

# Individuals with Disabilities Education Act Summary of Performance

Supporting Students' Post-School Success

**Susan Walter**

**Transition Consultant**

**Illinois State Board of Ed.**

**Special Education Serv.**

**[swalter@isbe.net](mailto:swalter@isbe.net)**

**618-651-9028**



# What is Secondary Transition?

A process of planning and service delivery that enables students who have disabilities to successfully attain their post-secondary goals.





# Planning for Post Secondary Success Is Embedded in IDEA

- The purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure that all children with disabilities have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for **further education, employment and independent living.**

(34CFR §300.1(a))



# Federal transition requirements for students with disabilities age 16 and up

- Beginning not later than the first IEP to be in effect when the child turns 16 ... and updated annually, thereafter, the IEP must include –
  - Appropriate **measurable postsecondary goals** based upon **age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living , and... 34CFR §300.320(b)(1)
  - The **transition services** (including **course of study**) needed to assist the child in reaching those goals. 34CFR §300.320(b)(2)

**Note:** Illinois school code governing special education states that transition planning for students with disabilities shall begin by age 14 ½. 23 IAC 226.230(c)

# Federal transition requirements for students with disabilities age 16 and up

a) Transition services means a **coordinated set of activities** for a child with a disability that:

1. is **designed within a results-oriented process**, that is focused on improving the **academic and functional achievement** of the child with a disability to **facilitate movement** from school to post school activities, including post-secondary education, **vocational education**, integrated employment, continuing and adult education, adult services, independent living or community participation...

2. is based on the individual child's needs, taking into account the child's strengths, preferences and interests...

# Eligibility Termination and the Summary of Performance

## **§300.305 Additional requirements for evaluations and reevaluations.**

(e) Evaluations before change in placement.

(1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §300.304 through 300.311 before determining that the child is no longer a child with a disability.

(2) The evaluation described in paragraph (e)(1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE under State law.

**(3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, 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.**

# Who gets a Summary of Performance?

- The SOP is required for students' with an IEP who are:
  - graduating with a regular diploma
  - aging out of special education
- The SOP requirement does not apply to students who leave secondary school with a GED credential or alternate diploma and whose eligibility for special education services has not terminated.
  - However, there is nothing in IDEA or the Part B regulations that would prevent a local education agency from providing this information to a student who leaves under these circumstances.



# How does the SOP requirement impact practice?

- The word *summary* provides a clue:
  - Districts' accumulate a wealth of information regarding their students including: life goals, preferences and interests, functional and academic strengths and needs, needed accommodations, strategies for success, etc.
  - A Summary of Performance is closely tied to information in the IEP **BUT** it is a separate document that condenses and organizes key information that should follow the student.
    - Information in the SOP ideally should assist in determining reasonable accommodations in post-secondary settings





# Timing of completion of SOP may vary

- The Summary of Performance must be completed during the final year of the student's secondary education.
  - The timing of completion may vary depending on the student's post-school goals.
- Providing the SOP when it is most timely makes sense!
- The Summary of Performance is most useful when linked with the IEP process and the student has had the opportunity to actively participate in the development of this document.
- SOPs which include information about a student's current accommodations and academic skills/functioning are very useful to post-secondary Disability Services professionals.

# Tips for timing...

- Stagger SOP development and finalize across a school year instead of trying to do them all at the end of a school year.
- Begin thinking “with the end in mind” during the high school years and create a note page or portfolio of important accomplishments, accommodations, etc. that will assist in synthesizing the most important information for the SOP!
- Involve other key people in the student’s life, e.g., significant teachers, mentors, counselors, family.
  - SOP development should not be viewed as a one-person, paper pushing endeavor.



# A well-written Summary of Performance:

- Should make the reader feel like they know the student!
- Can be thought of as a portable, user-friendly tool that students and families can use (just as you or I might develop a portfolio to back up our resume).
- Provides a crucial linkage from secondary school to post-secondary life!



# Who should be involved in completing the SOP?

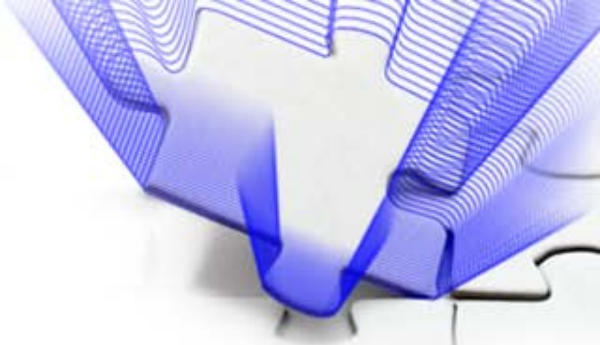
- It is valuable and practical to use a team process that includes:
  - Student
  - Family
  - School personnel including the special education teacher, general education teacher, guidance counselor, school psychologist and/or related service personnel who know the student and, if appropriate, adult agency personnel such as vocational rehabilitation counselor and pre-admission and screening agency (PAS)

# Connection to Self-Advocacy Skills

- Students need effective self-advocacy skills to actually use the SOP.
- Students need effective self-advocacy skills to negotiate work and post-secondary schools settings (where they might use the document).
  - Students need to gain hands-on practice in self-advocacy and self-determination! These skills are vital in a post-secondary setting!
  - Authoring and/or reviewing the SOP provides an opportunity to gain practice in describing their academics strengths and needs.

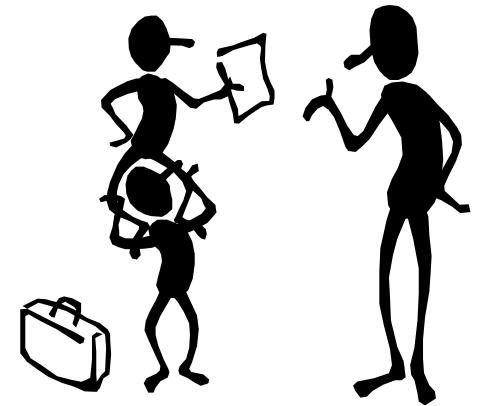
# Supporting Student Self-Determination


- Rather than just give the SOP to students' when they leave:
  - Use a student-directed SOP to frame transition plans
    - Incorporate all transition assessment
      - Academic, vocational, social, living
  - Teach students to develop and present their own SOP
    - Provides framework for exit meeting
    - Information flows into planning document and process



# Who can the student share the SOP with?

- Others that may be working with the student to obtain services and supports in post-secondary settings. For example:
  - Service coordinators
  - College Disability Services Coordinators
  - Writing centers
  - Tutoring centers
  - Teaching faculty
  - Employers/Human Resource professionals
  - Vocational Rehabilitation (DRS)
- It is the student/young adult's decision to share the SOP.






# The SOP as a tool to assist in determining adult services

- The SOP can provide information that may be used to determine a student's eligibility for services from the Division of Rehabilitation Services (DRS).
- The SOP can also serve as a functional document that provides DRS or other agencies with information describing:
  - a student's vocational, employment, academic and personal achievements
  - how and when the student performs best, and
  - vocational and employment supports needed by the student.
- An SOP that informs DRS or other agencies of the student's academic and functional performance may minimize delays in the transition service delivery system and better prepare the student for a successful career.





# Recommendations from Disability Service Providers in Postsecondary Education

- Student strengths and needs should be written in an objective manner
  - **Use** assessment language like average, below average, above average, etc.
  - **Do not use** value words like good, nice, slow, brilliant, significant, etc.
  - Eligibility is dependent upon a need, deficit and a disability so document actual levels of performance clearly and without an overly positive bias
  - **Honest, objective, clear and concise**
  - Support active student involvement to build self-determination skills (e.g., have students' complete the Student Perspective page as part of an assignment)
  - Student Perspective page is a must from the post-secondary perspective!



# Clarifications

- Section 614(c)(5) of the IDEA does not require school districts to include in the SOP the documentation necessary to determine a student's eligibility for another program or service, such as the Vocational Rehabilitation Services program (DRS) and/or accommodations in institutions of higher education.
- However, the SOP may include information that may assist another program to determine a student's eligibility for services or accommodations.
- Students' with disabilities in post-secondary settings, whether education or employment, must articulate their need/desire for accommodations and be able to talk about past accommodations and academic supports.

# ISBE's Recommended

## Summary of Performance

- Student Information
- Student's Post-Secondary Goals
- Summary of Academic Achievement and Functional Performance
- Recommendations for Post-School
- Student Perspective
- Student Demographic Profile for the Post-School Data Collection Survey
  - Includes student permission to contact for the post-school survey



## SUMMARY OF PERFORMANCE

Complete for students leaving/exiting school. Subsequent to the termination of the student's eligibility due to graduation or aging out, the Summary of Performance must be provided to the student. This form must be completed in the final year prior to the student exiting high school.

District Name District Address
-----------------------------------

STUDENT INFORMATION		
---------------------	--	--

Student Name:	Date of Birth:	Year of Graduation/Exit:
Address:	Home Telephone:	
Current School and Address:	Person(s) Completing Form:	
School Telephone:	Contact Information:	
Date of Most Recent IEP:	Date Summary Completed:	
Student's Primary Disability (Optional):	Student's Secondary Disability (Optional):	

*Attach copies of most recent assessment reports that address academic, functional performance, and transition that will assist in post-secondary planning.*

STUDENT DESIRED POST-SECONDARY GOAL(S)
--

Define and project the desired post-secondary outcomes as identified by the student, parent, and other IEP team members.

Postsecondary Education and Training Outcomes

--

Employment Outcome

--

Independent Living Outcome, if appropriate

--

## SUMMARY OF PERFORMANCE

SUMMARY OF STUDENT'S ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE		
Academic/Functional Area	Summary of Present Levels of Academic Achievement and Functional Performance	Assessment(s)
<b>Academic Reading and Math</b>  <i>(e.g. basic skills, reading comprehension, decoding; math calculation skills, math problem solving)</i>		
<b>Functional Performance</b>  <i>(e.g. general ability and problem solving, attention/organization, social skills and behaviors, self advocacy)</i>		
<b>Independent Living</b>  <i>(e.g. self-care, transportation, life skills, personal safety)</i>		
<b>Communication Status (Written and Oral)</b>  <i>(e.g. speech/language, writing ability, expressive/receptive language)</i>		
<b>Vocational &amp; Career</b>  <i>(e.g. job training, career explorations)</i>		

## SUMMARY OF PERFORMANCE

RECOMMENDATIONS FOR POST-SCHOOL		
Need Area	Recommended Accommodations & Modifications	Interagency, Linkages, Additional Comments
Post-Secondary Education or Vocational Training		Agency:  Contact Person:  Contact Number:  Address:  Email:  Website:
Employment		Agency:  Contact Person:  Contact Number:  Address:  Email:  Website:
Independent Living		Agency:  Contact Person:  Contact Number:  Address:  Email:  Website:
Community Participation		Agency:  Contact Person:  Contact Number:  Address:  Email:  Website:

STUDENT SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

SIGNATURE & TITLE  
OF PERSON COMPLETING FORM \_\_\_\_\_

DATE \_\_\_\_\_

## SUMMARY OF PERFORMANCE (AS APPROPRIATE)

### STUDENT PERSPECTIVE

**This should be completed by the student or with the assistance of another adult.**

1. How does your disability affect you in the work environment? What strengths do you have in the work environment?
2. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?
3. How does your disability affect your schoolwork and school activities (e.g. grades, assignments)?
4. Complete the table below by identifying the accommodations and supports that have been tried by teachers or by you (e.g. pacing, extra time, visual supports, adaptive equipment) to help you succeed in school. Please indicate whether each one was effective or not effective:

Accommodations/Supports	Effective	Not Effective

Information completed by:

- Student  Parent  Teacher  Other Support Person \_\_\_\_\_
- Independently  With adult assistance

## POST-SCHOOL DATA COLLECTION SURVEY

STUDENT DEMOGRAPHIC PROFILE		
Student Name: <input type="checkbox"/> Male <input type="checkbox"/> Female	Student Date of Birth:	
Student Address:  Contact Telephone Number:	Parent/Guardian Name:  Address:  Home Telephone Number:  (Cell): (E-mail):	
School Graduated From:	School District:	Student's SIS Number:
Date Student Graduated or Exited School:	Student's Primary Disability: (Optional)	Student's Secondary Disability: (Optional)
Student Exited School:  <input type="checkbox"/> With regular high school diploma <input type="checkbox"/> With certificate/modified diploma <input type="checkbox"/> Reached maximum age <input type="checkbox"/> Dropped out <input type="checkbox"/> Unknown	Ethnicity of Record:  <input type="checkbox"/> African American <input type="checkbox"/> American Indian/Alaska native <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> White (not Hispanic) <input type="checkbox"/> None indicated	
What post-school goals are included in this student's IEP for the period immediately following high school? (CHECK ALL THAT APPLY)  <input type="checkbox"/> Attend a postsecondary school, training, or education. <input type="checkbox"/> Secure employment. <input type="checkbox"/> No response		
STUDENT PERMISSION		
<p>The Illinois State Board of Education is required to report to the Federal government on the post-school outcomes of students one year after they leave high school (e.g., are you employed, are you attending college, etc).</p> <p>May we have your or your parents' permission to be contacted by your school district one year after you leave to ask some questions about what you are doing?</p> <p style="text-align: center;">_____ Yes                      _____ No</p> <p>Signature of student or legal guardian: _____</p> <p>Date Signed: _____</p>		





Changing Systems → Changing Rules

## Bridging the Gap to Successful Adult Outcomes

Once a student leaves secondary education, either by graduating or aging out, there are no guaranteed programs that take over where IDEA leaves off.



# Key Federal Legislation

- **Individuals with Disabilities Education Act (IDEA)**

- Schools' responsibilities
- Services VS Accommodations
- Least Restrictive Environment (LRE), quality, and free appropriate public education
- Availability of federal funds
- Applies until student graduates or reaches the age of 22

- **Section 504 of the Rehabilitation Act**

- **Individual responsibility**
- Public institution responsibility for cost of assistance provision
- Focus on services and supports
- Focus on non-discrimination
- Receipt of Federal funds by public institutions is linked to compliance with the law
- Applications across environments


- **Americans with Disabilities Act**

- **Individual responsibility**
- Institutions and employers responsibility for cost of assistance provision
- *Focus on accommodations VS services or supports*
- Focus on nondiscrimination, reasonableness and undue hardship
- No link between Federal funds and compliance with the law
- Application across all environments



# Gaps and Inconsistencies

The Federal policy shift experienced as youth depart lower education has significant impacts on youth with disabilities as they seek assistance within post-secondary education and employment settings

- Shift in roles and responsibilities
  - Shift in the process of determining assistance
  - **The Summary of Performance is designed to be a vehicle to assist in successful navigation from school to adult life**
- 

# Resources

- *CEC's DCDT Fast Facts: Self-Determination*. Prepared by the DCDT Publications Committee. December 2011.  
[http://www.dcdt.org/wp-content/uploads/2011/06/DCDT-Fast-Facts-Self-Determination\\_12-12-11.pdf](http://www.dcdt.org/wp-content/uploads/2011/06/DCDT-Fast-Facts-Self-Determination_12-12-11.pdf)
- *Frequently Asked Questions About the SOP*. Association on Higher Education and Disability (AHEAD).  
<http://www.ahead.org/resources/idea/introduction#1>
- *Questions and Answers on Secondary Transition*, Revised September 2011. U.S. Department of Education.  
[http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,10,](http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,10)
- Summary of Performance Resources from NSTTAC website:  
<http://www.nsttac.org/content/summary-performance-resources>

# Resources Continued

- *Summary of Performance Model Template*. National Documentation Summit. 2005. Based on the work of Stan Shaw, Carol Kochhar-Bryant, Margo Izzo, Ken Benedict, and David Parker.  
[http://www.cec.sped.org/AM/Template.cfm?Section=Search&section=News\\_and\\_Issues1&template=/CM/ContentDisplay.cfm&ContentFileID=1660](http://www.cec.sped.org/AM/Template.cfm?Section=Search&section=News_and_Issues1&template=/CM/ContentDisplay.cfm&ContentFileID=1660)
- Summary of Performance (SOP): Annotated Bibliography. Prepared for NSTTAC by Dr. Sharon Richter, Appalachian State University.  
<http://dev.nsttac.org/content/summary-performance-sop-annotated-bibliography>
- Transition Practices Alignment: Evidenced-Based Practices, Tools and Resources, and Lesson Plans. Illinois State Board of Education, Special Education Services Division.  
<http://www.isbe.state.il.us/spec-ed/html/total.htm>
- Transition: Summary of Performance (SOP). Wrightslaw:  
<http://www.wrightslaw.com/info/trans.sop.htm>

Sue Walter  
[swalter@isbe.net](mailto:swalter@isbe.net)  
Phone: 618-651-9028

