BEST for **ALL**

We will set all students on a path to success.
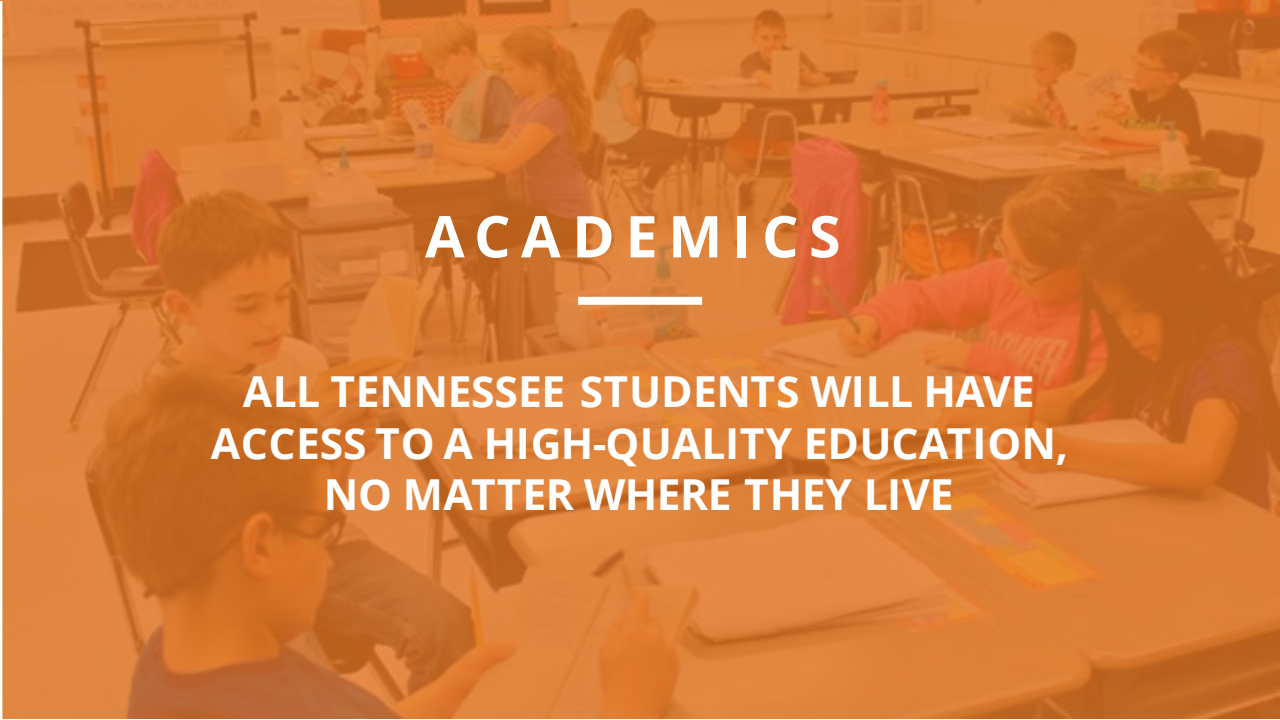
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Learning Objectives

- Describe the legal basis for the Summary of Performance.
- Identify the benefits of developing a comprehensive Summary of Performance.
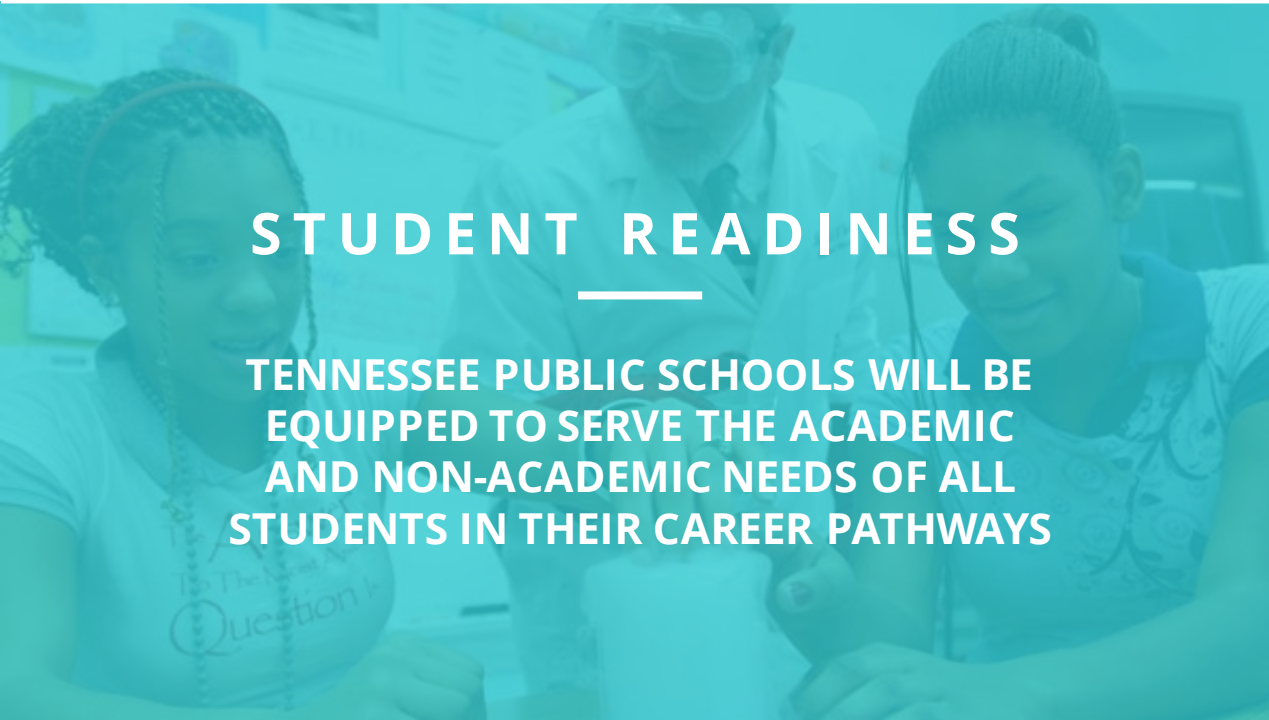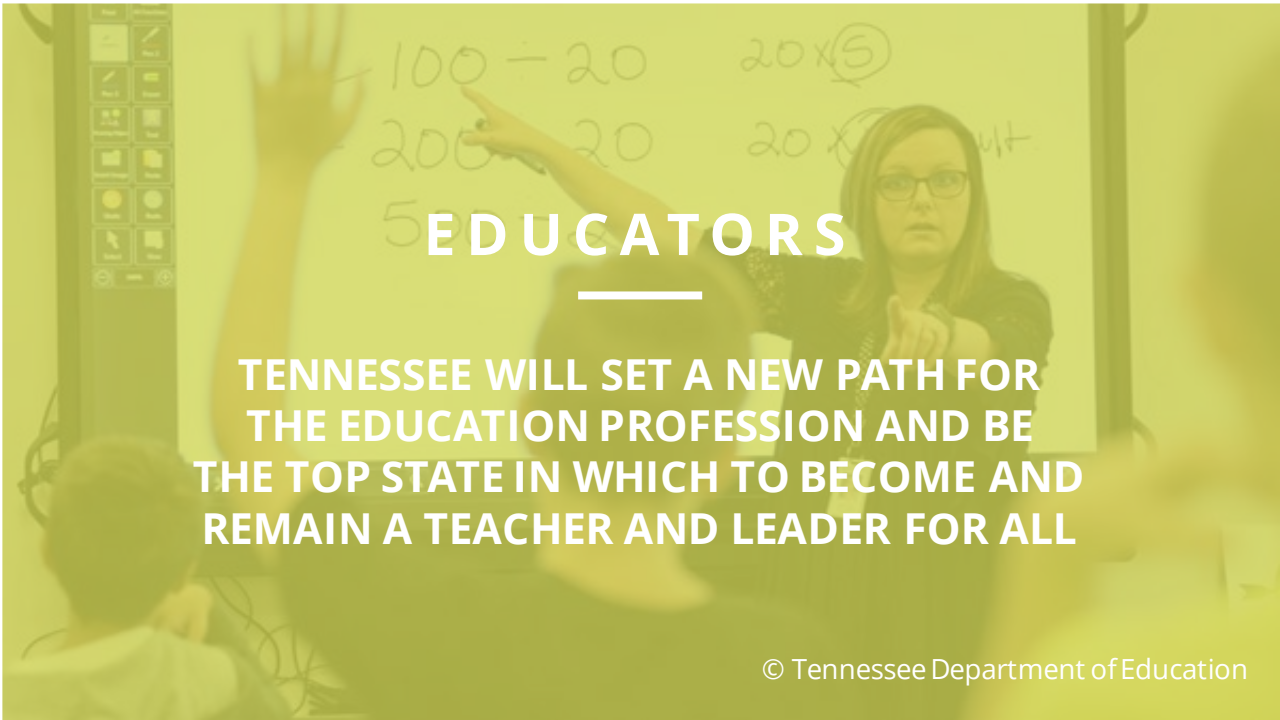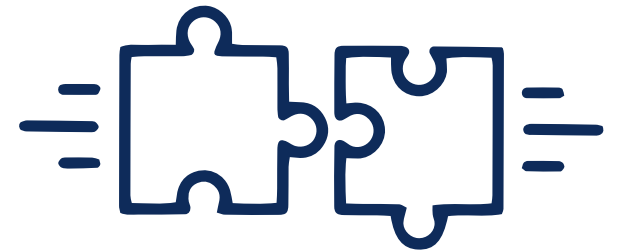- Design and implement a high-quality Summary of Performance.

Summary of Performance

- Serves as a "transition passport" to facilitate a seamless transition from school to postsecondary settings.

- Compiles all the information and data that a local educational agency (LEA) has collected on a student and summarizes it into one document.

- Offers a snapshot of a student's current assessment, postsecondary goals, and present levels of performance in academic, cognitive, and functional areas.

- Required by Individuals with Disabilities Education Act (IDEA).

See 34 C.F.R. § 300.305(e)(3).

When Should a Summary of Performance be Completed?

The Individuals with Disabilities Education Act requires the local education agency (LEA) to provide a Summary of Performance (SoP) to students with a disability upon exiting special education for one of the following reasons:

- Earning a traditional high school diploma, **or**
- Exceeding the age of eligibility for a free appropriate public education (FAPE), which is through the end of the school year that the student turns 22 years of age.

See 34 C.F.R. § 300.305(e).

When Should a Summary of Performance be Completed?

While LEAs are not required to immediately provide an SoP to the student or the student's parent when they receive an alternate academic diploma (AAD), an occupational diploma, or a special education diploma, LEAs *should* consider doing so if the student intends to withdraw from school before their 22nd birthday to ensure that the Summary of Performance is based on current information to assist them during their post-secondary transition.

Where Can Data be Gathered for the Summary of Performance?

- **Existing data** (does not require new testing)

- **Formal Assessments**
  - Academic achievement tests
  - Transition knowledge/skills inventories
  - Social skills inventories
  - Aptitude tests
  - Employability scales
  - Career interest inventories

- **Informal Assessments**
  - Observational reports
  - Behavioral and functional skills inventories
  - Work-Based Learning assessments
  - Interviews from student, teachers, parents/guardians, employer

What is the Student's Role in the Summary of Performance?

- The student should guide the SoP to the greatest extent by:
  - explaining their disability,
  - articulating their postsecondary goals, and
  - explaining the connection between the accommodations, assistive technology, and/or supports used during high school.
- The **more involved** a student is in the development of the SoP, the **more meaningful** it will be for them after they leave school and are navigating postsecondary education, employment, or adult agency supports.

For students to excel at self-advocacy, they must not only be aware of their own desires and limitations, but also be adept at communicating them.

Meraz, 2023

How Can a Student Benefit from a Summary of Performance?

Oftentimes, college disability services will look at this section to determine accommodations that might be appropriate for the student at the postsecondary level and employers may look at it to determine what supports the student will need on the job.

Who Can Use Information on a Summary of Performance?

- Vocational Rehabilitation counselors

- Employers/Human Resource professionals

- Postsecondary education disability office personnel

- Service coordinators

- Tennessee Technology Access Program personnel

- Employment and Community First Choices (ECF CHOICES) counselors

- Any other agency/resource that will assist the student in reaching their postsecondary goals

- Tutoring centers

Components of a Summary of Performance

1 Background Information

2 Measurable Postsecondary Goals (MPSGs)

3 Summary of Performance
- Academic Content Areas
- Cognitive Areas
- Functional Areas

4 Recommendations

5 Student Input

Background Information

- Personal information including demographic information, exceptionality, contact information, graduation/exit year.
- All information will be pulled from the **current IEP**, except graduation/exit year and student contact information.
  - Be sure to include contact information (a phone number and email address) that the student will be able to access after they have exited.
  - Maintaining accurate contact information is helpful for contacting a student after they have exited to follow up on post-secondary outcomes.

Part 1

Measurable Postsecondary Goals (MPSGs)

- Reflect the measurable postsecondary goals from the current IEP in the areas of:
  - Employment,
  - Postsecondary Education/Training
  - Community Involvement
  - Independent Living, if appropriate
- All MPSGs will be pulled from the current IEP.

Part 2

Sample of MPSGs in the SoP

Postsecondary Area	NA	Measurable Postsecondary Goals
Community Living		**After high school graduation**, STUDENT **will** volunteer at the food pantry in their community.
Education/Training		**After high school**, STUDENT **will** enroll in and attend a four-year college or university and major in supply chain and management logistics.
Employment		**Upon the completion of his/her high school diploma**, STUDENT **will** work at a store with the support of a job coach, where they stock shelves and interact with customers.
Independent/ Supported Living, if appropriate		**Upon completion of high school**, STUDENT **will** use public transportation to navigate their community.

Summary of Performance

- Describes the student's academic achievement and functional levels of performance in the following areas:
  - Academic Content Areas
  - Cognitive Areas
  - Functional Areas

- Describes essential accommodations, assistive technology, and/or supports the student has been using successfully

Part 3

Sample of Academic Content Areas

Academic Content Areas	Present Levels of Academic Achievement and Functional Performance (grade-level, strengths, preferences, interests, needs)	Essential Accommodations, Assistive Technology and/or Supports
Reading	According to teacher reports, STUDENT can read fluently at grade level. Using comprehension strategies, they can answer literal and inferential questions about a passage. When using pre-teaching vocabulary strategies, they can match words with similar meanings.	Extended time, highlighting unknown vocabulary, pre-teaching vocabulary, comprehension strategies
Math	According to teacher-made data sheets, STUDENT can complete one-, two-, and three-digit addition and subtraction problems without regrouping, when given a number line.	Extended time, Number line, prompting
Written Language	According to teacher consultation with Teacher of Students with Visual Impairments (TVI), STUDENT has mastered the literary braille code. When prompted to check their work, STUDENT will do so before turning it in.	Prompting, screen reading software, adapted writing tools, Braille Translation software; access to PDA compatible printer, Braille embosser

Sample of Academic Content Areas

Cognitive Areas	Present Levels of Academic Achievement and Functional Performance (grade-level, strengths, preferences, interests, needs)	Essential Accommodations, Assistive Technology and/or Supports
General Ability and Problem Solving	According to teacher reports, when faced with an unpreferred task, STUDENT tends to engage in inappropriate behaviors to avoid the said task. STUDENT is working on self-monitoring their behavior and engaging in coping strategies to persevere through unpreferred tasks. When given positive reinforcement, STUDENT is more likely to remain on task and display appropriate behaviors.	Self-monitoring tools, positive reinforcement, coping strategies, counseling
Attention and Executive Functioning	According to teacher reports and observations, STUDENT can complete one-step directions when directly spoken to, and restate the directions when asked. STUDENT can complete short, hands-on activity after it is modeled. STUDENT does best when provided tasks to complete without a lot of downtime. STUDENT's job coach has described them as a diligent worker when provided supports and prompting utilizing a picture exchange communication system (PECS).	Picture schedule, job coach, prompting
Communication	Student's Braille and auditory skills are strong, which allows them to participate and work mostly independently in classes (Learning Media Assessment). They get along well with peers and actively participates in their church's youth service group. They has mastered the literary Braille code. They can read and write all 189 short-form words and contractions. STUDENT is working on recognizing his/her strengths and communicating them to others.	BrailleNote touch, prompting, Braille notetaker

Sample of Functional Areas

Functional Areas	Present Levels of Academic Achievement and Functional Performance (grade-level, strengths, preferences, interests, needs)	Essential Accommodations, Assistive Technology and/or Supports
Social Skills and Behavior	STUDENT gets along well with their peers, according to the Student Transition Questionnaire. STUDENT stated they hang out with friends outside of school. STUDENT can manage their inappropriate behavior when reminded of coping strategies and when using a self-monitoring tool.	Counseling, self-monitoring, coping strategies, positive reinforcement
Independent Living	According to a parent and student interview, STUDENT wants to register with the disability support office at the collegiate level to receive accommodations. Their parents also want STUDENT to create a budget for while they are in college, as STUDENT tends to spend money on wants, and not needs.	Budgeting software, calculators, prompting, computers, Internet access
Environmental Access/Mobility	STUDENT is a wheelchair user and is working on accessing public transportation, according to the orientation and mobility specialist. They require enough room to maneuver a wheelchair in their classrooms. STUDENT requires materials in Braille, adapted writing tools, and screen-reading software to fully engage in coursework.	Materials in Braille, adapted writing tools, screen-reading software, Braille Translation software, Personal Digital Assistance
Self-Determination/Self Advocacy Skills	According to classroom teachers, STUDENT is working on disclosing information related to their disability and sharing their strengths with future employers. STUDENT can advocate for their needs with people they are comfortable around.	Prompting, role playing
Career/Vocational/Transition	According to STUDENT's teachers and job coach, STUDENT is a diligent worker when provided support. At the local farming supply store where they have work-based learning, they are able to stock and organize shelves, load feed into cars, and bag items at the register. STUDENT scored highest in the area of retail on the Pictorial Interest Inventory.	Visual supports, access to a job coach, prompting
Additional Considerations		

Recommendations

- Present **suggestions** for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services to enhance access in postsecondary environments.

- These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or employment setting. **Postsecondary settings will continue to make eligibility decisions.**

Part 4

Sample of Recommendations

| Postsecondary Area	Present Levels of Academic Achievement and Functional Performance (grade-level, strengths, preferences, interests, needs)	Contact Information: name and/or title, phone number, address, email or person of agency.
Training	STUDENT has been accepted as a Vocational Rehabilitation (VR) client and would benefit from working with a VR counselor. The VR counselor can work with them on preparing for and maintaining employment.	
Higher Education or Career-Technical Education	STUDENT would benefit from having access to accommodations in their Culinary Arts program. They will need to disclose their disability to the access office.	
Employment	STUDENT will need to disclose their disability to future employers to ensure they can complete all job responsibilities, given reasonable accommodations. If denied reasonable accommodations, STUDENT can reach out to Disability Rights TN, which can provide pro bono legal support.	
Independent Living	STUDENT will need to continue to have access to a communication system in order to communicate needs, wants, and feelings. They would benefit from working with the Tennessee Technology Access Program (TTAP) to try out a variety of communication devices, to determine which device will best suit their strengths and areas of need.	
Community Participation	STUDENT has expressed interest in continuing to volunteer at their local food pantry after high school to give back to their community. They would benefit from connecting with a local service league organization to learn about Nashville area volunteering opportunities.	

Student Input

- Information can be completed independently by the student or through an interview process.

- The input contains information that should come directly from the student, when appropriate, that outlines the student's disability, strengths, and supports that were and weren't successful.

Part 5

Student Input Questions

1. How does your disability affect your schoolwork and school activities, such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities?

2. In the past, what supports have been tried by teachers or by you to help you succeed in school (e.g., aids, adaptive equipment, physical accommodations, other services)?

3. Which of these supports or accommodations have worked best for you?

4. Which of these accommodation or supports have not worked best for you?

5. What are some of the strengths and needs you would like a professional to know about you as you enter the college or work environment?

6. Are there additional supports or accommodations you think you will need?
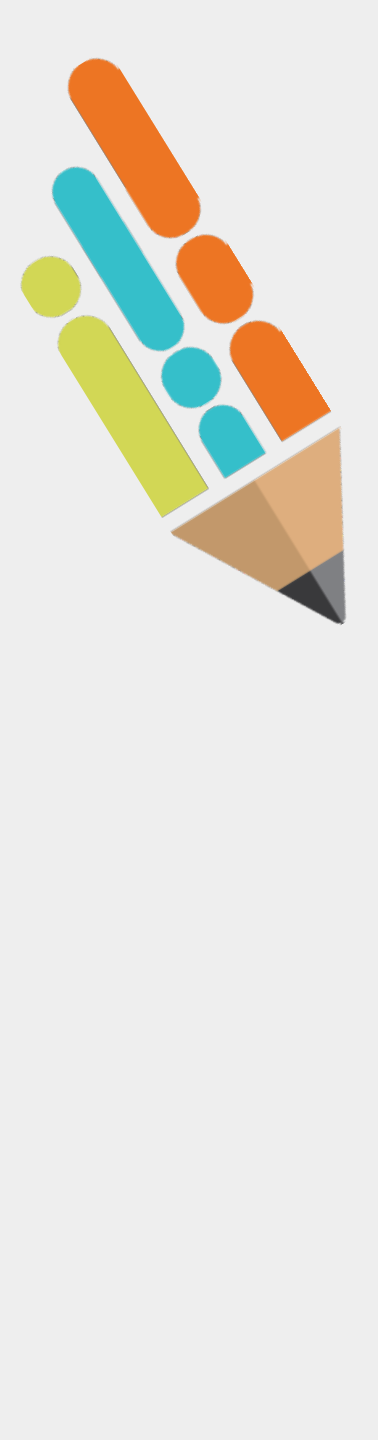
Final Thoughts

The Summary of Performance is designed to be a vehicle to assist in successful navigation from school to adult life. When designed and implemented well, the SoP can:

- improve collaboration,

- increase student ownership, and

- assist in transition from school to adult life.
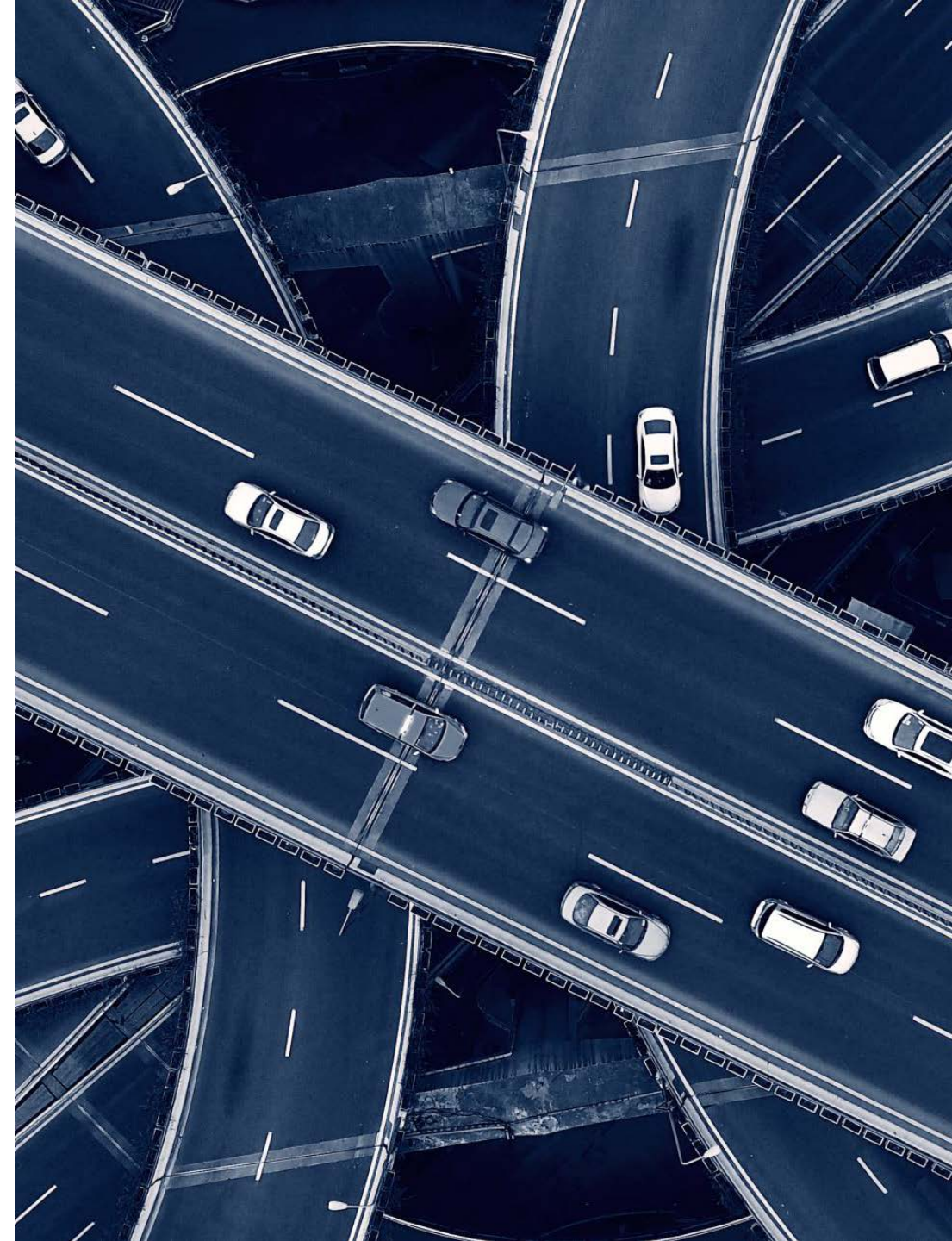
Resources

- Addressing Transition in the IEP [Lesson 6](#): Summary of Performance
- [Community Resource Map](#)
- [Summary of Performance Checklist](#)
- [Summary of Performance Guidance Document](#)

Contact Information

Catherine.Bledsoe@tn.gov

(615) 917-3329