

Summary of Performance (SoP)

School District Springfield Area School District

High School Lincoln High School

The Summary of Performance (SoP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The information about the student's current level of functioning is intended to help postsecondary institutions and adult service agencies consider accommodations for access. **These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in postsecondary education or the adult services system. These eligibility decisions will continue to be made on a case-by-case basis.**

The Summary of Performance is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

Background Information

Student Name: Maya Jackson

Date of Birth: 8/8/2001

Year of Graduation/Exit: June 5, 2020

Address: 258 East Street, Summers, Wisconsin 51111

Home Phone: (608) 456-7890

Cell Phone: (608) 282-3030

Student's Primary Disability: Specific Learning Disability

Secondary Disability (if applicable): N/A

(Official diagnosis of disability is necessary for accessing services under the Americans with Disabilities Act – see Assessment Reports below)

Part 1: Assessment Reports

Check and **attach** the most recent copy of assessment reports that clearly identifies the student's disability or functional limitations and that will assist in postsecondary planning:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Achievement/Academics | <input checked="" type="checkbox"/> Assistive Technology | <input type="checkbox"/> Behavior Intervention Plan (BIP) |
| <input type="checkbox"/> Behavior Accommodations | <input checked="" type="checkbox"/> Career/Vocational Assessment | <input type="checkbox"/> Classroom Observations |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Community-Based Assessment | <input type="checkbox"/> Language/Proficiency |
| <input type="checkbox"/> Medical/Physical/Health Plan | <input type="checkbox"/> Neuropsychological Assessment | <input checked="" type="checkbox"/> Psychological/Cognitive |
| <input type="checkbox"/> Reading Assessment | <input type="checkbox"/> Response to Intervention (RtI) | <input type="checkbox"/> Self Determination |
| <input type="checkbox"/> Social/Interpersonal Skills | <input type="checkbox"/> Functional Behavior Analysis (FBA) | |
|
 | | |
| <input checked="" type="checkbox"/> Information Assessments (<i>specify</i>): <u>Academic and Career Planning Portfolio</u> | | |
| <input checked="" type="checkbox"/> Other (<i>specify</i>): <u>Individual Education Plan (IEP) and Individual Plan for Employment (IPE)</u> | | |

Summary of Performance (SoP)

Part 2: Summary of Academic Achievement

Next to each specified area, complete the following:

1. Description of the student's present level of academic performance
2. Statement of how the student's disability impacts those areas
3. Accommodations, modifications, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Academic Achievement	Description of Performance	Statement of IMPACT	Accommodations, Assistive Technology & Supports
	<ul style="list-style-type: none"> • Provide a grade level or appropriate test score (check with postsecondary environment for guidance). • Provide a description of skills in each area addressed. 	<ul style="list-style-type: none"> • Does the student's disability impact functioning in this area? • If so, describe the impact. 	<ul style="list-style-type: none"> • What accommodations, assistive technology and supports have been used by the student and proven effective? • What is the impact of each on skills in the academic area(s)?
English/Language Arts <ul style="list-style-type: none"> • Reading • Writing • Speaking & Listening • Language 	WJIII-Academic Achievement: (Spring 2018) Broad Reading: 7.7 (Grade Level) - Word Identification, Reading Speed & Comprehension Letter-Word Identification: 7.2 (Grade Level) Story Recall: 4.6 (Grade Level) Passage Comprehension: 6.7 (Grade Level) Written Expression: 8.3 (Grade Level) Writing Fluency: 8.8 (Grade Level) Writing Samples: 7.6 (Grade Level)	Maya is able to express herself well with verbal communication and participates well in discussions. At times Maya is distracted and needs to have directions repeated. She does better reading material rather than listening to it.	*Extended Time - Tests/Quizzes The extra time allows for full completion of exams and having directions repeated if necessary. *Alternative Testing Site – Necessary because Maya is easily distracted by others and requires a quiet setting.
Math <ul style="list-style-type: none"> • Number & Quantity • Algebra • Functions • Geometry • Statistics & Probability 	Broad Math: 9.1 (Grade Level) - Calculation Skills, Problem-solving, Calculation Speed Applied Problems: 7.2 (Grade Level) Calculation: 8.4 (Grade Level)	Maya has difficulty figuring out fractions, percentages and interest especially when material is presented again at a later time.	*Extended Time - Tests/Quizzes *Alternative Testing Site *Use of Calculator on Tests/Quizzes – In order to complete exams in time allotted the calculator helps with her calculation speed and accuracy.
Did the student receive accommodations on standardized tests (Forward, Aspire, ACT, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, describe the accommodation provided: Extended Time (Time and 1/2), use of a calculator and alternative testing site.			

Summary of Performance (SoP)

DEFINITIONS

- **Accommodation:** A support or service that is provided to help a student fully access the general education curriculum or subject matter. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students.
- **Modification:** A change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed.
- **Assistive Technology (AT):** Any device that helps a student with a disability function in a given environment. AT can include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other “low-tech” devices.
- **Supports:** Connections or coordination with outside agencies, personnel or other services or supports used in high school.

Part 3: Summary of Functional Performance:

Consider each area listed, and check the boxes next to the area that are addressed in the description of performance. Then, for each area, provide the following:

1. Description of the student’s present level of functional performance.
2. Statement of how the student’s disability impacts those areas.
3. Accommodations, modifications, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Functional Performance	Description of Performance	Statement of IMPACT	Accommodations, Assistive Technology & Supports*
<ul style="list-style-type: none"> • Check the box next to each area you plan to address. 	<ul style="list-style-type: none"> • Provide a description of skills in each area addressed. 	<ul style="list-style-type: none"> • Does the student’s disability impact functioning in this area? • If so, describe the impact. 	<ul style="list-style-type: none"> • What accommodations, assistive technology and supports have been used by the student and proven effective? • What is the impact of each on skills?
<input checked="" type="checkbox"/> General Ability and Problem-Solving	(WAIS-IV) Wechsler Adult Intelligence Scale-Fourth Edition: (Spring 2018) Full Scale IQ: 87 Maya's tests related to visual problem-solving (thinking / reasoning tasks) were in the average range. Her score on giving verbal answers to questions using long or short term memory and reasoning tasks were in the low-average range. Lowest scores were on tasks involving working memory (short term recall).	Maya is a very friendly-outgoing young lady with strong self-advocacy skills. She can become easily distracted by events happening around her and thus needs frequent reminders to stay on task. She struggles with organizing her time, education and personal life. Maya plans to attend MATC Madison (Truax Campus) to earn a degree in the medical field as a Nurse.	*Schedule Organizer & Task Tracker (Electronic) – allows Maya to be independent in this area when used.

Summary of Performance (SoP)

<input checked="" type="checkbox"/> Attention and Organization:	See above	See above	See above
<input type="checkbox"/> Learning Skills			
<input type="checkbox"/> Communication			
<input type="checkbox"/> Social Skills and Behavior			
<input type="checkbox"/> Independent Living			
<input type="checkbox"/> Environmental Access and Mobility			
<input checked="" type="checkbox"/> Self-Determination/Self-Advocacy	Maya has great self-advocacy skills that have transferred to all environments.		
<input type="checkbox"/> Career-Vocational/Transition/ Employment			
<input checked="" type="checkbox"/> Time Management/Study Skills	See above	See above	See above
<input type="checkbox"/> Additional Considerations: <i>(may assist in making decisions about disability determination and needed accommodations)</i>			

Summary of Performance (SoP)

Part 5: Questions for Students to Address *(Recommended: student involvement in the Summary of Performance process makes the SoP a more meaningful document for students as they move to postsecondary environments)*

Postsecondary Goal Areas	Measurable Postsecondary Goal	Recommended Assistive Technology/Accommodations <ul style="list-style-type: none"> • Of the accommodations, assistive technology, compensatory strategies, and/or support services listed in Parts 2 & 3, which are recommended to follow the student to the postsecondary environment(s)? 	Contact Information/Resources** <ul style="list-style-type: none"> • Agency Name • Address, e-mail of person or agency • Name/Title of Case Manager • Phone number
Education/Training	After high school graduation, Maya will attend Madison Technical College (Truax Campus) to pursue a degree in the health sciences field - Therapeutic Services - Licensed Practical Nurse	<ol style="list-style-type: none"> 1. Meet with a Disability Resources Services Counselor and request the following accommodations: extended time (time an 1/2) - tests/quizzes, alternative testing site, and use of a calculator on tests/quizzes 2. Utilize (electronic) schedule organizer & task tracker 3. Continue to self-advocate 4. Communicate with Vocational Rehabilitation Counselor, monthly, to update Individual Plan for Employment (IPE) 	<p>Madison Area Technical College Attn: Disability Resource Services 1701 Wright Street Madison, WI 53704 (O) 608-246-6716 Email: drs@madisoncollege.com</p> <p>Division of Vocational Rehabilitation (DVR) 201 East Washington Avenue PO Box 7852 Madison, WI 53070-7852 (O) 608-261-0050 Email: dvr@dwd.wisconsin.gov</p>
Employment	After earning an associate's degree, Maya will work full-time as a Licensed Practical Nurse at a community clinic.	<ol style="list-style-type: none"> 1. Utilize schedule organizer & task tracker (electronic) 2. Continue to self-advocate 3. Communicate with Vocational Rehabilitation Counselor monthly to update Individual Plan for Employment 	<p>Division of Vocational Rehabilitation (DVR) 201 East Washington Avenue PO Box 7852 Madison, WI 53070-7852 (O) 608-261-0050 Email: dvr@dwd.wisconsin.gov</p>
Independent Living <i>(if appropriate)</i>	N/A		

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SUMMARY OF PERFORMANCE - STUDENT PERSPECTIVE

A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?

I struggle with balancing time and am very forgetful. I get distracted easy, so it takes me longer to finish tests and quizzes, especially if I have to solve math problems involving fractions and decimals.

B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?

Taking tests and/or quizzes in a different room and having extra time to finish, work best for me. Having directions repeated also helps me.

C. What assistive technology do you use? How and when is it used?

I usually do not have issues solving math problems during class time. However, by the time 7th hour study hall comes around, I totally forget how to do it. Reviewing my notes and using a calculator is very helpful. One other thing that I couldn't live without is my day planner / task organizer! I use an electronic organizer that I can access from my cell phone, laptop and iPad. It is the one thing that helps me to turn projects and assignments in on time.

D. Which of these accommodations, assistive technologies, and supports *has worked* BEST for you? Why?

Having extra time to finish my tests/quizzes, taking tests/quizzes in a small and quiet place, being able to use a calculator and having directions repeated are also very helpful.

E. Which of these accommodations, assistive technologies, and supports *have NOT worked*? Why not?

One of my teachers tried reading a test aloud. That was a big mistake! By the time she finished reading the fifth question I was completely lost. I felt so overwhelmed I blurted out, "Please stop reading the questions"!

F. What are your strengths and needs as you leave high school and begin further learning, working and living?

I am a hard worker and will ask for help when needed. Staying in contact with my DVR counselor and connecting with a new counselor through the DRS services program on campus will be huge as I begin the next chapter of my life.

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