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Wisconsin RtI Center

ANNUAL REPORT



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION



Wisconsin RtI Center
Wisconsin PBIS Network
IDEA OF PA 94.027



“To remain committed to our shared goal of educational equity, we can’t afford mission drift. Equitable, multi-level systems of supports help us keep our focus, providing schools and educators with systems of supports that promote opportunity for all. The results we see from schools that have built strong, sustainable, multi-level systems of supports continue to affirm the potential this has for Wisconsin kids as a key equity strategy for our state.”

– Dr. Tony Evers
Wisconsin State Superintendent of Public Instruction

About this report

The information in this report is organized according to the journey Wisconsin schools travel as they implement equitable, multi-level systems of supports to serve the needs of all learners.

Stories about five Wisconsin schools are interspersed throughout the report. These short features reveal how our state’s vision is being realized in each school’s unique environment.

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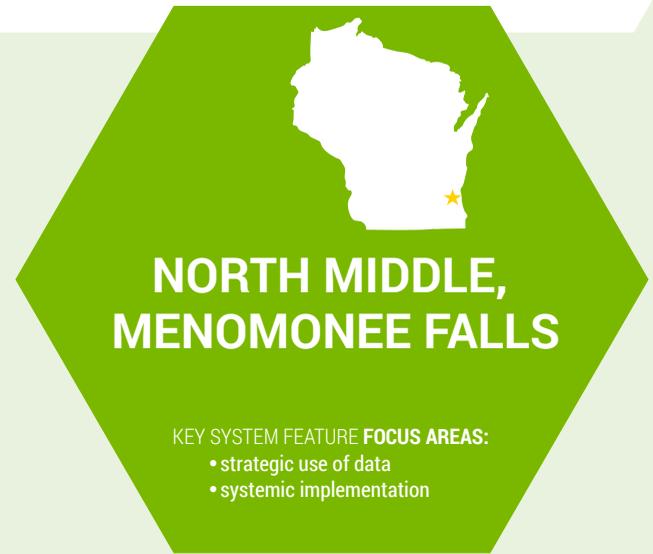


3 Vision in Action: School Snapshot

Meeting with North Middle School, it's easy to notice their emphasis on teamwork. Each member of the leadership team speaks about their area of expertise, but each can also explain how every piece of their work is crucial to the whole integrated system.

Such fluency with the system did not happen overnight, but rather is the result of years of collaboration and systemic planning. It began eight years ago when North Middle School, seeking to reduce their high number of suspensions, sought out training in PBIS. Concurrently, Associate Principal Scott Marty led a team to begin the systemic use of restorative practice strategies. The school came to see a natural connection between the two. "We operate with a restorative philosophy within the PBIS framework," Principal Lynn Grimm said. These efforts contributed to a decline in the number of suspensions.

Additionally, North Middle School launched a continuous improvement process and changed their structures to better use data. Staff became specific about the types of data to collect. "One of our biggest successes has been in our universal behavior data," Grimm said. As the team analyzed this data and made adjustments, they were also able to apply this learning to the academic portion of their system. Over the last seven years, the team has built an academic intervention system for literacy and mathematics and created a problem-solving flowchart around student need.



Incorporating student voice is also an important key to North Middle's success. The administration put several processes in place to include students in school decisions. Each month, homeroom teachers share data with their classes and the students and teachers have a discussion and select a representative to attend "flex rep council." The council, made up of the student representatives, meets with an administrator and a counselor to decide on a focus area, how progress will be measured, and what students would like as an incentive for meeting their goals. "Students get a chance to have a voice in what's going on in the building and work towards doing something about it in a short period of time," Behavioral Interventionist JC Bruns said.

Multiple times a year, North Middle School holds circle feedback loops between students, the administration, and the superintendent. The consistent focus is on how students can be supported in a collaborative team environment. "We really listen to student feedback," Principal Grimm said.

STUDENTS AT PROFICIENT OR ADVANCED ON WISCONSIN FORWARD EXAM FOR MATHEMATICS



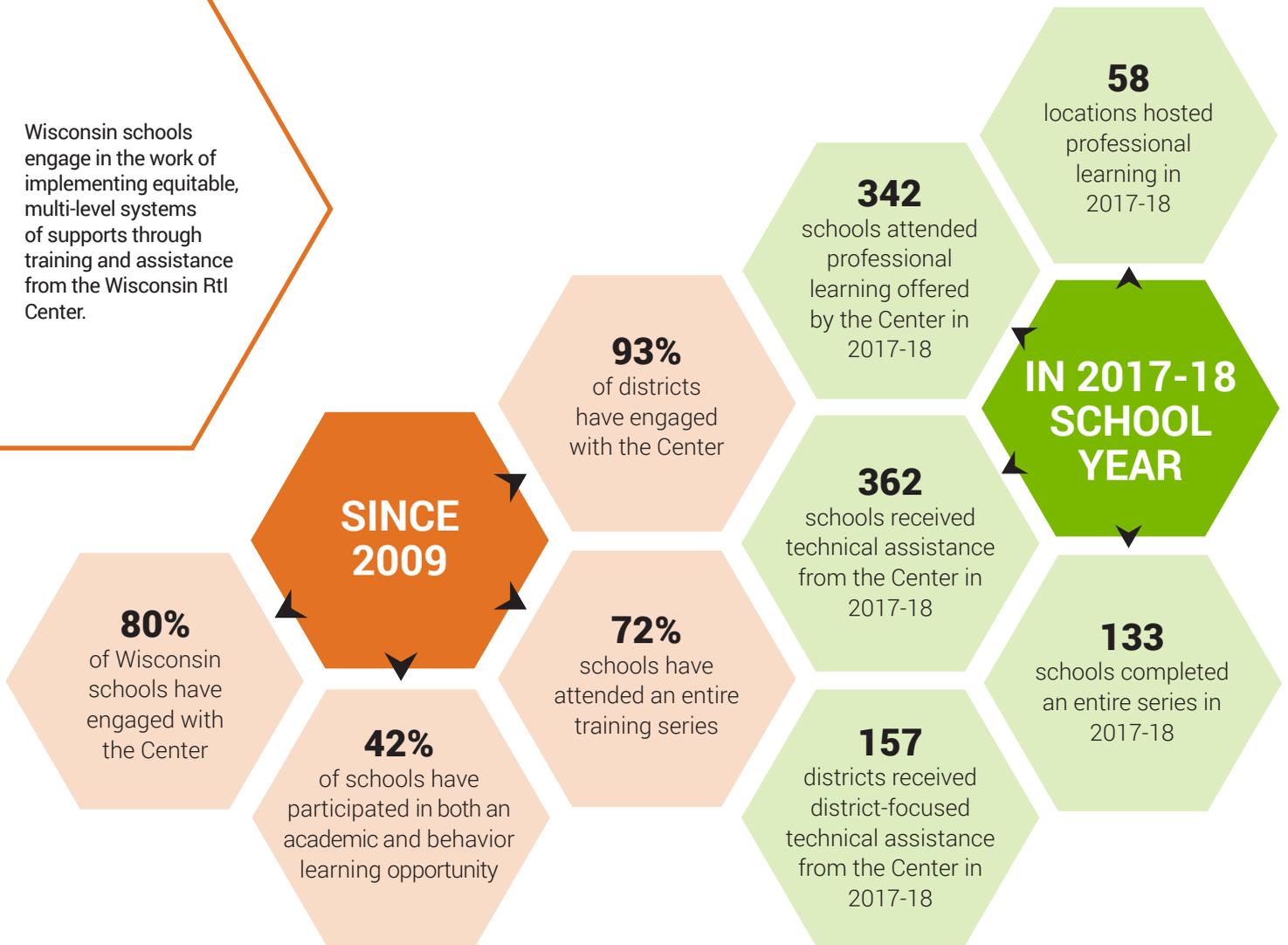
DECLINE IN INCIDENTS OF SUSPENSIONS



IMPLEMENTATION JOURNEY	Assessing in Behavior since 2010	Reached fidelity at tier 1 in 2012-13 and fidelity at tier 2-3 in 2014-15
	Assessing in Reading since 2011	Reached full implementation at the universal level in 2014-15, reached full implementation at selected/intensive levels in 2015-16
	Assessing in Mathematics since 2011	Reached full implementation at the universal level in 2014-15, reached full implementation at selected/intensive levels in 2015-16

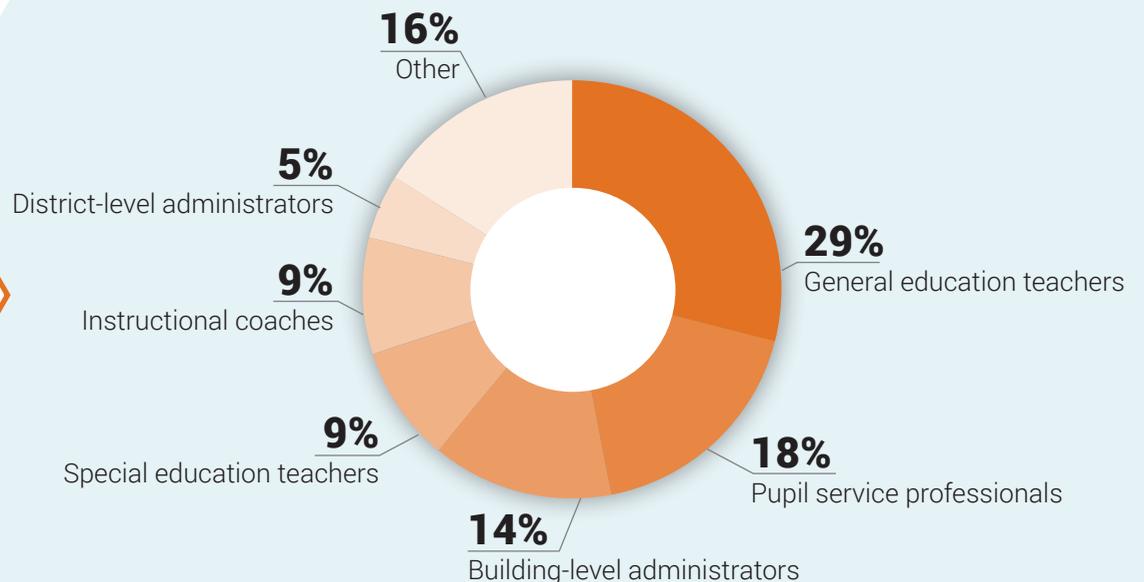
4 Professional Learning Offered

Wisconsin schools engage in the work of implementing equitable, multi-level systems of supports through training and assistance from the Wisconsin RtI Center.



Our professional learning sessions are attended by staff in many roles.

We are seeing an increase in district-level staff participation.



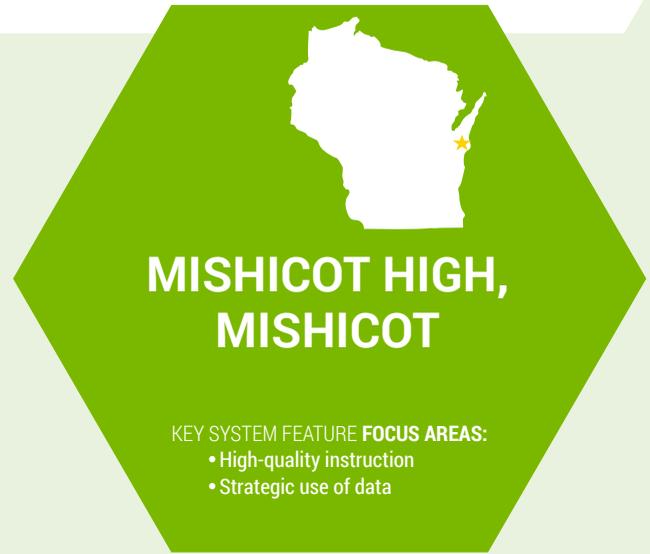
5 Vision in Action: School Snapshot

Small schools and districts face different challenges than their larger counterparts when it comes to the implementation of an equitable, multi-level system of supports. Smaller enrollment may often mean fewer staff and limited resources. How does a small district set up its system to meet the needs of all students? For Mishicot High School, with an enrollment of 250 students, the answer lies in ensuring that their system is flexible and proactive.

A review of their local assessments and benchmark data revealed that more than 20% of students were accessing tier 2/selected-level supports. The leadership team recognized that a system adjustment was necessary. They wanted to create a preventative academic model to identify and support students who may be at risk for not graduating. Additionally, they were determined to provide the opportunity for all students to receive enrichment. Equally important, Mishicot wanted to continue to provide access to other content and courses, especially since the school maintains partnerships with two local colleges, which allow students to earn college credit.

As a first step, Mishicot implemented a flexible support time for all students that is used for both support and enrichment. Decision rules—based on multiple academic assessments—are in place to determine the appropriate level of support and/or enrichment students receive. The school established some non-negotiable practices. For example, all teachers post daily learning targets in each class. The school focuses on the culture of learning and gradual release of responsibility to the students. “We want our students to take a leadership role in their learning,” Principal Paul Orlich said.

Another key component is the assignment of an advisor to every student upon entering high school. This advisor remains the same for the student’s entire academic career at Mishicot, which is unique to small schools. The leadership team believes that this connection has created strong relationships with students and directly impacted their high graduation rate.



IMPLEMENTATION JOURNEY	
Assessing in	Stage of implementation
Reading since 2012	Assessed at full implementation in all levels in 2013-14
Mathematics since 2013	Assessed at full implementation in all levels in 2013-14

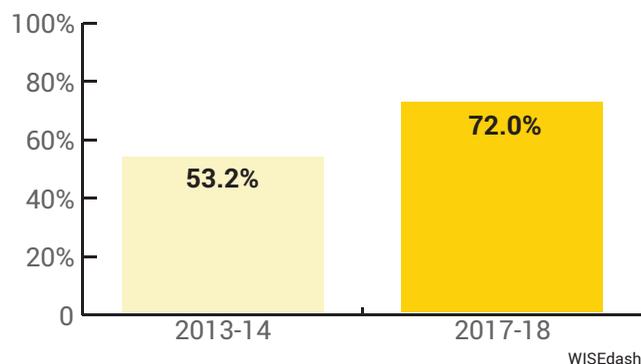
Relationships among the educators are also important at Mishicot. Even in their small setting, the school has created a strong professional learning community. Every Tuesday morning at 7 A.M., staff gather to review their mathematics and language arts data, share celebrations, and plan next steps.

The way Mishicot collects and uses data not only allowed the staff to develop a proactive system, it has also transformed conversations with students and parents. The school regularly shares information with their stakeholders and community.

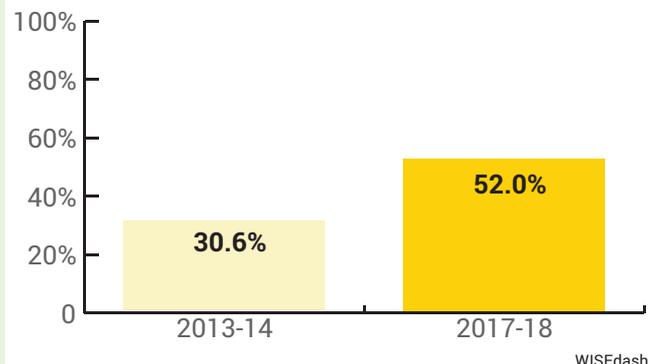
The staff’s dedication was evident by the school’s 100% graduation rate in 2017-18. Every student graduated with at least one college course (three credits) and the class average was seven college classes per student.



PERCENT OF 10TH GRADE STUDENTS READY OR EXCEEDING ON ACT ASPIRE (ENGLISH)



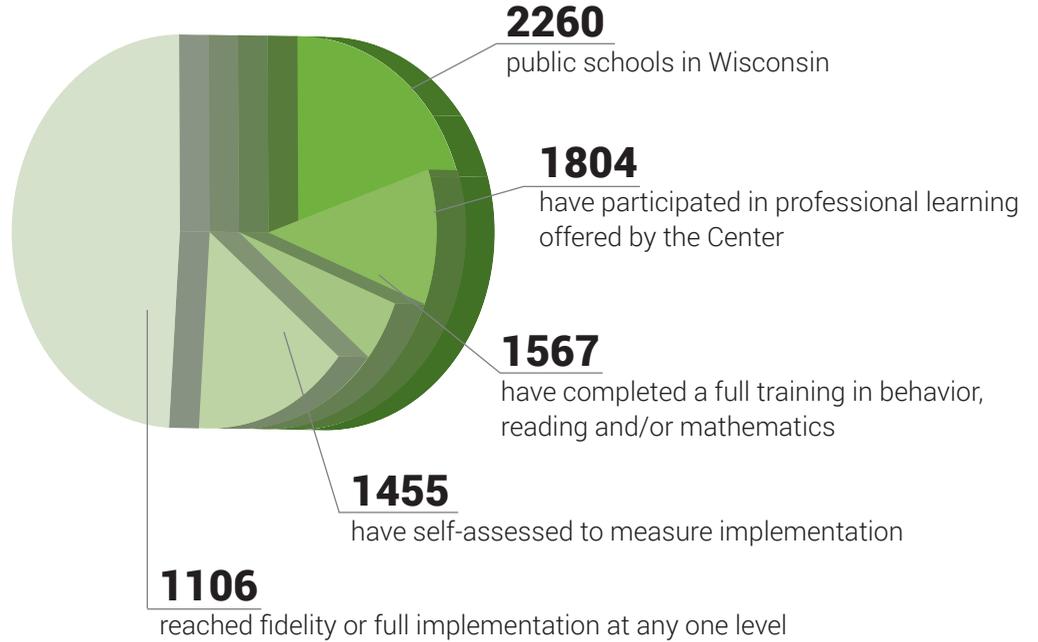
PERCENT OF 10TH GRADE STUDENTS READY OR EXCEEDING ON ACT ASPIRE (MATH)



6 Measuring Implementation

Since 2009...

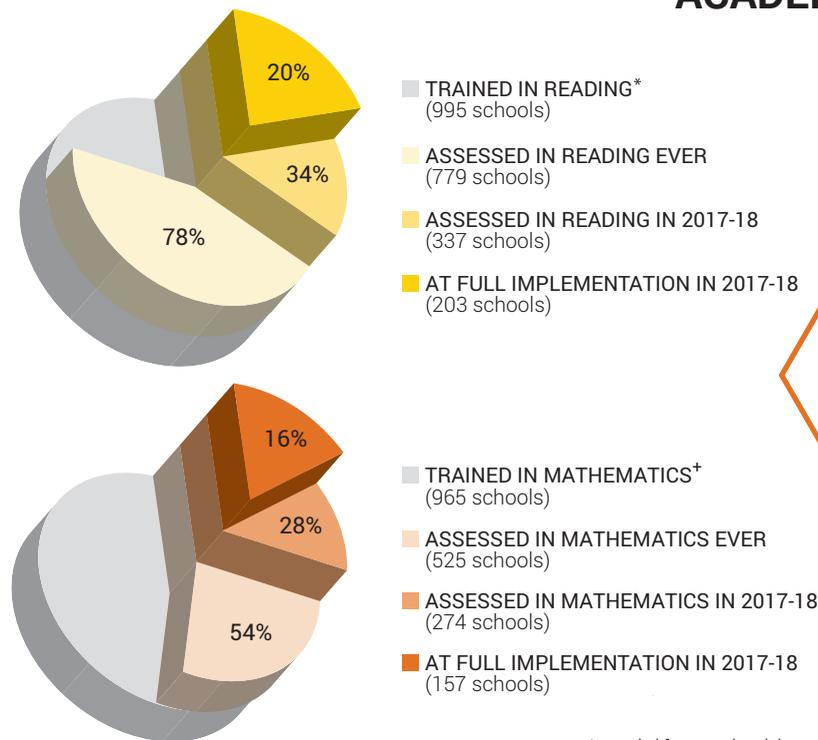
Schools throughout Wisconsin have been regularly using self-assessment tools to measure their implementation progress and to identify areas of growth for their equitable, multi-level systems of supports.



7 Measuring Implementation

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

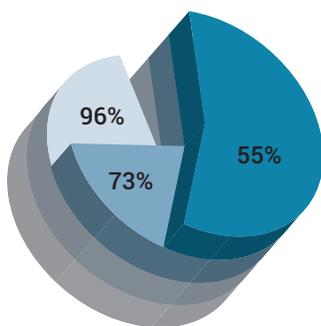
ACADEMIC assessments



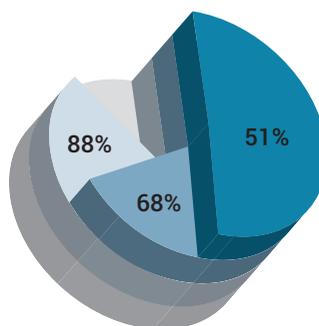
Schools examine their multi-level systems of supports using an **ACADEMIC LENS**. Schools represented in these two charts assessed using **either** the School-wide Implementation Review (SIR) or the All-Staff Perception Survey.

*attended framework training and/or universal reading training
†attended framework training and/or universal mathematics training

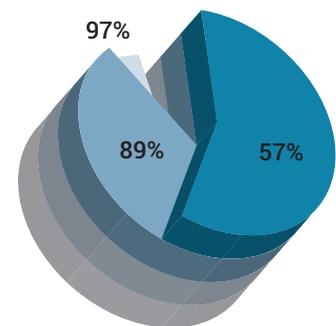
BEHAVIOR assessments



- TRAINED IN TIER 1 (1291 schools)
- ASSESSED EVER (1244 schools)
- ASSESSED IN 2017-18 (940 schools)
- AT FIDELITY IN 2017-18 (716 schools)



- TRAINED IN TIER 2 (758 schools)
- ASSESSED EVER (666 schools)
- ASSESSED IN 2017-18 (519 schools)
- AT FIDELITY IN 2017-18 (389 schools)



- TRAINED IN TIER 3 (232 schools)
- ASSESSED EVER (225 schools)
- ASSESSED IN 2017-18 (207 schools)
- AT FIDELITY IN 2017-18 (132 schools)

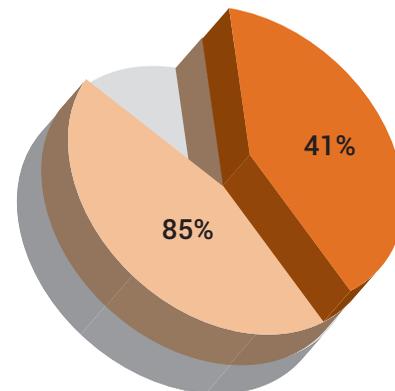
Schools examine their multi-level systems of supports using a **BEHAVIOR LENS**. Schools represented in the tier 1 chart assessed using the Benchmarks of Quality (BoQ), the Tiered Fidelity Inventory (TFI), or the Self-Assessment Survey (SAS). Schools represented in the tier 2 and tier 3 charts assessed using the TFI, the BAT (Benchmarks for Advanced Tiers), or the MATT (Monitoring Advanced Tiers Tool).

FIDELITY = when schools accurately and consistently implement their multi-level systems of supports as designed and achieve their intended results. Some academic assessments refer to this as full implementation.

8 Measuring Implementation

Schools examine their **INTEGRATED** 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.

- TRAINED IN BOTH ACADEMIC AND BEHAVIOR EVER (739 schools)
- ASSESSED IN BOTH AREAS EVER (629 schools)
- ASSESSED IN BOTH AREAS IN 2017-18 (305 schools)



329

schools have reached fidelity in behavior AND full implementation in an academic content area since 2009

182

schools assessed at fidelity in behavior AND full implementation in an academic content area in 2017-18

Recognized schools program

Schools across the state implementing equitable, multi-level systems of supports have been acknowledged for their efforts through our recognized schools program. Our recognition system commends schools beginning their journeys and congratulates those that are successfully sustaining AND extending them.

This past year, we were pleased to honor 639 unique schools including our first ever platinum-level school. To view the entire list of recognized schools, visit <http://bit.ly/RecognizedSchools>.



	Behavior	Mathematics	Reading
Number of schools at BRONZE	348	74	95
Number of schools at SILVER	243	43	59

Number of schools at GOLD for behavior and mathematics	2
Number of schools at GOLD for behavior and reading	2
Number of schools at GOLD for mathematics and reading	7
Number of schools at GOLD (all content areas)	4
Number of schools at PLATINUM (all content areas)	1

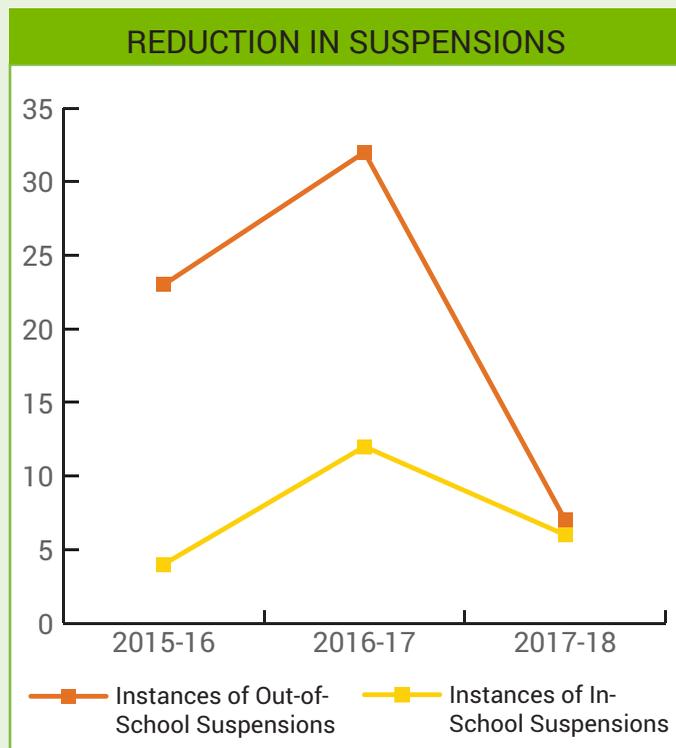
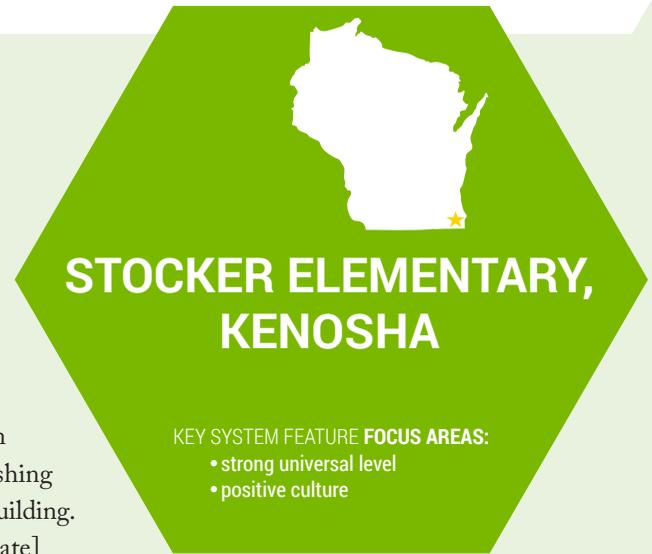
9 Vision in Action: School Snapshot

IMPLEMENTATION JOURNEY	
Assessing in	Stage of implementation
Behavior since 2011	Assessed at fidelity at tier 1 in 2012-13, assessed at fidelity at tier 2 in 2013-14, assessed at fidelity at tier 3 in 2014-15
Reading since 2014	Assessed at full implementation for all levels in 2014-15

Implementation of an equitable, multi-level system of supports often appears to be a cyclical experience. Many times, schools begin by building a strong universal level of supports. This was the approach taken by Stocker Elementary in Kenosha. Their early work centered on establishing and teaching common expectations for the school and in all areas of the building. “The first handful of years was about building that system of data [to create] tiered support for students,” April Nelson, Stocker’s principal said.

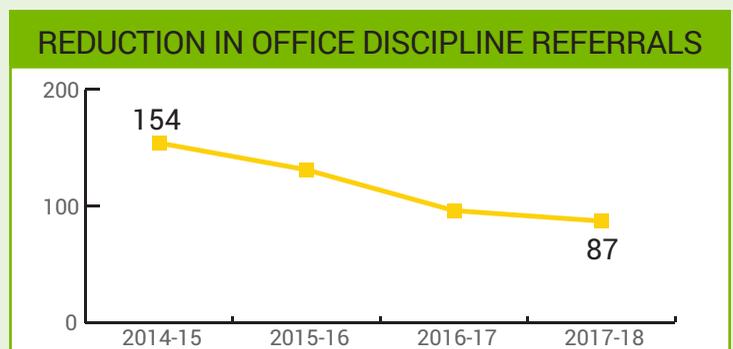
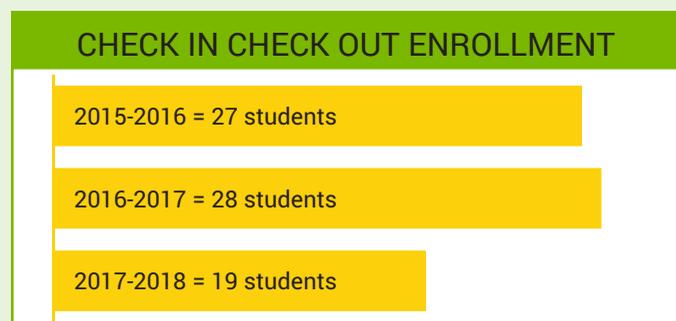
After several years, Stocker’s leadership team felt that their universal level was robust. They began introducing selected and intensive supports, including Check In Check Out (CICO), Social Academic Instructional Groups (SAIG), and mentoring.

Once all of the system pieces were in place, the team noticed a trend in their data. Students were coming back to CICO after a short period of having been successful. Additionally, the number of students needing CICO also increased, leading leadership to believe there was a need that wasn’t being met at the universal level.



Stocker’s team knew the answer was not to throw away their universal expectations, but rather, adjust the system to be more proactive. They decided the best solution would be to teach students how to manage and regulate their emotions at the universal level. Using monthly professional development, all staff built skills in social-emotional learning (SEL) and developed a common understanding of language around SEL. Stocker created monthly themes based on topics connected to the social-emotional continuum. Discussion questions were developed for classroom teachers’ use. Themes were promoted on the school’s morning news program and communicated to families through a newsletter.

Incorporating social-emotional learning at the universal level has had a broad impact, according to Stocker’s staff. The number of students needing the additional support of CICO was reduced. It has also positively affected the school culture. Students are helping each other with social-emotional language and it’s helped build community, Principal Nelson said. Counselor Kaitlyn De Bruin added that building resiliency skills has been really helpful for students. Stocker’s data tells a comparable story: this system adjustment played a role in reducing suspensions and office discipline referrals.



10 Changes Over Time

SELF-ASSESSMENT is crucial for schools to identify their areas of strength and uncover areas for improvement.

Regular reflection and self-assessment helps schools celebrate their progress and prioritize their plans for improvement.

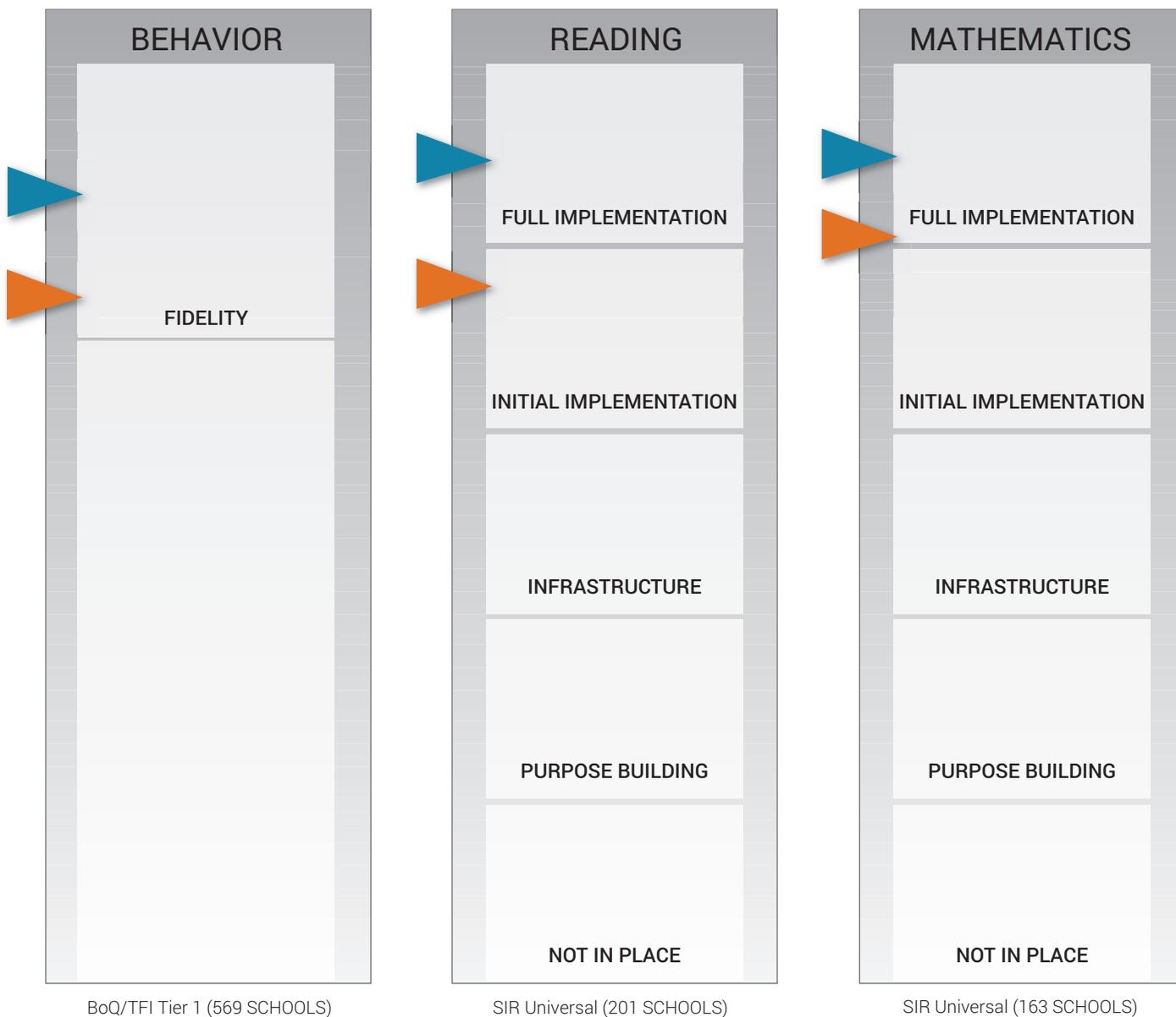
610 TRAINED schools have assessed at the tier 1/universal level...

in behavior, mathematics, or reading for the last three years (2015-16 to 2017-18)

KEY

- Regularly assessing over the past three years
- Trained, but not regularly assessing

Average score in 2017-18 by content area



BoQ/TFI Tier 1 (569 SCHOOLS)

SIR Universal (201 SCHOOLS)

SIR Universal (163 SCHOOLS)

11 Changes Over Time

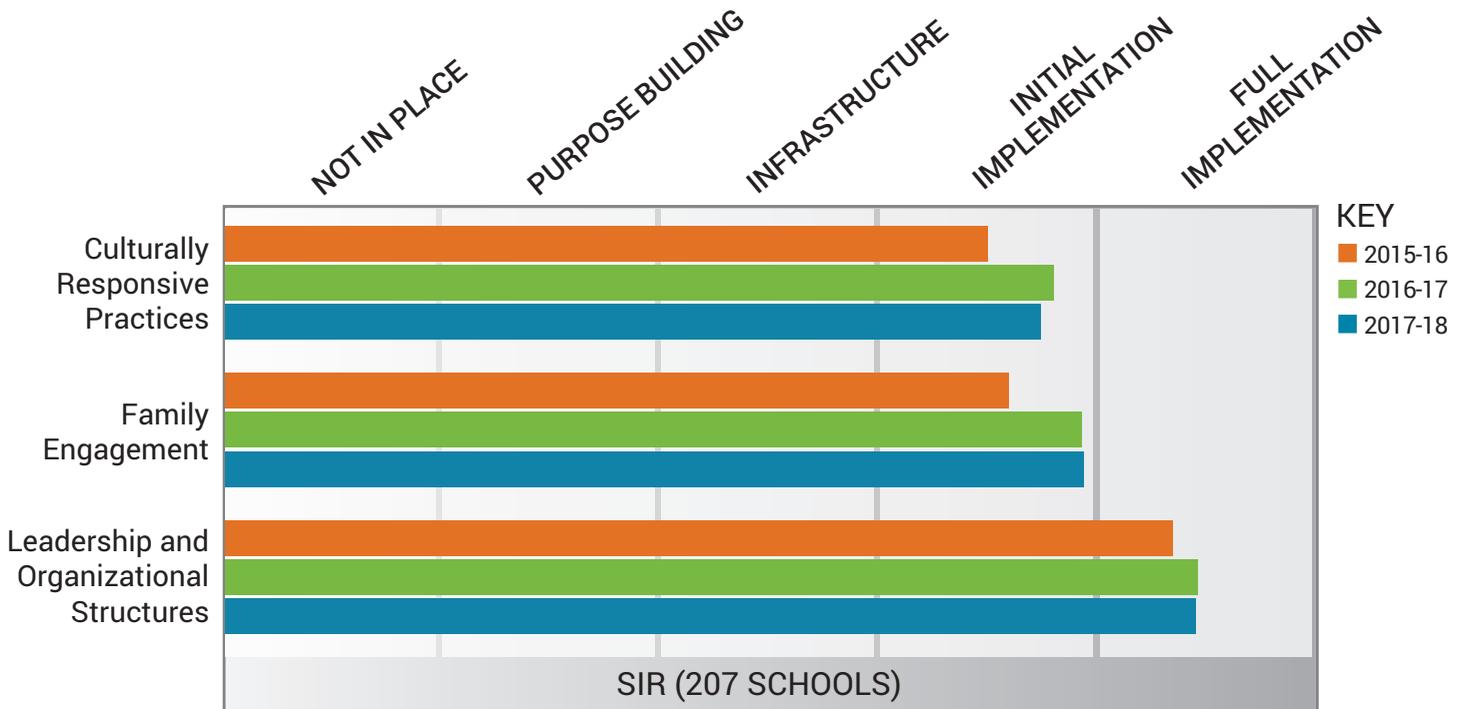
The School-wide Implementation Review (SIR) measures three domains that are critical to school culture and implementation that supports all students: culturally responsive practices, family engagement, and leadership and organizational structures.

This graph shows the domains by year over time for the schools that used the SIR for three consecutive years.

WHY IS CONTINUAL ASSESSMENT IMPORTANT?

Schools that assess and self-reflect on their changes over time are better able to replicate effective and efficient practices throughout the building.

Plus, research shows that continual assessment is a key to sustaining implementation. See p. 13 to learn more about the value of sustainability.

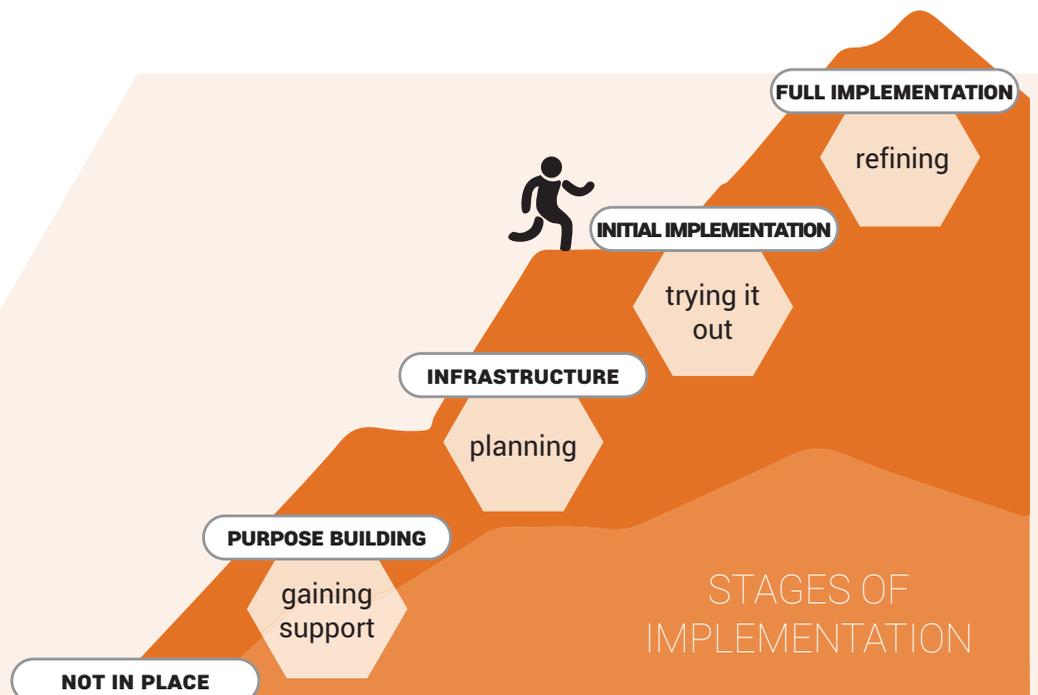


CULTURALLY RESPONSIVE PRACTICES include how a school's programs, practices, procedures, and policies account for and adapt to the broad diversity of student race, language, and culture.

FAMILY ENGAGEMENT is essential to student success. Schools and districts must reach out to families in meaningful ways and engage them in decision-making.

LEADERSHIP AND ORGANIZATIONAL STRUCTURES are important to strong implementation of equitable, multi-level systems of supports because leaders drive implementation.

Implementation is a science. Research shows that it takes years to see the effects of putting a new evidence-based system in place.



Based on: Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

12 Vision in Action: School Snapshot

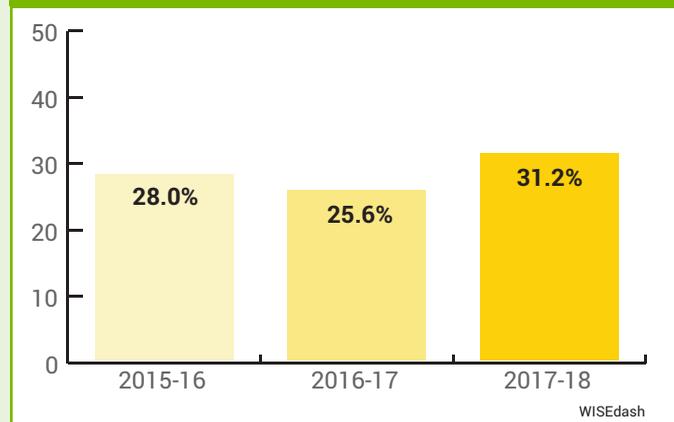
The staff at Clovis Grove Elementary School in Menasha are determined to maximize the learning time in the school day for each student. One part of achieving this important goal is increasing instructional opportunities through reducing office discipline referrals, and specifically, decreasing the number of students who are repeatedly referred to the office. Clovis Grove took a hard look at the range of supports they offered and identified three areas for systemic improvement.

First, the school worked out a co-teaching model. “We want all of our children to be in our classrooms as much as possible... and that’s supported through co-teaching,” Principal Tammy Richter said. This practice allows students with Individualized Education Programs (IEPs) and English Learners to be included in all universal-level instruction. Coaches regularly check in with teachers and provide support to help them build their capacity to provide inclusive instruction. Additionally, the school ensures that every classroom has community building time so every child feels included and every child has a voice in the classroom, Richter said.

Second, the entire staff made a commitment to learning about trauma-informed practices. They started with the modules from the Wisconsin Department of Public Instruction, and each adult in the building participated in the training to improve their practices. Clovis Grove students learn strategies of self-regulation and every classroom has a calming zone where students can go when they are in distress. Staff now feel more equipped to handle a child who may need more emotional support.

Third, Clovis Grove fully implemented tier 2 supports, including Check In Check Out (CICO), a process by which students check in with adults for feedback and relationship-building throughout the day. The staff view CICO as a preventative measure that allows them to connect more quickly with students in need.

STUDENTS IDENTIFIED AS ECONOMICALLY DISADVANTAGED WHO ARE AT PROFICIENT OR ADVANCED ON WISCONSIN FORWARD EXAM FOR ENGLISH LANGUAGE ARTS



**CLOVIS GROVE
ELEMENTARY,
MENASHA**

KEY SYSTEM FEATURE **FOCUS AREAS:**

- systemic implementation
- continuum of supports

This is one way that students with higher needs are able to have positive behavior acknowledged earlier. It also allows opportunity to re-teach appropriate behavior if necessary.

The systemic implementation of trauma-informed practices and tier 2 strategies has resulted in students being connected to a caring adult sooner. Having teachers and staff deliver a continuum of supports with sensitivity and understanding has shown a reduction in the number of students who are repeatedly referred to the office. Additionally, according to Richter, students with IEPs and students identified as economically disadvantaged are seeing improvements on the Wisconsin Forward Exam.

Richter sees this work as vital to the instruction happening at Clovis Grove. “Our vision is reaching every student, every day,” she said.

REDUCTION IN SUSPENSIONS		
2015-16	25 suspensions	with a total of 15 students
2016-17	14 suspensions	with a total of 7 students
2017-18	7 suspensions	with a total of 5 students

STUDENTS IDENTIFIED AS ECONOMICALLY DISADVANTAGED WHO ARE AT PROFICIENT OR ADVANCED ON WISCONSIN FORWARD EXAM FOR MATHEMATICS



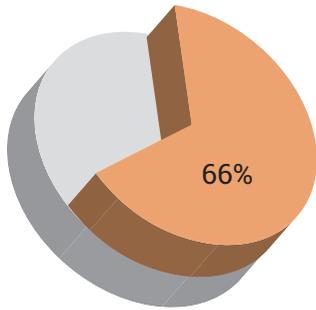
IMPLEMENTATION JOURNEY	First assessed in Behavior in 2010	Reached fidelity at tier 1 in 2010-11 and fidelity at tier 2 in 2015-16
	First assessed in Reading in 2012	Reached full implementation at all levels in 2014-15
	First assessed in Mathematics in 2015	Reached full implementation at all levels in 2015-16

13 Sustaining Implementation

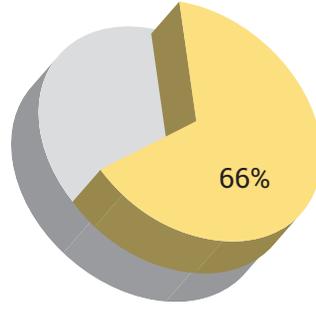
SUSTAINABILITY = Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes (McIntosh et al., 2009).

Positive student outcomes are generally realized when a school sustains full implementation/fidelity for at least three years.

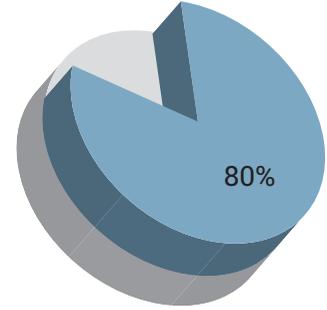
Sustaining for three years 2015-16, 2016-17, 2017-18



- TRAINED IN MATHEMATICS* AND SELF-ASSESSED (using SIR) for the last three years (163 schools)
- AT FULL IMPLEMENTATION at the universal level during this same time period (107 schools)

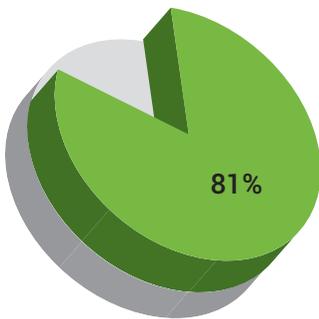


- TRAINED IN READING* AND SELF-ASSESSED (using SIR) for the last three years (201 schools)
- AT FULL IMPLEMENTATION at the universal level during this same time period (132 schools)



- TRAINED IN BEHAVIOR AND SELF-ASSESSED (using BOQ or TFI) for the last three years (569 schools)
- AT FIDELITY at tier 1 during this same time period (455 schools)

*attended framework training and/or universal reading training
*attended framework training and/or universal mathematics training



- TRAINED IN MULTIPLE CONTENT AREAS AND SELF-ASSESSED in at least one content area for the last three years (610 schools)
- AT FIDELITY/FULL IMPLEMENTATION in at least one content area during this same period (492 schools)

Teams that regularly use data to plan and make changes are more likely to sustain implementation

- Staff members are more likely to continue implementation when they recognize improved outcomes and perceive them to be directly related to the practice
- Teams regularly collect observable, measurable implementation and outcome data
- Teams regularly share data with all staff, who then use it to plan and make changes
- Staff members monitor data continuously and have feedback systems in place

To read the entire brief on sustainability, visit <http://bit.ly/SustainabilityFiveFactors>.



14 Connection to Student Outcomes

Implementation science has shown that it can take several years of work before we can expect to see a connection between the implementation of an equitable, multi-level system of supports and improved student outcomes.

In this section, SIGNIFICANCE DATA is examined. Statistical significance shows confidence that the results are related to high implementation of an equitable, multi-level system of supports and not likely due to random chance.

Schools must have had at least 10 students in a subgroup in both years to be included. A DASHED LINE represents a change in outcome. A SOLID LINE represents a statistically significant change in outcome. Data compiled from WISEdash.

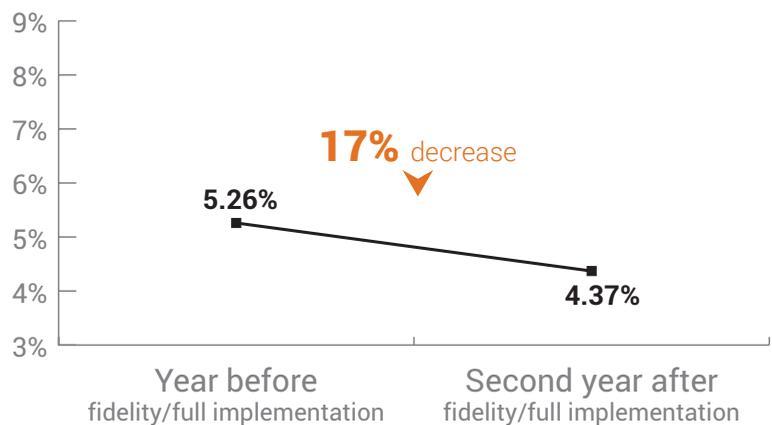
Suspension rate reduction

Schools implementing PBIS tier 1 at fidelity for at least two of three years decrease their overall suspension rates with ongoing fidelity.

= 2477
fewer students suspended

446 schools

PBIS TIER 1: AVERAGE % OF STUDENTS SUSPENDED

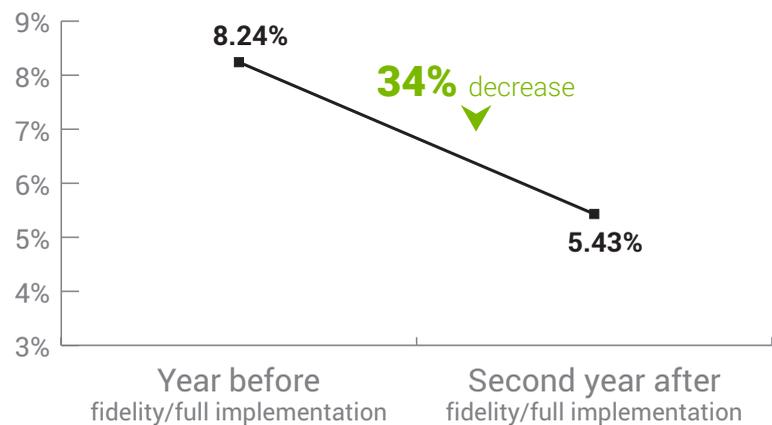


Schools implementing PBIS tier 1 and tier 2 at fidelity for at least two of three years decrease their overall suspension rates with ongoing fidelity, and at a faster rate than tier 1-only fidelity schools.

= 3956
fewer students suspended

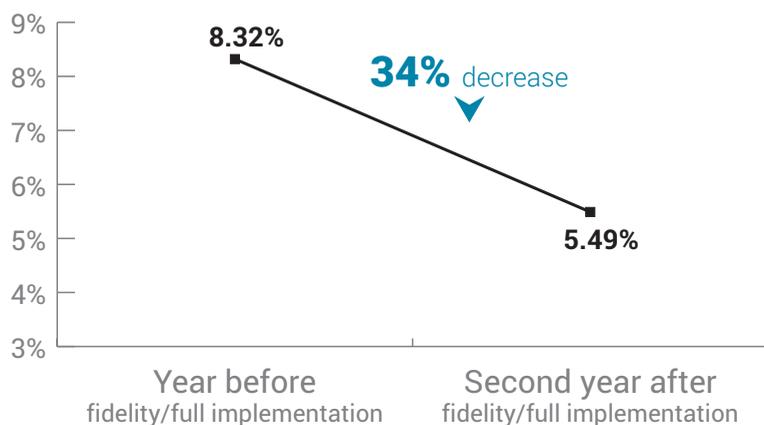
267 schools

PBIS TIERS 1+2: AVERAGE % OF STUDENTS SUSPENDED



15 Connection to Student Outcomes

READING TIER 1: AVERAGE % OF STUDENTS SUSPENDED



Schools implementing Reading tier 1 at fidelity for at least two of three years decrease their overall suspension rates.

= **3078**
fewer students suspended

182 schools

➤ The information here represents the immediate, SHORT-TERM time and cost savings impact to our systems. See Rumberger* (2016) and Rosenbaum* (2018) for more about the LONG-TERM impact estimates related to factors such as dropouts, workforce productivity, and health.

Instructional days gained by decreasing suspensions

Total saved from the year before fidelity to the second year after fidelity	PBIS T1 (n=446)	PBIS T1+T2 (n=267)	Reading T1 (n=182)
Total Days of Instructional Time Saved	8,720.50	17,455.50	15,137.50
Total Days of Administrative Time Saved	537.56	1,007.06	700.03

Value of time saved from decreasing suspensions

Total saved from the year before fidelity to the second year after fidelity	PBIS T1 (n=446)	PBIS T1+T2 (n=267)	Reading T1 (n=182)
Total Value (\$) of Instructional Time Saved	\$559,046.55	\$1,119,022.65	\$970,422.24
Total Value (\$) of Administrative Time Saved	\$35,102.83	\$65,761.18	\$45,712.04

These figures represent the value of instructional time saved due to a decrease in out-of-school suspensions, that otherwise would have been spent on an empty seat in the classroom.

Scott & Barrett, 2004. Averages based on 2016-17 DPI comparative costs and staff salary reports.

*Rosenbaum, J. (2018). Educational and criminal justice outcomes 12 years after school suspension. *Youth & Society*, 1-33.

+Rumberger, R.W., Losen, D.J. (2016). *The high cost of harsh discipline and its disparate impact*. Los Angeles, CA: The Center for Civil Rights Remedies, The Civil Right Project.

16 Vision in Action: School Snapshot

IMPLEMENTATION JOURNEY	
Assessing in	Stage of implementation
Behavior since 2010	Assessed at fidelity at tier 1 in 2011-12, assessed at fidelity at tiers 2-3 in 2016-17
Reading since 2014	Assessed at full implementation in all levels in 2012-13
Mathematics since 2012	Assessed at full implementation in all levels in 2012-13

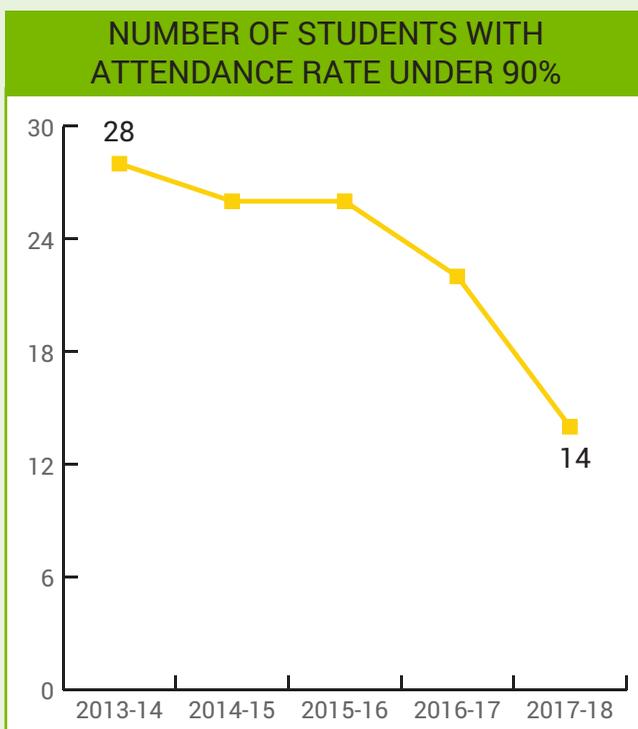
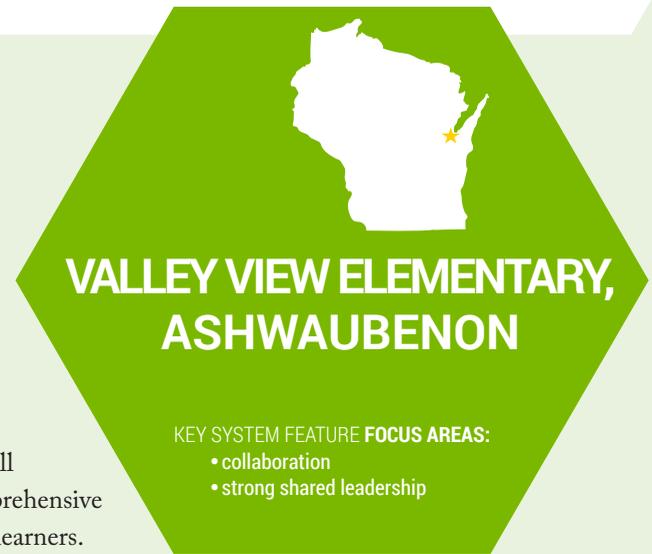
Casual observers of Valley View Elementary’s school day schedule will recognize the effort required to create it. A deeper look at the comprehensive master schedule reveals much more: the staff’s dedication to support all learners.

The idea for the new schedule began with the realization the previous schedule was not meeting the needs of all students. The team wanted to make every child feel welcomed at school and was committed to giving each learner the highest quality instruction. “We had very clear non-negotiables—that every decision—as we created this master schedule, was about what would be best for student achievement,” Principal Andrew Bake said.

When building their system, Valley View intentionally included a mix of classroom teachers and staff to get a wide range of viewpoints and input. This collaborative approach increased staff buy-in and commitment, to the point that when it became apparent that the new schedule would require Valley View to extend the school day by 20 minutes, the teachers were on board 100%.

The foundation of the schedule is solid core instruction, followed by intervention and enrichment (IE) times. This schedule ensures all students receive the core teaching. The IE time allows for supplemental supports in mathematics and reading, as well as enrichment, pushing the curriculum deeper for students who are ready for added challenges.

Valley View’s leadership team has been transparent with their staff and quick to respond to teacher need. The schedule has built in time for important teacher collaboration, including weekly meetings for grade-level teachers and monthly, full-team meetings to review data and be responsive to student needs. The collaboration among teachers led to stronger relationships with each other. Literacy Support Coach Sheryl Stathas also noted the change in how teachers connected with students. “It changed from ‘my’ student to ‘our’ student,” she said.



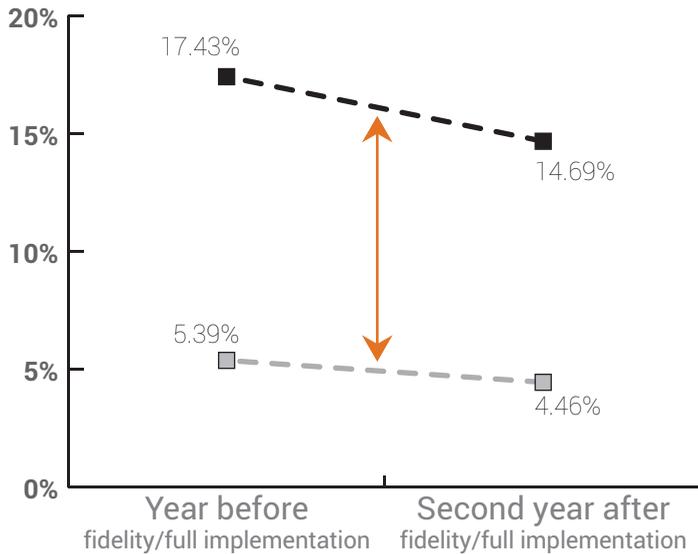
Valley View’s efforts have paid dividends in multiple ways. Creating an environment that supports learners’ needs led to increased attendance rates at school. Pairing strong core instruction with differentiated supports resulted in fewer referrals to special education and an increase in the percentage of students reaching proficiency on the Wisconsin Forward Exam.

“Everything we do at Valley View is a team effort. It involves a lot of people working really hard together,” Principal Bake said.

Year	EBD IEP enrollment percent	SLD IEP enrollment percent
2012-13	1.94%	2.24%
2013-14	1.91%	2.20%
2014-15	1.85%	1.71%
2015-16	1.74%	1.88%
2016-17	1.68%	1.54%
2017-18	1.40%	1.54%

Suspension rate gap closures between Black students and White students

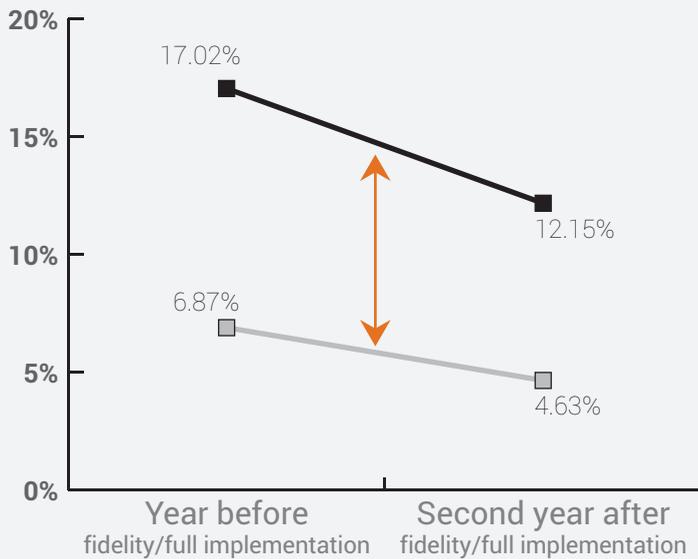
➤ Schools implementing PBIS tiers 1 and 2 and/or Reading tier 1 at fidelity/full implementation for at least two of three years **ARE CLOSING THE SUSPENSION RATE GAP** between Black students and White students with ongoing fidelity/full implementation.



PBIS TIER 1

Gap closed by 15%

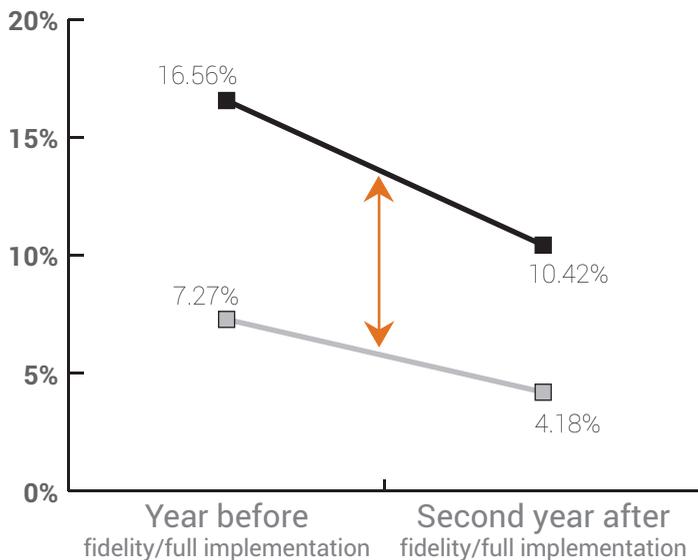
White Black
186 schools



PBIS TIERS 1+2

Gap closed by 26%

White Black
153 schools



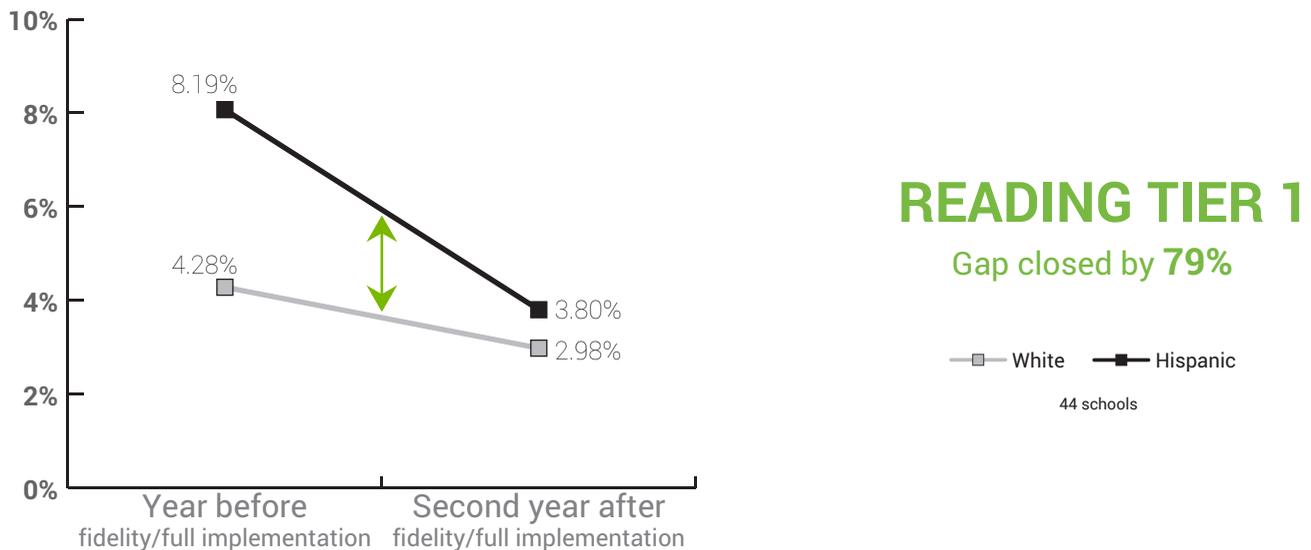
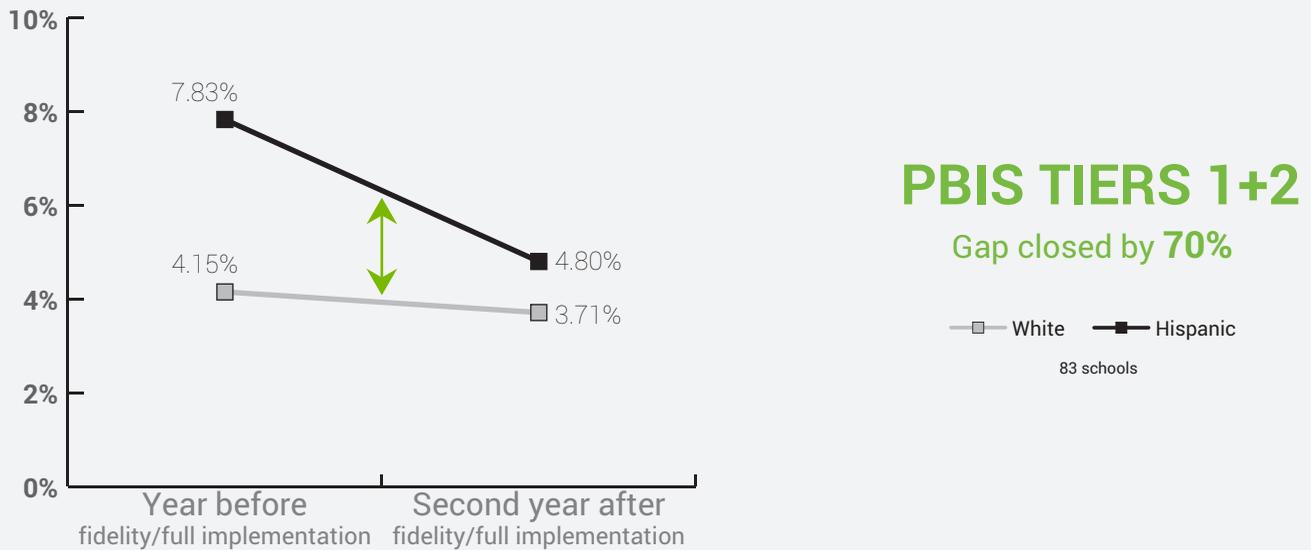
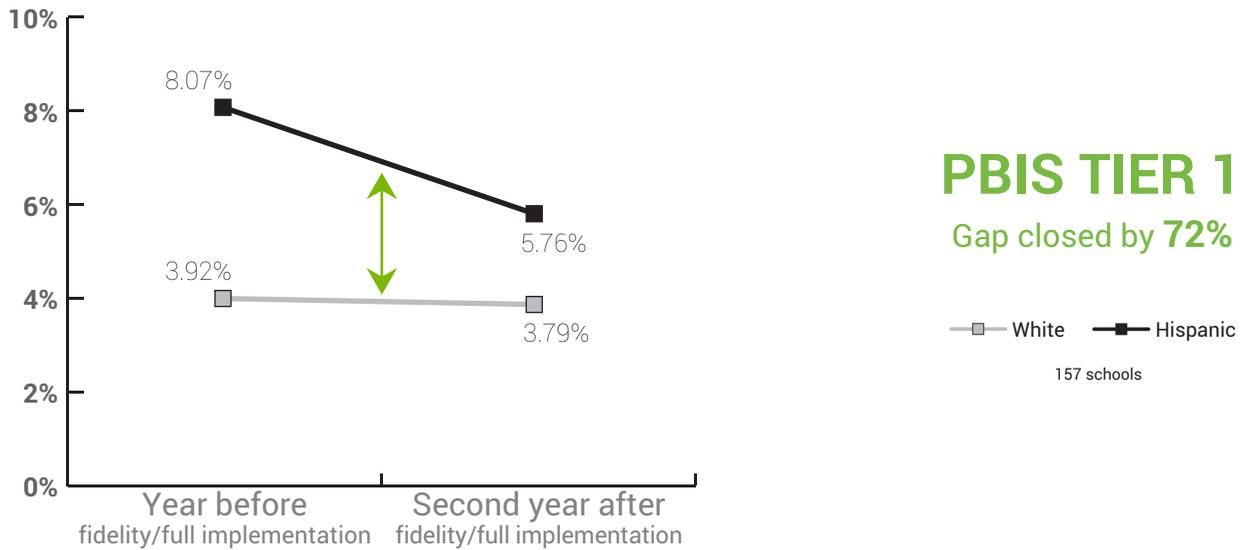
READING TIER 1

Gap closed by 33%

White Black
81 schools

Suspension rate gap closures between Hispanic students and White students

Schools implementing PBIS tier 1, PBIS tiers 1 and 2, and/or Reading tier 1 at fidelity/full implementation for at least two of three years **ARE CLOSING THE SUSPENSION RATE GAP** between Hispanic students and White students with ongoing fidelity/full implementation.



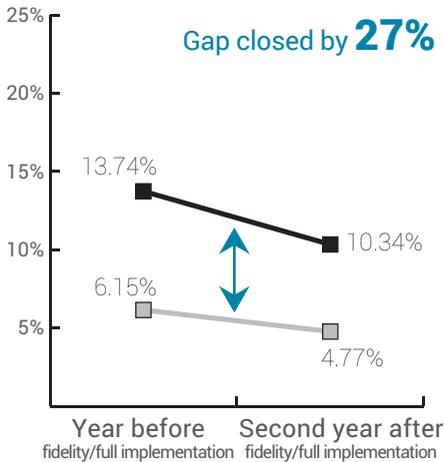
19 Connection to Student Outcomes

Schools implementing PBIS tier 1, PBIS tiers 1 and 2, and/or Reading tier 1 at fidelity/full implementation for at least two of three years **ARE CLOSING THE SUSPENSION RATE GAP** between students with SLDs and students without IEPs with ongoing fidelity/full implementation.

Suspension rate gap closures between students with a specific learning disability (SLD) and students without individualized education programs (IEPs)

PBIS TIER 1

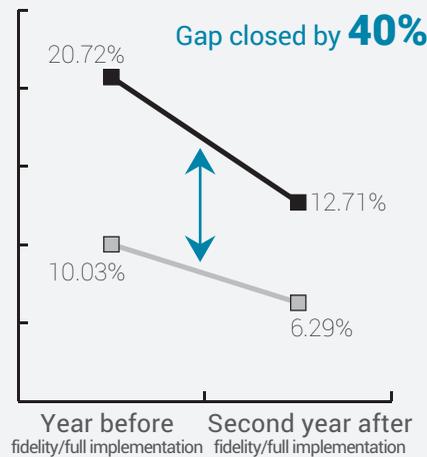
■ SLD ■ No IEP



146 schools

PBIS TIERS 1+2

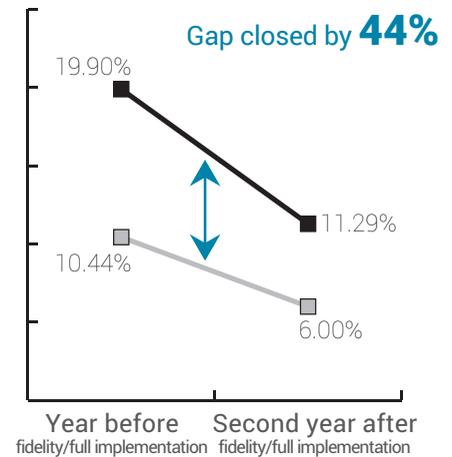
■ SLD ■ No IEP



91 schools

READING TIER 1

■ SLD ■ No IEP



57 schools

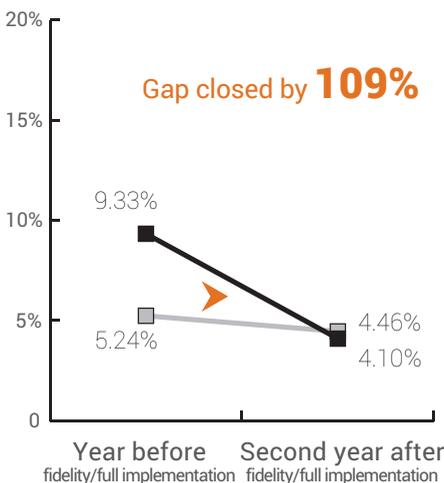
Suspension rate gap closures between English Learners (EL) and non-English Learners



Schools implementing PBIS tier 1 or PBIS tiers 1 and 2 at fidelity for at least two of three years are **CLOSING THE SUSPENSION RATE GAP** between English Learners and non-English learners with ongoing fidelity.

PBIS TIER 1

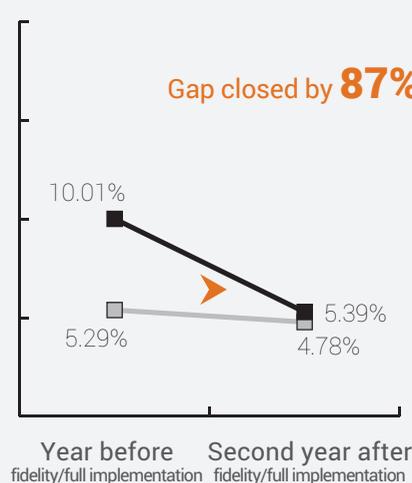
■ English learners ■ Non-English learners



52 schools

PBIS TIER 1+2

■ English learners ■ Non-English learners



22 schools

READING TIER 1

N size too small

9 schools

The Center **wrote an article** entitled “Mutually Beneficial Learning: Tackling the Achievement Gap by Using Culturally Responsive Practices” for the May 2017 edition of the Wisconsin Association of School Boards magazine *Wisconsin School News*. The article describes the Model to Inform Equity and the process for addressing the beliefs, knowledge, and practices Wisconsin educators, schools, and districts need to reach and teach diverse students. It also helps school and district administrators deliberately and intentionally plan how to approach this work and communicate importance and urgency to their staff members.



<http://bit.ly/CRCP2017>

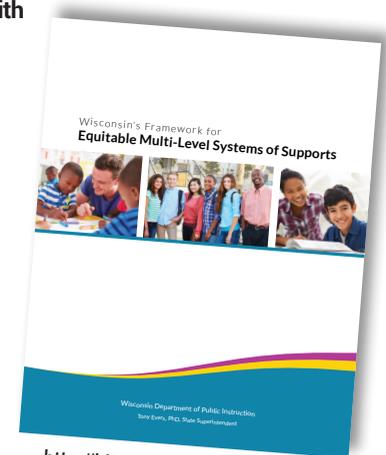
The Center hosted the annual **PBIS Leadership Conference**. More than 1100 people attended, including representatives from 298 schools and 92 districts. The conference had 61 sessions, 55 presenters from schools and districts, and included a film festival of short PBIS Cool Tools submissions from 19 unique elementary and secondary schools. Additionally, seven pre-conference sessions drew 450 participants.



Show and Glow is the capstone experience of our year-long Building Culturally Responsive Systems (BCRS) training. As part of the training sequence, teams are expected to identify the most underserved population of students and families in their system and create an action plan that takes steps toward addressing their needs. During Show and Glow, participants present what has been done to address systemic gaps, describe the effects of those actions, outline plans for ongoing work to continue to address needs in their systems, and celebrate the journey they've been on all year. For the first time, in May 2018, all 2017-18 BCRS training participants from across the state were invited to one unified Show and Glow to learn from one another and celebrate together.



DPI released a new document in August 2017: *Wisconsin's Framework for Equitable Multi-Level Systems of Supports* builds on years of collective expertise and research about what works. This framework sets forth a more developed vision of an integrated and coherent framework of academic, behavioral, social, and emotional supports to ensure equitable success for every learner. The Center **collaborated with DPI** in the creation of the document and visual.



<http://bit.ly/WisRtlCenterFramework>

New Resources

FROM THE WISCONSIN RTI CENTER

Schools Showed Reduced Suspension Rates evaluation brief: <http://bit.ly/t1t2atf>

2017 National PBIS Forum video: How can PBIS be more Responsive in Meeting the Needs of All Students (Andreal Davis): <http://bit.ly/AndrealDavis>

Four Stages of Implementing an Equitable Multi-level System of Supports video: <http://bit.ly/EMLSS4stages>

Primary Tools to Measure Academics and Behavior Implementation in Wisconsin video: <http://bit.ly/2RhUc3Q>

Why Take the SIR? video: <http://bit.ly/2z3n1cY>

Wisconsin Rtl Center Recognized Schools Program video: <http://bit.ly/RSPvideo>

IN COLLABORATION WITH THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

The Role of Special Education in Multi-Level Systems of Supports document: <http://bit.ly/2yA9Q3Y>

Social and Emotional Learning Competencies document: <https://bit.ly/2GCwz0p>

21 *Partners & Collaborators*

DURING 2017-2018, the Wisconsin RtI Center collaborated and partnered with many organizations to work toward fulfilling our mission and vision:

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

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



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