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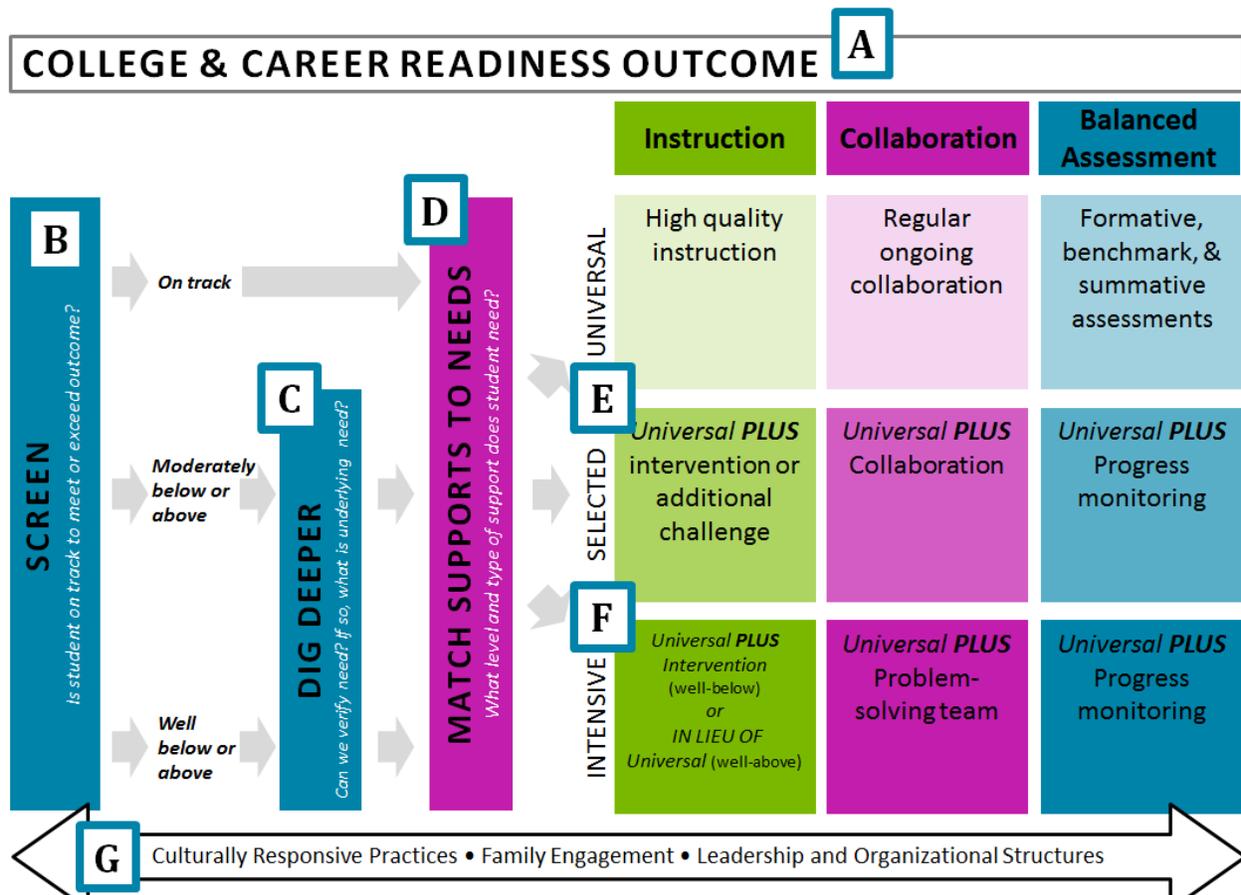
Supporting Advanced Learners in an RtI System: An Overview

By Heidi Erstad, Technical Assistance Coordinator

Wisconsin's RtI Framework

Unlike the definition and purpose of RtI in most states, Wisconsin's RtI framework is intended to improve how we serve the needs of <u>all</u> learners through implementation of a culturally responsive multi-level system of support, as illustrated in the road map graphic below.

COLLEGE & CAREER READINESS OUTCOME **A**			
	Instruction	**Collaboration**	**Balanced Assessment**
UNIVERSAL	High quality instruction	Regular ongoing collaboration	Formative, benchmark, & summative assessments
SELECTED	*Universal PLUS* intervention or additional challenge	*Universal PLUS* Collaboration	*Universal PLUS* Progress monitoring
INTENSIVE	*Universal PLUS Intervention* (well-below) *or IN LIEU OF Universal* (well-above)	*Universal PLUS* Problem-solving team	*Universal PLUS* Progress monitoring

B SCREEN — *Is student on track to meet or exceed outcome?*

On track →

Moderately below or above

Well below or above

C DIG DEEPER — *Can we verify need? If so, what is underlying need?*

D MATCH SUPPORTS TO NEEDS — *What level and type of support does student need?*

G Culturally Responsive Practices • Family Engagement • Leadership and Organizational Structures

Wisconsin's RtI framework starts by identifying a significant **College and Career Readiness Outcome** (A). Schools then use a **screening process** (B) with multiple data sources to identify whether students are on track to meet or exceed the outcome based on benchmarks set throughout the course of the school

year. For students moderately or well above benchmark, the school has in place some methods for **digging deeper** (C) to verify and/or learn more about the need. This digging deeper process helps teams **match supports to needs** (D), identifying the intensity and type of support students will need to continue to grow.

All students continue to benefit from a differentiated universal level of support (instruction, collaboration, and assessment): yet, schools typically find that some students have learning needs that extend beyond the reach of the universal. The **selected level of support** (E) is intended to provide additional challenges for students with moderate needs beyond the universal, while the **intensive level of support** (F) is in place for those few students whose needs are well beyond (e.g., multiple grade levels above peers/benchmark). Depending upon the needs of the student, supports at the intensive level may be in lieu of the universal level of instruction.

Intensity in instruction for students above benchmark is provided through faster pacing or compacting of concepts (*e.g., moving to higher levels in state standards progressions*) and/or greater depth, complexity, and abstraction of concepts (*e.g., combining standards or increasing depth of knowledge*). A collaborative team determines the type and intensity of support based on student needs, sets goals for growth, and develops plans of support. The appropriate data to measure growth is collected and collaboratively reviewed on a scheduled basis to gauge whether plans are adequately supporting students to meet or exceed their goals. To the greatest extent possible, students have voice and choice in determining goals, creating plans of action, collecting data, and reflecting on growth.

The large arrow below the road map (G) reminds us that the success of this framework relies on whether supports reflect and support the students we serve (culturally responsive practices), how effectively we engage families in the process, and to what extent the school's leadership and structures (e.g., collaborative, data-based culture) are in place.

Supporting Local Decision Making

Schools can use this road map to develop and communicate their RtI systems: what they enter into each box on the road map and the decision rules they develop for each arrow localizes the framework to their school, their students, their resources, and their strengths.

Please contact erstadh@wisconsinrticenter.org if you have questions or would like more information about the content of this article.

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