

# Using Local Data to Inform Planning



## Why use local data?

While state level data provides local educational agencies (LEAs) with point-in-time information, local data also provides a rich source of information that should be used along with state data to develop a comprehensive picture of student needs, inform the development of local plans, monitor student progress, and support continuous improvement.

## What to consider?

The decision of which local data to collect will vary from LEA to LEA based on the nature of their programs, applicable state laws, and local contexts/needs. The following questions are provided for an LEA's consideration:

- What local data is needed in order to identify needs and/or monitor progress towards a goal?
- What may be used to identify root causes of student outcomes and/or needs?
- What adjustments need to be made based on what is learned while monitoring progress?



## Example

In the example provided in the **broad goal**: School Connectedness, the LEA has identified three metrics that use local data:

Metric	Baseline	Desired Outcome in 3 years
<p>Percent of students in grades 7-12 who requested to see a counselor for social and emotional support <i>Data Source: Counseling Services Report</i></p>	35% of students in grades 7-12 requested to see a counselor for social and emotional support	The percentage of students in grades 7-12 who request to see a counselor for social and emotional support will decrease to 25%
<p>Percent of students in grades 7-12 who requested and received counseling <i>Data Source: Student Surveys Regarding Access to Counseling</i></p>	70% of students in grades 7-12 requested and received counseling	90% of students in grades 7-12 that request counseling will report that they saw a counselor
<p>Percent of students receiving counseling who reported an increased sense of connection and belonging <i>Data Source: Student Surveys</i></p>	No baseline data available (this data has not been previously collected)	70% of students who received counseling will report an increased sense of connection and belonging (note: the desired outcome may be adjusted based on the Year 1 Outcome)

The LEA intends to use this data to determine if the actions are having an impact on student outcomes and to inform site-level plans.

The LEA implements the actions in the goal, and monitors progress at the local level. The new data indicates:

- Fifty-five percent of student respondents in grades 7-12 indicate that they feel connected at school.
- Specific concerns about students not having opportunities to interact socially with other students, lack of physical activity, lack of interest in school, and increased behavioral issues.
- A decline in the percentage of students in grades 7-12 who request to see a counselor for social and emotional support.
- Twenty-three percent of students receiving counseling report an increased sense of connection and belonging.



As part of the improvement cycle, the LEA reflects on the following questions:

- Why are we getting the results that we're getting? What are the root causes for existing student outcomes?
- Do we need additional data to understand the root causes? If so, what data do we need?
- Do we need to refine any of the metrics? For example, do we need to refine what's being asked in surveys?
- Do we need to modify any of our actions? If so, how can actions be modified to improve student outcomes?

*For additional resources, please refer to the California Department of Education's Needs Assessment and Root Cause Analysis webpage at: <https://cde.ca.gov/sp/sw/t1/narcafaq.asp>*

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