

Summary of Performance*

Report Date: _____

Student Name: _____	Birthdate: _____	Student ID# _____
Resident District: _____	Grade: _____	
Student's Primary Disability: _____	Secondary Disability: _____	
Anticipated Exit Date: _____		

Summary of academic achievement and functional performance:

Student's post-secondary goals: (from 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:

Independent Living Skills:

Prepared by: _____

Phone: _____

School: _____

Student Signature: _____

Date: _____

*This is a recommended form for use prior to the completed IDEA 2004 regulations. The final form will be adopted after regulations are issued in early 2006.

This form is used to:

1. Comply with the new requirement for a "Summary of Performance" in IDEA 2004, Sec. 614(c)(5)(B)(ii).

The Summary of Performance:

- a. Provides information to students who are graduating with a general education diploma to assist them in meeting their post-secondary goals; and
 - b. 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.
2. 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 are leaving school before the end of their entitlement period due to graduation with a modified diploma or certificate. (Not an IDEA 2004 requirement.)

Directions:

1. Complete top portion of form.
2. Write a summary of the student's academic achievement and functional performance. 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 evaluation of the student;
 - Whether the student is graduating with a general education diploma, and whether the student achieved a Certificate of Completion;
 - A description of any other exit document the student earned in high school (e.g. modified diploma, certificate of attendance or achievement);
 - Any, honors or special awards the student achieved in high school; and
 - Any vocational or extracurricular accomplishments of the student.
 - When available and appropriate, attach any other documentation regarding student's academic achievement and functional performance (i.e., evaluations, test results).
5. List the student's post-secondary goals from the student's most current IEP.
6. Write any 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.
7. Enter the name of the person completing the summary, the name of the school, a contact phone number, date of completion of this document, and student signature.
8. Student signature and date indicating receipt of a copy of Summary of Performance.
9. It is recommended that the student complete the Summary of Performance Student Perspective Form.

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE

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

B. What supports have you had to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?

1. Which of these accommodations and supports has not worked?

2. Which of these accommodations and supports has worked best for you?

C. What supports have you had to help you succeed at work (aids, adaptive equipment, physical accommodations, other services)?

1. Which of these accommodations and supports has not worked?

2. Which of these accommodations and supports has worked best for you?

D. What strengths and needs should be considered as you enter college, work, training programs, community service, etc.?

Student Name: _____ Date: _____