

Summary of Performance

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) (Effective July 1, 2005) calls for a Summary of Performance "*...a local education agency shall 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.*" Sec. 614c (5) The proposed regulatory language addresses Summary of Performance and includes the following language: For a student whose eligibility terminates due to graduation from secondary school or exceeding the age eligibility for a free appropriate education under State law:

(i) a member of the student's IEP Team from a local education agency shall provide the student with a written Performance Summary;

(ii) the Performance Summary shall be based on a historical review of functional assessment and evaluation data as well as an interpretation of the effectiveness of accommodations and supports;

(iii) the Performance Summary will:

- o Specify information and data that documents the student's disability;
- o Provide information on the nature and extent of academic and functional limitations caused by the disability; and
- o Provide information on the effectiveness of accommodations, supports, and assistive technology previously used to reduce the functional impact of the disability.

(iv) the Performance Summary should include, whenever possible:

- o The most recent evaluations or data that support the narrative above; and
- o Student input regarding the functional limitations of her/his disability and use and effectiveness of academic supports.

The attached document is intended to provide guidance regarding the Summary of Performance. This format may be used or adapted but it is not a requirement. When the regulations are final this document will be revisited and revised as appropriate.

Summary of Performance Instructions

Part 1. Student Demographics. Complete this section as indicated. Please note the request at the bottom of this page to attach copies of the most recent formal and informal assessment reports that document the student's disability and provides information to assist in post-secondary planning.

Part 2. Student's Postsecondary Goal. It may be appropriate to complete this section in the spring of the student's exit year. The purpose of this section is to indicate the post-secondary environment the student intends to transition to upon completion of high school.

Part 3. Summary of Performance. The Summary of Performance is critical as a student transitions from high school to post-secondary education, training, or employment. This information is necessary under Section 504 and the Americans with Disabilities Act to establish eligibility for reasonable accommodations and supports in postsecondary settings. It is also useful for the Vocational Rehabilitation Comprehensive Assessment. Three areas of student performance are included: Academic, Cognitive, and Functional. For each of these three areas, complete the student's present level of performance and the accommodations, modifications and assistive technology that were essential to assist the student in receiving a free and appropriate public education. Examples for this section:

Academic:

Reading: basic reading/decoding; reading comprehension; reading fluency

Math: calculation skills, math problem solving

Written Language: Written composition, written expression, spelling

Cognitive:

General ability and Problem Solving: reasoning and processing

Attention and Executive Functioning: energy level, sustained attention,
memory functions, processing speeds,
impulse control, activity level

Communication: Speech, Language, augmentative communication

Functional:

Social Skills and Behavior: interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations, degree of involvement in extracurricular activities, confidence and persistence as a learner, emotional or behavioral issues related to learning and attention.

Independent Living Skills: self-care, leisure skills, personal safety, budgeting and financial management skills

Environmental Access/Mobility: assistive technology, mobility, transportation

Self-Determination/Self Advocacy Skills: ability to identify and articulate post secondary goals, learning style(s),

strengths, needs, ability to ask for assistance, ability to describe impact disability and its impact

Part 4. Recommendations to assist student in meeting post secondary goals.

Write a brief narrative to describe assistance and supports the student will require to be successful in a postsecondary environment, including higher education, training, employment, independent living and/or community participation.

Part 5. Student Input. It is highly recommended that the student provide information related to this Summary of Performance. The student's contribution can help (a) assist high school professionals complete the summary, (b) the student better understand the impact of his/her disability on academic and functional performance, and (c) postsecondary personnel to more clearly understand the impact of the disability. This may be completed by the student or with the student through an interview.

SUMMARY OF PERFORMANCE



Part 1: Student Information

Current School_____

Student Name_____Date of Birth_____Year of Graduation/Exit_____

Address_____

Phone#_____Primary Language_____Person Completing this form_____

Date of Summary_____Date of Current IEP _____or most recent 504 Plan_____

Student's Primary Disability_____secondary disability_____

Note: Attach the most recent copy of assessment reports that diagnose and clearly identify The student's disability and/or will assist in postsecondary planning.

Part 2. Student's Measurable Postsecondary Goal(s)

Part 3. Summary of Performance

Academic Content Area modifications	Present Level of Performance	Essential accommodations, and/or assistive technology
_____ Reading Math Written Language		
_____ Cognitive Areas		
_____ General Ability and Problem Solving		
_____ Attention and Executive Functioning		
_____ Communication		
Functional Areas _____		
_____ Social Skills and Behavior		
_____ Independent Living		
Environmental Access/Mobility _____		
_____ Self-Determination/Self Advocacy Skills		
_____ Career/Vocational/Transition		
_____ Additional Considerations		

Part 4. Recommendations to assist student in meeting post-secondary goals

**Higher Education or
Career-Technical Education:**

Employment:

Independent Living:

Community Participation:

Part 5. Student Input

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)?

- 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)?

- C. Which of these supports and accommodations have worked best for you?

- D. Which of these accommodations or supports has not worked for you?

- E. What are some strengths and needs you would like professionals know about you as you enter the college or work environment?

- F. Are there additional supports or accommodations you think you will need?