Consolidated Federal Programs Data Inventory

LEA: Submitted By: Date Completed: 4/5/2024

# 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 (2 CFR § 200.403; ESEA 1114(b)(6); ESEA 2102(b)(2); ESEA 4106(c)(d)). In LEAs where schools operate Title I Schoolwide Programs, needs assessments must include school-level findings concerning the needs of students most at-risk to not meet state academic standards (ESEA 1114(b)(6)). The Data Inventory was designed to support LEAs in meeting these federal requirements in a single document, as well as to support LEAs in developing cohesive and effective strategies for CFP fund use.

When completing the Data Inventory, LEAs will:

1. Consider the LEA’s student outcomes data.
2. Identify specific LEA needs to inform CFP investment decisions.
3. Describe specific needs of schools operating Title I Schoolwide Programs.
4. Give assurance that all required stakeholders were consulted when planning.

# 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. Since outcomes data is reviewed and described regularly by LEAs, including when drafting various plans required by the state, **LEAs are not required to submit this data as part of their Data Inventory.** It will be important, however, to refer to specific findings when completing Parts 2 and 3. Optional tables for summarizing outcomes findings can be found in Appendix B.

* 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 and Title IVA by using other available measures (Appendix A). Specific LEA needs may have already been identified in the results of the VTmtss Survey, during the development of a Covid-19 Recovery Plan, when undertaking Continuous Improvement Planning or other such processes. Utilizing these results when identifying needs is encouraged.

* Extensive analysis and raw data need not be included in narratives, but findings from specific measures should be described. Narratives that reference specific measures and results are more likely to support the approval of CFP investments.
* Please see Appendix A for possible sources of data, including demographic, process, and perceptions measures.

## Needs of Students Most Academically At-Risk

Key Question: Based on our data, what are the LEA’s needs in supporting students most at risk to not meet challenging state academic standards?

**Example (delete before completing):**

* SBAC scores demonstrate a plateau in elementary literacy achievement over the past three years, with approximately 60% of students achieving proficiency across elementary schools.
* Walkthrough data, staff surveys and grade level team meeting notes reveal challenges in implementing the new core literacy curriculum with fidelity.
* NWEA MAP data reveal relative strengths in fictional text comprehension and a lag in informational text comprehension.
* The percentage of students served by literacy interventionists varies across schools, per building administrators and educational support team (EST) notes, though all report that additional staff or time to serve more students is needed.
* Curriculum-based assessments and Aimsweb data reveal that students receiving Wilson Reading are seeing notable improvement in basic reading skills.

## Parent and Family Engagement Needs

Key Question: Based on our data, what do our parents and families need to become more informed and involved partners?

**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.

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%).
* 50% of parents and guardians at all grade levels report wanting more information on specific skills or content being taught.
* Parents and guardians at all grade levels feel less equipped to assist their students with math work than with literacy or other content.
* 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ARP Homeless I or II funding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EHCY Minigrant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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 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?

**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?

**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?

**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: Title I Part A Schoolwide Program (SWP) Planning

Under ESSA, for each school that operates a Title I Schoolwide Program (SWP), a plan must be developed that assesses school needs and describes strategies that will be implemented, including how strategies will:

* provide opportunities for all children, including each accountability subgroup, to meet state standards;
* use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
* address the needs of all children in the school, but particularly the needs of those at risk of not meeting Vermont’s challenging academic standards (ESEA Section 1114(b)(7)(A)).

**Instructions**: For each school that will operate a Schoolwide Program, please describe its assessed needs in supporting all students to meet state academic standards, particularly those students most at-risk.

* These needs may be largely duplicative of needs identified in the LEA’s “Needs of Student Most Academically At-Risk” narrative, above, but should include additional school-specific findings.
* As above, relevant findings may have already been uncovered through other tools or in the development of other plans. LEAs are encouraged to include these results below.

| **SWP School** | **Needs of Students Most Academically At-Risk** |
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# Part 4: Stakeholder Involvement

## Stakeholders Involved: Title II Part A and Title IV Part A

During the design and development of its Title II Part A and Title IV Part A grant applications, the LEA must engage in consultation with stakeholders including parents, teachers, school leaders, students, community organizations, government representatives, and others with relevant and demonstrated expertise ((ESEA 2102(b)(3)(A); ESEA 4106(c)(1)). **The nature of this consultation is not prescribed in statute, and LEAs are encouraged to prioritize practicality in their approaches to gathering input**.

The LEA assures that meaningful consultation occurred with all stakeholders in the development of its Title II Part A and Title IV Part A grant application and will provide documentation of consultation upon SEA request.

## Stakeholders Involved: Title I Part A Schoolwide Programs

Schools operating Title I Part A Schoolwide Programs must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). **The nature of this consultation is not prescribed in statute, and LEAs are encouraged to prioritize practicality in their approaches to gathering input.**

☐ For each school that will operate a Title I Part A Schoolwide Program during the coming school year, the LEA assures that consultation occurred with a broad range of stakeholders, including parents, school staff, and others in the community when completing the Data Inventory and will provide documentation of consultation upon request; OR

☐ No schools will operate a Title I Part A Schoolwide Program during the coming school year.

# 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

# Appendix B: Summary of Student Outcomes (Optional)

## Student Academic Achievement Outcomes

Key Question: What does academic achievement look like in our LEA?

|  |  |
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| **Measure** | **Summary of Findings (strengths, weaknesses, disparities, and trends)** |
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## Student Social, Emotional and Physical Well-being Outcomes

Key Question: What does student social, emotional, and physical health look like in our LEA?

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| **Measure** | **Summary of Findings (strengths, weaknesses, disparities, and trends)** |
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