

SELF-ASSESSMENT OF PROBLEM SOLVING IMPLEMENTATION (SAPSI V2.1) ADMINISTRATIVE INSTRUCTIONS

Purpose

Part of the IL-ASPIRE project entails assessing the implementation of the problem solving process at the building level. The Self-Assessment of Problem Solving Implementation (SAPSI) checklist monitors ongoing efforts to establish permanent problem solving tools and products. The following categories of products are those of interest for the evaluation process and were in mind when coming up with the SAPSI questions.

Categories of Products

- Building Self study Instrument (SAPSI)
- Instructional Performance Forms
- Screening data (CBM, SWIS)
- Evidence progress monitoring (Tier 1, Tier 2, Tier 3, Graphs)
- Case management documentation (student level--choose every 10th case)
- Training (Training Logs or Sign in sheets)
- School Improvement Plans

Administration

The SAPSI is to be administered in schools participating in the ASPIRE problem solving program. The program coordinator or internal coach at the building level completes the survey.

Timeline for administration

Benchmark dates were thought of being optimal window for administration of the SAPSI. Therefore, the SAPSI is administered at each of the three (3) benchmarks during each academic year. The SAPSI is then administered 3 times during the academic year. Data to be handed to your regional coordinator and within the deadlines set by the evaluation staff. **Detailed information regarding dates to send data back to Loyola University Chicago are available at the IL-ASPIRE Program Coordinators Page which is linked from the CSEIT ASPIRE webpage at <http://www.luc.edu/cseit/aspire.shtml>.**

Administration Instructions

Under BENCHMARK DATE enter the date the SAPSI was completed. There are three columns each one for each one of the three benchmark dates the SAPSI is expected to be entered.

For each of the questions, there are one or more components understood to be established in the case of a successful implementation. These components are listed to help you judge if the premise in the question has a status of NOT STARTED, IN PROGRESS, ACHIEVED, or MAINTAINED as defined in the top of each page. If the implementation in your building is still IN PROGRESS or NOT STARTED, it is expected that not all (or none) of the components would be in place. It is also possible that for a given question some components are established and others are not. To the best of your judgment, and with the understanding that we are interested in information on how well is the project being implemented, use the COMPONENTS OF DEFINITION to assist you to assess the level of implementation of the process stated in the question.

After completing the SAPSI, data is handed to your district/regional IL-ASPIRE Program Coordinator or external coach. The Program coordinator will make sure all data is sent to the Center for School Intervention, Evaluation, and Training at Loyola University Chicago by the appropriate deadline for that data collection period.

Deadlines are available at the IL-ASPIRE Program Coordinators Page which is linked from the CSEIT ASPIRE webpage at <http://www.luc.edu/cseit/aspire.shtml>.

Illinois ASPIRE
Self-Assessment of Problem Solving Implementation (SAPSI v2.1)

School Name	Date of Report
District Name & Number	County

INSTRUCTIONS

Complete and submit at least three times per school year.

The problem solving team should complete this checklist at benchmark dates (three times per school year) to monitor activities for implementation of problem-solving tasks in the school. Completed forms can be faxed or emailed to your Regional Evaluation Coordinator.

Problem Solving Team Members

Person(s) Completing Report

Checklist #1: Startup Activity			
Complete and submit at least three times per school year.	Status:		
	<p>(M)aintaining = All components of definition implemented consistently for 2 or more school years.</p> <p>(A)chieved = All components of definition implemented consistently for at least one school year.</p> <p>(I)n Progress = At least one of the components of definition implemented consistently for at least 3 months.</p> <p>(N)ot Started = No components of definition have been implemented.</p>		
		Benchmark Dates	
		Date 1 (MM/DD/YY)	Date 2 (MM/DD/YY)
		Date 3 (MM/DD/YY)	
Comprehensive Commitment and Support			
	<i>Components of Definition:</i>	STATUS	
1. DISTRICT LEVEL LEADERSHIP PROVIDES ACTIVE COMMITMENT AND SUPPORT.	<ul style="list-style-type: none"> ➤ Team meets regularly (e.g., monthly, quarterly) ➤ Data discussed at each meeting ➤ Team members visit schools at least twice a month 		
2. THE BUILDING LEADERSHIP PROVIDES SUPPORT AND ACTIVE INVOLVEMENT (I.E. PRINCIPAL ACTIVELY INVOLVED IN LEADERSHIP TEAM MEETINGS).	<ul style="list-style-type: none"> ➤ Standing agenda item for all staff meetings or has established communication process to share information with staff ➤ Professional development listed on school calendar ➤ One of the top 3 goals on School Improvement Plan (SIP) 		
3. FACULTY/STAFF SUPPORT AND ARE ACTIVELY INVOLVED WITH PROBLEM SOLVING.	<ul style="list-style-type: none"> ➤ One of top 3 goals of the SIP ➤ 80% of faculty document support ➤ Three year timeline 		
4. A SCHOOL LEADERSHIP TEAM IS ESTABLISHED.	<ul style="list-style-type: none"> ➤ School leadership represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and representative teachers 		

Checklist #1: Startup Activity				
Complete and submit at least three times per school year.	Status:			
	<p>(M)aintaining = All components of definition implemented consistently for 2 or more school years.</p> <p>(A)chieved = All components of definition implemented consistently at least one school year.</p> <p>(I)n Progress = At least one of the components of definition implemented consistently for at least 3 months.</p> <p>(N)ot Started = No components of definition have been completed.</p>			
Establish and Maintain Team Process				
<i>Components of Definition:</i>			STATUS	
5. BUILDING HAS ESTABLISHED A THREE-TIERED SYSTEM OF SERVICE DELIVERY.	<ul style="list-style-type: none"> ➤ Instructional Planning Form (IPF) (or similar form) for all targeted grade levels (e.g., K-3 grade levels) ➤ Data collection for Tiers according to Three-Tiered Model (Tier 1 three times a year; Tier 2 twice monthly; Tier 3 weekly) ➤ Graphs with evidence of program change when inadequate progress (sufficient data below aim-line) 			
6. SCHOOL-WIDE DATA ARE COLLECTED THROUGH AN EFFICIENT AND EFFECTIVE SYSTEMATIC PROCESS.	<ul style="list-style-type: none"> ➤ Testing calendar for benchmark windows ➤ Data collected within established collection windows ➤ Data are entered in the data system by the end of the testing window 			
7. SCHOOL-WIDE DATA ARE PRESENTED TO STAFF AFTER EACH BENCHMARKING SESSION.	<ul style="list-style-type: none"> ➤ Benchmark data presented after data collection ➤ Student placement revisited at benchmarks ➤ Grade level teams discuss data at least monthly 			
8. CURRICULUM BASED MEASURES (CBM) AND/OR OFFICE DISCIPLINARY REFERRAL (ODR) DATA ARE USED IN CONJUNCTION WITH OTHER DATA SOURCES TO IDENTIFY STUDENTS NEEDING TARGETED GROUP INTERVENTIONS AND INDIVIDUALIZED INTERVENTIONS.	<ul style="list-style-type: none"> ➤ All students at the Tier 3 level (e.g., determined by scores verified below the 10th percentile, Below Basic, or with 6 or more ODRs) receive Tier 3 intervention ➤ All students at the Tier 2 level (e.g., determined by scores verified between the 11th and 25th percentile, At-Risk, or 2 ODRs) receive Tier 2 intervention 			

Checklist #1: Startup Activity				
Complete and submit at least three times per school year.	<p>Status: (M)aintaining = All components of definition implemented consistently for 2 or more school years. (A)chieved = All components of definition implemented consistently for at least one school year. (I)n Progress = At least one of the components of definition implemented consistently for at least 3 months. (N)ot Started = No components of definition have been implemented.</p>			
Establish and Maintain Team Process				
<i>Components of Definition:</i>			STATUS	
9. THE BUILDING STAFF / DISTRICT HAS A PROCESS TO SELECT EVIDENCE-BASED PRACTICES.	<ul style="list-style-type: none"> ➤ Procedures for selection of practices and programs based on Scientifically-Based Reading Research (SBRR) are clearly stated ➤ All programs in use are based on SBRR 			
10. COMPREHENSIVE AND ON-GOING TRAINING IS PROVIDED TO ALL KEY PEOPLE INCLUDING PARENTS.	<ul style="list-style-type: none"> ➤ Building Administration attends all trainings ➤ 95% of teachers attend all trainings ➤ All paraprofessionals who provide direct services attend all trainings ➤ Regular parent participation 			
11. AN EFFECTIVE PROBLEM SOLVING TEAM IS ESTABLISHED	<ul style="list-style-type: none"> ➤ Team members include representatives from the following groups: <ul style="list-style-type: none"> ○ General education, special education, administration, and related services personnel, including at least one person who is skilled in: <ul style="list-style-type: none"> ▪ Reading ▪ Behavior ▪ Assessment ○ Parents 			
12. TEAM HAS REGULAR MEETING SCHEDULE	<ul style="list-style-type: none"> ➤ Regular meeting times are scheduled in calendar ➤ Evidence of parent attendance ➤ Team meets on 100% of student referrals within 10 school days 			

Checklist #1: Startup Activity				
Complete and submit at least three times per school year.	<p><u>Status:</u> (M)aintaining = All components of definition implemented consistently for 2 or more school years. (A)chieved = All components of definition implemented consistently for at least one school year. (I)n Progress = At least one of the components of definition implemented consistently for at least 3 months. (N)ot Started = No components of definition have been implemented.</p>			
Three-Tiered System				
<i>Components of Definition:</i>			STATUS	
13. TEAMS IMPLEMENT EFFECTIVE PROBLEM SOLVING PROCEDURES INCLUDING:				
a. PROBLEM IS DEFINED IN MEASURABLE AND OBSERVABLE TERMS	<ul style="list-style-type: none"> ➤ “Problem” defined as a discrepancy between what is expected and what is occurring ➤ Examples: student is performing below 25th percentile, more than two ODRs, etc. 			
b. GOALS FOR EACH TIER/TARGET BEHAVIOR ARE CLEARLY DEFINED	<ul style="list-style-type: none"> ➤ Specific conditions, observable and measurable targets, action specified (e.g., orally read), time bound 			
c. HYPOTHESES ARE DETERMINED	<ul style="list-style-type: none"> ➤ Examples: attention, avoidance 			
d. HYPOTHESES ARE TESTED, IF NEEDED	<ul style="list-style-type: none"> ➤ Examples: intervention probe, functional analysis 			
e. EVIDENCE-BASED INTERVENTIONS ARE IMPLEMENTED	<ul style="list-style-type: none"> ➤ According to treatment plan (e.g., at least 30 minutes daily) 			
f. RESPONSE TO INTERVENTION IS EVALUATED THROUGH SYSTEMATIC DATA COLLECTION	<ul style="list-style-type: none"> ➤ Individual student graphs for all students receiving Tier 2 and 3 interventions 			
g. CHANGES ARE MADE TO INTERVENTION BASED ON STUDENT RESPONSE	<ul style="list-style-type: none"> ➤ Example: Rate of Improvement (ROI) less than 50% of target for more than 3 weeks should trigger a change in intervention shown on individual student graphs. 			

Checklist #1: Startup Activity				
Complete and submit at least three times per school year.	Status:			
	<p>(M)aintaining = All components of definition implemented consistently for 2 or more school years.</p> <p>(A)chieved = All components of definition implemented consistently for at least one school year.</p> <p>(I)n Progress = At least one of the components of definition implemented consistently for at least 3 months.</p> <p>(N)ot Started = No components of definition have been implemented.</p>			
Self – Assessment				
	<i>Components of Definition:</i>	STATUS		
14. SCHOOL-WIDE TEAM/FACULTY COMPLETES SELF-ASSESSMENT OF PROBLEM SOLVING IMPLEMENTATION (SAPSI).	➤ Self assessment completed at benchmarking			
15. SCHOOL-WIDE TEAM SUMMARIZES EXISTING SCHOOL SCHOOL-WIDE ASSESSMENT DATA FOR DECISION-MAKING.	➤ Rules for making decisions are explicitly stated in procedures			
16. STRENGTHS, AREAS OF IMMEDIATE FOCUS AND ACTION PLAN ARE IDENTIFIED.	➤ Action items based on self-evaluation (e.g., SAPSI) ➤ Evidence of group and individual level goals for Tier 2 and 3			
Implementing Evidenced-Based Practice				
17. A SCHOOL SCHOOL-WIDE ASSESSMENT SYSTEM FOR IDENTIFYING AND MONITORING PROGRESS OF ALL STUDENTS IS IMPLEMENTED.	➤ Benchmark assessment for all students, twice-monthly monitoring for students at Tier 2, weekly progress monitoring for Tier 3			
18. ALL BUILDING LEVEL RESOURCES ARE UTILIZED IN THE DEVELOPMENT OF INSTRUCTION/ INTERVENTIONS.	➤ Interventions evident for all tiers at all targeted grade levels (e.g., K-3 grade levels)			
19. PARENTS ARE ROUTINELY INVOLVED IN IMPLEMENTATION OF INTERVENTIONS.	➤ Evidence of three or more parent contacts for all students receiving Tier 2 and 3 interventions			
20. PERSONNEL WITH PROBLEM-SOLVING INTERVENTION EXPERTISE ARE IDENTIFIED AND INVOLVED.	➤ For all tiers at all targeted grade levels (e.g., all K-3 grade levels)			

Checklist #2: Ongoing Activity Monitoring				
Complete and submit at least three times per school year.	<p>Status:</p> <p>(M)aintaining = All components of definition implemented consistently for 2 or more school years.</p> <p>(A)chieved = All components of definition implemented consistently for at least one school year.</p> <p>(I)n Progress = At least one of the components of definition implemented consistently for at least 3 months.</p> <p>(N)ot Started = No components of definition have been implemented.</p>			
Monitoring and Action Planning				
	Components of Definition:	STATUS		
21. THE PROBLEM SOLVING TEAM (E.G., THE TEAM WORKING WITH INDIVIDUAL STUDENTS) MEETS AT LEAST MONTHLY TO FOLLOW DECISION-RULES AND MAKE NECESSARY INSTRUCTIONAL CHANGES.	<ul style="list-style-type: none"> ➤ Regular meeting times are scheduled in calendar ➤ Team meets on 100% of student referrals within 10 school days 			
22. THE PROBLEM SOLVING TEAM PROVIDES A STATUS REPORT TO FACULTY.	<ul style="list-style-type: none"> ➤ Standing agenda item for all possible staff meetings ➤ Successes delineated ➤ Continuing needs delineated 			
23. ACTION PLAN, CONSISTENT WITH OR BASED ON, THE SAPSI IS IMPLEMENTED.	<ul style="list-style-type: none"> ➤ Policies and procedures for Rtl are explicit in the SIP ➤ Professional development plan listed on the calendar 			
24. THE SAPSI ACTION PLAN IS CONTINUALLY MONITORED FOR INTEGRITY OF IMPLEMENTATION.	<ul style="list-style-type: none"> ➤ Evidence of "walkthrough" data ➤ At least two times per year 			
25. EFFECTIVENESS OF SAPSI ACTION PLAN IMPLEMENTATION IS ASSESSED.	<ul style="list-style-type: none"> ➤ Program changes shown on student level graphs reflect inadequate progress (e.g., 3 data points, or when ROI is less than 50% of target or other data decision rule is applied) 			
26. PROBLEM SOLVING DATA ARE ANALYZED.	<ul style="list-style-type: none"> ➤ Evidence that movement through the tiers is dynamic based on data rather than based only on Fall status/benchmarking ➤ Evidence of changes in interventions on student graphs 			