**Leader Questions Stems:**

* Which data indicates a readiness for a small scale evidence-based strategy or intervention? Why?
* What staff changes might take place for next year? Programmatic changes?
* In terms of triangulating data, what other data or evidence would you examine?
* How are data being used at various intervals throughout the year? (i.e., before new school year begins, end of course/marking period, interim; 30-60-90 days)
* Is staff knowledge sufficient or do we need professional learning to solve the student achievement problem?
* What evidence do you have that an action/collaborative plan for teacher improvement are leading toward more effective instructional practices and higher student performance?

*“An equitable leader should use teams of staff, who are closest to student achievement need, to collaboratively identify the problem and engage in root cause analysis.”*

*-REL Mid-Altantic, 2014  
webinar, “Root Cause Analysis: How Adaptive Leaders Use Root to Collaboratively Solve Student Achievement Needs”*

Source: REL Mid-Atlantic Root Cause Analysis webinar, April 2014

**Stakeholder Question Stems:**

* Who are my key stakeholders known to have a positive impact and can challenge status quo?
* How can I involve stakeholders in data-informed decision making throughout the school year? What would this look like?
* Which stakeholders are closest to the student achievement and/or have relevant information?

**Instructional Question Stems:**

* What are factors that might be impacting student achievement?
* How is formative assessment used diagnostically for teaching/adjusting instruction?
* What evidence do we have that the strategy is working?
* How are you supporting teachers’ growth?
* How do you monitor the effective delivery of the Maryland College-and Career-Ready Standards?
* Which teachers/grade levels have higher % of failing students? Trends? Patterns?
* Do grades indicate mastery or non-mastery of the MCCRS?

**Student Question Stems:**

* Does progress monitoring data align to grade (marking period/final) distribution?
* How do you track absence, tardies, and referrals?
* Is there a tardy policy in place? Does everyone know and follow it?
* What are the expectations of students (academic/behavioral) and how are they communicated to students, teachers, and families?