



Interim Achievement Data Report Requirements

July 2026

Your Interim Achievement Data Report provides the Charter School Agency and Authorisation Board with information on student achievement for the first six months of operating your charter school.

The report will show student achievement progress between baseline data collected soon after commencement and achievement after six months (two terms).

The Interim Achievement Data reporting period is:

For schools opening at start 2026: commencement date to June 30
Interim Achievement Data Report due 31 July 2026

For schools opening mid 2026 (or close to): commencement date to 30 November
Interim Achievement Data Report due 18 December 2026

Sponsors are required to complete the accompanying Interim Achievement Data Report Form and submit it to the Agency by the due date.

How to use this document

This document has been developed to outline the mandatory reporting requirements for sponsors for the completion of the Interim Achievement Data Report.

It should be used in conjunction with information specified in your Performance Plan.

The Interim Achievement Data Report Form needs to be completed by the sponsor or representative and returned to the Agency.

Performance Plan Requirements

The following information regarding the Interim Achievement Data Report is specified in the Performance Plan:

Part A:4

Charter Schools will be required to report on the following requirements in the form and by dates as notified by the Agency:

Baseline reporting for year 1 of operations

Reporting mid-year on secondary achievement

Reporting mid-year on progress towards performance targets

Reporting achievement data for students in year levels 0-2

Reporting and Analysing Data

Student interim achievement data should be reported and analysed by year level, gender and ethnicity.

Include the name of the assessment tool used stated in your Performance Plan:

PAT / e-AsTTle / Te Waharoa Ararau

Do not provide student names and/or any information that could be used to identify a specific individual.

The purpose of the Interim Achievement Data Report is to show the progress students have made with their achievement and therefore baseline data (collected after commencement) should be compared to current data (recent testing). Analysis of student achievement data should include suitable commentary.

You are welcome to attach any additional data and analysis as you wish, such as specialist assessment outcomes, other assessment information that helps to show progress.

Key points to cover

Covering the following points will ensure sufficient detail is included to meet the reporting requirements of your Performance Plan.

Summarise data and identify trends – Present the data, highlight any points of interest and identify key trends beginning to emerge.

Analysis - Identify and comment on variations by year level, gender and ethnicity.

Progress from the baseline to the six months period – The Interim Achievement Report should clearly show what progress has been made for each group of students. Suitable data analysis needs to explain the reasons for any discrepancies between what was expected versus what actual progress was made.

Progress and performance against targets - Assess the data outcomes against the expected standardised targets (including progress towards them) and your minimum performance thresholds.

Key drivers and responses – Outline the main factors impacting performance and the effectiveness of strategies and innovations that have been implemented. Commenting on your specific school context and other external factors may be useful.

Next steps for improvement - Identify priority actions to strengthen future outcomes particularly for students or cohorts at risk of underperformance.

Examples of commentary statements

- *Year 5 and 6 students, particularly girls, performed strongly in the baseline testing for writing. They have continued to improve due to . . .*
- *Overall, Pakeha students have not improved in Writing. The strategies we have introduced include focus groups for specific students. Two of these students had low attendance in term 1 due to illness which meant they missed key learning activities.*
- *Year 9 boys have not shown any progress in Mathematics over the six months period. They will be the focus group for a new Back to Basics maths programme compiled by senior mathematics teachers.*

