Beliefs Survey

1. **Your PS/RtI Project ID:** ⟶
   Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

***Directions**: For items 2-5 below, please shade in the circle next to the response option that best represents your answer.*

2. Job Description:
   - ◯ PS/RtI Coach
   - ◯ Teacher-General Education
   - ◯ Teacher-Special Education
   - ◯ School Counselor
   - ◯ School Psychologist
   - ◯ School Social Worker
   - ◯ Principal
   - ◯ Assistant Principal

   Other (Please specify): _____

3. Years of Experience in Education:
   - ◯ Less than 1 year
   - ◯ 1 – 4 years
   - ◯ 5-9 years
   - ◯ 10 – 14 years
   - ◯ 15-19 years
   - ◯ 20-24 years
   - ◯ 25 or more years
   - ◯ Not applicable

4. Number of Years in your Current Position:
   - ◯ Less than 1 year
   - ◯ 1 – 4 years
   - ◯ 5-9 years
   - ◯ 10 – 14 years
   - ◯ 15-19 years
   - ◯ 20 or more years

5. Highest Degree Earned:
   - ◯ B.A./B.S.
   - ◯ M.A./M.S.
   - ◯ Ed.S.
   - ◯ Ph.D./Ed.D.

   Other (Please specify): _____

***Directions**: Using the scale below, please indicate your level of agreement or disagreement with each of the following statements by shading in the circle that best represents your response.*

① = **Strongly Disagree (SD)**
② = **Disagree (D)**
③ = **Neutral (N)**
④ = **Agree (A)**
⑤ = **Strongly Agree (SA)**

	SD	D	N	A	SA
6. I believe in the philosophy of No Child Left Behind (NCLB) even if I disagree with some of the requirements.	①	②	③	④	⑤
7. Core instruction should be effective enough to result in 80% of the students achieving benchmarks in					
7.a. reading	①	②	③	④	⑤
7.b. math	①	②	③	④	⑤
8. The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in					
8.a. reading	①	②	③	④	⑤
8.b. math	①	②	③	④	⑤
9. The majority of students with learning disabilities achieve grade-level benchmarks in					
9.a. reading	①	②	③	④	⑤
9.b. math	①	②	③	④	⑤
10. The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in					
10.a. reading	①	②	③	④	⑤
10.b. math	①	②	③	④	⑤
11. Students with high-incidence disabilities (e.g. SLD, EBD) who are receiving special education services are capable of achieving grade-level benchmarks (i.e., general education standards) in					
11.a. reading	①	②	③	④	⑤
11.b. math	①	②	③	④	⑤
12. General education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body.	①	②	③	④	⑤

	SD	D	N	A	SA
13. General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.	①	②	③	④	⑤
14. The use of additional interventions in the general education classroom would result in success for more students.	①	②	③	④	⑤
15. Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.	①	②	③	④	⑤
16. The "severity" of a student's academic problem is determined not by how far behind the student is in terms of his/her academic performance but by how quickly the student responds to intervention.	①	②	③	④	⑤
17. The "severity" of a student's behavioral problem is determined not by how inappropriate a student is in terms of his/her behavioral performance but by how quickly the student responds to intervention.	①	②	③	④	⑤
18. The results of IQ and achievement testing can be used to identify effective interventions for students with learning and behavior problems.	①	②	③	④	⑤
19. Many students currently identified as "LD" do not have a disability, rather they came to school "not ready" to learn or fell too far behind academically for the available interventions to close the gap sufficiently.	①	②	③	④	⑤
20. Using student-based data to determine intervention effectiveness is more accurate than using only "teacher judgment."	①	②	③	④	⑤
21. Evaluating a student's response to interventions is a more effective way of determining what a student is capable of achieving than using scores from "tests" (e.g., IQ/Achievement test).	①	②	③	④	⑤
22. Additional time and resources should be allocated first to students who are not reaching benchmarks (i.e., general education standards) before significant time and resources are directed to students who are at or above benchmarks.	①	②	③	④	⑤
23. Graphing student data makes it easier for one to make decisions about student performance and needed interventions.	①	②	③	④	⑤
24. A student's parents (guardian) should be involved in the problem-solving process as soon as a teacher has a concern about the student.	①	②	③	④	⑤
25. Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions.	①	②	③	④	⑤

	SD	D	N	A	SA
26. All students can achieve grade-level benchmarks if they have sufficient support.	①	②	③	④	⑤
27. The goal of assessment is to generate and measure effectiveness of instruction/intervention.	①	②	③	④	⑤

THANK YOU!

«School_ID»

Perceptions of Practices Survey

1. **Your PS/RtI Project ID:** →
   Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

***Directions*:** *For each item on this survey, please indicate how frequently or infrequently the given practice occurs in your school for both academics (i.e., reading and math) and behavior. Please use the following response scale*:

① = **Never Occurs** ***(NO)***
② = **Rarely Occurs** ***(RO)***
③ = **Sometimes Occurs** ***(SO)***
④ = **Often Occurs** ***(OO)***
⑤ = **Always Occurs** ***(AO)***
◯ = **Do Not Know (DK)**

In my School:	NO	RO	SO	OO	AO	DK
2. Data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, Office Discipline Referrals) are used to determine the percent of students receiving core instruction (general education classroom only) who achieve benchmarks (district grade-level standards) in:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
3. Data are used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students achieving benchmarks (district grade-level standards) in:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯

In my School:	NO	RO	SO	OO	AO	DK
4. Data are used (e.g., Curriculum-Based Measurement, DIBELS, Office Discipline Referrals) to identify at-risk students in need of supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
5. The students identified as at-risk routinely receive additional (i.e., supplemental) intervention(s) for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
6. Progress monitoring occurs for all students receiving supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
7. Progress monitoring data (e.g., Curriculum-Based Measurement, DIBELS, behavioral observations) are used to determine the percent of students who receive supplemental and/or intensive interventions who achieve grade-level benchmarks for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
8. A standard protocol intervention (i.e., the same type of intervention used for similar problems) is used initially for <u>all</u> students who require supplemental instruction for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯

Directions: *Items 9-18 refer to the typical Problem-Solving Team (i.e., Student Support Team, Intervention Assistance Team, School-Based Intervention Team, Child Study Team) meeting in your school that includes a student who has been referred for problem-solving or a special education evaluation. While addressing each item for academics (math and reading), think of a typical case in which a student has been referred for an academic concern. While addressing each question for behavior, think of a typical case in which a student has been referred for a behavioral concern. Then, please indicate how frequently each of the given practices occurs in your school using the same scale.*

In my School:	NO	RO	SO	OO	AO	DK
9. The target behavior is routinely defined in terms of the desired behavior (e.g., Johnny will raise his hand to ask a question, Susie will read 90 correct words per minute) instead of the problem behavior (e.g., Johnny talks out of turn, Susie reads below grade-level) for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
10. Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to						
a. identify the target student's current performance in the area of concern for:						
• Academics	①	②	③	④	⑤	◯
• Behavior	①	②	③	④	⑤	◯
b. identify the desired level of performance (i.e., the benchmark) in the area of concern for:						
• Academics	①	②	③	④	⑤	◯
• Behavior	①	②	③	④	⑤	◯
c. identify the current performance of same-age peers using the same data as the target student for:						
• Academics	①	②	③	④	⑤	◯
• Behavior	①	②	③	④	⑤	◯
11. The Problem-Solving Team routinely develops hypotheses (i.e., proposed reasons) explaining why the target student is not demonstrating the desired behavior for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
12. Data are collected to confirm the reasons that the student is not achieving the desired level of performance for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
13. Intervention plans are routinely developed based on the confirmed reasons that the student is not achieving the desired level of performance for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯

In my School:	NO	RO	SO	OO	AO	DK
14. The teacher of a student referred for problem-solving routinely receives staff support to implement the intervention plan developed by the Problem Solving Team for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
15. Data are collected routinely to determine the degree to which the intervention plans are being implemented as intended for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
16. Data are graphed routinely to simplify interpretation of student performance for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
17. Progress monitoring data are used to determine						
a. the degree to which the target student's rate of progress has improved for:						
• Academics	①	②	③	④	⑤	◯
• Behavior	①	②	③	④	⑤	◯
b. whether the gap has decreased between the target student's current performance and the desired level of performance (i.e., benchmark) for:						
• Academics	①	②	③	④	⑤	◯
• Behavior	①	②	③	④	⑤	◯
c. whether the gap has decreased between the target student's current performance and the performance of same-age peers for:						
• Academics	①	②	③	④	⑤	◯
• Behavior	①	②	③	④	⑤	◯
18. A student's response-to-intervention data (e.g., rate of improvement) are used routinely to determine whether a student is simply behind and <u>can</u> learn new skills <u>or</u> whether the student's performance is due to a disability for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯

THANK YOU!

«School_ID»

Perceptions of RtI Skills Survey

1. **Your PS/RtI Project ID:** ⟶
   Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

Directions: *Please read each statement about a skill related to assessment, instruction, and/or intervention below, and then evaluate <u>YOUR</u> skill level within the context of working at a school/building level. Where indicated, rate your skill separately for academics (i.e., reading and math) and behavior. Please use the following response scale*:

- ① = **I do not have this skill at all (NS)**
- ② = **I have minimal skills in this area; need substantial support to use it (MnS)**
- ③ = **I have this skill, but still need some support to use it (SS)**
- ④ = **I can use this skill with little support (HS)**
- ⑤ = **I am highly skilled in this area and could teach others this skill (VHS)**

The skill to:	NS	MnS	SS	HS	VHS
2. *Access* the data necessary to determine the percent of students in core instruction who are achieving benchmarks (district grade-level standards) in:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
3. Use data *to make decisions* about individuals and groups of students for the:					
a. Core academic curriculum	①	②	③	④	⑤
b. Core/Building discipline plan	①	②	③	④	⑤

The skill to:	NS	MnS	SS	HS	VHS
4. Perform each of the following steps when identifying the problem for a student for whom concerns have been raised:					
a. Define the referral concern in terms of a replacement behavior (i.e., what the student should be able to do) instead of a referral *problem* for:					
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
b. Use data to define the current level of performance of the target student for:					
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
c. Determine the desired level of performance (i.e., benchmark) for:					
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
d. Determine the current level of peer performance for the same skill as the target student for:					
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
e. Calculate the gap between student current performance and the benchmark (district grade level standard) for:					
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
f. Use gap data to determine whether core instruction should be adjusted or whether supplemental instruction should be directed to the target student for:					
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
5. Develop potential reasons (hypotheses) that a student or group of students is/are not achieving desired levels of performance (i.e., benchmarks) for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
6. Identify the most appropriate type(s) of data to use for determining reasons (hypotheses) that are likely to be contributing to the problem for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤

The skill to:	NS	MnS	SS	HS	VHS
7. Identify the appropriate supplemental intervention available in my building for a student identified as at-risk for:					
a. Academics	1	2	3	4	5
b. Behavior	1	2	3	4	5
8. Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for:					
a. Academic core curricula	1	2	3	4	5
b. Behavioral core curricula	1	2	3	4	5
c. Academic supplemental curricula	1	2	3	4	5
d. Behavioral supplemental curricula	1	2	3	4	5
e. Academic individualized intervention plans	1	2	3	4	5
f. Behavioral individualized intervention plans	1	2	3	4	5
9. Ensure that any supplemental and/or intensive interventions are integrated with core instruction in the general education classroom:					
a. Academics	1	2	3	4	5
b. Behavior	1	2	3	4	5
10. Ensure that the proposed intervention plan is supported by the data that were collected for:					
a. Academics	1	2	3	4	5
b. Behavior	1	2	3	4	5
11. Provide the support necessary to ensure that the intervention is implemented appropriately for:					
a. Academics	1	2	3	4	5
b. Behavior	1	2	3	4	5
12. Determine if an intervention was implemented as it was intended for:					
a. Academics	1	2	3	4	5
b. Behavior	1	2	3	4	5
13. Select appropriate data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, behavioral observations) to use for progress monitoring of student performance during interventions:					
a. Academics	1	2	3	4	5
b. Behavior	1	2	3	4	5

The skill to:	NS	MnS	SS	HS	VHS
14. Construct graphs for large group, small group, and individual students:					
a. Graph target student data	①	②	③	④	⑤
b. Graph benchmark data	①	②	③	④	⑤
c. Graph peer data	①	②	③	④	⑤
d. Draw an aimline	①	②	③	④	⑤
e. Draw a trendline	①	②	③	④	⑤
15. Interpret graphed progress monitoring data to make decisions about the degree to which a student is responding to intervention (e.g., positive, questionable or poor response).	①	②	③	④	⑤
16. Make modifications to intervention plans based on student response to intervention.	①	②	③	④	⑤
17. Use appropriate data to differentiate between students who have not learned skills (e.g., did not have adequate exposure to effective instruction, not ready, got too far behind) from those who have barriers to learning due to a disability.	①	②	③	④	⑤
18. Collect the following types of data:					
a. Curriculum-Based Measurement	①	②	③	④	⑤
b. DIBELS	①	②	③	④	⑤
c. Access data from appropriate district- or school-wide assessments	①	②	③	④	⑤
d. Standard behavioral observations	①	②	③	④	⑤
19. Disaggregate data by race, gender, free/reduced lunch, language proficiency, and disability status	①	②	③	④	⑤
20. Use technology in the following ways:					
a. Access the internet to locate sources of academic and behavioral evidence-based interventions.	①	②	③	④	⑤
b. Use electronic data collection tools (e.g., PDAs)	①	②	③	④	⑤
c. Use the Progress Monitoring and Reporting Network (PMRN)	①	②	③	④	⑤
d. Use the School-Wide Information System (SWIS) for Positive Behavior Support	①	②	③	④	⑤
e. Graph and display student and school data	①	②	③	④	⑤
21. Facilitate a Problem Solving Team (Student Support Team, Intervention Assistance Team, School-Based Intervention Team, Child Study Team) meeting.	①	②	③	④	⑤

THANK YOU!

«School_ID»

Self-Assessment of Problem Solving Implementation (SAPSI)*

School Name «School»	**Date of Report**
District Name «District_»	**District & School ID** «School_ID»

INSTRUCTIONS

The members of your School-Based Leadership Team (Problem Solving Team) should complete this needs assessment as a group. We ask that **all** members of the team participate in this process. Each group member will receive a copy of the needs assessment; however, only one form should be returned to the Problem Solving/Response to Intervention (PS/RtI) Project. Your PS/RtI Coach will work with your team to facilitate completion of the SAPSI and will serve as the recorder for the version to be sent to Project staff. This needs assessment will be completed three times per school year to help you and the Project monitor activities for implementation of PS/RtI in your school.

The items on the SAPSI are meant to assess the degree to which schools implementing the PS/RtI model are (1) achieving and maintaining consensus among key stakeholders, (2) creating and maintaining the infrastructure necessary to support implementation, and (3) implementing practices and procedures consistent with the model. Members of the team should not be discouraged if your school has not achieved many of the criteria listed under the Consensus, Infrastructure, and Implementation domains. This instrument is intended to help your team identify needs at your school for which action plans can be developed. Whenever possible, data should be collected and/or reviewed to determine if evidence exists that suggests that a given activity is occurring.

Please complete all pages on this needs assessment and mail to the following address by **Monday, October 15th, 2007.**

Stevi Schermond
Problem Solving/Response to Intervention Project
4202 E. Fowler Ave., EDU 162
Tampa, FL 33620

* Adapted from the IL-ASPIRE SAPSI v. 1.6
Center for School Evaluation, Intervention and Training (CSEIT)
Loyola University Chicago

School-Based Leadership Team Members (Name & Position)

Person(s) Completing Report (Name & Position)

PS/RtI Implementation Assessment

Directions:
In responding to each item below, please use the following response scale:

Not Started (***N***) — (The activity occurs less than 24% of the time)
In Progress (***I***) — (The activity occurs approximately 25% to 74% of the time)
Achieved (***A)*** — (The activity occurs approximately 75% to 100% of the time)
Maintaining (***M***) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

For each item below, please write the letter of the option (N, I, A, M) that best represents your School-Based Leadership Team's response in the column labeled "Status". In the column labeled "Comments/Evidence", please write any comments, explanations and/or evidence that are relevant to your team's response. When completing the items on the SAPSI, the team should base its responses on the grade levels being targeted for implementation by the school.

Consensus: ***Comprehensive Commitment and Support***	**Status**	**Comments/Evidence**
1. District level leadership provides active commitment and support (e.g., meets to review data and issues at least twice each year).		
2. The school leadership provides training, support and active involvement (e.g., principal is actively involved in School-Based Leadership Team meetings).		
3. Faculty/staff support and are actively involved with problem solving/RtI (e.g., one of top 3 goals of the School Improvement Plan, 80% of faculty document support, 3-year timeline for implementation available).		
4. A School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)		
5. Data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of PS/RtI on faculty/staff.		

Additional Comments/Evidence:

* Adapted from the IL-ASPIRE SAPSI v. 1.6
Center for School Evaluation, Intervention and Training (CSEIT)
Loyola University Chicago

PS/RtI Implementation Assessment (Cont'd)

Scale: **N**ot Started (***N***) — (The activity occurs less than 24% of the time)
In Progress (***I***) — (The activity occurs approximately 25% to 74% of the time)
Achieved (***A)*** — (The activity occurs approximately 75% to 100% of the time)
Maintaining (***M***) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Infrastructure Development: ***Data Collection and Team Structure***	**Status**	**Comments/Evidence**
6. School-wide data (e.g., DIBELS, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process.		
7. Statewide and other databases (e.g., Progress Monitoring and Reporting Network [PMRN], School-Wide Information System [SWIS]) are used to make data-based decisions.		
8. School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade-level meetings).		
9. School-wide data are used to evaluate the effectiveness of core academic programs.		
10. School-wide data are used to evaluate the effectiveness of core behavior programs.		
11. Curriculum-Based Measurement (e.g., DIBELS) data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for academics.		
12. Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior.		
13. Data are used to evaluate the effectiveness (RtI) of Tier 2 intervention programs.		
14. Individual student data are utilized to determine response to Tier 3 interventions.		
15. Special Education Eligibility determination is made using the RtI model for the following ESE programs:		
a. Emotional/Behavioral Disabilities (EBD)		
b. Specific Learning Disabilities (SLD)		

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Infrastructure Development: ***Data Collection and Team Structure (Cont'd)***	**Status**	**Comments/Evidence**
16. The school staff has a process to select evidence-based practices.		
a. Tier 1		
b. Tier 2		
c. Tier 3		
17. The School-Based Leadership Team has a regular meeting schedule for problem-solving activities.		
18. The School-Based Leadership Team evaluates target student's/students' RtI at regular meetings.		
19. The School-Based Leadership Team involves parents.		
20. The School-Based Leadership Team has regularly scheduled data day meetings to evaluate Tier 1 and Tier 2 data.		

Additional Comments/Evidence:

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Implementation: ***Three-Tiered Intervention System and Problem-Solving Process***	**Status**	**Comments/Evidence**
21. The school has established a three-tiered system of service delivery.		
a. Tier 1 Academic Core Instruction clearly identified.		
b. Tier 1 Behavioral Core Instruction clearly identified.		
c. Tier 2 Academic Supplemental Instruction/Programs clearly identified.		
d. Tier 2 Behavioral Supplemental Instruction/Programs clearly identified.		
e. Tier 3 Academic Intensive Strategies/Programs are evidence-based.		
f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based.		
22. Teams (e.g., School-Based Leadership Team, Problem-Solving Team, Intervention Assistance Team) implement effective problem solving procedures including:		
a. Problem is defined as a data-based discrepancy (GAP Analysis) between what is expected and what is occurring (includes peer and benchmark data).		
b. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined.		
c. Problem analysis is conducted using available data and evidence-based hypotheses.		
d. Intervention plans include evidence-based (e.g., research-based, data-based) strategies.		
e. Intervention support personnel are identified and scheduled for all interventions.		

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PS/RtI Implementation Assessment (Cont'd)

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Implementation: *Three-Tiered Intervention System and Problem-Solving Process (Cont'd)*	**Status**	**Comments/Evidence**
f. Intervention integrity is documented.		
g. Response to intervention is evaluated through systematic data collection.		
h. Changes are made to intervention based on student response.		
i. Parents are routinely involved in implementation of interventions.		

Additional Comments/Evidence:

PS/RtI Implementation Assessment (Cont'd)

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Implementation: ***Monitoring and Action Planning***	**Status**	**Comments/Evidence**
23. A strategic plan (implementation plan) exists and is used by the School-Based Leadership Team to guide implementation of PS/RtI.		
24. The School-Based Leadership Team meets at least twice each year to review data and implementation issues.		
25. The School-Based Leadership Team meets at least twice each year with the District Leadership Team to review data and implementation issues.		
26. Changes are made to the implementation plan as a result of school and district leadership team data-based decisions.		
27. Feedback on the outcomes of the PS/RtI Project is provided to school-based faculty and staff at least yearly.		

Additional Comments/Evidence: