

Purposeful Data Use Activity: Examples and Explanations

This handout provides an explanation for each correct answer in the [Data-Based Decision Making and Early Warning Systems in High Schools](#) learning module.

Data for Identification

Data Type	Explanation
Course Grade	<p>A course grade provides a way to see the degree to which a student demonstrated grade-level expectations for a particular course.</p> <p>This metric does not help teams understand if the grade was a result of a failure to gain fluency with grade-level standards, missing assignments, absences, discipline, etc.</p>
Number of Absences	<p>The total number of absences provides an easy and efficient way to identify students who are missing school.</p> <p>This metric does not help teams understand when those absences take place or how the absences may be related to other variables, such as academic deficits, sudden economic challenges, substance abuse, etc.</p>
Number of Discipline Referrals per Day	<p>The number of discipline referrals per day provides a way to understand the relative frequency of a student's disciplinary infractions, making it easier to identify students who may need behavioral support.</p> <p>This metric does not provide information that would help teams prevent the behavior that led to the disciplinary infraction, the types of skills the student may need to develop, or the types of consequences that would support a school-appropriate alternative behavior. This metric also doesn't provide information about social-emotional needs related to internalizing/mental health issues.</p>
Participation in Tier I Reward Events	<p>In schools implementing Tier I PBIS with fidelity, students have the opportunity to earn rewards for demonstrating schoolwide expectations. Many schools keep track of students who earn those privileges, and if a student fails to be recognized, it may be a sign of an early behavioral or social emotional concern.</p> <p>It should be noted that failure to earn a reward can also be indicative of a lack of implementation fidelity, which should be addressed.</p>

Data Type	Explanation
Required Credits Earned	<p>The number of required credits earned by a student allows teams to quickly see if the student is on-track for graduation.</p> <p>This metric does not help teams understand which content areas are challenging for the student or whether other variables are interfering with course performance.</p>
Universal Screening Data	This data allows teams to see how the student’s performance compares to the performance of similar peers.

Drill-Down Data

Data Type	Explanation
Discipline Infraction/ Behavior	This data allows teams to see the types of behaviors the student demonstrated, which can inform preventative, educational, and reinforcement-based support strategies.
Student Work Analysis	This data pinpoints specific skills and/or concepts in which the student may need additional support or instruction.
Survey-Level Reading Assessment	This data allows teams to identify specific reading skills the student has not yet mastered. This helps to inform the student’s intervention and instruction.
Unit Exams	This data provides information about a student’s pattern of academic performance within a particular subject area.
Writing Samples	This data provides information about whether a student’s writing is consistent with their developmental level, whether there are specific writing conventions the student hasn’t mastered, and whether the student demonstrates critical thinking and organizational skills.

*The data sources and explanations provided in this resource are examples of data and data applications that may be used in high schools, but this list is not exhaustive. Contact your district personnel for more information about data sources that are available for your school.