

State Implementation of the Summary of Performance Document

**Stan Shaw, Ed.D. and Joseph Madaus, Ph.D.
University of Connecticut**

**Lyman Dukes, Ph.D.
University of South Florida St. Petersburg**

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Contact:

Stan.Shaw@UConn.edu

Joseph.Madaus@UConn.edu

Session Objectives

- **To present information related to:**
 - **Summary of Performance (SOP)**
 - ✓ **IDEA language**
 - ✓ **National Transition Task Force template**
 - **Results of a national study on SOP**
 - ✓ **Implications of results**
 - ✓ **Areas for future research**
 - **Suggestions for SOP preparation**
 - **Note: Presentation available at:**
 - **<http://www.cped.uconn.edu>**

Exit Evaluations

- **According to IDEA 2004:**
 - **The evaluation described in §300.305(e)(1) [see 20 U.S.C. 1414(c)(5)(B)(i)] is not required before the termination of a child's eligibility under Part B due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law. [34 CFR 300.305(e)(2)] [20 U.S.C. 1414(c)(5)(B)(i)]**

Summary of Performance

- **According to IDEA 2004:**
 - **For a child whose eligibility under Part B terminates under circumstances described above, the LEA shall 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 postsecondary goals. [34 CFR 300.305(e)(3)] [20 U.S.C. 1414(c)(5)(B)(ii)]**

Regulatory Guidance?

- **“The Act does not otherwise specify the information that must be included in the summary and we do not believe that the regulations should include a list of required information. Rather, we believe that State and local officials should have the flexibility to determine the appropriate content in a child’s summary, based on the child’s individual needs and postsecondary goals”**
 - **U.S. Department of Education, 2006**
- **Predicted result**
 - **State-to-state variation**
 - **Within state variation**

IDEA Requirements

- **Three main components:**
 - **Does the form contain a summary of academic achievement?**
 - **Does it contain a summary of functional performance?**
 - **Does it contain recommendations for helping the student to meet his or her post school goals**
- **Additionally:**
 - **Is the SOP provided to those students who received special education and are exiting school because of graduation or exceeding the age of eligibility for services?**

National Transition Assessment Summit

- **Timeline**
- **Participants:**
 - **DCDT, AHEAD, NCLD, LDA, NJCLD, DLD, NASP**
- **April 7, 2005 Summit Meeting**
- **Summer 2005 activities**
- **Outcome**

NTAS Form Components

- (1) Background information including specification of the primary disability with attached relevant assessments**
- (2) Postsecondary goals**
- (3) Summary of student performance that specifies present levels of academic, cognitive and/or functional performance and indication of what essential accommodations, assistive technologies, and modifications utilized in high school**

NTAS Form Components

- (4) Recommendations for accommodations and other supports likely to be necessary to students with disabilities in postsecondary settings**
- (5) Student input including feedback about the effectiveness of accommodations**

<http://www.cec.sped.org/AM/Template.cfm?Section=Search&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=6031>

Possible Uses for SOP

- **A well conceived Summary of Performance may enhance access to postsecondary services for students with disabilities**
 - **Bridge gap between standardized scores and actual performance**
 - **Provide information about which EAMAT's were actually utilized**
 - **Foster student self-advocacy**

Possible Uses for the SOP

- **A tool to increase student self-determination**
 - **Understanding of postsecondary goals**
 - **Understanding of disability**
 - **Understanding of strengths and needs**
 - **Understanding of effective accommodations and assistive technologies**

Limitations of the SOP

- **Does not replace postsecondary documentation guidelines**
- **Recommendations for postsecondary environments must be viewed as recommendations only**
- **May be viewed as time consuming to create**
- **May be viewed as redundant information**

SOP Implementation

- **NASDSE policy analysis (Sopko, 2008)**
 - **Responses from 40 states**
 - **30 SEAs developed a form; 9 did not**
 - **“Not all” required LEAs to use the form**
 - **SOP provided to:**
 - ✓ **Graduates (38 states)**
 - ✓ **Those who exceed age of eligibility (30 states)**
 - ✓ **Alternative certificate (8 states)**
 - ✓ **Students who drop out (8 states)**

Rationale for Present Study

- **No data to date on SOP match to IDEA, NTAS**
 - **Do the state forms contain a summary of the student's academic performance?**
 - **Do the state forms contain a summary of the student's functional performance?**
 - **Do the state forms contain recommendations for meeting the student's post school goals?**
 - **Do state SOP forms reflect the comprehensive NTAS SOP template?**

Methods

- **Website review of 59 SEAs for SOP forms**
 - **43 collected for analysis (73%)**
- **12-question electronic survey**
 - **Capture information not on-line**
 - **Open-ended responses**
 - **Responses from 28 states (53%)**

Methods

- **14-question rubric related to:**
 - **IDEA match**
 - ✓ **Summary of academic achievement**
 - ✓ **Summary of functional performance?**
 - ✓ **Recommendations?**
 - ✓ **Provided to those exiting school because of graduation or exceeding the age of eligibility for services?**
 - **NTAS match**
- **Each form rated by at least 2 reviewers**
 - **99% inter-rater reliability**

Results – IDEA Alignment

- **88% of all forms reviewed met three core requirements of IDEA**
 - **Statement of academic achievement (91%)**
 - **Statement of functional performance (88%)**
 - **Recommendations (88%)**
- **65% specified that form is provided to graduates and those exceeding age of eligibility (65%)**

Results – NTAS Alignment

- **Statement about student's disability (51%)**
- **Cognitive performance statement (49%)**
- **Accommodation in academics (72%)**
- **Accommodations in functional areas (65%)**
- **Accommodations in cognitive areas (49%)**
- **Student input (28%)**
- **Student indication of PS goals (21%)**
- **State form attributed to NTAS (21%)**

Open Ended Responses

- **When is SOP created?**
 - **Most commonly during senior year**
 - **Beginning in first year of high school**
- **How is SOP given to the student?**
 - **“Districts must provide to student”**
 - **Hand delivered at exit IEP or mailed prior to end of exiting year**
 - **During face-to-face meeting**

Open Ended Responses

- **“The ...SOP template was created in 2006 and LEAs are not required to use it, however they must complete a SOP and comply with all federal guidelines as to the content and population of students receiving one.”**

Open Ended Responses

- **“We have developed a sample SOP from the student's perspective which they can use to help in the preparation of the formal SOP. Additionally, we recommend that the formal SOP attach materials, tests, etc., that would be helpful to the student in a work setting or to postsecondary institutions.”**

Summary

- **IDEA Regulations only provide general direction to states regarding SOP implementation**
- **While most state forms meet the minimum SOP requirements specified in IDEA, there are a number of states out of compliance with those limited specifications**
- **The NTAS model SOP template was intended to recommend “best practice” to foster productive outcomes for students with disabilities**

Americans with Disabilities Act Amendments Act of 2008

- **The ADAAA (January, 2009) moved focus away from the need to establish eligibility as a person with a disability to a focus on reasonable accommodations given the current impact of the disability on functional performance.**
- **Schools should therefore provide documentation of students' functional limitations and need for appropriate accommodations.**
- **Since a major feature of the SOP is a presentation of data on functional performance and use of accommodations, it should be a critical component of the student's transition plan (Shaw, Madaus & Dukes, 2010).**

Issues

- **Many states, even those with model forms, do not require forms to be used by LEA's.**
- **Some states use “minimalist” forms that do not provide helpful data useful to foster access to supports and services in adult settings.**
- **Lack of guidance regarding who completes the form, when it is completed, student involvement in completing the form.**
- **Lack of data on perceptions of the value of the SOP among professionals.**

SOP Development -Suggestions

- **Include informal data from classrooms and testing accommodations**
- **Specify high school contact with information so that postsecondary personnel can follow-up as needed**
- **Include names and dates of assessments and standard scores**
- **Indicate basis for disability determination**
- **“Ask the student ‘how do you learn best?’”**
- **Clarify accommodations listed in IEP versus those that were actually utilized**
- **Limit statements related to future “success”**
- **Give the student/parent a copy of the SOP when it is completed**

SOP Development -Suggestions

- **The SOP should be linked to the IEP and transition planning process**
- **The SOP must be completed during the final year of a student's high school education, but.....**
- **It can be the basis for transition planning throughout high school so it is virtually completed by the senior year (i.e. each high school freshman begins with an SOP folder that will have have informal and formal data on functional limitations and useful accommodations throughout high school).**
- **Provide student the opportunity to actively participate in the development.**

Future Research

- **Given that many states do not mandate statewide SOP forms, it would be productive to examine forms developed on the local level.**
- **There is almost no data available regarding how SOP's are developed and used in high schools.**
- **The utility and effectiveness of the SOP as part of the postsecondary disability documentation process has not yet been assessed.**