**Specific Data Sources to Consider for Assessment of Assets and Challenges**

**& Root Cause Analysis**

Below are some specific data sources schools may want to explore as part of an assessment of assets and challenges and root cause analysis. Any data source should be disaggregated to look for patterns across different grades, subjects, and student groups, including specific racial/ethnic groups, English learners, students with disabilities, students in poverty, and the intersections of those specific groups (such as English learners who also receive special education services).

* + 1. Stakeholder perspectives (students, families, staff/faculty, community partners)
    2. School/district accountability reviews, Monitoring Site Visit/Turnaround Site Visit (MSV/TSV) data
    3. State accountability data - such as percentiles and progress toward targets (aggregate and student groups)
    4. Massachusetts Comprehensive Assessment System (MCAS) data for ELA, mathematics, and science - such as scaled scores/CPI, achievement levels (% Meeting or Exceeding Expectations), student growth (ELA and math only), achievement percentiles (ELA and math only), and results by standard or item
    5. Additional measures of student achievement (screening assessments, benchmark assessments, formative assessments, performance assessments, portfolios, student work)
    6. Achievement of specific groups of students (including low-income students as defined in Chapter 70, English learners and former English learners, and students receiving special education services),
       - **For English learners**: the number of English learners at each level of English proficiency, accuracy of EL identification and exit processes, quality of services received, EL student benchmarks and the number and percent of ELs meeting those benchmarks (i.e., making progress toward and/or attaining English proficiency, meeting standards on MCAS, or exiting EL status within 5 years), and use of English learner success plans (required under LOOK Act) for students not meeting their English proficiency benchmarks
       - **For students receiving special education services**: the nature of the identified disabilities, the settings in which students receive services, and the quality of services received
       - Also consider outcomes for students who are identified both as English learners and as students with disabilities
    7. Student attendance, dismissal, and exclusion rates (including discipline and restraint data disaggregated by specific student groups)
    8. Teacher attendance, retention, and churn, as well as any information from exit interviews or other perspectives on teacher culture and morale
    9. Distribution of teachers by performance level on district’s teacher evaluation system
    10. Supports available to teachers, such as collaborative planning time, coaching, and professional development
    11. Resource allocation, including staffing, per pupil expenditure, grants, and partnerships
    12. Data on curriculum and instruction, including core practices, intervention, and enrichment
    13. Analysis of the current schedule
    14. Local culture & climate survey data, or DESE’s [Views of Climate and Learning (VOCAL) annual student survey](http://www.doe.mass.edu/research/vocal/2018/) if local data not available.

**Additional data to consider for middle and high schools:**

* + 1. Course enrollment, completion, and pass/fail rates, including enrollment in advanced coursework, including for English learners, students with IEPs, and specific racial/ethnic groups
    2. Progress toward MassCore completion and Competency Determination (CD) Status (Edwin reports)
    3. Student promotion, graduation rates, and drop-out rates
    4. Early Warning Indicator System (EWIS) data, including indicators for being on-track for postsecondary enrollment and persistence (Edwin reports)
    5. Enrollment and persistence in post-secondary education (Edwin reports)