
Issue Date: November 26, 2024

Data Inventory Instructions

Use of this Document

This document was created to assist LEAs in completing the Data Inventory, which must be submitted annually in support of the CFP application and schools' Continuous Improvement Plans (CIPs). This document describes the statutory background of the Data Inventory, summarizes key updates from the previous version, and provides general instructions for completing each part.

Background

Per requirements in the Elementary and Secondary Education Act (ESEA) and federal uniform grants guidance, LEAs must assess local needs in direct support of Consolidated Federal Programs investments and school improvement plans (2 CFR § 200.403; ESEA 1114(b)(6); ESEA 2102(b)(2); ESEA 4106(c)(d)). Vermont's State Plan for Accountability, 16 V.S.A. § 165, and Vermont's Education Quality Standards also require each school in the state to have a plan that addresses the school's assessed needs. This revised Data Inventory was designed to support LEAs in meeting these federal and state requirements in a single document that reflects both the needs of the LEA as a whole and the needs of each individual school to support LEAs in developing cohesive and effective strategies for ESEA fund use.

LEAs should complete the Data Inventory as part of their Comprehensive Needs Assessment process. The data and needs identified through this process should then be used to develop each school's Continuous Improvement Plan as well as the investments funded through the CFP application.

Key Updates (2024-2025)

- The Data Inventory includes a School Specific Needs section (Part 3) that must be completed for each individual school within the LEA. The school specific data will be used as evidence of the school needs assessment for a school's Continuous Improvement Plan as well as evidence of necessity for school specific investments.
- LEAs are required to submit only a single Data Inventory as long as it includes school-level data for each school in the LEA in Part 3: School Specific Needs.
- When completing the CFP Application, CFP Team Leaders and/or grants managers must consult with the LEA's local homeless/McKinney-Vento liaison to review the needs of students experiencing homelessness in the



LEA and determine an appropriate amount of [Title IA Homeless Set-aside](#) funds to reserve in the CFP Application.

- The Data Inventory will be uploaded directly into the CFP application. LEAs may revise and resubmit the Data Inventory as new data becomes available and as needs change to support new investments and amendments mid-cycle.
- The Data Inventory must be included with the LEA's original CFP application and will be reviewed with school Continuous Improvement Plan submissions.

Instructions

Part 1: Consider Student Outcomes Data

In Part 1 of the Data Inventory, the LEA is asked to consider student outcomes data. LEAs should reflect on strengths, weaknesses, trends, and disparities revealed through this data. Key questions to guide this review are:

- What does academic achievement look like in our LEA?
- What does student social, emotional, and physical health look like in our LEA?
- Are the outcomes data trending in any direction over time?
- Are the outcomes data aligned with the strategic plan and vision for the LEA?

This overview should provide a high-level starting place from which to identify more specific LEA needs. The academic achievement and social, emotional, and physical well-being of historically marginalized student groups (including students from low-income families, students who are English learners, students who are homeless and students with disabilities) should be considered during this process.

Part 2: Identify Needs in Support of CFP Fund Use

The prompts featured in Part 2 of the Data Inventory represent the intents of Title programs. LEAs should summarize specific findings from outcomes, demographic, process, and perceptions measures (Appendix A) to identify the needs of the LEA within these focus areas. The findings described will be used by the Education Quality Team to review school Continuous Improvement Plans, and by the CFP Team to evaluate the necessity, reasonableness and allowability of CFP investments, as required under statute. See "The Data Inventory and CFP Investments" section below.

Data measures and corresponding needs should be summarized or reproduced directly in the Data Inventory narratives. Please do not include attachments or links directly in the response.

Part 3: School Specific Needs

Part 3 of the Data Inventory was designed to meet the requirement under Vermont state law (16 V.S.A. § 165) for all schools to have a school specific improvement plan. This section also meets the requirement to have school level plans based on school-level comprehensive needs assessments for schools operating Title I Schoolwide Programs and schools identified for comprehensive or targeted assistance. This section does require descriptions of school-level data and summarized needs and should be completed in collaboration with school-level stakeholders. School measures and summarized needs may be similar to the “Needs of Students Most Academically At-Risk” described at the LEA level in Part 2, but should be further supported or revised based on school specific measures and findings.

In this section, copy the provided Data and Summarized Needs table so there is one table for each school in the LEA. Complete each table with relevant data for the appropriate school. In each school’s table, please indicate the measures that were used to determine their assessed needs in each relevant category. Schools may use [state report card](#) data, local progress monitoring/benchmark data, and other sources to support their needs. Consider how these school level needs relate to supporting all students to meet state academic standards, particularly those students most at-risk. Schools may add additional rows to their Data and Summarized Needs table to include other subject area data points and needs that support the school’s plan and investment strategies.

This data will be used as evidence of the school specific needs assessments for school improvement plans as well as evidence of the necessity for school specific investments. Needs summarized should drive CIPs and CFP investment strategies.

Part 4: Independent School Needs – Equitable Services Investments

In Part 4 of the Data Inventory, the LEA must include data and measures provided by eligible independent schools that are participating in equitable services. This data should clearly demonstrate the need that will be addressed through an equitable services investment in the CFP application. All equitable services investments included in the CFP application must be supported by data from the respective independent school, showing the necessity of the investment.

The Data Inventory and [CFP Investments](#)

When writing investments with CFP funds, a key question to ask is:

“Is the need for this investment clearly identified in the Data Inventory?”

If not, the necessity of the investment should be reconsidered, or the Data Inventory should be updated to include additional findings from specific measures in support of the need.

Below are a few examples of narrative from the Data Inventory that feature needs determined using specific data measures, followed by corresponding investments that address the summarized data driven need.

Example 1: Well-Rounded Education Needs

Data and summarized needs included in the DI:

- Per 2024 science assessment results, 40% of 11th graders achieved proficiency.
- 2024 student climate survey results reveal dissatisfaction with high school science class offerings.
- Per curriculum director, staff turnover and budget constraints have limited science offerings for several years.

CFP investment supported by the data and needs described:

(Title IV) In order to increase the number of science offerings available to high school students, promote engagement and improve proficiency, contract with online course provider. Enrollment for 40 students.

Notice that the statement of purpose written in the investment (“In order to increase the number of science offerings...”) makes direct reference to the findings described in the Data Inventory.

Example 2: Professional Development Needs

Data and summarized needs included in the DI:

- Elementary math proficiency has been outpaced by literacy for several years across the LEA, per state assessment results and local benchmarking data.
- Walkthrough results demonstrate limited use of strategies to differentiate elementary classroom math instruction

CFP investment supported by the data and needs described:

(Title II) In order to improve elementary math achievement through differentiated instruction, full-time instructional coach to work directly with classroom teachers. Service delivery plan uploaded.

(Title II) In order to improve elementary math achievement by developing highly effective instructional approaches, 4 elementary school teacher leaders to attend the Vermont Mathematics Initiative (VMI).

See the [Data Inventory template](#) for additional examples of narratives that feature descriptions of specific measures and summarized needs.