



SMALL DISTRICTS PRESENT BIG OPPORTUNITIES

Schools in small districts implementing an equitable, multi-level system of supports with fidelity over time show positive student outcomes.

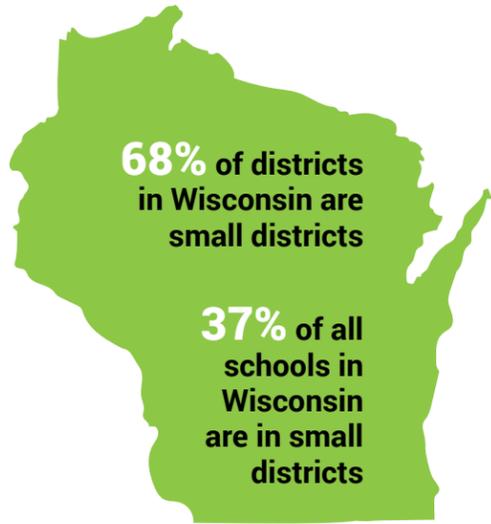
Wisconsin schools in small districts face challenges related to their size, including limited staff and resources. School or district size should not limit student success.

Over a third of schools in our state are part of a small district. The implementation of an equitable, multi-level system of supports in small districts ensures that all students have access to the quality education necessary for success.

Nearly 75 percent of Wisconsin schools in small districts are in rural areas. Research reveals that schools in rural areas take more time to get to high implementation (Nese, R.N.T., Nese, J.F.T., McIntosh, K., Mercer, S.H., & Kittelman, A., 2019), but initial findings point to positive outcomes for students and staff, and suggest that implementation efforts are time well spent.

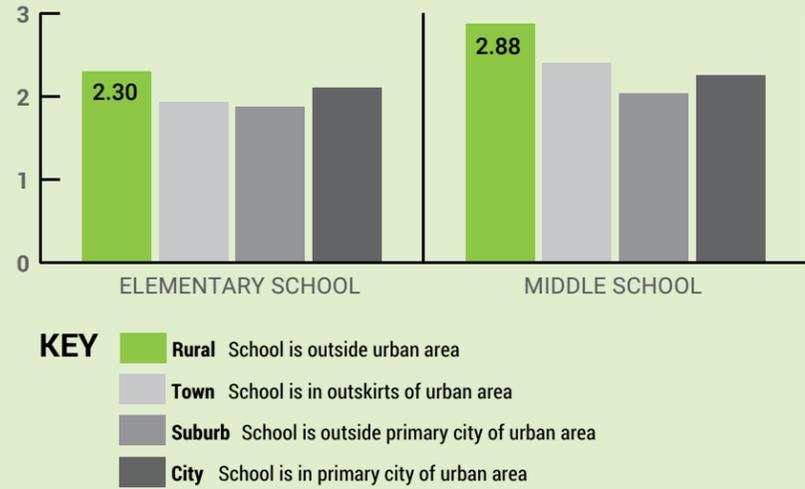


SMALL DISTRICTS
= 1500 STUDENTS OR FEWER



79% of RURAL schools in Wisconsin are in small districts. Schools in rural areas take up to 41% longer to reach fidelity.

AVERAGE YEARS TO REACH TIER 1 FIDELITY POST-TRAINING



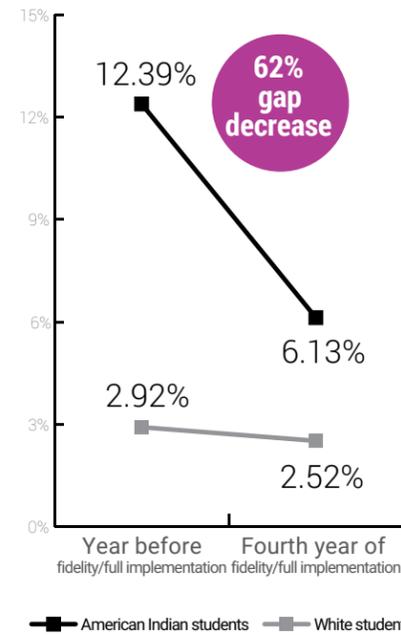
Note: no rural high schools in study sample (Nese, R.N.T., Nese, J.F.T., McIntosh, K., Mercer, S.H., & Kittelman, A., 2019).

BIG OPPORTUNITIES TO REDUCE SUSPENSIONS

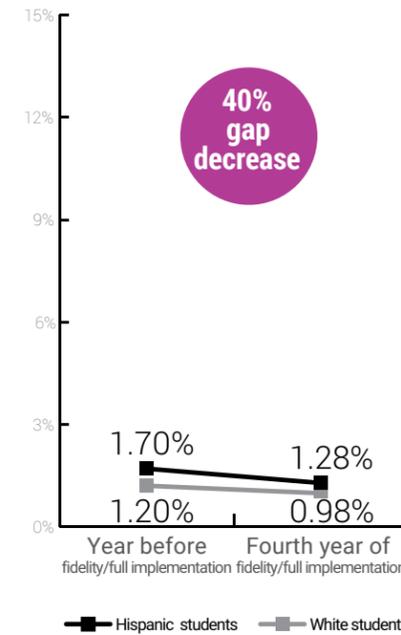
Wisconsin schools in small districts implementing an equitable, multi-level system of supports with fidelity over time show suspension reductions and decreases in suspension gaps.

Includes schools implementing in content areas of reading, mathematics, and/or behavior.

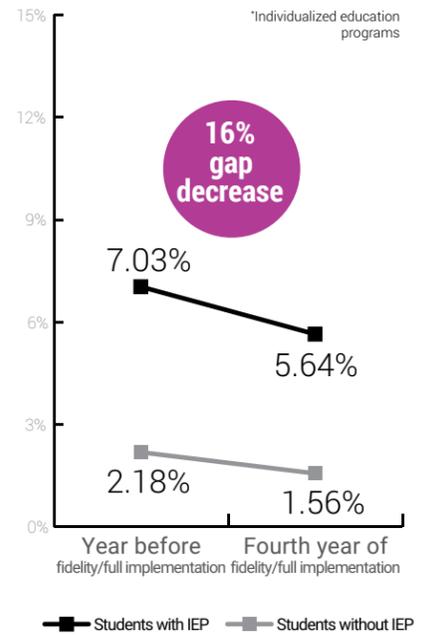
AMERICAN INDIAN-WHITE SUSPENSION RATE GAP



HISPANIC-WHITE SUSPENSION RATE GAP



STUDENTS WITH IEPs-NO IEPs* SUSPENSION RATE GAP



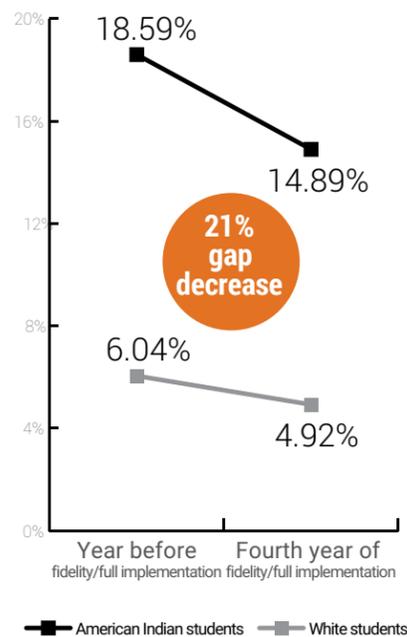
Note: 10 or more students per subgroup were required for us to look at gap data across subgroups.

BIG OPPORTUNITIES TO INCREASE ATTENDANCE

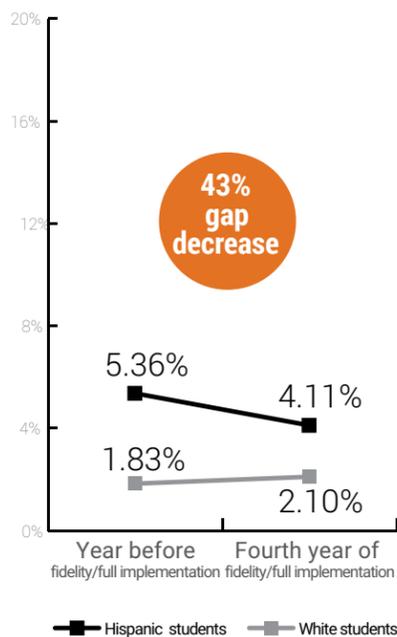
Wisconsin schools in small districts implementing an equitable, multi-level system of supports with fidelity over time show decreases in chronic absenteeism gaps.

Includes schools implementing in content areas of reading, mathematics, and/or behavior.

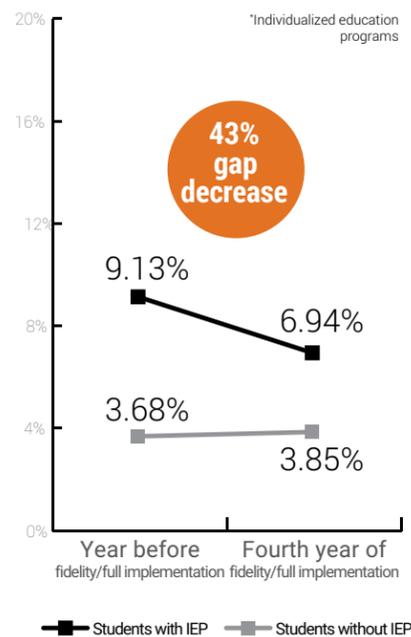
AMERICAN INDIAN-WHITE CHRONIC ABSENTEEISM RATE GAP



HISPANIC-WHITE CHRONIC ABSENTEEISM RATE GAP



STUDENTS WITH IEPs-NO IEPs CHRONIC ABSENTEEISM RATE GAP



CHRONIC ABSENTEEISM RATE = PERCENT OF STUDENTS WHO MISSED AT LEAST 16% OF ENROLLMENT DAYS

Note: Gap closure information for other subgroups is not available; the number of schools was too small.

What IS the significance of a gap decrease?

When we see a gap decrease, that means that the difference between two groups has been reduced. Wisconsin aims to create educational systems with equitable access to quality learning opportunities for each and every student, providing equitable outcomes for all learners.

What IS an equitable, multi-level system of supports?

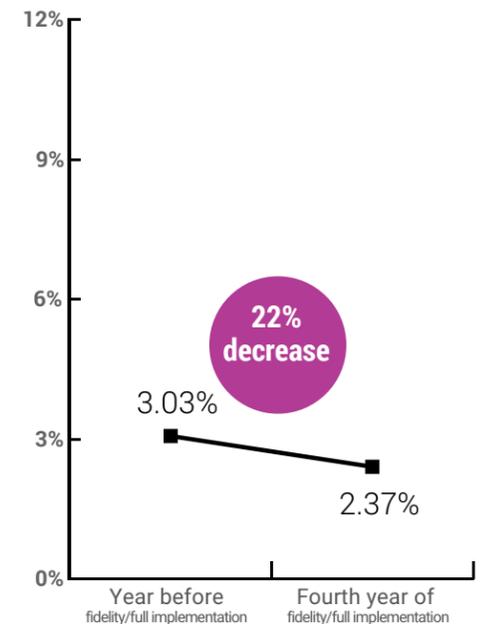
An equitable, multi-level system of supports is a framework.

This framework helps districts and schools:

- Integrate and organize supports for learners, including developmental, academic, behavioral, social, and emotional supports
- Provide equitable services, practices, and resources to every learner
- Responsively adjust the intensity and nature of supports to match learner needs based on data

Implementing equitable, multi-level systems of supports can help schools and districts across the state realize their mission to ready every learner for college and career success.

SMALL DISTRICTS IMPLEMENTING WITH FIDELITY OVER TIME SHOW OVERALL SUSPENSION RATE REDUCTION



SUSPENSION RATE = PERCENT OF STUDENTS WITH ONE OR MORE SUSPENSIONS

BIG OPPORTUNITIES TO LEARN MORE

National research on schools in small districts is few and limited, but existing studies show positive results related to implementation of an equitable, multi-level system of supports.

Schools in small and rural districts implementing PBIS or RtI have shown improved student outcomes:

Behavioral outcomes such as tardies, office disciplinary referrals (ODRs), and in-school suspensions, when initially implementing PBIS with fidelity (McCrary, Lechtenberger, & Wang, 2012).

Students taking more ownership of actions and engaging in safer behaviors after schoolwide implementation of PBIS, based on student reports of their peers (Cagle, 2017).

Improved school culture reported by both teachers and students as a benefit of PBIS implementation (Cagle, 2017).



Learn how other schools in small districts are successfully implementing their equitable, multi-level systems of supports by reading their stories on our website: wiconsinrticenter.org/schools.

For more information or to explore technical assistance or professional learning opportunities (either online or in person), visit: wiconsinrticenter.org/contact.

References

Cagle, J.F. (2017). The cost of color in public education - an examination of disproportionate suspensions. *Journal of Organizational & Educational Leadership*, 3(1).

McCrary, D., Lechtenberger, D., Wang, E. (2012). The effect of schoolwide positive behavioral supports on children in impoverished rural community schools. *Preventing School Failure*, 56(1), 1-7.

Nese, R.N.T., Nese, J.F.T., McIntosh, K., Mercer, S.H., & Kittelman, A. (2019). Predicting latency of reaching adequate implementation of tier I schoolwide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*, 21(2), 106-116.



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