

OP-8 Summary of Performance (Optional Form)

District: _____

Student's Name: _____ Grade: _____ Anticipated Exit Date: _____

Case Manager: _____

1. Summary of Student's Academic Achievement and Functional Performance:

2. Student's Post-Secondary Goals (from IEP):

3. Recommendations to Assist Student in Meeting Post-Secondary Goals:

Name: _____ Title: _____ Phone: _____

School: _____ Date of Meeting: _____

4. **Student Input:** Review these questions with the student prior to the completion of the Summary of Performance. (Questions may be read to the student and recorded by the teacher as an accommodation, if necessary.)

- A. How, or in which areas, does your disability affect your school work and school activities? Activities such as: grades, relationships, assignments, projects, communications, time on tests, mobility, or extra-curricular activities. Please describe how these areas are affected, both positive and negative.

- B. What supports or accommodations have helped you succeed in school? Supports such as: adaptive equipment, extra time on tests and assignments, audio books, teacher notes, alternative assignments, tutoring and extra instructions, or other supports. Please explain:

- C. What supports or accommodations do you feel you will need to achieve your goals after high school?

- D. If you believe you will need services, supports, programs or accommodations, have you and your family made connections with adult agencies that can help you meet these needs? (Explain)

Student Signature: _____ Date: _____

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This form is used to:

1. Comply with the requirement for a "Summary of Performance" in IDEA 2004, Section 14(c)(5)(B)(ii). The Summary of Performance:
 - a) Provides information to students who are graduating with a regular 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 (their 22nd birthday) to assist them in meeting their post-secondary goals.
2. IDEA 2004 does not explicitly require a Summary of Performance for students who are leaving school before the end of their entitlement period for other reasons. ODE recommends that school districts provide a Summary of Performance for these students also.

Directions:

1. Enter student's name, grade, case manager or intervention specialist and anticipated exit date. The exit date should be the same as the exit date information on the student's IEP.
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;
 - The student's academic and functional strengths;
 - *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;
 - *A description of any other relevant information concerning the student's high school career;
 - Any honors or special awards the student achieved in high school; and
 - Any vocational or extracurricular accomplishments of the student.
3. List the student's post-secondary goals from the student's most current IEP.
4. Write any recommendations for assisting the student in meeting the post-secondary goals after exiting from K-12 education. These may include:
 - Recommendations for accommodating the student's disability in the workplace or post-secondary education setting; and
 - Recommendations for assisting the student to achieve the student's post-secondary goal(s).
5. Enter name and title of teacher or provider completing summary, the name of the school district, a contact phone number for the teacher or provider, and the date of the meeting.