Consolidated Federal Programs Data Inventory

**LEA: Submitted By: Date Completed: 1/5/2021**

Background

Per requirements in the 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 wellbeing 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, through the Integrated Field Review process, 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 the Integrated Field Review (2018), 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**

Key Question: Based on our data, what unique needs of students experiencing homelessness are prevalent in the LEA?

|  |
| --- |
| ***Example (delete before completing):****Per our student information system (SIS), there was a 28% increase in the number of students identified as homeless this year (23) vs. last (18). Of these students, 12 were elementary, 7 were middle and 4 were high school. 20 of those students are still enrolled in the LEA. This group missed roughly three times the number of school days as other students.* *Per the LEA Homeless Liaison’s annual service delivery report, 6 students reside outside of the LEA with 5 relying on alternate transportation provided by the LEA (taxi or mileage reimbursement). The LEA liaison coordinated basic school supplies for 12 students, clothing for 8, hygiene/self-care supplies for 7, and afterschool programming fees for 4. Regular individual guidance or social work services were provided to 16 of the 19 elementary and middle school students.**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 of students who are homeless.* |

**Needs of English Learners**

Key Question: Based on our data, what do our students who are English Learners need to meet state academic standards and to improve English proficiency?

|  |
| --- |
|  |

**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?

|  |
| --- |
|  |

**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?

|  |
| --- |
|  |

**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?

|  |
| --- |
|  |

**Professional Development Needs**

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

|  |
| --- |
|  |

**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?

|  |
| --- |
|  |

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** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

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 assessments
* Local assessments
* Formative measures
* Grades/Proficiency
* Graduation rate
* Dropout rate
* Student portfolio measures
* College readiness measures
* Career readiness measures
* School climate surveys
* Student health data
* Physical education data
* Nurse referrals
* Counselor referrals
* Kindergarten readiness
* EST data
* Behavior data
* Exclusionary discipline practices
* Youth Risk Behavior Survey data
* English Proficiency data

**Demographic**

* School enrollment
* Attendance
* Transience
* Homelessness
* Migrant status
* Socio-economic status
* Age
* Grade
* Gender
* Race
* Ethnicity
* Language
* Disability
* Staff characteristics
* Parent profiles

**Perceptions**

* Interviews
* Focus groups
* Questionnaires
* Surveys
* Communication records
* Meeting notes

**School/LEA Process**

* Assessment practices\*
* Curriculum coordination\*
* EST functioning\*
* Professional development planning process\*
* Instructional practices/ walk-through data
* VTmtss Survey
* Integrated Field Review (IFR) report
* Technology integration
* Staff evaluations
* Mentoring practices
* Parent involvement rates
* Leadership strategies
* Data use and literacy
* Scheduling practices
* Planning practices
* Hiring practices
* Staff retention
* Staff credentials
* Staff vacancies
* Continuous improvement practices
* Professional learning outcomes

**\**Act 173 Rubric***

Appendix B: Summary of Student Outcomes (Optional)

**Student Academic Achievement Outcomes**

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

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

**Student Social, Emotional and Physical Well-being Outcomes**

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

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