

## SECTION 2: Data Analysis and Use

**Responses to Section 2:** Data Analysis and Use are to be no more than 6 pages (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided.

Each school must analyze their own historical data to develop a workplan of action (Section 6: Workplan).

In this section, schools will need to provide evidence of their data analysis, use and intent to:

- Use data to diagnose student needs, develop and implement an intervention strategy, monitor progress, and, if applicable, make course corrections, and project anticipated results achieved.
- Identify which specific student populations need additional support and in what areas.

Schools may consult central administrative resources as well as any school-specific data reports. You may insert artifacts in the appendices to support your analysis (graphs, tables, data excerpts, system infographics, or other artifacts). Please do not include identifiable student information in your submission.

### Part A: Historical Performance and Identification of Need

Utilizing data relevant to your context, please conduct a three (3) year historical data analysis and discuss your analysis in narrative form. Utilize the bullet points below to guide your response.

- Identify and discuss key academic and non-academic trends within your school as they relate to the Levy outcomes stated in Appendix B.
- Describe which specific student populations appear most in need of supplemental academic and/or non-academic support.

### Part B: Data Culture and Practice

Please describe the systems and structures you have in place to collect, analyze, and act on data. Use one or more of the following questions to guide your response.

- What systems or structures do you have in place to collect data? How do these systems inform instruction and/or student progress?
- What systems or structures do you have in place to identify student needs and gauge the effectiveness of support services provided?
- How do staff and/or school teams engage in data review?
- How do staff use data collaboratively to enhance student outcomes?  
(i.e. what role does leadership/administration play? What are teachers or academic interventionists responsible for? How do staff coordinate and communicate findings and next steps?)

### Part C: Focus for this investment opportunity

Please reflect on the data analysis completed in Part A as well as the program requirements for FEPP School-Based investments and summarize your intended focus for these funds. Use the following questions in your response.

- How did the needs elevated in your data analysis inform the broader focus of your workplan?
- Given the long-term nature of this investment (up to 6 school years), how will you prioritize the services provided and students served in the short and long term to achieve Levy goals?

## Appendix D: Scoring Criteria

Section	Criteria	Score
<p>2. Data Analysis and Use</p>	<p><b>Part A: Historical Performance and Identification of Need</b></p> <ul style="list-style-type: none"> <li>- Includes evidence of three-year historical data analysis</li> <li>- Data analysis clearly connects to stated Levy outcomes</li> <li>- Demonstrates strong understanding of school’s data and corresponding student needs</li> <li>- Identifies the underlying academic skills/knowledge and non-academic barriers affecting students’ performance</li> <li>- Identifies subgroup-level academic trends (e.g. by grade level, race/ethnicity, ELL status, etc.) and subgroups requiring additional services/support</li> <li>- Substantiates assumptions by citing quantitative and qualitative data</li> </ul> <p><b>Part B: Data Culture and Practice</b></p> <ul style="list-style-type: none"> <li>- Demonstrates a clear mechanism for collecting meaningful data or identifies areas where additional data is needed</li> <li>- Reflects an effective plan to:                             <ul style="list-style-type: none"> <li>▪ identify students in need of academic and non-academic support</li> <li>▪ connect identified students to appropriate services</li> <li>▪ monitor student performance and progress</li> <li>▪ gauge the effectiveness of services provided</li> </ul> </li> <li>- Identifies the roles and responsibilities of various staff in analyzing and acting upon data</li> </ul> <p><b>Part C: Focus for this investment opportunity</b></p> <ul style="list-style-type: none"> <li>- Articulates a clear rationale for the focus of this investment</li> <li>- Prioritizes student needs consistent with school’s data and Levy goals</li> <li>- Demonstrates an expectation of progress toward Levy goals in early to later years of the 6-year investment</li> <li>- Clearly states how services and students served will be prioritized over the course of the investment</li> </ul>	<p>20</p>

**Part A: Historical Performance and Identification of Need**

Possible Data to Include		Storylines <i>(elevating trends and needs)</i>
<i>Data (what is it?)</i>	<i>Source (where will I get it?)</i>	

<b>Action Item and/or Next Steps:</b>	
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**Part B: Data Culture and Practice**

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Collect	Analyze	Act

*Notes/Comments/Visualizations:*

<b>Action Item and/or Next Steps:</b>	
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**Part C: Focus for this investment opportunity**

Components and Outcomes	Data informed need	Intended focus for Levy funds	Focus Student Group(s)
<i>Expanded Learning and Academic Support (ELAS)</i> <ul style="list-style-type: none"> <li>• <i>ELA Proficiency</i></li> <li>• <i>Math Proficiency</i></li> <li>• <i>On-Time Graduation</i></li> </ul>			
<i>College and Career Readiness (CCR)</i>			
<p><b>Notes on needs/focus:</b></p>			

<b>Priorities</b>		
<i>Short Term</i>	<i>Medium Term</i>	<i>Long Term</i>

<p><b>Action Item and/or Next Steps:</b></p>	
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