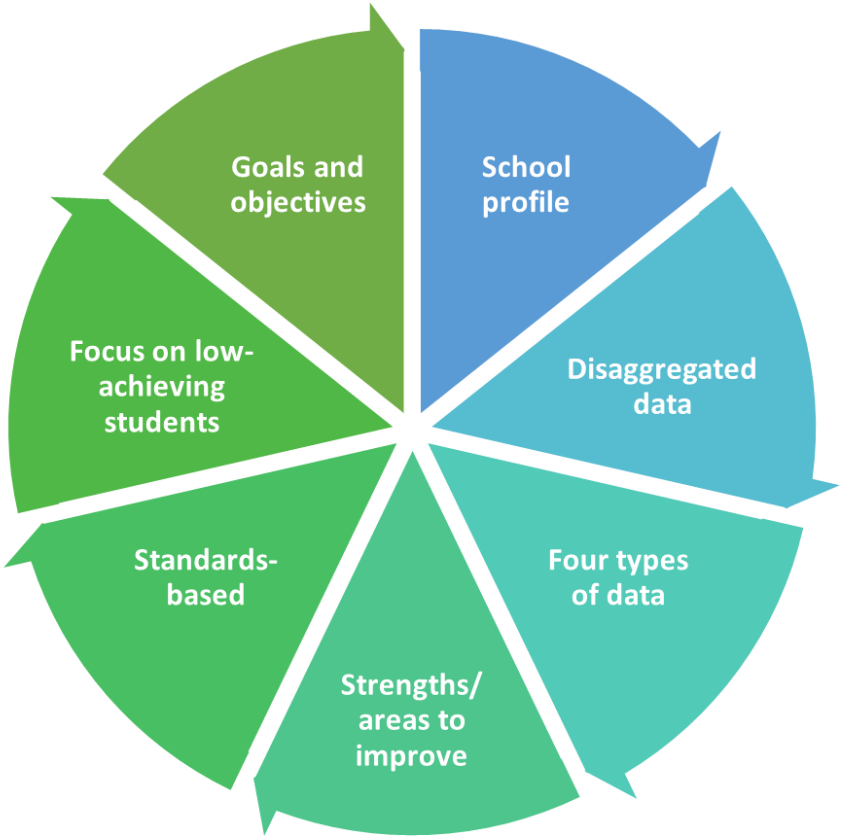
# *Comprehensive Needs Assessment and What Comes Next*

**Office of Educational Opportunity & Support**

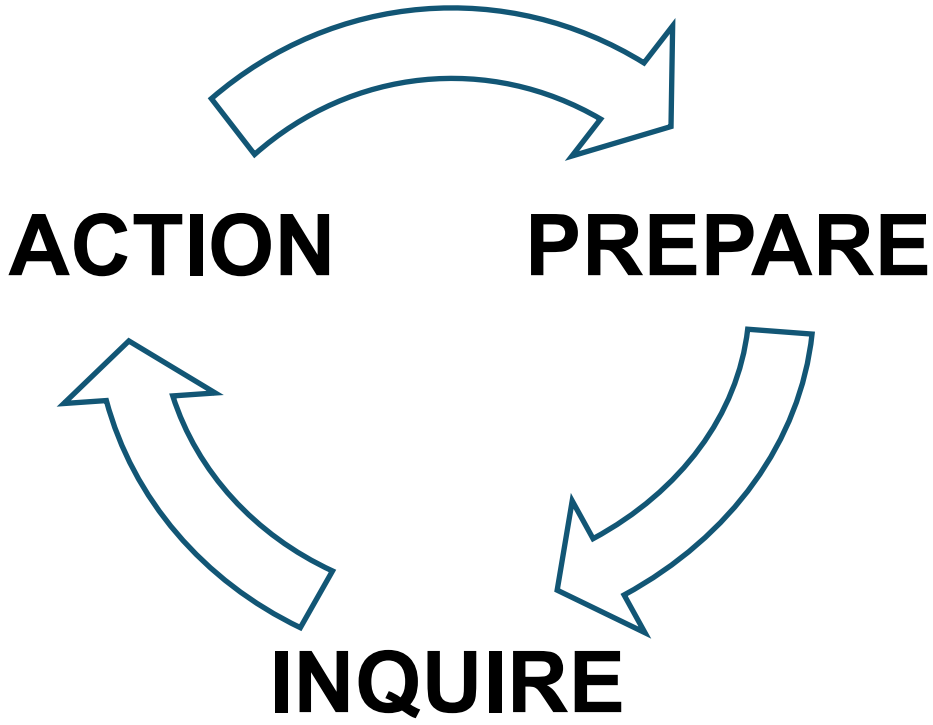
**Michelle Siegfried, Program Administrator**

NDDPI NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

# Conduct a Comprehensive Needs Assessment



# The Data Cycle



# Prepare

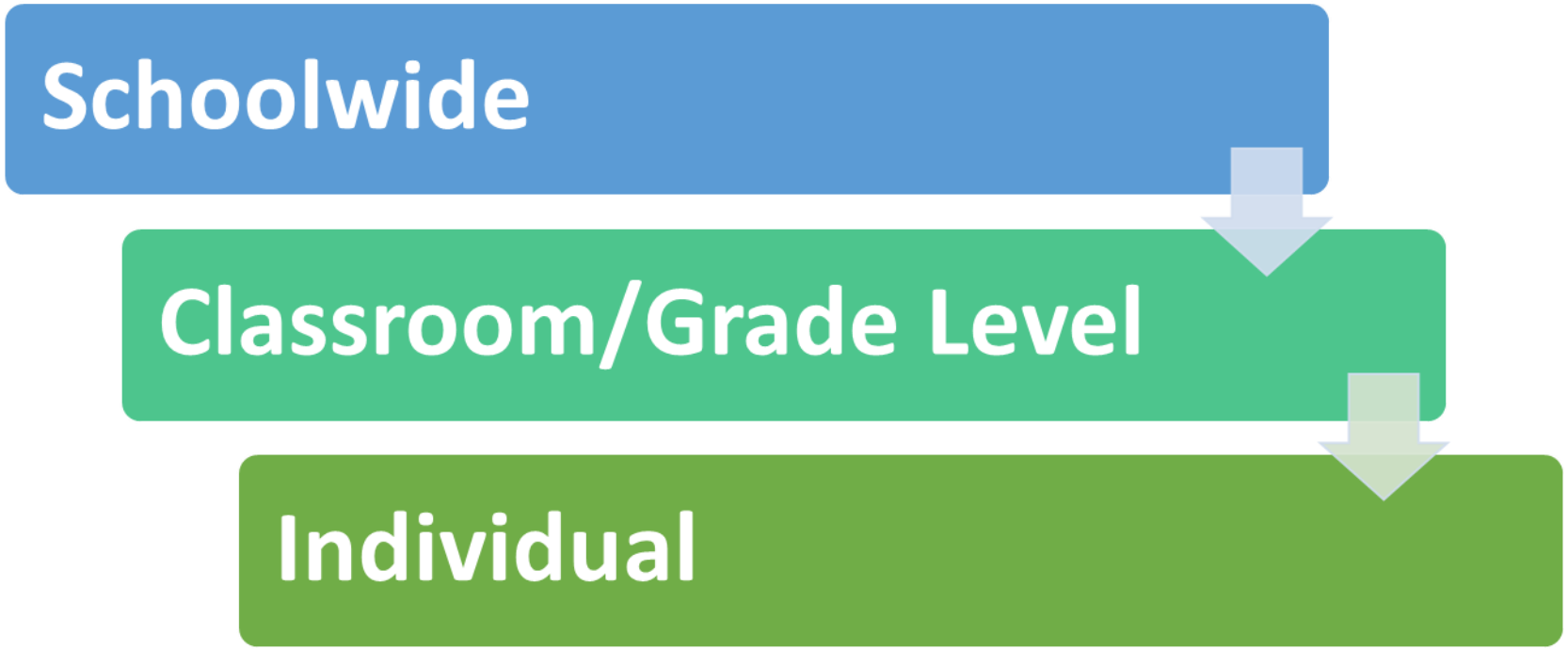
- Data
- Resources
- Responsibility
- Timeframe
- Future Plan

# Four Types of Data

Adapted from Victoria Burnhardt's *School Portfolio Toolkit*

| | |
|---|---|
| **Demographic Data**<br>Vital statistics regarding the students, families, staff and community under examination<br>•Poverty levels<br>•Backgrounds | **Student Achievement Data**<br>Data showing how students are performing academically<br>•State assessment results<br>•Interim assessments<br>•Report cards |
| **Perception Data**<br>Data that provides feelings and thoughts of students, their families, staff and the community regarding their opinion of the learning environment<br>•Surveys<br>•Questionnaires | **Program Data**<br>Data that describes how school programs operate and analyze various school processes. Program data is the only data within control of the school.<br>•Continuums of processes<br>•Curriculum maps |

# Prepare: Data Collection Levels



# Inquire

| | |
|---|---|
| Look | Look for meaningful patterns and relationships in each of the four types of data |
| Organize | Organize data reports by question |
| Work | Work systematically through layers of information |
| Display | Make appropriate calculations and display data |
| Chart | Chart and color code achievement levels |
| Disaggregate | Disaggregate the information |
| Connect | Make observations and connections on chart paper |

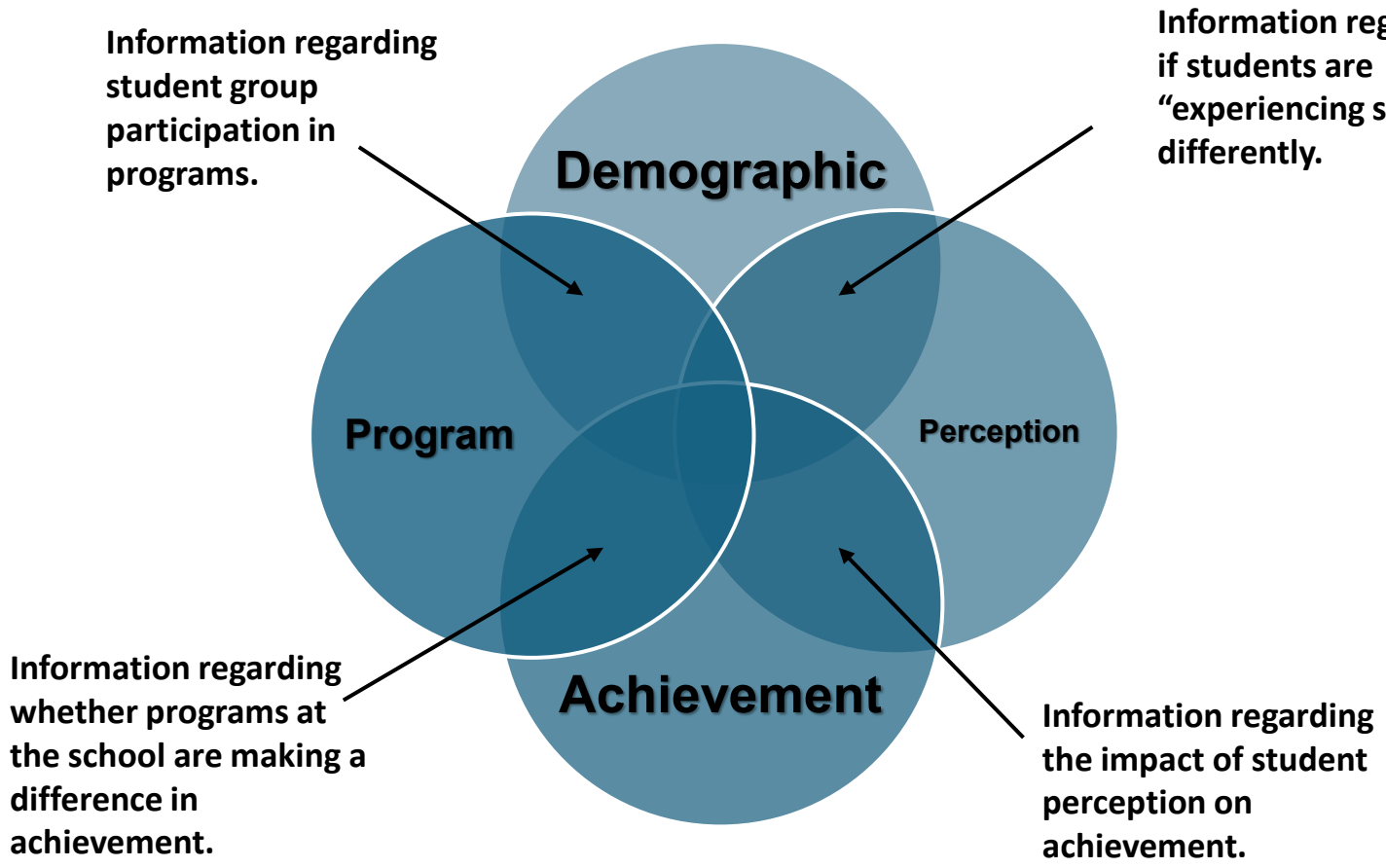
# Let's Inquire!

- Consider these questions:
  - Is there anything that jumps out?
  - What patterns do you notice?
  - Why might the data look this way?
  - What questions do you have?
  - What other data might you want to explore?
  - What might be your next step(s)?

# Keep Inquiring…

- As you dig in, data questions become more specific:
  - Is math achievement improving over time?
  - What are strengths and areas of improvement broken down by categories?
    - Grade level, skills, subgroups, etc.
- Classify related issues
- Create priority areas
- Analysis may lead to needing additional data

# We Have the Data; Now What?



# Action

1

### Set Goals

- Examine your priority list
- Write in measureable terms
- Ensure goals are realistic

2

### Set Action

- Brainstorm action steps that lead to your goal
  - Include due dates
  - Include person responsible for follow-through
  - Include evidence-based strategies

# Action

- Each goal can have several tasks or action steps in place throughout the year.
- Activities should be action-focused to make a measurable difference.
- Activities should be aligned directly to the goals and hypotheses.
- If you have had strategies in place without positive results, **LET THEM GO**! Don’t just add more on top.
- Be sure to move from brainstorming ideas to writing down tasks and strategies you would like to implement.
- When uncertain about strategies, research best practices or investigate what other schools are doing.

# Schoolwide Reporting Components

- Comprehensive Needs Assessment
- School Reform Strategies
- Coordination and Integration of Programs
- Comingling Funds

# Comprehensive Needs Assessment

- Profile
- Data Data Data Data
- Improvement Needs
- Strengths
- Standards-based
- Student Focus
- Goals and objectives

# Schoolwide Reform Strategies

- Schoolwide law requires that schools implement reform strategies and initiatives that:
- provide opportunities for all children, including subgroups of students, to address school needs;
- use methods and instructional strategies that strengthen the academic program, increase amount and quality of learning time, and provide an enriched and accelerated curriculum; and
- address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

# Schoolwide Reform Strategies

- counseling, mental health programs, instructional support services, mentoring services, and other strategies to improve students' skills outside of academic subject areas;
- implementation of a schoolwide tiered model to prevent and address problem behavior and early intervention services;
- professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, use of data for academic assessments, and to recruit and retain effective teachers; and
- strategies for assisting preschool children in the transition to local elementary school programs and/or establish or enhance preschool programs for children under 6 years of age.

# Schoolwide Reform Strategies

## Standards-Based Instruction

- All children reach the state's high academic expectations through "standards-based instruction".
- Strengthens the **Core** Academic Program:
  - English Language Arts
  - Mathematics
  - Science
  - Economics
  - Health/Social Studies
  - Civics and Government
  - Arts
  - History
  - Geography
  - Foreign Language

*NOTE: If using funds to support these areas, remember there must be a need documented in the comprehensive needs assessment and supporting documentation in strategies.*

# Schoolwide Reform Strategies

## Increase Amount and Quality of Learning Time

- After school programs
- Summer school programs
- Increase instructional time
  - Instructional specialists or coaches
  - Additional instructional time (e.g., block schedule)
  - Interventions, small group instruction, one-on-one
  - Team teaching
- Extended day programming

# Schoolwide Reform Strategies

## Interventions for "Levels of Service"

- Enriched and accelerated curriculum
- Address the needs of at-risk students
  - A comprehensive Schoolwide plan must include strategies for addressing the needs of all students, but particularly the needs of students who are failing or are at risk of failing to meet the state standards.
- Historically underserved populations
  - Economically disadvantaged
  - Major racial and ethnic groups
  - Children with disabilities
  - Social/Emotional difficulties
  - English Learners

# Schoolwide Reform Strategies

## All instruction is provided by Qualified and Licensed Staff

- Instruction is provided by highly effective staff
- All instructional teachers and Title I coordinator
- Paraprofessionals must have Title I para certificate
  - Application and Para Certificate required for every instructional para in a Title I school

## High Quality, Ongoing Professional Development

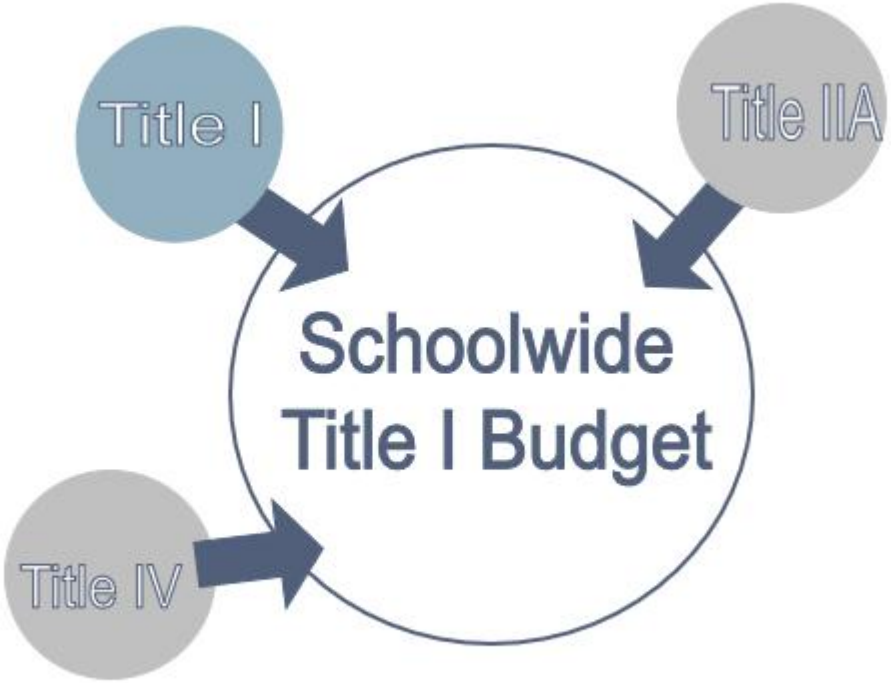
- Action research
- Mentoring
- Peer coaching
- Demonstration lessons
- Observations
- Learning communities
- Analyzing data
- Study groups/book studies
- Curriculum mapping
- Evaluation

# Coordination and Integration of Programs

- Integrate Federal, state, and local services
  - Title I
  - Violence prevention
  - Nutrition
  - Housing
  - Head Start
  - Tribal organizations
  - Parent centers
  - Community Organizations

# Co-mingling Schoolwide Funds

- Complete Intent to Co-mingle Funds in Consolidated Application
- Describe intent and purpose



# Schoolwide Reporting Components

- Comprehensive Needs Assessment
- School Reform Strategies
- Coordination and Integration of Programs
- Comingling Funds

# Documenting Components & Requirements

Cognia

- Needs Assessment – 4 Types of Data & Analysis
- Reform Strategies & Coordination of Programs
- Annual Evaluation – Narrative of Strengths & Needs
- Co-Mingling – Consolidation of Federal Funds

https://www.cognia.org/

# REMINDERS:

## Schoolwide Title Reporting

(from Self-Assessment Workbook)

### One Submission for Multiple Purposes

- Component 1 – CNA Analysis
- Component 2 – Coordination of Programs
- Component 3 – Executive Summary/Narrative

Additional Component 3 Submission

*Results of Annual Spring Review Meeting*

# Title I Schoolwide Program Components

| | |
|---|---|
| COMPONENT 1:<br>Comprehensive Needs Assessment (CNA) | • Two attachments – *CNA Data/Narrative*<br>  • Schoolwide Title Reporting *(from Self-Assessment Workbook)* **and**<br>  • Student Academic Assessment Data |
| COMPONENT 2:<br>Schoolwide Reform Strategic Themes & Initiatives | • One attachment – *Coordination & Integration of Programs*<br>  • Schoolwide Title Reporting *(from Self-Assessment Workbook)* **or**<br>  • Sample Monitoring Documentation Method |
| COMPONENT 3:<br>Annual Evaluation of Schoolwide Plan | • Two attachments - *Executive Summary/Narrative*<br>  • Schoolwide Title Reporting *(from Self-Assessment Workbook)* **and**<br>  • Results of Annual Spring Review Meeting |
| COMPONENT 4:<br>Co-mingling of Funds (Optional) | • Check box indicating *intent to co-mingle* |

# Upcoming Due Date and Webinars

- *Due date for the **initial paperwork** to participate in a **schoolwide plan year this school year** is **October 29, 2026**.*
  - Title I Schoolwide Statement of Intent - Poverty Percentage (SFN 61046)
    - Title I Schoolwide at a Glance Webinar
  - Commitment to Schoolwide Planning (SFN 53614)

- **Schools that are participating in a 2026-2027 schoolwide planning year are required to attend the following trainings.** Links for these upcoming meetings will be sent closer to the event. All webinars will be held from 3-4 p.m. CT.
  - **Thursday, Nov. 19, 2026** – TA/SW Record-Keeping/Monitoring webinar.
  - **Thursday, Jan. 21, 2027** – Midyear Schoolwide Title I Reporting Review.
  - **Thursday, March 25, 2027** – Requirements for Annual Schoolwide Title I Reporting.



## Contact Information

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