


Wisconsin RtI Center Recognized Schools Program



	BRONZE	SILVER	GOLD	PLATINUM
Summary	One content area One year at fidelity at universal level	One content area Two years at fidelity at universal level One year at fidelity at selected level	Two content areas Two years of fidelity at universal and selected levels Two years of improved cultural competence data Two years of improved student outcome data	Three content areas Three years at fidelity at universal, selected, and intensive levels Three years of improved cultural competence data Three years of improved student outcome data
Application	Schools do not need to submit anything		Eligible schools will receive an invitation to complete an application	
Trainings <i>Training series must be completed before April 30 of the current year</i>	READING: <i>Wisconsin RtI Framework: A School-wide Approach to Implementation</i> OR <i>Reviewing Universal READING Instruction</i> MATHEMATICS: <i>Wisconsin RtI Framework: A School-wide Approach to Implementation</i> OR <i>Reviewing Universal MATHEMATICS Instruction</i> BEHAVIOR: Tier 1/Universal Training	READING: <i>Wisconsin RtI Framework: A School-wide Approach to Implementation</i> MATHEMATICS: <i>Wisconsin RtI Framework: A School-wide Approach to Implementation</i> BEHAVIOR: Tier 1/Universal Training AND Tier 2/Selected Training	Previous training in two content areas READING: <i>Wisconsin RtI Framework: A School-wide Approach to Implementation</i> MATHEMATICS: <i>Wisconsin RtI Framework: A School-wide Approach to Implementation</i> BEHAVIOR: Tier 1/Universal Training AND Tier 2/Selected Training	Previous training in three content areas READING: <i>Wisconsin RtI Framework: A School-wide Approach to Implementation</i> MATHEMATICS: <i>Wisconsin RtI Framework: A School-wide Approach to Implementation</i> BEHAVIOR: Tier 1/Universal Training AND Tier 2/Selected Training AND Tier 3/Intensive Training

Self-Assessments	<u>ONE CONTENT AREA UNIVERSAL LEVEL</u>	<u>ONE CONTENT AREA UNIVERSAL AND SELECTED LEVELS</u>	<u>TWO CONTENT AREAS UNIVERSAL AND SELECTED LEVELS</u>	<u>ALL THREE CONTENT AREAS UNIVERSAL, SELECTED, AND INTENSIVE LEVELS</u>
<p>Current year assessments are taken between May 1, 2019 and April 30, 2020</p>	<p>READING: <i>SIR universal:</i> Minimum score 80% for current year</p>	<p>READING: <i>SIR universal:</i> Minimum score 80% for two consecutive years AND <i>SIR selected:</i> minimum score of 80% for current year</p>	<p>READING: <i>SIR universal and selected:</i> Minimum score 80% for two consecutive years</p>	<p>READING: <i>SIR universal, selected, and intensive:</i> Minimum score 80% for three consecutive years</p>
<p>Prior year assessments are taken between May 1, 2018 and April 30, 2019</p>	<p>MATHEMATICS: <i>SIR universal:</i> Minimum score 80% for current year</p>	<p>MATHEMATICS: <i>SIR universal:</i> Minimum score 80% for two consecutive years AND <i>SIR selected:</i> Minimum score 80% for current year</p>	<p>MATHEMATICS: <i>SIR universal and selected:</i> Minimum score 80% for two consecutive years</p>	<p>MATHEMATICS: <i>SIR universal, selected, and intensive:</i> Minimum score 80% for three consecutive years</p>
<p>Abbreviation Key SIR: <i>School-wide Implementation Review</i></p>	<p>BEHAVIOR: <i>TFI Tier 1:</i> Minimum score 70% for current year</p>	<p>BEHAVIOR: <i>TFI Tier 1:</i> Minimum score 70% for two consecutive years</p>	<p>BEHAVIOR: <i>TFI Tier 1:</i> Minimum score 70% for two consecutive years AND <i>TFI Tier 2:</i> Minimum score 70% for two consecutive years</p>	<p>BEHAVIOR: <i>TFI Tier 1:</i> Minimum score 70% for three or more consecutive years AND <i>TFI Tier 2:</i> Minimum score 70% for three or more consecutive years</p>
<p>TFI: <i>Tiered Fidelity Inventory</i></p>	<p>OR <i>BOQ Tier 1:</i> Minimum score 70% for current year</p>	<p>AND <i>TFI Tier 2:</i> Minimum score 70% for current year</p>	<p>OR <i>BOQ Tier 1:</i> Minimum score 70% for two consecutive years</p>	<p>AND <i>TFI Tier 3:</i> Minimum score 70% for three or more consecutive years</p>
<p>BOQ: <i>Benchmarks of Quality</i></p>		<p>OR <i>BOQ Tier 1:</i> Minimum score 70% for two consecutive years</p>	<p>AND <i>BAT Tier 2:</i> Minimum score 80% for two consecutive years</p>	<p>OR <i>BOQ Tier 1:</i> Minimum score 70% three or more consecutive years</p>
<p>BAT: <i>Benchmarks of Advanced Tiers</i></p>		<p>AND <i>BAT Tier 2:</i> Minimum score 80% for current year</p>		<p>AND <i>BAT Tier 2:</i> Minimum score 80% for three or more consecutive years</p>
<p>Levels/Tiers Universal = Tier 1 Selected = Tier 2 Intensive = Tier 3</p>				<p>AND <i>BAT Tier 3:</i> Minimum score 80% for three or more consecutive years</p>

<p>Staff Assessments</p> <p><i>Current year assessments are taken between May 1, 2019 and April 30, 2020</i></p> <p><i>Prior year assessments are taken between May 1, 2018 and April 30, 2019</i></p> <p>Abbreviation Key</p> <p>Rtl All-Staff: <i>Rtl All-Staff Perception Survey</i></p> <p>SAS: <i>Self-Assessment Survey</i></p>	<p>One of the following required, aligned with self-assessment content area:</p> <p>READING: <i>RTI All-Staff: Must be completed in current school year; no minimum score</i></p> <p>MATHEMATICS: <i>RTI All-Staff: Must be completed in current school year; no minimum score</i></p> <p>BEHAVIOR: <i>SAS: Must be completed in current school year; no minimum score</i></p>	<p>One of the following required, aligned with self-assessment content area:</p> <p>READING: <i>RTI All-Staff: A school-wide implementation average of at least 80% for the past two consecutive years <u>or</u> demonstrate improvement from prior to current school year</i></p> <p>MATHEMATICS: <i>RTI All-Staff: A school-wide implementation average of at least 80% for the past two consecutive years <u>or</u> demonstrate improvement from prior to current school year</i></p> <p>BEHAVIOR: <i>SAS: A school-wide implementation average of at least 80% for the past two consecutive years <u>or</u> demonstrate improvement from prior to current school year</i></p>	<p>Two of the following required, aligned with self-assessment content areas:</p> <p>READING: <i>Rtl All-Staff: A school-wide implementation average of at least 80% for the past two consecutive years</i></p> <p>MATHEMATICS: <i>Rtl All-Staff: A school-wide implementation average of at least 80% for the past two consecutive years</i></p> <p>BEHAVIOR: <i>SAS: A school-wide implementation average of at least 80% for the past two consecutive years</i></p>	<p>Meet all the requirements for the gold level <u>at least once</u>. Then, one of the following is required. School determines the content area.</p> <p>READING: <i>RTI All-Staff: A school-wide implementation average of at least 80% in current school year</i></p> <p>MATHEMATICS: <i>RTI All-Staff: A school-wide implementation average of at least 80% in current school year</i></p> <p>BEHAVIOR: <i>SAS: A school-wide implementation average of at least 80% in current school year</i></p>
---	--	---	--	---

<p>Culturally Responsive Practices</p>	<p>No documentation required</p> <p>Contact your regional technical assistance coordinator to get started</p>	<p>No documentation required</p> <p>Contact your regional technical assistance coordinator to get started</p>	<p>Demonstrate improved cultural competence by providing data or documentation representing:</p> <ol style="list-style-type: none"> 1. Formal identification of one underserved student group, within one content area 2. Formal input from both students and families that are members of this group 3. Evidence of growth opportunities/ staff training in current culturally responsive practices 4. Evidence that staff are applying current culturally responsive practices within their day-to-day work 5. Improved data outcomes represent <ul style="list-style-type: none"> • Identified underserved student group and comparison group • baseline plus two consecutive years (includes current year) 	<p>Demonstrate improved cultural competence by providing data or documentation representing:</p> <ol style="list-style-type: none"> 1. Formal identification of one underserved student group, within each content area 2. Formal input from both students and families that are members of these groups 3. Evidence of growth opportunities/ staff training in current culturally responsive practices 4. Evidence that staff are applying current culturally responsive practices within their day-to-day work 5. Improved data outcomes represent <ul style="list-style-type: none"> • Identified underserved student group and comparison group • baseline plus three consecutive years (includes current year) • gap closed over three years as indicated with a risk ratio equal to or less than 1.25
---	---	---	--	--

Demonstrating Student Outcomes	No documentation required Contact your regional technical assistance coordinator to get started	No documentation required Contact your regional technical assistance coordinator to get started	Data outcomes represent <ul style="list-style-type: none"> • most recent improved student outcomes in eligible content areas (reading, math, behavior) • baseline plus 2 consecutive years (includes current year) 	Data outcomes represent <ul style="list-style-type: none"> • most recent improved student outcomes in all content areas (reading, math, behavior) • baseline plus 3 consecutive years (includes current year) • at or below state average for suspensions • at or above state average for graduation rates, English Language Arts, and Mathematics (Forward, ACT Aspire, and/or ACT) <p>The Wisconsin RtI Center reviews publicly shared outcomes in WISEdash published by the Wisconsin Department of Public Instruction.</p>
---------------------------------------	--	--	--	--

<p><u>Helpful Reminders:</u></p> <ul style="list-style-type: none"> • A 'content area' refers to MATHEMATICS, READING, or BEHAVIOR • For these purposes, fidelity and full implementation mean the same thing • Timelines for assessments: May 1, 2019 to April 30, 2020 May 1, 2018 to April 30, 2019 May 1, 2017 to April 30, 2018 • All assessment windows must be closed by April 30
--

The Wisconsin RtI Center/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.