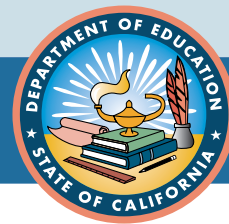# Using Local Data to Inform Planning

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:

TABLE 3.C – MEASURING AND REPORTING RESULTS		
Metric	**Baseline**	**Desired Outcome in 3 years**
Percent of students in grades 7-12 who requested to see a counselor for social and emotional support *Data Source: Counseling Services Report*	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%
Percent of students in grades 7-12 who requested and received counseling *Data Source: Student Surveys Regarding Access to Counseling*	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
Percent of students receiving counseling who reported an increased sense of connection and belonging *Data Source: Student Surveys*	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