

Gap Analysis

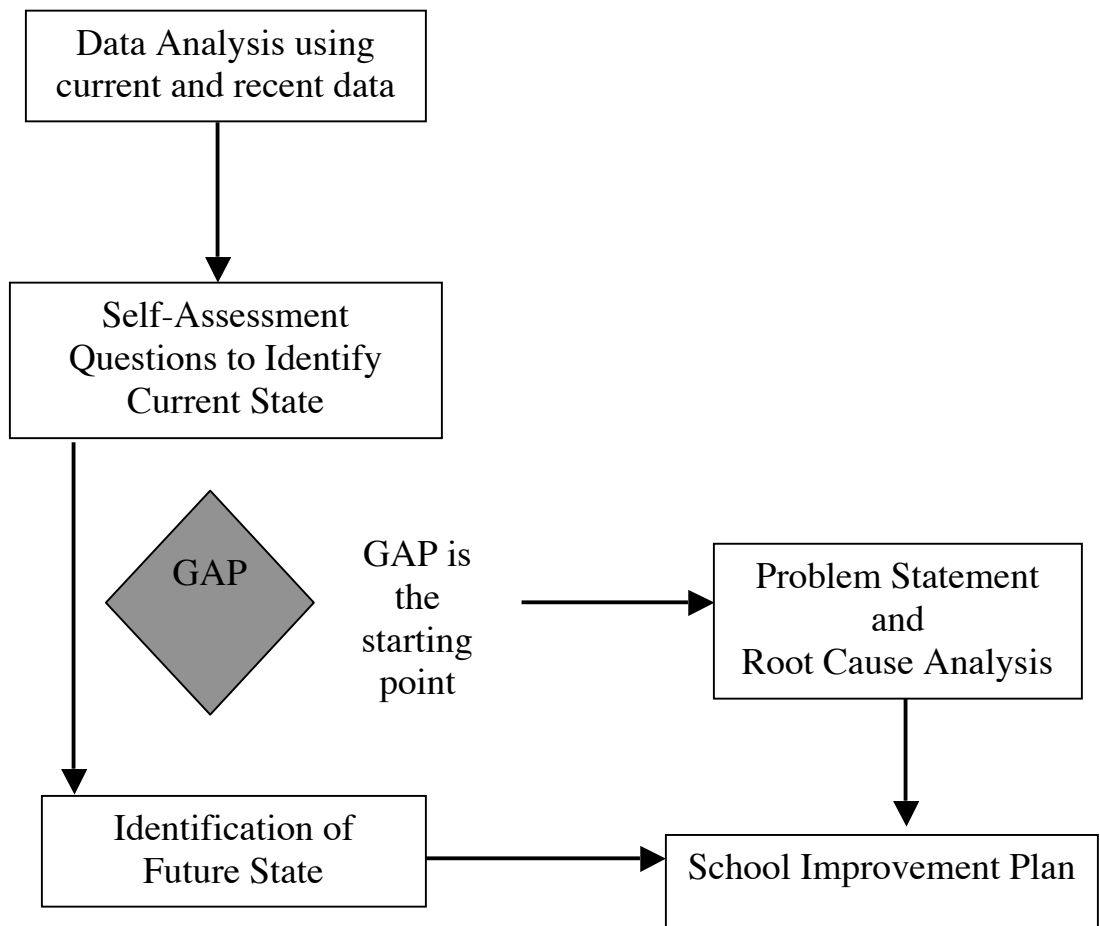
Overview of Identifying Gaps Process

The process that involves the identification of gaps between the current state and the future or desired state is the beginning point for implementation of a school improvement process. When the process of identifying gaps includes a deep analysis of the factors that have created the current state, the groundwork has been laid for improvement planning. The gap analysis process can be used to ensure that the improvement process does not jump from identification of problem areas to proposed solutions without understanding the conditions that created the current state. The following guidelines are suggested for use by principals and team leaders who are charged with developing campus improvement plans:

- 1) Lay the groundwork for this process by explaining that identifying gaps does not mean that individuals are at fault. Rather it is a means of examining systemic factors that contributed to the current state.
- 2) Using the scale to determine the current state is most successful if the group doing this work is assured that they can be honest in their assessments without fear of retribution. One way to reinforce this is to have participants write their ratings on stickies that are collected and posted on a flip with a scale drawn on it. This will support anonymity. The evidence that is given to support ratings is usually delivered verbally, but it could be written and collected in an anonymous process if the leader knows that individuals have concerns.
- 3) The information gathered in this process needs to be written up and reviewed by the team that is working on the improvement plan. If questions arise from this review process, the team could outline a means of investigating the issue to verify it.
- 4) The intent of this process is to gather information that will be used to develop a future or desired state based on the indicators that are on the gap analysis worksheet. The team may decide to write additional indicators or to revise existing indicators if it decides that the need exists.
- 5) As a result of identifying the gaps between the current state and the future state, planning teams can develop a problem statement that summarizes the underlying structural issue that needs to be addressed. A root cause analysis can then be developed in order to determine the factors that are crucial to improvement.
- 6) The factors that are identified are then used in the development of goals and objectives for the improvement plan.

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Analysis of the Current State



Gap Analysis

Instructions for Gap Analysis Questions

- 1) Read the questions carefully and review indicators for each question. Circle aspects of the indicator that you perceive as present and underline those that you think are lacking.
- 2) Use the scale at the bottom of the page to determine the percentage of effectiveness your school is achieving in this practice. Record the scores on a piece of paper or post-it notes. All participants' ratings will be recorded on a larger chart as part of a group process.
- 3) After effectiveness percentages have been recorded, identify the evidence that supports your perception of effectiveness. This evidence will be shared with the larger group.

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1. How well does the school maintain high expectations of students and ensure that all students are provided a quality education?

Indicators of 100%

- a) Expectations exceed state standards and are clearly defined and frequently communicated to students, families, and staff.
- b) All students, including those receiving special education and English as a Second Language services, are incorporated into mainstream classrooms and provided with the support needed to be successful.
- c) Enrollment in advanced-level classes such as Algebra I and gifted and talent programs reflects the student populations in the school and district.
- d) A “no-failure” policy exists that ensures that struggling students are identified early and receive support targeted to identified needs.
- e) Rewarding students and teachers for their commitment to high expectations and their hard work is embedded in daily practice.

Evidence of Current Status

My rating of the current status of our school on this question is:

0 – 20%	21-50%	51-75%	76-100%
Little or no evidence of indicators.	Activities for some indicators are being implemented.	Activities for most indicators are being implemented.	Activities for virtually all indicators are being implemented.

