

DOINGWHATWORKS



Audio

FULL DETAILS AND TRANSCRIPT

Visualizing Data in the Progress Pad

River Ridge Elementary School, Kentucky • December 2009

Topic: Using Student Achievement Data to Support
Instructional Decision Making
Practice: Data-Driven Culture

Highlights

- It is important for schools to devise ways to organize all the data that needs to be analyzed.
- Staff at River Ridge Elementary use a special room called the Progress Pad to help quickly visualize the progress of their students.
- A color-coded system of pocket charts tells staff which students need extra help, which students are falling behind, and which students are doing well.

About the Site

River Ridge Elementary School

Villa Hills, KY

Demographics

91% White

3% Hispanic

3% Black

1% Asian

39% Free or Reduced-Price Lunch

10% English Language Learners

26% Special Education

River Ridge Elementary uses data to support instructional decision making and to provide support for students. The school leadership team works collaboratively with staff to engage in the following practices:

- Establishing a vision for data use
- Analyzing data in team meetings to identify students who do not meet the benchmark goals
- Providing supports for staff to embed data use into everyday practice
- Helping students understand their own data and set learning goals

Full Transcript

Hi, I am Deneen Zimmerman. Currently, I am the director of elementary education for the Kenton County School system in Kentucky.

The Progress Pad is a room that we have set aside to display our data for our students, and the focus of the data is around reading. Our Progress Pad has charts for every classroom, and they're pocket charts and they're color-coded, starting with green at the top, then yellow, and then red. We put the students' scores in the pockets. So if a student scores in a stanine one, two, or three, their name card is red and it gets put in the red section of the pocket chart. Stanines four, five, and six are on yellow cards and in the yellow section of the pocket chart. And then stanines seven, eight, and nine are on green cards, and they go in the green pocket chart.

In the Progress Pad, our goal is to get everyone to the green, which would be in the average or above-average range. The students in the yellow zone, stanines four, five, and six, we also monitor closely to make sure that they do not fall down in the red, and the red would be our at-risk students in reading and that's stanines one, two, and three.

So we give the students a test two to three times a year to gather this data on the stanines and to look at their growth, and move them out of the color of pocket chart and so hopefully everyone is in the green. It's a great visual; when we go into the Progress Pad to have meetings, we are able to look at a class as a whole to see which students we're concerned about, which students we need to make sure that we're challenging.

The Progress Pad is used in many different ways. As administrators, we would gather the data for the teachers, and the teachers would then put the data on their students' cards. Then we have a visual of the makeup of each classroom. As we have team meetings in there, we can see areas of concern for each classroom. Also, our speech language pathologists would also meet in there to see how their students were doing in reading so that they could see the connection between the language-delayed students and their

reading scores. The teachers are involved in the process by putting the data on the card as well as when the student takes the test again, they are there to move the student to a different color, and hopefully it will be moving up the chart until eventually getting to the green. On the back of the cards, the teacher will write what she is using with that student in the area of interventions, small groups with research-based strategies, small groups with research-based programs, and also progress monitoring information.