Data Inventory

LEA: Submitted By: Date Completed:

# Background

Per requirements in Every Student Succeeds Act and federal uniform grants guidance, LEAs must assess local needs in direct support of Consolidated Federal Program (CFP) investments and school improvement plans (2 CFR § 200.403; ESEA 1114(b)(6); ESEA 2102(b)(2); ESEA 4106(c)(d)). The Data Inventory was designed to support LEAs in meeting these federal requirements in a single document, as well as to support LEAs and schools in developing cohesive and effective strategies for federal fund use.

When completing the Data Inventory, LEAs will:

1. Consider the LEA’s student outcomes data and specific data points/measures.
2. Identify LEA needs to inform CFP investment decisions.
3. Outline school specific data, identify related school needs to inform school plans and investments.

# Part 1: Consider Student Outcomes Data

**Instructions:** LEAs should begin the process of determining needs by considering strengths, weaknesses, trends, and disparities revealed in student academic achievement data and student social, emotional, and physical well-being data. Outcomes data representing 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.

* See Appendix A for possible sources of data.

# Part 2: Identify Needs in Support of CFP Fund Use

**Instructions:** Beginning with the student outcomes considered in Part 1, identify the LEA’s specific needs under the intents of Title IA, Title IIA, Title IIIA and Title IVA.

* Extensive analysis and raw data need not be included in narratives, but summative findings from specific measures should be described. Narratives that reference specific measures and results are more likely to support the approval of CFP investments.

## Needs of Students Most Academically At-Risk

Instructions: For the LEA, please complete the below chart to indicate the comprehensive LEA data measures that were used to determine LEA needs in support of LEA level investment strategies. LEAs may report on the suggested content areas below or include others of importance. \**Please note, school specific data should be included below in section 3 of the data inventory.*

|  |  |  |
| --- | --- | --- |
| **Subject** | **Measure/Data points** | **Summarized needs** |
| **Literacy** | Assessment scores demonstrate a plateau in early literacy achievement over three years, with approximately 60% of students achieving proficiency across elementary schools.  Curriculum-based assessments and benchmarking data reveal that students receiving “ABC” program are seeing notable improvement in basic reading skills. | Need to provide additional support with increasing literacy achievement for students in need.  Need to increase use of and access to effective evidence-based programs. |
| **Math** | Walkthrough data, staff surveys and grade level team meeting notes reveal challenges in implementing the new core math curriculum. | Need to increase teacher comfort and confidence with math curriculum. |
| **Science** | Student feedback indicates science courses and projects are not engaging or supportive of continued education and career interests. | Need to expand science offerings and increase relevant science projects/experiences. |
| **Attendance & Engagement** | Teacher feedback, attendance and academic data show decreased attendance is having a negative impact on academic learning. | Need to implement efforts that increase attendance and engagement in the classroom and with school generally. |
| **College and career readiness** | Only 65% of graduating seniors have solidified plans for fall after graduation. | Need to begin college/career discussions earlier for high schoolers and increase support and frequency during senior year. |
| **Graduation rate** | Graduation rate has declined slightly by 5% over 5 years. | Need to support credit recovery and alternative pathways. |
| **Other academic subject areas:** |  |  |
| **Other focus areas:** |  |  |

## Parent and Family Engagement Needs

Key Question: What do parents and families need to become more informed, involved partners in support of student success? Include the data sources used and define specific needs that will be addressed by the proposed activities/investments.

**Example (delete before completing):**

* During 2024 curriculum night event, parents reported feeling anxious about the shift to proficiency-based grading and unclear on the impact of Personal Learning Plans on instruction. The LEA needs to increase communication and training about this topic.

Key takeaways from annual parent survey:

* 70% of elementary school parents or guardians feel that they from they hear from a teacher either “often enough” or “more than needed.” This number is higher for parents or guardians of students with disabilities (87%) but lower for students with a parent or guardian who identifies as a person of color (55%). The LEA needs to provide staff training about best practices of equitable and consistent parent and family communications.
* 50% of parents and guardians at all grade levels report wanting more information on specific skills or content being taught. Schools need to increase awareness about curriculum and provide opportunities to learn about classroom content and projects.
* Parents and guardians at all grade levels feel less equipped to assist their students with math work than with literacy or other content. Schools will send home math games and parent instructions to support kids at home.
* Of parents or guardians who did not attend parent-teacher conferences or other school events, 24% identified transportation as an impediment, 20% identified childcare needs and 5% said they felt uncomfortable in the school setting.

## Needs of Students Experiencing Homelessness

Please provide the following data points regarding students experiencing homelessness in the LEA:

**Number of McKinney-Vento eligible students enrolled** \_\_\_\_\_\_

**Proposed total amount of Title IA Homeless Reservation** \_\_\_\_\_\_\_\_

**Proposed per pupil amount** \_\_\_\_\_\_\_\_\_ (total amount of Title IA Homeless Reservation divided by total current number of McKinney-Vento eligible students enrolled)

Please describe the needs of students experiencing homelessness in the LEA. These should be data-supported and may include academic, social-emotional, or other educationally related needs of students. The LEA should consider data including, but not limited to: prior year amount of Title IA Homeless Reservation spent, activities implemented, academic data such as graduation rates, academic proficiency, chronic absenteeism rates, behavior and/or discipline data, etc.:

**Examples (delete before completing):**

* Per our student information system, there was a 28% increase in the number of students identified as homeless this year (23) vs. last (18). Of these identified MV eligible students, 20% were also identified as a student with a disability and 3% were identified as English Language learners. Notably, none of the identified students were unaccompanied homeless youth, indicating a significant need to increase identification and awareness efforts in this area. Students experiencing homelessness missed roughly three times the number of school days as other students; the rate of unexcused absences was significantly higher in the high school.
* Per the LEA Homeless Liaison’s annual service delivery report, 12% of students reside outside of the LEA and rely on alternate transportation provided by the LEA (taxi or mileage reimbursement). Excess transportation from after-school sports practice was also provided for students who would otherwise have been unable to participate. In the 23-24 grant, the LEA set aside $10,000 in Title IA for supporting students experiencing homelessness; $7,500 was spent on excess transportation and $2,500 was spent on basic school supplies, clothing, hygiene/self-care supplies, and afterschool programming fees.
* Review of data shows that MV eligible students graduated at a lower rate (52%) than economically disadvantaged students (63%), and proficiency in math and ELA were also significantly lower (12% and 15%, respectively) for students experiencing homelessness, indicating a need for additional, targeted tutoring and academic support. Behavior referrals rates for students experiencing homelessness are slightly higher than all students; MV eligible students at the middle school had higher behavior referral rates than other age groups.
* Per staff survey, 70% of staff would like additional training in identifying students who are experiencing homelessness and the process for communicating concerns to appropriate staff. 80% of staff are unaware of unique rights under the law for students who are homeless.

What other funding or resources within the LEA or community will be used to support the identification, enrollment, and academic success of students experiencing homelessness? Please check the funding source that applies and briefly describe activities:

McKinney-Vento Subgrant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Community Schools Grant funding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Act 112 Mental Health and Well-Being Service to Youth Grant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stronger Connections Grant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other local funds \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other local community resources \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Needs of English Learners\*

Instructions: This section must be completed if the LEA has any identified ELs and the LEA is utilizing any Title funds to support their needs.

**Number of English Learners in your LEA: \_\_\_\_\_\_\_\_\_\_**

**# of FTE of EL specialist/s serving these students: \_\_\_\_\_\_\_\_**

**Key Question:** What data points were used to determine the needs of English Learners that are being met by the investments included in this application? Please summarize the data used to determine the needs of the learners and provide a general outline of activities that would promote English Learner and family success.

**Examples (delete before completing):**

* Based on the decrease in scores from last year’s WIDA test and MODEL scores at the start of the year, (78% experienced a decrease of > 0.5 points) we will employ Summer School programming to address learning loss over the summer months, particularly in relation to English Language Development.
* Based on parent surveys that went to EL parents that indicated that they do not feel a part of the school community (80%), we are adding an all-school multicultural parent night to celebrate the food, customs, etc. Of the families in our districts
* Reports from EL specialists and from content teachers surveyed about our newcomer population indicate that classroom teachers are struggling to support the newcomer students in the general classrooms (90%), in response we are offering districtwide training for content teachers on how to work with ELs of Level 1 proficiency in content classrooms.

## Well-Rounded Education Needs

Key Question: Based on our data, what are the LEA’s needs around increasing access to well-rounded educational opportunities beyond core offerings? When reviewing the data, consider:

* Academic proficiency (literacy, math, science, social studies, etc.)
* Access and enrollment/participation for other courses and offerings (world languages, technology, CTE, visual arts, performing arts, health and physical education, etc.)
* Access and usage of educational supports (library services, college and career counseling, etc.)
* Access and participation in advanced student coursework (AP, dual credit classes, etc.)

Based on our data, what strengths or weaknesses stand out in the area of Well Rounded Education? Of the subject areas that have proficiency data, which ones are doing well, and which ones need support to improve proficiency? Which subject areas appear to have limited access or enrollment?

**Examples (delete before completing):**

* Teachers report decreased student engagement in math and science; academic proficiency in literacy is significantly lower for economically disadvantaged students; VTSA data indicates that 37% of our students are proficient in science
* Grades 9-12: 30% of students are satisfied with course offerings (school climate survey); students who identify as female are less than half as likely to be enrolled in STEM courses
* In elementary schools, hands on learning experiences within classrooms and place-based learning opportunities was shown to increase student engagement and attendance (teacher reports, behavior referrals, climate survey)
* The number of students enrolled in AP courses decreased by 15% over the past 3 years; need to provide increased access to AP and College level courses for historically marginalized students
* Culturally responsive classroom library and literacy instructional materials/resources are lacking (teacher reports, grade level team meetings)

3 out of 5 elementary schools offered access to outdoor classroom space/learning throughout the school week – teachers reported significantly increased student engagement, students reported satisfaction with these offerings, and behavior referrals/disciplinary incidents were lower at these schools

## Safe and Healthy Student Needs

Key Question: Based on our data, what do our students need to support their social, emotional and physical well-being and to improve conditions for learning? When reviewing the data, consider:

* School engagement (chronic absenteeism, dropout rate, etc.)
* School discipline (out-of-school suspensions, in-school suspensions, law enforcement referrals, expulsions, etc.)
* School climate and safety (school climate surveys, physical fights, bullying, etc.)
* Access to school-based service providers (school nurses, counselors/psychologists/school social workers, and other personnel to coordinate services)

Looking at the data collected, what strengths and weaknesses stand out in the area of Safe and Healthy Students? What factors may be affecting or driving needs in the area of Safe and Healthy Students?

**Examples (delete before completing):**

* Graduation rates decreased by 10%; chronic absenteeism rates have increased by 20%
  + These trends are particularly notable for certain subgroups of students: economically disadvantaged students (grad rate – 52%, chronic absenteeism rate – 36%), students experiencing homelessness (grad rate – 34%, chronic absenteeism rate – 64%), and students in foster care (grad rate – 35%, chronic absenteeism rate – 62%)
* 47% of students report having used electronic vapor products, 28% marijuana, and 62% have drunk alcohol (YRBS data)
* Visits to school nurse have increased by 25% and school nurses report an increase in mental health-related issues
* Parent and caregiver surveys indicate an increased concern over the mental health and well-being of students
* Across the district, there is significant difference in total FTE/percentage of in-school hours that nurses and school counselors are available at each school
* 3 out of 5 elementary schools offered access to outdoor classroom space/learning throughout the school week – teachers reported significantly increased student engagement, students reported satisfaction with these offerings, and behavior referrals/disciplinary incidents were lower at these schools

## Effective Use of Technology Needs

Key Questions: Based on our data, what training and resources do staff need to effectively incorporate technology into instruction and to increase the digital literacy of students? When reviewing the data, consider:

* Support Offered to Use Technology (training, PD, etc.)
* Technology Use (online courses, blended learning, computer-based assessments, etc.)
* Access to Technology (infrastructure)

Looking at the data collected, what strengths and weaknesses stand out in the area of Effective Use of Technology? In which areas do schools seem to be lacking access to technology and support to implement technology well? Are teachers and staff well-supported in their use of technology? Do the trainings offered align to the technology currently available in the schools (and vice versa)?

**Examples (delete before completing):**

* Elementary staff have requested additional support in use of online platforms (math and reading) in classroom
* 25% of staff indicated that additional training for responding to learner needs through the use of data/ PD in using data to inform and improve instruction is needed
* District has 2 full time tech integrationists that support 5 schools; additional integrationist support would increase access to training/IT support for school staff
* All schools currently maintain one-to-one device ratio for all classrooms; walkthrough data indicates need for further training and support for building teacher capacity in technology integration in the classroom

## Professional Development Needs

Key Question: Based on our data, what professional development do staff members need to support them in improving student outcomes?

**Example (delete before completing):**

According to assessment data, only 18% of our multilingual learners are proficient in math compared to 58% of their non-multilingual learner peers and according to staff surveys, 14 out of 15 educators feel like they need additional training to reach the multilingual learners in their classrooms.

## Staff Recruitment, Retention and Evaluation Needs

Key Questions: Based on our data, what needs exist concerning the recruitment and retention of high-quality staff? Is the LEA’s mentoring program adequately supporting new staff? Is the educator supervision and evaluation model timely, relevant, reflective, and comprehensive enough to support staff growth?

**Examples (delete before completing):**

* According to the annual educator survey, 75% of teachers considered leaving their positions in the 2023-24 school year indicating a need to prioritize staff well-being and support.
* Staff retention data show that 20 educators left their positions mid-school year, before the end of their contract in 2023-24 indicating that staff retention is a concern.
* Staff hiring data shows the LEA hired 50 new teachers last year, 56% of which required a provisional or emergency license indicating that recruitment of qualified staff is a challenge.
* According to the LEA’s SchoolSpring.com account, our 5 vacancies each received fewer than 3 applications each in the first 30 days of posting, and 4 of the 5 vacancies did not have any applicants that met qualifications.
* Anytown Elementary’s principal position is vacant for the 4th time in 2 years.

# Part 3: School Specific Needs

The Every Student Succeeds Act, Vermont’s State Plan for Accountability, 16 V.S.A. § 165, and Vermont’s Education Quality Standards require each school in the state to have a plan that addresses the school’s assessed needs and describes strategies that will be implemented to meet these needs.

**Instructions**: To demonstrate that school level data has been reviewed to determine school needs and establish school plans, please include school specific information below. **Copy the below table for each school in the LEA and fill it out with relevant school data.** In each school’s table, please indicate the measures that were used to determine their assessed needs in each relevant category (see [state report card](https://education.vermont.gov/data-and-reporting/state-report-card)). Consider how these needs relate to supporting all students to meet state academic standards, particularly those students most at-risk. Schools may add additional rows 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.**

**School**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject** | **Measure/Data points - Include disaggregated data for the following student groups:**   * **students with disabilities** * **race & ethnicity groups** * **English learners** * **economically disadvantaged** * [**historically marginalized students**](https://education.vermont.gov/sites/aoe/files/documents/annual-snapshot-technical-manual.pdf) | **Summarized needs** |
| **Literacy** |  |  |
| **Math** |  |  |
| **Science** |  |  |
| **Chronic absenteeism** |  |  |
| **College and career readiness** |  |  |
| **Graduation rate** |  |  |
| **Other academic subject areas:** |  |  |
| **Other focus areas:** |  |  |
|  |  |  |

# Part 4: Independent School Needs– Equitable Services Investments

During consultation with the independent school leaders discuss the school, student, staff needs and how those needs may be served with equitable services of ESEA funds. Provide data in the table below as evidence of the necessity for any equitable services investments for eligible independent schools that are included in the CFP application. Data should be provided by the independent school.

|  |  |  |
| --- | --- | --- |
| **Independent School** | **Measure/Data point** | **Summarized needs related to measure** |
|  |  |  |
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# Appendix A: Sources of Data

**Student Outcomes**

* [State and local assessments](https://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math)
* [State Report Card](https://education.vermont.gov/data-and-reporting/state-report-card)
  + Graduation rate
  + Dropout rate
  + Chronic Absenteeism rate
  + College readiness measures
  + Career readiness measures
  + Harassment Hazing Bullying (HHB)
  + Exclusionary discipline practices
* Grades/Proficiency
* Student health data
* Health/Physical education data
* Nurse referrals
* Counselor referrals
* Kindergarten readiness
* Education Support Team data
* Behavior data
* [Youth Risk Behavior Survey data](https://www.healthvermont.gov/stats/population-health-surveys-data/youth-risk-behavior-survey-yrbs)
* English Proficiency data
* Formative measures
* Student portfolio measures

[**Demographic**](https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/student-characteristics)

* School enrollment
* Attendance
* Homelessness
* Migrant status
* Socio-economic status
* Student: Age/grade/gender/race/ethnicity/language/disability
* [Staff characteristics](https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/staff-information)
* Parent profiles

**Perceptions/Engagement**

* Interviews
* Focus groups
* Questionnaires
* Surveys
* Communication records
* Meeting notes
* Parent involvement rates

**School/LEA Process**

* [Assessment practices](https://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math)
* Curriculum coordination
* EST functioning
* Professional development planning process
* Instructional practices/ walk-through data
* [VTmtss](https://education.vermont.gov/student-support/vermont-multi-tiered-system-of-supports/data-collection-and-survey) Survey
* [Technology integration/availability](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.vermont.gov%2Fvermont-schools%2Fschool-operations%2Fpublic-schools%2Feducation-technology%23annualtechnologysurvey&data=05%7C02%7CLori.Dolezal%40vermont.gov%7C0bc9ccf5f69a4f1dbdb808dc1de30183%7C20b4933bbaad433c9c0270edcc7559c6%7C0%7C0%7C638418108025109526%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=OXbycS7qfOv7U1pVgIAAkIEqzikT9isMAqylV%2BRH9jk%3D&reserved=0)
* Staff evaluations
* Mentoring practices
* Leadership strategies
* Data use and literacy
* Scheduling practices
* Planning practices
* Hiring practices
* [[Staff retention, cred](https://education.vermont.gov/data-and-reporting/school-reports/teacher-staff-fte-report)](https://education.vermont.gov/data-and-reporting/school-reports/teacher-staff-fte-report)entials, and vacancies
* Continuous improvement practices
* Professional learning outcomes