

Wisconsin RtI Center

# ANNUAL REPORT



**2016-2017**



Wisconsin RtI Center  
Wisconsin PBIS Network  
IDEA CFA 84.027



# WISCONSIN'S VISION

I believe the need to provide opportunities for each and every child to excel, especially for students who have been historically marginalized, is one of the great moral issues of our time. To succeed, we need honest talk about the benefit of a system that promotes excellence for all. Our continued commitment to using RtI as an equitable, multi-level system of supports is one of the ways to ensure that every child graduates prepared for further education and meaningful work.

– Tony Evers, PhD  
State Superintendent



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

AS A STATE, we have a tradition and history of excellence in education. However, our education system has yielded persistent inequitable outcomes for learners along demographic lines. We want every student in Wisconsin to graduate with the knowledge, skills, and habits they will need for a bright future beyond high school.

Teachers are critical to the success of this vision, as they equip learners with important academic, behavior, and social-emotional skills. Wisconsin must support our educators, so their focus can be on supporting every child.

That's where we come in. The Wisconsin RtI Center works to help schools and districts build their capacity to develop and sustain equitable, multi-level systems of supports to ensure the success of all learners.

Our vision is that *all Wisconsin children will learn and be successful in life*. Since 2009, we have worked with more than 80% of schools to help them continuously improve their systems which, in turn, impacts student outcomes.

In addition to sharing the work of the Center in the past year, this report shares five success stories from Wisconsin schools as they develop their equitable, multi-level systems of supports based on the individual needs and assets of their communities.

We're grateful for the opportunity to partner with Wisconsin's dedicated educators. Thank you for your continued commitment to equitable services, practices, and resources for every learner.

# VISION IN ACTION

## Cudahy High School, Cudahy

### Successfully layering selected-level supports in a high school environment

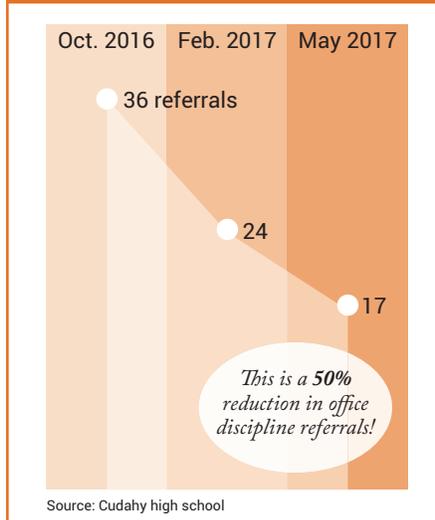
**AFTER FOUR YEARS** of implementing PBIS supports at the universal/tier 1 level, the faculty and staff of Cudahy High School were ready to take their continuum of supports up to the next level.

The newly-formed tier 2 team (one administrator, five regular education teachers, and three student service members) focused on students with high numbers of office disciplinary referrals, attendance issues, and struggling academic performance. The team looked into using evidence-based practices that would be both appropriate and effective at the high school level and decided to pilot Social and Academic Instructional Groups (SAIG) along with a mentoring approach in the fall of 2015.

The team recognized that their resources were finite. Concentrating on building capacity, Cudahy used data to identify a small number of students with the greatest need who would comprise the pilot group. At first, the team tracked the data of the initial 18 students using old-fashioned paper and pencil. Each SAIG consisted of six students and met once a week for 50 minutes. The team created a rubric with points given for being on time, for being present, for passing classes, and for turning in assignments. They shared the information with students and helped them set a realistic goal for the week.

As the year went on, the team focused on how to deliver the support systemically. By the time the program expanded to include 47 students in 2016-17, the team had a process to track the data electronically. The team used an online scheduling tool to schedule groups during

Office Discipline Referrals Decreasing For Students Participating in SAIG



school-wide intervention time. The tool takes student preferences and class times into consideration. The team made sure to build in support and training for staff. For example, a library of lesson plans to guide students through working on academic and attendance goals is available for use.

The tier 2 team also laid the foundation for one-on-one regular connections (similar to mentoring), which allow for

CUDAHY AT A GLANCE (2015-16)	
Number of students	728
Free and reduced lunch	42.6%
Students with disabilities	15.1%

individualized attention. Together, the mentor and mentee outline their goal and spend at least 15 minutes each week working towards it. Attendance data, missing assignments, and grades for students involved in SAIG or mentoring are reviewed regularly by the tier 2 team to measure their rate of success or determine if additional supports are needed.

**“We have amazing staff who will do anything to help students.”**

– Jeanne Roberson, school psychologist

This attention to systemic implementation paid off in the form of staff buy-in. Sixty percent of school staff have volunteered to either lead a group or to regularly connect with a student one-on-one. School Psychologist Jeanne Roberson attributes this enthusiasm to the fact that the team openly shared the data from the pilot year in several presentations at staff meetings. “We made it as simple as possible for them,” she said. “We put the data in front of them. It worked.”

Cudahy High School is seeing impressive results. At the end of 2016-17, the students in SAIG had increased their overall attendance by over 15% and had 50% fewer office disciplinary referrals.

IMPLEMENTATION JOURNEY	
Assessing in	Stage of implementation
Behavior since 2013	At fidelity at the universal level for 4 years, currently implementing at selected level (tier 2)
Reading since 2012	At initial implementation for all levels
Mathematics since 2016	At initial implementation for all levels

# LEARNING OFFERED BY THE CENTER

Wisconsin schools are engaging in the work of implementing equitable, multi-level systems of supports through training from the Wisconsin Rtl Center.



**81%**

have engaged with the Center.

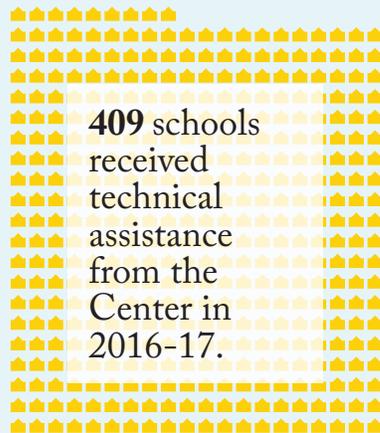
**73%**

have attended an entire training series.

*That's 1616 unique schools!*

**42%**

have participated in both an academic and behavior learning opportunity.



**This past school year, we offered professional learning in 42 locations and at all 12 CESAs.**



General education teachers 28%

Pupil service professionals 19%

Building level administrators 11%

Special education teachers 11%

Rtl/PBIS coaches/coordinators 7%

Curricula specialists 6%

Other 17%

# VISION IN ACTION

## Braiding initiatives into a multi-level system of supports to build relationships

**WELCOME TO THE HOME** of the Lancers, where everyone feels at HOME (Honor, Ownership, Mindfulness, and Engagement). The leadership team at McNeel Intermediate School (grades 4-8) in Beloit credit their many years of strong success to this consistent message of HOME that resonates throughout the district, where staff, students, and families are familiar with these expectations. The idea of HOME is not just a figure of speech but is something that the community deeply believes and values.

McNeel began implementing PBIS (a framework for equitable, multi-level systems of supports), using these expectations since 2009 when Anthony Bosco joined the team as principal. McNeel has a strong, consistent leadership team that regularly reviews their system assessment and student-level data. After looking at their suspension data, the team set a goal to work on reducing the high number of suspensions for their underserved students. The leadership team meets twice a month before school starts to keep their universal system robust and healthy. Staff are focused on reducing disproportionality and keeping kids in the classroom, Bosco said.

The expectations of HOME are braided into all of McNeel's initiatives including their behavior and academic supports such as recognition, rewards and referral practices, classroom management, restorative practices, culturally responsive practices, mentoring, and staff and leadership team meetings. According to Bosco, having the idea of HOME allows different initiatives to become one overarching

“Everyone in the community understands that this is not something that is going away. This is something we believe in.”

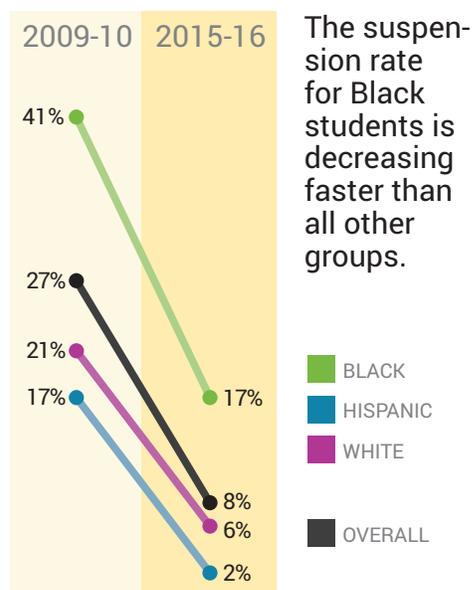
– Anthony Bosco, principal

central focus, which allows students to understand the expectations fully. This helps ensure each student is able to achieve personal excellence.

### McNeel Intermediate School, Beloit

MCNEEL AT A GLANCE (2015-16)	
Number of students	689
Black students	18.9%
Hispanic students	32.8%
White students	40.9%

### Decreasing Suspension Rates Over Time



Source: Wisedash public

### IMPLEMENTATION JOURNEY

Assessing in	Stage of implementation
Behavior since 2013	At fidelity at the universal level (tier 1), trained at the selected level (tier 2)

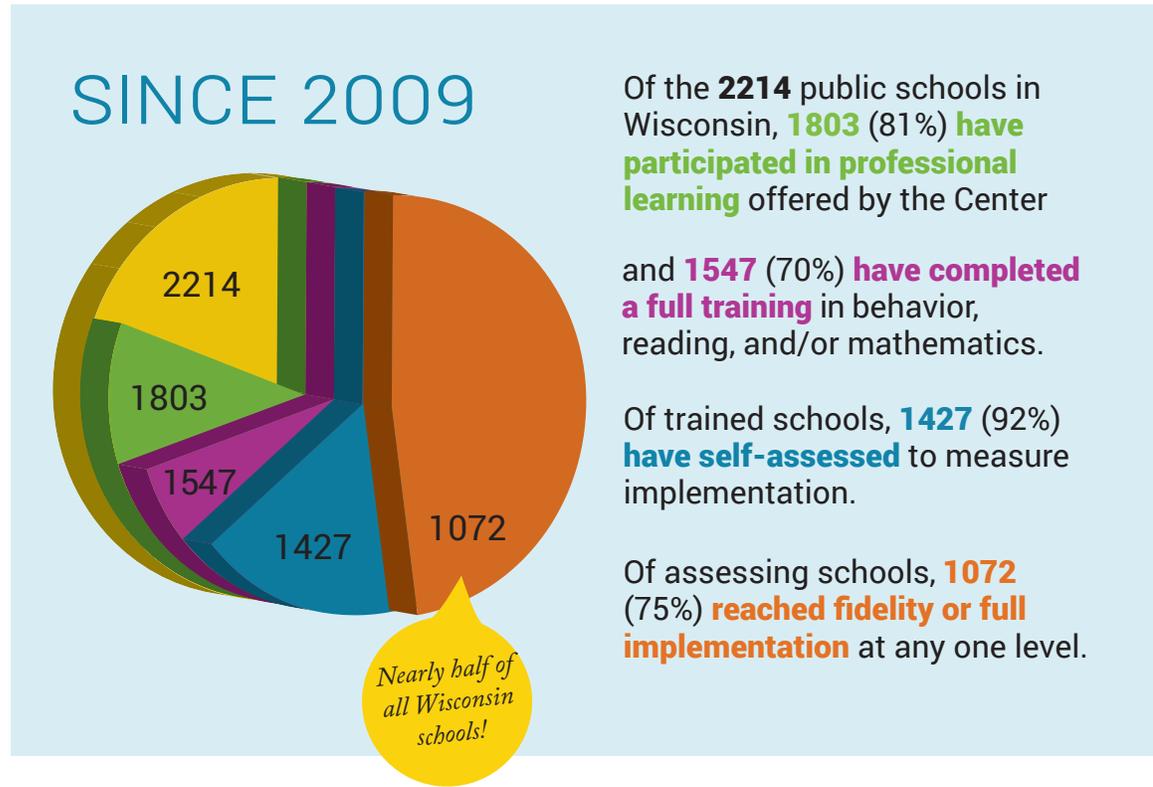
real relationships with kids. Local student survey data shows over 70% of students indicate that they feel a connection with an adult in the school. McNeel staff continue to work at connecting with their students at every level to make them feel at HOME.

“Our kids know if they need something (social, emotional, etc.), there are people here who can help them. They look forward to coming to school and being part of what is happening here,” Jennifer Nitz, PBIS coach, said.

# MEASURING IMPLEMENTATION

Schools throughout Wisconsin have been regularly using self-assessment tools to measure their implementation progress and to identify areas of growth for their equitable, multi-level systems of supports.

“All the pieces working together –that’s when you’re really going to see change.”  
– training participant



Of the **2214** public schools in Wisconsin, **1803** (81%) **have participated in professional learning** offered by the Center

and **1547** (70%) **have completed a full training** in behavior, reading, and/or mathematics.

Of trained schools, **1427** (92%) **have self-assessed** to measure implementation.

Of assessing schools, **1072** (75%) **reached fidelity or full implementation** at any one level.

## Quick Guide to Common Self-Assessments Used in Wisconsin

How do schools determine where they are in the journey of implementing an equitable, multi-level system of supports? While no single assessment is available that measures all key features, schools and districts can obtain a complete picture of implementation by using a combination of assessments.

When schools accurately and consistently deliver interventions as designed and supports achieve their intended results, this is referred to as *fidelity*. Some academic assessments refer to this as *full implementation*.

### ACADEMIC SCHOOL-WIDE IMPLEMENTATION REVIEW (SIR)

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

### RTI ALL-STAFF PERCEPTION SURVEY (ALL-STAFF)

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

### BEHAVIOR TIERED FIDELITY INVENTORY (TFI)

**Taken by:** school teams  
**Purpose:** evaluate the implementation of a positive behavior support system  
**How often:** annually (up to four times for tiers not in place)  
**Measures:** all system levels

### 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  
**Measures:** universal level (tier 1)

### SELF-ASSESSMENT SURVEY (SAS)

**Taken by:** all adults who work with students  
**Purpose:** evaluate staff perception of implementation  
**How often:** annually in the fall  
**Measures:** all system levels

# Schools examine their multi-level systems of supports using an academic lens



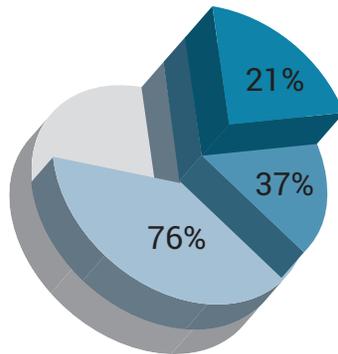
## 1083

schools (49% of all public schools) have attended an academic system training offered by the Center.

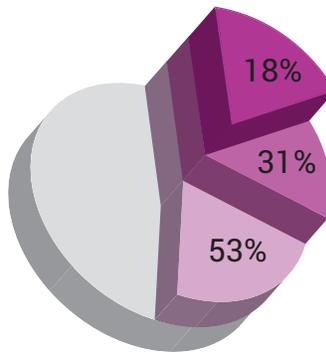
## 1258

schools (57% of all public schools) have been trained in PBIS by the Center.

Schools represented here assessed using *either* the SIR or the All-Staff.



- TRAINED IN READING\* (979 schools)
- ASSESSED IN READING EVER (745 schools)
- ASSESSED IN READING IN 2016-17 (360 schools)
- AT FULL IMPLEMENTATION IN 2016-17 (209 schools)

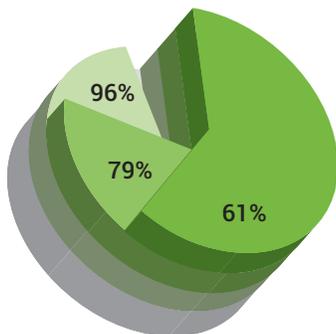


- TRAINED IN MATHEMATICS<sup>+</sup> (952 schools)
- ASSESSED IN MATHEMATICS EVER (503 schools)
- ASSESSED IN MATHEMATICS IN 2016-17 (295 schools)
- AT FULL IMPLEMENTATION IN 2016-17 (172 schools)

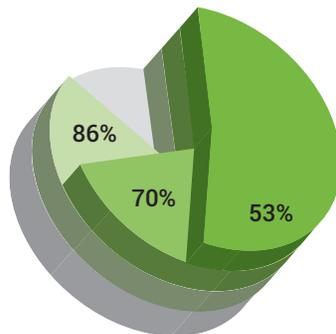
\*attended framework training and/or universal reading training  
<sup>+</sup>attended framework training and/or universal mathematics training

# Schools examine their multi-level systems of supports using a behavior lens

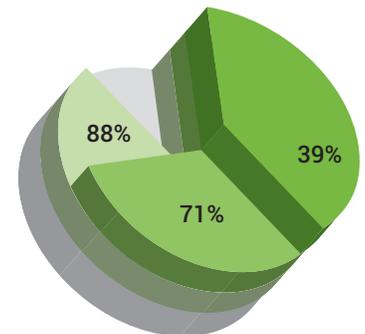
Schools represented in the Tier 1 graph assessed using the BoQ, the TFI, or the SAS. Schools represented in the Tier 2 and Tier 3 graphs assessed using the TFI, the BAT (Benchmarks for Advanced Tiers), or the MATT (Monitoring Advanced Tiers Tool).



- TRAINED IN TIER 1 (1258 schools)
- ASSESSED EVER (1212 schools)
- ASSESSED IN 2016-17 (988 schools)
- AT FIDELITY IN 2016-17 (762 schools)



- TRAINED IN TIER 2 (666 schools)
- ASSESSED EVER (570 schools)
- ASSESSED IN 2016-17 (464 schools)
- AT FIDELITY IN 2016-17 (356 schools)



- TRAINED IN TIER 3 (100 schools)
- ASSESSED EVER (88 schools)
- ASSESSED IN 2016-17 (71 schools)
- AT FIDELITY IN 2016-17 (39 schools)

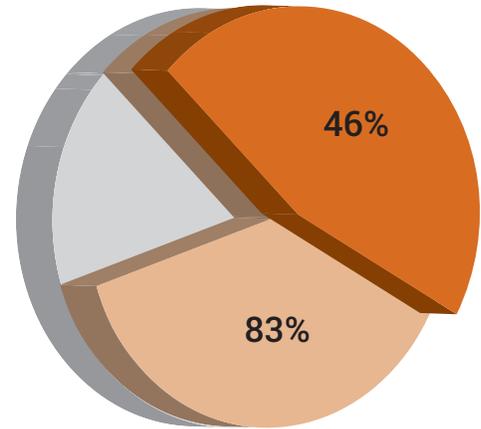
## Schools examine their multi-level systems of supports using both academic and behavior lenses

More schools understand that an integrated system of supports that is equitable must address not only the academic but also the behavior-social-emotional needs of all students.

# 710

schools have ever attended BOTH an academic and behavior system training offered by the Center.

*That's 1/3 of Wisconsin schools!*



### Reaching fidelity in two areas

In 2016-17, 190 schools assessed at fidelity in behavior and full implementation in an academic content area. Since the Center's inception, 298 schools have reached fidelity in behavior and full implementation in an academic content area. Reaching fidelity in both areas leads to greater student gains. Read more on p. 16-19.

- TRAINED IN BOTH ACADEMIC AND BEHAVIOR EVER (710 schools)
- ASSESSED IN BOTH AREAS EVER (590 schools)
- ASSESSED IN BOTH AREAS IN 2016-17 (330 schools)

## New recognized schools program better reflects schools' journeys

Schools across the state that have begun implementing equitable, multi-level systems of supports have been congratulated for their efforts through our recognized schools program. Our new recognition system continues to commend schools beginning their journeys and congratulate those that are successfully sustaining AND extending them.

This past year, we were pleased to honor several schools, including **2** at the **Gold level for all content areas**, **9** at the **Gold level for behavior and reading**; and **3** at the **Gold level for mathematics and reading**.



INDIVIDUAL CONTENT AREA	SCHOOLS AT BRONZE	SCHOOLS AT SILVER
Behavior	404	235
Reading	99	45
Mathematics	112	11

### Criteria for recognized school program

BRONZE LEVEL	SILVER LEVEL	GOLD LEVEL	PLATINUM LEVEL
<ul style="list-style-type: none"> <li>• One content area</li> <li>• One year at fidelity at universal level</li> </ul>	<ul style="list-style-type: none"> <li>• One content area</li> <li>• Two years at fidelity at universal level</li> <li>• One year at fidelity at selected level</li> </ul>	<ul style="list-style-type: none"> <li>• Two content areas</li> <li>• Two years of fidelity at universal and selected levels</li> <li>• Two years of improved cultural competence data</li> <li>• Two years of improved student outcome data</li> </ul>	<ul style="list-style-type: none"> <li>• Three content areas</li> <li>• Three years at fidelity at universal, selected, and intensive levels</li> <li>• Three years of improved cultural competence data</li> <li>• Three years of improved student outcome data</li> </ul>

# VISION IN ACTION

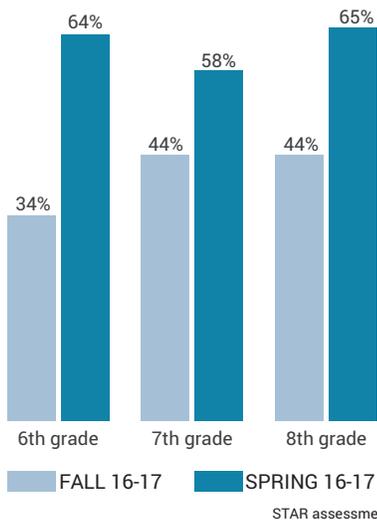
## Strengthening universal level instruction through self-assessment

### Northwestern Middle School, Poplar

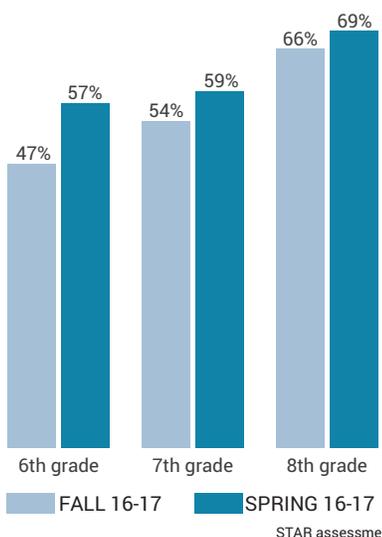
#### NORTHWESTERN AT A GLANCE (2016-17)

Number of students	295
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#### Improvements in Mathematics Benchmarks



#### Improvements in Reading Benchmarks



**RECOGNIZING THE IMPORTANCE** of collecting and using data to drive improvement, Northwestern Middle School has been assessing implementation of consistent reading and mathematics instruction with the School-wide Implementation Review (SIR) annually since 2011. “We know where we’ve been and when we move, we know where we’re going,” Principal Tanya Krieg said.

The SIR is a valuable tool to guide this work. For example, item 35 from the SIR reads: *Collaborate frequently in grade level/content area teams about universal student data and instructional practices.* Using this as a focus, the grade-level teams at Northwestern had specific conversations around student data and have agreed on what evidence to collect which demonstrates their adherence to non-negotiable best practices.

For the 2016-17 year, the school decided to focus on universal level instruction with strategic use of daily professional learning time. Each Monday, grade-level teams meet together and plan for the week. On Tuesdays, counselors meet for 30 minutes with every grade-level team. Principal Krieg meets with every grade-level team each Thursday. Teach-

ers are also given regular time to review, plan around data, and to communicate with parents and families.

In addition, the instructional team at Northwestern is in unanimous agreement: relationships between students and teachers are critical to student success. Most often, authentic connections are forged at the universal level, Krieg explained. If additional supports are needed, it makes sense to have a teacher who really knows the student deliver them. So Northwestern eliminated the broad intervention time scheduled for all students at the end of the day and implemented an 80 minute gradual release, core instructional block, which allows teachers time to attend to small group or individual needs throughout the day.

Through strong grade-level collaboration at the universal level and building a culture that nurtures each and every student, Northwestern increased the number of students at benchmark in both reading and mathematics from fall 2016 to spring 2017. “Big things are happening that contribute to student success,” Krieg said.

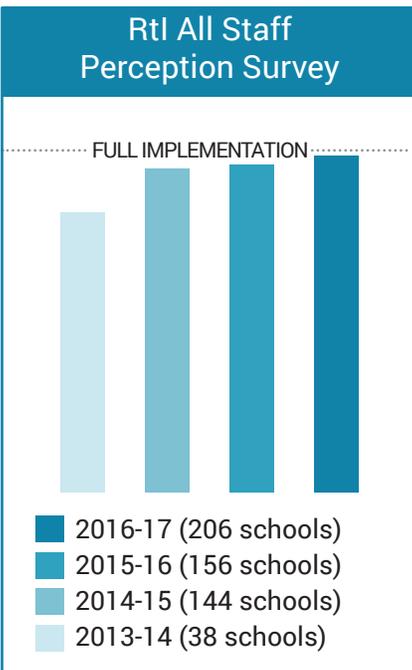
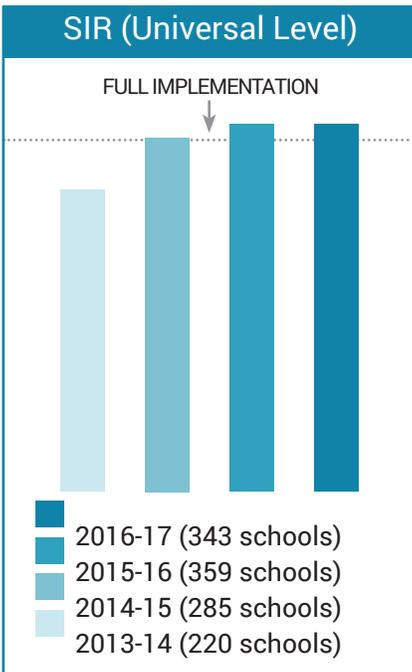
#### IMPLEMENTATION JOURNEY

Assessing in	Stage of implementation
Behavior since 2012	At fidelity at the universal level (tier 1) for 5 years
Reading since 2012	At full implementation at the universal level for 2 years
Mathematics since 2013	At full implementation at the universal level for 2 years

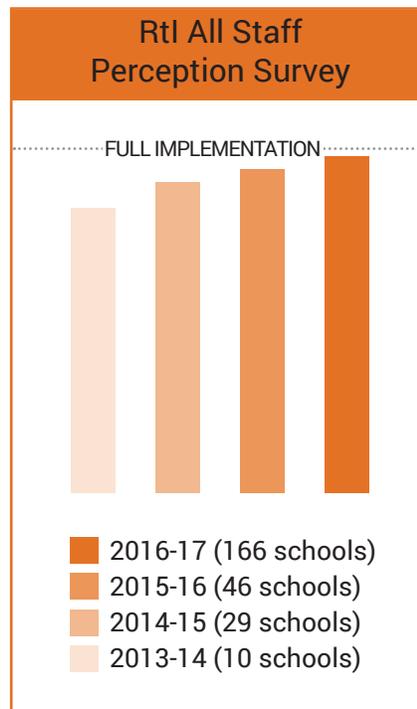
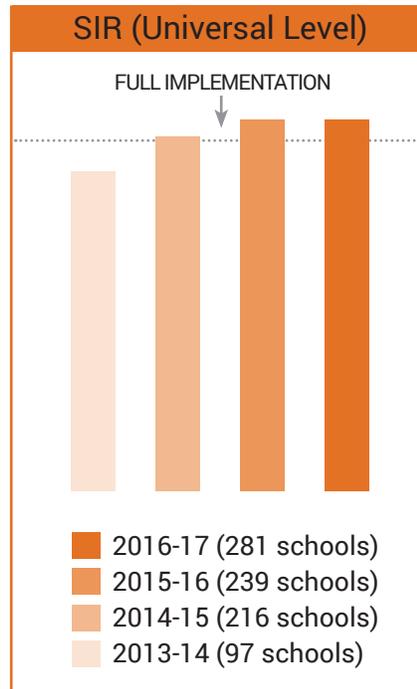
# CHANGES OVER TIME

## Reading

To see changes over time, schools continue to assess their systems through a reading lens through the use of two tools: School-wide Implementation Review (SIR) and RtI All Staff Perception Survey. Graphs represent average scores for all schools that took the assessment during each year.



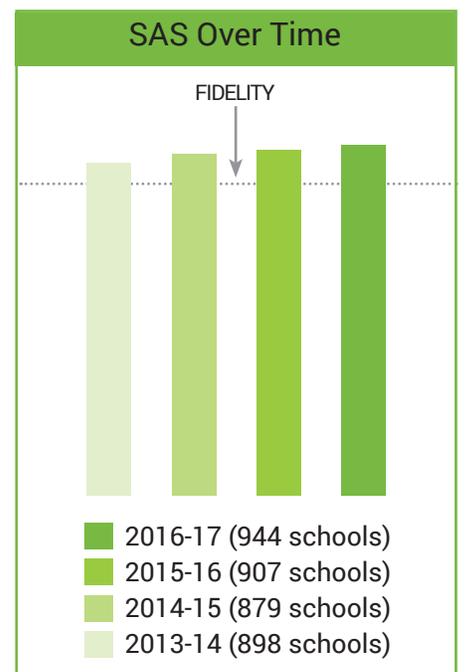
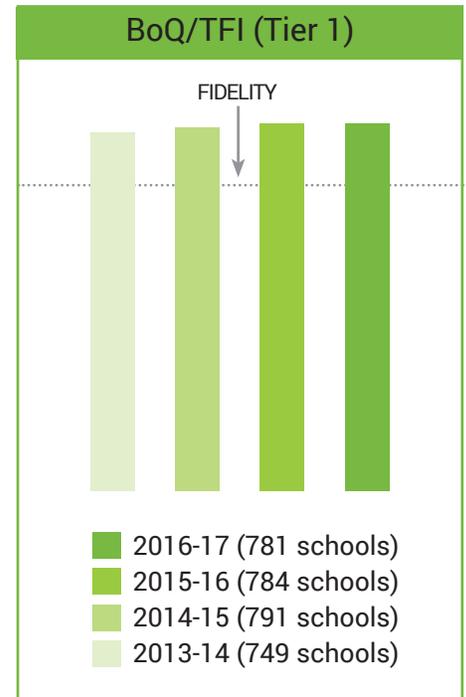
## Mathematics



Continuous self-assessment is crucial for schools that want to identify their areas of strength and uncover areas for improvement. The number of schools in the state self-assessing is growing.

## Behavior

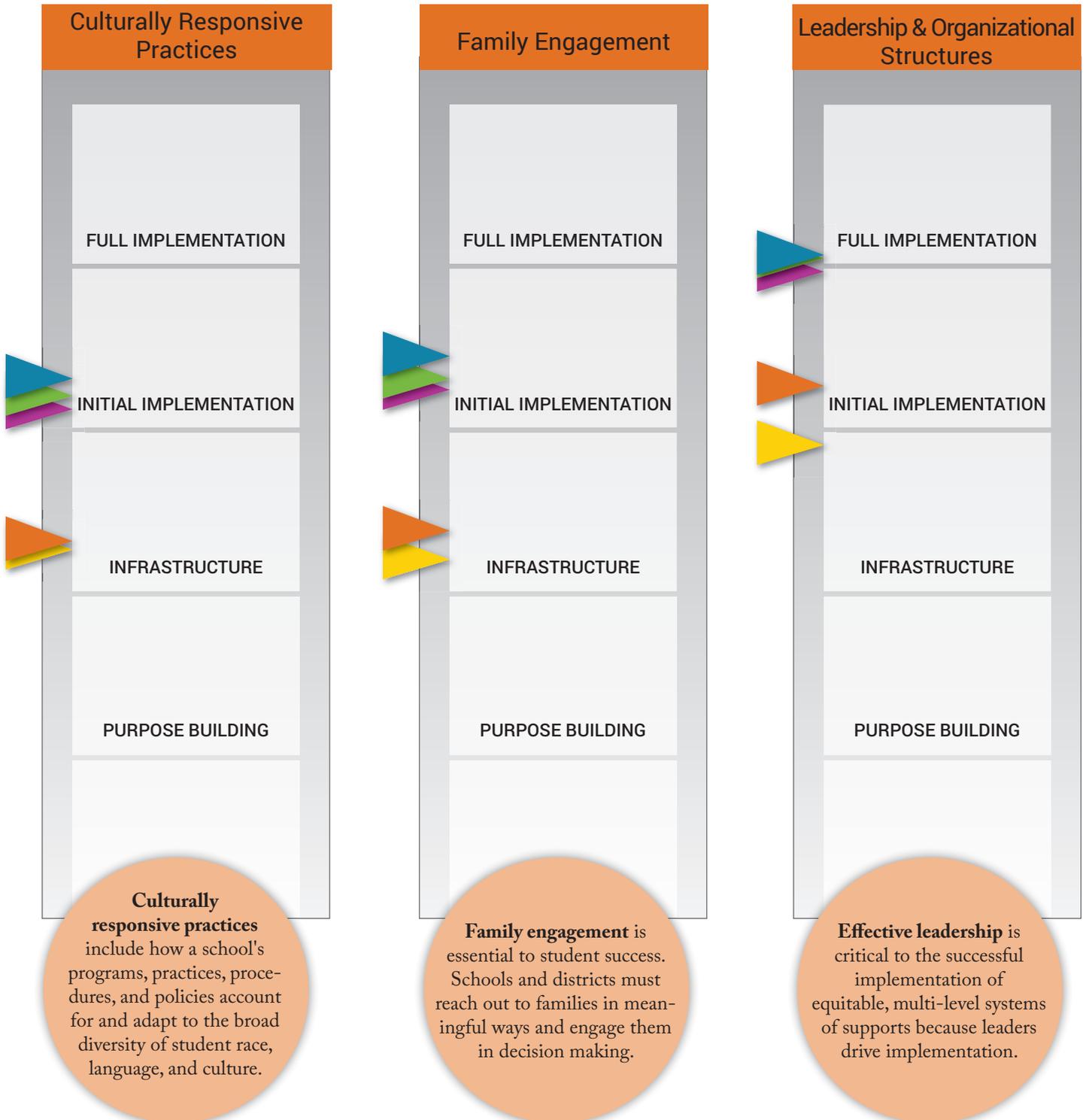
Often, schools implementing in behavior work on one level (PBIS often refers to these as tiers) at a time. The goal is implementing at fidelity.



## More changes over time

The School-wide Implementation Review (SIR) measures domains that are critical to both a school culture and implementation that supports all students: culturally responsive practices, family engagement, and leadership and organizational structures. This graph shows the average level of implementation of Wisconsin schools that took the SIR in each of the last five years across these three domains.

- 2016-17 (380 schools)
- 2015-16 (378 schools)
- 2014-15 (293 schools)
- 2013-14 (240 schools)
- 2012-13 (413 schools)

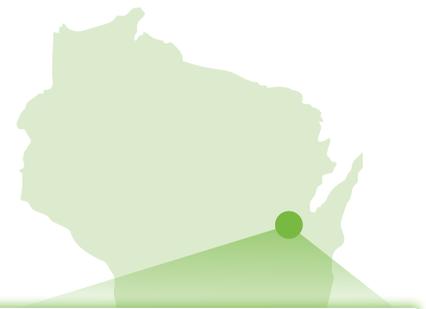


# VISION IN ACTION

## Engaging with families leads to partnership in their children's education

**BUTTE DES MORTS ELEMENTARY** School illustrates why families are key collaborators in a successful multi-level system of supports. Located in Menasha, the school began implementing PBIS five years ago. Their PBIS tier 1 team created a process to study and share data with staff. With the help of a district data coach, grade-level teams review student-level academic data monthly.

“This new process helped us to become more collaborative and proactive in finding system-level solutions,” Principal Bridget Mowbray said.

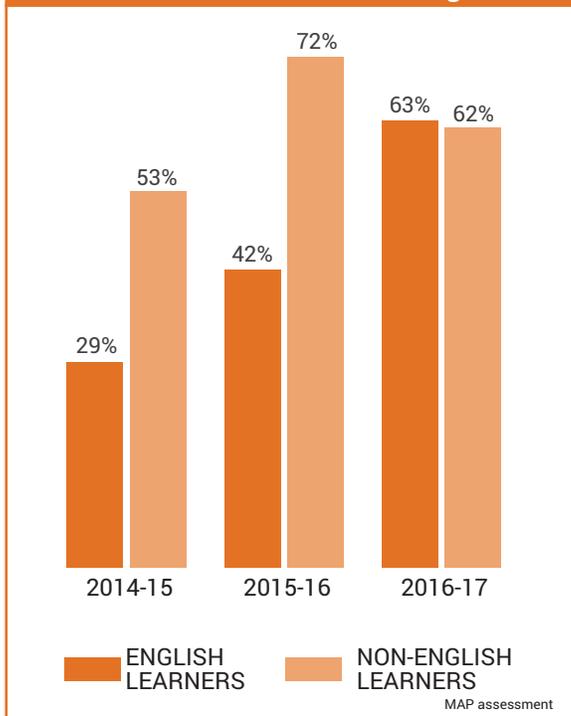


### Butte Des Morts Elementary School, Menasha

#### BUTTE DES MORTS AT A GLANCE (2015-16)

Number of students	432
English learners	11.8%

#### Percent of Students Exceeding Fall to Fall Growth on MAP Reading Test

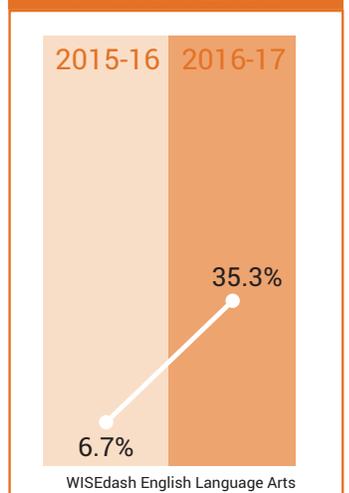


The school examined their system data (based on the self-assessments SIR and BoQ/TFI) in 2015 and discovered a need to focus on family engagement. Seven grade-level teams (4K-5) decided to use student-level data to build connections with parents and the decision to implement Academic Parent Teacher Teams (APTT) was made.

During APTT, scheduled three times a year, teachers share classroom-level academic data with parents. A folder of each student's individual academic data is provided to parents for comparison. Together, parents and teachers set goals for students. Families learn and practice strategies they can use at home to help their child to meet those goals. APTT replaces the one-on-one parent-teacher conference format and makes parents active partners in their child's learning. APTT has been well received; surveys of both parents and staff show that Butte Des Morts is on the right track.

Authentic, systemic family engagement involves intentional collaboration with the families of all students. This belief guided Butte Des Morts throughout the

#### Percent of English Learners (at Proficient or Advanced) on Forward Exam



creation of APTT. The school made intentional decisions to create access and engagement for all families, including families from traditionally marginalized groups. This has resulted in increased academic growth for students with disabilities and English learners.

“This process has really changed our conversations around student achievement,” Principal Mowbray said. “Parents are empowered to engage in the academic success of their kids.”

#### IMPLEMENTATION JOURNEY

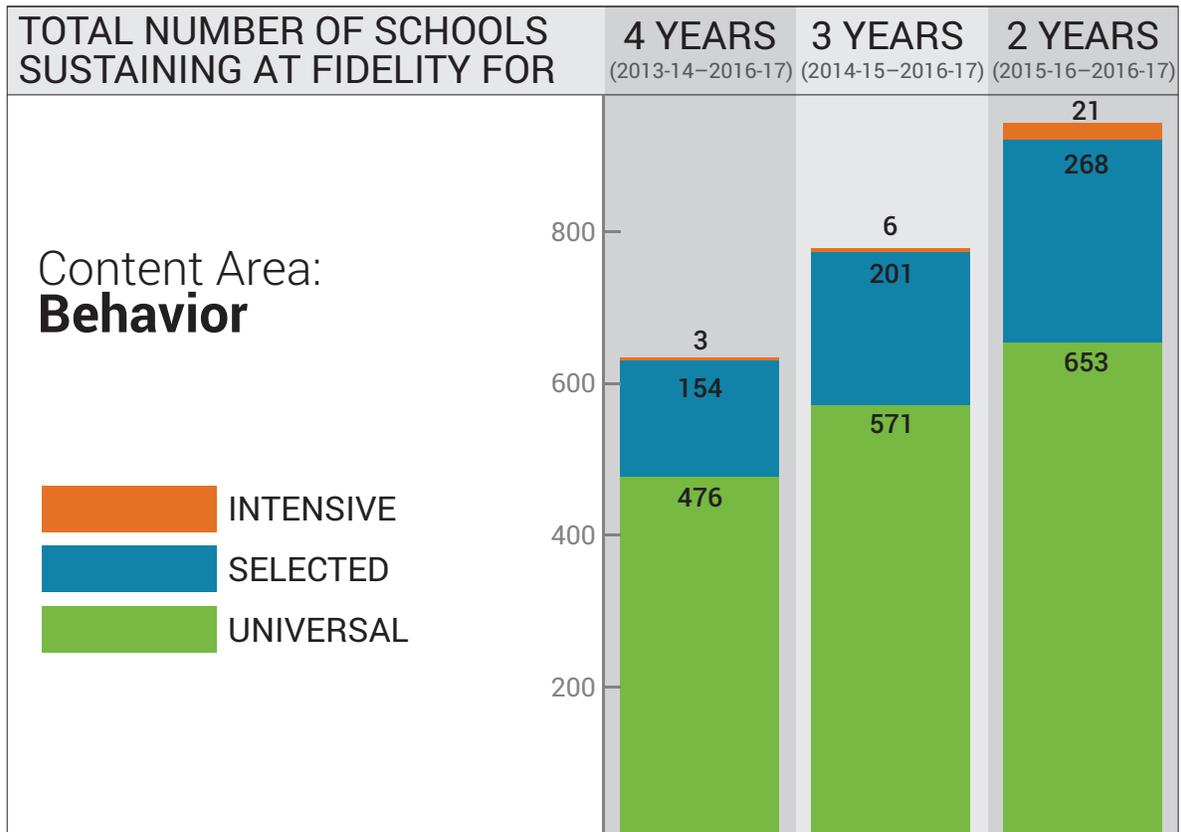
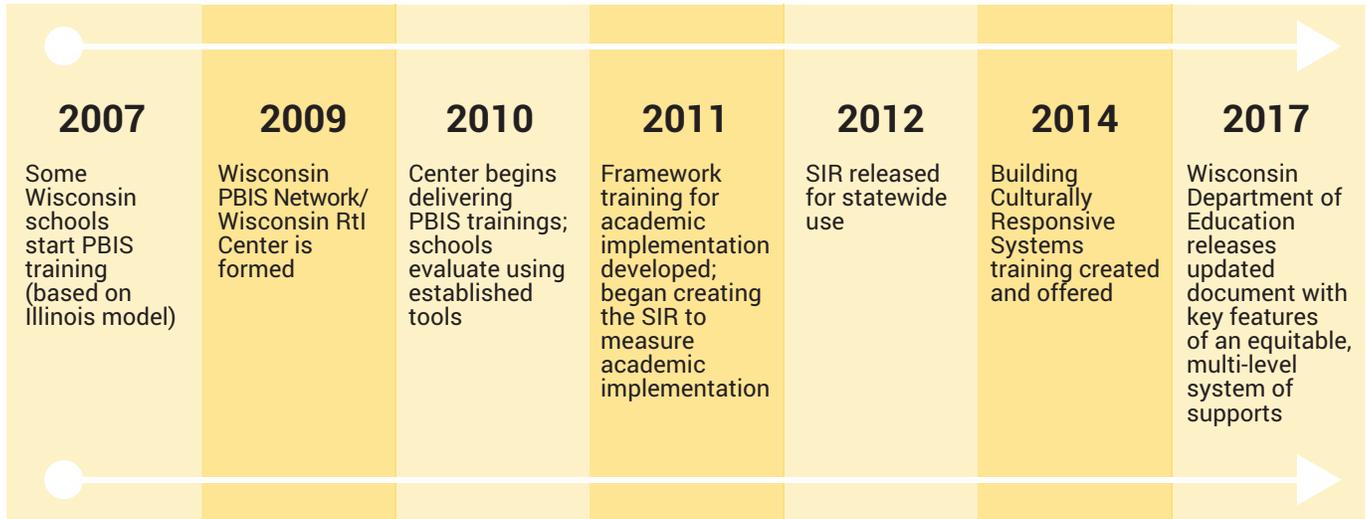
Assessing in	Stage of implementation
Behavior since 2011	At fidelity at the universal level (tier 1) for two years, began implementing selected level (tier 2) in 2015
Reading since 2016	At full implementation at all levels
Mathematics in 2016	At full implementation at all levels

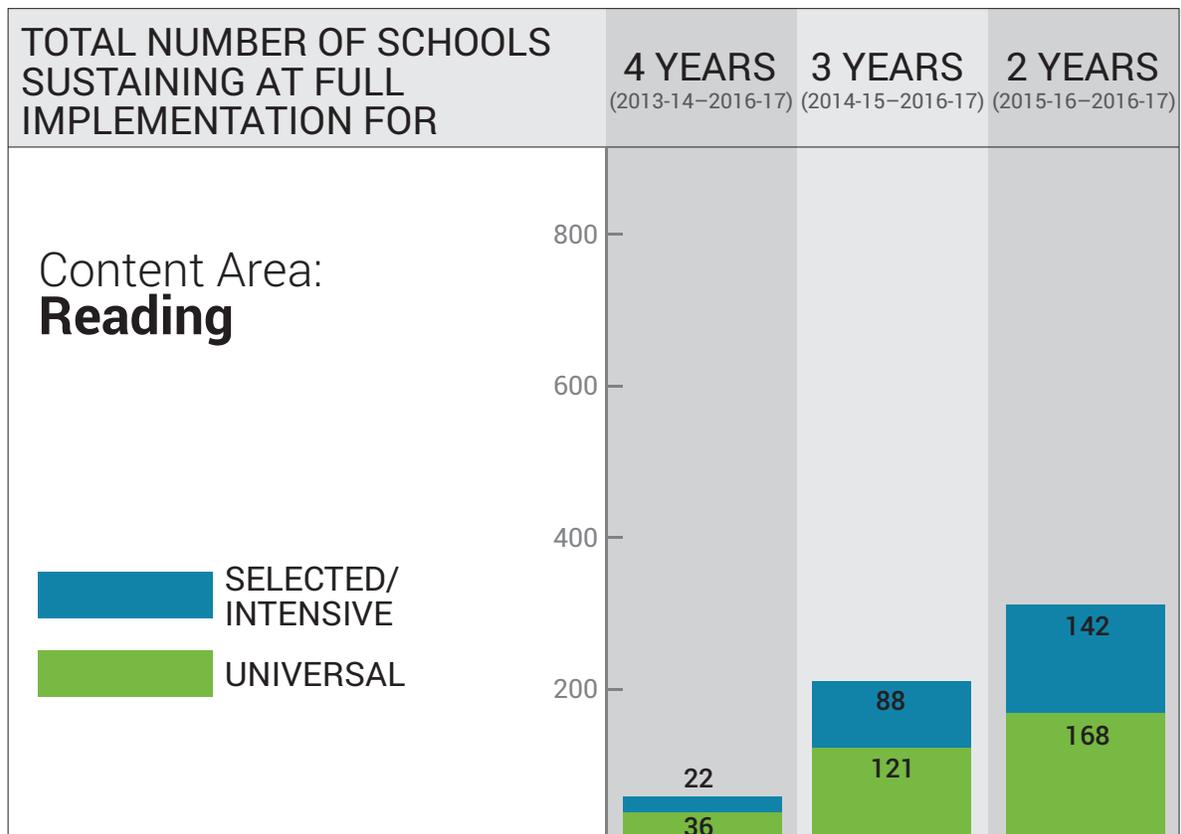
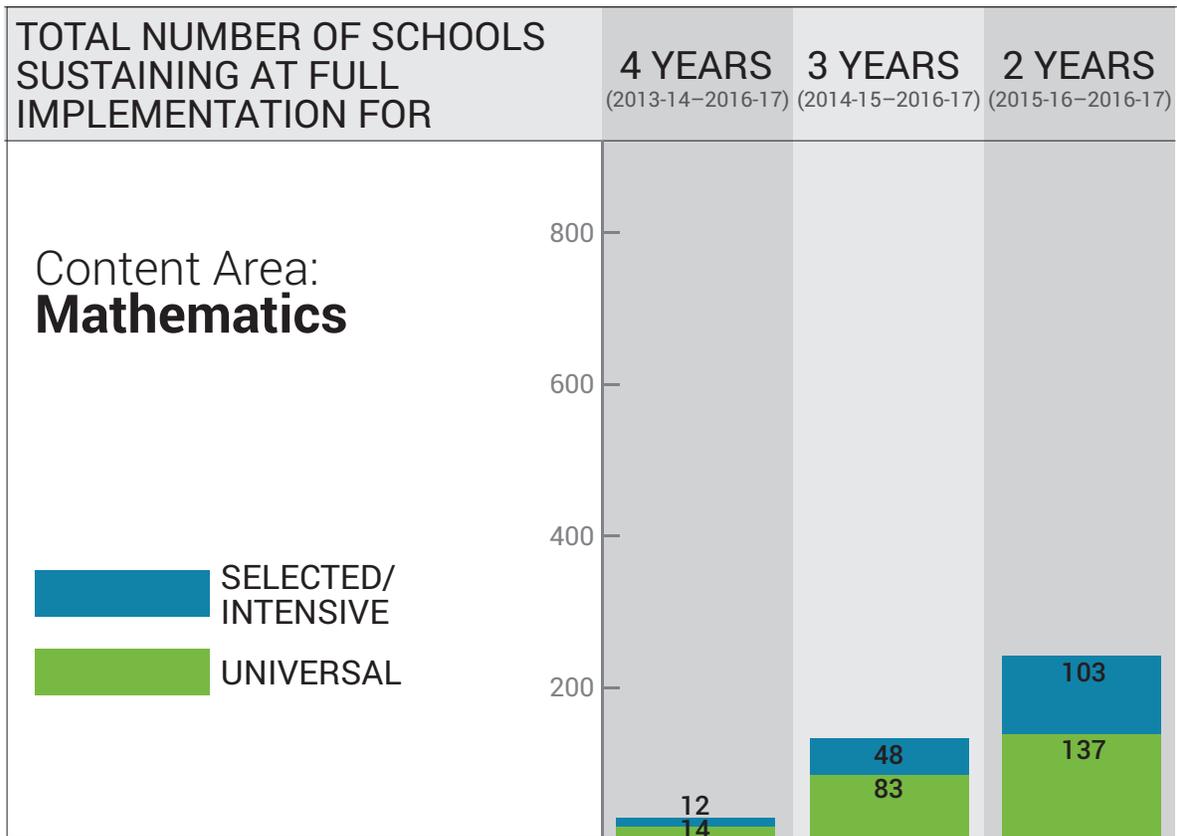
# SUSTAINING IMPLEMENTATION

## An overview of the history of implementation in Wisconsin

The Wisconsin RtI Center defines “sustaining” as maintaining fidelity or full implementation for three (or more) consecutive years. Schools that are sustaining have had time to integrate the consistent use of evidence-based practices into their

policies and procedures. Their staff are fluent with the system. Sustaining is the implementation science stage at which schools may start seeing a larger impact for students.





### Recommitting to universal, equitable practices to build positive culture

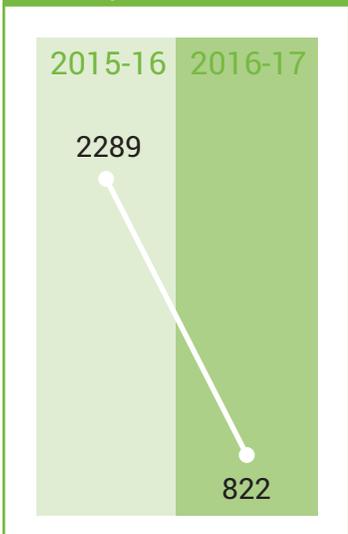
**PREPARING FOR THE 2016-17 school year,** Westside Elementary School's PBIS and leadership teams pored over their data, seeing

WESTSIDE AT A GLANCE (2015-16)	
Number of students	440
Asian students	5.5%
Black students	24%
Hispanic students	15%
Two or more race groups	10%
White students	44%

little change over the years. Led by Principal Nikki Burke and Associate Principal Jeff Hattori, the team identified a need to focus on reducing office discipline referrals, particularly for Black students. "We committed that we would educate kids, instead of punishing them," Burke said.

One of Westside's goals written into their school improvement plan for the school year was to decrease the risk index for Black students. The first step involved restructuring the universal level of their system. Instead of reacting to student behavior by assigning consequences, staff focused on teaching behavior skills, including self-regulation. The system went from punitive to supportive; for instance, a room formerly used as a lunch-room detention area was remodeled into the "Mindful Moment Room," where students can access supports and do restorative work as needed.

#### Reduction in Total Office Discipline Referrals



The staff at Westside made a conscious decision to build relationships by recognizing and acknowledging positive behaviors with greater frequency. Students chose from a menu of reinforcement activities that connected them with a caring adult, for example, nail painting with a teacher or lunch with the principal.

"We wanted staff to have a deeper understanding of our students and families," Burke said. One professional development meeting each month is devoted to giving staff the

necessary tools to identify personal hidden bias and institutionalized racism. Westside also uses the concept of "family groups," comprised of a few students from each grade (K-5) and two or more adults. The "families" meet regularly throughout the school year; a student will have the same "family" throughout their time at Westside.

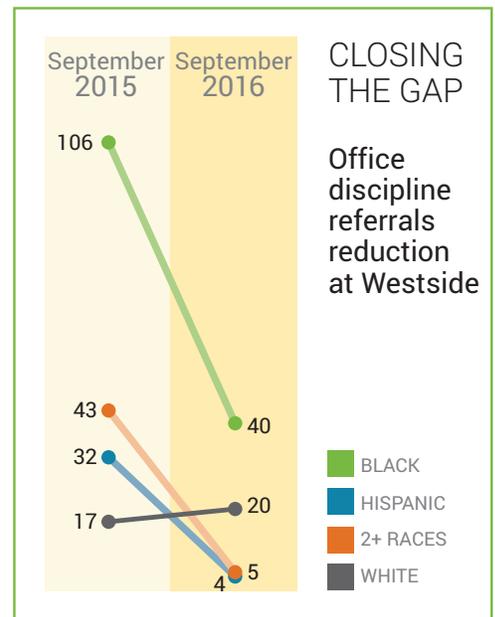
To empower their Black students and make them feel included, volunteers lead small groups of fourth and fifth graders. The goal was to provide a place where students could speak freely about issues that impact them.

The tier 2 team identified students who needed additional supports. Learners with high behavior incidences were placed in small groups based on need. Student services used the Second Step curriculum to help them develop necessary social-emotional skills.

This emphasis on building positive relationships has paid off. Westside surveyed their student body and found a significant shift in how their learners view school. Furthermore, the school has seen considerable improvement

in their office discipline referral (ODR) data. Between this year and last year, Westside is down 64% for overall referrals.

Westside's leadership team is pleased with the culture shift. "We want to cultivate a partnership with our families," Burke said.



IMPLEMENTATION JOURNEY	
Assessing in	Stage of implementation
Behavior since 2008	Assessing at the universal level (tier 1) for 9 years, assessing at the selected level (tier 2) for 7 years
Reading since 2012	At initial implementation at all levels

# CONNECTION TO STUDENT OUTCOMES

Of course, the ultimate goal of an equitable, multi-level system of supports is to help students succeed. When can we expect to see a connection between the implementation of an equitable, multi-level system of supports and improved student outcomes? Implementation science guides our expectations: it can take several years of work to see a connection.

Since the Wisconsin RtI Center has been delivering trainings and technical assistance for seven years, and more Wisconsin schools are achieving fidelity and sustaining their implementation, now is a great time to examine the impact on students.

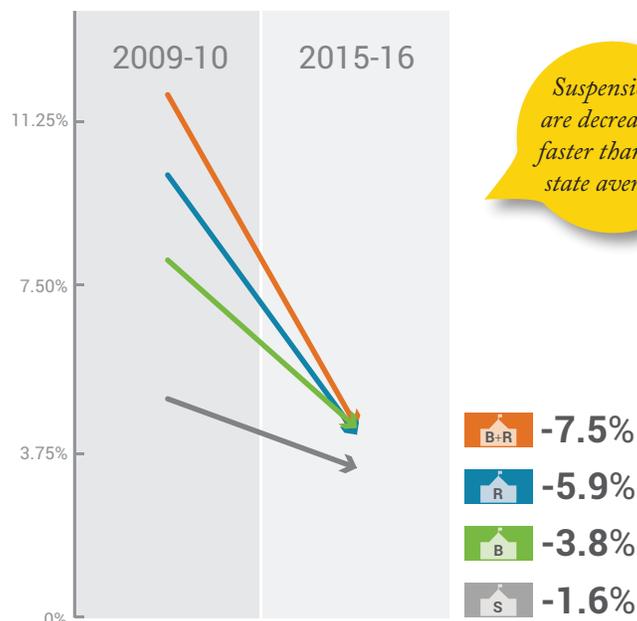
Are schools that stay at fidelity/full implementation showing positive trends? Let's take a look.

In order for students to learn, they must first be in class to receive instruction. So we decided to look at the state suspension rate. Is the suspension rate decreasing faster in schools that implement with fidelity over time?

This drop in suspension rates represents **30,933 days** of instructional time saved in schools implementing PBIS.

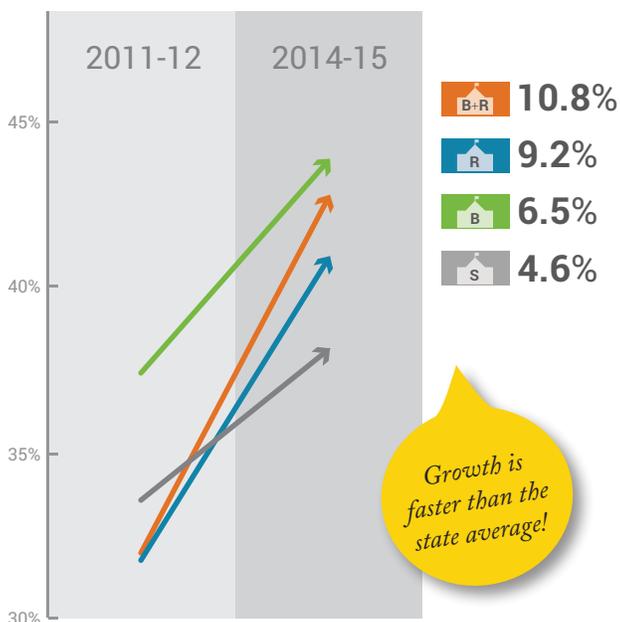
Source: Scott, T.M. & Barrett, S.B. (2004) Journal of Positive Behavior Support. Using staff and student time engaged in disciplinary procedures to evaluate the impact of school-wide PBIS. Interventions, 6(1), 20-27

## Schools at Fidelity/Full Implementation Over Time Decrease Suspension Rates



*Suspensions are decreasing faster than the state average!*

## Schools at Fidelity/Full Implementation Over Time Increased the Percent of Students Meeting Typical Fall to Spring MAP Growth



*Growth is faster than the state average!*

Overall, the percentage of students meeting typical fall to spring MAP growth increased faster for schools at fidelity/full implementation over time.

In fall, schools use assessments to measure how many students meet benchmark standards for their grade level. Again in spring, schools measure how many students are at benchmark. As educators, we want to see an increase in the number of students who are performing at or exceeding at their grade-level benchmarks.

# ABOUT THE DATA

We examined data from two sources.

To get a sense of academic progress, we looked at the percent of Wisconsin students exceeding national norms (typical NWEA fall to spring growth) as measured by MAP (Measures of Academic Progress) interim assessment. The data compares 2011-12 to 2014-15. Our data is from schools that used MAP during these time periods and agreed to share their MAP data with DPI.

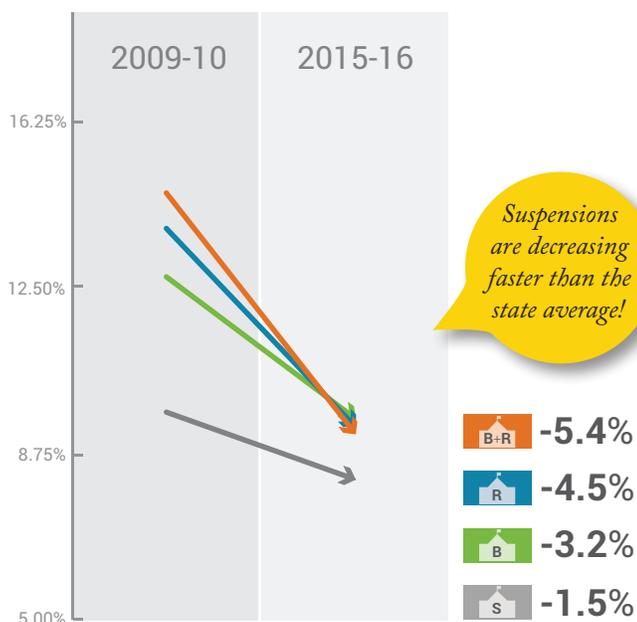
To get a sense of behavior progress, we looked at the state suspension rate. What percentage of students were suspended one or more times? This data compares 2009-10 to 2015-16 and was compiled from WISEdash.

KEY: Four groups of schools		Number of schools represented	
		Suspension	MAP
	<b>STATEWIDE:</b> All schools in the state for which we have data. Does <i>not</i> include schools in our comparison groups below.	1430	421
	<b>BEHAVIOR FIDELITY SCHOOLS:</b> Schools trained in tier 1 and tier 2 <i>and</i> at fidelity for both universal and selected levels of support for two or more of the last three years (13-14, 14-15, 15-16)	166	97
	<b>READING FULL IMPLEMENTATION SCHOOLS:</b> Schools trained in framework and/or universal reading <i>and</i> at full implementation for two or more of the last three years at any one or more levels of support (13-14, 14-15, 15-16)	154	113
	Schools who are in <b>BOTH</b> the BEHAVIOR FIDELITY <i>and</i> READING FULL IMPLEMENTATION groups	65	53

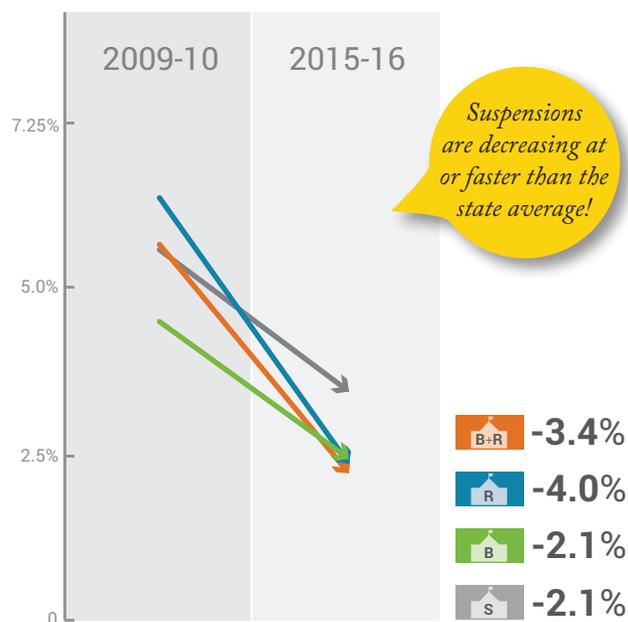
## DIGGING DEEPER

Additionally, let's examine two typically underserved groups of students: students with disabilities and English learners.

Schools at Fidelity/Full Implementation Over Time Decrease Suspension Rates for Students With Disabilities



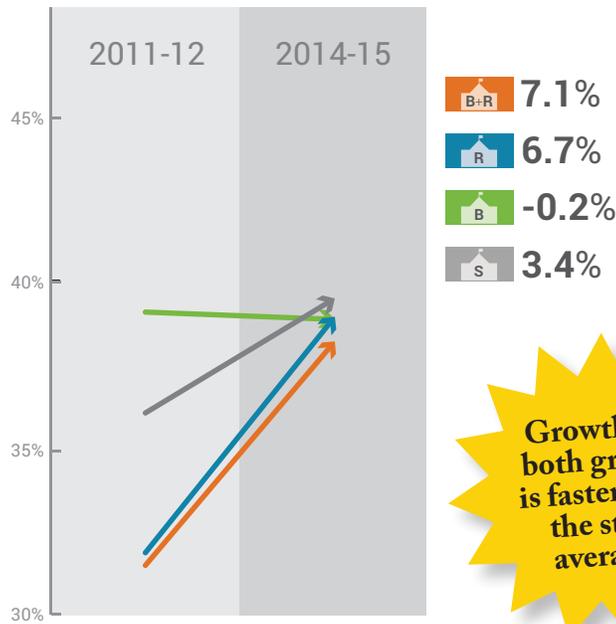
Schools at Fidelity/Full Implementation Over Time Decrease Suspension Rates for English Learners



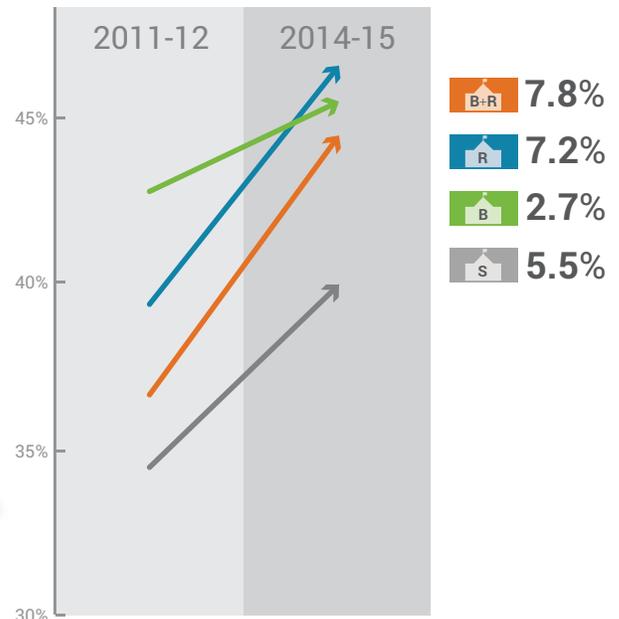
# DIGGING DEEPER

Positive trends for students with disabilities and English learners continue to be seen when we look at MAP data. Schools sustaining at fidelity/full implementation are seeing more students meet or exceed grade-level benchmarks.

## Schools at Fidelity/Full Implementation Over Time Show Increases in Fall to Spring MAP Growth for Students With Disabilities



## Schools at Fidelity/Full Implementation Over Time Show Greater Fall to Spring MAP Growth for English Learners



S	STATEWIDE
B	BEHAVIOR FIDELITY SCHOOLS
R	READING FULL IMPLEMENTATION SCHOOLS
B+R	BOTH BEHAVIOR <i>and</i> READING SCHOOLS

S	STATEWIDE
B	BEHAVIOR FIDELITY SCHOOLS
R	READING FULL IMPLEMENTATION SCHOOLS
B+R	BOTH BEHAVIOR <i>and</i> READING SCHOOLS

“We talk about this as being on a journey...we’re trying to help people see that it’s not something we can do once and then check it off our list. We’re trying really hard to embed this in all of our work that we’re doing.”

– training participant

## Understanding the full impact of equitable, multi-level systems of supports

You may have noticed that the schools who are implementing often have suspension rates and office discipline referrals that are higher than the state average. Why?

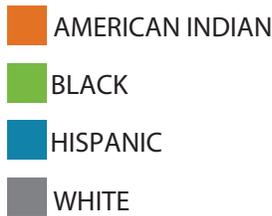
In many cases, these high rates of suspensions and office discipline referrals served as a call to action for schools. Driven to serve their students, they began working on building their systems of supports, making them robust and responsive.

Implementing an equitable, multi-level system of supports empowers both students and staff. It also establishes clear behavioral expectations and creates a positive learning environment.

# CLOSING GAPS

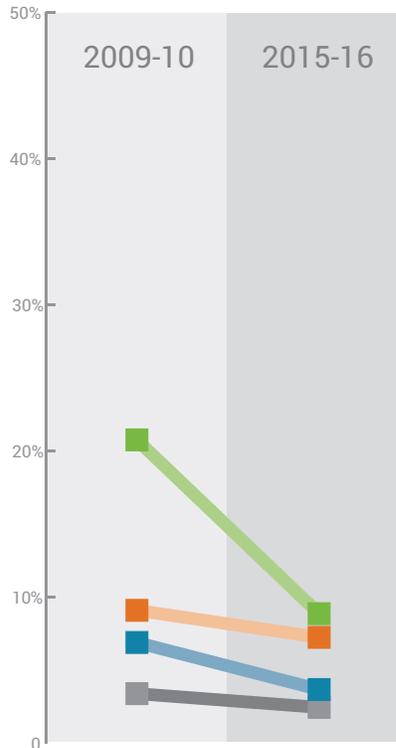
Equity is the heart of Wisconsin's framework and is embedded into all other key system features. Schools that are consistently implementing equitable, multi-level systems of supports are showing positive trends in closing racial gaps.

## Suspension rates by racial group

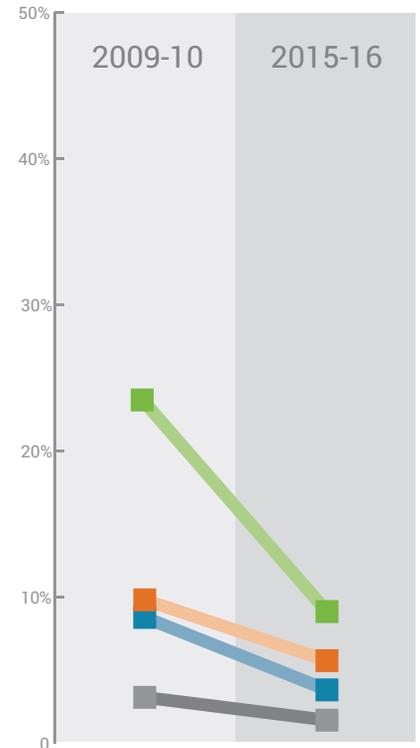


Asian students not represented on graph as no significant gaps were present

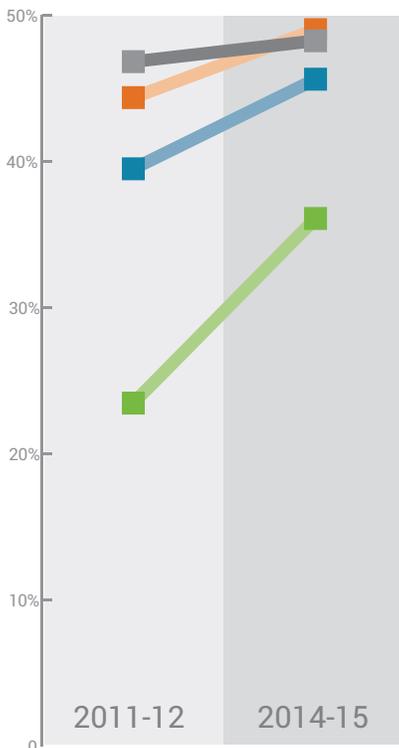
## SUSTAINED BEHAVIOR IMPLEMENTATION



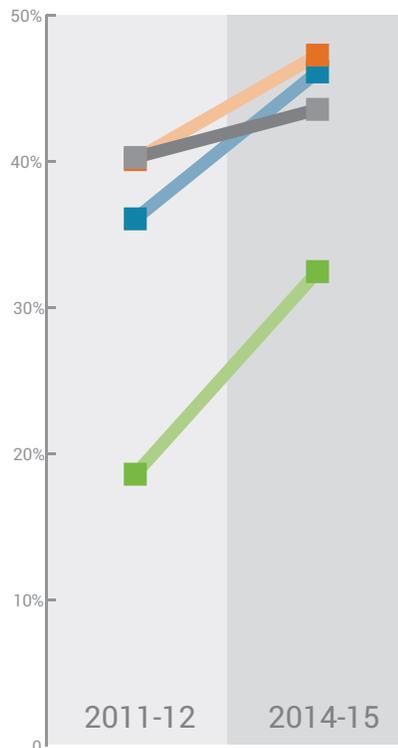
## SUSTAINED READING IMPLEMENTATION



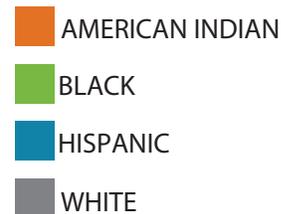
## SUSTAINED BEHAVIOR IMPLEMENTATION



## SUSTAINED READING IMPLEMENTATION



**Schools with consistent implementation are closing racial gaps!**



Asian students not represented on graph as no significant gaps were present

## Fall to spring MAP growth by racial group

# HIGHLIGHTS AND ACCOMPLISHMENTS

To fulfill our mission and vision, we are committed to improving our internal organizational capacity so we can better serve schools and districts across the state.

- Collaborated with the DPI to create Wisconsin's Framework for Equitable, Multi-Level Systems of Supports to build on the knowledge gained and expand Wisconsin's Response to Intervention: A Guiding Document.
- Reviewed and revised PBIS Tier 1 and Tier 2 training, including the training of all statewide trainers on the updated materials.
- Expanded participation and refined guidelines for "Read Your Heart Out Day," connected to National African American Parent Involvement Day.
- Collaborated with OSEP PBIS Technical Assistance Center's to create PBIS Culturally Responsiveness Field Guide: Resources for Trainers and Coaches.
- Implemented a new recognized schools program that continues to commend schools beginning their journeys and congratulates those successfully sustaining and extending them.
- Completed an evaluation brief, Five Factors That Facilitate Sustained Implementation, to provide schools with focused information and real-world examples as they move from training to implementing, and then sustaining.
- Partnered with the DPI to create the Culturally Responsive Problem Solving Guide.
- Collaborated with DPI on planning for the Innovations in Equity Conference: Improving Our Practice held in the fall of 2017.
- Held regional integrated networking sessions for schools and districts to build understanding around integrating academics and behavior as one system, and provided specific technical support to requesting regions.
- Organized and hosted the annual PBIS Leadership Conference to provide training, technical assistance, and networking time for school and district leaders as well as their coaches. Schools and districts showcased their implementation efforts, many of whom are using culturally responsive practices.
- Collected Wisconsin implementation stories to share with attendees at local, statewide, and national professional development sessions, as well as in newsletters, on websites, and on social media.
- Continued with our presences on Facebook, Twitter, and YouTube to build relationships and communicate messages.
- Reviewed statewide implementation data, student outcomes, and the correlation of statewide services and delivery to streamline our processes to ensure we are reaching all schools.
- Continued to use and refine an internal database to track progress on implementation across the state, and to provide data for regular use to improve our practices and reach more schools.
- Entered the third year of an evaluation study to further our understanding of how sustaining a multi-level system of supports impacts student data.
- Continued to use content-specific workgroups as a part of the State Leadership Team, bringing together knowledge and expertise in the areas of district implementation, family and community engagement, culturally responsive practices, institutes of higher education, and students with disabilities.
- Presented an evaluation study to DPI leadership focused on schools with sustained fidelity and their progress on MAP assessments and suspensions.
- State-level membership on the DPI's RDA (Reading Drives Achievement) Design Team, a group focused on using implementation science to revise Wisconsin's special education accountability system. Active participation with CESAs as part of the regional implementation teams.
- Collaborated with DPI on state support of mental health initiatives in schools.
- Conducted interviews with multiple school teams at various stages of implementation to gather information on system-assessment practices.
- Utilized a logic model to continue implementing the center's strategic plan, ensure alignment to state and center mission, measure progress in statewide implementation, and develop next steps in statewide support.
- Continued to build internal capacity around culturally responsive practices; including providing specific learning opportunities around African American and American Indian culture to inform how staff model culturally responsive practices for schools and districts.

# PARTNERS AND COLLABORATORS

DURING 2016-2017, the Wisconsin RtI Center collaborated and partnered with many organizations to work toward fulfilling our mission and vision:

- Wisconsin's 12 Cooperative Educational Service Agencies (CESAs), including their directors and staff
- CESA Statewide Network (CSN)
- Multiple divisions and teams at the Wisconsin Department of Public Instruction
- Numerous districts and schools across the state including learning sites and partners for presentations
- OSEP National PBIS Technical Assistance Center
- United States Department of Education: Office of State Supports
- Association for Positive Behavior Support (APBS)
- Multiple institutes of higher education in the state
- Wisconsin Statewide Parent-Educator Initiative (WSPEI)
- Disproportionality Technical Assistance Network (the Network)
- Regional Service Network (RSN)
- Wisconsin Council of Administrators of Special Services (WCASS)
- Wisconsin Association for Supervision of Curriculum Development (WASCD)
- Association of Wisconsin School Administrators (AWSA)
- Wisconsin Association of School District Administrators (WASDA)
- Bureau of Prevention, Treatment, and Recovery - Wisconsin Department of Health Services
- Wisconsin Family Ties
- Wisconsin Pyramid Model for Social and Emotional Competency
- Wisconsin Safe and Healthy Schools Center (WSHC)
- Wisconsin Association of School Boards (WASB)
- Wisconsin Education Association Council (WEAC)
- Wisconsin Department of Children and Families (DCF)
- Wisconsin Parental Information and Resource Center (PIRC)
- Wisconsin Family Assistance Center for Education, Training and Support (FACETS)
- Wisconsin State Reading Association (WSRA)
- CESA Math Network
- Wisconsin Mathematics Council
- Wisconsin School Psychologist Association (WSPA)
- Wisconsin Association of Gifted and Talented (WAGT)
- Great Lakes Equity Project (GLEC)
- National Equity Project (NEP)

**Thank you for assisting us in working toward our vision of all children learning and being successful in life!**



The Wisconsin PBIS Network (CFDA #84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this document and for the continued support of this federally-funded grant program. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.

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