

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

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.

<u>Consensus:</u> <i>Comprehensive Commitment and Support</i>	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:

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<u>Infrastructure Development: Data Collection and Team Structure</u>	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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<u>Infrastructure Development: Data Collection and Team Structure (Cont'd)</u>	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.		

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<u>Implementation:</u> 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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<u>Implementation:</u> <i>Three-Tiered Intervention System and Problem-Solving Process (Cont'd)</i>	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:

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<u>Implementation:</u> <i>Monitoring and Action Planning</i>	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:

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