



**ILLINOIS STATE UNIVERSITY – ILLINOIS RTI NETWORK EXTERNAL EVALUATION**

SELF-ASSESSMENT OF PROBLEM SOLVING IMPLEMENTATION-SCHOOL LEVEL (SAPSI-S) Administration Instructions

Purpose

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The Self-Assessment of Problem Solving Implementation-School Level (SAPSI-S) monitors ongoing efforts to establish permanent problem solving procedures, tools, and products and thereby implement a multi-tiered system of supports (MTSS). The categories of products listed below are those of interest for the evaluation process and were considered when developing the SAPSI-S questions. It is important that schools are able to make these products available as documentation to support the responses to the questions below.

Screening data (CBM, SWIS)

Evidence of progress monitoring

Training (Training Logs or Sign in sheets)

School Improvement Plans

District/Building Reports

Building Meeting Minutes/Notes

Building RtI Plans

Note: In the comments boxes provided at the end of each page, please specify the documentation sources that support your SAPSI-S responses.

Administration

The SAPSI-S is to be administered with data collection schools participating in the Illinois RtI Network. The external or internal coach is expected to work with the school team to complete the tool once each academic year in the spring. It may, however, be administered more frequently at a school's discretion in order to assist with additional action planning. While schools are not required to produce all documentation for the SAPSI-S to be completed, evidence to support the items checked must be available to the coach as needed. The SAPSI-S is to be completed online by March 1 for the 2012 administration.

1.

**Illinois RtI Network**

**Self-Assessment of Problem Solving Implementation-School Level (SAPSI-S)**

School Name:

Date of Report:

District Name & Number:

County:

**INSTRUCTIONS**

Complete and submit one time per school year.

The school leadership team should complete this checklist once in the spring to monitor activities for implementation of MTSS tasks in the school.

2.

**School Leadership Team Members Completing this Form**

Please enter the NAMES and TITLES of those completing this form.

Name
Title
Name
Title

**Consensus: Comprehensive Commitment and Support**

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

3. Date Completed

**4. District Level Leadership Provides Active Commitment and Support.**

Please check all that have been fully and consistently implemented at your school for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Leadership team meets regularly (recommended monthly).			
Multi-Tiered System of Supports (MTSS) and problem solving implementation are included in district and school improvement plans.			
District RtI plan has been shared with all school teams.			
Overview of District RtI plan and district commitment is presented to school level teams.			
Overview of District RtI plan and district commitment is presented to school board members.			

**5. A school leadership team is established.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
School leadership team represents the roles of an administrator, facilitator, coach, data mentor, content specialist, parent, and representative teachers.			
Team meets regularly (recommended monthly).			
Agendas are established for each team meeting.			

**6. The School leadership provides support and active involvement (e.g., principal actively involved in leadership team meetings).**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Consistent two-way communication occurs between school level leadership and staff to provide opportunities for staff input and feedback.			
Professional development communities are created with targeted content related to MTSS.			
MTSS is one of the top 3 goals on the School Improvement Plan (SIP).			

**7. Faculty and Staff support MTSS.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Data are collected from faculty/staff to assess the level of involvement and support.			
A process is in place to gain support from existing and new faculty/staff.			
Data collected indicate that the majority of faculty/staff are supportive of implementation.			

**8. Faculty and staff support the development of community and parental awareness.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Overview of MTSS model and school commitment is presented to community members.			
Overview of MTSS model and school commitment is presented to parents.			
Overview of MTSS model is provided in the school handbook, district website, parent brochure, and/or as part of curriculum night or open house.			

**9. The role of parents as partners in the MTSS process is defined.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
A process for identifying parents to participate on district and school leadership teams is in place.			
Specific activities Parent Leader(s) will engage in as part of the leadership team are defined (e.g., attend trainings with staff, develop/edit parent materials, co-present with school staff an overview of MTSS to PTO/PTA).			

**10. Comments and Evidence of Comprehensive Commitment and Support.**

Infrastructure: Development of a Three-Tiered System

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

**11. Existing resources and tools are identified.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Current assessments at each tier are assessed.			
Current core instruction is assessed.			
Interventions in place at each tier are assessed.			
Current human resources and personnel work assignments are assessed.			
Usage of time for instruction and meetings is assessed.			
Current assessment or intervention practices that could be abandoned or reduced in frequency are identified.			

**12. School staff/District has a process to select evidence-based practices.**

Please check if this item has been fully and consistently implemented for Reading/Literacy for SIX OR MORE MONTHS.

	Reading/Literacy
Procedures for selection of practices and programs based on Scientifically-Based Reading Research (SBRR) are clearly stated.	

13.

Please check if the item has been fully and consistently implemented for Math for SIX OR MORE MONTHS.

Math
Procedures for selection of Scientifically-Based Math instruction are clearly stated.

14.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

Behavior	Reading/Literacy	Math
Procedures for selection of scientific, research-based instructional practices and interventions are clearly stated.		
Overview of building RtI plan and building commitment is presented to school level teams.		

15. **A data collection system is in place.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

Behavior	Reading/Literacy	Math
Tier 1 universal data tools and frequency of administration are identified.		
Tier 2 progress monitoring data tools and frequency of administration are identified.		
Tier 3 progress monitoring data tools and frequency of administration are identified.		
Diagnostic tools to identify student strengths and weaknesses are identified, with guidelines on when to use such tools.		
All tools are scientifically based for the purpose for which they will be used.		
Technology to collect and analyze data is identified.		

16. **School team determines professional development needs to implement MTSS.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

Behavior	Reading/Literacy	Math
Assessment tools and related professional development needs are identified at each tier.		
Core instruction and related professional development needs are identified.		
Intervention tools and related professional development needs are identified at each tier.		
Professional needs to implement Data Based Decision Making are identified.		

**17. Problem Solving Team(s) are established to address issues at Tiers 1, 2, and 3.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Team members include representatives from the following groups: General education, special education, administration and related service personnel, including at least one person who is skilled in: Reading/Literacy, Math, Behavior Assessment. Parent and community members are included when appropriate.			
Members are selected based on skills required for each tier.			

**18. School has established an MTSS.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Scientifically, research-based Tier 1 differentiated, core instruction is in place across all grade levels.			
Scientifically, research-based Tier 2 supplemental instruction/interventions are in place across all grade levels.			
Scientifically, research-based Tier 3 intensive instruction/interventions are in place across all grade levels.			
Instructional Planning Form (IPF) (or similar form) is developed.			
Graphs with evidence of program change based on progress (sufficient data above or below aim-line) are available for team meetings.			

**19. Tier One Components.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Staff has common planning time.			
School-wide data are reviewed.			
Analysis of core curriculum is conducted.			
Decision-making rules are explicitly stated in procedures to identify students needing interventions.			
Basic recommendations for core curriculum are made.			
Curricula and instruction are monitored for fidelity of implementation.			
Decisions are made by individuals with skills to address the components above.			

Partnering with parents occurs on issues related to core curriculum.

## 20. Tier Two Components.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Communication with parents occurs regularly.			
Staff has common planning time.			
Progress monitoring data are reviewed through use of graphs.			
Tier 2 standard protocol interventions or problem solving is utilized.			
Decision-making rules are explicitly stated in procedures to match students' needs to interventions.			
Plans are developed for groups of students.			
Interventions are monitored to ensure they are evidence-based and implemented with fidelity.			
Decisions are made by individuals with skills to address the components above.			

## 21. Tier Three Components.

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Communication with parents occurs regularly.			
Staff has common planning time.			
Individualized assessments are conducted as needed.			
Decision-making rules are explicitly stated in procedures to match students' needs to interventions.			
Individual problem solving occurs related to student needs and intervention development.			
Interventions are monitored to ensure they are implemented with fidelity.			
Progress monitoring data are reviewed through use of graphs.			
More intensive levels of support are facilitated.			
Decisions are made by individuals with skills to address the components above.			

**22. Comments and Evidence of Development of a Three-Tiered System.**

### Implementation: Decision Making

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

**23. Assessment data (e.g., CBM) are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Decision-making rules are utilized to identify students needing intervention(s).			

**24. A protocol is utilized to match student needs to interventions.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Student's specific skill needs are identified.			
Interventions are selected with an alignment to the student's needs.			
All students at the Tier 2 level (e.g., below predetermined cut scores or At-Risk) receive Tier 2 intervention.			
All students at the Tier 3 level (e.g., below predetermined cut scores or below Basic level) receive Tier 3 intervention.			
Instructional Planning Form (IPF) or similar form is used to document interventions, skills, key personnel, times, and progress monitoring data sources.			

**25. Comments and Evidence of Decision Making.**

### Implementation: Professional Development

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

**26. Continuous professional development related to MTSS is provided to all key staff.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
A school administrator attends all professional development activities and meetings.			



95% of teachers attend 95% of professional development activities and meetings.

95% of paraprofessionals who provide direct services attend 95% of professional development activities and meetings.

**27. Continuous professional development related to MTSS is provided to parents.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Systematic efforts are made to educate parents about the area(s) of support in which their child is receiving intervention(s).			
Continuous parent outreach and support occurs.			
Continuous professional development is provided to facilitate and reinforce understanding and implementation of interventions at home.			

**28. Comments and Evidence of Continuous Professional Development**

**Implementation: Establish and Maintain Team Process**

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

**TEAMS IMPLEMENT EFFECTIVE PROBLEM-SOLVING PROCEDURES INCLUDING:**

**29. Problem is defined in measurable and observable terms.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
"Problem" is defined as a data-based discrepancy between what is expected and what is occurring (including use of peer benchmark data).			

**30. Problem analysis is conducted using available data and evidence-based hypotheses.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Hypotheses are generated based on alterable variables.			
Available data are used to determine if the hypotheses generated are likely barriers to the target skill/behavior being performed.			

**31. Goals for each tier/target behavior are clearly defined.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Goals contain specific conditions, observable and measurable targets, specific action(s) (e.g., read orally), and specific timeline for achievement.			
Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined.			

**32. Evidence-based interventions are implemented.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Intervention plans are based on strategies that have been demonstrated as effective through research.			
Interventions are based on problem identification and problem analysis.			
Interventions align with students' skill needs.			

**33. System is implemented to ensure that interventions are being implemented with integrity.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Intervention plan is implemented as intended.			
Tools (e.g., intervention checklists) and other methods for documenting intervention fidelity are utilized.			

**34. Intervention support personnel are identified and scheduled for all interventions.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Intervention personnel are trained in the interventions they are implementing.			
Intervention personnel are assigned to align with intervention delivery needs.			
Staff are identified to ensure fidelity of interventions and to provide support in implementation to intervention personnel.			

**35. Problem-Solving process is assessed through systematic data collection and analysis.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Benchmark and/or ongoing progress monitoring data are collected.			
Benchmark and/or ongoing progress monitoring data are used to determine how student responded to instruction/intervention.			

**36. Results of data analysis are used to make changes to interventions.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Determination of intervention revisions/changes are based on a uniform and systematic process ( e.g., rate of improvement (ROI) less than 50% of target for more than 3 weeks triggers a change in intervention shown on individual student graphs).			

**37. Parents are routinely considered in development and implementation of interventions.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
In planning interventions, parents are routinely considered as part of intervention plans.			
Interventions are fully explained to parents.			
Parent(s) are involved in development and implementation of interventions at home (as appropriate).			
Three or more parent contacts are made and documented for all students receiving Tier 2 and 3 interventions.			

**38. Student progress reports are distributed and explained to all relevant parties.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Classroom teachers.			
Classroom/student support staff.			
Parents.			
Special education personnel.			

**39. Comments and Evidence of Schools Establishing and Maintaining Team Process.**

**Implementation: Evidence-Based Practices**

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

**40. A school-wide assessment system for identifying and monitoring progress of all students is implemented.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Benchmark assessment for all students occurs at least 3 times each year.			

Progress monitoring for students at Tier 2 occurs at least 2 times per month.

Progress monitoring occurs weekly for students at Tier 3, including students with IEPs.

**41. Student outcome data are analyzed.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Evidence shows movement through the tiers is dynamic based on multiple data points and sources rather than based only on Fall status/benchmarking.			
Student graphs show evidence of changes in interventions.			
School-wide data are used to assess program effectiveness.			
Effectiveness of each tier's interventions (based on group data) is assessed.			

**42. Comments and Evidence of Implementing Evidence-Based Practices.**

### Implementation: Monitoring and Action Planning

For each definitional component you are to indicate if the component has been fully and consistently in place and implemented for SIX OR MORE MONTHS. You must be able to document with a tangible product that these components are in place (see page 1 for examples). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked. After the SAPSI-S is completed, data are stored electronically at Illinois State University.

**43. Data are used to create an action plan.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Action items are based on self-evaluation (e.g., SAPSI-S).			
Strengths and needs are identified including: interventions, assessments, staff skills, and teaming.			
Needs-based professional development is created.			
Evidence of data-based learning goals for all students at Tier 1 exists.			
Evidence of group and individual level goals for Tier 2 exists.			
Evidence of group and individual level goals for Tier 3 exists.			

**44. School Improvement Plan (SIP) is continually monitored for integrity of implementation.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Timelines for task completion are set.			

Specific people are identified to complete tasks.

School-based leadership meets to review data and implementation issues.

Status report on action plan is developed.

**45. Effectiveness of School Improvement Plan implementation is assessed.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Priorities are assessed based on data (e.g., completion, fidelity, outcomes).			
Revisions are made to the SIP based on ongoing analysis of implementation integrity and outcome data.			

**46. Staff is provided with regular status reports.**

Please check all that have been fully and consistently implemented for SIX OR MORE MONTHS.

	Behavior	Reading/Literacy	Math
Format and frequency for communicating successes and needs have been determined.			
Implementation successes are identified.			
Continuing needs are identified.			
Progress and identified needs are regularly discussed as part of staff meetings.			

**47. Comments and Evidence of Implementing Monitoring and Action Planning.**