

SELF-ASSESSMENT OF PROBLEM SOLVING IMPLEMENTATION (SAPSI V2.4) Needs Assessment v1

This Needs Assessment was created by the leadership team for the Illinois Alliance for School-based Problem-solving and Intervention Resources in Education (I-ASPIRE) based on the original version of the SAPSI V2.4.

Purpose

We are collecting information from schools within each ASPIRE region about the needs your building may have for assistance to support the implementation of a multi-tiered model of instruction, assessment, and interventions, including response to intervention (RtI). The results of the needs assessment will not be reported at an individual building level and will not be used to evaluate your building in any way. Rather, the data will be compiled at a regional level to determine the needs that may remain within each I-ASPIRE region with regard to RtI. Ultimately, we hope these data will help us in communicating the need for additional resources to serve more schools in the future. Your input is very important to us. Thank you for taking the time to complete this needs assessment.

Administration Instructions

This assessment is completed by schools that are not designated as data collection sites for I-ASPIRE. It is intended to be completed by a small group of people involved with RtI and with curriculum planning for your school. The instrument is to be completed by consensus of the group with only one survey submitted for each school.

For each of the nine core process questions, there are one or more components understood to be established in the case of successful implementation. For each of the components of a question, please select “**Yes**” if the component is in place or “**No**” if it is not part of your RtI implementation structure and/or process. To the best of your judgment, and with the understanding that we are interested in information on how well the core process is being implemented, assess the level of implementation of each component of the process stated in each question. Please use the comment section following each question to briefly describe any concerns related to implementation of any of the components or of the overall process stated in the question.

Timeline for Administration

Please complete this needs assessment by April 23, 2010.

Illinois ASPIRE
Self-Assessment of Problem Solving Implementation (SAPSI v2.4), Needs
Assessment v1

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|-----------------------------------|-----------------------|
| School Name | Date of Report |
| | |
| District Name & Number | County |
| | |

INSTRUCTIONS

Complete and submit one survey per school, per school year.

The group completing this needs assessment instrument should complete it once to provide information regarding implementation of problem-solving tasks in the school. In the box below, please indicate the number of individuals, by role who participated in the completion of the needs assessment by role. Specify the numbers for all roles that apply.

| | |
|---------------------------------------|-----------------------------|
| ___ Administrators | ___ Social workers |
| ___ General education teachers | ___ Parents |
| ___ Special education teachers | ___ Community member |
| ___ School psychologists | ___ Support staff |
| ___ Counselors | ___ Other |

| Comprehensive Commitment and Support | | |
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| 1. DISTRICT LEVEL LEADERSHIP PROVIDES ACTIVE COMMITMENT AND SUPPORT. | ➤ Leadership team meets regularly (recommended monthly) | Yes / No |
| | ➤ Rtl and problem solving implementation are included in district and school board goals | Yes / No |
| | ➤ Statement is issued about district's adoption of multi-tiered, early intervening services model and SLD | Yes / No |
| | ➤ Overview of multi-tiered early intervening services model and district commitment is presented to staff, community members, and school board members | Yes / No |
| Please provide any additional comments regarding barriers you have experienced related to question #1. | | |
| 2. FACULTY/STAFF SUPPORT AND ARE ACTIVELY INVOLVED WITH PROBLEM SOLVING. | ➤ 80% of faculty document support | Yes / No |
| | ➤ Three-year timeline (e.g., a plan that addresses implementation of Rtl and problem solving over the next three years) | Yes / No |
| Please provide any additional comments regarding barriers you have experienced related to question #2. | | |
| 3. A SCHOOL LEADERSHIP TEAM IS ESTABLISHED. | ➤ School leadership represents the roles of an administrator, facilitator, coach, data mentor, content specialist, parent, and representative teachers | Yes / No |
| | ➤ Team meets regularly (recommended monthly) | Yes / No |
| Please provide any additional comments regarding barriers you have experienced related to question #3. | | |
| 4. DATA ARE USED TO CREATE AN ACTION PLAN | ➤ Action items based on self-evaluation (e.g., SAPSI or other self-assessment tool) | Yes / No |
| | ➤ Strengths and needs are identified, including: <ul style="list-style-type: none"> ➤ Interventions ➤ Assessments ➤ Skills/training | Yes / No |
| | ➤ Evidence of group and individual level goals for Tiers 2 and 3 | Yes / No |

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| Please provide any additional comments regarding barriers you have experienced related to question #4. | | |
| Three-Tiered System | | |
| 5. BUILDING HAS ESTABLISHED A THREE-TIERED SYSTEM OF SERVICE DELIVERY. | ➤ Instructional Planning Form (IPF) (or similar form) for all targeted grade levels (e.g., K-3 grade levels) | Yes / No |
| | ➤ Data collection for Tiers according to Three-Tiered Model (Tier 1 three times a year; Tier 2 twice monthly; Tier 3 weekly) | Yes / No |
| | ➤ Graphs with evidence of program change when inadequate progress (sufficient data below aim-line) | Yes / No |
| Please provide any additional comments regarding barriers you have experienced related to question #5. | | |
| 6. THE BUILDING STAFF / DISTRICT HAS A PROCESS TO SELECT EVIDENCE-BASED PRACTICES. | ➤ Procedures for selection of practices and programs based on Scientifically-Based Reading Research (SBRR) are clearly stated | Yes / No |
| | ➤ All programs in use are based on SBRR | Yes / No |
| Please provide any additional comments regarding barriers you have experienced related to question #6. | | |
| 7. CURRICULUM BASED MEASURES (CBM) DATA ARE USED IN CONJUNCTION WITH OTHER DATA SOURCES TO IDENTIFY STUDENTS NEEDING TARGETED GROUP INTERVENTIONS AND INDIVIDUALIZED INTERVENTIONS. | ➤ All students at the Tier 3 level (e.g., determined by scores verified below the 10th percentile, or Below Basic level) receive Tier 3 intervention | Yes / No |
| | ➤ All students at the Tier 2 level (e.g., determined by scores verified between the 11th and 25 th percentile or At-Risk) receive Tier 2 intervention | Yes / No |
| Please provide any additional comments regarding barriers you have experienced related to question #7. | | |

| Three-Tiered System | | |
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| 8. COMPREHENSIVE AND ON-GOING TRAINING IS PROVIDED TO ALL KEY STAFF. | ➤ Building Administration attends all trainings | Yes / No |
| | ➤ 95% of teachers attend all trainings | Yes / No |
| | ➤ All paraprofessionals who provide direct services attend all trainings | Yes / No |
| Please provide any additional comments regarding barriers you have experienced related to question #8. | | |
| Establish and Maintain Team Process | | |
| 9. TIER ONE PROBLEM SOLVING TEAM HAS BEEN ESTABLISHED | ➤ Has common planning time | Yes / No |
| | ➤ Reviews school-wide data | Yes / No |
| | ➤ Analyzes core curriculum | Yes / No |
| | ➤ Rules for making decisions are explicitly stated in procedures | Yes / No |
| | ➤ Makes basic recommendations for core curriculum | Yes / No |
| | ➤ Monitors curricula and instruction for integrity of implementation | Yes / No |
| | ➤ Consists of individuals with skills to address the components above. | Yes / No |
| Please provide any additional comments regarding barriers you have experienced related to question #9. | | |