

Guadalupe Centers Charter School

Summary of Performance (SOP)

The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The IDEA 2004 language regarding the SOP is as follows: For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” 20 USC 1414(c)(5)(B)(ii).

*These recommendations should **not** imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.*

Background Information

Student Name: _____ Date of Birth: _____ Year of Graduation/Exit: 2019
Address: _____ Telephone Number: _____
Student's Primary Disability: Other Health Impairment Secondary Disability (if applicable): _____
Primary Language: Spanish
Date Provided: 5/15/19 Prepared By: Jaclyn Kotowski Phone #: _____

Assessment Reports: Used as a basis for this summary

- Psychological/Cognitive
- Achievement/Academics
- Language/Proficiency
- Classroom Observations

Special Education and Related Services previously provided by the school district

- Special Education

Part 1: Postsecondary goals – The student’s most current post-secondary goal(s) from Form C in the IEP.

Postsecondary Area	N/A	Postsecondary Goal	Contact Name/Agency, Role and Phone Number/Email
Training			
Education		After High School, Giovanna will attend College to study Computer Science or technical school to study Cosmetology.	
Employment		After High School, Giovanna will become a Computer Technician or own her own Cosmetology Business.	
Independent Living (if appropriate)		After High School, Giovanna will live at home and manage her own finances.	

Part 2: Summary of Performance - This section includes information on academic achievement and functional levels of performance. Next to each specified area, complete the student’s present level of performance and the accommodations, assistive technology and supports that were provided in high school to assist the student in achieving progress.

Academic Achievement and Functional	Present Level of Performance	Accommodations, Assistive Technology and Supports Provided in the
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Performance	(grade level, strengths, preferences, interests)	Area
Reading (basic reading/decoding, comprehension and speed)	<p>Giovanna has a relative strength in reading and is at a tenth grade reading level. Giovanna prefers fiction to nonfiction texts. Giovanna is able to understand the main idea and draw conclusions from the text. Giovanna is an English Language Learner so she displays some fluency patterns typical to students who are ELL. Giovanna has significant difficulty with retaining information she has read independently. She demonstrates weakened comprehension skills related to abstract concepts involving inferencing and predicting. She struggles to recall key components or elements of materials read. Giovanna has increased difficulty comprehending when sentences and texts have a more complex structure or length. Giovanna must reread material combined with visual cues for retention and mastery.</p> <p>Academic Assessments: Wechsler Individual Achievement Test-III (WIAT-III) 1/17/19 by Sarah Thompson Educational Diagnostician Basic Reading: 78, Reading Comprehension & Fluency: 79, Reading Comprehension: 84</p>	Extended time; small group; highlighted text; outlines provided; annotation strategies; simplified material
Math (calculation, algebraic problem solving, quantitative reasoning)	<p>Gio was enrolled in Intermediate Algebra for senior year (review of Algebra 1 concepts and some basic Algebra 2 concepts). Math calculations are a relative strength for Giovanna, although she does request to use a calculator often. Giovanna's deficits in the area math problem solving adversely affect her ability to complete and comprehend complex material within the curriculum requiring multiple steps, abstract reasoning such as negatives and inequalities, and problem solving and special concepts. Giovanna has significant difficulty with abstract mathematical concepts, identifying key components and elements in word problems, is unable to judge whether obtained results are reasonable, and makes computational errors in multi-step computations. Since Giovanna has difficulty with problem solving, she requires the general education curriculum presented visually with multiple opportunities for practice.</p> <p>Academic Assessment: Wechsler Individual Achievement Test-III (WIAT-III) 1/17/19 by Sarah Thompson Educational Diagnostician Math Fluency: 72, Math Problem Solving: 59, Math Calculation: 83</p>	Extended time for completing tests; small group for reteaching and tests; frequent checks for understanding; use of a calculator; repeated review and drill.
Written Language (written expression, spelling)	<p>Giovanna considers writing her strength. She enjoys writing creative pieces but is also comfortable writing informational pieces and speeches. Giovanna writes at a grade level of 10.5. Giovanna's deficits in the area of written expression adversely affect her performance in the areas of writing across all contents to demonstrate her understanding of concepts, and responding to open ended/essay</p>	Extended time for completing assignments; small group; frequent checks for understanding; teacher assistance in editing work for grammar errors; check often for understanding; use of a writing process to brainstorm ideas; sentence starters

	<p>questions assigned. Giovanna demonstrates limited ability to organize and express her thoughts, opinions and ideas in a clear and structured format. She exhibits difficulty with the planning process required to state written assignments, logical organization, and sequencing to write cohesive essays. Giovanna continues to need support, especially with interpreting the prompt and remaining on topic when writing.</p> <p>Academic Assessment: Wechsler Individual Achievement Test-III (WIAT-III) 1/17/19 by Sarah Thompson Educational Diagnostician Written Expression: 97, 84, Essay Composition: 117</p>	
<p>Functional Performance (e.g. general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment)</p>	<p>Giovanna's functional level is commensurate with her peers. Giovanna is good at self-advocating for herself and others and displays leadership qualities. Giovanna does not like asking for help when there are a lot of people in the room. Giovanna has participated in Youth Ambassadors which has helped her to be more comfortable with public speaking, but this still an area she does not like. Giovanna gets along well with peers and is very helpful to others and good at including others into activities. Giovanna is a hands-on and visual learner. Giovanna has had a part-time job while at high school the past two years.</p> <p>Giovanna's inattention results in reduced processing speed and short term memory skills which impacts her ability to quickly evaluate visual information to make simple decisions, vocabulary development, transfer of skills from one situation to another, recall information learned/read and solve complex/multi-step problems. This also causes her to miss important information and have incomplete notes during lecture. This deficit also affects her ability to follow multi-step task directions during learning opportunities. Giovanna makes careless mistakes in school work due to overlooking important details and organization during multi-step tasks.</p> <p>Giovanna also demonstrates a reduced processing speed and short term memory which impacts her ability to quickly evaluate visual information to make simple decisions, vocabulary development, transfer of skills from one situation to another, recall information, read and solve complex/multi-step problems.</p> <p>Assessments: Wechsler Adult Intelligence Scale - Fourth Edition 1/18/19 by Sarah Thompson Educational Diagnostician Giovanna's full scale IQ is a 77 and her General Abilities Index is a 81. Her subtest scores are: Verbal Comprehension: 85, Working Memory: 77, Perceptual Reasoning: 82, Processing Speed: 77.</p>	<p>Giovanna requires information to be presented in multiple ways, repeated instruction, multi-step directions and tasks to be broken into smaller components, and extended time for the completion of tasks which evaluate her learning</p>

Test of Nonverbal Intelligence III- 1/18/19 by
Sarah Thompson Educational Diagnostician
Score of 82.

Transition Planning Inventory: December 2018:
(A 5 is considered independently competent, a 1 is not competent.)
Employment- 4.8; Further Education-4.8; Daily Living- 4.8; Leisure
Activities- 5; Health- 4.5; Self-Determination- 4; Communication-4.25;
Interpersonal Relationships - 5; Community Participation- 5

Part 3: Recommendations to assist the student in meeting postsecondary goal(s) (see Part 1) – This section presents recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in postsecondary goals.

Postsecondary Area	N/A	Recommendations
Training	✓	
Education		Extended time for tests and assignments; small group for tests; tutoring; writing center; access to notes
Employment		Frequent reminder of processes/steps
Independent Living (if appropriate)		Financial education; help understanding contracts