Spotlight E-Tier

The Campus Needs Assessment Tool

Vaughn Gross Center
for Reading & Language Arts

The University of Texas at Austin
College of Education
Campus Needs Assessment Tool

- Description
- Purpose
- Origin
- Procedure
- Outcome
- Usefulness
- Follow-up
Rating Scale and Procedure

• Rating the items (1, 2, 3) with descriptive statements
• Scoring each area
• Summarizing the results
• Using the information
• Determining next steps
Rating Statements

1. Represents the weakest condition related to the item. Choosing this statement would indicate a need for much improvement.

2. Represents the “middle of the road” condition. Not the worst, but still room for improvement.

3. Represents the closest to the ideal. Choosing this statement would reflect little room for improvement.
A Sample Statement

5. Differentiated Instruction

1 Teachers provide the same instruction and/or use the same materials for all students during small-group instruction, centers/work stations, and/or independent practice.

2 Teachers match materials and instruction to student needs in small groups but use the same materials/activities for all students in centers/work stations or independent practice.

3 Teachers match materials and instruction to student needs in small groups. Materials/activities for all students in centers/work stations and independent practice provide scaffolded practice to match student need.
Six Areas to Evaluate

1. Campus Leadership
2. Management, Planning, and Evaluation
3. Assessment
4. Instructional Framework: General
5. Instructional Framework: Core
6. Instructional Framework: Intervention
Campus Leadership

Seven items:

– Campus goals and objectives
– Effective communication
– Hiring highly qualified personnel
– Ensuring highly qualified personnel
– Providing support: RTI facilitator
– Monitoring instruction: Principal
– Monitoring assessment: Principal
Management, Planning, and Evaluation

Eight items:
- Planning for sustainability
- Focusing on campus action plan
- Using data for planning at the school level
- Using data to monitor grade-level progress
- Using data to establish entry and exit criteria
- Ensuring highly qualified professional development (PD) providers
- Coordinating RTI with other programs
- Using data for budget decisions
Assessment

Eight items:

– Selecting assessments
– Adhering to a schedule
– Administering with integrity
– Managing data
– Using data to inform core instruction
– Using data to inform intervention
– Discussing data to adjust plans
– Using data to inform PD
Instructional Framework: General

Seven items:

- Describing RTI
- Scheduling to implement RTI
- Selecting SBRR materials
- Ensuring nonlayering of programs and materials
- Increasing access to print
- Addressing all students’ needs
- Addressing individual students’ needs
Instructional Framework: Core

Five items:

– Evaluating the core reading program
– Implementing with fidelity
– Promoting effective implementation
– Incorporating flexible grouping
– Differentiating instruction
Instructional Framework: Intervention

Six items:

- Differentiating instruction
- Describing intervention programs and effectiveness
- Linking intervention to core
- Defining criteria
- Identifying interventionists for all grade levels
- Accounting for student mobility
Procedure

• Read each statement for all items in elements I–VI.
• Choose the statement that, from your perspective, best describes your campus.
• For each section, add the numbers that correspond to the statements.
• Divide the total by the number of items in the section to obtain an average.
Procedure (cont.)

• Enter the average scores for each element in the “Individual Summary of Scores” table.

• Transfer each individual’s score to the “Summary of Schoolwide Scores” table.

• Begin action planning.
**Sample Data: Coach’s Perspective**

<table>
<thead>
<tr>
<th>Category of Assessment</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Campus Leadership</td>
<td>2.33</td>
</tr>
<tr>
<td>2. Management, Planning, and Evaluation (MPE)</td>
<td>2</td>
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<tr>
<td>3. Assessment</td>
<td>1.7</td>
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<tr>
<td>4. Instructional Framework: General</td>
<td>2.66</td>
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<td>5. Instructional Framework: Core</td>
<td>2.2</td>
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<td>6. Instructional Framework: Intervention</td>
<td>2.17</td>
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Sample Data: A Teacher’s Perspective

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<th>Category of Assessment</th>
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<tr>
<td>1. Campus Leadership</td>
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<tr>
<td>2. Management, Planning, and Evaluation (MPE)</td>
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<tr>
<td>3. Assessment</td>
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<td>4. Instructional Framework: General</td>
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<td>5. Instructional Framework: Core</td>
<td>3.0</td>
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<tr>
<td>6. Instructional Framework: Intervention</td>
<td>1.9</td>
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## Sample Data: Principal’s Perspective

<table>
<thead>
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<th>Category of Assessment</th>
<th>Average Score</th>
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<tbody>
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<td>1. Campus Leadership</td>
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<tr>
<td>2. Management, Planning, and Evaluation (MPE)</td>
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<tr>
<td>3. Assessment</td>
<td>2.95</td>
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<td>4. Instructional Framework: General</td>
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<td>5. Instructional Framework: Core</td>
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<td>6. Instructional Framework: Intervention</td>
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# Summary of Schoolwide Scores

<table>
<thead>
<tr>
<th>Name</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
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<tbody>
<tr>
<td></td>
<td>Leadership (7)</td>
<td>MPE (8)</td>
<td>Assessment (8)</td>
<td>General (7)</td>
<td>Core (5)</td>
<td>Intervention (6)</td>
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### Sample Data: Grade Level

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<th>Grade &amp; No.</th>
<th>I Leadership (7)</th>
<th>II MPE (7)</th>
<th>III Assessment (8)</th>
<th>IV General (6)</th>
<th>V Core (5)</th>
<th>VI Intervention (6)</th>
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<tbody>
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<td>Percent</td>
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</table>
Practice Scenario for Instructional Framework: Core Reading Program

• A school preparing to adopt a new core program has received samples to review. The principal forms a team to begin reviewing, but it does not use a framework.

• Some teachers use the core program, while others piece together from their “experience.” Special education teachers do not have the materials their students use during core instruction.
Core Reading Program (cont.)

- The RTI facilitator has attended all trainings provided by the district. He has completed all the Texas Online Teacher Reading Academies.

- Some teachers use small groups, but students often do the same things. Teachers are not using data to inform their instruction.
Core Reading Program (cont.)

- During recent observations, the RTI facilitator has noticed that students are engaged in partner reading or completing the same worksheet some of the time and whole-group instruction for the rest of the time.
Let’s Take a Look

- Focus on the first area: Campus Leadership
- Choose one of the sub-items
- Consider a school you support and rate the item based on that particular school
- Think about the evidence you have to support your rating
- Ask yourself, “Have we done all we can do to improve this area?”
Link to the Campus Action Plan

- Review average scores for each element. Identify areas of strength.
- Identify areas in need of attention.
- Develop specific action steps to address the needs.
- Designate person responsible and target date for completion or revisiting.
- Identify common action steps from the Campus Needs Assessment Tool and the Action Plan.
## Prioritizing Areas to Improve and Determining Action Steps

<table>
<thead>
<tr>
<th><strong>Focus Area</strong></th>
<th><strong>Action Steps</strong></th>
<th><strong>Who and When</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Framework: Core Reading Program (5. Differentiated Instruction)</td>
<td>Conduct observation during small-group instruction to pinpoint specific areas of need.</td>
<td>Reading coach: May 1</td>
</tr>
<tr>
<td></td>
<td>Provide model for matching instruction to student needs based on data.</td>
<td>Reading coach and grade-level team during next data meeting. (May 4)</td>
</tr>
<tr>
<td></td>
<td>Have teachers observe Ms. Brown and Ms. Allen’s class during center time.</td>
<td>Reading coach will arrange time, and assistant principal will ensure class coverage. (May 7)</td>
</tr>
</tbody>
</table>
Remember

• The Campus Needs Assessment Tool can support your efforts to improve reading on your campus.

• The scores on the Campus Needs Assessment Tool alone are not enough to inform your plans—look at the individual items to pinpoint areas of need.