**Essential questions a school might focus on to make data-based decisions.**

This document is intended for Boards of Trustees, Principals, senior and middle leaders.

1. Are specific reading and math interventions improving literacy skills and reducing achievement gaps for selected groups of students?
2. Do previous assessment results and attendance rates of Year 10 indicate the need for targeted interventions and instructional supports at that level?
3. Which small learning communities are making the greatest progress in improving student performance in areas related to attendance, discipline, course grades, standardised assessment results, and post secondary transitions?
4. Are there unique characteristics of high-performing and low-performing students that indicate equity issues that need to be addressed more effectively?
5. How do students’ report marks compare to their results on standardised tests and NCEA results?
6. Do grading patterns for reports reflect consistency in grading criteria across subject-area class groups or across learning communities as the school aligns instruction more closely with the NZC?
7. How do assessment results for students new to the school in Years 9 or 10 compare to the results of students who have been in the school for their middle school years?
8. Does each cohort of students show longitudinal improvement in their performance on standardised tests and NCEA results?