

Summary of Performance

The Michigan Transition Outcomes Project (MI-TOP) created a model Summary of Performance form to help ensure LEAs meet federal IDEA requirements and make the Summary of Performance an effective tool for students.

- The “Summary of Performance” is a requirement of the Individuals with Disabilities Education Act (IDEA) Regulations, 300.305(e).
The Summary of Performance:
 - Provides information to students who are graduating with a general education diploma to assist them in meeting their post-secondary 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 school year in which they turn 26) to assist them in meeting their post-secondary goals.

- The Michigan Department of Education, Office of Special Education and Early Intervention Services (MDE/OSE-EIS) recommends that school districts provide a Summary of Performance for students who leave school before age 26 and have not met the requirements of the Michigan Merit Curriculum.

- The MDE/OSE-EIS recognizes that the Summary of Performance is most useful when the student has the opportunity to actively participate in the development of this document. The MDE/OSE-EIS recommends that the development of this document be linked to the Individualized Education Program (IEP) and the Education Development Plan (EDP) process. The final document should be given to the student within an exit interview meeting that adequately reviews with the student the contents of their Summary of Performance, its intended use, and to answer questions. Future student contact information to allow for potential follow-on surveys, etc. could be obtained at this meeting.

Summary of Performance Form Directions:

- Complete the student information section of the form.

- Include a summary of the student’s academic achievement and functional performance, reviewed and updated from the most recent IEP. This statement may include:
 - How the student’s disability has affected the student’s academic achievement and functional performance and progress in the general education curriculum
 - The student’s academic and functional strengths
 - The results of the student’s vocational and transition assessments
 - The results of the student’s most recent state or district assessments
 - The results of any college entrance examinations (e.g. SAT, ACT)
 - The results of the most recent special education reevaluation as required by the IDEA

- Whether the student is graduating with a general education diploma
- A description of any other exit document the student earned in high school (e.g, locally-issued certificate)
- Honors or special awards the student achieved in high school
- Vocational or extracurricular accomplishments of the student

When available and appropriate, attach any other documentation regarding the student's academic achievement and functional performance.

- List the student's post-secondary goals, reviewed and updated from the student's most current IEP.
- Write recommendations for assisting, supporting, and/or accommodating the student in meeting the student's post-secondary goals after the student exits from K-12 education. These recommendations may include accommodating the student's disability in the workplace, post-secondary education setting, community participation, independent living etc.
- Enter the name of the person(s) completing the summary, the name of the school, a contact phone number, date of completion of this document, and district representative signature.
- Student signature and date indicating receipt of a copy of their Summary of Performance.
- It is recommended that the student complete the Summary of Performance Student Perspective form.

Summary of Performance

Report Date: _____

This model form is compliant with 34 CFR §300.305(e)

Student Name: _____	Birth Date: _____
Resident District: _____	Grade: _____
Student's Primary Disability: _____	Secondary Disability: _____
Anticipated Exit Date: _____	

Summary of academic achievement and functional performance (reviewed and updated from most recent IEP):

Student's post-secondary goals (reviewed and updated from most recent IEP):

Accommodations used to achieve success in high school:

Modifications used to achieve success in high school:

Assistive Technology used to achieve success in high school:

Recommendations to meet post-secondary goals:

Employment:

Post-secondary Education and Training:

Independent Living Skills:

Prepared by: _____

Phone: _____

District Representative: _____

Student Signature: _____

Date: _____

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE

Student Name: _____ **Date:** _____

As I enter college, work, training programs, and adult life:

- A. My plans are...

- B. My strengths are...

- C. My disability is...

- D. My disability affects my schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities) in the following ways...

- E. I will need help with...

- F. Supports that I have used to help me succeed in school (aids, adaptive equipment, physical accommodations, other services) are...

- G. The accommodations and supports that work best are...

- H. Additional accommodations and supports that I may need to access are...