

STRONG IMPLEMENTATION

leads to RESULTS

Every learner is important. With equitable access to a great education, we believe that every child will learn and be successful. We can reach this goal with careful and intentional structuring of our educational systems.

In Wisconsin, we call this work **the implementation of equitable, multi-level systems of supports.**

To learn how this work is being done in five Wisconsin schools, read our annual report. The full report can be viewed at wisrticenter.org/AR1920.

A SCHOOL'S FIRST GOAL: REACH FIDELITY

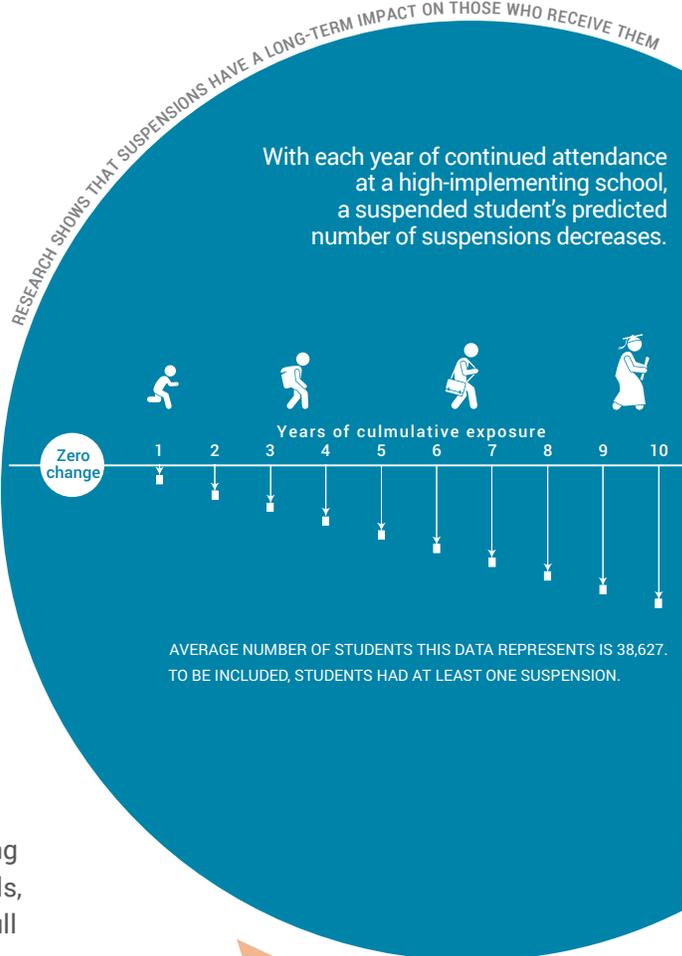
It takes time and effort to reach fidelity, when schools accurately and consistently implement supports as designed.

COMMIT TO THE JOURNEY

Educational systems change occurs in stages.

THE SECOND GOAL? STAY AT FIDELITY

After a school sustains at fidelity for at least 3 years, they can expect to see a measurable impact on student outcomes.



SUSPENSION TRENDS SHOW DECREASE

FEWER SUSPENSIONS

We see statistically significant decreases in the overall suspension rate for sustaining schools.

Additionally, we see decreases in the suspension rate gap between Black and White students.

RESULTS FOR STUDENTS

IMPROVEMENT FOR UNDERSERVED STUDENTS

Eighty percent of students who scored in the lowest 5% on the Forward ELA Exam improved after attending a high implementing school for the next 3 years.

CLOSING OPPORTUNITY GAPS FOR UNDERSERVED STUDENTS

RESULTS FOR SYSTEMS

INCREASED ACHIEVEMENT

After 3 years of sustaining at fidelity at the universal level, 71% of schools increased their ELA achievement score on their state report card.

SCHOOL ACHIEVEMENT SCORES INCREASE