

Student Needs Assessment  
Comprehensive Needs Assessment  
HB 250

May 12, 2023

# NMPED – Vision, Mission, and Core Values

- Vision

- Rooted in our Strengths · Students in New Mexico are engaged in a culturally and linguistically responsive (CLR) educational system that meets the social, emotional, and academic needs of ALL students.

- Mission

- Equity, Excellence, and Relevance · The NMPED partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.

- Core Values

- Student Centered · Responsive · Collaborative · Transformative · Innovative · Reflective

## HB 250 Expectation

- House Bill 250 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 assist in Native American student success in school, in order to graduate, and be prepared to enter post-secondary education or the workplace.
- The school district must complete a “gap analysis” to determine needs and create an action plan. (NMPED definition of a gap analysis: A technique that businesses, schools, or districts use to determine what steps are needed to be taken in order to move from a current state to a desired or future state.)
- This process could also be called need analysis, needs analysis, and/or needs assessment.
- A gap analysis of student achievement by conducting a needs assessment must be performed in order to fulfill this requirement.
- Determine your school district’s current status; move forward by determining what is needed based on current needs assessment.
- A strategic framework and action plan will provide resources to close the gap between what is currently available and what services may be lacking.

# Purpose

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
- 5) students attaining grade level on formative assessments of reading, language arts (ELA), and mathematics.

(continue...)

# Purpose

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.

- **The goal** of a needs assessment is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance.
- **Identifying priority** needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence-based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.
- The needs assessment becomes the beginning step of a continuous improvement cycle.

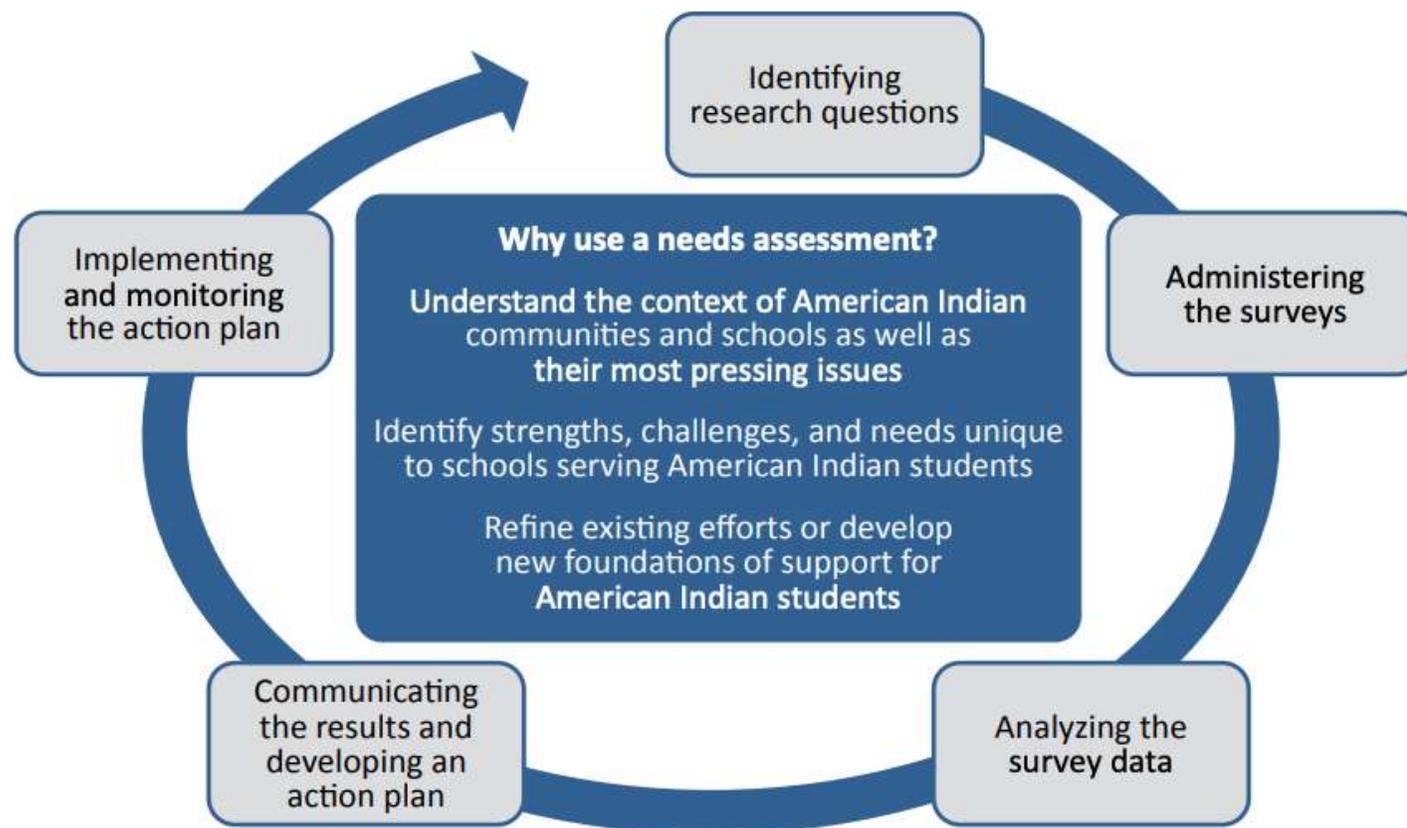
The U.S. Department of Education, in its 2016 non-regulatory guidance on Using Evidence to Strengthen Education Investments (*U.S. Department of Education, 2016*), presents this process as a five-step cycle (see Figure 1). Figure 1.

*Continuous Improvement Cycle Source: U.S. Department of Education, 2016*

## Figure 1. Continuous Improvement Cycle

Source: U.S. Department of Education, 2016

**Figure 1. Needs assessment and improvement cycle**



# 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;
- 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 and/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.

(continue...)

# Focus

- 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, and
  - c) supports provided to families and/or business partnerships.

(continue...)

# Focus

- 5) School and district organization provide contextual information that is important for framing needs, which includes:
  - 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
  - KOT— 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 needs assessment planning team is a critical part of a comprehensive needs assessment. 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 are 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.

(continue...)

# Use of Results

- 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

# COMPREHENSIVE NEEDS ASSESSMENT (CNA) - Template

School: \_\_\_\_\_ District: \_\_\_\_\_ Indian Education Coordinator: \_\_\_\_\_

**Step 1: Identify Needs Assessment Committee (NAC)**

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Step 2: Identify Data Gathering Team(s)**

| District/School Team | External Stakeholder Team |
|----------------------|---------------------------|
|                      |                           |
|                      |                           |
|                      |                           |
|                      |                           |
|                      |                           |

**Step 3: Develop Management Plan (Guide efforts, keep assessments on track, schedule meetings, etc.)**

**Step 4: identify major issues and concerns (Goals, Priorities, establish and collect data, etc.)**

**Step 5: Identify Multiple Sources of Data to be collected: (State assessments; short cycle assessments; ELL; WIDA; surveys; etc.)**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Step 6: Decide Priorities (Does collected data support priorities; see questions in manual for Step 6 for more information)**

Priority 1:

Priority 2:

Priority 3:

**Step 7: Design a Comprehensive Needs Assessment (How will you address educational issues?)**

**Step 8: Identify Measures to Use (expand from Step 5; what does the collected data measure?)**

**Step 9: Summarize Findings / Action Plan**

Summary:

Talking Points/Bullets:

One page summary: (To: parents; superintendent; school board; post on website)

**Step 10: Make Decisions (process data; communicate results; take action – next steps)**

**Step 11: Report Results (detailed description of information and process, including data collection and findings, action plan; next steps; monitoring)**

# COMPREHENSIVE NEEDS ASSESSMENT (CNA) - Sample

New Mexico Public Education Department

## Comprehensive Needs Assessment

Indian Education Division 1

School: Sample District: Sample Indian Education Coordinator: Sample

### Step 1: Identify Comprehensive Needs Assessment Committee (CNAC)

|                                      |                               |
|--------------------------------------|-------------------------------|
| Principal – Sacagawea                | Teacher – Alexander Hamilton  |
| Assistant Principal – Geronimo       | Data Coordinator – Aaron Burr |
| Indian Education Coordinator – Popay |                               |
|                                      |                               |

### Step 2: Identify Data Gathering Team(s)

| District/School Team                 | External Stakeholder Team |
|--------------------------------------|---------------------------|
| Indian Education Coordinator - Popay | School Board Member       |
| Teacher – Alexander Hamilton         | Parent                    |
| Data Coordinator – Aaron Burr        | Organization              |
|                                      |                           |

### Step 3: Develop Management Plan (Guide efforts, develop deadlines, schedule meetings, etc.)

Our CNAC team will develop a calendar to schedule reoccurring meetings, outline deadlines, and create a guide/plan that will be referenced throughout the process.  
 October 2022 – Establish CNAC Team  
 November 2022 – Meeting with stakeholders, establish calendar, and update management plan

### Step 4: Identify major issues and concerns (Goals, Priorities, establish and collect data, etc.)

Our CNAC team has identified the following areas to be major issues and concerns. We will address these by: creating goals; priorities; collect data via different methods. We will also take into consideration prior data to ensure the effectiveness of reoccurring major issues and concerns are addressed.

New Mexico Public Education Department

## Comprehensive Needs Assessment

Indian Education Division 2

### Step 5: Identify Multiple Sources of Data to be collected: (State assessments; short cycle assessments; ELL; WIDA; surveys; etc.)

|                            |                 |  |  |
|----------------------------|-----------------|--|--|
| NM State Assessment        | Teacher Survey  |  |  |
| NWEA/Istation/SkillTracker | WIDA Assessment |  |  |
| Parent Survey              |                 |  |  |

### Step 6: Decide Priorities (Does collected data support priorities; see questions in manual for Step 6 for more information)

Priority 1: Based on NM State Assessment data our school will focus on mathematics for grades 6-8. We will...

Priority 2: From the information collected through our teacher surveys our area of need is to provide professional development. We will...

Priority 3:

### Step 7: Design a Comprehensive Needs Assessment (How will you address educational issues?)

Based on our priorities we will begin these practices.  
 We will monitor through...  
 The CNAC will revisit...and provide suggestions/recommendations moving forward.

### Step 8: Identify Measures to Use (expand from Step 5; what does the collected data measure?)

The NM State Assessments measure...  
 Our short cycle assessment measures...

### Step 9: Summarize Findings / Action Plan

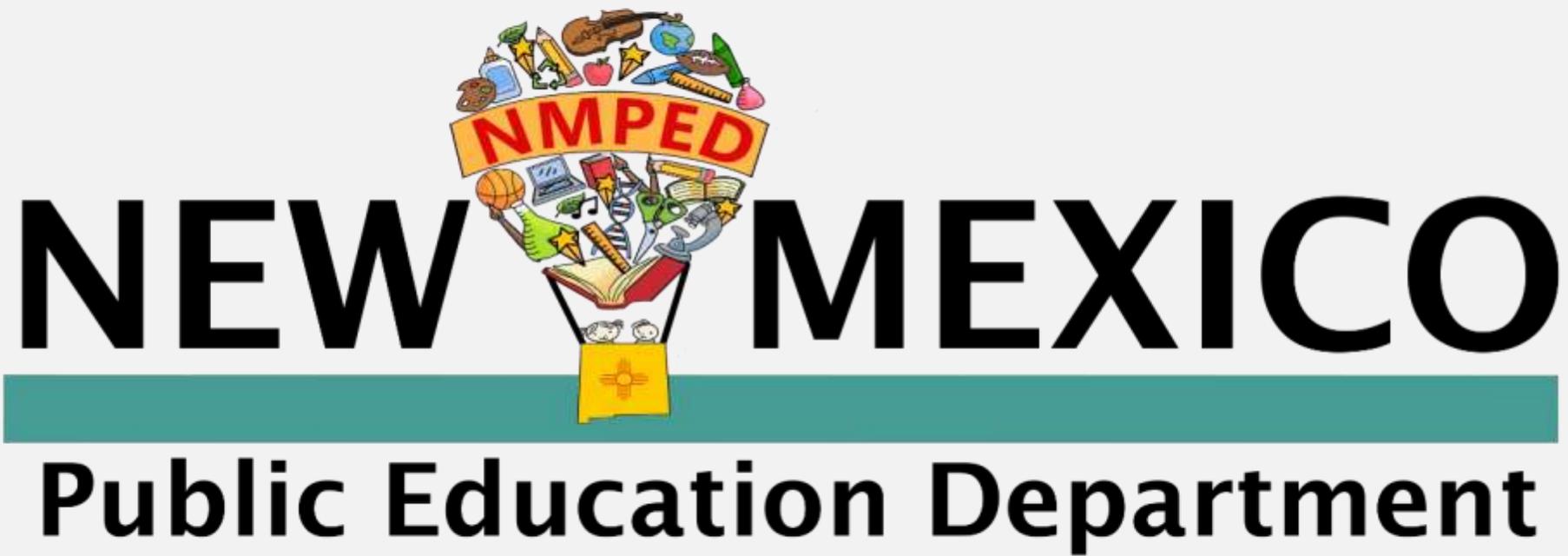
Summary:  
 Based on the process (steps 1-8) our next steps are...  
 Our action plan includes short term and long-term goals...  
 We will revisit these steps and monitor goals by...

Talking Points/Bullets:

- Our school(s) will offer mathematics interventions after school

# Calendar Key Notations

- ✓ **October 20, 2023** – Completed Student Needs Assessment DUE to NM PED Indian Education Division; SUBMIT to [Rebecca.Reyes2@ped.nm.gov](mailto:Rebecca.Reyes2@ped.nm.gov)
- ✓ **May 26, 2023** - A written statement is due yearly based on the school budget, regarding the accountability tool; especially if this is the first time your school or department is measuring the success or lack of in your current systemic framework. See Page 25 regarding the Accountability Tool:  
<https://webnew.ped.state.nm.us/wpcontent/uploads/2021/09/IE-Indian-Education-Act-Reporting-Manual.pdf>



Questions?

# Resources and Links



6.35.2 NMAC.html

See: 6.35.2.11

*AMERICAN INDIAN/ALASKA NATIVE STUDENT NEEDS ASSESSMENT*

<https://webnew.ped.state.nm.us/wp-content/uploads/2020/05/NMPED-CNA-May-11-12-2020.pdf>

<https://ies.ed.gov/ncee/rel/Products/Publication/3989> - This **guide** was designed to help state and local education agencies **conduct needs assessments** to better understand the strengths, challenges, and needs unique to schools serving American Indian students.

[https://oese.ed.gov/files/2020/10/needsassessmentguidebook-508\\_003.pdf](https://oese.ed.gov/files/2020/10/needsassessmentguidebook-508_003.pdf) - Needs Assessment Guidebook Supporting the Development of District and School Needs Assessments by Cary Cuiccio Marie Husby-Slater

[https://ies.ed.gov/ncee/rel/regions/central/pdf/REL\\_2020032.pdf](https://ies.ed.gov/ncee/rel/regions/central/pdf/REL_2020032.pdf) Guide to Conducting a Needs Assessment for American Indian Students, Regional Educational Laboratory Central At Marzano Research, REL 2020 032 U.S. DEPARTMENT OF EDUCATION

[https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc\\_standards\\_handbook\\_v4.pdf](https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_standards_handbook_v4.pdf) What Works Clearinghouse. (2017). Standards handbook (Version 4.0). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

# NM PED Indian Education Division Contacts

KatieAnn Juanico  
Assistant Secretary

Rebecca Reyes  
NMPED Deputy Director  
[Rebecca.Reyes2@ped.nm.gov](mailto:Rebecca.Reyes2@ped.nm.gov)

Cassandra Garcia  
Business Operations Specialist  
[Cassandra.Garcia@ped.nm.gov](mailto:Cassandra.Garcia@ped.nm.gov)

Elena Aguilar  
[Elena.Aguilar@ped.nm.gov](mailto:Elena.Aguilar@ped.nm.gov)

Gloria A. Hale  
School Design Specialist  
[Gloria.Hale@ped.nm.gov](mailto:Gloria.Hale@ped.nm.gov)

Derek Begay  
Education Administrator  
[Derek.Begay@ped.nm.gov](mailto:Derek.Begay@ped.nm.gov)

Elizabeth Bahe  
[Elizabeth.Bahe@ped.nm.gov](mailto:Elizabeth.Bahe@ped.nm.gov)

Aspen Vallo  
[Aspen.Vallo@ped.nm.gov](mailto:Aspen.Vallo@ped.nm.gov)