

Baker SD 5J - 541 524-2284
2090 Fourth St., Baker City, OR 97814

Student Name: Ashley Marie Starr Morris District: Baker SD 5J

IEP Date: 02/22/2016

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

In developing each student's IEP, the IEP team must consider (34 CFR 300.324):

Student's overall strengths, interests, and preferences: 34 CFR 300.324 (a)(1)(i)

Ashley is a great student who works very hard in class, engages well, asks questions and has matured a lot since her freshman year. Ashley has wanted to become a dental hygienist for some time now and has deviated from that goal, and she knows that it may take her a while as memorizing and recalling information is difficult for her, but when she can learn hands on she is golden. Besides for wanting to be a hygienist, Ashley loves playing softball and just about any activity that is outside. Ashley prefers to work in small groups or independently. When working in credit recovery she likes working two periods on one subject as compared to having a different subject each period. Her academic strengths are in reading and writing.

Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child: 34 CFR 300.324 (a)(1)(ii)

Ashley's parents are concerned about Ashley graduating on time with her class and keeping her caught up in her classes and with her credits.

Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1); 300.324(a)(iii)

Narrative and supporting data:

Ashley is currently an junior at Baker High School, and was just tested for having a learning disability at the Middle School as Ashley was not progressing well academically. The team reviewed the evaluation results and determined she qualifies for special services under a learning disability in the area math calculations and problem solving. Due to these deficit areas it could be difficult for Ashley to stay current in the mainstream curriculum without accommodations and targeted interventions. Memorizing, or recalling detailed information for test and quizzes is difficult due to her short term memory difficulties. When lots of new information is presented at one time, this is also more difficult for Ashley.

Ashley had attendance issues in the Middle School and unfortunately this continues to be true at the high school. When Ashley is at school she works hard, participates in the class discussion and is a valuable member of the class. However, when she is gone she struggles making up the missing work and then she falls behind in what concepts are being taught. The High School offers Friday school every Friday morning so that students can make up assignments, get individual help and/or get missing assignments, so far Ashley has chosen not to utilize these services. Ashley's fluency is good and basic reading skills, but when she has to dig for the information it becomes hard to find the inferential information. Ashley is a sweet girl who wants to be successful but will does not always make the best impulse decisions when it comes to attending school.

** As a Freshman Ashley failed two electives, one semester of Health 1, one semester of English and one semester of Earth Science and did not attend summer school to recover any of these credits. Semester one of Ashley's sophomore year Ashley failed 4 of the 7 classes. The classes she failed are: Life Science, Literacy Tutor 2 (English support class), English 2, and World Geography. Ashley needs to recover these missing credits as she is no longer on track to graduate with her class without recovering some of these credits either during summer school or an extended day. Most of these failed classes are due to poor

attendance.**

Ashley's academic strengths are she has strong visual Spatial Thinking skills, Auditory processing, processing speed and Reading Fluency. What this means is Ashley is going to learn by hearing and hands on best, small groups or independently.

OAKS:

9th Grade

Reading 230 (236) RIT
Science 231 RIT
Math 219 (236) RIT

8th Grade

Reading 233 (232) RIT
Science 231 RIT
Math 230 (234) RIT

7th Grade

Reading 231 (232) RIT
Math 224 (229) RIT

6th Grade

Reading 231 (226) RIT Met
Math 225 (227) RIT NM

5th Grade

Reading 223 (221) RIT
Science 227 RIT
Math 224 (225) RIT

4th Grade

Reading 222 (216) RIT
Writing 32 (32) RIT
Math 217 (219) RIT

3rd Grade

Reading 212 (211) RIT
Math 211 (212) RIT

Most recent academic testing based on the Woodcock Johnson IV Tests of Achievement form A, these scores are standard scores based on 100 being the norm for their same age peers; Basic Reading 85; Reading Fluency 99; Reading Comprehension 93; Math Calculation 82; Math Reasoning 91; Written Expression 90; Comprehension Knowledge 88; Long Term Retrieval 105; Auditory Processing 90; Fluid Reasoning 93; Processing Speed 101; Short Term Memory 83; Phonemic Awareness 95; Working Memory 83. These scores are based on 90-110 being average as their same age peers. Based on these scores Ashley is low average in short term memory and math calculation. Her strengths are in the areas of long term retrieval and reading fluency.

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc), including the results of initial or most recent formal or informal assessments/observations:

- **Strengths of the student**

- **Needs of the student**
 - **How the student's disability affects involvement and progress in the general education curriculum**
- 34 CFR 300.320(a)(1)

Narrative and supporting data:

Ashley continues to improve in her organization and personal choices. Most of Ashley's school career Ashely has struggled with attendance but she is working hard to not miss as much school. Ashley also has improved socially since her freshman year. She used to get involved in the school drama, once again Ashely is working hard at not getting involved in this and this is helping her school work as well. Ashely has started working part time at Maurice's, which is going as well. Ashley's functional performance hurts her academically when she misses school as she struggles to get caught back up. Ashley's organizational skills continue to improve each year.

Form 581-5138b-P
10/2014: Oregon Standard IEP