



Individual Education Program (IEP)

From: 5/22/15 **To: 5/22/16**
 Annual Addendum

Student Information

Student: Jackson Miller **Birthdate:** 02/01/2000 **Grade:** 9th Grade
 (first) (last)

Student ID: 0000000 **Gender:** M **Ethnic Group:** White (not Hispanic)

School: Ford Elementary

District: Tennessee District

Primary Disability:	Specific Learning Disability	Re-evaluation of Eligibility Date:	03/15/2014
Secondary Disability:	None		

Medical Information: Jackson has asthma and takes long-term medication daily at home, but he also carries a quick relief inhaler with him in case of an emergency. Jackson has reported that he feels embarrassed when he uses the inhaler at school in front of his peers. Based on this input, the team agreed to allow Jackson to use a non-verbal sign (holding two fingers in the air) and then step out to the hallway to use his inhaler.

Relationship to Student: Parents
 Name: John and Belinda Miller
 Address: 100 Main Street, Anytown, TN, XXXXX

Home Phone:
 Work Phone:

Student Name: Jackson Miller

DOB: 02/01/2000

Current Descriptive Information

Describe the student's strengths: Jackson has strong leadership skills and is a very social student. He is the freshman class treasurer, and math is a definite strength for him. He has strong number sense and mental math skills that have helped him in his Core Math I class. Jackson enjoys non-fiction text related to historical events that have contributed to the development and expansion of the United States and specifically to the state of Tennessee. Lastly, Jackson has strong listening comprehension skills and can follow multi-step directions.

Describe the concerns of the parents regarding their student's education: Mr. and Mrs. Miller report that Jackson is becoming more conscious of difficulties in reading, especially when he is asked to read aloud in class. They are excited that he is a class officer but are worried that his self-esteem may be negatively impacted due to students correcting his reading when he reads aloud in class. The Millers report that Jackson wants to be involved in class so that he does not feel singled out, and they are asking for suggestions to help address this.

Describe how the student's disability affects involvement and progress in the general curriculum: Due to Jackson's learning disability in reading, he exhibits difficulty in decoding multisyllabic words as well as many medial soft /c/ words. This affects his fluency rate, as well as his comprehension when he reads silently to himself. When given multi-page reading assignments combined with comprehension questions in the classroom, he has difficulty reading orally and working independently.

Present Levels of Performance

Levels of functioning, should when applicable, include norm reference and/or criterion references data, as well as descriptive information of the student's deficit areas

Source of Information	Area Assessed	Date	Exceptional Yes/No
Reading Assessments	Academics - Reading Fluency	5/13/15	Yes
Present Level of Performance:			
Woodcock-Johnson:			
Jackson was administered the Woodcock-Johnson III Tests of Achievement (WJ-III NU Ach) on May 13, 2015. Based on this assessment, he received a standard score of 77 in Broad Reading. The Broad Reading score is a combination of Letter-Word Identification, Passage Comprehension, and Reading Fluency. A breakdown of the standard score for each subtest in reading are as follows:			
Letter-Word Identification: 83			
Passage Comprehension: 80			
Fluency: 76			

Based on classroom observations noting a strength in Oral Language, Jackson was also administered the Oral Language subtests which included Story Recall and Understanding Directions. He received an overall standard score of 96 in Oral Language, a SS of 97 in Story Recall, and a SS of 96 in Understanding Directions.

Curriculum-Based Measure:

Jackson was progress monitored using EasyCBM throughout the school year. Jackson began the school year reading 40 WCPM when given a passage at his instructional level of 3rd grade. Progress monitoring reports indicate that Jackson is responding to the reading intervention and making progress. On a recent reading fluency probe Jackson read 90 WCPM. The typical ROI is .861 and Jackson's ROI is 1.38.

Jackson was also given a series of reading fluency probes at the 4th grade level. The average of the past three probes was 83 WCPM which places him just above the 10th percentile for the spring norms. The fall norm for the 50th percentile is 105 WCPM and the spring norm is 138 WCPM.

When reviewing Jackson's timed fluency sheets. Jackson had difficulty with the following words:

- Amusement
- Excited
- Experiences
- Decided
- Cancelled
- Commercials

Source of Information	Area Assessed	Date	Exceptional Yes/No
<p>Kuder and Transition Interview</p> <p>Present Level of Performance:</p> <p>Jackson took the Kuder Career Search and Person Match to measure his career interests. Based on this assessment, as well as a student interview, Jackson has a high interest in Architecture and Construction. The Kuder assessment also indicates an interest in the cluster of Law, Public Safety, Corrections, and Security.</p> <p>Jackson also took the Skill Cluster Assessment and scored highest in the cluster of Agriculture, Food, and Natural Resources and second highest in Transportation, Distribution, and Logistics. In his student interview and planning session, Jackson wasn't surprised this was high because he has worked on his family farm for several years.</p> <p>Architecture and Construction was 10th on the Skill Cluster list. Jackson desires to have a skill set in Architecture and Construction that is comparable to his interest in that field of work. In his interview he indicated that he enjoys the progress that can be seen and the satisfaction he receives when he builds something. However, he wants to have a better understanding of how to utilize computer aided drafting as well as reading blueprint plans.</p> <p>Lastly, Jackson took the Work Values Inventory. The purpose of this assessment is to help Jackson identify key components of a job that will lead to career</p>	<p>Transition</p>	<p>5/15/15</p>	<p>Yes</p>

satisfaction. As evident by Jackson being a class officer and very social, he scored highest in his desire to have co-workers that are helpful, trustworthy, and that he could possibly be friends with outside of the workplace. Secondly, he values a supervisor that is fair and recognizes his value. During his student interview and planning meeting, Jackson validated the results on this report.

SAMPLE DRAFT