

Wisconsin RtI Recognized School Process

	BRONZE	SILVER		GOLD	PLATINUM
	<i>One content area</i> READING, MATHEMATICS, BEHAVIOR			<i>Two or more content areas</i> READING, MATHEMATICS, BEHAVIOR	
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			An invitation to complete an application will be sent to eligible schools	
Trainings <i>Training series must be completed before April 30 of the current year.</i>	READING: <i>Wisconsin RtI Framework: A Systems Approach to RtI</i> OR <i>Reviewing Universal READING Instruction</i> MATHEMATICS: <i>Wisconsin RtI Framework: A Systems Approach to RtI</i> OR <i>Reviewing Universal MATHEMATICS Instruction</i> BEHAVIOR: Team Training - Tier 1	READING: <i>Wisconsin RtI Framework: A Systems Approach to RtI</i> MATHEMATICS: <i>Wisconsin RtI Framework: A Systems Approach to RtI</i> BEHAVIOR: Team Training - Tier 1 AND Team Training - Tier 2		Previous training in two content areas READING: <i>Wisconsin RtI Framework: A Systems Approach to RtI</i> MATHEMATICS: <i>Wisconsin RtI Framework: A Systems Approach to RtI</i> BEHAVIOR: Team Training - Tier 1 AND Team Training - Tier 2	Previous training in three content areas. READING: <i>Wisconsin RtI Framework: A Systems Approach to RtI</i> MATHEMATICS: <i>Wisconsin RtI Framework: A Systems Approach to RtI</i> BEHAVIOR: Team Training - Tier 1 AND Team Training - Tier 2 AND Team Training - Tier 3

<p>Self-Assessments</p> <p><i>Current year assessments are taken between May 1, 2016 and April 30, 2017.</i></p> <p><i>Prior year assessments are taken between May 1, 2015 and April 30, 2016.</i></p> <p>Abbreviation Key</p> <p>SIR: <i>Schoolwide Implementation Review</i></p> <p>TFI: <i>Tiered Fidelity Inventory</i></p> <p>BOQ: <i>Benchmarks of Quality</i></p> <p>BAT: <i>Benchmarks of Advanced Tiers</i></p> <p>Levels/Tiers Universal = Tier 1 Selected = Tier 2 Intensive = Tier 3</p>	<p><u>ONE CONTENT AREA UNIVERSAL LEVEL</u></p> <p>READING: <i>SIR universal: Minimum score 80% for current year</i></p> <p>MATHEMATICS: <i>SIR universal: Minimum score 80% for current year</i></p> <p>BEHAVIOR: <i>TFI Tier 1: Minimum score 70% for current year</i></p> <p style="text-align: center;">OR</p> <p><i>BOQ Tier 1: Minimum score 70% for current year</i></p>	<p><u>ONE CONTENT AREA UNIVERSAL AND SELECTED LEVELS</u></p> <p>READING: <i>SIR universal: Minimum score 80% for two consecutive years</i></p> <p style="text-align: center;">AND</p> <p><i>SIR selected: minimum score of 80% for current year</i></p> <p>MATHEMATICS: <i>SIR universal: Minimum score 80% for two consecutive years</i></p> <p style="text-align: center;">AND</p> <p><i>SIR selected: Minimum score 80% for current year</i></p> <p>BEHAVIOR: <i>TFI Tier 1: Minimum score 70% for two consecutive years</i></p> <p style="text-align: center;">AND</p> <p><i>TFI Tier 2: Minimum score 70% current year</i></p> <p style="text-align: center;">OR</p> <p><i>BOQ Tier 1: Minimum score 70% for two consecutive years</i></p> <p style="text-align: center;">AND</p> <p><i>BAT Tier 2: Minimum score 80% current year</i></p>	<p><u>TWO CONTENT AREAS UNIVERSAL AND SELECTED LEVELS</u></p> <p>READING: <i>SIR universal and selected: Minimum score 80% for two consecutive years</i></p> <p>MATHEMATICS: <i>SIR universal and selected: Minimum score 80% for two consecutive years</i></p> <p>BEHAVIOR: <i>TFI Tier 1: Minimum score 70% for two consecutive years</i></p> <p style="text-align: center;">AND</p> <p><i>TFI Tier 2: Minimum score 70% for two consecutive years</i></p> <p style="text-align: center;">OR</p> <p><i>BOQ Tier 1: Minimum score 70% for two consecutive years</i></p> <p style="text-align: center;">AND</p> <p><i>BAT Tier 2: Minimum score 80% for two consecutive years</i></p>	<p><u>ALL THREE CONTENT AREAS UNIVERSAL, SELECTED, AND INTENSIVE LEVELS</u></p> <p>READING: <i>SIR universal, selected, and intensive: Minimum score 80% for three consecutive years</i></p> <p>MATHEMATICS: <i>SIR universal, selected, and intensive: Minimum score 80% for three consecutive years</i></p> <p>BEHAVIOR: <i>TFI Tier 1: Minimum score 70% for three or more consecutive years</i></p> <p style="text-align: center;">AND</p> <p><i>TFI Tier 2: Minimum score 70% for three or more consecutive years</i></p> <p style="text-align: center;">AND</p> <p><i>TFI Tier 3: Minimum score 70% for three or more consecutive years</i></p> <p style="text-align: center;">OR</p> <p><i>BOQ Tier 1: Minimum score 70% 3 or more consecutive years</i></p> <p style="text-align: center;">AND</p> <p><i>BAT Tier 2: Minimum score 80% for three or more consecutive years</i></p> <p style="text-align: center;">AND</p> <p><i>BAT Tier 3: Minimum score 80% for three or more consecutive years</i></p>
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<p>Staff Assessments</p> <p><i>Current year assessments are taken between May 1, 2016 and April 30, 2017.</i></p> <p><i>Prior year assessments are taken between May 1, 2015 and April 30, 2016.</i></p> <p><u>Abbreviation Key</u></p> <p>RtI All-Staff: <i>RtI 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:</i> Must be completed in current school year; no minimum score</p> <p>MATHEMATICS: <i>RTI All-Staff:</i> Must be completed in current school year; no minimum score</p> <p>BEHAVIOR: <i>SAS:</i> Must be completed in current school year; no minimum score</p>	<p>One of the following required, aligned with self-assessment content area:</p> <p>READING: <i>RTI All-Staff:</i> A school-wide implementation average of at least 80% for the for the past two consecutive years <u>or</u> demonstrate improvement from prior to current school year</p> <p>MATHEMATICS: <i>RTI All-Staff:</i> A school-wide implementation average of at least 80% for the for the past two consecutive years <u>or</u> demonstrate improvement from prior to current school year</p> <p>BEHAVIOR: <i>SAS:</i> A school-wide implementation average of at least 80% for the for the past two consecutive years <u>or</u> demonstrate improvement from prior to current school year</p>	<p>Two of the following required, aligned with self-assessment content areas:</p> <p>READING: <i>RtI All-Staff:</i> A school-wide implementation average of at least 80% for the for the past two consecutive years</p> <p>MATHEMATICS: <i>RtI All-Staff:</i> A school-wide implementation average of at least 80% for the for the past two consecutive years</p> <p>BEHAVIOR: <i>SAS:</i> A school-wide implementation average of at least 80% for the for the past two consecutive years</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:</i> A school-wide implementation average of at least 80% in current school year</p> <p>MATHEMATICS: <i>RTI All-Staff:</i> A school-wide implementation average of at least 80% in current school year</p> <p>BEHAVIOR: <i>SAS:</i> A school-wide implementation average of at least 80% in current school year</p>
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<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. Data showing improvement in outcomes for students within the identified student group* <p>*Data must represent two consecutive years, including current year</p>	<p>Demonstrate improved cultural competence by providing data or documentation representing:</p> <ol style="list-style-type: none"> 1. Formal identification of two underserved student groups, 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. Data showing improvement in outcomes for students within the identified student groups* <p>*Data must represent three consecutive years, including current year</p>
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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.	Demonstrate improved student outcomes by providing data or documentation that: 1. Corresponds with content areas being considered for recognition 2. Includes data from the last two consecutive school years, including the current year 3. Clearly demonstrates overall improvement for students	Demonstrate improved student outcomes by providing data or documentation that: 1. Corresponds with content areas being considered for recognition 2. Includes data from the last three consecutive school years, including the current year 3. Clearly demonstrates overall improvement for students
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Helpful terminology:

- A 'content area' refers to MATHEMATICS, READING, or BEHAVIOR
- For these purposes, fidelity and full implementation mean the same thing
- Consecutive refers to the current school year (16-17) and the school year immediately prior (15-16)
- Timelines for assessments: May 1, 2016 to April 30, 2017, May 1 2015 to April 30, 2016, and May 1 2014 to April 30 2015

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