

SUMMARY OF PERFORMANCE FACT SHEET

The **Summary of Performance** is a new requirement in Evaluation procedures as contained in IDEA 2004. (§300.305.(3)(e)).

The language is as follows: *“For a child whose eligibility under special education terminates due to graduation with a regular diploma or due to exceeding the age of eligibility, the 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”.*

What is a Summary of Performance? The word “summary” provides a clue to what the intent of the law may be. While the SOP is very closely tied to the information contained in the IEP, it should be a separate document which condenses and organizes the key information that should follow the student. It is a summary of existing data and of performance in academic and functional areas. The SOP must also include recommendations on how to assist the student in meeting the student’s measurable postsecondary goals. This SOP is in lieu of an exit evaluation.

Goal of the SOP: To foster access to postsecondary supports for students with disabilities.

SOP most useful when linked with the IEP process and when the student has the opportunity to actively participate in the development of this document. The individual that develops the SOP should typically be the IEP case manager for the student. The final draft of the SOP should be presented to the IEP team for its review, revision and formal approval.

An SOP that includes a review of a student’s previous disability documentation and current data on the functional impact of the student’s disability will significantly assist the student in gaining access to, and participating in, further education and employment.

An SOP that does not provide data to document the disability, describe current limitations and accommodations needed in secondary school, will need to be supplemented by additional information.

The summary document is required upon the student’s graduation with a regular diploma or upon aging out from special education services. As a best practice, however, educators should choose to prepare an SOP earlier for students who are transferring to another school, meeting with the Disability Coordinator at a college, applying for Vocational Rehabilitative Services, etc. The intent of the SOP is to provide crucial information to those people who may assist the student in the future, therefore providing that information when it is most timely, makes sense. If an early “SOP” is prepared for a student it is recommended that an electronic copy be saved. Therefore, if the student’s contact information changes, or if there are substantial performance changes prior to graduation or ageing out, the appropriate section(s) of the electronic copy can be updated fairly easily.

The **IDEA 2004 also mandates that State Education Agencies collect data on the** number of students who were on an IEP in secondary school, that have been employed or attended postsecondary education/training within one year after exiting the secondary school system. Students with disabilities will be contacted one year after graduation, aging out, or dropping out of school. In ND this is accomplished through the ND DPI Follow-Up Study. Since the Summary of Performance will be one of the last things done with students before they leave special education, it is an opportune time to inform the student and parents about this upcoming Follow-Up Interview and at the same time obtain current contact information for the parent(s) and student.

North Dakota Department of Public Instruction/Office of Special Education