

# Data Collection and the IEP:

easily show progress to parents,  
administrators, and students

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# Why Track Progress

- Someone wrote IEP objectives that require tracking a kids progress
- The administrator wants to see the teacher is actually teaching something
- The parents want to see their kid is learning something

# Why Track Progress

- Teacher wants to see if the child is learning what is being taught
- Child needs to see success
- Making sure there isn't regression of skills
- Feeling someone is going to ask for the data and you want to have it when they ask for it.

# Are you measuring what you want to?

## \* Validity

- \* Does the tool accurately measure what you want to test?

## \* Reliability

- \* Will the results be the same if tested again
- \* If someone else tests – will they get the same results

# Mastery

## What is Mastery?

- \* What is the difference between learning a skill and mastering a skill?
- \* Does a child need to be fluent in a skill to have it mastered?

# Mastery

## What is Mastery?

- \* Child can consistently get 90% or higher on a skill. They go on vacation or break and get below 70% when they return. Had they reached mastery?

# Tracking does not need to be Testing

\* It does need to be:

\* Reliable

\* Valid

\* Informative

\* Helpful

# Tracking Guidelines

- \*Track Basic / Foundation Skills
- \*Track individual skills
- \*Track the same thing (all year)



# K.I.S.S.

\*Keep

\*It

\*Simple


\*Stupid



**If you can't use it,  
don't Track it!**




Measure ONE thing



Track something  
that will  
show progress



Track skills,  
NOT programs

- 
- \* If your goal is only to move a child from 75% percentile to the 85% in one years time, your data isn't going to be showing much progress.
  - \* Look for something better to track



\*If your IEP objective has an accuracy below 70%

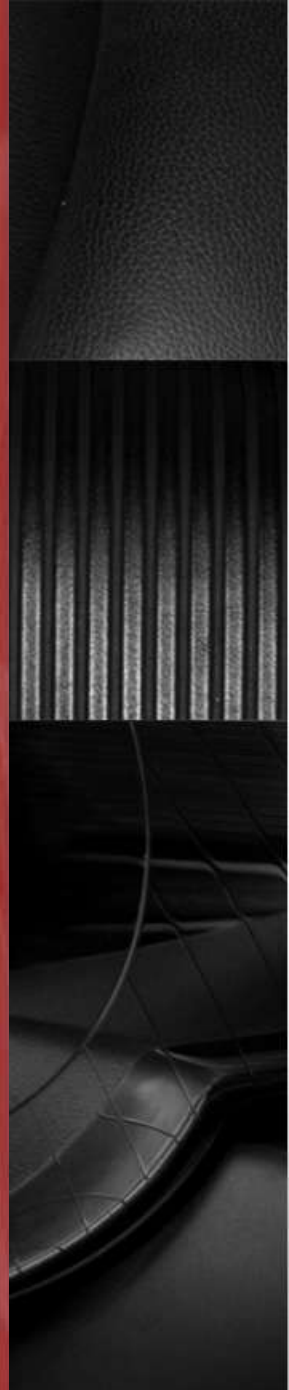
\*Find a prerequisite skill to track

# 100% accuracy

- \* Is that developmentally appropriate?
- \* Is it actually achievable?
- \* How long do you want that level before you declare the objective met?



Track Progress  
not  
Percentage





# Reading Level:

- Jane will read text with 95% accuracy or higher, progressing from a 1.2 level to a 2.0 reading level.



# Reading Fluency:

- Given text Dick can read with 95% accuracy or high, he will read at a rate of 100 words per minute (wpm) or higher.



# Math Fluency-Addition:

- Given addition facts with sums 0-20, in two minutes Jane will verbally solve 50 problems correctly, averaged over 3 consecutive trials.



# Behavior - Focus:

- During any given 15 minute instructional period, Dick will need no more than 5 prompt from the teacher to stay focused and do his work.

# Get Students Involved

# █'s Toileting Chart

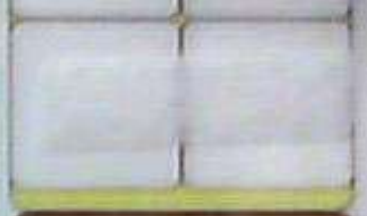
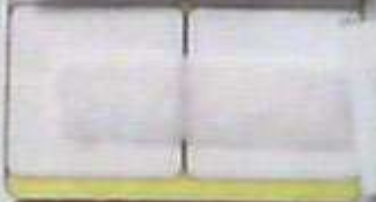
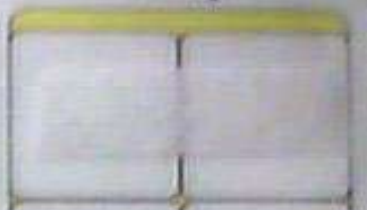
Monday

Tuesday

Wednesday

Thursday

Friday



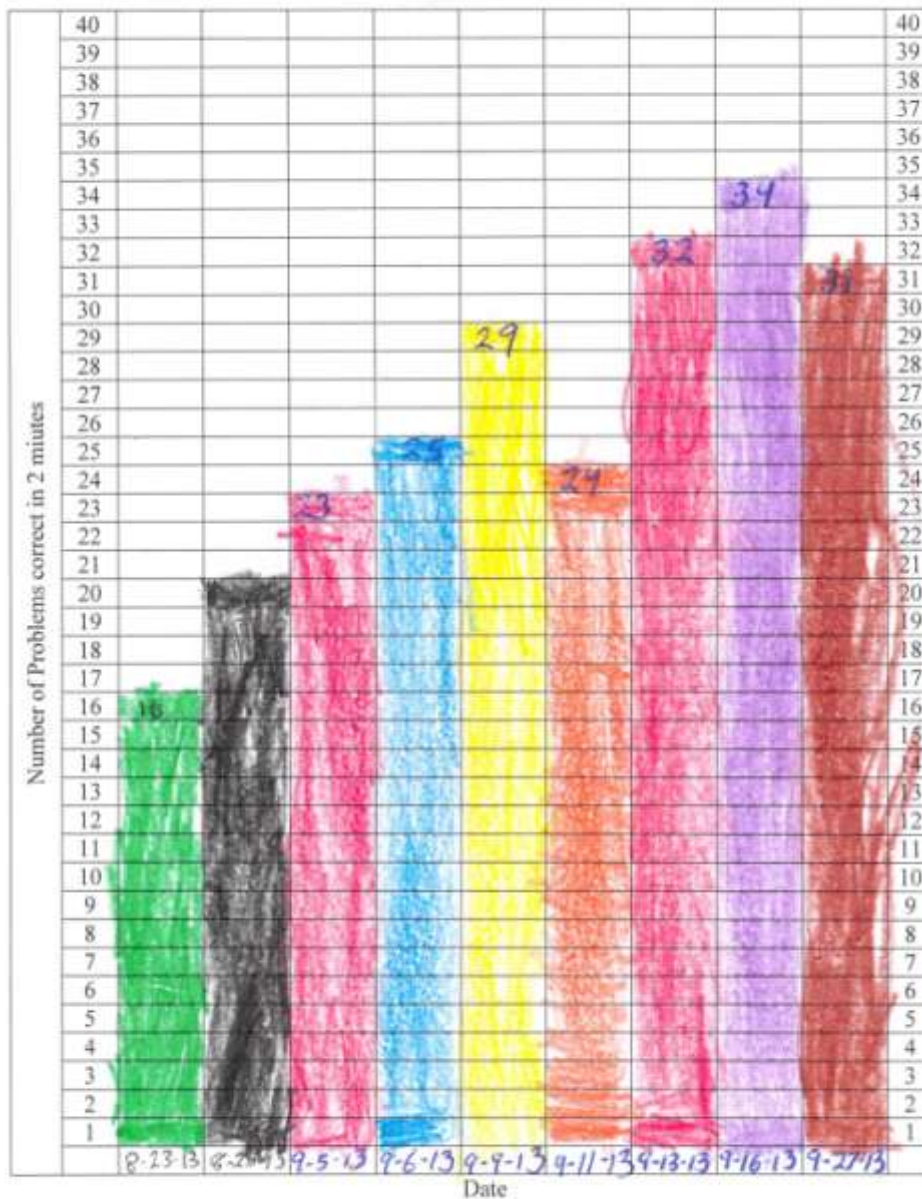
# Transfer to what you can use.

- \* Just because you have the student tracking it one way, doesn't mean that is how you track it.
- \* Make it simple to transfer to something useful.



Student: \_\_\_\_\_

2 Minute Math Fluency  
Addition - Subtraction - Multiplication - Division



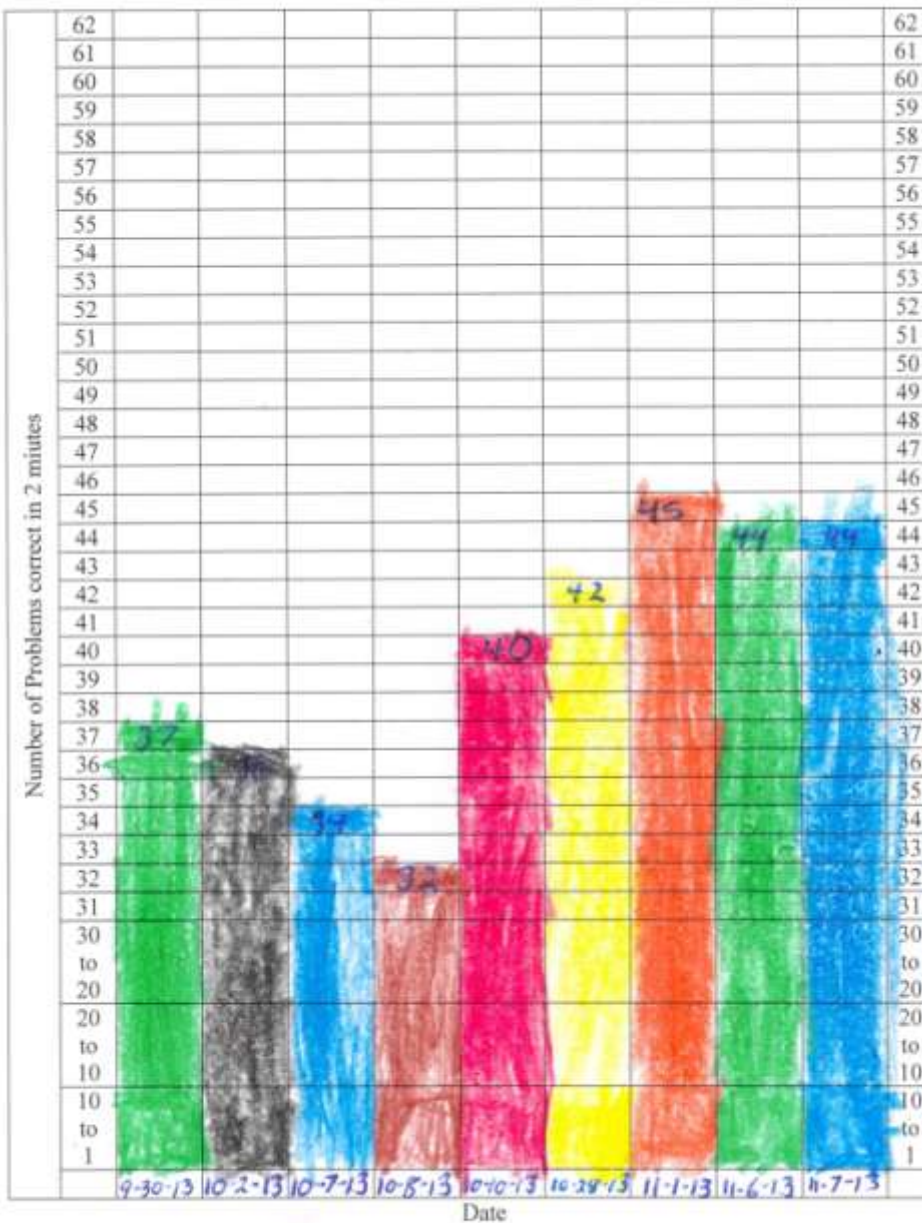
Addition - Subtraction - Multiplication - Division

Student: \_\_\_\_\_

Student: \_\_\_\_\_

### 2 Minute Math Fluency

Addition > Subtraction - Multiplication - Division



Addition > Subtraction - Multiplication - Division

Student: \_\_\_\_\_



# Unforeseen Benefits

## 2 Minute Math Fluency

- \* Graphing skills
- \* Behavior skill of focusing on a task
- \* Not obsessing over a wrong answer
- \* Setting realistic goals
- \* Accepting when a goal is not met
- \* Learning to focus on improving own skills not comparing to others
- \* Taking pride in own accomplishments

# Don't Make it Hard

- \* With the different students you serve, write objectives that are similar, just changing one thing
  - \* A sight word objective, where the only thing that has changed is the # of sight words
  - \* A Reading Level objective, where the Reading Level to achieve is different
  - \* Math Fluency, where one kid may be Addition, two might be subtraction and three multiplication



# Data Overload

- \* Beware of collecting too much data that you end up on data overload





# Tables

- \* Basic Skills Assessment
- \* Dolch Sight Words – Pre-Primer
- \* 220 Dolch words
- \* Phonemes

Start with one thing

# QUESTIONS ? ? ?

Ask me now - - - Others  
want to now the answer as  
much as you do.

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