Thank you to the Wisconsin RtI Center/PBIS Network for the work they do to improve the skills of our teachers and the lives of children across the state. This report shows the impact of using an equitable, multi-level systems approach to ensure our students receive the resources they need when they need it. We value the center’s strong partnership with DPI as we work together to make certain that every child is a graduate, college and career ready.

— CAROLYN STANFORD TAYLOR
WISCONSIN STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
WHEN LAURA SCHLICHTING became principal of Locust Lane Elementary School in 2016, the school was working hard to provide interventions for learners requiring more support. While important, Laura recognized a broader need. "We need EVERY child to make significant progress," she said. This vision of providing teaching to meet all learners’ needs required change–both adaptive and technical–on the part of staff.

Previously, Locust Lane made decisions about student target time in twelve-week cycles and relied heavily on the data gathered by the district, which was only shared three times a year. Now, the team began using their professional learning communities (PLCs) to review data more regularly. In addition to the data from the district, they include data from other frequent assessments. This allows staff to more flexibly respond to students’ needs. Additionally, they recommitted to using the School-wide Implementation Review (SIR) and used the data gathered from this self-assessment to verify the efficacy of the services they provide.

Gradually, the changed perceptions began to lead to increased student achievement, an outcome which delighted students and staff alike. The staff staged a pep rally to share the school’s increasing report card scores with the learners to acknowledge their work and validate their success. Schlichting emphasizes that improvement efforts are ongoing. "We’re not there yet—we’re on the journey. We continue to reflect on our practice."

Locust Lane’s coach sums up their goal succinctly: “We adjust our teaching in order to provide for the needs of all of our kids, starting at the universal level,” Arntzen said. “I have been really happy to see our staff continuing to revisit that vision and keeping that in mind as they’re looking at the choices they make,” she added.

Another part of Locust Lane’s approach was reimagining the role of their literacy coach position to emphasize building staff knowledge. Coach Cindy Arntzen focuses on providing support for teachers to grow their skills and abilities and improve their practice. Arntzen regularly meets with PLC teams for each grade level to talk through data. She also works with teachers individually, helping them look at different ways to approach what they’re doing in the classroom.

“Collaboration has been a huge focus for us,” Schlichting said. In fact, the staff share a professional practice goal in the Educator Effectiveness system for all teachers around collaboration and the effective use of data.
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 team members in many roles. We see an increase in district-level staff participation.

Since 2009

80% of Wisconsin schools (411 districts) have participated in professional learning from the center

73% of Wisconsin schools have attended an entire training series

43% of Wisconsin schools have participated in both an academic and a behavior learning opportunity
WHEN WASHINGTON MIDDLE SCHOOL began implementing PBIS in their building in 2014, staff knew it was a good step forward towards an improved school culture. Now, as the team reflects on the journey they’ve been on, they recognize that their implementation has provided many additional benefits.

A big part of Washington Middle School’s success involved the learners themselves. Because the staff made a deliberate decision to encourage achievement by referring to all students as scholars, the scholars developed pride in themselves and began to understand what school means to them. The leadership team surveyed students to collect some baseline feedback from them.

To create changes to the system, Washington Middle School put together an inclusive team of teacher leaders, administration, and student services personnel to lead a systematic effort to create consistent expectations and common language. The goal was to establish a safe and supportive environment for all. Throughout this process, the team established regular, open communication with students and families.

As school culture blossomed, teacher leaders began to use the same systemic processes to look at other content areas, like reading and mathematics. Teams reviewed data and examined standards to create learning targets. Teachers empowered students to take a more active role in their learning by communicating goals and introducing student data tracking. “The students just took their own learning into their own hands,” Intervention Specialist Erin George said. “It was really neat to see.”

The leadership team responded to scholars’ ownership in their learning by incorporating programs throughout the day to affirm their goals, review their own data, identify how they could improve their own work, and what impact those improvements would have on their goals.

This work wouldn’t be possible without staff who are dedicated to advocating for students. “Our kids don’t need average,” Principal Shane Gayle said. “Our kids deserve the best, because some already have obstacles to overcome and we need someone who’s going to do everything that they can to be informed about the life of the child, because it’s really about them, that’s what drives our work here.”
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.

Half of all schools in Wisconsin have reached fidelity or full implementation.

- 80% of ALL SCHOOLS have participated in professional learning
- 70% of ALL SCHOOLS have completed a full training in academics or behavior
- 93% of TRAINED schools have self-assessed
- 77% of ASSESSING schools have reached fidelity or full implementation at any one level
- 50% of ALL SCHOOLS have attended an academic professional learning opportunity offered by the center
- 58% of all schools have been trained in PBIS by the center

2,260 public schools 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 measures all key system features, schools and districts can obtain a complete picture of implementation by using a combination of assessments.

**Behavior**

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).

**Academics**

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.

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.
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 (772 schools)
- ASSESSED IN BOTH AREAS EVER (657 schools)
- ASSESSED IN BOTH AREAS IN 2018-19 (297 schools)

**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 670 unique schools. To view the entire list of recognized schools, visit http://bit.ly/RecognizedSchools.

<table>
<thead>
<tr>
<th></th>
<th>Number of schools at SILVER</th>
<th>Number of schools at BRONZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>261</td>
<td>352</td>
</tr>
<tr>
<td>Mathematics</td>
<td>69</td>
<td>58</td>
</tr>
<tr>
<td>Reading</td>
<td>82</td>
<td>69</td>
</tr>
</tbody>
</table>

- 356 schools have reached fidelity in behavior AND full implementation in an academic content area since 2009
- 199 schools assessed at fidelity in behavior AND full implementation in an academic content area in 2018-19

### Number of schools

- **SILVER**: 261
- **BRONZE**: 352
- **GOLD**: 1
- **PLATINUM**: 0

### Content Areas

- **Behavior**: 261
- **Mathematics**: 69
- **Reading**: 82
- **Behavior and Mathematics**: 1
- **Behavior and Reading**: 2
- **Mathematics and Reading**: 2
- **Full Implementation in an Academic Content Area**: 6
In order to provide effective and efficient support, teachers needed time to study and make decisions around data they were collecting. For years, staff chose between two start times (7:30 or 8:00). To create dedicated collaboration time, Bayfield changed their schedule. Now each morning, from 7:45 to 8:20, staff meet to identify unmet student needs through data and brainstorm ways to connect and engage with students and families. They also make decisions about how to enhance the consistency of staff practice. “The schedule change was our key to being able to look at our whole system— to support the whole child,” Giesregen said.

The educators at Bayfield focus on engaging the families of their students. Because 85 percent of their enrollment is American Indian, each year, one of the school’s parent-teacher conferences and at least one of the family nights are held in the Red Cliff Band of Lake Superior Chippewa community. The school district has a good relationship with the Red Cliff Band and together, they work to continuously improve their school community. The school itself recently examined attendance policies with a culturally-responsive lens to make sure they were honoring and respecting their community and families. “We’re always—always!—working on that family engagement piece,” Giesregen said.

Bayfield’s emphasis on partnering with families and the community has resulted in students feeling like they belong at school and given them confidence to meet their goals. “Students feel good about themselves,” said Reading Specialist Angela Botka. “They see their progress and know that we’re here for them.”
SELF-ASSESSMENT is crucial for schools to identify their areas of strength and uncover areas for improvement. Regular reflection and self-assessment help schools celebrate their progress and prioritize their plans for improvement.

### 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.

#### Average score in 2018-19 by content area

<table>
<thead>
<tr>
<th>Content Area</th>
<th>BoQ/TFI Tier 1 (582 SCHOOLS)</th>
<th>SIR Universal (176 SCHOOLS)</th>
<th>SIR Universal (153 SCHOOLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>FIDELITY</td>
<td>FULL IMPLEMENTATION</td>
<td>NOT IN PLACE</td>
</tr>
<tr>
<td>Reading</td>
<td>FULL IMPLEMENTATION</td>
<td>INITIAL IMPLEMENTATION</td>
<td>NOT IN PLACE</td>
</tr>
<tr>
<td>Mathematics</td>
<td>FULL IMPLEMENTATION</td>
<td>INITIAL IMPLEMENTATION</td>
<td>NOT IN PLACE</td>
</tr>
</tbody>
</table>

**KEY**
- Trained and regularly assessing over the past three years
- Trained, but not regularly assessing over the past three years

627 trained schools have assessed at the tier 1/ universal level in behavior, mathematics, or reading for the last three years (2016-17 to 2018-19)
THE SCHOOL-WIDE Implementation Review (SIR) measures domains that are critical to both 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 three years across these three domains.

**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.

STANLEY-BOYD MIDDLE SCHOOL believes the work that is done within their Professional Learning Community (PLC) is really what drives their support to students.

As a district, Stanley-Boyd has been utilizing PLCs for over 10 years. PLC process and beliefs are the core of everything they do, including implementation of their multi-leveled system of supports for students. Staff consistently collaborate with data to determine what their students currently know or don’t know, what knowledge they want students to have, and how the district will support students when they don’t have the knowledge.

The middle school has continued to take this systematic approach to implementation of an equitable, multi-level system of supports. They began implementing in behavior and reading in 2013 and have been maintaining at fidelity/full implementation over the last three years. Using their PLC processes, they expanded their implementation efforts in 2016 to include mathematics. They are currently at initial implementation in this content area.

The staff committed to developing several data-driven processes which ensure that student needs are met.

STANLEY-BOYD MIDDLE SCHOOL uses a universal screening process to determine what students know or need to know. Through this work, the school has improved proficiency for all students on the state Forward exam in English Language Arts from 43.8% in 2015-16 to 53.1% in 2018-19 and mathematics from 46.9% in 2015-16 to 50.4% in 2018-19.

Most recently, they have begun integrating mental health supports into their system. “This just felt like the next natural step for us,” Krystle Bacha, pupil services director and school psychologist said. They now use a screening process for internalizing and externalizing behaviors. This has helped them identify who is in need of additional support. The use of these processes strengthened the universal level of support offered to all students. As the faculty became fluent in their application, Stanley-Boyd Middle School had fewer students needing to access tier 2 supports. At the same time, the number of office discipline referrals dramatically decreased.

While the middle school was working on integrating mental health support into their universal level, Stanley-Boyd School District was also aligning leadership teams across the elementary, middle, and high schools, leveraging the collaboration built through the PLCs to ensure that implementation was district-wide.

Engaging families and communities is a priority as well. District leadership hosted a community conversation event across multiple evenings. Staff, administration, and school board met with members of the community, including parents, business leaders, clergy, and retired persons to discuss how to continue to grow and improve as a district. This led to changes that vertically aligned a character curriculum across all levels.

“Our Professional Learning Community is really at the core of everything we’re doing,” Bacha said.
Sustaining for three years
2016-17, 2017-18, 2018-19

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

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

- **TRAINED IN MATHEMATICS** and self-assessed (using SIR) for the last three years (153 schools)
- **AT FULL IMPLEMENTATION** at the universal level during this same time period (97 schools)
- **TRAINED IN READING** and self-assessed (using SIR) for the last three years (176 schools)
- **AT FULL IMPLEMENTATION** at the universal level during this same time period (117 schools)
- **TRAINED IN BEHAVIOR AND SELF-ASSESSED** (using BOQ or TFI) for the last three years (582 schools)
- **AT FIDELITY** at tier 1 during this same time period (457 schools)
- **TRAINED IN MULTIPLE CONTENT AREAS AND SELF-ASSESSED** in at least one content area for the last three years (627 schools)
- **AT FIDELITY/FULL IMPLEMENTATION** in at least one content area during this same period (493 schools)
Connection to Student Outcomes

Logically moving toward systems change

IN EDUCATION, systems change is a fundamental transformation of policies, processes, relationships, and power structures, as well as deeply held values and norms to achieve the goal of improved student outcomes for all. To measure impact on student outcomes, districts and schools need to sustain implementation of an equitable, multi-level system of supports.

Reaching the level of sustaining implementation takes a lot of time and effort. Implementation science tells us that it can take at least 3-5 years of implementation at fidelity (Fixsen, et al. 2005) to move even the shortest term outcomes. The Wisconsin RtI Center’s focus is to move schools along this continuum.

Systems change takes 3 to 5 years—at minimum

<table>
<thead>
<tr>
<th>Short term</th>
<th>Medium term</th>
<th>Long term</th>
<th>SUSTAINED CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change knowledge, attitudes, and beliefs of the educators in the system</td>
<td>Change practices and policies within the educational system</td>
<td>Changes to overall system</td>
<td>Schools can confidently measure change to student outcomes</td>
</tr>
<tr>
<td>Trained schools in Wisconsin</td>
<td>Trained schools in Wisconsin who assessed in 2018-19</td>
<td>Trained schools in Wisconsin assessing at fidelity/full implementation in 2018-19</td>
<td>Trained schools assessing at fidelity/full implementation and sustaining for at least 3 years (2016-17 to 2018-19)</td>
</tr>
<tr>
<td>1301 (PBIS T1)</td>
<td>761 (PBIS T1)</td>
<td>629 (PBIS T1)</td>
<td>452 (PBIS T1)</td>
</tr>
<tr>
<td>1017 (Reading universal)</td>
<td>312 (Reading universal)</td>
<td>219 (Reading universal)</td>
<td>118 (Reading universal)</td>
</tr>
<tr>
<td>994 (Math universal)</td>
<td>241 (Math universal)</td>
<td>178 (Math universal)</td>
<td>98 (Math universal)</td>
</tr>
</tbody>
</table>

Suspensions have long term impact

Reductions in suspensions have more than just a short-term impact. They are also related to long-term effects on factors such as reduced dropouts, increased workforce productivity, and improved health. Ultimately there is long-term impact on students’ quality of life and finances within systems.

(ROSENBAUM, 2018; RUMBERGER, 2016)

Twelve years after being suspended for the first time, youth were:

- **24%** less likely to have earned a bachelor’s degree than similar non-suspended youth
- **51%** more likely to have been arrested two or more times than similar non-suspended youth
- **29%** more likely to have been in prison than similar non-suspended youth

(Rosenbaum, 2018)

The study matched students on up to 60 variables to ensure those other variables did not influence the differences in outcomes, and to increase confidence in the likelihood that being suspended was the impacting factor on these outcome differences.
Do schools sustaining at fidelity/full implementation over time see positive changes in student outcomes and close gaps for underserved students?

WE LOOKED at suspension rates for Wisconsin schools before they reached fidelity/full implementation and contrasted those with their suspension rates after sustained implementation. Specifically, we compared the year before schools reached fidelity/full implementation with their third or fourth year at fidelity/full implementation.

In all of the last three years, we have seen significant overall suspension rates decrease for high implementing schools.

--- DASHED LINE = outcome change was not statistically significant.
--- SOLID LINE = outcome change was statistically significant.

**Connection to Student Outcomes**
IN ALL OF the last three years, we have seen suspension rate gap closures between black students and white students in high implementing schools. Improving equitable access to quality learning opportunities for each and every student fosters a school system and community that provides equitable opportunities to learn (Coomer et al, 2017).

**SUSPENSION RATE BY STUDENT GROUP: % OF STUDENTS WITH AT LEAST 1 OUT OF SCHOOL SUSPENSION**

**READING T1: SUSPENSION RATE GAP BETWEEN BLACK STUDENTS AND WHITE STUDENTS**

- Year before fidelity/full implementation:
  - Black Students: 10.11%
  - White Students: 6.97%
- Third year of fidelity/full implementation:
  - Black Students: 4.40%
  - White Students: 3.62%

**PBIS T1 + READING T1: SUSPENSION RATE GAP BETWEEN BLACK STUDENTS AND WHITE STUDENTS**

- Year before fidelity/full implementation:
  - Black Students: 10.93%
  - White Students: 7.03%
- Third year of fidelity/full implementation:
  - Black Students: 4.77%
  - White Students: 3.58%

**PBIS T1: SUSPENSION RATE GAP BETWEEN AMERICAN INDIAN STUDENTS AND WHITE STUDENTS**

- Year before fidelity/full implementation:
  - American Indian Students: 9.97%
  - White Students: 3.62%
- Fourth year after fidelity/full implementation:
  - American Indian Students: 4.24%
  - White Students: 3.53%

**READING T1: STUDENTS WITH IEP SUSPENSION RATE GAP**

- Year before fidelity/full implementation:
  - Students with IEP: 8.98%
  - Students without IEP: 7.29%
- Fourth year after fidelity/full implementation:
  - Students with IEP: 3.27%
  - Students without IEP: 2.63%

*PBIS T1 and T1+T2 implementers are also decreasing the gap, but it is not statistically significant

*We do not have enough schools in PBIS T1+T2, Reading T1, or PBIS+Reading T1

*PBIS T1+T2 and PBIS+Reading T1 implementers are also decreasing the gap, but it is not statistically significant
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 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.

This data represents 50 schools.

**Note:** Gap closure information for other subgroups is not available; the number of schools was too small. The percentages for white students is different because the graphs are not comparing the same schools.
High schools implementing an equitable, multi-level system of supports with fidelity over time show positive student outcomes.

WISCONSIN HIGH schools implementing an equitable, multi-level system of supports with fidelity over time show increased student enrollment in advanced placement (AP) classes.

*Includes schools implementing in content areas of reading, mathematics, and/or behavior.*
In 2011, through the creation of personalized blended learning (PBL) labs, the school also began offering individualized support in mathematics, reading, and social-emotional development. Incorporating reading and writing into individual courses became a priority. The leadership team changed their expectations of teachers. Reagan began hiring instructors with the knowledge that each would also be teaching reading and writing in addition to their content area.

Reagan's multi-layered efforts have resulted in higher average ACT scores. The school has realized reductions in office discipline referrals, increases in attendance, and has also closed gaps for mathematics and reading achievement.

“Our vision is to prepare all students for college and career readiness,” Principal Mike Roemer said. “When our kids walk out of here, they are ready for the future.”

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**AN EQUITABLE, MULTI-LEVEL system of supports** is a framework that schools can use to organize all of their supports and services. Reagan High School in Milwaukee is a great example. Their school culture and mindset are student-centric, focusing on how to help and support them along the way to gain skills to be successful in college and career.

An International Baccalaureate®️ (IB) World School, Reagan uses an academic curriculum program which is centered on learners’ holistic development. In 2013, Reagan’s leadership team reviewed their composite average ACT score. Knowing the role that the ACT plays in assessing student readiness for college, they wanted to raise the average score through instructional practices and frequently measuring student growth.

The first step involved embedding the ACT language within the curriculum and culture of the school. The team aligned language in the school’s learning intention and put success criteria in every lesson plan. “We are pulling the skills from the ACT and making those skills cross-curricular,” explains Peg Grafwallner, instructional coach and student support teacher. Grafwallner believes that all students can be successful because the skills are meant for life-long learning.

Reagan’s faculty also began helping students acquire necessary skills earlier in their educational careers. In particular, it was important to preventatively address student needs during the transition from middle school to high school. Reagan introduced a summer mathematics program as a bridge for students between eighth and ninth grade to ensure that students entered high school ready for ninth grade algebra.
The center launched a completely revised website in February. The new site (wisconsinrticenter.org) provides a central point of contact for current events, resources, and school successes. The team followed a user-centered design process and sought input from end users throughout development. A cross-section of leadership team members participated in interviews, and many others completed feedback surveys.

Wisconsin schools in small districts face challenges related to their size, including limited staff and resources. With over a third of schools in our state a part of a small district, this evaluation brief demonstrates that size does not limit student success. 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. Schools that sustain implementation show a decrease in suspension and chronic absenteeism.

The center hosted the annual PBIS Leadership Conference with an attendance of over 1100 people. For the first time, a live-stream option was provided when CESAs 2, 4, and 8 streamed the keynote and three sessions. In addition, they facilitated learning for the attendees at their site. The conference had 61 sessions, featuring national speakers, center staff, and over 50 presenters from schools and districts.

The National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) published an evaluation brief featuring the work of the center in March 2019. Written in partnership with center staff, the brief describes how Wisconsin schools implementing the framework in reading and behavior, have shown positive outcomes for all students.

High school implementation of an equitable, multi-level system of supports makes sure that all students have access to the quality education necessary for success. The high school environment impacts implementation. The Go Higher evaluation brief recognizes the challenges unique to high schools and highlights data to show that sustained full implementation results in improved student outcomes, included decreased suspension rates, and increased advance placement rates.

Andreal Davis, the center’s culturally responsive practices statewide coordinator, and Dr. Andy Garbacz from the University of Wisconsin-Madison, were keynote presenters at the 2018 National PBIS Forum. Davis and Garbacz presented Building and Strengthening Family-School Partnerships in PBIS: How Are the Children? Over 3000 individuals attended the forum.
DURING 2018-2019, 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)
- CESA Technical Assistance (TA) Network
- Disproportionality Technical Assistance Network (the Network)
- Great Lakes Equity Center (GLEC)
- Jacob K. Javits Gifted and Talented Students Education Program
- 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)
- REL Midwest Achievement Gap Research Alliance
- State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center
- 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 WISExplor project
- Wisconsin Education Association Council (WEAC)
- Wisconsin Family Assistance Center for Education, Training and Support (FACETS)
- Wisconsin Mathematics Council
- Wisconsin Pyramid Model for Social and Emotional Competency
- Wisconsin Rural Schools Alliance (WiRSA)
- Wisconsin Safe and Healthy Schools Center (WSHC)
- Wisconsin School Psychologist Association (WSPA)
- Wisconsin School Social Work Association (WSSWA)
- Wisconsin State Reading Association (WSRA)
- Wisconsin Statewide Parent-Educator Initiative (WSPEI)