



SAMPLE MATERIAL

Stakeholder Perspectives on Data System Use

Shotwell Middle School, Texas

Topic: Using Student Achievement Data to Support Instructional Decision Making

Practice: Districtwide Data System

Shotwell Middle School staff use the Aldine Independent School District's data warehouse system to access and analyze student achievement data and support instructional decision making. *Stakeholder Perspectives on Data System Use* provides an outline of the primary way various stakeholders use the system.

The roles listed are:

- Principal/Assistant Principals
- Counselors
- Diagnostician
- International Baccalaureate Coordinator
- Technology Specialist
- Support Staff
- Teachers
- Parents
- Students
- District Personnel
- District Partners

Schools can use this document to guide differentiated data system use by stakeholders and plan district supports to ensure all stakeholders are able to use the system to meet their needs.

SHOTWELL ACADEMY: Stakeholder Perspectives on Data Systems Use

Staff Title	Use of Data Systems
Principal and Assistant Principal	Compare rates of discipline referrals among different groups of students. Discuss student progress on benchmark exams and common assessments within departments. Identify sub-group populations at-risk of failure. Discuss IB pedagogy with faculty.
Counselors	Place students in correct classes based on prior performance and current schedule constraints. Discuss progress and needs with
Diagnostician	Place students in correct classes based on IEPs. Identify modifications and accommodations for SPED students.
IB Coordinator	Monitor and assess best practice and IB Pedagogy. Create professional development based on needs assessment and understanding of IB pedagogy. Utilize the IB monitoring process through Cardiff to determine consistency in international standardized grading practices. Modify criteria/IB rubrics to create student friendly language and grade-level appropriate criteria.
Technology Specialist	Assess the interoperability of data systems. Establish standards. Manage differentiated access by stakeholders. Provide support, maintenance, and enhancements over time. Identify challenges that might prevent or hinder systems working together for timely information access.
Support staff	Use attendance and assessment data to identify students for targeted interventions. Work with faculty and administration on data use strategies and changing practice.
Teachers	Identify student and class strengths and weaknesses. Work with departments and in levels to design interventions for students in need of assistance. Disaggregate common assessments and benchmark exams to identify sub-groups in need of assistance. Dissect assessments by objectives to design interventions. Utilize the IB pedagogy to facilitate instruction. Track and monitor student goals.
Parents	Track immediate student outcomes and compare student performance over time. Work with teachers and administrators to ensure success for students.
Students	Review scores on recent assessments and track progress on outcomes. Set goals based on areas for growth and development. Create rubrics and become responsible for their own learning through skillful facilitation.
District Personnel	Support campus by providing resources needed for continued and sustained growth and development.
District Partners	Provide training based on needs assessment. Assist in building leadership capacity.