



Wisconsin Rtl Center

# Annual Report

2013-14



Wisconsin Rtl Center  
Wisconsin PBIS Network

IDEA CFDA 84.027



## A letter from Kathy Ryder, Wisconsin RtI Center Director



The Wisconsin RtI Center, which includes the Wisconsin PBIS Network, provides professional development and technical assistance support to schools and districts, helping them operationalize Wisconsin's vision: the implementation of culturally responsive multi-level systems of support.

# Welcome

**WISCONSIN HAS A LONG-STANDING REPUTATION** for providing students with an excellent education. This is evidenced by nation-leading graduation rates, college entrance exam scores, and a growing number of students taking college-level courses. Although we have much to celebrate, there is also considerable work to be done. Data reveals opportunity gaps between students of color and white students, and a static overall achievement rate persists.

To address these issues, many schools have begun making their systems more supportive and responsive to the behavioral and academic needs of all students. They have embraced Wisconsin's vision of every child a graduate and are working to guarantee students are college and career ready. Schools are adopting Wisconsin's vision of RtI as a culturally responsive multi-level system of support: a framework that helps systematize high quality instruction, balanced assessment, and collaboration.

In 2013-14, the Center made great strides in assisting schools in implementing a responsive system. More than 900 schools attended training, over 3,800 self-assessments were completed, and more than 270 schools were recognized by the Center for their implementation efforts.

Looking forward, the 2014-15 school year promises to be an exciting one. We used data from previous years to improve our services and offerings. The center continues to utilize the strategic planning process to prioritize work based on statewide need. Our ongoing partnerships with schools and districts, CESAs, our State Leadership Team and many other state and local organizations inform and are crucial to this work. We appreciate your support.

Educators and families all want children to succeed. We all want students to learn and be successful in life. Our framework can help schools design a system that supports the learning of all students. If your school has already begun your implementation journey, thank you for keeping up the good work. If your school is considering taking that first step, please contact your regional technical assistance coordinator to see how you can begin.

# Wisconsin's Vision

**THE WISCONSIN RTI CENTER,** along with the Wisconsin Department of Public Instruction, believes the best way for districts and schools to make their educational system responsive to their students is to create a **CULTURALLY RESPONSIVE MULTI-LEVEL SYSTEM OF SUPPORT.**

This is a school- or district-wide plan to provide a continuum of support with differing levels and intensity based on individual student need. Typically, levels include universal, which serves all students; selected for those who are moderately above or below benchmarks; and intensive for those who need the most support.



Our **MISSION** is to build the capacity of Wisconsin schools to develop and sustain a culturally responsive multi-level system of support to ensure success for all students.

## HIGH QUALITY INSTRUCTION

refers to curriculum and instruction that is engaging, differentiated, standards based, data driven, research based and culturally appropriate for the students being served.



## COLLABORATION

is a systematic process of collective problem solving about, and planning for, teaching and learning.



## BALANCED ASSESSMENT

refers to the use of formative, benchmark, and summative assessments to provide a complete and clear picture of student progress, student achievement, and instructional effectiveness.



## CULTURALLY RESPONSIVE PRACTICES

include how a school's programs, practices, procedures, and policies account for and adapt to the broad diversity of student race, language, and culture.



## MULTI-LEVEL SYSTEM OF SUPPORT

is a school-wide plan to systematically provide differing levels and intensity of supports based on student responsiveness to instruction and intervention.

## Wisconsin Rtl Center Vision

**All** Wisconsin students will learn and be successful in life.

# Professional Development

## Our participants share

“The information that I’ve gained through this experience will help refine and develop systems in our school. I am very excited to go back and continue our work knowing that we are on the right track and moving in the right direction. Thanks so much for all the valuable information.”

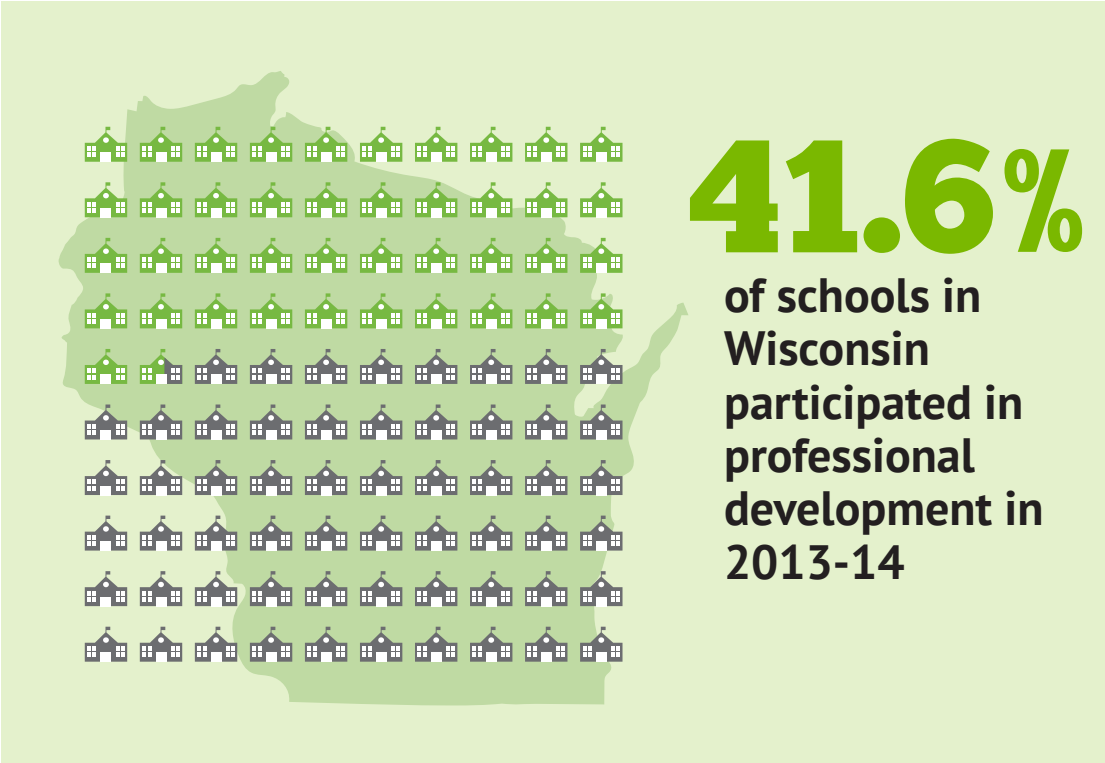
“We feel empowered.”

“I wish I would’ve had this information last year! But [it] will help refine our processes that we currently have. This training is a must for all districts! I really enjoyed it.”



**IMPLEMENTING A CULTURALLY RESPONSIVE MULTI-LEVEL SYSTEM** of support is a complex process. Oftentimes, a school or district seeks out professional development to either help them start their journey or provide additional guidance and support if they are already implementing.

The Wisconsin RtI Center’s professional development opportunities are intended to help schools establish, build, and expand aspects of their system. The Center’s wide range of opportunities include specific offerings in PBIS and academics and other professional development that covers the breadth and depth of the system.



**18** different professional development options were offered by the Wisconsin RtI Center

**164** different locations hosted professional development opportunities



Professional development is designed so that attendees are provided with tools and resources to bring back to school and district leadership. Following professional development, a school may reach out to Wisconsin RtI Center staff to provide follow-up technical assistance as it pertains to the critical components of a culturally responsive multi-level system of support. We provide supports primarily to district or school coaches and leaders to ensure new skills and systems for sustainability. Many times schools are working on more than one part of their system at a time, including creating the system itself, creating one system that functions for all, and making that system more responsive to students.

## Building School Capacity

In addition to professional development options, the Center provides technical assistance for schools and districts building their local capacity to implement a culturally responsive multi-level system of support.



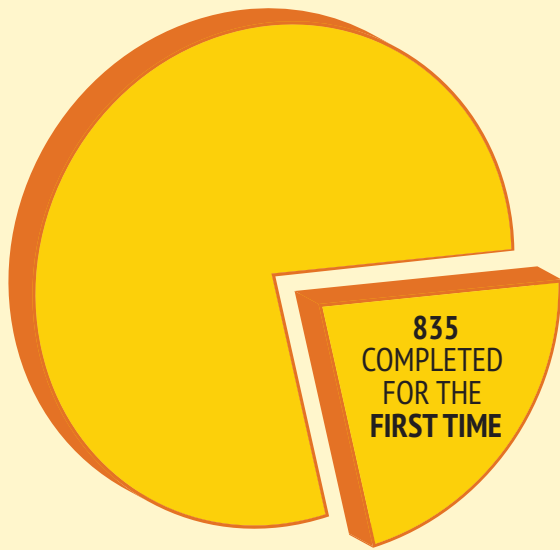
Examples of technical assistance supports include:

- In-person networking sessions
- Post-training webinars focused on implementation questions
- Extensive online resource libraries found at <http://wisconsinrticenter.org/educators/resources.html> and <http://www.wisconsinpbisnetwork.org/educators/resources.html>

**214**  
Wisconsin schools participated in BOTH academic and behavior training

These schools are working on more than one part of their system.

# Implementation Self-Assessments



**3847 SELF-ASSESSMENTS COMPLETED IN 2013-14**

**THE WISCONSIN RTI CENTER ENCOURAGES** schools implementing culturally responsive multi-level systems of support to self-assess for continuous improvement. Different self-assessment tools help schools discover areas of strength and areas in need of improvement during all phases: from the beginning when a school is creating purpose and exploring options, to planning for infrastructure and expansion, to full implementation and sustainability. At all points along the journey, self-assessment results can assist schools with action planning and continuous improvement.

## Academic Self-Assessments

Academic implementation assessments are cyclical and include the School-wide Implementation Review (SIR) and RtI All-Staff Perception Survey.

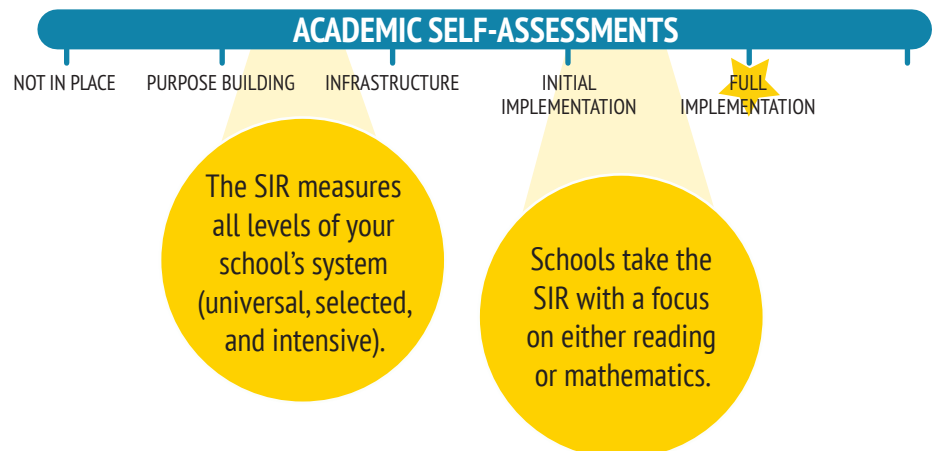
- 73% of the schools that participated in an academic-focused RtI Center professional development have completed a SIR
- During its pilot year (2013-14), 94 RtI All-Staff Perception Surveys (78 reading and 16 mathematics) were completed
- In 2013-14, 461 SIRs (314 in reading and 147 in mathematics) were taken: 185 (115 reading and 70 mathematics) were completed for the first time
- 198 schools have completed the SIR the past two years (131 schools in reading and 67 schools in mathematics)

### School-wide Implementation Review (SIR)

**Taken by:** building leadership team  
**Purpose:** evaluate system-wide implementation using a reading or mathematics lens  
**How often:** annually

### RtI All-Staff Perception Survey

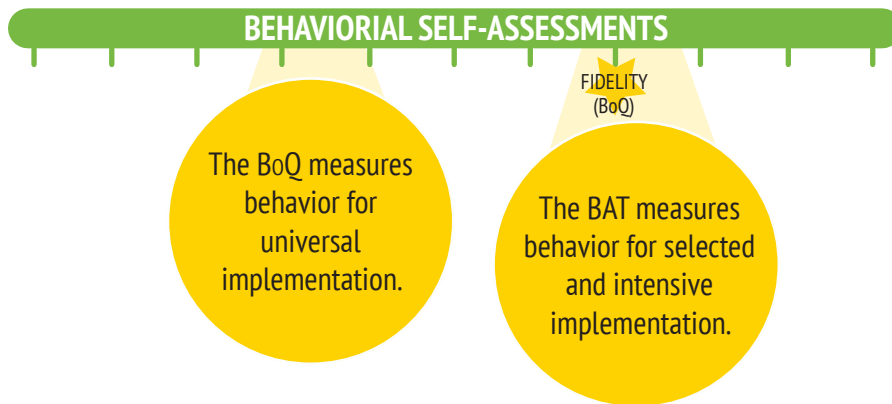
**Taken by:** instructional and student service staff  
**Purpose:** evaluate staff perception of implementation  
**How often:** annually



## Positive Behavior Intervention and Supports (PBIS) Self-Assessments

There are a number of assessments for schools to choose from when beginning the implementation of the behavior elements of their system. As schools move from universal to selected and intensive levels of implementation, other tools are available to provide an ongoing review of their system.

- 74% of the schools that participated in a RtI Center behavior training have completed at least one of the following behavior self-assessment: BoQ, SAS, or BAT
- In 2013-14, 817 BoQ, 1030 SAS, and 300 BAT were completed; 111, 98, and 88 of those, respectively, were completed for the first time
- 615 schools have completed the BoQ and 788 schools have completed the SAS the past two years in a row



### Team Implementation Checklist (TIC)

**Taken by:** school teams

**Purpose:** progress monitor early implementation of a universal level positive behavior support system

**How often:** twice a year

### Benchmarks of Quality (BoQ)

**Taken by:** school teams

**Purpose:** evaluate the implementation of a universal level positive behavior support system

**How often:** annually in the spring

### Self-Assessment Survey (SAS)

**Taken by:** all adults who work with students

**Purpose:** evaluate staff perception of implementation status

**How often:** annually in the fall

### Benchmarks for Advanced Tiers (BAT)

**Taken by:** school teams

**Purpose:** assess system implementation of selected and intensive behavioral support

**How often:** annually in the spring

### Monitoring Advanced Tiers Tool (MATT)

**Taken by:** school teams

**Purpose:** Progress monitor during initial implementation of advanced tiers

**How often:** twice a year

## DID YOU KNOW?

**21%**

of Wisconsin schools completed self-assessments in both academics and behavior (in the 2013-14 school year)

**Our participants share**

**Self-assessments provide you with direction for future work and, when taken annually, they measure how far you have come.**



“Great information. This gave us a baseline to start from and a foundation to start from.”

What are typical results for a Wisconsin school that performed a self-assessment for the first time?

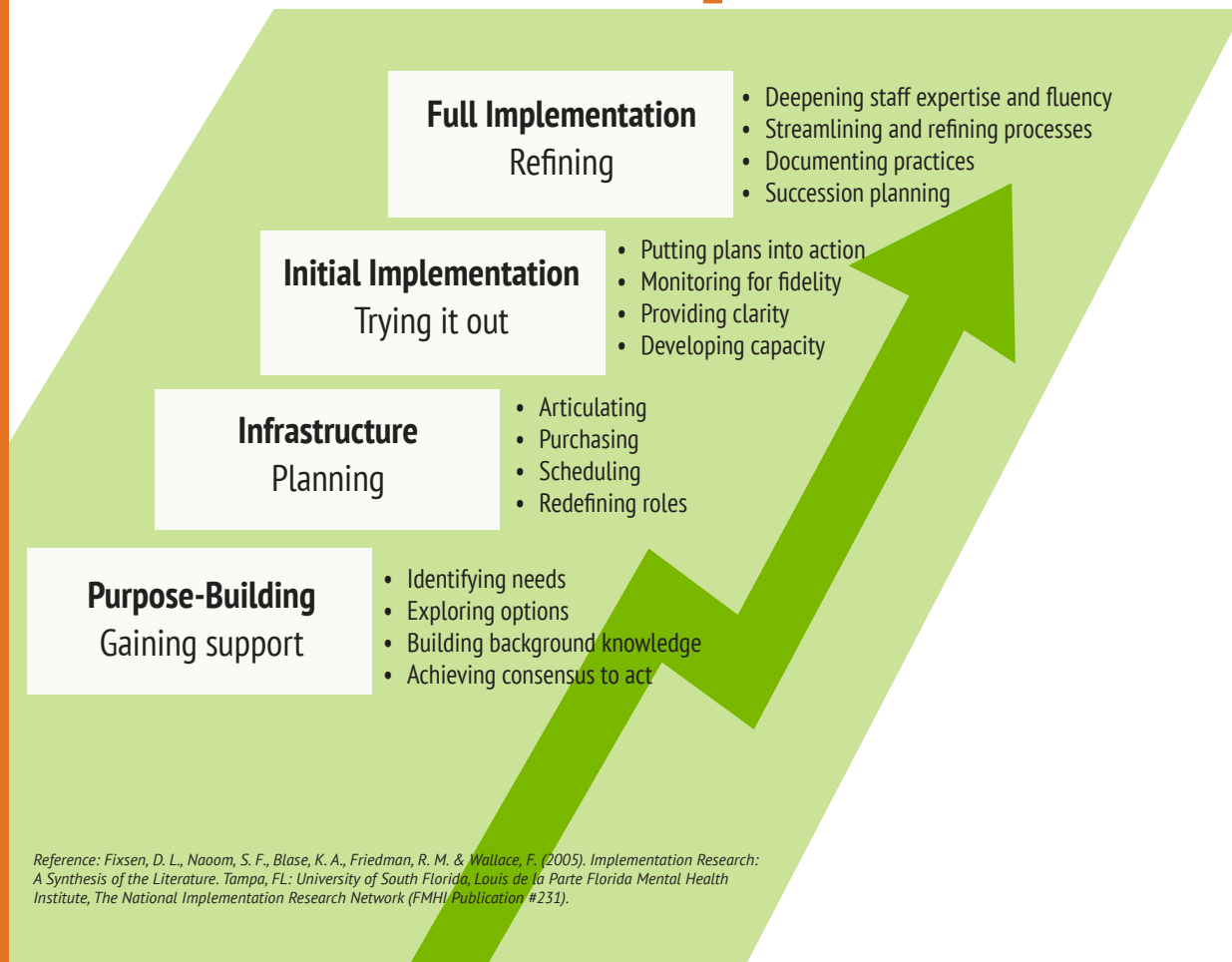
# Initial Self-Assessment



A **ROADMAP FOR FUTURE WORK** can emerge from a school's initial self-assessment. Under the direction and guidance of a leadership team, action plans are created from self-assessment results. The leadership team ensures the action plan aligns with the school's and district's vision and mission. Implementation is incremental, moving through various stages. A school can expect that it will take several years to implement a full system: often the initial focus is on building a strong universal level.

Self-assessment results often reveal that a school already has various aspects of a responsive system in place. This allows them to build on existing parts while creating the foundation for areas with lower results. During this time, schools can expect to move through specific stages (or levels) of implementation as defined below.

## Levels of Implementation



## Our participants share

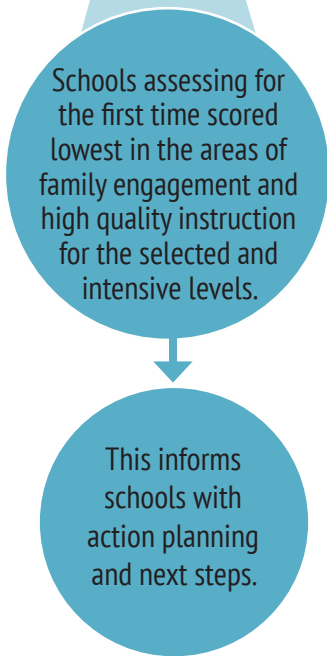
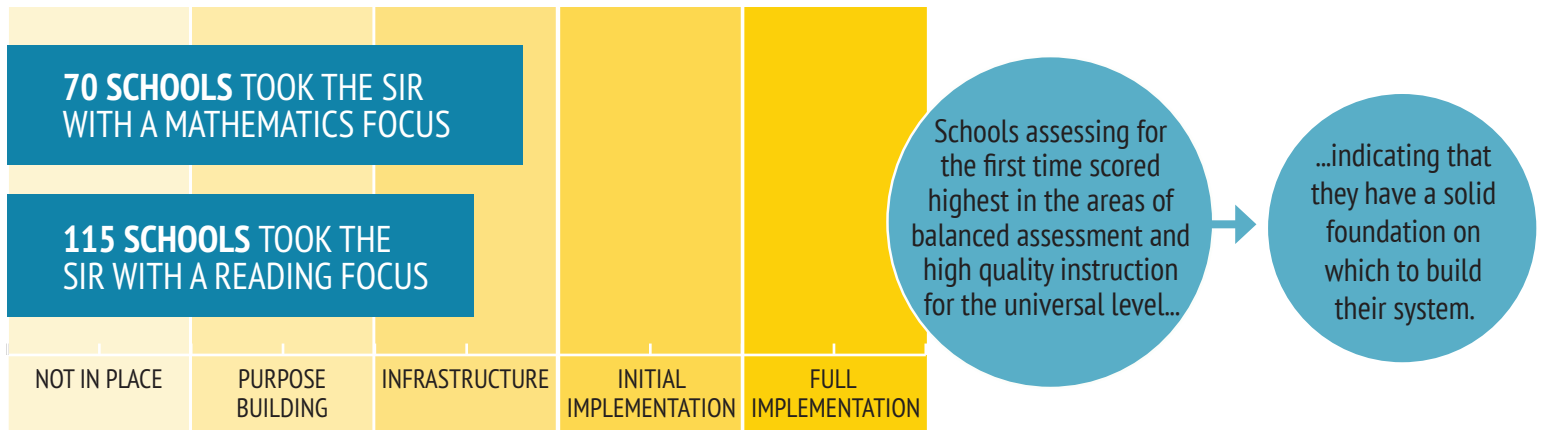
“We have a passionate feel for how to move forward. We have an energetic team ready to lead!”

Reference: Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).



# Results for Schools Self-Assessing for the First Time With the SIR in 2013-14

Generally, schools taking the SIR for the first time have scores that indicate they are in the infrastructure level.

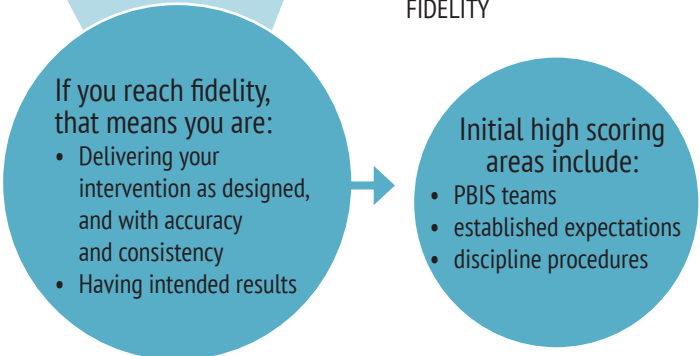


The SIR also assesses the implementation of **CULTURALLY RESPONSIVE PRACTICES**. Schools assessing for the first time generally are in the purpose-building stage.

NOT IN PLACE	PURPOSE BUILDING	INFRASTRUCTURE	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
185 SCHOOLS*				

\*115 schools took the SIR with a reading focus + 70 schools took the SIR with a mathematics focus.

# Results for Schools Self-Assessing for the First Time With the BoQ in 2013-14



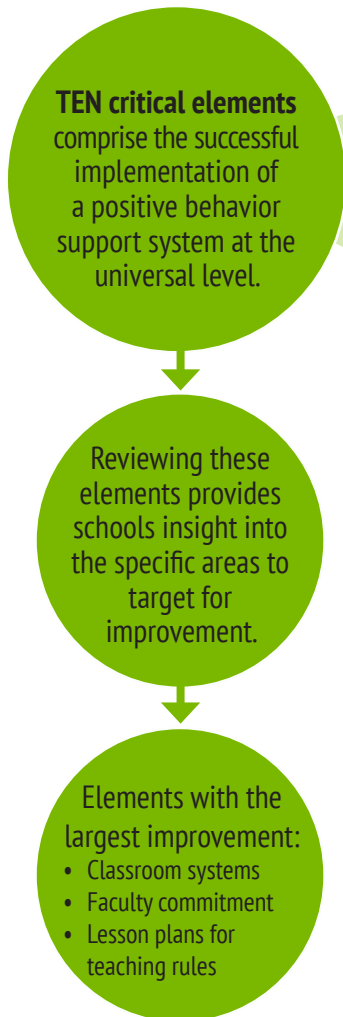
**Most schools have begun working on their behavior system prior to taking the BoQ.**

## Why Assess Annually?

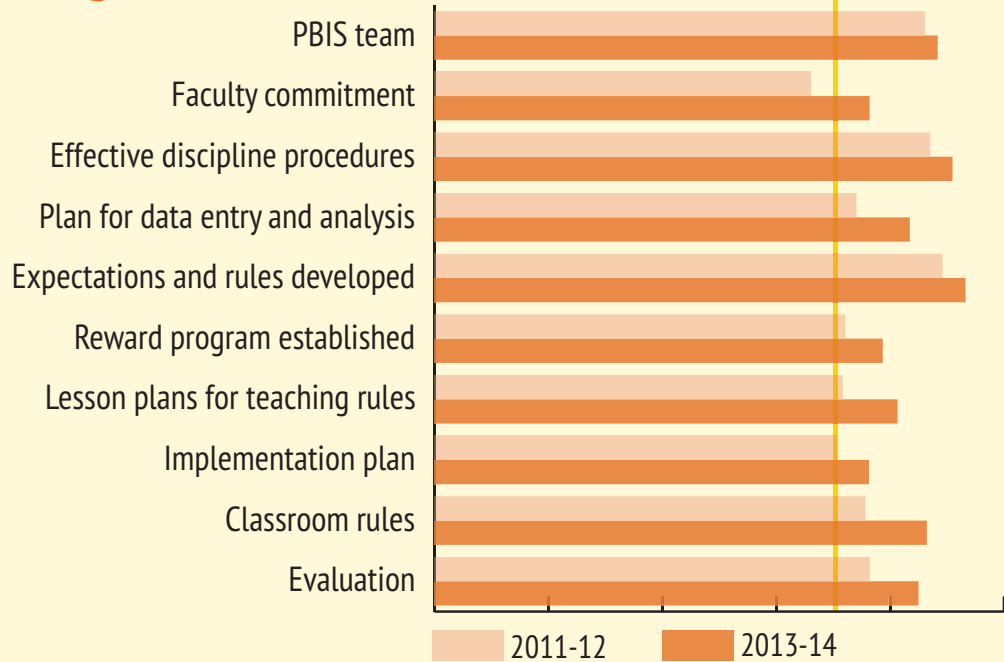
Schools that self-assess on a regular basis make greater progress toward their goals.

# The Power of Assessing Over Time

**ANNUALLY SELF-ASSESSING** a culturally responsive multi-level system of support allows schools to see growth over time. Leadership teams can revise and carry out action plans based on self-assessment results. Initially, schools are encouraged to focus on their universal level of supports, since that is the foundation for a culturally responsive multi-level system of support. Often schools choose to begin implementing a responsive system by focusing on one area: behavior, mathematics, or reading. As they expand their efforts and create one system for all areas, schools should self-assess in all areas implementing and use results for action planning.



## BoQ Scores Over Time



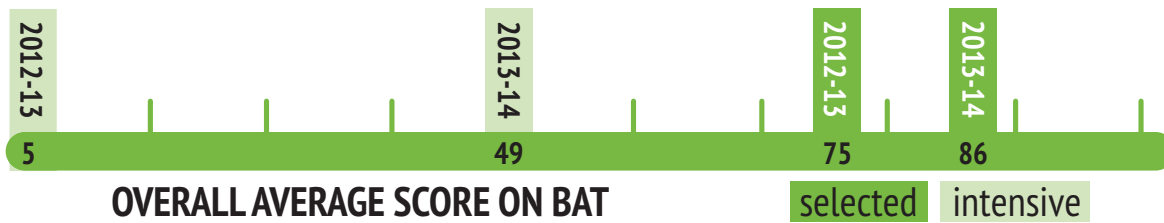
Most schools report fidelity at the universal level (in 2013-14).

The 417 schools who have taken the BoQ over three years have moved their average score from 77 to

**83**

Even though schools have reached fidelity, they continue to work on improving on their implementation.

## BAT Scores Over Time

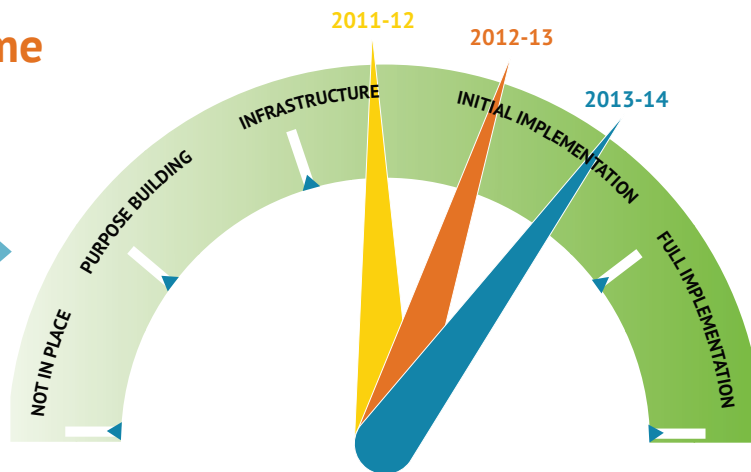


For three consecutive years, **94 schools** have taken the BAT.

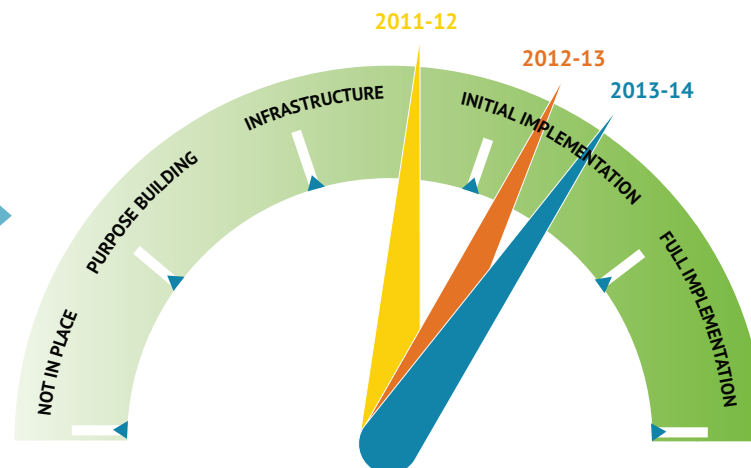


## SIR Scores Over Time

For three consecutive years, **TWENTY-SIX** schools have taken the SIR with a mathematics focus.

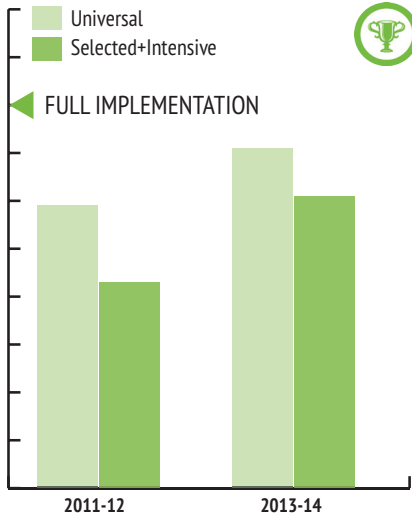


For three consecutive years, **EIGHTY-TWO** schools have taken the SIR with a reading focus.

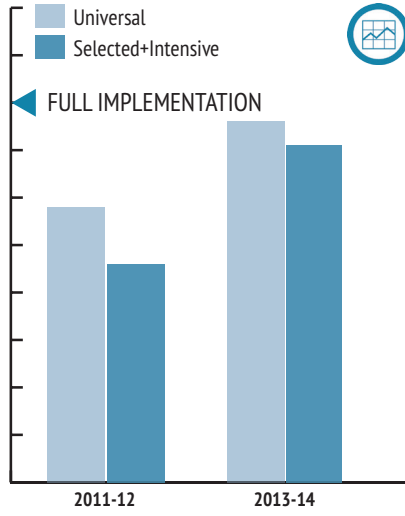


*When a school chooses to self-assess with a focus on reading or mathematics, average SIR scores have been increasing over time.*

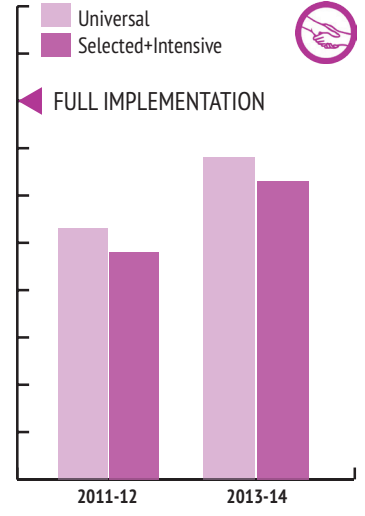
# SIR Implementation Scores Over Time



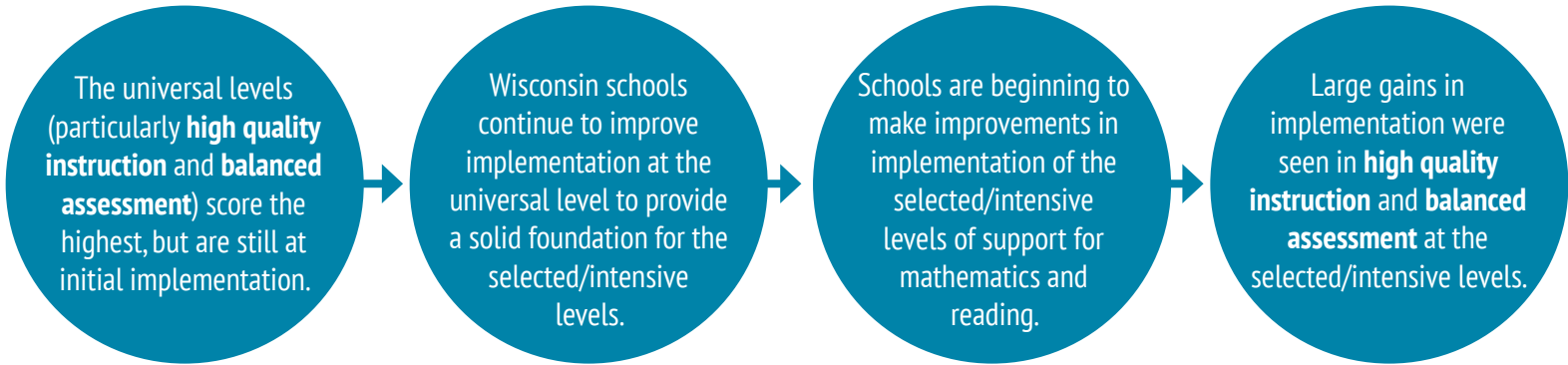
High Quality Instruction element



Balanced Assessment element



Collaboration element



Wisconsin schools continue towards full implementation in all levels of support over time.

## What Elements Make Up the SIR?

- 1 High quality instruction 
- 2 Balanced assessment 
- 3 Collaboration 
- 4 Leadership and organization 
- 5 Culturally responsive practices 
- 6 Family engagement 

*Designed as a system-wide review, this assessment measures six elements at all levels of support.*

Do these look familiar? Four of the six are represented in Wisconsin's vision of RtI. See page 2 for more information.

## DID YOU KNOW?

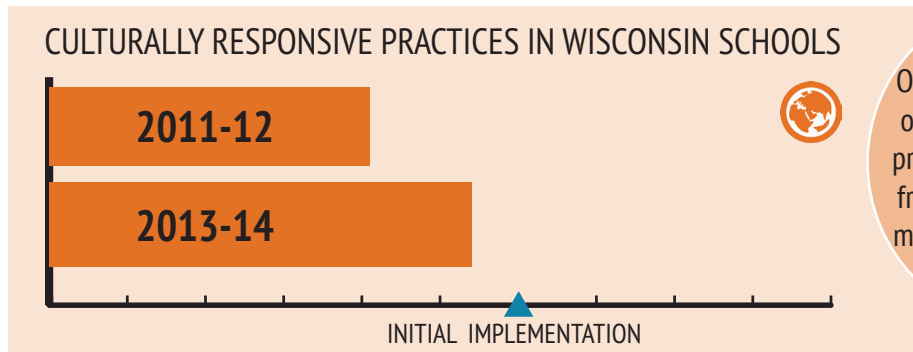


It can take a school about **3** years to move their system from infrastructure to initial implementation.

The data represented here is drawn from the **108 schools** that have taken the SIR for three consecutive years.

## Culturally Responsive Practices

Nationally, race has been a predictor of success in schools for decades. Both national data and Wisconsin state data show that in nearly every measurable area—academic achievement, discipline, gifted and talented placement, and graduation rates—students of color have statistically significant lower rates of success as compared to their white peers in Wisconsin.

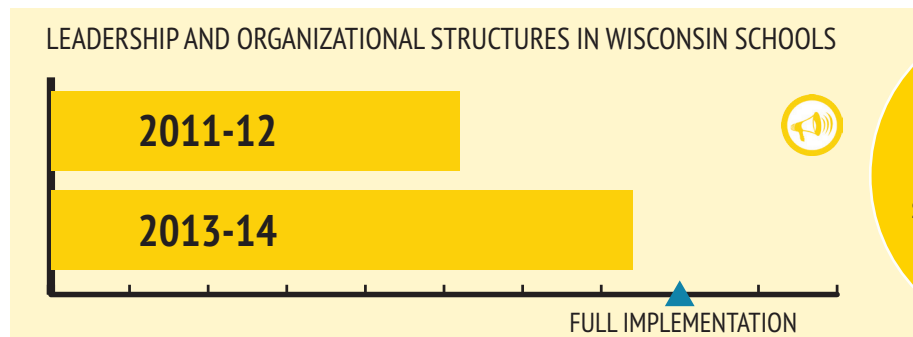


Overall, implementation of culturally responsive practices remained at infrastructure but showed movement toward initial implementation.

More targeted professional development in this area is planned for 2014-15.

## Leadership and Organizational Structures

No matter which initial focus a school uses when taking the SIR, continued self-assessment shows progress toward full implementation. Effective leadership is essential to implementing a successful culturally responsive multi-level system of support.

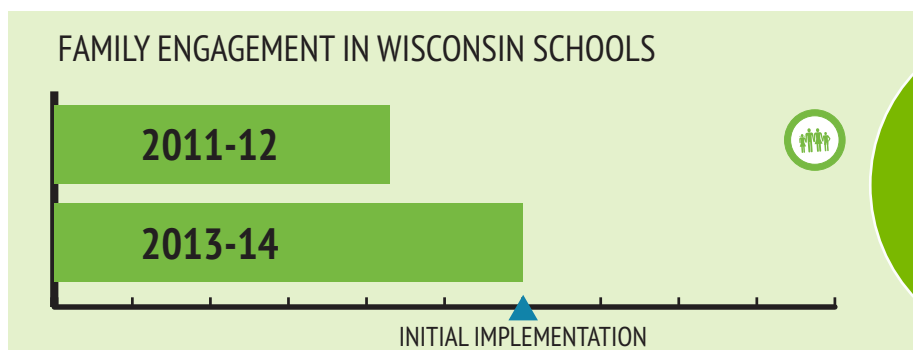


Over three years, leadership and organizational structures have made tremendous gains...

...moving from infrastructure to initial implementation.

## Family Engagement

In a culturally responsive multi-level system of support, family engagement is critical to student success. It is the role of schools and districts to reach out to families in meaningful ways, engaging them in decision making.



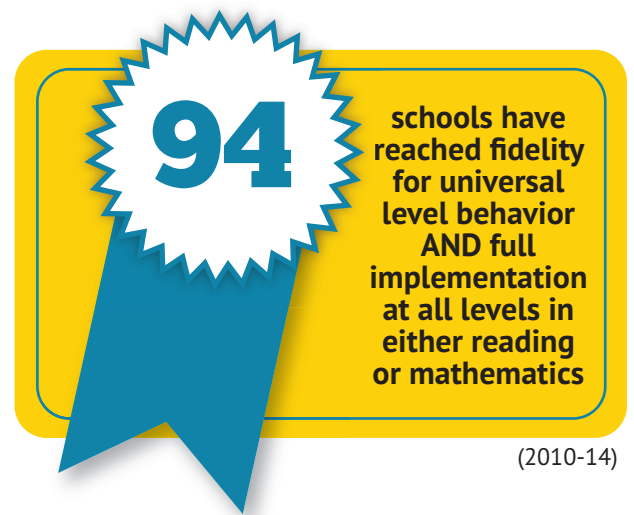
After three years, family engagement has reached initial implementation.

Schools and districts continue to develop avenues for engaging families.

# Reaching Full Implementation and Fidelity



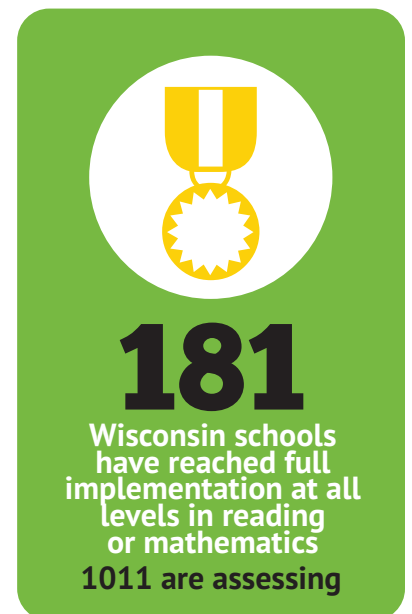
**AT FULL IMPLEMENTATION OR FIDELITY**, the hard work of realizing a culturally responsive multi-level system of support begins to show. What was once new and awkward for a school has become common practice, integrated and comfortable. Schools confirm the developed system is sustainable, making adjustments as necessary. Self-assessment of the responsive system continues. It is imperative schools continue to monitor their culturally responsive multi-level systems of support so they can confirm they are operating as intended and make adjustments when they are not. Without self-assessing a strong likelihood exists that full implementation/fidelity will not be sustained.



(2010-14)

Schools often choose to implement one area (behavior, reading, or mathematics) of a culturally responsive multi-level system of support first and then build on the other areas based on the successes and lessons learned.

**Consistent student results are only realized once a school is fully and authentically implementing a culturally responsive multi-level system of support.**



# Recognized Schools

ONE WAY THE WISCONSIN RTI CENTER celebrates schools for their hard work implementing a culturally responsive multi-level system of support is through our recognition program. In 2013-2014 two levels of recognition were awarded. Schools of Merit are implementing elements of their responsive system with integrity. Schools of Distinction sustain these elements for at least two years and begin to demonstrate student-level outcomes. Schools recognized in reading or mathematics have implemented their system at multiple levels (universal, selected, and intensive). Those schools recognized in PBIS have implemented at the universal level.


In 2013-14	Schools of Merit	Schools of Distinction
Academic: all levels	17	4
Behavior (PBIS): universal level only	198	61

For more information and a list of schools recognized please visit our websites:

<http://www.wisconsinrticenter.org/educators/rti-in-action/recognized-schools.html>  
<http://www.wisconsinpbisnetwork.org/educators/pbis-in-action/school-recognition.html>


**SCHOOL OF MERIT**

Implementing elements of a responsive system with integrity



**SCHOOL OF DISTINCTION**

Sustaining elements of a responsive system with integrity for at least two years



**Congratulations to those schools recognized in 2013-14!**



Read about several recognized schools in the stories found on the following pages.

“Our vision drives our systems and practices. The school expectation is that all students MUST be successful academically and behaviorally.”

–Leslie, principal

# Franklin’s Story

**FRANKLIN’S STORY IS** an inspiring one. Their commitment to a culturally responsive multi-level system of support has assisted them in pursuing and achieving their yearly goals. An urban/suburban school in the West Allis-West Milwaukee School District, Franklin Elementary has thoughtfully and effectively implemented their system.

Teamwork and trust were—and continue to be—critical to their success. They have built a system on equity and shared leadership: on doing things that are right. Franklin staff knows their students, engages their families in the process, and continually collaborates to meet the needs all students. Along with their belief that all students must be successful, the staff knows that vision must first start with them.

## Establishing a Framework

Franklin’s story began with an initial commitment to behavior, then academics, and has taken them to full implementation of a culturally responsive multi-level system of support that includes every single student. It is a framework that systematically provides differing levels of intensity of supports. Students are provided with supports and additional challenges appropriate to their instructional needs.

Full implementation did not happen overnight. The leadership team identified the need to make a change after reviewing behavioral data. In 2010-11 Franklin school’s suspension rate was at its highest since 1999; 4.6% (15/326) with high levels of disproportionality among African American, Hispanic/Latino, and students with disabilities (source: WINSS). In 2010-11, 20% of students were advanced and proficient in reading and 35% in mathematics (source: WISEdash). High levels of disproportionality were seen among African American, Hispanic/Latino, students with disabilities, and economically disadvantaged students. This disproportionality level was higher than the state and district averages.



### A closer look at Franklin:

- **Region:** Southeast
- **School levels:** elementary
- **Location:** urban/suburban
- **Student population:** 365 (~40% students of color, 23% students with disabilities)

Franklin Elementary shifted their belief from: “every child will be successful” to a school-wide expectation that “all students MUST be successful.” Every student is held to a high standard. In fact, staff members refer to each class by the year they will graduate—from college. This shifts the locus of responsibility for learning onto staff, rather than students.

Franklin  
Elementary

West Allis,  
Wisconsin



## How Does it Work?

Franklin continually works to have a culturally responsive multi-level system of support that seamlessly intertwines academics and behavior. Let's take a look at both.

Academically, students participate in differentiated, standards-based instruction in inclusive classrooms co-taught by general and special education teachers. Every student has a personalized learning plan tied to grade-level benchmarks that guide their time and types of activities. Multiple teachers in each classroom allows staff flexibility in instructional time and grouping to meet student needs, including opportunities for large group discussions, small guided groups, and individual learning experiences and practice to ensure that all students achieve at high levels.

The PBIS problem-solving team and the classroom teacher attend behavior meetings. Students are identified through numerous screening procedures. Prior to the meeting, the PBIS facilitator interviews the teacher to gather information regarding the student, behavior, and attempted interventions. During the meeting, the team reviews multiple sources of data, determines one or two behaviors to target, develops specific measurable goals, matches interventions, and starts progress monitoring and data collection procedures. The team meets at four, eight, and 12 weeks to review progress and make appropriate changes.

## Results

The Wisconsin RtI Center awards recognition to schools that are implementing a culturally responsive multi-level system of support. Franklin has been recognized in:

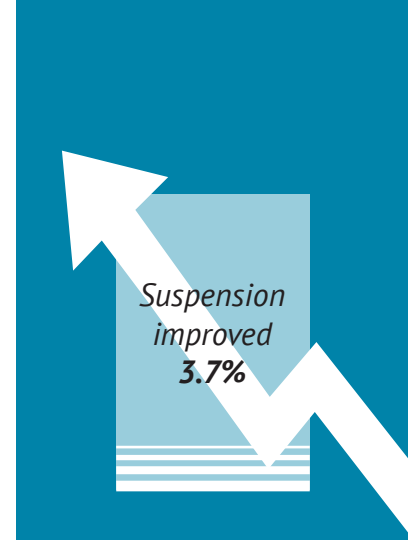
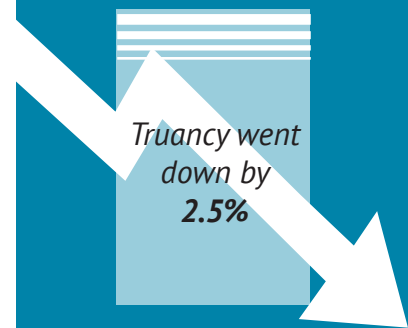
- **2011-12:** Distinction - Behavior
- **2012-13:** Merit - Behavior  
Distinction - Academic (Mathematics)
- **2013-14:** Merit - Behavior  
Distinction - Academic (Mathematics)  
Merit - Academic (Reading)

Over the past three years, they have sustained implementation in mathematics, increasing scores by 18%. They have sustained implementation for one year in reading and scores have improved by 23%.

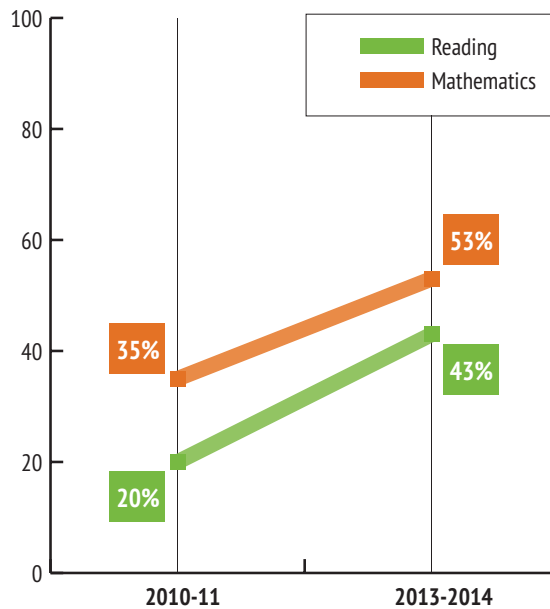
## Dedicated to More

There is no magic wand. The staff has done more than just wish for improved student behavioral and academic achievement to happen. They started this work by creating a culture that truly believes that all students WILL learn. Administration and staff built their plan around data and used that to inform instructional and behavioral decisions for themselves and students.

This has been—and continues to be—hard work, and Franklin is dedicated to continuing to improve in order to meet the needs of their ever-changing population of students and sustain implementation of their system.



**% of students who are advanced or proficient**



	Reading Improvement	Mathematics Improvement	Suspensions Improved
Asian	67%	75%	-
White	22%	22%	3.5%
African American	23%	23%	16%
Hispanic/Latino	7%	7%	1.5%
Students with disabilities	-2%	-1%	15%
Economically disadvantaged	26%	26%	-
Non-economically disadvantaged	19%	10%	-

“Merging academic and behavior data has allowed us to identify strengths and weaknesses across classrooms, grade-levels and a building level. The data reveal that teachers implementing PBIS with fidelity in the classroom are the same teachers experiencing the largest growth in academic achievement.”

—Crandon School District

Crandon  
School  
District

Crandon,  
Wisconsin

# Crandon's Story

**LIKE MANY SCHOOLS**, the Crandon Elementary and Middle Schools believe in success for all students. To pursue this goal, they began to consider a culturally responsive multi-level system of support to achieve gains in academics and behavior. They began with separate behavior and academic systems; however, they learned that their separate systems made supporting student success challenging. This is their story.

## Laying the Groundwork

From the beginning, Crandon's leaders recognized the need to cultivate staff support to create a responsive system. It was decided to begin their responsive journey by putting in place behavioral supports, in part because they were identified by DPI as a school with disproportionality concerns. Leaders spent considerable time with staff, listening to their concerns, and sharing information. Crandon's leadership knew many of the changes needed would be adaptive—the type of change that requires a new way of thinking. As Crandon would discover, this would include changing beliefs about where the locus of learning responsibility rested: with the teachers. It would also shift perceptions of team structure and purpose, and help determine how best to implement a culturally responsive multi-level system of support.

## Training for Success

In 2011, once staff commitment was achieved, the Crandon administration provided support—including funding and release time—so that schools could attend tier 1 PBIS trainings. Schools then began to implement and assess PBIS. Soon, a separate team began

to address academics, attending the Wisconsin RtI Center Framework Overview and taking the SIR. Since the two groups were essentially discussing supports for all students, district leadership questioned why the two teams were working separately. After careful investigation, the decision was made to bring the two systems together into one.



### A closer look at Crandon:

- **Region:** Northeast
- **School levels:** elementary and middle
- **Location:** rural
- **Student population:** 719
- 32% of students are American Indian

## Creating One System

With district's administration support, staff began the hard work of combining academic and behavior systems and teams. The different teams were essentially looking at the same student-level data, just at different times and with a different lens. However, the actual work of combining teams and systems

proved to be much harder than anticipated. Staff needed to examine core beliefs about how they thought the system should work to best serve students. They needed to also come to a consensus about language, terms, purpose, and procedures. This meant that teams were repurposed and reformed and, in the process, created a new system specifically designed to respond to individual needs of the child as a whole. In the course of one year, this blending of academic- and behavior-focused teams created a solid foundation for a culturally responsive multi-level system of support.

## Using Data Effectively

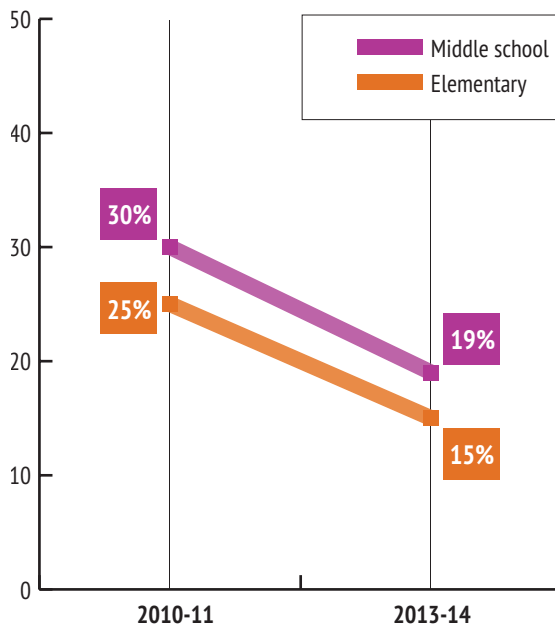
By moving to one system that encompasses both behavior and academics, the elementary and middle school teams are now well equipped to access multiple data points—for student achievement and for system implementation. Each building has a list of teams, their members, and their functions, along with how often those teams meet. For example, the universal team at Crandon Elementary is comprised of the principal, grade-level teachers, a paraprofessional, and coaches (academic and behavior). They are responsible for fidelity checks on both behavior and academic classroom implementation, planning for new staff, and general support at the universal level. They also monitor the acknowledgement system used which recognizes positive behavior and positive academic work.

Crandon is moving from a paper-based system to an electronic system for tracking information based on screening data in reading, mathematics, and behavior. Screening data include benchmark assessments, WKCE, PALS, SRI/SMI, grades, attendance, special education status, tier participation, gifted/additional challenge participation, and transfer information.

## Initial Student Outcomes

So far the results are promising! Crandon Elementary and Middle Schools are recognized by the Center as Schools of Distinction for Behavior. In reading, they are Schools of Merit. They have seen a decrease in truancy and suspension rates and an increase in reading screening levels.

Truancy rates in Crandon School District



## Crandon's impact on American Indian students:

**3%** decrease in suspensions at the elementary level

**17%** decrease in suspensions at the middle school level

## Next Steps

Although they have made enormous strides, the schools recognize the work must continue. A district team is attending the Wisconsin RtI Center's Leadership and Coaching professional development. In addition, the district has begun prioritizing the implementation of culturally responsive practices. These practices ensure teachers are thinking positively about what their diverse student population can contribute to a classroom, rather than seeing differences as liabilities. Crandon's commitment to improving their system has the potential to make a true difference in the lives of the students who learn there.



*from decreased suspensions in Crandon's elementary and middle schools*

<< The data shows impressive outcomes. During 2010-2013:

- 11% decrease in truancy for middle school
- 10% decrease in truancy for elementary

## Crandon's reading screening results

*From 2011-12 to fall 2013-14, Crandon's reading scores have improved for all grade levels.*

- 26%** increase (grade 3)
- 30%** increase (grade 5)
- 64%** increase (grade 7)

# Sustaining Full Implementation

As schools continue on their implementation journey, we expect that the number of schools sustaining full implementation will continue to increase.

**SUSTAINING A CULTURALLY** responsive multi-level system of support is gratifying and challenging. Not stagnant, a responsive system must continually adapt to meet changing student populations and needs. It is only at full implementation and sustaining that authentic student outcomes are realized. Leadership teams continue to play a critical role as they foster a positive school culture which assures that schools are places where all students learn. Self-assessment of the responsive system, as with all the implementation stages, is emphasized. Schools are encouraged to use the wide variety of self-assessment tools available through the Wisconsin RTI Center.

**20%**

of Wisconsin schools have sustained fidelity at the universal level for behavior for 3 or more years.

## In Conclusion



This report shows that by creating and promoting systems to address the unique needs of each individual student, the

**WISCONSIN RTI CENTER IS DEDICATED TO THE PROMISE THAT ALL WISCONSIN STUDENTS WILL LEARN AND BE**

**SUCCESSFUL IN LIFE.** Although we have reached many schools and districts, our work is not yet done. Through our solid professional development, intensive technical support, and our evolving strategic plan, we intend to build the capacity of Wisconsin schools to develop and sustain a culturally responsive multi-level system of support to ensure success for all students.

**WE HOPE YOU'LL JOIN US.**

# Appendix

## Collaborations

**DURING 2013–14** the Wisconsin RtI Center collaborated and partnered with many different organizations to accomplish our mission and vision. These partnerships are vital to the work of the center providing us with resources, feedback, and ongoing support.

- Wisconsin’s twelve Cooperative Educational Service Agencies (CESAs)
- Cooperative Educational Service Agency (CESA) Statewide Network (CSN)
- Multiple divisions and teams at the Wisconsin Department of Public Instruction
- Numerous districts and schools statewide including learning sites, pilot sites, and partnerships for presentations
- National PBIS Technical Assistance Center
- Multiple Institutes of Higher Education in the state
- Wisconsin Association of School District Administrators (WASDA)
- Bureau of Prevention Treatment & Recovery - WI Department of Health Services
- Wisconsin Family Ties
- Wisconsin Parent & Teacher Association (PTA)
- Wisconsin Safe and Healthy Schools Center (WSHC)
- Wisconsin Alliance of Pupil Services Organizations (WAPSO)
- Wisconsin Association of School Boards (WASB)
- Association of Wisconsin School Administrators (AWSA)
- Wisconsin Education Association Council (WEAC)
- Wisconsin Department of Children and Families (DCF)
- Disproportionality Technical Assistance Network (DTAN)
- WI Council of Administrators of Special Services (WCASS)
- Wisconsin Parental Information and Resource Center (PIRC)
- Wisconsin Family Assistance Center for Education, Training and Support (FACETS)
- Wisconsin Statewide Parent-Educator Initiative (WSPEI)
- Wisconsin Association for Supervision of Curriculum Development (WASCD)
- Association for Positive Behavior Support (APBS)
- Wisconsin State Reading Association (WSRA)
- Wisconsin School Psychologist Association (WSPA)
- Regional Service Network (RSN) Directors at CESAs
- The Center for Culturally Responsive Teaching and Learning

**Thank you for assisting  
the Center in fulfilling  
our vision of all children  
learning and being  
successful in life!**



## Highlights and Accomplishments of 2013-14

**THE CENTER CONTINUES TO INCREASE** and improve its offerings around a culturally responsive multi-level system of support. This planning and preparation provided schools with increased support to implement a responsive system. Following are highlights of this past year's activities:



- Continued work on the strategic plan developing the long range vision of the Center as well as practical, achievable goals and strategies to further the mission.
- Refined and improved training content, timing, and locations using participant, registration, training and location data, CESA input, and feedback from professional development.
- Increased and expanded technical assistance services by analyzing self-assessment data, training data, and participant professional development feedback.
- Organized and hosted the annual PBIS Leadership Conference to provide training and technical assistance to coaches and school and district leaders. Offered both behavior and academic training sessions.
- Transitioned professional development in Culturally Responsive Practices to the Center in 13-14. Increased the number of schools it was available to. Began to review and revise for 14-15 school year.
- Partnered with nine schools, designated as Culturally Responsive Practices learning sites, to learn from and to improve the implementation and statewide roll out of the Culturally Responsive Practices training and supports.
- Built internal capacity around Culturally Responsive Practices and established connections to all areas of the Center's work.
- Created and piloted a Culturally Responsive Practices glossary.

<http://www.wisconsinrticenter.org/assets/files/CRCP/CRP-glossary1415.pdf>

- Began development of a logic model for the Culturally Responsive Practices journey, concurrent with the Center's implementation efforts, which identified the short, medium, and long-term goals of implementation.
- Shared the Wisconsin RtI Center vision that "all students will learn and be successful in life" by presenting at numerous conferences for outside organizations.
- Rolled out Reviewing K-12 Universal Mathematics Instruction professional development to statewide audiences.
- Developed and piloted the Selected and Intensive tool kit, which was reviewed for a statewide rollout in fall 2014. For more information, visit our events page:

<http://www.wisconsinrticenter.org/event/all.html>

- Offered – for the first time – an overview of Universal Design for Learning. For more information, visit our events page:

<http://www.wisconsinrticenter.org/event/all.html>

- Finalized classroom management within a PBIS framework modules and expanded face-to-face trainings.

<http://www.wisconsinpbisnetwork.org/educators/pbis-in-action/classroom-management.html>

- Partnered with schools to connect DPI's Dropout Early Warning System (DEWS) with high school Early Warning Systems (EWS) using scores to help schools become more responsive.
- Expanded data depth and breadth by carrying out a full-year pilot of the Academic All-Staff Survey, gathering impressions from all professionals – not just leadership.

<http://www.wisconsinrticenter.org/assets/files/PrintFriendlyAllStaffAndInstructions.pdf>

- Expanded and revised internal database to give Center professionals information needed to better connect with partners, playing a critical role in our continuous improvement.
- Held regional integrated networking sessions to build understanding around addressing academic and behavior as one system and provided more technical support specific to the region.
- Collected Wisconsin implementation stories to share with attendees at professional development sessions, as well as in newsletters and on websites.





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