



Wisconsin's Focus on Equity to Improve Student Outcomes

2019 State Superintendent Leadership Conference
11.15.19

The Wisconsin RtI Center (CFDA #84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this presentation and for the continued support of this federally-funded grant program. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.



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Presentation Outcomes

Participants will leave session understanding connections between:

- DPI's **Equity Vision** and areas of focus
- Equitable Multi-Level System of Supports **Framework**
- Impact on Student **Outcomes**

Participants will experience and begin to apply Wisconsin's Model to Inform Culturally Responsive Practices to their context.

DPI's Vision

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.



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

State Superintendent Carolyn Stanford Taylor's State of Education Address

As state superintendent, the core of my agenda is to build on the vision of Every Child a Graduate, College and Career Ready while advancing educational equity for every child. Along with my talented and dedicated colleagues at the Department of Public Instruction, we are committed to collaborating with schools and districts to advance this vision



<https://dpi.wi.gov/news/releases/2019/stanford-taylor-delivers-state-education-address>

Educational Equity

Our agency's work reminds us of the importance of equity in ensuring every child has a high-quality education, and it is imperative equity be our priority at the Department of Public Instruction (DPI). At DPI, educational 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.

As the state education agency, our responsibility is to lead and model with one another, and reflect in our work, the principles of equity needed in Wisconsin schools. DPI employees must deepen our understanding of Wisconsin's diverse student population and explore ways we can transform our daily work to promote genuine educational equity.



<https://dpi.wi.gov/statesupt/every-child-graduate>

Cabinet's Focus

Cabinet is focusing on specific areas to best advance equity vision and improve outcomes for students across the state.

Cabinet has been engaged for the past few months with several new members to consider the role of the SEA in advancing equity and closing achievement gap;

Focusing on five focus priority areas with biggest opportunity to impact achievement (rooted in Promoting Excellence For All, based in best practice):

- > **Effective Instruction**
- > **School/Instructional leadership**
- > **Family/Community engagement**
- > **Meaningful relationships with students**
- > **Safe and supportive schools**

<https://dpi.wi.gov/statusup/every-child-graduate>



Alignment, Coherence, Leverage



The agency is embracing the process of **continuous improvement** -- applied through an **equity lens**, incorporated into an **equitable multi-level system of support**, and rooted in the **science of implementation** -- as the means to improving districts and schools.

We believe this process of continuous improvement enables *districts and schools* to critically examine their systems, practices, and beliefs in an effort to identify if and the extent to which the **needs of all kids are being met**.



Equitable Multi-Level System of Supports



For Wisconsin schools and districts, implementing an equitable multi-level system of supports means providing **equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention.**

In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success.

Schools provide varying types of supports at differing levels of intensity to proactively and responsively adjust to the needs of the whole child.

These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social and emotional skills.

<https://dpi.wi.gov/sites/default/files/mcoe/rti/pdf/rti-emlss-framework.pdf>

Equitable, Multi-Level System of Supports

The **framework** of an Equitable MLSS helps schools and districts:

- Integrate and organize supports for learners, including developmental, academic, behavioral, social, and emotional supports
- Provide equitable services, practices, and resources to every learner
- Responsively adjust the intensity and nature of supports to match learner needs based on data



<https://www.wisconsinrticenter.org/school-implementation/overview-equitable-multi-level-system-support/>

It Takes Time to Get to Outcomes

Implementation science research suggests it can take from two to four years to fully and successfully operationalize an evidence-based program, practice, or effective innovation.



(Bierman et al., 2002; Fixsen, Blase, Timbers, & Wolf, 2001; Panzano & Roth, 2006; Prochaska & DiClemente, 1982; Saldana et al., 2011)

Sustainability is Key in Wisconsin



Sustainability is necessary to realize positive student outcomes.

How To Logically Move Toward Systems Change



Why Should Districts and Schools Invest in using an Equitable Multi-Level System of Supports?

How do I leverage my role in the district to keep investing?

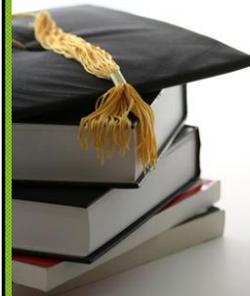
Wisconsin's Vision for Long Term Outcomes for Students

College and Career Ready = Productive global citizens

What do studies tell us about the long term outcomes for students?

- Studies from Rosenbaum (2018) and Rumberger (2016) show the long-term effect of suspensions on students' outcomes at ages 24 to 32 years old.
- Analysis suggests that the first suspension led to lower academic achievement and increased negative consequences as adults.

Long Term Impact of Reducing Suspensions



Students who are suspended are...

More likely to be expelled, arrested, convicted, imprisoned and on probation.

Less likely to have high school diplomas or BA's.

Rosenbaum, 2018

Wisconsin RtI Center Suspension Rates Study

Suspension rate = % of students with at least 1 out of school suspension

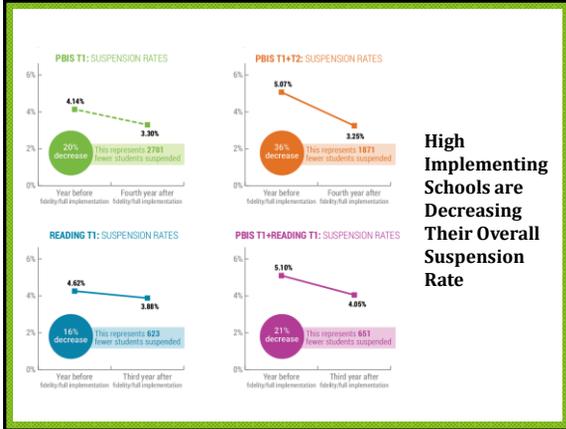
Number of schools	PBIS T1 = 382
	PBIS T1+T2 = 182
	Reading T1 = 111
	PBIS+Reading T1 = 88

<https://www.wisconsinrticenter.org/wp-content/uploads/2019/10/Annual-Report-18-19.pdf>

Suspensions

Key Messaging

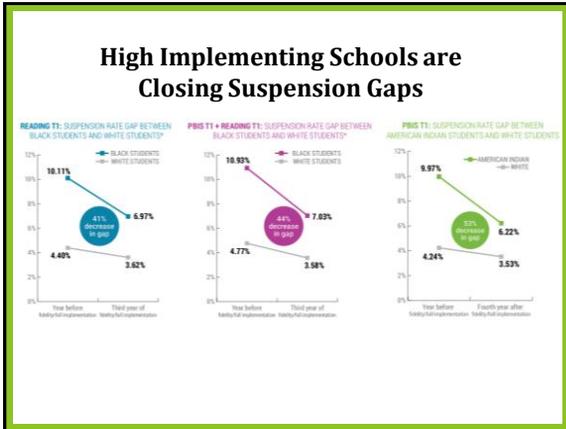
Significant decreases in overall suspension rates for high implementing schools



Suspensions

Key Messaging

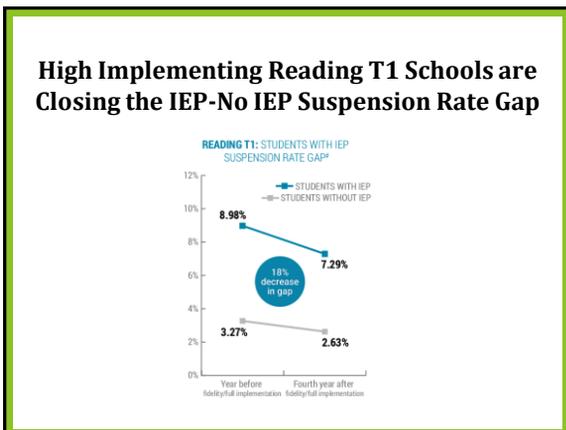
Suspension rate gap closures across student groups, for schools sustaining high implementation



Suspensions

Key Messaging

Suspension rate gap closures between students with Specific Learning Disability (SLD) and students without IEPs



Deeper Dive into Implementation

Studying implementation over time and suspension reduction:

- Small districts and high Schools have more challenges in implementation at fidelity over long term
- But, big outcomes if they do sustain

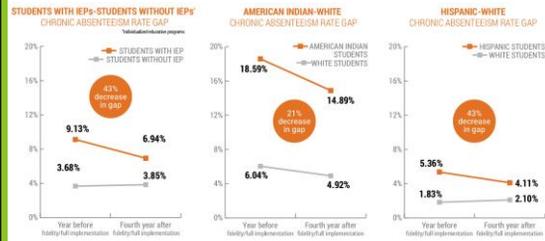
<https://www.wisconsinpractices.org/research/>

Suspensions

Key Messaging

Small districts implementing an equitable, multi-level system of supports with fidelity over time show gap closures in chronic absenteeism rates

Schools in small districts implementing an equitable, multi-level system of supports with fidelity over time show positive student outcomes.

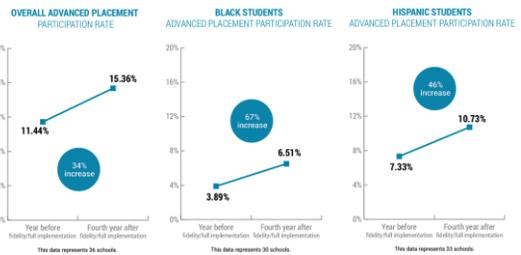


Suspensions

Key Messaging

High schools implementing an equitable, multi-level system of supports with fidelity over time show increases and gap closures in advanced placement rates.

High schools implementing an equitable, multi-level system of supports with fidelity over time show positive student outcomes



Suspensions

Key Messaging

By decreasing suspensions, students and staff gain back instructional and administrative time.

Instructional Days Gained by Decreasing Suspensions

Total saved from the year before fidelity to the third or fourth year after fidelity	PBIS T1 (n=382)	PBIS T1+T2 (n=182)	Reading T1 (n=111)	PBIS+Reading T1 (n=88)
Total Days of Instructional Time Saved	6,944.8	5,066.9	1,354.2	1,573.4
Total Days of Administrative Time Saved	253.2	175.4	58.5	61.1

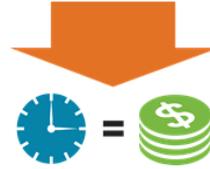
Scott & Barrett (2004)
Average based on 2017-18 DPI comparative costs and staff salary reports

Suspensions

Key Messaging

Reducing suspensions can produce fiscal savings based on instructional and administrative time saved.

Large fiscal savings from reductions in suspensions



Financial Impact of Decreasing Suspensions

Total saved from the year before fidelity to the third or fourth year after fidelity	PBIS T1 (n=382)	PBIS T1+T2 (n=182)	Reading T1 (n=111)	PBIS+Reading T1 (n=88)
Total Value (\$) of Instructional Time Saved	\$455,036.11	\$331,993.24	\$88,730.19	\$103,095.29
Total Value (\$) of Administrative Time Saved	\$133,853.74	\$92,728.29	\$30,917.69	\$32,274.69

Scott & Barrett (2004)
Average based on 2017-18 DPI comparative costs and staff salary reports

Outcomes for students exposed to PBIS implementation over multiple years



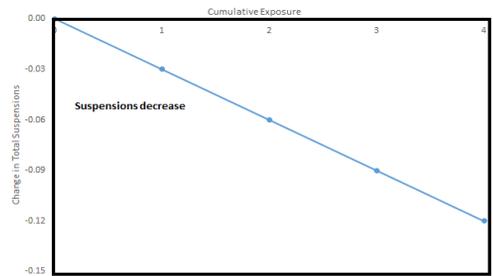
Suspensions

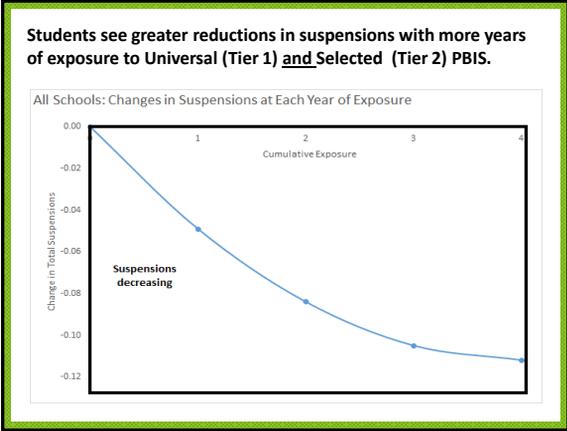
Key Messaging

Overall greater reduction in student suspensions with more years of exposure to universal (tier 1) and selected (tier 2) implementation.

Students see greater reductions in suspensions with more years of exposure to Universal PBIS.

All Schools: Changes in Suspensions at Each Year of Exposure





Suspensions

Key Messaging

Suspension rate gaps reduced for one or more student groups when majority of schools sustain implementation.

The Impact of District-wide Implementation on Student Outcomes.

Districts with >80% of schools sustaining	Districts with 0% of schools sustaining
69% of their schools reduced the suspension rate gap for one or more student groups	39% of their schools reduced the suspension rate gap for one or more student groups

Equity: Wisconsin's Model to Inform Culturally Responsive Practices

Where do we begin?

System Change is about **Equity**, NOT Equality

Equity means every learner 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.

Source: CCSSO, 2017.

Equity at a System Level

EQUALITY INDIVIDUAL EQUITY SYSTEM EQUITY

Equitable, Multi-Level System of Supports

The **framework** of an Equitable MLSS helps schools and districts:

- Integrate and organize supports for learners, including developmental, academic, behavioral, social, and emotional supports
- Provide equitable services, practices, and resources to every learner
- Responsively adjust the intensity and nature of supports to match learner needs based on data

<https://dpi.wi.gov/sites/default/files/imce/rti/pdf/miss-wi-model-inform-crp.pdf>



What does the Model to Inform do?

The Model to Inform Culturally Responsive Practices describes the beliefs, knowledge, and practices Wisconsin educators, schools, and districts need to reach and teach diverse students within their culturally responsive, equitable multi-level systems of support.

It's not a checklist or a toolkit; rather, cultural responsiveness is **a way of being and knowing**. It's **how we show up to do the work of schools**.

Will, Fill, and Skill

"Will" is the power of making a reasoned choice or having control of one's own actions.

Characterized by determination, a certain attitude or a particular desire or choice.

Best developed collectively as opposed to individually.

Students are part of a school system – not a one-room schoolhouse.

(Dr. Anthony Muhammad)

Desire and Passion!

"Fill" is the learning we do as individuals and as a school to know and understand who our students are as culturally and linguistically diverse people.

Understand their backgrounds & interests so the teaching we do has relevance to who they are.

Understand how we can affirm their backgrounds & interests, and then bridge their learning to insure their success in the dominant culture.

(Andreal Davis)

Believe and Do!

"Skill" requires specific action to bring vision into reality.

Experience with the task, training, knowledge, and natural talents.

A great ability or proficiency, an art or a craft.

It is the ability of a staff to tailor its professional skill to the specific needs of the students it serves.

(Dr. Sharroky Hollie)

Train and Implement!

The WILL



Becoming Self-Aware

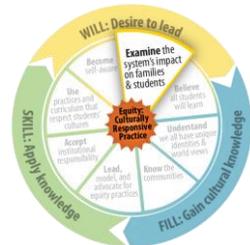
Build awareness of:

- *Own* identity development
- *School* identity
- How identity affects others



Examine the System's Impact on Families and Students

Use data to identify a precision statement and hypotheses to drive the work of the group



Believe all students will learn

Understand how implicit bias impacts teaching and learning

This is the problem your school is examining



Going deeper...

3 minutes

Read the WILL SECTION ONLY of the narrative.

Highlight phrases that resonate with you. Also note any questions or clarifications you might have.



If you finish early....

Think of a personalized example that relates to this section. For example, you could share something from your own Culturally Responsive journey or something you've witnessed. It could be work that you, a colleague or your school has done that exemplifies what that section of the model represents.

How does *WILL* show up in...

- ✦ Your equitable MLSS system?
- ✦ Conversations about kids and their families?
- ✦ Decision-making?



What does *WILL* look, sound, and feel like? (or when it doesn't?)

What emotions did this *WILL* section raise for you? What personal or professional experiences?



Who benefits from your current system? Who does not? Under what circumstances?

The WILL

Desire and Passion!



What phrases resonated with you?

What clarifying questions do you have?

What can you do to create a culture that fosters *WILL*?

- ✦ [Use norms & agreements](#)
- ✦ [Model vulnerability](#)
- ✦ Daily reflection: *Who am I? What am I about? What's my most recent evidence?* (B. Kafele)
- ✦ Stay in the *Personal, Local, & Immediate* (B.D. condition 1)
- ✦ "Describe and deflect" or "Inspect and reflect" (A. Mohammed)
- ✦ Know your top 10 biases (S. Hollie; [V. Myers](#); [Implicit Association Test](#); [Blind Spot](#))
- ✦ Know who/what influences your thinking (S. Hollie)
- ✦ [Promoting Excellence For All eCourses](#)
- ✦ Social Justice Institute/ Beyond Diversity I & II ([DTAN](#))
- ✦ Check your B.S. and deficit monitor (S. Hollie)
- ✦ Use the [Ladder of Inference](#) explore your assumptions (Pacific Education Group)
- ✦ "[Understanding Culture](#)" article (Zion & Kozleski)
- ✦ [Culturally Responsive Classroom Management Modules](#)

And what else?

The FILL



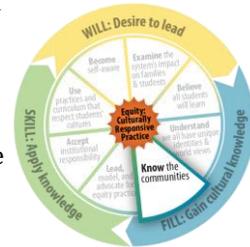
Understand we all have unique identities and world views

Help teams identify how identity and worldviews impact day-to-day experiences



Know the Communities

Understand the need to get to know the communities you serve and identify community resources that can be accessed to address cultural mismatches



Going deeper...

Read the FILL SECTION ONLY of the narrative.

3 minutes

Highlight phrases that resonate with you. Also note any questions or clarifications you might have.



If you finish early...
Think of a personalized example that relates to this section.



How can we create safe spaces for students and families impacted by inequity to share their lived experiences to...

- Add depth to the facts and data about disparities?
- Have an equal voice and be a partner in solution-seeking?



When? Where?

The FILL

Believe and Know!



What phrases resonated with you?

What clarifying questions do you have?



What can you do to create opportunities to cultivate FILL?

- [Seven \(facilitated\) experiences:](#)
 - ◇ Articles
 - ◇ Book Studies
 - ◇ Coaching and Modeling
 - ◇ Conferences and Workshops
 - ◇ Community Site Visits
 - ◇ Guest Speakers
 - ◇ School Visits
- ◇ [Promoting Excellence for All](#) eCourses
- ◇ [If she only knew me...](#) video
- ◇ [Danger of a Single Story](#)
- ◇ [Cultural brokers](#)
- ◇ Listening sessions
- ◇ [Community Asset Mapping](#)
- ◇ [DTAN Study Circles](#)
- ◇ [Educational Equity Book Collection- DTAN](#)

And what else?

The SKILL

Lead, Model, and Advocate for Equity Practices

Help teams build their skills to become courageous leaders in the work. Practices standing up to inequities and engaging others in the work

Accept Institutional Responsibility

Support teams in recognizing historical practices and policies that have benefited some of our students at the expense of others through deep examination of the system.

Use Practices and Curriculum that respects students' cultures

Teams hone their skills in using a range of inclusive practices, strategies and curriculum that builds inclusive environments, affirm and respect student cultures.

Going deeper...

Read the SKILL SECTION ONLY of the narrative. 3 minutes

Highlight phrases that resonate with you. Also note any questions or clarifications you might have.

If you finish early... Think of a personalized example that relates to this section.

- What SKILLS will you need to develop to lead this work in your equitable Multi-Level System of Supports?
- Where might you find the emotional support to persevere in leading this work?
- Where can you take action and apply SKILL in your system?

The SKILL

Lead and do!





What phrases resonated with you?

What clarifying questions do you have?

Skill Building: The How and Why of Teaching

Skill IS:

- being responsive-adaptive
- the ability of the staff to tailor their practices to the needs of the students they serve
- effective teaching in every classroom
- classroom management, long-term planning, and use of materials
- human relations and knowledge of content as well as instructional skill
- responsive instructional practice structured around the norms and cultures of the students

Skill Building Examples

Examples of Research-based, High Quality Skills for teaching all students equitably. (Skria, McKenzie, Scheurich, 2009)	
Lisa Delpit	Gloria Ladson-Billings
See student's brilliance. Do not teach less content to poor, urban children but instead, teach more!	Believe that students are capable of academic success
Ensure that all students gain access to the "basic skills"- the conventions and strategies that are essential to success in American society	See teaching pedagogy as art-unpredictable, always in the process of becoming.
Demand critical thinking, regardless of the methodology or instructional program being used	See yourself as a member of your students' community
Recognize and build on children's strengths	Believe in notion of "teaching as mining" or pulling knowledge out
Use familiar metaphors, analogies, and experiences for the children's world to connect what children already know	Maintain fluid teacher/student relationships
Create a sense of family and caring in the service of academic achievement	Demonstrate connectedness with all of the students.

<https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf>



What SKILLS will you need to develop to lead this work in your equitable Multi-Level System of Supports?



Where might you find the emotional support to persevere in leading this work?



Where can you take action and apply SKILL in your system?



Where can you take action in your Equitable Multi-Level System of Supports practices?

For policies & practices

- ✦ [PBIS Culturally Responsive Companion Guide](#)
- ✦ [Risk ratio webinar & calculator](#)
- ✦ [Great Lakes Equity Center](#)
- ✦ [Safe and Supportive Schools](#)
- ✦ [Wisconsin DTAN](#)
- ✦ [Wisconsin RtI Center CR Systems training](#)
- ✦ [Teaching Tolerance](#)

To lead the change

- ✦ [Great Lakes Equity Center](#)
- ✦ [Wisconsin RtI Center](#)
- ✦ [Wisconsin RtI Center CR Systems training](#)
- ✦ [Wisconsin DTAN](#)
- ✦ [Teaching Tolerance](#)

And what else?





• "Only once you've grappled with both the facts (*head*) and lived experiences (*heart*) that relate to structural inequities, in either order, should you move on to take action (*hands*)."

Source: <https://www.livingcities.org/blog/727-head-heart-hands-a-framework-for-taking-action-on-racial-equity>



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