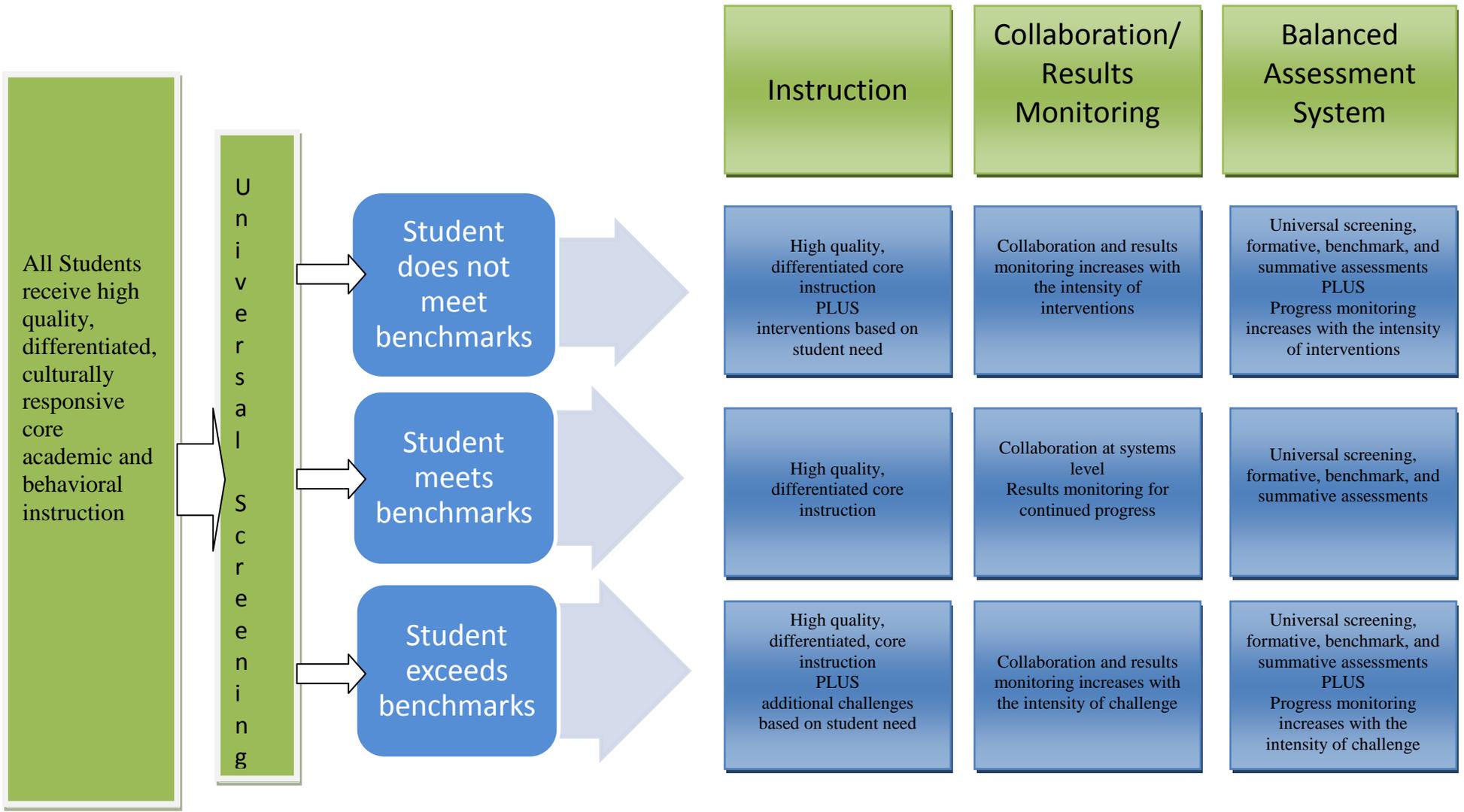


Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices





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The Wisconsin RtI Roadmap provides an overview of an enacted RtI system focused on increasing student success in both academics and behavior. This roadmap is aligned to Wisconsin's definition for RtI and explicitly embeds the three essential elements and seven guiding principles of an RtI system in Wisconsin. The definitions, elements and principles can be found at <http://www.dpi.state.wi.us/rti/index.html>.

Looking at the roadmap, it is evident that in a Wisconsin RtI system, all students should receive high quality, culturally responsive core instruction that is differentiated for student need and aligned with the Common Core standards. This core instruction, which forms the learning foundation for all students, refers to both academic areas, such as reading and mathematics, and behavioral expectations and norms that are explicitly taught and expected of all students. Core instruction stems from and is directly shaped by the Common Core standards, the district curriculum, and the effective use of formative, summative, and benchmark assessments. In addition, core instruction is enacted through a collaborative process, and analyzed using multiple measures.

Universal screeners that align to the core curriculum and corresponding benchmarks should be administered and analyzed to determine whether each student is likely to meet, exceed, or not meet benchmarks. For students whose screening data indicate they are not likely to meet benchmarks, educators use data in a collaborative process to determine how to deliver interventions for groups of students who need additional support; or determine whether individual interventions would be most appropriate. The roadmap emphasizes that students who are not meeting benchmarks must continue to access core instruction in addition to the small group or individual interventions designed to increase skills in a particular area of need. These students will continue to be monitored within a balanced assessment system that includes formative, summative and benchmark assessments. For more information on a balanced assessment system see <http://dpi.wi.gov/oea/pdf/balsystem.pdf>.

For students who are likely to meet benchmarks, the roadmap indicates that they will continue to receive core instruction and their progress will continue to be monitored within a balanced assessment system that includes formative, benchmark, and summative assessments. For more information on a balanced assessment system, click here <http://dpi.wi.gov/oea/pdf/balsystem.pdf>.

For students who are likely to exceed benchmarks, opportunities for enrichment, compacting or acceleration should be designed for the student and delivered in addition to a high quality core curriculum. As with students who are not meeting benchmarks, students who are exceeding benchmarks will have increased monitoring of progress and collaboration between educators in order to determine the effectiveness of the additional challenge for an individual student's learning. These students will continue to be monitored within a balanced assessment system that includes formative, summative and benchmark assessments. For more information on a balanced assessment system see <http://dpi.wi.gov/oea/pdf/balsystem.pdf>.

The results of an intervention/challenge should be monitored for effectiveness. As the intensity of the intervention/challenge increases so does the frequency and specificity of progress monitoring. Likewise, collaboration will increase to coordinate resources and support for the student.

In sum, the RtI process—rooted in high-quality instruction, continuous review of student progress using multiple measures, and collaboration—is a continuous practice of data-based decision-making focused on increasing student success.