

Culturally and Linguistically Responsive (CLR) Transition Practices

Improving Graduation Rates and Post School Outcomes



**DATA IN
WISCONSIN**



**HOW CAN
EDUCATORS ENGAGE**



**TIG TOOLS TO
SUPPORT CLR PRACTICES**



RESOURCES



Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 1: Data in Wisconsin

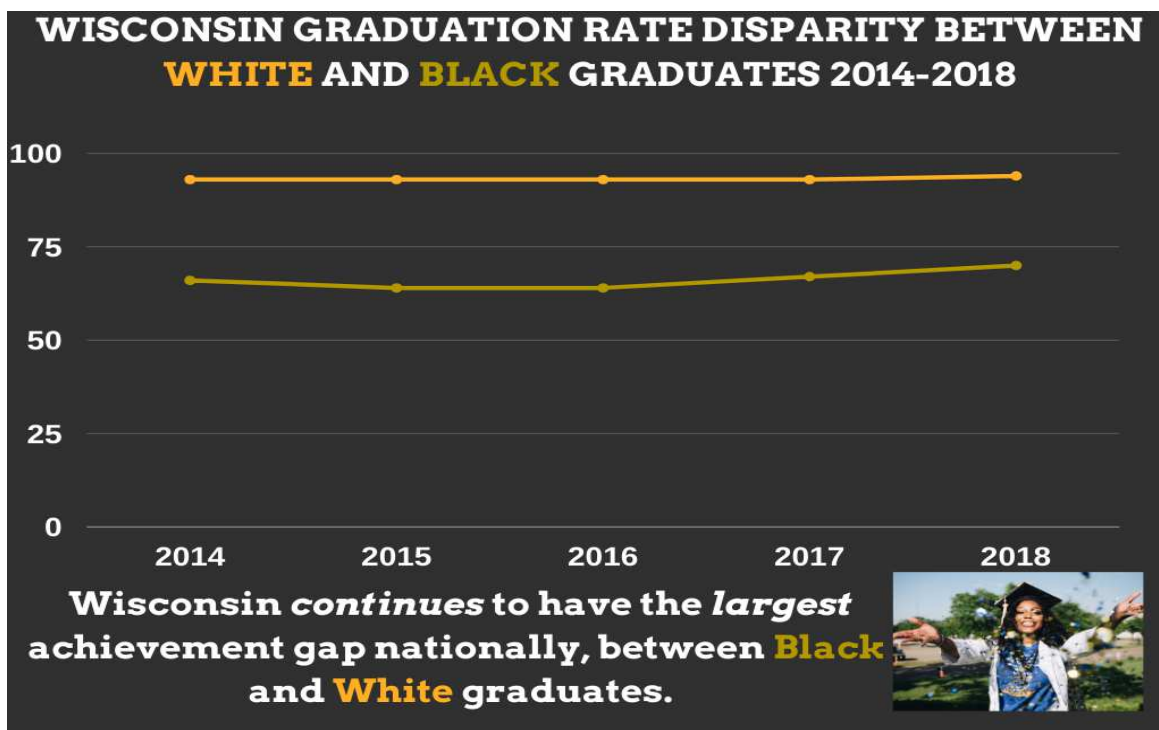
Why CLR Practices Matter

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. In fact, for 2013-2017, the [National Center for Educational Statistics](#) (NCES) found WI to have the *largest gap* nationwide between white and black students in terms of [Graduation Rate \(the top in the nation\)](#). 2018-2019 Adjusted Cohort Graduation Rate shows a 26% disparity between White and Black students. While 2019 saw a decrease, 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 five years of data relating to the achievement gap between White and Black students. The y-axis shows percentage of students graduating, while the x-axis shows instructional years. Wisconsin continues to have the largest discrepancy in graduation rates between Black and White students. Gaining a stronger understanding and pedagogy in use of CLR practices could support the narrowing of this disproportion.



Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 1: Data in Wisconsin

Data in Wisconsin

A review of graduation rates and dropout rates for the 2018-2019 instructional year, 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 on 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 should include: Special Education Indicators [1](#), [2](#), [13](#), and [14](#), which are the graduation rate of special education students, dropout rate of special education students, special education transition planning, 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 with disabilities 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 option to look at opportunity gaps that are occurring for students and can discuss supports and interventions to put in place to close these gaps.

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, as well as individual Indicator 13 district data. Additionally, teams can review outcomes for students broken down by subgroup, and can discuss similarities and patterns that they see within their district. For guidance for teams on data review, please see the subsequent page.

Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 1: Data in Wisconsin

Data in Wisconsin Indicator Overview

The below infographic gives teams an overview of special education indicators and DEWS which teams can review to begin discussions around interventions for students to close achievement gaps.



Student Data IN WISCONSIN

1 *Indicator*

INDICATOR 1

- Graduation rate of special education students
- Collected annually
- Data Access Point: WISEdash for Districts
 - <https://dpi.wi.gov/wisedash/districts>

2 *Indicator*

INDICATOR 2

- Dropout rate of special education students
- Collected annually
- Data Access Point: WISEdash for Districts
 - <https://dpi.wi.gov/wisedash/districts>

13 *Indicator*

INDICATOR 13

- Annual individual transition planning (PTP)
- Part of IEP process for special education students ages 14-21
- Data Access Point: Web Access Management System WAMS
 - <https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition>

14 *Indicator*

INDICATOR 14

- Percent of youth with IEPs one year after exiting high school
- Involvement in: Education/Training, and Employment
- Collected once within a 5 year cycle, teams can elect to collect annually.
- Data Access Point: WI Indicator #14 Website
 - <https://www.indicator14wi.org/>

DEWS

DROP OUT EARLY WARNING SYSTEM (DEWS)

- intended to be a starting point for data inquiry
- use four malleable domains to indicate a risk factor of a student dropping out.
 - Attendance, Behavior, Mobility, and Assessment
- Data Access Point: WISEdash for Districts
 - <https://dpi.wi.gov/wisedash/districts>

Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 1: Data in Wisconsin

2018-2019 Graduation Rates in Wisconsin

The below WI Graduation Rates table shows the percentage (y-axis) of students by race (x-axis) who completed a high school diploma within 4-years.

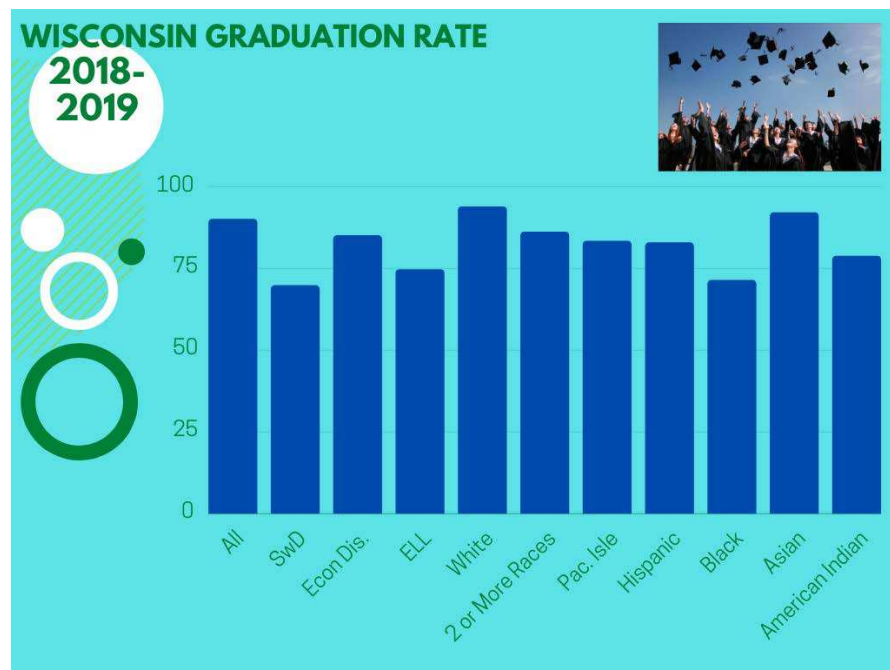
Although graduation from high school in four years is the goal, both state and federal laws allow extra time in school for students with and without identified disabilities to complete their high school education if needed.

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, and Hispanic graduates (22.5%, 15.1%, and 11% 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](#)



Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 1: Data in Wisconsin

2018-2019 Dropout Rates in Wisconsin

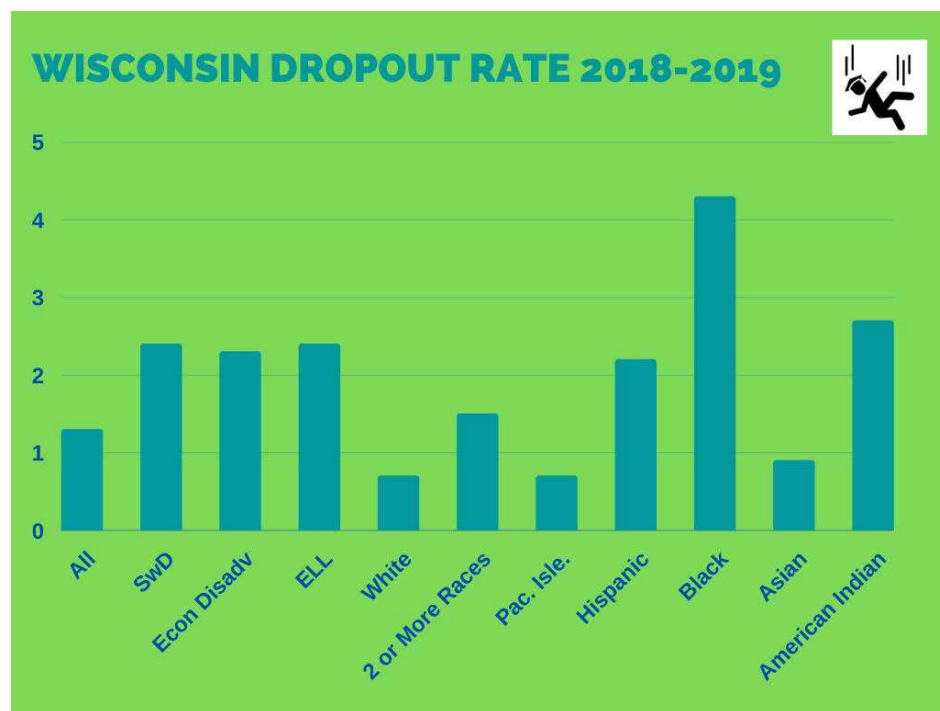
The WI Dropout Rate table shows the percentage (y-axis) of students by subgroup (x-axis) who have been identified as a dropout, including students who have not enrolled for the current school year and have not graduated in the previous school year or summer semester.

The blue bars show the percent of each identified group who are considered a dropout in Wisconsin for the 2019 school year. Although decreasing, we continue to see achievement gaps between White students and Black students, American Indian students, and Hispanic students (3.6, 2, and 1.5 percentage points respectively).

Teams are encouraged to compare district-wide data to statewide data shared in the above graph:

- *What are the dropout rates within your district?*
- *Are you seeing achievement gaps within your district, as a district, you can drill down to student level data (names), what are things that you notice about the students dropping out?*
- *Are there needs from the school level that were not being met for students?*
- *Are there potential supports or interventions that could have been provided?*
- *Are there ways to reach out to students who have dropped out, however are still eligible for FAPE?*

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



Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes
Section 1: Data in Wisconsin

2017-2018 Post School Outcomes in Wisconsin

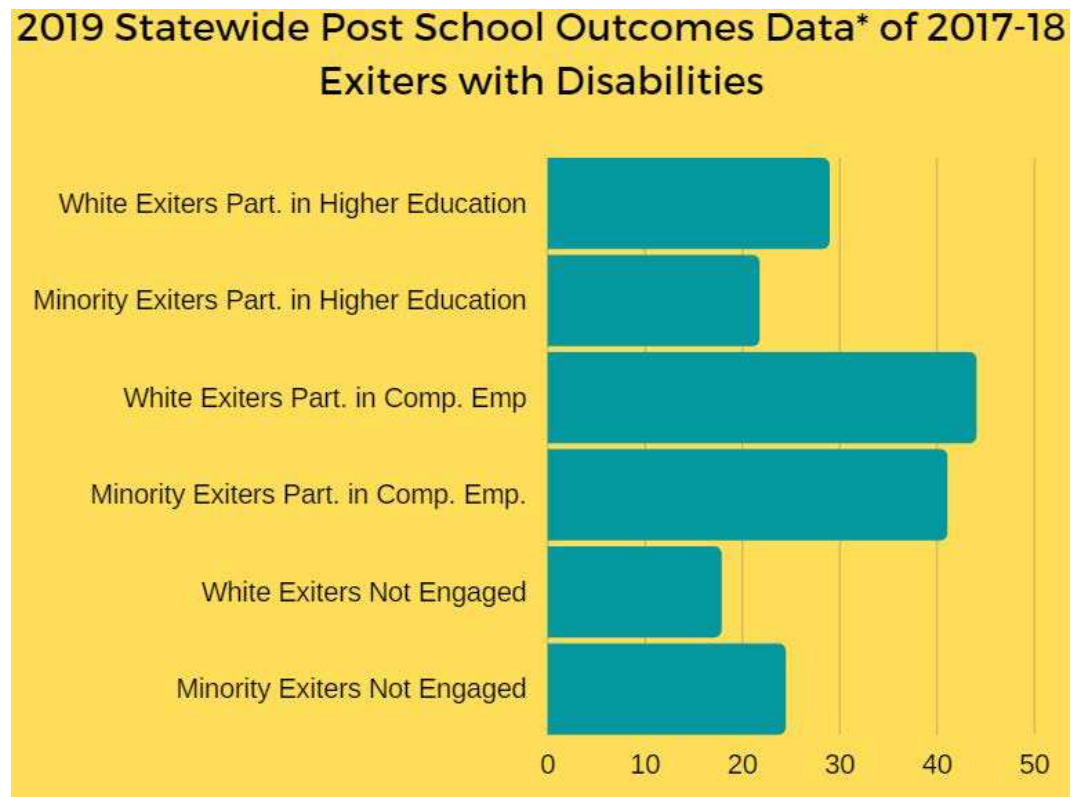
Indicator #14 data looks at exiters (students who graduate, age out, or dropout) with IEPs one year upon exiting high school. Exiters participate in a survey sharing information about their participation in higher education and competitive employment. We continue to see achievement gaps between White 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 below graph provides a comparison of White exiters and Minority exiters (y-axis) and gives a percentage (x-axis) 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 WI DPI [Collection of Cyclical Indicators](#) of the 2019 [Indicator 14](#) survey year



Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 2: How Can Educators Engage?

Engagement in CLR Supports All

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 (CLR) within their schools. This section will provide professionals the opportunity to gain a deeper understanding in how to grow in their delivery of CLR practices 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*.

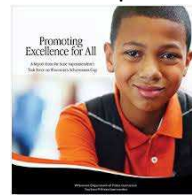
- Intentionally plan and deliver instruction and supports to match students' backgrounds and norms.
- Support academic success, social and emotional development, and school completion.
- Review Education Week webinar: [“What Exactly is Culturally and Linguistically Responsive Teaching and Learning \(CLR\),”](#) 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 WDPI 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



Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes
Section 2: How Can Educators Engage?

Cultural Strategies to Validate, Affirm, Build and Bridge (VAAB)	
<p>“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.</p>	<p><i>Teacher Reflection: Are we Validating, Affirming, Building and Bridging All Students?</i></p> <ul style="list-style-type: none"> ● 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.






Citation: frederick.edu

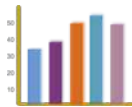



Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes
Section 3: TIG Tools to Support CLR Practices

Transition and CLR Practices Support Post School Outcomes

The Transition Improvement Grant has developed a series of resources that can support use of CLR practices in transition. Use of CLR practices 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 CLR practices, teams need to assure that they are: “taking into account a student’s culture and family values, involving families and communities to support student’s post-secondary goals, and taking into account a student’s preferences, interests, and strengths,” (Tran, Patton, and Brohammer, 2018). Check out the TIG tools below and read about how they support CLR practices.

TIG Tools and Link to CLR Practices	
<p style="text-align: center;">CLR Practices and the PTP</p> <p>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 <i>College, Career, and Community Ready</i>.</p> <p>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 post-secondary goals, pre-employment transition services, and course of study.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;">Continuous Improvement Web Tools</p> <p>The Graduation Rate Improvement Plan (GRIP) is a TIG on-line district/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.</p> <div style="text-align: center; margin-top: 20px;">  </div> <p>The Transition Improvement Plan (TIP) is a TIG on-line district/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 ability 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 and use meaningful culturally responsive practices.</p> <div style="text-align: center; margin-top: 20px;">  </div>

Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes
Section 3: TIG Tools to Support CLR Practices

<p style="text-align: center;">Review of District Data</p> <p>To get a better understanding of potential achievement gaps in your district, teams can participate in a data review to review the following data:</p> <ul style="list-style-type: none"> ● Indicator #1 ● Indicator #2 ● Indicator #13 ● Indicator #14 ● Dropout Early Warning System (DEWS) <div style="text-align: center;">  </div>	<p style="text-align: center;">Increase Self-Advocacy</p> <p>Gaining input from students with disabilities is directly tied to CLR practices. 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.</p> <p>Watch in your email for tips to engage with the Self Advocacy Suite monthly!</p> <div style="text-align: center;">  </div>
<p style="text-align: center;">Engage Families in Post School Outcomes and Graduation</p> <p>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.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Learn About EBPs to Increase Graduation Rates</p> <p>Evidence-based practices (EBPs) with proven results to increase graduation rates include:</p> <ul style="list-style-type: none"> ● School Leadership and Districtwide Diagnostics ● Family and Community Relationships ● Student Educator Learning Supports ● Effective Instruction and Targeted Intervention <p>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!</p> <div style="text-align: center;">  </div>
<p>To learn more about any of the above TIG resources and tools, please contact your Regional TIG Coordinator.</p>	

Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 4: Resources

Resources

Wisconsin Department of Public Instruction:

- [College and Career Ready IEPs. IEP Resources.](#)
- [Dropout Early Warning System](#)
- [Promoting Excellence for All eCourse](#)
- [Special Education Indicators](#)
- The Network. www.thenetworkwi.com
- [Wisconsin Transition Improvement Grant \(TIG\)](#)
- [Wisconsin Response to Intervention Center\(Rtl\).](#)

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

- Hollie, S. (2015). *Strategies for Culturally and Linguistically Responsive Teaching and Learning*. Huntington Beach, CA: Teacher Created Materials.
- Hollie, S. & Muhammad, A. (2012). *The Will to Lead, the Skill to Teach: Transforming Schools at Every Level*. IN: Solution Tree Press.
- Hollie, S. (2011). *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*. Huntington Beach, CA: Teacher Created Materials.

[Equity Alliance at ASU.](#)

[Great Lakes Equity Center.](#) Indiana U TA and research center.

Baptiste, DJ. (2012). [Gang Leader to Graduate - A Conscious Discipline Transformation.](#) Conscious Discipline.com.

Hollie., S. (n.d.). ["Standing on Common Ground: Building Cultural & Academic Literacy"](#). Education Week Webinar.

Hollie., S. (n.d.). [Culturally Responsive VAAB.](#)

Hammond, Z. (2015). [3 Tips to Make Any Lesson More Culturally Responsive.](#) Cult of Pedagogy.

Kafele, B. (2009). [Motivating Black Males to Achieve in School and in Life.](#) Alexandria: ASCD.

National Center for Education Statistics. (2020). [Public High School Graduation Rates.](#) NCES

NEA Brief. (2008). ["Promoting Educators' Cultural Competence to Better Serve Culturally Diverse Students."](#)
Retrieved from the internet Feb. 20, 2017.

Tesfamichael, N (2019) [Q+A: Carolyn Stanford Taylor: Leading DPI An Opportunity to Expand Our Equity Agenda](#)
The Cap
Times

Tran, Patton, Brohammer (2018). [Preparing Educators for Developing Culturally and Linguistically Responsive IEPs](#)

The contents of this resource were developed under a grant from the U.S. Department of Education (DOE), CFDA (84.027), through the Wisconsin Department of Public Instruction (WDPI). The Transition Improvement Grant (TIG) acknowledges the support of WDPI in the development of resources. Please recognize the contents do not necessarily represent the policy of the DoE or the WDPI. There are no copyright restrictions on this resource; however, please credit the WDPI and the TIG when copying all or part of this material.