


# 2022-2023 Wisconsin Rtl Center Recognized Schools Program



	BRONZE	SILVER	GOLD	PLATINUM
	<i>One content area</i> READING, MATHEMATICS, BEHAVIOR		<i>Two or more content areas</i> READING, MATHEMATICS, BEHAVIOR	
<b>Summary</b>	One content area Assessed in current year Support received from the Wisconsin Rtl Center	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
<b>Application</b>	Schools do not need to submit anything		Eligible schools will receive an invitation to complete an application	
<b>Trainings</b> Or <b>Support Received</b>	<b>READING, MATHEMATICS, or BEHAVIOR:</b> Received support from the Wisconsin Rtl Center as demonstrated by at least one of the following: <ol style="list-style-type: none"> <li>Completed a past training series</li> <li>Currently attending a training series</li> <li>Technical assistance received from May 1, 2022 to April 30, 2023</li> <li>Attended a networking event from May 1, 2022 to April 30, 2023</li> <li>Attended the 2022 PBIS Leadership Conference</li> </ol>	<b>READING:</b> <i>Wisconsin Rtl Framework: A School-wide Approach to Implementation</i>  <b>MATHEMATICS:</b> <i>Wisconsin Rtl Framework: A School-wide Approach to Implementation</i>  <b>BEHAVIOR:</b> Tier 1/Universal Training AND Tier 2/Selected Training  <i>Training series must be completed before April 30 of the current year</i>	Previous training in <b>two</b> content areas  <b>READING:</b> <i>Wisconsin Rtl Framework: A School-wide Approach to Implementation</i>  <b>MATHEMATICS:</b> <i>Wisconsin Rtl Framework: A School-wide Approach to Implementation</i>  <b>BEHAVIOR:</b> Tier 1/Universal Training AND Tier 2/Selected Training  <i>Training series must be completed before April 30 of the current year</i>	Previous training in <b>three</b> content areas  <b>READING:</b> <i>Wisconsin Rtl Framework: A School-wide Approach to Implementation</i>  <b>MATHEMATICS:</b> <i>Wisconsin Rtl Framework: A School-wide Approach to Implementation</i>  <b>BEHAVIOR:</b> Tier 1/Universal Training AND Tier 2/Selected Training AND Tier 3/Intensive Training  <i>Training series must be completed before April 30 of the current year</i>

<p><b>Self-Assessments</b></p> <p><b><u>Qualifying Time Frames</u></b></p> <p><b>Current year</b> assessments taken between May 1, 2022 and April 30, 2023</p> <p><b>Prior year</b> assessments taken between May 1, 2022 and April 30, 2023</p> <p><b><u>Abbreviation Key</u></b></p> <p><b>SIR:</b> School-wide Implementation Review</p> <p><b>TFI:</b> Tiered Fidelity Inventory</p> <p><b><u>Levels/Tiers</u></b></p> <p><b>Universal = Tier 1</b> <b>Selected = Tier 2</b> <b>Intensive = Tier 3</b></p>	<p><b><u>ONE CONTENT AREA</u></b></p> <p><b>READING or MATHEMATICS:</b> <i>Complete SIR for the current year</i></p> <p><b>BEHAVIOR:</b> <i>Complete TFI for the current year</i></p>	<p><b><u>ONE CONTENT AREA UNIVERSAL AND SELECTED LEVELS</u></b></p> <p><b>READING:</b> <i>SIR universal:</i> Minimum score 80% for two consecutive years</p> <p><b>AND</b></p> <p><i>SIR selected:</i> minimum score of 80% for current year</p> <p><b>MATHEMATICS:</b> <i>SIR universal:</i> Minimum score 80% for two consecutive years</p> <p><b>AND</b></p> <p><i>SIR selected:</i> Minimum score 80% for current year</p> <p><b>BEHAVIOR:</b> <i>TFI Tier 1:</i> Minimum score 70% for two consecutive years</p> <p><b>AND</b></p> <p><i>TFI Tier 2:</i> Minimum score 70% for current year</p>	<p><b><u>TWO CONTENT AREAS UNIVERSAL AND SELECTED LEVELS</u></b></p> <p><b>READING:</b> <i>SIR universal and selected:</i> Minimum score 80% for two consecutive years</p> <p><b>MATHEMATICS:</b> <i>SIR universal and selected:</i> Minimum score 80% for two consecutive years</p> <p><b>BEHAVIOR:</b> <i>TFI Tier 1:</i> Minimum score 70% for two consecutive years</p> <p><b>AND</b></p> <p><i>TFI Tier 2:</i> Minimum score 70% for two consecutive years</p>	<p><b><u>ALL THREE CONTENT AREAS UNIVERSAL, SELECTED, AND INTENSIVE LEVELS</u></b></p> <p><b>READING:</b> <i>SIR universal, selected, and intensive:</i> Minimum score 80% for three consecutive years</p> <p><b>MATHEMATICS:</b> <i>SIR universal, selected, and intensive:</i> Minimum score 80% for three consecutive years</p> <p><b>BEHAVIOR:</b> <i>TFI Tier 1:</i> Minimum score 70% for three or more consecutive years</p> <p><b>AND</b></p> <p><i>TFI Tier 2:</i> Minimum score 70% for three or more consecutive years</p> <p><b>AND</b></p> <p><i>TFI Tier 3:</i> Minimum score 70% for three or more consecutive years</p>
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<p><b>Culturally Responsive Practices</b></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"> <li>1. Formal identification of one underserved student group, within one content area</li> <li>2. Formal input from both students and families that are members of this group</li> <li>3. Evidence of growth opportunities/ staff training in current culturally responsive practices</li> <li>4. Evidence that staff are applying current culturally responsive practices within their day-to-day work</li> <li>5. Improved data outcomes represent: <ul style="list-style-type: none"> <li>• Identified underserved student group and comparison group</li> <li>• Baseline plus two consecutive years (includes current year); application provides additional details</li> </ul> </li> </ol>	<p>Demonstrate improved cultural competence by providing data or documentation representing:</p> <ol style="list-style-type: none"> <li>1. Formal identification of one underserved student group, within each content area</li> <li>2. Formal input from both students and families that are members of these groups</li> <li>3. Evidence of growth opportunities/ staff training in current culturally responsive practices</li> <li>4. Evidence that staff are applying current culturally responsive practices within their day-to-day work</li> <li>5. Improved data outcomes represent: <ul style="list-style-type: none"> <li>• Identified underserved student group and comparison group</li> <li>• Baseline plus three consecutive years (includes current year); application provides additional details</li> <li>• Gap closed over three years as indicated with a risk ratio equal to or less than 1.25</li> </ul> </li> </ol>
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<b>Demonstrating Student Outcomes</b>	No documentation required Contact your regional technical assistance coordinator to get started	No documentation required Contact your regional technical assistance coordinator to get started	Data outcomes represent: <ul style="list-style-type: none"> <li>• Most recent improved student outcomes in eligible content areas (reading, mathematics, behavior)</li> <li>• Baseline plus 2 consecutive years (includes current year); application provides additional details</li> </ul>	Data outcomes represent: <ul style="list-style-type: none"> <li>• Most recent improved student outcomes in all content areas (reading, mathematics, behavior)</li> <li>• Baseline plus 3 consecutive years (includes current year); application provides additional details</li> <li>• At or below state average for suspensions</li> <li>• At or above state average for attendance</li> <li>• At or above state average for graduation rates, English language arts, and mathematics (Forward, ACT Aspire, and/or ACT)</li> </ul> <p>The Wisconsin RtI Center reviews publicly shared outcomes in WISEdash published by the Wisconsin Department of Public Instruction.</p>
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**Helpful Reminders:**

- A ‘content area’ refers to MATHEMATICS, READING, or BEHAVIOR
- For these purposes, fidelity and full implementation mean the same thing
- Timelines for self-assessments: May 1, 2022 to April 30, 2023 | May 1, 2021 to April 30, 2022 | May 1, 2020 to April 30, 2021
- All assessment windows must be closed by April 30

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