

## Summary of Performance Completion Guidelines

The Summary of Performance is used to comply with the new requirement in IDEIA 2004, Sec. 614(c)(5)(B)(ii). The Summary of Performance:

- Provides information to students who are graduating with a regular diploma to assist them in meeting their post-high school goals, and
- provides information to students who are leaving school because they exceed the age of eligibility for a free appropriate public education (end of the semester in which they turn 21) to assist them in meeting their post-high school goals.

### Language from IDEIA 2004

§300.304 (3) ...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-high school goals.

**Demographic Information:** It is important to include the most up-to-date information on the student to assist future service providers and allow for post-school outcome collection.

**Summary of Performance:** A student's strengths and needs should be written in an objective manner. Assessment language (average, below average, above average, etc....) rather than value words (good, nice, significant, etc....) should be used to establish these areas. It is of utmost importance that the actual levels of performance be documented clearly and without an overly positive bias. Eligibility for most adult agency services and resources is dependent upon a need, a deficit, and a disability. Present levels of performance should be honest, objective, clear, and concise.

- **Academic Achievement and Performance:** includes reading, math, written language, general ability and problem solving, and attention and executive functioning. Present levels of performance should include strengths, needs, grade levels, and assessment summaries. Currently used and anticipated supports should be listed, along with a student's learning style.
- **Functional Achievement and Performance:** includes social, interpersonal, and behavior skills, independent living skills, self care and personal hygiene, mobility and/or transportation, self determination, communication, career and employment, work tolerance and work skills, and recreation and leisure skills. Present levels of performance should include strengths, needs, and assessment summaries.
- **Recommendations to Assist the Student in Achieving Measurable Post-High School Goals:** Provides specific recommendations (accommodations and modifications) to the student, the family, and post-high school agencies and resources who may utilize the information regarding specific and meaningful steps to enhance access and participation in post-high school goals. This section also includes an area for agency contact information.
- **Student Input:** It is recommended that the student provide information regarding supports and services that will assist him/her in attaining his/her post-high school goals. This input will help in the completion of the Summary of Performance.
- **Data Sources:** Documentation, such as resume, interest inventories, job evaluations, etc. that will assist the student in attaining post-high school goals should be attached to the Summary of Performance. Include most current triennial assessment information.

**The original Summary of Performance, with attached data sources, should be given to the student. A copy of the Summary of Performance (without attached data sources) should be forwarded to Special Education Records.**



Student Name: \_\_\_\_\_

Functional Achievement and Performance	Strength	Limitation	For each area, include a brief description of the Present Level of Performance (strengths, needs, assessment summary)
Mobility and/or transportation			
Self determination, i.e.: <ul style="list-style-type: none"> <li>▪ Ability to advocate appropriately</li> <li>▪ Ability to make appropriate decisions</li> </ul>			
Communication, i.e.: <ul style="list-style-type: none"> <li>▪ Oral</li> <li>▪ Written</li> </ul>			
Career and employment, i.e.: <ul style="list-style-type: none"> <li>▪ Has indicated a preferred career path</li> <li>▪ Has researched preferred careers</li> </ul>			
Work tolerance and work skills, i.e.: <ul style="list-style-type: none"> <li>▪ Ability to follow schedule</li> <li>▪ Works independently</li> </ul>			
Recreation and leisure skills			

**Recommendations to assist the student in achieving measurable post-high school goals**

This section presents recommendations to the student, family, and others utilizing this form for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in post-high school goals. These recommendations in no way obligate any post-high school agency to such recommendations. **Attach resume, job evaluations, interest inventories, and any other documentation related to eligibility or associated with attainment of post-high school goals.**

Post-high school area	Accommodations/modifications to assist in meeting post-high school goals	Agency(s) contact information (name and/or title, phone number, address and/or email). State whether the student is already connected or is recommended to connect.
Employment and career		
Education and training		
Independent living		

