

Report Name: Summary of Performance Report

Purpose: To provide an overview of the student’s active IEP including secondary transition information. This report can be utilized as a part of secondary transition planning and then disseminated to a student and their family prior to exiting from school.

Includes:

Student Demographics: Student Name; SASID; Local ID; DOB; Resident County; Resident School; Service County; Service School; Grade; Address; Primary Contact; Primary Contact Number; Primary Contact Email Address; Secondary Contact; Secondary Contact Number; Secondary Contact Email Address

Basic Information: Primary disability; Special Education Placement

IEP Information: Special Considerations; Accommodations; Supplementary Aids; Test Scores; Present Levels of Educational Performance; Goals; Transition; Agency Linkage; and Transition Activities with progress monitoring

1. The **Summary of Performance Report** can be filtered by Resident County/School, Service County/School and/or Grade.



Tip: The search will only yield results for resident and service schools to which the user is assigned.

2. Once criteria have been selected, click **Get Students** to view the names of the students that meet the selected criteria.



Note: If the service county and school, as well as, the Resident County and school criteria are selected, the reporting tool will yield a smaller, more specific set of results. Selecting the resident county will produce a report of students within the selected county regardless of Service County. Selecting the service county will produce a report of students within the selected county regardless of Resident County.

Summary of Performance

Residence County
Training County

Residence School
 Public Private

Public Schools
Training Elementary

Service County

Grade

Get Students

3. Choose which student or students will be included in the Summary of Performance report by clicking on the square check box next to the desired student's name.
4. Or, to choose all students, click the **Select All** button.
5. Click **Run Report**.
6. The results can be viewed on screen, printed or downloaded to a CSV file (see page XVII-3 – 5).

Summary of Performance Report

Summary of Performance

Resident County: Training County
Resident School: Training High
Service County: Any
Service School: Any
Grade: Any

Holly Crawford-17				
SPSID	4940072201			
Local ID				
DOB	04/08/2001			
Residence County	Training County			
Residence School	Training High			
Service County				
Service School				
Grade	Grade 10			
Address				
Primary Contact	Mary Crawford			
Primary Contact Number				
Primary Contact Email Address				
Secondary Contact				
Secondary Contact Number				
Secondary Contact Email Address				
Basic Information				
Primary Disability	OTHER HEALTH IMPAIRMENT			
Special Education Placement	INSIDE GENERAL EDUCATION (80% or more)			
Special Considerations				
Visually Impaired				
Hearing Impaired				
Behavioral Intervention Plan				
Assistive Technology Device	No			
Special Communication Needs	Yes			
English Learner	No			
Accommodations				
Instructional and testing accommodations were considered and no instructional and testing accommodations are required at this time.				
Supplementary Aids				
10 - Provide proofreading checklist (06/23/2017 - 05/22/2018)				
Service 1				
Service Category	Related Services			
Service Nature	Speech/Language Therapy as a Related Service			
Service Provider	Speech/Language Pathologist			
Begin Date	06/23/2017			
End Date	05/22/2018			
Location	Outside General Education			
Frequency	Weekly			
Sessions	1			
Service Time	00 Hr(s), 45 Min(s)			
Service 2				
Service Category	Special Education			
Service Nature	Classroom Instruction			
Service Provider	Special Education Classroom Teacher			
Begin Date	06/23/2017			
End Date	06/01/2018			
Location	In General Education			
Frequency	Weekly			
Sessions	1			
Service Time	00 Hr(s), 30 Min(s)			
Test Scores				
HSA English Algebra/Data Analysis Government Biology	HSA Science	ALT Assessments English Language Arts Mathematics Science	PARCC 3-8 English Language Arts/Literacy Mathematics Algebra I	PARCC HS English Language Arts/Literacy Algebra I Geometry Algebra II
Present Levels of Educational Performance				
What is the parental input regarding the student's educational program?				
Holly's parents stated that Holly likes school and that she is making progress. Both her parents report that she gets along well with both peers and adults. When not at school, she enjoys drawing, singing, playing the guitar, taking pictures, reading, and long boarding. Holly describes herself as respectful of authority, creative, energetic, cooperative, flexible, independent, social, friendly, musical, artistic, a good listener, and punctual.				

What are the student's strengths, interest areas, significant personal attributes, and personal accomplishments?

Several of Holly's teachers have shared that her grades are impacted by her lack of ability to stay organized and focused in order to complete assignments at grade-level standards. Also, impacting Holly's achievement with the Maryland College and Career Readiness Standards is her inability to complete written assignments at the 9th grade level.

How does the student's disability affect his/her involvement in the general education curriculum?

Holly's progress in the general education curriculum is impacted by her difficulty with staying organized and focused in order to complete assignments at 9th grade level Maryland College and Career Ready Standards.

Goals

How will the parent be notified of the student's progress toward the IEP goals?

Meetings

How often?

Monthly

Goal 1

Goal	By	Evaluation Method	ESY Goal
By June, 2018, Holly will use graphic organizers and outlines to construct paragraphs that express information in an organized fashion as measured by a score of 3 or more based on a 9th grade 5-point writing rubric, on at least 5 assignments.	06-01-18 with 80 % Accuracy	Informal Procedures	No

Objective 1

By December 2017, Holly will use an outline to organize complex ideas, concepts, and information in order to introduce a topic, with a score of 3 or more based on a 9th grade 5-point writing rubric, on 3 assignments.

Objective 2

By April 2018, Holly will use a graphic organizer to expand a topic with well-chosen, relevant, and sufficient facts, to write an informative paragraph that earns a score of three or better on a 9th grade 5-point writing rubric, on 3 assignments.

TRANSITION (To be completed annually, beginning at age 14 or younger, if determined appropriate.)

STUDENT PREFERENCES AND INTERESTS:

The post-secondary goal(s) are to be based on the student's interests and preferences (documented Date of Student Interview)

05/19/2017

Discussion of student's interests, preferences and age appropriate transition assessments:

Holly was provided with a CAREER CLUSTER INTEREST INVENTORY list on September 14, 2016. Holly's highest scoring interest was in the area of sales and manufacturing.

Holly stated that she wants to work in store that sells clothes and shoes so she can get a discount. She will try to get a part time job after-school at the nearby clothing store.

POSTSECONDARY GOALS (Outcomes):

Postsecondary goal(s) are to be recorded here. At least one goal must be indicated for training and/or education Employment (required).

Holly will be employed in the field of retail sales after graduation from high school.

Trainings:

Upon high school graduation, Holly will attend the management training program offered through Walmart.

Education:

Independent Living (if appropriate):

COURSE OF STUDY:

The course of study is to support the stated postsecondary goal(s)

Human Consumer Services, Hospitality & Tourism

Student is enrolled in the following Functional and Skill Development Activities:

Job Sampling & Employment Training

PROJECTED CATEGORY OF EXIT:

The student is projected to exit with:

Maryland High School Diploma (with 2 credits of Foreign Language)

PROJECTED DATE OF EXIT:

The student is projected to exit/graduate school May 20, 2020 (month, day, year)

Have the student and parents been informed that rights under IDEA do not transfer to students with disabilities on reaching age of majority, except under limited circumstances, as described in Education Article §81-412.1, Annotated Code of Maryland? Yes

Annual date student and parent were provided a copy of the Transition Planning Guide:05/23/2017

Annual date student and parent were provided a copy of the Transition Planning Guide:05/23/2017

AGENCY LINKAGE:

AGENCY LINKAGE	Consent for Referral or Application:	*The student has been referred or applied to:	Consent for Agency Representative Invite to the IEP team meeting:	*Agency Representatives were invited to the IEP Team meeting:	Anticipated Services in Transition:
Division of Rehabilitation Services (DORS): Developmental Disabilities Administration (DDA): Behavior Health Administration (BHA): Department of Labor, Licensing, and Regulation (DLLR):	No	No	No	N/A	No

***If NO or N/A, document basis for decision:**

Holly is not the eligible age or grade for DORS at this time, she may be referred during the fall of her Junior year.

Student and parent have been provided with a self-referral form for DDA.

Holly is not eligible for services through BHA because she does not meet the eligibility criteria.

DISCUSSION to support decision:

Holly attended and led the IEP meeting. Holly's father attended.

Parent was provided with:

- DDA Self-Referral Application,
- Parent's Rights Procedural Safeguards Notice,
- Habilitative Services,
- Graduation Requirements and the
- Transition Planning guide.

TRANSITION ACTIVITIES:

Transition Activity 1 Activity Type Employment Training	Details Holly will participate in 2 community work experiences.	Responsible Party Special Educator	
		Parents	
Transition Activity 2 Activity Type Academic	Details Holly will work with her case manager to develop study skills and develop self-advocacy. She will meet with her case manager to better understand her disability, accommodations and modifications. Holly will become a self-advocate in meeting her IEP needs and actively participate in her IEP Meetings.	Responsible Party Special Educator	
		Classroom teachers	
		Student	
		Parents	
Term Progress Report 1	Report Date Partially Completed	Progress Code 05/01/2017	Description Holly attended her first IEP meeting on April 30, 2017
Transition Activity 3 Activity Type Transportation	Details Holly will meet with her case manager to receive instruction to use public transportation to access his community.	Responsible Party Special Educator	
		Student	
		Parents	
Transition Activity 4 Activity Type Academic	Details Holly will meet twice per year with her guidance counselor	Responsible Party Guidance Counselor	



Tip: An informative webinar on the Summary of Performance Report is available at <https://marylandlearninglinks.org/maryland-summary-performance-msop/>.