

**Data Identifying for Local Educational Agencies**

The following are useful data sources to help local educational agencies (LEA) create a more comprehensive picture of issues and concerns to address when creating a comprehensive improvement plan. Data can help the LEA to understand the issues and tell a story about its students. LEAs may find data in many forms and from many sources and sites, including in classrooms, school sites, district offices, and state/federal entities. This list is not exhaustive, but offers a starting point for an LEA when investigating systems. These data sources include the three major types of data methods for data collection: Quantitative; Qualitative; and Mixed Method *(options for qualitative data are italicized)*. LEAs are encouraged to utilize a variety of data sources and methods to build a comprehensive understanding of their current outcomes.

**Searchable Data Bases for Data Collection and Analysis**

(*Data starting points and data to deepen self-assessment*)

[California School Dashboard.](https://www.caschooldashboard.org/) The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

[California Department of Education Data & Statistics.](https://www.cde.ca.gov/ds/) The California Department of Education (CDE) Data and Statistics website offers access to educational data, statistics, and information about California’s students and schools.

[California Healthy Kids Survey Data.](https://calschls.org/reports-data/) The California School Climate, Health and Learning Survey System was created by the CDE in 1997 to provide school districts and their partner communities with quality local data which can be used to improve student academic performance and social-emotional, behavioral, and physical health of all youth.

[County-District-School Administration.](https://www.cde.ca.gov/ds/si/ds/index.asp) Offers information on the administration of county-district-school (CDS) codes, which are the Department’s method for tracking California schools. Includes resources and information for obtaining a CDS code and maintaining directory information.

[DataQuest.](https://www.cde.ca.gov/ds/sd/cb/dataquest.asp) Dataquest is the CDE’s web-based data reporting system for publicly reporting information about California students, teachers, and schools.

[Ed-Data.](http://www.ed-data.org/) Offers educators, policymakers, the Legislature, parents, and the public quick access to timely and comprehensive data about K–12 education in California. It was created by a partnership between the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team/California School Information Services.

[English Learners in California Schools.](https://www.cde.ca.gov/ds/sg/englishlearner.asp) Provides information, resources, and educational outcomes for English Learner students.

[Public Schools and Districts Data Files.](https://www.cde.ca.gov/ds/si/ds/pubschls.asp) Offers downloadable files containing general information about California’s public schools and districts.

**Data Tools for Digging Deeper into Problems of Practice**

[Problems of Practice: The Necessary Steps - UC Davis School of Education](https://education.ucdavis.edu/post/problems-practice-necessary-steps) Guidance to assist an LEA in the development of the problem of practice. The problem of practice focuses on the instructional core, is directly observable, is actionable, and connects to a broader strategy of improvement.

[Office of Personnel Management Assessment and Validity](https://www.opm.gov/policy-data-oversight/assessment-and-selection/assessment-strategy/) Guidance related to the reliability and validity of assessment design to consider when selecting and evaluating assessment tools.

[Improvement Data Center](https://systemimprovement.org/data-improvement) (IDC) Data tools created by the SELPA Systems Improvement Leads for increasing the quality of data governance, practices, and data progress monitoring. The IDC provides access to LEA’s Annual Performance Reports (APRs), displays historical performance on the State Performance Plan Indicators, and generates snapshot reports based on CALPADS data that disaggregate special education data by key demographics.

Historical Data Protocol This protocol serves as a place to document the Local Education Agency (LEA) performance on the State Performance Plan Indicators. This protocol is designed to be used in conjunction with the Systems Improvement Leads (SIL) Data Tools Dashboard and will allow teams to reflect on the performance of an LEA over time.

LEA Snapshot Report Protocol This protocol is intended to support an analytical conversation of LEA Snapshot Reports in the SIL Improvement Data Center, under Data Tools, in the LEA Data Drilldown. The Snapshot Reports provide an opportunity to dig deeper into LEA status in areas related to the California State Performance Plan Indicators (SPPI).

Affinity Protocol The Affinity Protocol is a *qualitative* tool designed to guide teams when seeking to define, synthesize and/or summarize elements of a larger task or investigation. This tool can be used to support the identification of key themes and can support consensus finding.

[Infrastructure Assessment](https://thebasics.systemimprovement.org/) The Infrastructure Assessment Tool allows LEAs to review six basic components of their special education infrastructure and determine the degree to which these components are in place in the system. By determining where components are fully functioning or require improvement, the LEA is able to decide where best to start system improvement efforts.

Educational Benefit Review Intro The Educational Benefit Review process is a *qualitative* tool which guides school teams through the examination and comparison of specific components of the IEP to determine if the IEP is reasonably calculated to enable the child to make progress and receive educational benefit.

[Seeds of Partnership Parent Survey](https://www.seedsofpartnership.org/monitoringsurvey/) The Seeds of Partnership (SEEDS) Parent Survey is a mixed method tool designed to provide LEAs and the CDE with information on parents' experiences with their child receiving special education services over the past year and how well schools are supporting parents' involvement in this process. Information gathered will be helpful in identifying areas of strength and areas that may need improvement within the school district.

[Root Cause Analysis Inquiry Guide 2022-23 Special Education Common Problems of Practice Edition (systemimprovement.org)](https://systemimprovement.org/uploads/resources/RCA%20Inquiry%20Guide%20v2.0%20Commom%20Problems%20of%20Practice.pdf) The Root Cause Analysis Inquiry Guide: 2022-2023 Special Education Common Problems of Practice Edition is a supplementary resource designed to support teams in conducting root cause analysis investigations that incorporate *qualitative* and quantitative data. The intention of this guide is to support school teams in identifying the causes behind problems in their Special Education programs. The ultimate goal is to successfully address the common issues that plague our school systems and improve outcomes for students with disabilities.

[Empathy Interview Protocol](https://schoolguide.casel.org/resource/empathy-interview-protocol/) Empathy Interviews serve as a *qualitative* tool to empathize during human-centered data gathering for continuous improvement. Purposeful, focused questions can help program designers, educators and community leaders understand perspectives by drawing out insightful stories. Among other outcomes, interviews might discover student or community needs that demand attention, help educators learn about root causes of problems, and surface community priorities.

[Office of Personnel Management Structured Interview Guidance](https://www.opm.gov/policy-data-oversight/assessment-and-selection/structured-interviews/) A structured interview is a *qualitative* assessment method designed to measure job-related competencies of candidates by systematically inquiring about their behavior in past experiences and/or their proposed behavior in hypothetical situations. Generally speaking, structured interviews ensure candidates have equal opportunities to provide information and are assessed accurately and consistently. This can also be used to elicit information from staff, students, and parents specific to the problem of practice being researched.

[Classroom Observation Protocols and Teaching Inventories](https://poorvucenter.yale.edu/Observation-Protocols-Teaching-Inventories) Observation protocols is a mixed method data collection practice where an observer witnesses classroom teaching or views a videotape of instruction. Because observation protocols are typically designed to measure particular approaches, LEAs should be careful to choose one for its specific assessment purpose.

[RESET: Qualitative Teacher Observation Tool](https://www.boisestate.edu/education-reset/) RESET is a *qualitative* teacher evaluation instrument that addresses the learning needs of the students with whom and the contexts within which special education teachers work.

**Additional Resources to Consider when Identifying Problems of Practice**

[Center for Early Childhood Data Systems (DaSy)](http://dasycenter.org/).The DaSy Center is a national TA center that works with states to support IDEA early intervention and early childhood special education state programs in building high quality data systems and using data to improve results for young children with disabilities and their families.

[Desired Results Developmental Profile](https://www.desiredresults.us/)[.](https://www.desiredresults.us/) The Desired Results system implemented by the CDE is a comprehensive approach that facilitates the achievement of the desired results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes.

[State Performance Plan Technical Assistance Project.](https://spptap.org/) Funded by the CDE through a contract with the Napa County Office of Education, this project provides technical assistance (TA) for local educational agencies (LEAs) working to address performance and compliance problems relating to disproportionality and significant disproportionality. Recommended self-assessment tools for LEAs to collect both *qualitative* and quantitative data to address disproportionality may be found here: <https://spptap.org/cde-recommended-assessment-tools/>

[Positive Environments, Network of Trainers (PENT) (ca.gov)](https://pent.ca.gov/index.aspx) Positive Environments, Network of Trainers (PENT) is a California Positive Behavior Initiative designed to provide information and resources for educators striving to achieve high educational outcomes using proactive positive strategies.