

# COMPONENTS OF THE SUMMARY OF PERFORMANCE FORM

The Local Education Agency is required to provide this information for youth exiting special education due to graduating with a diploma or exceeding the age of eligibility.

## 1. Student Information:

This section contains student contact and demographic information that will be helpful to future service providers and to post-school surveyors who will contact students after graduation. A school contact person is also listed. Complete and up-to-date information is crucial to the North Dakota follow-up process. Include the student's disability and if applicable, secondary disability, primary language and date of the most recent IEP. A checklist may also be included of the most recent copies of evaluation reports that your team is attaching that diagnose and identify the student's disability or functional limitations, and/ or will assist in the postsecondary planning.

## 2. Student's Measurable Postsecondary Goals:

IDEA 2004 requires that special education students aged 16 and above (or younger, when deemed appropriate by the IEP team) have measurable postsecondary goals (based upon age appropriate transition assessments) related to: Education or training, Employment, and where appropriate, Independent living Skills.

These goals are the desired postsecondary outcomes of the student. This section should be completed using information from the student's recent Transition IEP Plan as well as updated information provided by the student. The information may be filled out independently by the student or completed with the student through an interview.

## 3. Summary of Performance: Academic Achievement and Functional Performance

List the student's present levels of performance – for example, grade level, standard scores, strengths and needs, and accommodations and modifications, such as assistive technology, used in high school, and why they are needed.

Academic Achievement – This should include reading, math, writing, and other related academic skills. What are the student's present levels? Include: strengths, needs, necessary accommodations, modifications, assistive technology, etc. Remember that the purpose of the document is to help that next service provider to better understand how to help the student. What do you think is the most relevant information to convey? How does the student's disability affect his/her performance in academic activities?

Functional Performance – This could include present levels for general ability, problem solving skills, attention, organization, communication, social skills, behaviors, independent living skills, self-advocacy skills, career/vocational skills/experience, and any additional functional information that relates to the student's measurable postsecondary goals. How does the student's disability affect their performance in daily activities. The completion of these two areas may require input from a number of school personnel including the special education teacher, regular education teacher, school psychologist or related service personnel.

## 4. Recommendations to Assist the Student in Achieving Measurable Postsecondary Goals –

Include suggestions for accommodations, adaptive devices, compensatory strategies, assistive technology or support services to enhance access in a post-secondary environment, including higher education, training, employment, independent living or community participation. The recommendations can relate to the student's educational goals, community participation, employment, and/or independent living. Words of caution when filling out this section, Employers and colleges have different expectations and obligations. Do not recommend things in the SOP that colleges and employers aren't required to provide. Post-secondary providers will continue to make eligibility decisions on a case by case basis and the recommendations do not imply that the service a student qualified for in high school would automatically be the rule in post-secondary.

## 5. Student Input – (Optional)

Asking the student about what supports and services have helped them to be successful in high school, and about what services or supports will be needed in the future, can help promote self advocacy and the development of understanding of the disability and how it will impact postsecondary activities.

### Definitions:

An **Accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. Students with impaired spelling or handwriting skills, for example, may be accommodated by a note-taker or permission to take class notes on a laptop computer. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students.

A **Modification** is defined as a change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed. Modifications are not allowed in most postsecondary education environments.

**Assistive Technology** is defined as any device that helps a student with a disability function in a given environment.