



Wisconsin Rtl Center  
Wisconsin PBIS Network  
IDEA CFDA 84.027



# Wisconsin's Equitable Multi-Level System of Support

## Rural Advisory Council

### October 2, 2019

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# Objectives

- Brief understanding of Wisconsin's Framework for Equitable Multi-Level System of Support
- Understanding of equity- broad and from rural school lens
- Examples of small districts and schools that are successfully working on implementation
- Strategies that small districts have put in place to help be more successful
- Challenges of implementing equitable multi-level system of supports in small districts and schools.
- Q &A- thoughts and ideas around the challenges and ways to address the challenges

# WI RtI Center

- The Wisconsin Response to Intervention (RtI) Center is a product of collaboration between the Cooperative Educational Service Agency (CESA) Statewide Network and the Wisconsin Department of Public Instruction (DPI).
- The center provides professional development and technical assistance to help schools operationalize implementation of equitable, multi-level systems of supports. The center offers statewide training to establish consistent foundations upon which schools should build their systems.
- Considering the research that has linked academics and behavior achievement, the center recommends the implementation of an **integrated equitable, multi-level system of supports**. The center's vision, mission, values, preferred future, and goals were built around this recommendation.

# Why Equitable MLSS?

Wisconsin Graduates are  
College and Career **READY**



ALL STUDENTS IN  
WISCONSIN GRADUATE  
FROM HIGH SCHOOL  
ACADEMICALLY PREPARED  
AND SOCIALLY AND  
EMOTIONALLY COMPETENT  
BY POSSESSING AND  
DEMONSTRATING...

### Knowledge

Proficiency in academic content

### Skills

Application of knowledge through skills  
such as critical thinking, communication,  
collaboration, and creativity

### Habits

Behaviors such as perseverance,  
responsibility, adaptability, and leadership

These proficiencies and attributes come  
from rigorous, rich, and well-rounded  
public school experiences.

**KNOWLEDGE:** Students  
receive equitable access to  
the academic content

**SKILLS:** School- and  
classroom-wide behavioral  
expectations promote the  
application of these skills

**HABITS:** Positive behavioral  
habits lead to responsibility,  
perseverance, adaptability,  
and leadership

# Equity

- Equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income (CCSSO, 2017).

<https://dpi.wi.gov/rti/equity>

- An intentional focus on equity accounts for and adapts to the diversity of learners and families served by Wisconsin schools. To become equitable, schools and educators engage in a journey of deep and honest examination of who they are, their beliefs and assumptions about the learners and families they serve, as well as what they value and affirm.

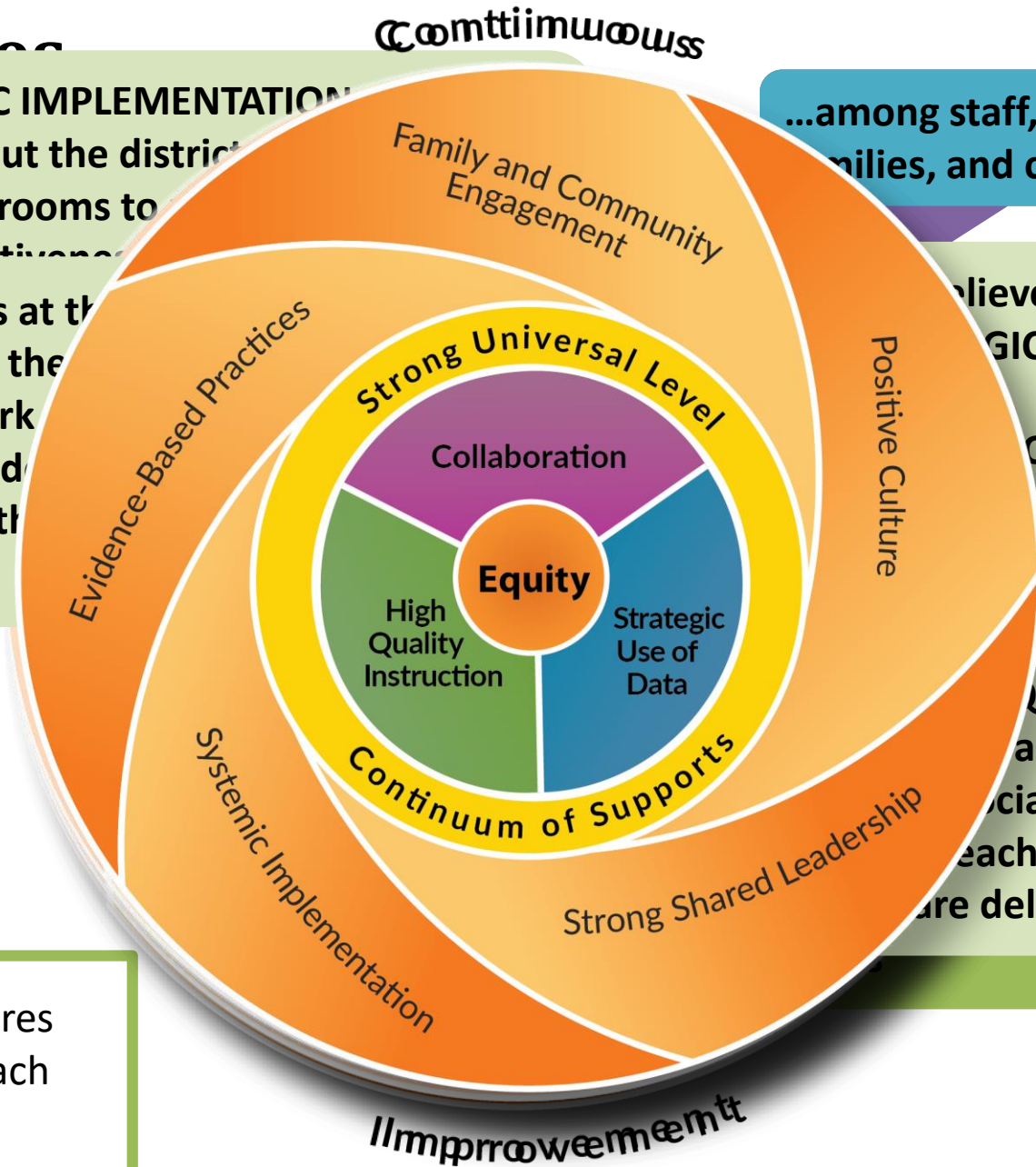
# Key Features

## Equity

## Multi-System Support

SYSTEMIC IMPLEMENTATION throughout the district and classrooms to and effectiveness

EQUITY is at the center of the framework is embedded into all other features.



...among staff, learners, families, and communities

believe in the LOGIC USE OF

We want to challenge and change inequitable access, opportunity, and outcomes experienced by learners currently underserved in Wisconsin schools.

teaching and are delivered.

All of these key features inform and impact each other.

Improvement

dpi.wi.gov/rti/equity

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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**Equitable Multi-Level Systems of Supports**

WI Response to Intervention (RTI) Center

Model to Inform Culturally Responsive Practice

MLSS Resources

Definitions

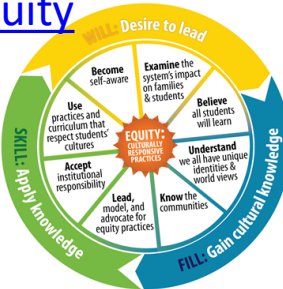
EQUITABLE MULTI-LEVEL SYSTEMS OF SUPPORTS / EQUITY

## Equity

**Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.**

The Wisconsin Department of Public Instruction, the Wisconsin RTI Center and the Disproportionality Technical Assistance Network have collaboratively developed a *Model to Inform Culturally Responsive Practice*.

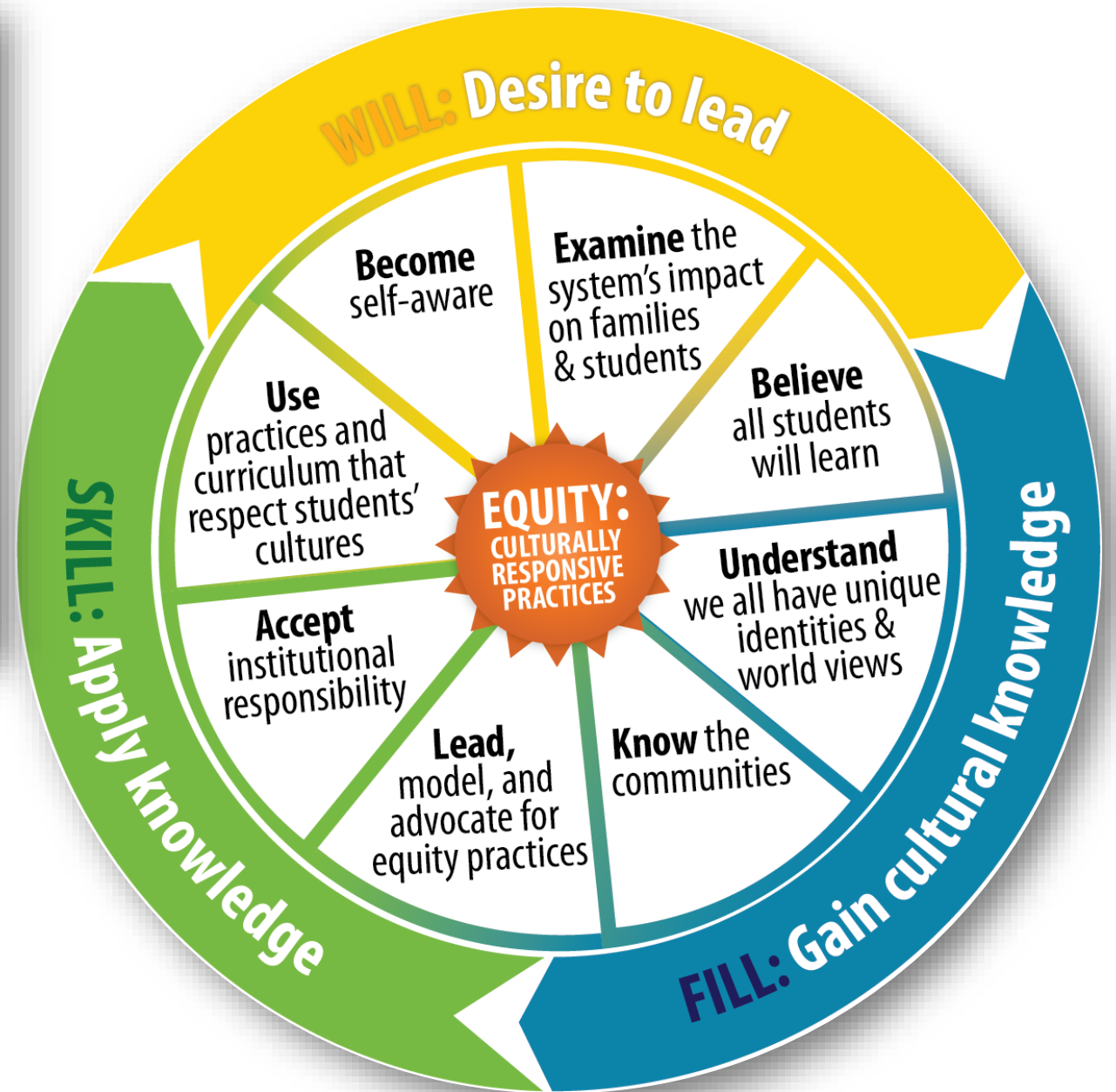
<https://dpi.wi.gov/rti/equity>



Model to Inform Culturally Responsive Practice

[Click to access the full narrative.](#)

This model describes the beliefs, knowledge, and skills Wisconsin educators and schools



# Understanding Equity from a Broad Lens

- Basis for Trauma Sensitive Schools
- Addresses disparate impact based on gender, ability status, SES, education goals
- Racial and cultural basis but also intersectionality of other aspects of who students are
- Helps prepare students for participation in national and international employment and economy



# Small District Strategies

## Multiple Approaches

- Examination of purpose compared to outcome – reflection vs. deflection
- Prioritized focus and aligned professional development
- Working Smarter Matrix
- Central leadership team to integrate system
- Emphasis on WHAT we do versus HOW we do it (purpose versus curriculum)
- Collaboration with community stakeholders including families
- Recognition of this work being a journey versus destination; Go slow to go fast

# Equitable MLSS Challenges for Small Districts

- Few staff wearing multiple hats
- Data viewed as judgmental versus guiding
- Cost
- Initiative fatigue
- Seeing relevance
- Turnover
- Buy-in
- Lack of political support
- Top down OR bottom up “ownership” versus top down AND bottom up

# Q&A and Feedback

# WI Rtl Center

<https://www.wisconsinrticenter.org>

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