Instruction [WISEdash Public Portal](#)

What can Teachers Do?

Implementing strategies that are culturally and linguistically responsive means educators intentionally plan and deliver instruction and supports to match students' backgrounds and norms. Doing so supports academic success, social and emotional development, and school completion. In the Education Week webinar "[What Exactly Is Culturally and Linguistically Responsive Teaching and Learning \(CLR\)?](#)", Sharroky Hollie provides an excellent overview of CLRP and the importance of implementing these classroom strategies to close achievement and graduation gaps.

The WDPI has developed [Promoting Excellence for All: A Report from the State Superintendent's Task Force on Wisconsin's Achievement Gap](#) (2014), which seeks to close achievement and graduation gaps through implementation of classroom-based culturally and linguistically responsive strategies in schools and classrooms in

"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

Wisconsin. These CLRP strategies show promise in closing the achievement gaps through: 1) Effective Instruction, 2) Student-Teacher Relationships, 3) Family and Community Engagement, and 4) School and Instructional Leadership.

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.

2018 Statewide Post School Outcomes Data* of 2016-17 Exiters with Disabilities

- Youth of color have had almost a 6% increase in participation in higher education from 2014 to 2018.
- White youth (11%) and youth of color (7%) attend a 4-year college.
- Youth of color (19.5%) and white youth (23%) attend technical college or 2-year college.
- Youth of color (>1%) and white youth (1%) participated in other post-secondary training at similar rates.
- Youth of color (40%) and white youth (41%) are competitively employed at similar rates.

Cultural Strategies to Validate, Affirm, Build and Bridge

- Work on understanding the issue of historical trauma by researching the topic and seeking understanding within your community.
- Building a trusting relationship with students before you begin to teach content.
- Curriculum and supplementary materials must include people of color; include a wide range of historic accomplishments as an instructional strategy.
- Mimic the students' cultural learning styles and tools: [3 Tips to Make Any Lesson More Culturally Responsive](#).
- Provide opportunities to discuss students' learning by working in groups; socializing will help deepen concepts and give students opportunities to model appropriate social skills and language.
- Use [Strategies for Teaching Culturally Diverse Students](#). (Burnette, 1999).
- Create small groups for discussions with an appointed leader and clear guidelines; this honors the cultural hierarchy of families.
- Incorporate family structure and culture in classroom; this respects cultural obligation to provide support for family and individuals in the family.
- Share the history/culture of the many different communities, countries and cultures that students and their families originate from; encourage students to share their stories and home cultures.
- Immerse yourself in Hip Hop and other Black youth culture; this builds on student talents. Use visual, kinesthetic, and auditory cues and activities, such as [Call and Response](#) and [Math Strategies for ELL Students](#).

Resources

Wisconsin Department of Public Instruction:

- [College and Career Ready IEPs. IEP Resources.](#)
- [Wisconsin Response to Intervention Center\(Rti\).](#)
- The Network. www.thenetworkwi.com

[Center for Culturally Responsive Teaching and Learning.](#)

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* = (PSO) data are collected as part of the WI DPI [Collection of Cyclical Indicators](#) of the 2018 [Indicator 14](#) survey year