

Summary of Performance

SECONDARY TRANSITION TEAM
EXCEPTIONAL STUDENT SERVICES
ARIZONA DEPARTMENT OF EDUCATION

Required by IDEA 2004



“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 post secondary goals.”

Federal Register Vol. 71 No. 156 300.305(e)(3)

For which students?

- ✓ Those who will graduate with a regular high school diploma
- ✓ Those who will age out of high school.
- ✗ drop outs, GED



Purpose of the Summary of Performance



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

Intended as a "summary" to provide specific, meaningful, and understandable information to the student, the student's family, and any agency, including postsecondary schools, which may provide services to the student upon transition

Should help increase collaboration and improve the individualization of transition planning, resulting in enhanced post-school outcomes for students

Not a guarantee of services after high school

Three Parts of the Summary of Performance

1

Summary of Academic Achievement

2

Summary of Functional Performance

3

Recommendations

Forms are based on district preference

Keep in Mind...



The Summary of Performance

- ✓ is individualized
- ✓ does not require additional assessment
- ✓ is not part of the IEP... however, it is best to be completed with the student's input (IEP process)
- ✓ **should be in terms of the measurable postsecondary goals**

1

Summary of Academic Achievement

Summary of Academic Achievement



If you include grade level make sure there is a description of skills



Should include a summary of reading, math, written language, and learning skills



Reading

Decoding

Comprehension

Fluency

Here's an example...



MPG: Michael will be employed as a welder at Intel.



MPG: Michael will apprentice through the union to earn his welding certificate.



Michael can read 150 words per minute at the 7th grade level and is able to decode familiar words. He demonstrates more difficulty decoding unfamiliar words which slows his fluency and interferes with his ability to understand technical information. As a result he understands technical welding information better after getting hands-on experience or following a picture diagram.



Math

Calculation

Algebraic
Problem
Solving

Quantitative
Reasoning

Writing

Fluency

Mechanics

Expression





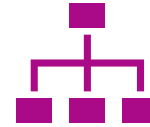
Class
participation



Note taking



Keyboarding



Organization



Time
management

Learning Skills

2

Summary of Functional Performance

Functional Performance



Social Skills And Behavior

Interactions with others

Confidence

Responsiveness



Independent Living

Self-care

Personal safety

Transportation



Communication

Communication Device

Sign Language

Verbal

Functional Performance



Self Determination/ Self-Advocacy

Understanding disability
Identifies strengths and needs
Disclosing disability
Accommodations



Other Concerns

Medical considerations
Family needs

Here's an example...



MPG: Michael will be employed as a welder at Intel.



MPG: Michael will apprentice through the union to earn his welding certificate.



Michael's social skills are age-appropriate. He has learned how to take constructive criticism in a professional manner. Michael is polite when advocating for his needs related to accommodations. He has had some difficulty with organization, however, he has learned to use the calendar and task apps on his phone to help him manage the jobs that he is assigned.

3

Recommendations

Recommendations for Meeting the Postsecondary Goals



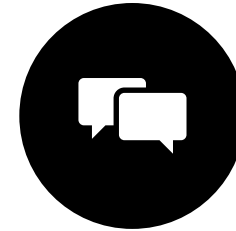
Activities Yet To
Accomplish



Accommodations



Assistive
Technology



Communication
Needs



Other Areas

Here's an example...



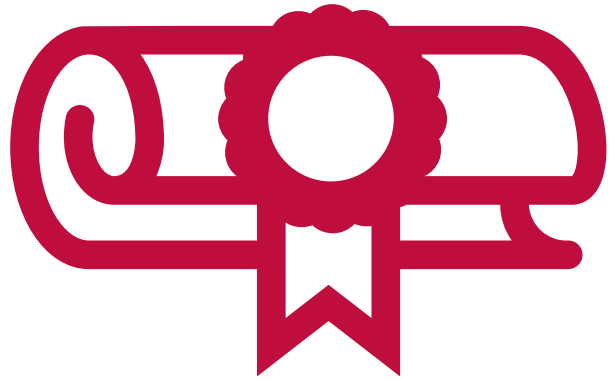
MPG: Michael will be employed as a welder at Intel.



MPG: Michael will apprentice through the union to earn his welding certificate.



Michael will need to contact the union office to confirm his enrollment in the certification program. The contact information is attached and he has entered it into his phone. In addition, Michael will meet with his job coach at the appointed time to discuss his needs on the job. Again, the information is entered into his phone and calendar.



Additional Considerations

Time Frame

Fall

- Applications for
 - Postsecondary education
 - Adult services

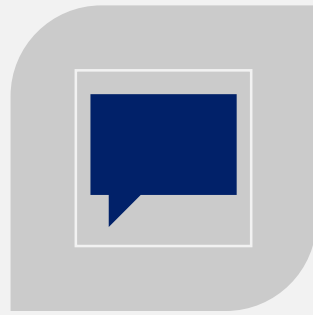
Spring

- Employment
- Independent living

Before they leave...



Email the student
and parent a copy



Inform the student
and parent how and
when it can be
shared



Discuss need for
confidentiality



Identify storage and
safekeeping
practices

Post School Outcomes Survey

- Get contact information
 - Student
 - Parent
 - Social Media
- Remind them that you'll be reaching out next year
- [PSO Sample Contact Form](#)



Conclusion

Summary of Performance

- ✓ Importance is in the name
- ✓ Communication, explanation, consistency
- ✓ Effort put into it will equal student benefit when pursuing their postsecondary goals

Contact Information

Arizona Department of Education
Exceptional Student Services
Secondary Transition
602-542-3855

ESSTransition@azed.gov

<http://bit.ly/AZsecondarytransition1>

