Wisconsin’s Response to Intervention
Mission
• High quality technical assistance with equitable access
• Gather, analyze & disseminate RtI implementation data & student outcomes

Goal
• RtI implementation success - outcome data - increased student achievement & positive school climate.
Wisconsin’s Vision for RtI

National View

Why Embrace RtI?

WI Vision in Detail

Implementation Phases

Planning & Support
Wisconsin’s Vision for RtI
Response to Intervention

an organizational framework
for
achieving higher levels of academic and behavioral success for all students
High Quality Instruction
Collaboration
Balanced Assessment
Culturally Responsive Practices

Relevance
Identity
Belonging
Community
Multi-Level System of Support
<table>
<thead>
<tr>
<th>Literacy</th>
<th>Instruction</th>
<th>Collaboration</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Universal</td>
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<td>Selected</td>
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<td>Intensive</td>
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So, what’s different about RtI?

W-RtI: a **multi-level system of support** that, at each level, includes:

- Data-Based Decision Making
- Leadership
- Family Engagement
Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices

All Students receive high quality, differentiated, culturally responsive core academic and behavioral instruction

Universal Screening

Student does not meet benchmarks
- High quality, differentiated core instruction
- PLUS interventions based on student need

Student meets benchmarks
- High quality, differentiated core instruction
- Collaboration at systems level
- Results monitoring for continued progress

Student exceeds benchmarks
- High quality, differentiated core instruction
- PLUS additional challenges based on student need
- Collaboration and results monitoring increases with the intensity of challenge

Instruction

Collaboration/Results Monitoring
- Collaboration and results monitoring increases with the intensity of interventions

Balanced Assessment System
- Universal screening, formative, benchmark, and summative assessments PLUS
- Progress monitoring increases with the intensity of interventions

Revised March 4, 2010
### Organizational Framework

- High Quality Instruction
- Balanced Assessment
- Collaboration

<table>
<thead>
<tr>
<th>Leadership</th>
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<tr>
<td>General Education</td>
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<tr>
<td>G/ T (above benchmark)</td>
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<td>At Risk (Below Benchmark)</td>
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<td>ELL</td>
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<td>Special Education</td>
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<td>Parents</td>
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What is Unique to Wisconsin’s Vision?

- Addresses both academics & behavior
- Employs culturally responsive practices
- Uses a strengths-based model
  - Focus on core practices not just interventions
- Local... context responsibility accountability
National View
Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. (National Center on RtI)

A school improvement model designed to employ scientifically based instructional and behavioral interventions aligned with students’ needs, preventatively and as early as possible (Walker & Shinn)
Tier 1/Universal Interventions: 80-90%

Tier 2/Secondary Interventions: 5-15%

Tier 3/Tertiary Interventions: 1-5%

“RtI is an overarching framework and logic...

...for organizing and increasing the efficiency with which evidence-based practices are selected, organized, integrated, implemented and adapted. Consideration is given to multiple tiers of support - increasing support to groups and individuals until desired student outcome (response) is achieved.

School-wide Positive Behavior Supports (PBIS) is an example of RtI Implementation with an emphasis on the school-wide social behavior curriculum of classroom and schools.”

OSEP PBIS Network
RtI Adoption Survey

Key Findings:

- 71% of districts are piloting, in process, or have implemented RtI

- RtI is being increasingly implemented across all grade levels

- Academic implementation leads behavior

- 79% of districts reported using a three-tier RtI model

- Barriers: teacher training, resources, tracking

(Spectrum K12 School Solutions 2009)
Wisconsin RtI Center Needs Assessment 2010

Key Findings:

School has considered or begun implementation of RtI...

87.8%...for academics

69.9%...for behavior
Familiar or Very Familiar with RtI

Leadership: 85%
Staff: 56%
Families: 8.6%

Context of RtI

For all students: 57%
For struggling students: 42%
Special ed initiative: 8.8%
Principles for RtI in Wisconsin

1. RtI is for ALL children and ALL educators.

2. RtI must support and provide value to effective practices.

3. Success for RtI lies within the classroom through collaboration.

4. RtI applies to both academics and behavior.

5. RtI supports and provides value to the use of multiple assessments to inform instructional practices.

6. RtI is something you do and not necessarily something you buy.

7. RtI emerges from and supports research and evidence based practice.