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

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
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
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
Learning Skills

Class participation  Note taking  Keyboarding  Organization  Time management
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.
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
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http://bit.ly/AZsecondarytransition1