AirWin Educational Services LLC

Data-Driven Governance for Student Achievement
Zoom Session – 12/9/25

Power Questions to Ask

Academic Performance: The Primary Indicator

1. **What do our data tell us about whether students are learning and progressing?** (Big-picture proficiency + growth.)
2. **Where are the most significant strengths and gaps across grades and subjects?** (Reveals patterns, not isolated events.)
3. **Are all student groups showing equitable progress?** (Checks for fairness and mission integrity.)
4. **Are students growing — not just proficient?** (Growth reflects school impact.)
5. **What instructional strategies or approaches are producing the strongest gains?** (Shows what works without micromanaging.)
6. **What evidence shows that curriculum is being implemented with fidelity?** (Ensures instruction matches expectations.)
7. **How well do formative assessments predict end-of-year performance?** (Tests reliability of leading indicators.)
8. **What actions has leadership taken in response to recent data?** (Focuses on responsiveness and capacity.)
9. **Which interventions are working — and for which students?** (Connects data to support systems.)
10. **Are we on track to meet our annual academic goals and charter commitments?** (Links data to accountability.)

Climate and Culture: The Conditions for Learning

1. **What do student, family, and staff surveys tell us about safety, belonging, and engagement?** (Captures lived experience.)
2. **Are classrooms consistently safe, orderly, and conducive to learning?** (Focuses on conditions, not walkthroughs.)
3. **How do attendance and chronic absenteeism trends impact engagement and achievement?** (Key leading indicator.)
4. **What do discipline data show about fairness, consistency, and support?** (Equity + restorative practices.)

5. **Are all student groups reporting equitable experiences?** (Ensures climate consistency.)

6. What are our teacher retention rates — and what influences retention? (Signals culture and stability.)

7. **What supports or professional learning help teachers create strong classroom environments?** (Connects culture to adult practice.)

8. **What early warning indicators signal student disconnection?** (Proactive view of risk.)

9. **How well are students connected to at least one caring adult?** (Powerful predictor of engagement.)

10. **Are we making measurable progress toward climate and culture goals?** (Checks consistency across grades.)

Operational and Compliance: The Infrastructure of Achievement

1. **Are we fully staffed with qualified teachers, and how timely are vacancies filled?** (Staffing stability.)

2. **What is our teacher retention rate, and why do teachers stay or consider leaving?** (Instructional continuity.)

3. **Do teachers have curriculum, materials, and technology needed?** (Resource adequacy.)

4. **Are intervention resources sufficient to meet student needs?** (Supports match expectations.)

5. **What operational barriers impact instructional time or learning?** (Identifies systemic issues.)

6. **Are compliance requirements being met with quality and timeliness?** (Boards ensure compliance health.)

7. **To what extent are compliance tasks pulling leaders from instructional leadership?** (Prevents leadership drift.)

8. **What is the condition of our facility and technology systems?** (Ensures operational stability.)

9. **Are financial resources aligned with instructional priorities?** (Links budget to strategy.)

10. **What early indicators signal operational risks?** (Proactive oversight.)

Mission-Aligned Outcomes: The Compass

1. **How well do programs and practices reflect our mission and founding purpose?** (Checks for mission drift.)

2. **What evidence shows students are developing mission-driven competencies?** (Skills beyond academics.)

3. **How do we know students are prepared for next steps (grade, high school, college/life)?** (Readiness-focused.)

4. **Are we serving the community we were created to serve?** (Community alignment.)

5. **What feedback do families and students offer on our mission delivery?** (Multiple perspectives.)
6. **Which mission-specific programs show impact?** (Outcome-based review.)
7. **How are we measuring success beyond test scores?** (Whole-child view.)
8. What opportunities connect students to real-world learning or service? (Deep learning indicators.)
9. **Are resources aligned with mission priorities?** (Financial alignment.)
10. **What indicators show we are moving toward or away from our mission?** (Early detection of drift.)

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Domain Connection Matrix

Step 1 — Capture the Current Status of Each Domain

Domain	Key Trends / Data Points
Academic Performance	
Climate & Culture	
Operations & Compliance	
Mission-Aligned Outcomes	

Step 2 — Identify Connections Across Domains

Domain Connection	Guiding Questions for Boards	Observed Connection (Notes)
Academics ↔ Climate	Do attendance, behavior, or engagement trends help explain academic results?	
Academics ↔ Operations	Have staffing, resources, or compliance issues affected academic performance?	
Academics ↔ Mission	Are academic results aligned with mission expectations?	
Climate ↔ Operations	Are operational conditions contributing to climate challenges or stability?	
Climate ↔ Mission	Does the school's culture reflect mission-driven values?	
Operations ↔ Mission	Do operational decisions reinforce mission priorities?	

Step 3 — Identify Emerging Patterns
- _____
- _____
- _____

Step 4 — Determine Potential Root Causes
- _____
- _____

Step 5 — Governance-Level Action Step
Priority Board Action: _____

Monitoring Plan (What, How Often): _____