

Winston 1Churchill
NAME OF STUDENT

DoNotUse
ID#

456278552
MEDICAID#

Test Campus
CAMPUS

10/18/2004
DATE OF BIRTH

SUMMARY OF STUDENT PERFORMANCE

The following guide can be used to assist districts in meeting IDEA 2004 requirements for students whose special education eligibility terminates due to graduation or exceeding the age eligibility requirements. Under these new provisions, the district shall provide the student with a summary of the student's academic achievement and functional performance, which includes recommendations on how to assist the student in meeting her/his desired postsecondary outcomes.

Reason for termination of eligibility (check one):

Graduated

Exceeds age limit

Provide a written summary of the following:

Student Graduating Under subsection (b)(3):

An evaluation is required and shall be included as part of the Summary of Performance for the student.

A Review of Existing Evaluation Data/Reevaluation was conducted on: 10/31/2014 Date will come from LSSP

Student's academic achievement:

ACADEMIC ACHIEVEMENT-For each applicable content area, include a brief Present Level of Performance (grade level, strengths, needs), and then indicate any essential accommodations, modifications, or assistive technology utilized in high school.

Reading- Winston's recent achievement testing showed that he is reading approximately the 7th grade level. Winston's comprehension is stronger than his decoding skills. Winston's test performance in Social Studies and English coursework has improved greatly when tests are read to him and he has more time to complete the tests. Winston has used Books on Tape in American Lit and American History. He reads slowly, and teachers report that these technologies have helped him to improve speed and comprehension.

Math- Winston tested at grade level on his most recent achievement battery. He has completed Algebra I and Geometry, earning low B's, without any modifications or accommodations. He tends to do best on computation problems, and he does sometimes struggle with multi-step story problems.

Writing-Winston's recent assessments show that he is functioning at about an 8th grade level. His spelling and content are relative strengths, while his mechanics, punctuation and handwriting are need areas. Winston has learned to utilize spelling and grammar correction features in Microsoft Word. He enjoys working with computers and has started using the computer for more of his written assignments.

Learning Styles/Other- Winston seems to learn best when he hears things or is shown examples.

Student's functional performance:

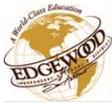
FUNCTIONAL PERFORMANCE- For each applicable area, include a brief Present Level of Performance (strengths and needs), and other pertinent information that may help future service providers.

General Ability and Problem Solving-Winston has a full scale IQ score in the average range. His Industrial Tech instructors report that he seems to have a "knack" for trouble shooting and fixing things.

Attention and Organization: Winston has become better at using an assignemnt notebook. He always turns his work in on time.

Communication: Winston has startde asking for clarification of written instructions. He easily converses with instructors and peers. He listens well in class, and retains what he hears.

Social Skills and Behavior: Winston is well liked by school staff and peers. He is genreally polite and was captainof the Soccer team.



Edgewood Independent School District
 900 S San Eduardo
 San Antonio, TX 78237 - 210-444-8103

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Independent Living Skills: Winston drives, prepares his own meals; manages a checking account, payments on his truck, and insurance.

Self- Advocacy Skills-Winston struggles to admit that he has a Reading and Writing learning disabilities. Last spring his welding instructor thought that Winston was being insubordinate when the real issue was that Joe misunderstood some written instructions.

Career/Vocational-Winston has held various part-time jobs since he was 14. He completed an unpaid internship at the City's Mechanical shop last spring and worked full-time at an Oil Change shop this summer.

Any Additional Concerns-Winston had percent attendance last semester. He did not qualify for Vocational Rehabilitation.

Recommendations on how to assist the student in meeting her/his desired postsecondary outcomes:

Employment:

1. Winston should qualify for financial aid, but the school counselor says he may have to work part-time while attending technical school to make ends meet.
2. Another "mechanic-related" job, while Winston studies Diesel Mechanics, may be beneficial. Winston should be careful not to work too many hours while attending technical school.
3. Winston should talk with the Diesel Instructor at St. Phillips about part-time job leads for students.

Education:

1. Winston should meet with the Disability Coordinator at St. Phillips as soon as possible to request accommodations, assistive technology, and possible tutoring. Books on Tape, and extra time have been critical to Winston's academic success.
2. Winston should do fine in the "Mechanics" coursework, but he may struggle with some of the core courses. The psychology and English Composition courses will likely be very challenging. Winston may want to look into taking some of his core courses during the summer to reduce his course load during the year.
3. Winston should plan to maintain regular contact, possibly weekly, with the Disability Coordinator and improve his self-advocacy skills on a continuing basis.

At this point you will be routed to work on the Indicator 14 Contact Information. The date entered will be the date of the ARD.

Independent Living: N/A

Recommendations from adult service agencies. (List those needed to assist the student in meeting postsecondary goals)

(List those needed to assist the student in meeting postsecondary goals) DARS, etc...

Student or Parent Input Must have input from the student or parent

Summarize responses to the following questions:

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

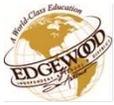
I have noticed that extra time on writing assignments and having tests read to me have helped me improve my grades.

In the past, what supports have been tried by teachers or by you to help you succeed in school (aides, adaptive equipment, physical accommodations, other services)? Which of these accommodations and supports have worked best for you?

Extra time helps. It seems like I am always the person to finish assignments. Sometimes I get frustrated with tests when I don't understand the questions. Oral tests, and Naturally Speaking have all seemed to help. Having tests read to me has made the difference between failing and passing some of my classes. This lets me show what I know instead of showing that I don't read test questions very well.

What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?

I am a hard worker and really want to do the best I can. I work best with my hands.



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Completed by the following school personnel:

MUST ENTER THE PERSON'S NAME WHO COMPLETED THE DOCUMENT

Position: Special Education Teacher

Date Completed: _____
Must match date of ARD and date entered on the indicator 14 screen.

For graduation ARDs it is ideal to have the parents and students in attendance. If you need additional assistance completing the document please see Joe Montalvo, Rick Castillo or Dante Chavarria.