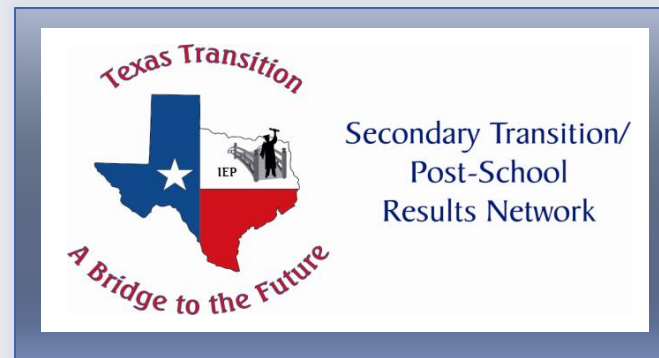
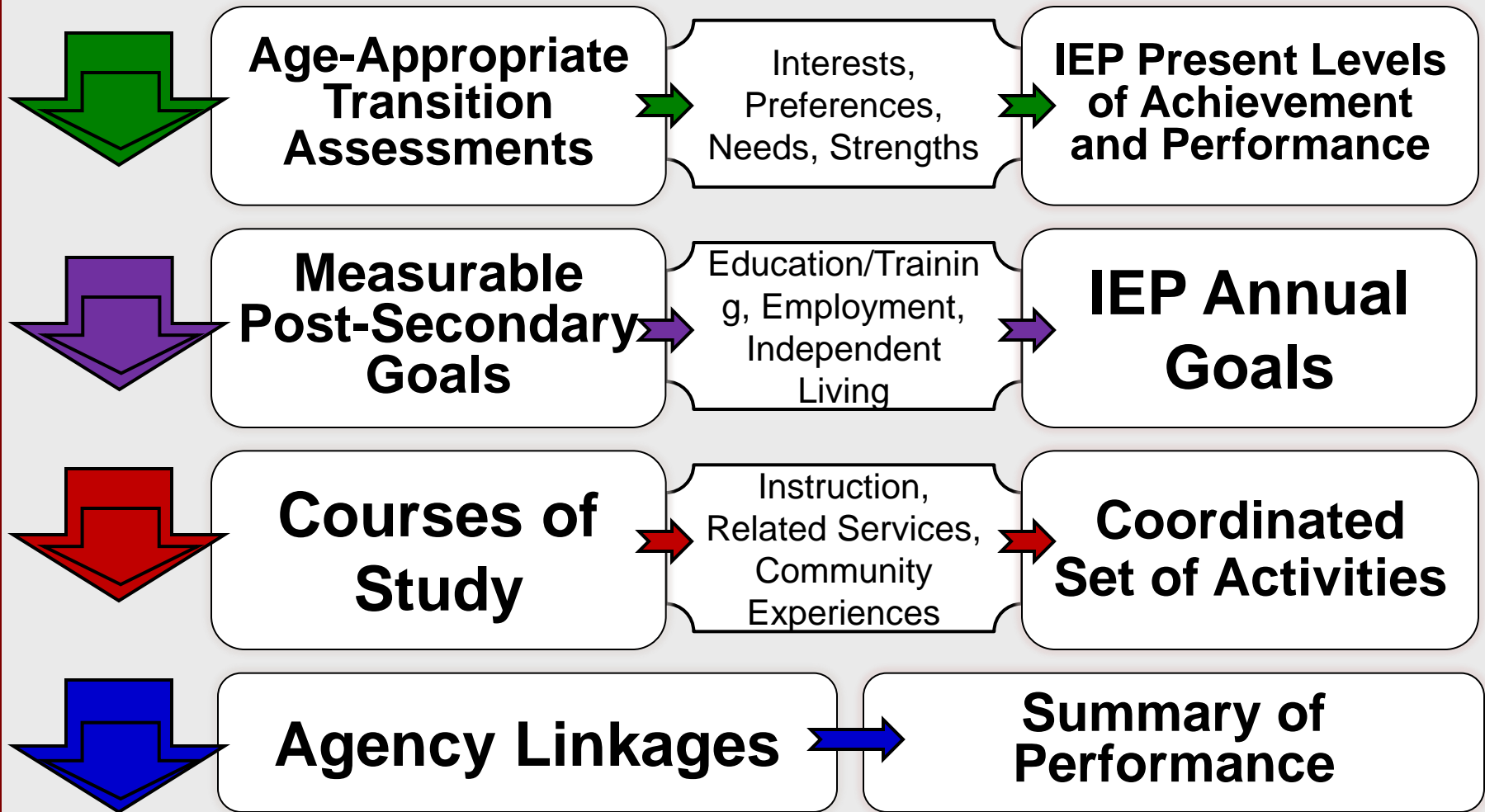


Understanding the Summary of Performance



The Transition Process



Summary of Performance IDEA 2004

“For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must 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..”

IDEA 2004 §300.305(e)(3)

Summary of Performance Texas Administrative Code

- ⦿ All students receiving special education services and graduating from high school shall be provided with a summary of academic achievement and functional performance

TAC §89.1070(c)

Summary of Performance Texas Administrative Code

- ⦿ Consider, as appropriate
 - the views of the parent and student
 - written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals
- ⦿ Shall include results of an evaluation

TAC §89.1070(c)

Summary of Performance IDEA 2004

◎ Four Components

- Postsecondary Goals
- Academic achievement
- Functional performance
- Recommendations

SOP

IDEA 2004 §300.305(e)(3)

Summary of Performance Purpose

- ◎ To give all students with IEPs a useful tool to use after graduation to help them meet their postsecondary goals
 - Enhance postsecondary outcomes for students with disabilities
 - Enhance access to postsecondary education and employment through collaboration
 - Opportunity to analyze data and input from various sources
 - Opportunity for student to apply self advocacy skills

Summary of Performance Completion

- ⦿ Completed during the final year of a student's high school education
- ⦿ Timing of the SOP may vary depending on the student's postsecondary goals

Postsecondary Goals

- ⦿ Education/training
- ⦿ Employment
- ⦿ Independent living, if appropriate

Begin with the end in mind!

Present Levels of Academic Achievement and Functional Performance

- ◎ Present levels of academic achievement and functional performance identifies where the student is functioning in relation to where he or she wants to go and what he/she wants to do beyond school.

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Academic Achievement

- ⦿ English/Language Arts
 - Reading
 - Writing
- ⦿ Mathematics
- ⦿ Science
- ⦿ Social Studies
- ⦿ Enrichment courses
 - Career and Technical Education
 - Other languages
 - Fine arts

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Functional Performance

- ⦿ Self determination
- ⦿ Social skills
- ⦿ Behavior
- ⦿ Employability
- ⦿ Independent living / daily living skills

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Summary of Performance Recommendations

- ◎ Student
- ◎ Parents/family
- ◎ Teachers/school personnel
- ◎ Employers
- ◎ Adult agencies (as appropriate, in writing)

Summary of Performance Recommendations

- ⦿ Steps or activities that need to take place when a student leaves high school to achieve postsecondary goals
- ⦿ Accommodations/supports the student may need after graduation from high school

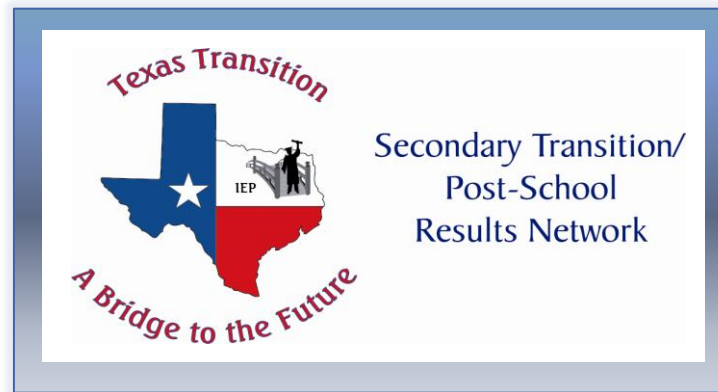
Summary of Performance Effectiveness

- ⦿ Student involvement is critical
 - Input – concerns, needs
 - Understanding of recommendations
 - How to use the SOP
- ⦿ “User-friendly” for the student and their parents/family
- ⦿ Purpose explained to parents

Summary of Performance Examples from Other States

- ⦿ Connecticut
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/ED635.pdf>
- ⦿ Massachusetts
http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/eval_exitsummary.pdf
- ⦿ Montana
<http://www.opi.mt.gov/PDF/SpecED/forms/PerfSummary.pdf>
- ⦿ Oregon
<http://www.ode.state.or.us/pubs/forms/schoolage/1278-P.pdf>
- ⦿ Virginia
<http://www.vacollegequest.org/charting/StudentSOP.pdf>

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