Comprehensive Needs Assessment: Gap Analysis

DAN JESSE, PH.D.

JAN EVENSTAD, PH.D.

WESTERN EDUCATIONAL EQUITY ASSISTANCE CENTER

METROPOLITAN STATE UNIVERSITY℠
OF DENVER
Center for Teaching, Learning and Design

We are one of four regional Equity Assistance Centers funded by the United States Department of Education *authorized* under the Title IV of the Civil Rights Act of 1964.

Services Free or at low cost

(303)615-2020

https://www.msudenver.edu/weeac/

Goals for Today

1. Review the requirements of the legislation
2. Review progress made on Comprehensive Needs Assessment
3. Cover Gap Analysis in more depth
4. Review Next Steps

Amended Indian Education Act (HB250) Elements: Districts and Charters

Directs districts/charters to **develop a prioritized needs assessment**, use of education data, prioritizing budgets, and reports.

- determine support for: a. Public schools; b. "at home"; and c. "In the community"

Directs districts/charters **meet with Tribes to prioritize needs**.

Directs districts/charters to **apply for federal, state, and private funding** to address prioritized needs.

Directs districts/charters to **develop an "accountability tool"** to measure efforts to address the prioritized needs.

Directs districts/charters to **host bi-annual public meetings** with tribal leaders, parents, and the Indian Education Division to report on prioritized needs and progress toward addressing them.

Directs districts/charters to **develop a "systemic framework" to improve educational outcomes** for Indian students in collaboration with stakeholders, including: school employees; Tribal leaders; Indian students and families; Social services providers; and community and civic organizations.

Amended Indian Education Act (HB250) Elements: NMPED Indian Education Division

Directed to assist school districts in developing and implementing the systemic framework.
- NMPED developed a detailed template for using existing data sources

Accountability Tool

"The school district **shall develop an accountability tool** that measures public school efforts pursuant to the systemic framework provided for in Sections 2 and 3 of this 2019 act and the success or failure of those efforts."

Systemic Framework Elements

a. Innovative programs

b. Professional development

c. Identification of early childhood programs

d. Educational programs that are "not usually available in sufficient quantity or quality"

e. Bilingual and cultural programs and projects

f. Enrichment programs for problem solving/cognitive skills development

g. Programs for Indian students to go on to "institutions of higher education."

h. Programs to assist Indian students to stay in school, or to renter school to graduate.

i. Career preparation programs support--Carl D. Perkins Career and Technical Education Act of 2006.

j. Programs for public school and private business for career preparation.

k. Curricula and education opportunities leading to student success.

l. Culturally related "activities" that support academic programs

Services that may be included

- Early intervention for academic support to prevent truancy and dropouts
- Guidance and counseling
- Integrated educational services
- Increased parental involvement
- Health and nutrition to address special health, social, and psychological problems of Indian students and their families
- Family literacy services

Summary of March 2-3 Work Group Meeting

19 participants from school districts/charters; consultants and NMPED staff also participated

Session Goals/Objectives
- **Define Comprehensive Needs Assessment (CNA)**
- **Give rationale for comprehensive needs assessment**
- **Outline a comprehensive needs assessment process**
- **Provide instruments/tools for needs assessment**

Overview and Context
- **Systems Alignment to federal and state mandates:**
  - **Tribal Education Status Report**
  - **ESSA: Tribal Consultation**
  - **ESSA: Indian Policies and Procedures Title VII**
  - **ESSA: Indian Education Formula Grants Title VI**

Needs Assessment Process Phases
- **Planning**
- **Collecting Data**
- **Making Decisions**

A Guide for Comprehensive Needs Assessment

METROPOLITAN STATE UNIVERSITY™ OF DENVER

A Guide for Comprehensive Needs Assessment

Prepared for the New Mexico Public Education Department by the Western Educational Equity Assistance Center at Metropolitan State University of Denver

WEEAC CNA Guide   DRAFT: March 2, 2020

- What is a needs assessment
- Why conduct a needs assessment
- Dimensions of a comprehensive needs assessment
- Planning for a comprehensive needs assessment
- Data collection and analysis
- Making decisions
- Appendices: Pathways of TESR Data; Additions to the Indian Education Act Regarding Needs Assessment; Indian Education Act: Needs Assessment-Systemic Framework Reference Chart

Needs Assessment Process

Three Phase Model of Needs Assessment

I. Planning
II. Collecting Data
III. Making Decisions

Gap Analysis

- Gap: The difference between what is and what should be.

- Examples of gaps between groups:
  - Achievement on state assessments
  - Grades
  - Attendance
  - Graduation Rate
  - College Attendance
  - Discipline rates
  - Gifted and Talented placement
  - Student attitudes about school
  - Student Social Emotional Learning (SEL)
  - Opinions and attitudes of different stakeholder groups (parents, Tribal leaders, school staff)

Sources of Data

Tribal consultations

Surveys

Interviews

Focus groups

Observations

Document analysis

Evaluations

Environmental scans

Budgets

Strategic planning documents

Proposals

Annual reports

Research reports

Census data

Suggestion box

Other Needs Assessments

Work Session Analysis Brainstorming: Data Sources

Existing Data Sources:

        STEP/DODE

        Tribal Education Status Report (TESR)

        DASH

        SOAP

        STARS

        NAEP/NIES

NMPED Assessment Concerns:

        Embargos

        Long-term trends

        Transitions between assessments

Including Tribes:

        MOUs

        Transparency

NMPED Sources of Data

- Pathways of TESR Data
  - Financials, programming, staffing, enrollment, attendance, truancy, disciplinary reports, mobility, math, reading, science, graduation, language assessments, consultations, parent and community involvement, safety, special education, etc.

Academic Framework Keywords	Needs Assessment: Potential Questions
Innovative programs	What are the needs of educationally disadvantaged Indian students?
Professional development	What PD is in place now? What kinds of PD should be in place?
Early childhood and family programs	What is in place now? How well are these strategies working? What are the needs regarding delays and disabilities?
Intervention/educational	What works for us? What is not available? Why?
Bilingual/bicultural	What is in place? What is needed?
Enrichment	What programs are in place now? What is working? What is needed?
College Access	Who is going to college now? How do the percentages of Indigenous students compare to the percentages of other race/ethnic groups? Why are there disparities? What strategies are effective? What do high school counselors, admissions officers and career/college/university counselors and admission officers have to say about what works?
Retention	What are the rates now? Where should the rates be? What programs work? What strategies are practical?

Sample Gap Analyses

Graduation Rates

Reading Achievement

Math Achievement

Science Achievement

Other

Sample on Graduation Rates

For more information on historic changes in the calculation of graduation rates, please see Instructional Guides.

- **Graduation Technical Manual**
- **Graduation Cohort FAQs**

Year	4-Year	5-Year	6-Year
2019	Available 2020	Available 2021	Available 2022
2018	Cohort of 2018 4-Year Graduation Rates	Available 2020	Available 2021
2017	Cohort of 2017 4-Year Graduation Rates	Cohort of 2017 5-Year Graduation Rates	Available 2020
2016	Cohort of 2016 4-Year Graduation Rates	Cohort of 2016 5-Year Graduation Rates	Cohort of 2016 6-Year Graduation Rates
2015	Cohort of 2015 4-Year Graduation Rates	Cohort of 2015 5-Year Graduation Rates	Cohort of 2015 6-Year Graduation Rates

# 5 Year Graduation Rates: Cohort of 2017

Group	Rate(%)
All Students	76.4
Female	79.9
Male	73.2
Caucasian	80.6
African American	73.2
Hispanic	75.5
Asian	89.9
Native American	70.9
Econ. Disadvantaged	73.1
Students with Disabilities	69.1
English Learners	75.3
Homeless	60.5
Non Hispanic	77.9
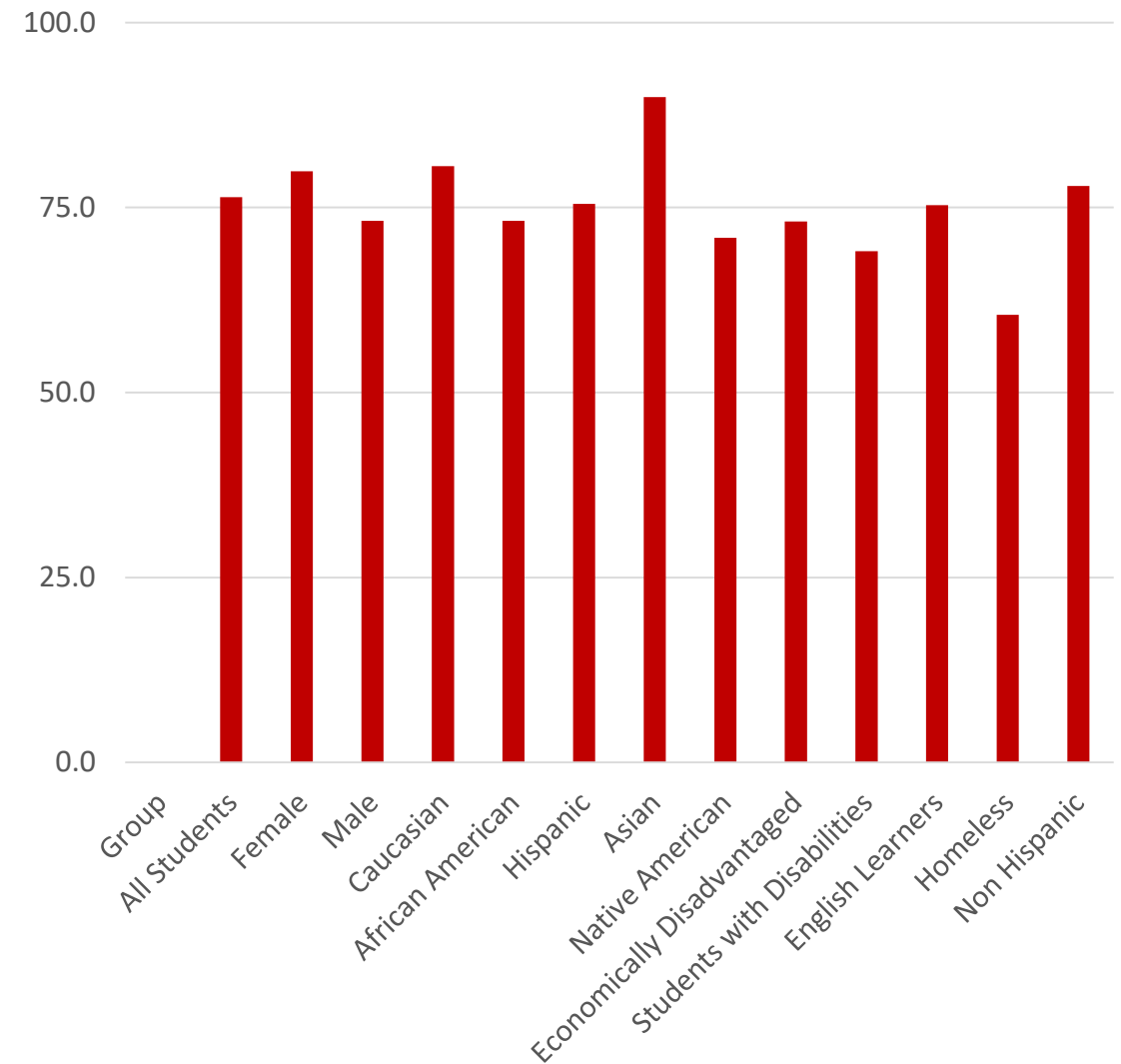
Proficient and Above: 2019 Reading

Group	Reading %
All Students	34
Female	39
Male	29
Caucasian	48
African American	30
Hispanic	30
Asian	52
American Indian	25
Economically Disadvantaged	28
Students with Disabilities	12
English Language learners	15
Migrant	23
Homeless	18
Military	51
Foster	22
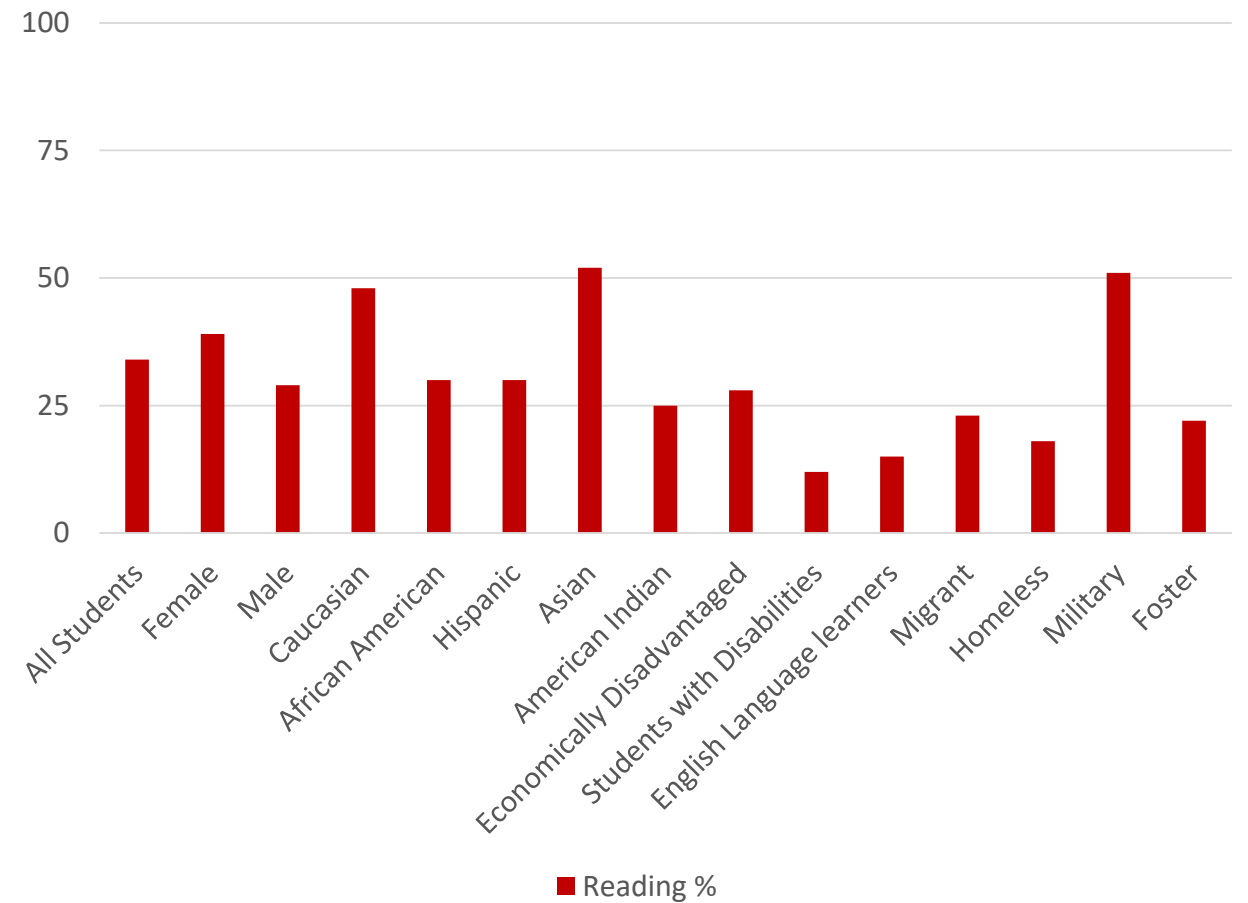
Proficient and Above: 2019 Math

Group	Math %
All Students	20
Female	20
Male	21
Caucasian	34
African American	15
Hispanic	16
Asian	42
American Indian	12
Economically Disadvantaged	15
Students with Disabilities	8
English Language learners	8
Migrant	13
Homeless	9
Military	39
Foster	12
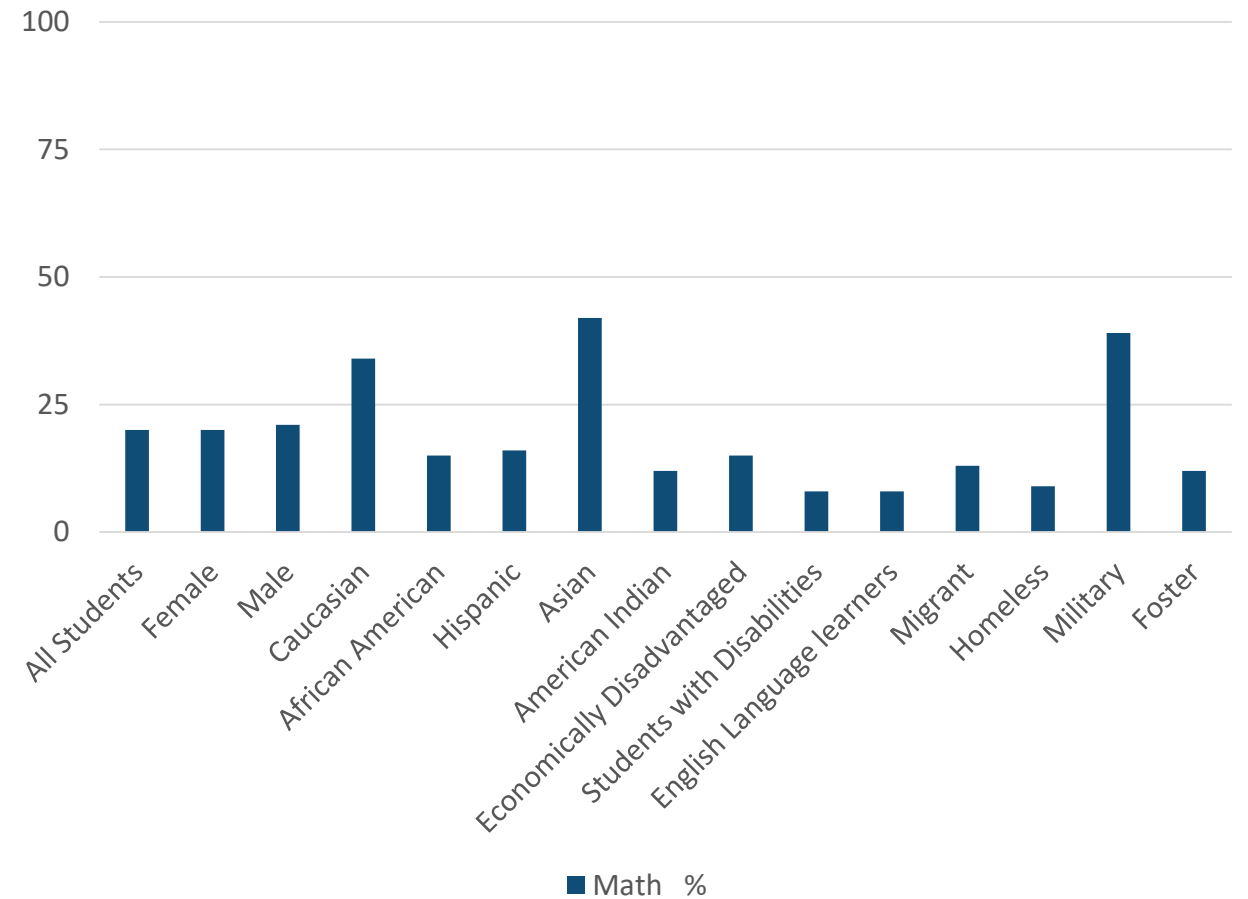
Proficient and Above: 2019 Science

Group	Science %
All Students	35
Female	34
Male	37
Caucasian	57
African American	31
Hispanic	30
Asian	54
American Indian	20
Economically Disadvantaged	28
Students with Disabilities	14
English Language learners	12
Migrant	23
Homeless	18
Military	61
Foster	23
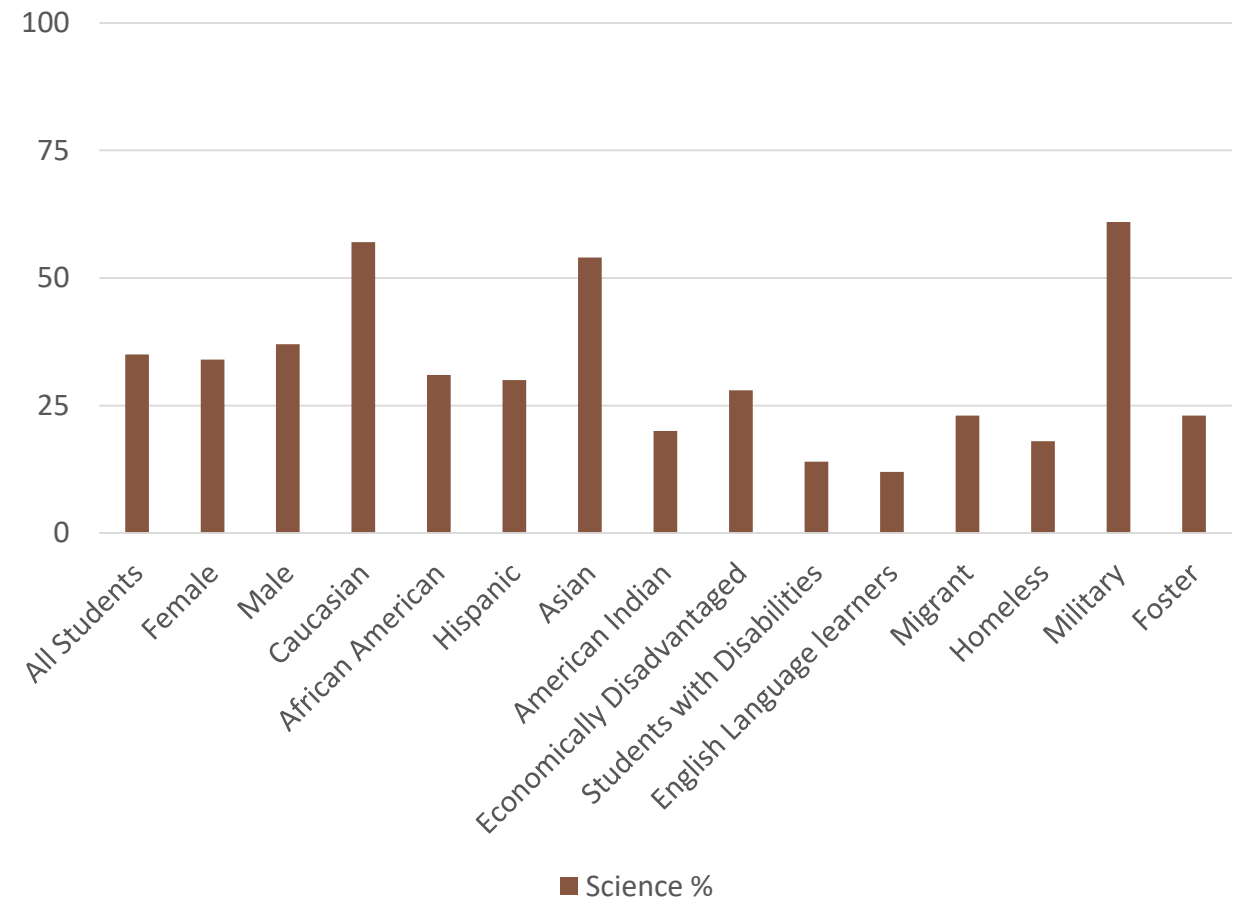
Prioritizing Needs Statements

Rank Order Needs as identified by gap analysis based on the following factors:

- How large the gap is between "what is" and "what should be"

- Critical nature of the need

- Special needs of Indigenous students

- Degree of difficulty in addressing the need

- Risks/consequences of ignoring the need

- External factors such as state and district priorities and goals

(Sample Needs Prioritization Meeting Agenda in the Appendix of the Manual)

Data Review for Consultation

(1)   *student achievement* results disaggregated by ethnicity;

(2)   school safety;

(3)   graduation rates;

(4)   attendance;

(5)   parent and community involvement;

(6)   educational programs targeting tribal students;

(7)   financial reports;

(8)   current status of federal Indian education policies and procedures;

(9)   initiatives to decrease dropouts and increase attendance;

(10)   public school use of variable school calendars;

(11)   school district consultations Indian education committees, councils and tribal, municipal and Indian organizations; and

(12)   indigenous research and evaluation measures and results for effective curricula for tribal students.

Tribal Education Status Report
School Year 2017–18
November 2018

Christopher Ruszkowski
Secretary of Education

De Alva Calabaza
Interim Assistant Secretary
for Indian Education

Next Steps

Complete Needs Assessment

Meet with Tribes to Prioritize Needs

Identify Strategies

Secure Resources to Address Needs

Put Accountability System in Place

Report on Results

Summary: Review and Next Steps

Directs districts/charters to ***develop a prioritized needs assessment***, use of education data, prioritizing budgets, and reports.

- determine support for: a. Public schools; b. "at home"; and c. "In the community"

Directs districts/charters ***meet with Tribes to prioritize needs***.

Directs districts/charters to ***apply for federal, state, and private funding*** to address prioritized needs.

Directs districts/charters to ***develop an "accountability tool"*** to measure efforts to address the prioritized needs.

Directs districts/charters to ***host bi-annual public meetings*** with tribal leaders, parents, and the Indian Education Division to report on prioritized needs and progress toward addressing them.

Directs districts/charters to ***develop a "systemic framework" to improve educational outcomes*** for Indian students in collaboration with stakeholders, including: school employees; Tribal leaders; Indian students and families; Social services providers; and community and civic organizations.

Resources

Altschuld, J. W., & Witkin, B. R. (2000). *From needs assessment to action: Transforming needs into solution strategies.* Thousand Oaks, CA: Sage Publications, Inc.

Billig, S. M. (1999). *Educators' guide to collecting and using data: Conducting focus group research*. Denver, CO: RMC Research Corporation. E-mail shore@rmcdenver.com for ordering information.

Center for the Education and Study of Diverse Populations. (2008). *Comprehensive Needs Assessment for Migrant Education*. Retrieved March 24, 2008 from http://www.cesdp.nmhu.edu/migrant/check.htm Las Vegas, NM: New Mexico Highlands University.

CDE. (2008). *Accountability in Colorado education*. Retrieved February 14, 2008, from http://www.cde.state.co.us/cdeedserv/account.htm

Resources

English, F. (2000). *Deciding what to teach and test: Developing, aligning, and auditing the curriculum.* Thousand Oaks, CA: Corwin Press, Inc.

Epstein, J. L. (2008). *Epstein's framework of six types of involvement.* Baltimore, MD: Center for the Organization of Schools. Retrieved March 20, 2008, from http://www.sedl.org/connections/resources/bibtips2.html

Kraft, N. (2001). *Educators' guide to collecting and using data: Evaluating literacy programs using self-study*. Denver, CO: RMC Research Corporation. E-mail shore@rmcdenver.com for ordering information.

Kubinski, E. M. (1999). *Needs assessments.* Presented at the South Dakota Title I Schoolwide conference. Comprehensive Regional Assistance Center, Region VI. Retrieved March 19, 2008, from http://www.dpi.state.nd.us/grants/needs.pdf

Resources

Massachusetts Department of Elementary and Secondary Education (2008). Title I needs assessment: June 2007 working draft. Retrieved March 20, 2008, from http://www.doe.mass.edu/titlei/programs/needs.html

McCune, S. (1986). *Guide to strategic planning for educators.* Alexandria, VA: ASCD.

Migrant Education Comprehensive Needs Assessment (2001) www.ed.gov/admins/lead/account/comprehensive.html RMC Research Corporation. (1991). *Comprehensive needs assessment: Workshop guide*.   Denver, CO: Chapter 1 Technical Assistance Center. (ERIC Document Reproduction Service No. ED347253)

Rouda, R. H., & Kusy, M. E. (1995). *Needs assessment: The first step.* http://www.alumni.caltech.edu/~rouda/T2_NA.html

Resources

U. S. Department of Education. (2006, March). Designing schoolwide programs: Nonregulatory guidance. Washington, DC: Author.

WestEd. (2006). Issue focus: Using data to drive reform. Retrieved September 7, 2007 at http://www.wested.org/online_pubs/rd-06-01.pdf

Witkin, B. R., & Altschuld, J. W. (1995). *Planning and conducting needs assessments: a practical guide.* Thousand Oaks, CA: Sage Publications, Inc.

Reflection

What challenges do you face as you prepare to plan or manage a needs assessment in your setting?

Other Questions?