

Comprehensive Needs Assessment (CNA) Summary – 2024-2025

In compliance with ESSA 1114(b)(6) and 34 CFR 200.26(a), the comprehensive needs assessment (CNA) was conducted for the 2024-2025 school year at **Oakes Elementary School, Oakes Public School District #41** to inform the development of the Schoolwide Title Plan.

Process and Participation

The CNA process was carried out with the active participation of:

- **Instructional staff and administration**, who reviewed data trends and contributed to identifying priorities and strategies.
- **Families and community stakeholders**, whose informal feedback was gathered through conversations, meetings, and ongoing communication channels.
- **Student voices**, incorporated through classroom discussions and informal surveys.

Stakeholder participation was facilitated via staff reflection sessions, classroom feedback mechanisms, and parent-teacher discussions. Formal documentation of family engagement activities will be strengthened in the upcoming cycle to enhance the alignment with federal requirements.

Data Sources

Multiple sources of quantitative and qualitative data were used:

- **STAR Reading and Math** data for K-6, showing both year-end performance levels and trends over time.
- **North Dakota State Assessment (NDSA)** data for ELA, Math, and Science over three years (2022–2024), highlighting areas of strength and needed improvement.
- **Attendance Data**, which has remained stable at 94% average daily attendance over the past three years.
- **Behavioral Data**, based on school records, to monitor engagement and discipline patterns.
- **Stakeholder Feedback**, including informal parent and staff input.

Key Findings

- **Reading Proficiency:** STAR Reading scores improved significantly (from 58% to 70% at/above goal), with NDSA ELA proficiency increasing from 50% to 55%.
- **Math Proficiency:** STAR Math remained strong (70% at/above goal), but NDSA Math proficiency decreased slightly from 51% to 49%, indicating a gap in aligning instruction with assessment rigor.
- **Science Proficiency:** Stabilized at a high level (73% proficient) for two consecutive years.

- **Attendance:** Steady at 94% over three years, though chronic absenteeism continues to be monitored.
- **Achievement Gaps:** Ongoing disparities for SPED, EL, and low-income students were identified in both reading and math.

Conclusions and Priorities

The CNA results indicate a need to:

- **Strengthen math instruction** to align with state-level assessment standards, particularly in grades 3-6.
- **Enhance reading comprehension instruction** in upper elementary grades to sustain and grow proficiency gains.
- **Address subgroup achievement gaps** by implementing targeted supports for SPED, EL, and low-income learners.
- **Improve family engagement documentation** to meet ESSA participation and reporting standards.