



NEW MEXICO

Public Education Department

Indian Education Act Reporting Manual

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INTRODUCTION AND OVERVIEW

Purpose of This Guide

This technical assistance manual was prepared by the New Mexico Public Education Departments (PED) Indian Education Division with the assistance of the Western Educational Equity Assistance Center (WEEAC) at Metropolitan State University of Denver, to specifically provide districts and charter schools with assistance regarding reporting requirements— what is included and who is responsible for completing the following.

The Amended Indian Education Act Guidance

This Act directs districts and charters to

- Develop a prioritized needs assessment, using education data and reports and prioritizing budgets reports;
- Determine support for
 - Public schools
 - At home
 - In the community;
- Meet with Tribes to prioritize needs;
- Apply for Federal, State, and private funding to address prioritized needs;
- Develop an accountability tool to measure efforts to address the prioritized needs;
- Host bi-annual public meetings with Tribal leaders, parents, and the Indian Education Division to report on prioritized needs and progress toward addressing them; and
- Develop a systemic framework to improve educational outcomes for Indian students, and do so in collaboration with stakeholders, including school employees, Tribal leaders, Indian students and families, social services providers, and community and civic organizations.

Important Concepts and their Definitions

Culturally relevant means learning environments, instructional materials, curriculum, support services, activities, and professional development that inform culturally and linguistically responsive pedagogy; reflect the cultures, languages, and lived experiences of Tribal society; address Tribal descriptions, Tribal interpretations, or Tribal perspectives of events and experiences; and encourage critical pedagogy.

A school district, a state-chartered charter school, or locally chartered charter school that meets at least one of the following criteria of a historically defined Indian impacted school district must complete the following: *Student Needs Assessment, Systemic Framework, and Accountability Tool*.

Historically defined Indian impacted school district means a school district, a state-chartered charter school, or locally chartered charter school must meet at least one of the following three criteria:

1. serves at least 175 American Indian or Alaska Native students and is located wholly or partially on tribal land; or
2. identifies at least ten percent of its overall student population as American Indian or Alaska Native and is located wholly or partially on tribal land; or
3. identifies at least 45 percent of its overall student population as American Indian or Alaska Native

A historically defined Indian impacted school district shall reevaluate the American Indian/Alaska Native student needs assessment every three years, or more frequently, if determined necessary because of a change in American Indian or Alaska Native student enrollment within the historically defined Indian impacted school district.

The American Indian/Alaska Native student needs assessment may be incorporated into a historically defined Indian impact school district’s existing school improvement structure.

A historically defined Indian impacted school district or an Indian Nation, Tribe, or Pueblo may request amendments to the systemic framework or accountability tool as the result of the annual review on the evaluation of progress.

23 Historically Defined Indian Impacted School Districts	
Albuquerque Public Schools	Aztec
Bernalillo	Bloomfield
Central Consolidated School District	Cuba
Dulce	Española
Farmington	Gallup McKinley
Grants	Jemez Mountain
Jemez Valley Public Schools	Los Lunas
Magdalena	Peñasco
Pojoaque	Rio Rancho
Ruidoso	Santa Fe
Taos	Tularosa
Zuni	

9 Historically Defined Indian Impacted School Districts	
DEAP	Dream Diné
HOZHO	NACA
La Tierra Montessori	Middle College
San Diego Riverside	Six Directions
Walatowa	

Student Needs Assessment

Beginning in the 2020–2021 school year, a historically defined Indian impacted school district shall

- By October 15, and every three years thereafter, conduct an American Indian/Alaska Native student needs assessment to determine what supports are needed in school, at home, and in the community to help American Indian and Alaska Native students succeed in school, graduate with a diploma of excellence, and be prepared to enter post-secondary education or the workplace;
- Seek best practices for conducting an American Indian/Alaska Native student needs assessment that is appropriate for localized needs, to include school, home, and the community;
- Conduct tribal consultation with local Indian Nations, Tribes, and Pueblos to prioritize and address the needs identified in the American Indian/Alaska Native student needs assessment;
- Prioritize, in its school district budget, the needs of American Indian and Alaska Native students and closing the achievement gap between American Indian and Alaska Native students and all other student groups through the use of State and Federal funding for American Indian and Alaska Native students, at-risk students, and economically disadvantaged students;
- Apply for appropriate financial assistance, which may include State, Federal, or private grants to assist with meeting the requirements of 6.35.2.11 NMAC;
- Hold a public meeting with members of the district’s American Indian and Alaska Native students’ Tribal leadership, parents, and the Indian Education Division at least twice during each school year—once by November 30 and once by April 30—to report on the American Indian/Alaska Native student needs assessment and the historically defined Indian impacted school district’s evaluation of progress; and
- Conduct, submit to the department, and publish on its website an annual review of the evaluation of progress, to determine if amendments are needed to the systemic framework or accountability tool.

Why Conduct a Needs Assessment?

It’s the law: HB 250. The requirements for program-level needs assessments are connected to the purpose of the program. For example, since the purpose of Title I in our high-risk schools is to assist students attain proficiency in their academics and close the achievement gap, their needs assessment determines and measures the challenges related to attaining these goals. With similar purpose, but with acknowledgement of the implications that culture plays in determining the needs of American Indian/Alaska Native students, the research and our collaborations point to five indicators of student success: 1) attendance, 2) parent involvement, 3) school climate, 4) leadership, and 5) students attaining grade level on formative assessments of reading, language arts, and mathematics.

Achievement levels in these five areas correlate highly with students' NM PED summative test scores: high standardized test scores correlate with high scores in these five indicators and conversely, low standardized test scores run parallel with low predictor scores. A close analysis of the predictors provide answers and means to remediate our low-scoring students and to better ensure proactive means of better academics.

A Needs Assessment Promotes Programmatic and Student Growth

A needs assessment—based upon the researched success strategies and those obstacles to students' success in each learning community—acts as a road map for the learning community staff and families. Adults use the provided benchmarks to navigate and understand students' successes and challenges.

These benchmarks

- Provide direction for programs, projects, and activities;
- Allow staff to determine priorities and allocate limited resources to activities that will have the greatest impact;
- Create cohesion through the alignment of goals, strategies, professional development, and desired outcomes;
- Enable focused monitoring of program element implementation and their impact; and
- Assist with the development of continuous improvement activities. Staff have the tools to
 - identify student progress and decline;
 - determine which instructional and other practices are working; and
 - are able to employ the educational strategies associated with the greatest success.

Focus

There are five categories that directly or indirectly affect student progress. Assessment of needs should focus on **1)** those factors that have the potential to influence the achievement of students. At a minimum, needs assessments should address a) test score results in the aggregate and for subgroups, b) dropout rates, c) student mobility, d) attendance rates, and e) graduation rates. **2)** Curriculum and instruction issues should also be examined, including alignment with New Mexico Content Standards. **3)** Professional development needs should also be assessed including a) teacher qualifications, b) the nature of professional development, and c) planning time for teachers. **4)** Family and community involvement should be explored and assessed for their a) level and quality of communication with parents about student achievement, b) involvement in decisions, c) and supports provided to families and/or business partnerships. **5)** School and district organization provide contextual information that is important for framing needs. Within those structures, the a) vision, b) mission, c) decision-making structures, d) central office support, and e) budgetary issues are some contextual factors to consider in analyzing needs and developing the needs assessment.

Information Gathering

Information for a comprehensive needs assessment is gathered from a variety of sources. Data sources include quantitative, standardized scores including, but not limited to the NM-MSSA; NM-ASR;

Alternative Achievement Assessment, for students with substantial cognitive impairments; WIDA for EL students; Istation literacy exams for early elementary students; CTE Precision exams, providing industry-recognized career and technical education certificates; and SAT exams for high school students. Qualitative and standardized information come from tools such as the ECOT—Early Childhood Observation Tool and the KOT—the Kindergarten Observation Tool. Additionally qualitative data comes from that collected through focus groups, interviews, written surveys, and classroom observations. Other state indicators include measures such as status and School Accountability Reports. Graduation rates, attendance rates, and demographics should also be included.

Planning Teams

A formal planning team is a critical part of a comprehensive needs assessment. A comprehensive needs assessment should include stakeholders who represent all parts of the system. Superintendents, central office staff, principals, teachers, paraprofessionals, school office staff, parents/guardians, community members, and students all have important information about the system.

Use of Results

A comprehensive needs assessment results in the development of goals and action plans. After the analysis of quantitative and qualitative data is completed, goals should be identified, and action plans should emerge from those goals. For example, performance targets should be set, and strategies for meeting those performance targets should be clearly articulated with action steps.

A comprehensive needs assessment can be a powerful resource allocation tool for prioritizing how resources are used. Often schools and school systems are operating with limited resources. To determine whether resources have been allocated in the proper fashion and the strategies that are being used to meet needs are effective, it is important to monitor whether needs, or the gap between what is and what should be, have been impacted. If gaps are not being reduced, evaluation can help determine whether strategies are being executed properly or whether other strategies should be attempted.

PLANNING FOR COMPREHENSIVE NEEDS ASSESSMENT (CNA)

Step 1: Constitute a Needs Assessment Committee

The formation of a needs assessment committee (NAC) is a powerful, efficient strategy for task completion. Larger groups are helpful for advising on or reacting to documents, but the dynamics of these larger groups are not always conducive to efficient decision making. A core NAC group may consist of five to seven people. Larger committees are helpful for reacting to drafts of reports. Subcommittees are an alternative if the committee is large. It is helpful to have committee members with expertise in collecting and analyzing data. Constituencies within the district should also be included on the committee, and organizational leadership should be part of the committee structure.

Step 2: Determine Who Need be Involved in Data Gathering

A comprehensive needs assessment involves collecting data from multiple sources and audiences. While it is not necessary to include all stakeholders in every single needs assessment, a plan that is broad enough in scope, yet detailed enough to collect sufficient information, is important. There will always be cost-benefit tradeoffs, but a good mixture of breadth and depth will provide the most comprehensive picture of needs. It is important to have administrators and staff involved in the needs assessment process in order to maintain the kind of momentum necessary to ensure that results are used.

a. Key district and school personnel

Depending on the size of the school district, a number of persons are essential to the process of conducting a comprehensive needs assessment. Accountability and assessment staff at the district level have a wealth of information, as do personnel in budgeting offices and planning divisions; curriculum and instruction; administrators of federal programs; and support staff. It is important to conduct an internal scan of the district's resources and staff skill sets so that key personnel can be involved.

b. External stakeholders

In federal programs, there are a number of external stakeholders to consider, including parents and guardians and the community. Depending on the circumstances, it might be wise to include Elders, business leaders, members of the Chamber of Commerce, leaders of community organizations, providers of services to families and children, or other public agencies. Many times, these external stakeholder groups will have conducted needs assessments of their own, and those data can be extremely helpful. Moreover, including them in the needs assessment process contributes to stakeholder engagement later in the process.

Step 3: Prepare Management Plan

Comprehensive needs assessments can be lengthy endeavors, so it is important to have a management plan to guide efforts and keep the assessment on track. It is also important to consider when results of needs assessment will be made available so that they can be used effectively. Results from a needs assessment are no longer reliable or valid if too much time has passed.

Step 4: Identify Issues and Concerns

Using the expertise of the NAC, it is possible to quickly identify major issues and concerns through any number of brainstorming activities. Issues and concerns can be organized by goal areas and then priorities for assessment can be established. These issues can also be assessed by reviewing data gathered in previous needs assessments.

Step 5: Identify Measures

The most common measure used in needs assessments are surveys. Surveys are powerful, efficient, and reliable tools for collecting data. However, a comprehensive needs assessment does not rely upon

surveys alone. A comprehensive needs assessment uses multiple sources of data that are triangulated. Triangulation refers to using three or more sources or types of data to establish the validity of a finding. For example, parents, paraprofessionals, and teachers may all be asked about the reading needs in a school, standardized and formative reading test scores can be analyzed for general and diagnostic information. If these sources are essentially in agreement, then the NAC can be relatively sure that the findings are reliable and valid. However, if there is a divergence of opinion and data, further investigation is warranted.

Step 6: Decide Preliminary Priorities

After needs have been identified, it is time to make preliminary decisions about priorities. Does the NAC have all of the information it needs? Does the NAC have to collect additional information? From whom? At what cost? How long will it take? Who should be involved? Answering these kinds of questions will make it easier to decide what really needs to be done and the time frame in which they must proceed.

Step 7: Design a Comprehensive Needs Assessment

A comprehensive needs assessment addresses multiple education issues. For example, schools with migrant students could assess the special needs for migrant education by talking with teachers, administrators, district personnel, parents, and the migrant students themselves. The NAC should also examine student achievement disaggregated by migrant status to identify gaps and identify the source of the obstacles to those students achieving.

For Title II, professional development, the NAC should explore needs related to the shortage of high-quality teachers (HQTs). Interviews with or surveys of HQTs could reveal some important patterns. Interviews, focus groups, and surveys of teacher training institutions and colleges of education might reveal important information about providers of professional development. Principals in school buildings and administrators at the district level are other likely sources of insight.

Step 8: Identify Measures to Use

A comprehensive needs assessment involves collection of data from multiple sources. While surveys are the most common measure used, there are many other valuable sources of data that already exist in schools and districts. Table 1 displays some of the more common sources of data that may be used in a comprehensive needs assessment.

Step 9: Summarize Findings

A summary of findings is a useful tool for disseminating results and for generating action plans. Brief summaries are easy to digest and make for excellent talking points when presented in bulleted or numbered form. A one-page executive summary can be useful for communicating with the media, parents, superintendents, school boards, and funding agencies.

Step 10: Make Decisions

When districts use a variety of data sources to make focused decisions that have implications for student achievement, student performance improves.

A comprehensive needs assessment is a form of this structured decision making that allows for allocating limited resources in ways in which they can have the most impact. Processing the data collected, communicating the results found, and using what is learned for planning and taking action will be detailed in this section.

Step 11: Report Results

The resulting data from a needs assessment can be reported in a number of ways, depending largely on the reason for conducting the needs assessment and the audiences for whom the reports are written. When discussing tools used, it is often useful to provide a general description of what they were designed to measure. It is also important to explain how they were administered, and how many people responded to them out of the targeted population. If sampling techniques were used, they should be documented. If convenience samples were used (parents at a back-to-school night, for example), that should too be noted. Descriptions of focus group and interview results should include information about who participated, their roles, how many participated, and for how long the activities took place. Student assessment information should include grade levels, subject areas, and the years in which the tests were administered. External documents should be referenced. And of course, no student names or ways in which students might be identified should ever be used in reports.

INDIAN EDUCATION ACT: NEEDS ASSESSMENT RECOMMENDATIONS AND GAP ANALYSIS

A Gap Analysis

The Revised Indian Education Act requires Indian impacted school districts to conduct a needs assessment to determine what supports are needed in the public school, community, and at home to help Indian students succeed in school, graduate, and be prepared to enter post-secondary education or the workplace. To conduct a needs assessment, an analysis of the gaps that are seen in students' achievement, the schools they attend, the communities and homes in which they live is an important first step.

Gaps are the space between what is and what we desire for each of our students. Gaps are the experiences, opportunities, skills, and resources that are currently available to our students when compared with those that students in the best-resourced communities have access. One measure of this gap is how well Indigenous students perform in comparison to their peers in their own school districts or in comparison to other similar peers at the state level.

The results of a gap analysis assist in determining the needs of our students and communities in the support of our students. That first analysis of these gaps guides districts/charter schools in developing a useful needs assessment tool that informs them of the underlying needs that, when addressed in their action plans, will propel our students' towards their potential selves and will guide our communities.

Table 1. Progression in the Development of a Needs Assessment. The following table shows the progression of development of a needs assessment, through the various sections, as detailed in the Indian Education Act (IEA). The current data (or situations) in New Mexico schools are indicated in each first row. The second row—Need-Gap Analysis—indicates the actions needed to recognize gaps in what is currently available vs what should, more optimally, be made available for greatest student success. In order to determine what the needs are, analysis of current data (for example, achievement data from the past three years) will indicate whether students have improved or declined in student achievement. The third row illustrates the needs assessment, based on the current status and elements that are currently missing (Need-Gap Analysis). Row four provides the strategic framework and action plans. These last are aligned with the needs assessments to ensure that the resources required to close the gap—between what is currently available and what services, programs, etc. are lacking—are accurately and efficiently identified.

<p>School District Current Work</p>	<p style="text-align: center;">Tribal Education Status Report</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>1 Student Achievement</p> <ul style="list-style-type: none"> • Math Proficiencies • Reading Proficiencies • Science Proficiencies • Graduation Rates • Early childhood (ECOT data) </td> <td style="width: 33%; vertical-align: top;"> <p>2 School Safety</p> <p>3 Dropout Rates</p> <p>4 Attendance</p> <p>5 Parent and community involvement</p> <p>6 Education programs</p> </td> <td style="width: 33%; vertical-align: top;"> <p>7 Financial reports</p> <p>8 Indian Policies and Procedures</p> <p>9 School District Initiatives</p> <p>10 School Calendars</p> <p>11 Consultations</p> <p>12 Indigenous Research</p> </td> </tr> </table>	<p>1 Student Achievement</p> <ul style="list-style-type: none"> • Math Proficiencies • Reading Proficiencies • Science Proficiencies • Graduation Rates • Early childhood (ECOT data) 	<p>2 School Safety</p> <p>3 Dropout Rates</p> <p>4 Attendance</p> <p>5 Parent and community involvement</p> <p>6 Education programs</p>	<p>7 Financial reports</p> <p>8 Indian Policies and Procedures</p> <p>9 School District Initiatives</p> <p>10 School Calendars</p> <p>11 Consultations</p> <p>12 Indigenous Research</p>
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<p>Need-Gap Analysis</p>	<p>Current Status: Student Achievement</p> <ul style="list-style-type: none"> • Review past <u>three years</u> of data to determine gap in achievement levels: Demographics—SWD, disadvantaged, homeless, foster, military, EL, and ethnicities • Compare previous elements of school grading for past three years (see 1 and 4, from above “Current Work”). Compare 1) ethnicities 2) poverty rates, 3) Native majority schools (50% Native population) vs. Native non-majority schools, 4) differences between Native proficiencies and non-Native proficiencies, using ECOT data for Pre-K information. (these are examples of items to compare separately 1 and 4) <p>Parent committees</p> <p>Special Education categories (example-IDEA), Indian Education Committees</p> <p>PED website— Accountability Division: math, reading, and science proficiencies; graduation rates; TESR 2–12; and look at Pathways document on the PED website for locations of data availability. https://webnew.ped.state.nm.us/wp-content/uploads/2019/11/Pathways-of-TESR-Data-2019V3.pdf</p>			





<p>Needs Assessment— from Gap Analysis</p>	<p>Results of Need-Gap Analysis—Based on data resulting from the Need-Gap Analysis, ask questions as to what is missing from the district to determine the Needs Assessment. e.g.: Have NA student math and reading proficiencies improved in the past three years? Have dropout rates declined in the past three years? What education programs, parent and community involvement programs are currently or not currently in your district?</p> <p>Questions: Are there parent, as well as Indian Education, committees in your district? What information—which will assist in answering district needs questions and based on the individual TESR reports—is missing?</p> <p>For items 2–12 listed above, consult individual district TESR Reports for determining disparities in resources.</p>
<p>Strategic Framework— Possible examples</p>	<p>Best Practices – Action Plans. Provide schools with large numbers of Native American students, educators, parents, and the community with resources and support they need to fulfill HB 250.</p> <p>E.g.: Include programs, services, culturally relevant activities, and professional development to be provided to improve Indian Education.</p> <p>Create action plan – if there are no Indian Education committees or Parent committees</p> <p>Create action plan to address lack of educational programs for NA and other disparate populations. Solicit and incorporate input from Tribes on educational program development for districts.</p>

ESSA Tribal Consultation – Six Covered Programs

<p>School District Current Work</p>	<p>Program 1: Title I, Improving the Academic Achievement of the Disadvantaged</p>
<p>Need-Gap Analysis</p>	<p>Part A-Improving the Academic Achievement of the Disadvantaged (PED Accountability Achievement Data) Part C— Education of Migrant Children (PED Achievement Data) Part D—Prevention and Intervention Programs for children and youth who are neglected, delinquent, or at-risk</p>
<p>Needs Assessment— from Gap Analysis</p>	<p>Budget allocations for covered programs provided under funding. Equity and access to programs for AI students, ESSA consultation for covered programs</p>





Strategic Framework —Possible examples	Action plans for developing culturally relevant curricula and instructional materials, innovative programs designed for educationally disadvantaged populations in NM that include input from Tribes on curricula development
School District Current Work	Program 2: Title II, Preparing, Training and Recruiting High-Quality teachers, Principals, and other School Leaders
Need-Gap Analysis	Part A – Supporting Effective instruction (Look at teacher evaluations—possibly look at last three years to determine effective teachers) Look at # of 520 teachers—compare three years to determine retention of teachers. Examine current professional development on culturally responsive and instructional practices
Needs Assessment —from Gap Analysis	Current professional development programs available in districts. What high quality professional development is currently available to attract high-quality teachers and maintain them in districts where they are needed? Get input from tribes on qualifications.
Strategic Framework —Possible examples	Action plans for developing high-quality professional development programs for teaching professionals and paraprofessionals Plans for cultural competency training required for teachers and para-professionals
School District Current Work	Program 3: Title III, Language Instruction for English learning and Immigrant Students
Need-Gap Analysis	Part A – English language acquisition, language enhancement, and academic achievement (PED Accountability achievement data, ELL proficiencies, ACCESS for ELL data for NA students and immigrant students)
Needs Assessment —from Gap Analysis	What English language learning programs/systems are in place in each district for NA and Immigrant students? What systems are lacking in districts?
Strategic Framework —Possible examples	Action plan for development of curriculum to address lack of ELL systems/programs



School District Current Work	Program 4: Title IV, 21st Century School
Need-Gap Analysis	Part A –Student support and academic enrichment grants. What before & after school programs are available in districts? (data available EOY of 2019–2020 in STARS) What courses and curricula are available in districts? Part B – 21 st Century Community Learning Centers (See NM PED website about 21 st Century – Community Schools in NM)
Needs Assessment— from Gap Analysis	Currently, only a few districts have before and after school programs. What questions can be raised about improving these sites and adding to them? Specifically for NA students and disadvantaged students. What is available regarding Tribal histories that is, or might be, included in the curriculum
Strategic Framework— Possible examples	Action plans for partnerships with Tribes to include Tribal histories, partnerships with higher education institutions, businesses, non- profits, and community-based organizations
School District Current Work	Program 4: Title V, Flexibility and Accountability
Need-Gap Analysis	Part B; Subpart 2 – Rural and Low-Income School Programs Data available about rural schools in STARS, low income areas (See pathways document on web)
Needs Assessment— from Gap Analysis	Questions: What defines rural schools and low income area schools? Programs that specifically address rural and low income area schools --What programs or services are needed? --What programs currently exist? --What personnel and resources are available? --What grants are available through DOE?
Strategic Framework— Possible examples	Action plan: Find out which grants are available through DOE for Title V, rural, and low income school programs.

School District Current Work	Program 6: Title VI, American Indian, Native Hawaiian, and Alaskan Native Education															
Need-Gap Analysis	Part A: Subpart 1—American Indian Education Formal Grants to LEAs, data about Native language revitalization programs, culturally related activities, childhood and family programs supporting school readiness, career preparation activities, dropout prevention, violence, suicide and substance abuse programs. All can be found on the PED website, and in STARS. Consult the Pathways document on the PED website.															
Needs Assessment— from Gap Analysis	Questions: What Native language revitalization programs, culturally related activities, childhood and family programs supporting school readiness, career preparation activities, dropout prevention, violence, suicide and substance abuse programs are needed as a result of data analysis?															
Strategic Framework— Possible examples	Action Plan: Determine needs from existing data and initiate plans for improving and decreasing the gaps in these programs.															
School District Current Work	District/School Staff															
	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. Administrators</td> <td style="width: 33%;">5. Education Assistant</td> <td style="width: 33%;">9. Other staff supports</td> </tr> <tr> <td>2. Teachers</td> <td>6. Counselors</td> <td>10. Resource Mapping</td> </tr> <tr> <td>3. Language and Culture Teachers</td> <td>7. Paraprofessionals</td> <td>11. School Resource Officers/Dean of Students</td> </tr> <tr> <td>4. Special Ed Teachers</td> <td>8. Indian Education Coordinators/Liaisons</td> <td>12. Teacher Prep Programs</td> </tr> <tr> <td></td> <td></td> <td>13. Professional Development</td> </tr> </table>	1. Administrators	5. Education Assistant	9. Other staff supports	2. Teachers	6. Counselors	10. Resource Mapping	3. Language and Culture Teachers	7. Paraprofessionals	11. School Resource Officers/Dean of Students	4. Special Ed Teachers	8. Indian Education Coordinators/Liaisons	12. Teacher Prep Programs			13. Professional Development
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Need-Gap Analysis	Teacher evaluation results for the past three years of NA teachers vs non-NA teachers, by school and district District school staff vacancies, number of NA teachers, appropriate credentials, retention rates, training on restorative justice and policies TESR results by district should provide current information regarding programs and staff at each district															
Needs Assessment— from Gap Analysis	Questions to ask for Needs Assessment: How many NA teachers, administrators, and staff are in the district/school, and how does that compare with student success: achievement scores, teacher evaluations, appropriate credentials?															
Strategic Framework— Possible examples	Action plan: Provide resources for teacher preparation; professional development of teachers, administrators. and other school staff, 520 certification to acquire more language and culture teachers															



School District Current Work	Home <ol style="list-style-type: none">1. Tribal home2. Urban home3. Resource Mapping—access to WiFi (libraries)
Need-Gap Analysis	Family literacy services Cultural Awareness—Resources families (Tribal/urban) have access to Examine current district TESRs to determine availability of resources for families
Needs Assessment— from Gap Analysis	Needs assessment based on lack of resources for families, Tribal members.
Strategic Framework— Possible examples	Action Plan: Collaborate with Tribes and urban entities to develop resource maps. Does the school/district have cultural relevance practices to support students and families?



School District Current Work	Community <ol style="list-style-type: none">1. Tribal Community2. Urban Community3. Resource Mapping (e.g.: WiFi access—libraries)
Need-Gap Analysis	Data on access to: Transportation, community health centers, libraries, educational centers, non-profit organizations, local governance, parent committees, Indian education committees
Needs Assessment— from Gap Analysis	Based on analysis, what areas need improvement for access by Tribal and urban communities?
Strategic Framework— Possible examples	Action Plan: Collaborate with Tribes and urban entities to develop resources for transportation, or community health.



School District Current Work	What does it mean to graduate with a diploma of excellence? a) NM Graduate Rates
Need-Gap Analysis	1) Graduation requirements; 2) Next Step Plan; 3) required coursework, math, English language arts, science, social studies, physical education, health education; 4) required assessments (standards-based assessments on ELA, math, and science); 5) advanced placement or honors courses; 6) dual-credit courses offered in cooperation with an institution of higher education; 6) distance learning courses; 7) career- technical courses; and 8) pre-apprenticeship programs. 9) career pathways college and workplace ready assessments, 10) Credit recovery; 11) academic intervention programs.
Needs Assessment— from Gap Analysis	Questions: Are NA students meeting all graduation requirements? Are they passing required standards-based assessments required for graduation? CCRB— College and Career Readiness Bureau— requirements for advanced placement? (E.g., ACT, other tests for college prep) What is the academic success in course requirements as well as college prep, credit recovery, dual credit courses? What pre-apprenticeship programs, career pathways, or academic intervention programs are available for students?
Strategic Framework— Possible examples	Action Plan: Resources for parents, students, Tribes regarding graduation requirements, CCRB requirements for advanced placement, apprenticeship programs, career pathways, intervention programs, advanced placement programs



School District Current Work	Post-Secondary Education
Need-Gap Analysis	College entrance exams ACT, SAT, College ACCU-Placer exams, Achievement gap data, such as remedial class enrollment, graduation rates, dropout rates College access programs, e.g., GEAR UP and Upward Bound
Needs Assessment— from Gap Analysis	Questions: Results from college entrance exams, ACCU Placer. Examine deficiencies in exams, graduation rates, dropout rates (Achievement data— past A–Z School Grading reports from districts)
Strategic Framework— Possible examples	Action Plan: Resources on how to improve graduation rates, prepare for college entrance exams, reduce dropout rates



School District Current Work	Career – Workplace
Need-Gap Analysis	Employability skills, Workforce solutions data, CTE programs. labor market data
Needs Assessment— from Gap Analysis	Question: Workforce solutions data results—follow students from high school to labor force and determine success or failure in the labor force. How many NA students in labor force following HS graduation?
Strategic Framework—Possible examples	Action Plan: Training for students in employment strategies. Collaborative partnerships with businesses and organizations and Tribal entities

Table 2. Common Sources of Data for Comprehensive Needs Assessment

Source	Comments
Budgets	Budgetary documents are an excellent source of information about what the school, district, or organization thinks is important. For example, the percentage of funding allocated to professional development is a good indicator of priorities.
Census Data	Census data population estimates, monitoring of trends, and tracking of other demographic information are a valuable source of information for determining school or district needs. The Small Area Income and Poverty Estimates (SAIPE) program produces annual estimates of income and poverty for school districts.
Document Analysis	A wide variety of documents have the potential for contributing to the needs assessment process. These documents include school improvement plans, district improvement plans, annual reports, budgets, meeting minutes, local media coverage, and school board agendas.
Environmental Scans	Environmental scans—those efforts to locate the important new educational developments—provide valuable information about internal capacity & external conditions relevant to schools, districts, stakeholders.
Focus Groups	Focus groups are an efficient way to test ideas with groups and to generate novel thinking and solutions to problems. When participants interact, novel ideas & solutions often emerge.
Interviews	Interviews are an excellent way to explore issues that are not well understood or to gain critical information from key stakeholders. They provide opportunity for follow-up questions and allow interviewees to elaborate on issues important to the school or district.
Observations	Observations of classrooms, after-school programs, summer programs, staff meetings, and community meetings provide excellent information about the functioning of organizations supporting the education of children.
Program Evaluations	Many projects funded internally or externally by the district, State, the Federal government, or foundations often require evaluations of their efforts. These evaluations are powerful sources of information for needs assessment. Not only do these reports identify problems being addressed, they also make data-based recommendations for project improvement and the effectiveness of projects and programs.
Proposals	Many funders require those responding to RFPs to use a data-based approach to identification of needs to be addressed. Quite often, these needs assessments are specific to a particular effort but can provide valuable information for a more comprehensive approach.
Research Reports	Research reports produced about the school or district are excellent sources of information, particularly if they are contextualized. Many research reports review current literature that pertain to studies conducted locally and can serve as a source of scientifically based research related to the schools and districts if they are rigorous.
Strategic Planning Documents	Schools, districts, local businesses, public agencies, or community organizations that have engaged in a strategic planning process often have valuable documentation to share. Strategic plans typically look at internal capacity, changing external circumstances, and identify gaps in ways that are particularly informative with regard to the needs assessment process.
Suggestion Boxes	When internal and external stakeholders are provided the opportunity to suggest improvements anonymously, many needs emerge.
Surveys	Surveys are efficient, easy to administer, and provide accessible data.
Tribal Consultations	Tribal consultations, required for other projects, are a rich source of information for identifying needs. The results of these consultations provide information and insights that are not available elsewhere.

NEW MEXICO PUBLIC SCHOOLS GUIDELINES FOR IMPLEMENTING STUDENT NEEDS ASSESSMENT



SYSTEMIC FRAMEWORK FOR IMPROVING EDUCATIONAL OUTCOMES FOR AMERICAN INDIAN AND ALASKA NATIVE STUDENTS

A historically defined Indian impacted school district shall 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.

Responsibilities. Beginning in the 2020–2021 school year, a historically defined Indian impacted school district

1. shall develop and publish on its website by January 15, a systemic framework for improving educational outcomes for American Indian and Alaska Native students, in collaboration with those pictured in the schematic below;



2. shall conduct tribal consultation with local Indian nations, tribes, and pueblos on the development and implementation of the systemic framework for improving educational outcomes for American Indian and Alaska Native students;
3. may request assistance from schools of education at post-secondary institutions in New Mexico to identify best practices in collecting and using student-centered data to inform teaching strategies and school-wide efforts to close the achievement gap between American Indian and Alaska Native students and all other student demographic groups; and

4. shall be assisted by the Indian Education Division as required during the development and implementation of the systemic framework.

Elements. The systemic framework for improving educational outcomes for American Indian and Alaska Native students shall include programs, services, culturally relevant activities, and professional development required to improve Indian education in the state. Based on the priorities developed through the American Indian/Alaska Native student needs assessment and the priorities established in the historically defined Indian impacted school district's budget for the school year, the systemic framework may include any of the following elements:

1. Academic programs within the context of the Indian Education Division's development or selection of culturally relevant curricula and instructional materials as provided in programs for
 - **the disadvantaged.** These are innovative programs designed to meet the educational needs of disadvantaged American Indian and Alaska Native students;
 - **teacher PD.** This includes high-quality, culturally relevant professional development for teaching professionals and paraprofessionals;
 - **early childhood.** These ensure the identification of early childhood, pre-kindergarten, and family programs in the school district that emphasize school readiness and that are effective in preparing young children to make sufficient academic growth by the end of grade three. The framework is concerned with developing family-based, early childhood programs that provide culturally relevant screening and referral and provide services to American Indian and Alaska Native children with developmental delays or disabilities;
 - **achievement gap closure.** Educational programs that are usually not available in sufficient quantity or quality to satisfy needs, including remedial instruction in one or more of the subjects of English, mathematics, science, American Indian/Alaska Native tribal languages, foreign language, art, history, and geography;
 - **language development.** These bilingual and bicultural programs and projects include appropriate educational support for American Indian/Alaska Native English learner students;
 - **enrichment** that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards;
 - **post-secondary preparation** designed to encourage and assist American Indian and Alaska Native students to work toward, and gain entrance into, post-secondary institutions;
 - **ensuring high school graduation.** These special compensatory programs and projects are designed to assist and encourage American Indian and Alaska Native students to enter, remain in, or reenter school, and to increase the rate of high school graduation for American Indian and Alaska Native students;
 - **career preparation activities** that enable, encourage, and support American Indian and Alaska Native students to participate in programs supported by the Federal Carl D. Perkins Career and Technical Education Act of 2006, including programs for technology preparatory education, mentoring, and apprenticeship;

- **career mentorships** via partnership projects between public schools and local businesses for career preparation, designed to provide American Indian and Alaska Native students with the knowledge and skills needed to make an effective transition from school to a high-skill career;
 - **curriculum and opportunities that are** rigorous and meaningful, providing educational opportunities that will lead to lifelong success for all students; and
 - **Other relevant academic development** as identified by the historically defined Indian impacted school district or local Indian Nations, Tribes, and Pueblos.
2. Culturally related activities that
- support the academic program of the public school;
 - support American Indian language and language restoration programs that may be taught by traditional leaders and that qualify for the state seal of bilingualism-biliteracy on a student's diploma of excellence, as provided in Section 22-1-9.1 NMSA 1978;
 - promote the incorporation of culturally responsive teaching and learning strategies into the public school's educational program;
 - educate about the prevention of violence, suicide, and substance abuse;
 - promote the incorporation of land-based learning, student identity development, and holistic wellness; and
 - any other culturally related activities identified by the historically defined Indian impacted school district or local Indian Nations, Tribes, and Pueblos.
3. Educational services focused on the holistic well-being of the whole child, including
- early interventions to help struggling students;
 - after-school programs;
 - tutoring and mentoring;
 - school and community interventions to prevent truancy and reduce dropout rates;
 - comprehensive guidance and counseling services;
 - integrated educational services that promote parental involvement in school activities and increase student achievement;
 - health- and nutrition-related services and activities that address the special health, social, and psychological concerns of American Indian and Alaska Native students and their families;
 - family literacy services
 - New Mexico Even Start
 - adult basic education programs; and
 - any other educational services identified by the historically defined Indian impacted school district or local Indian Nations, Tribes, and Pueblos

INDIAN EDUCATION ACT: ACCOUNTABILITY SYSTEMIC FRAMEWORK

Reference Chart: Activities, Inputs and Impacts

Table 3 provides a quick reference guide for the IEA Needs Assessment-Systemic framework to include the programs, services, culturally relevant activities, and professional development that improve Indian education

Table 3. IEA Needs Assessment Framework Reference Chart

Activities	Inputs	Measuring Impacts
Innovative programs	Innovative programs designed to meet the educational needs of educationally disadvantaged Indian students	Use multiple measures to determine programs' impacts
Professional development (PD)	High-quality PD for teaching professionals and paraprofessionals	Use multiple measures to determine impact on those educators' instructional practices as compared with those without PD
Early childhood and family programs	Identify early childhood, pre-kindergarten, and family programs in the school district that emphasize school readiness and are effective in preparing young children to make sufficient academic growth by the end of grade three. Look for/develop programs that provide screening, referral, and services to Indian children with developmental delays and disabilities	Measure extent to which participation in programs affected academic growth by the end of grade three. Use both quantitative and qualitative measure to determine support effectiveness
Intervention/educational programs	Educational programs that are not usually available in sufficient quantity or quality, including remedial instruction to raise the achievement of Indian students in English, mathematics, science, foreign languages, art, history, and geography	Document educational programs established to raise achievement of Indian students in multiple subject areas. Utilize multiple measures to determine the extent to which achievement was affected
Bilingual/bicultural programs	Bilingual and bicultural programs and projects	Document implemented bilingual and bicultural programs and projects. Use multiple measures to determine the extent to which language achievement was affected
Enrichment programs	Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards	Document implemented enrichment programs and projects. Use multiple measures to determine the extent to which problem solving, cognitive skills, and challenging state academic standards were attained.
College access Programs	Programs designed to encourage and assist Indian students to work toward, and gain entrance into, institutions of higher education	Document implemented programs. Use multiple measures to determine their success
Retention programs	Special compensatory and other programs and projects that are designed to assist and encourage Indian students to enter, remain in, reenter, and increase the rate of high school graduation for Indian students	Document implemented programs. Measure the extent to which the rate of high school graduation for Indian students increased?
Career Technical Education programs	Career preparation activities that enable Indian students to participate in programs, such as those supported by the Federal Carl D. Perkins Career and Technical Education Act of 2006, including technology preparatory education, mentoring, and apprenticeships	Document implemented career preparation activities. Measure the extent to which participation in these programs increase and the percentage of Indian student participants successfully completing.

ACCOUNTABILITY TOOLS

Develop an accountability tool, which shall be reevaluated annually, that measures the success or failure of a public school's efforts pursuant to the systemic framework provided for in 6.35.2.12 NMAC;

Table 4. Accountability Tool

Activities	Inputs	Measuring Impacts
Internship and apprenticeship programs	Career preparation partnership projects between public schools and local businesses, designed to provide Indian students with the knowledge and skills needed to make an effective transition from school to a high-skill career	Document formed partnership projects for career preparation. Use multiple measures to determine the extent partnerships provided Indian students with the knowledge & skills to participate in high-skill careers.
Life-skill curricula and programs	Rigorous and meaningful curricula and educational opportunities that will lead to lifelong success for all students	Document the available rigorous and meaningful curricula and educational opportunities. Use multiple qualitative and quantitative measures to determine the extent that these opportunities lead to lifelong success for all involved students.
Culturally responsive programs	Culturally related activities that support the academic program of the public school	Document the implemented culturally related activities. Use multiple measures to determine their impact on the academic program of the public school and its students.
Native Language Programs	Activities that support Indian language and Indian language restoration programs that may be taught by traditional leaders and that qualify for the state seal of bilingualism-biliteracy on a student's diploma of excellence, as provided in § 22.9 NMSA 1978	Document implemented activities/programs, the providers, # of students participating, and the # and percentage of students who qualified for the state seal of bilingualism-biliteracy for that SY year compared to prior year.
Culturally Responsive Teaching and curriculum	Activities that promote the incorporation of culturally responsive teaching and learning strategies into the public school's educational program	Document the incorporation of culturally responsive teaching and learning strategies. Use multiple measures to determine their impact on the academic program and its students.
Wrap-around intervention programs	Early interventions to help struggling students, such as after-school programs, tutoring, mentoring, and school and community interventions to prevent truancy and reduce dropout rates	Document early intervention programs. Use qualitative and quantitative measures to document their effectiveness and the reasons for their affect.
Counseling	Comprehensive guidance and counseling services	Document implemented comprehensive guidance and counseling services. Use multiple measures to determine their impacts on Indian students
Student and family engagement services	Integrate educational services in combination with other programs that meet the needs of Indian students and their families, such as programs that promote parental involvement in school activities to increase student achievement	Document integrated educational services, indicating their purpose. Use multiple measures to determine 1) which circumstances changed as a result and 2) the impact on student achievement.
Health and wellness services	Special health- and nutrition-related services and associated activities that address the special health, social, and psychological programs of Indian students and their families	Document provided services and activities. Use multiple measures to determine the services' impact on Indian students and their families and changes resulting from these services.
Family literacy services	Family literacy services, including New Mexico Even Start and adult basic education programs	Document the provided services and programs. Use multiple measures to determine their effectiveness, the impacts on participants, specific changes.

Figure 1. Measure effectiveness of efforts to address prioritized needs

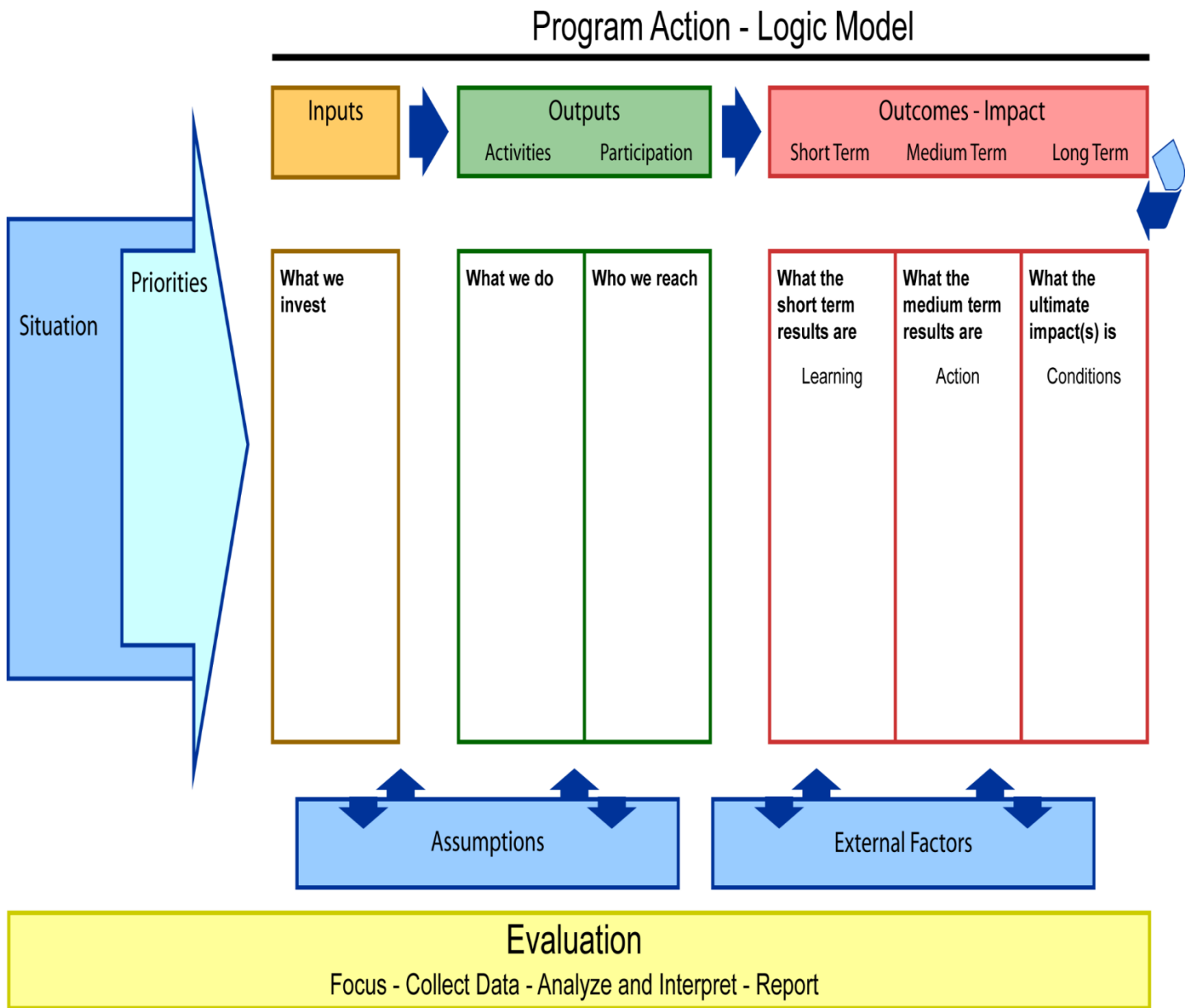
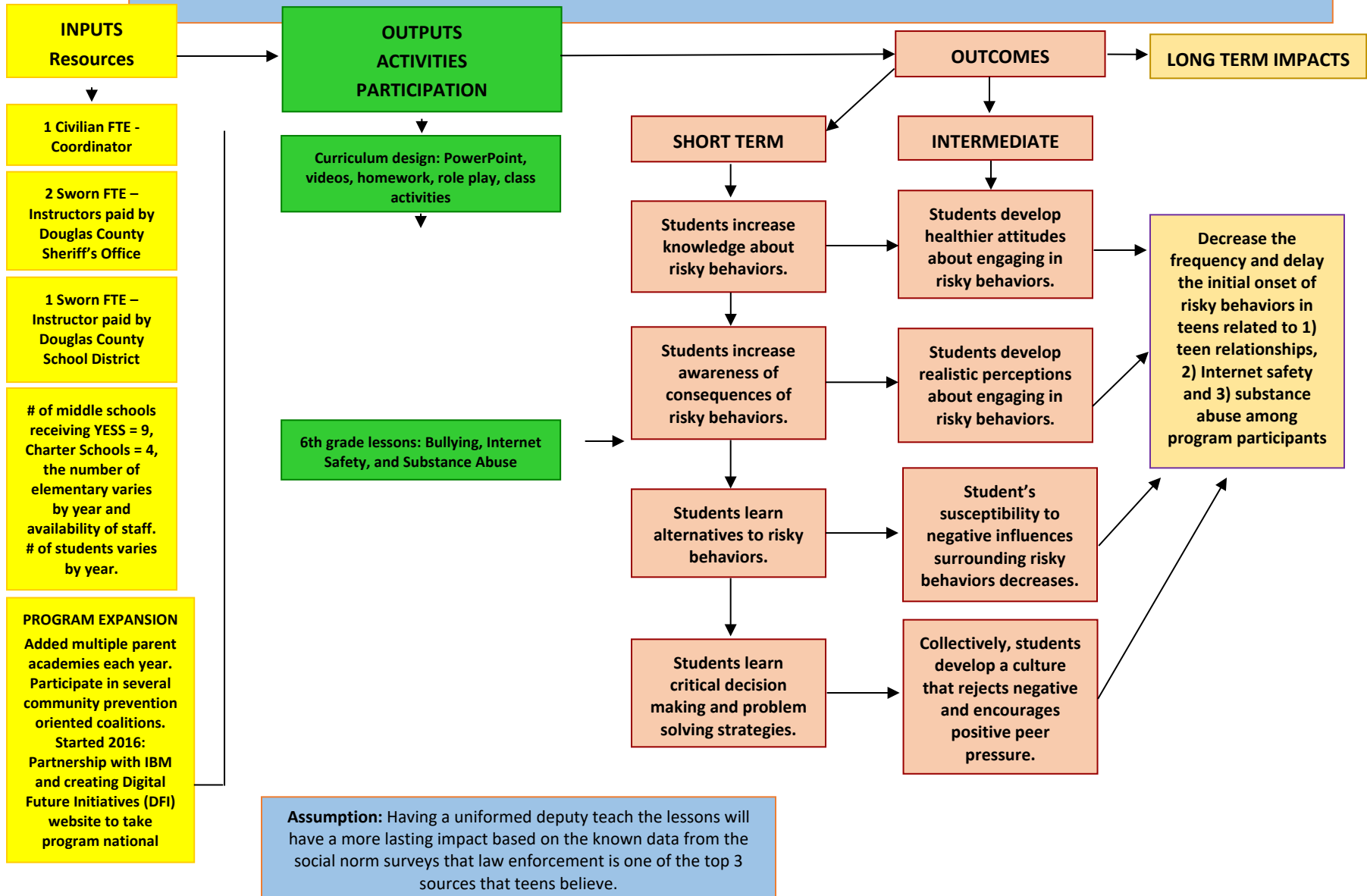


Figure 2. Example: Logic Model for the Y.E.S.S. Program

Douglas County Sheriff's Office Youth Education & Safety in Schools (Y.E.S.S.) Program

Goal: Decrease the frequency and delay the initial onset of risky behaviors in teens related to 1) teen relationships (bullying, harassment, sexual harassment, and relationship abuse), 2) Internet safety, and 3) substance abuse among program participants



RESOURCES

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