

# TASB Student Solutions

# EVALUATION

## SUMMARY OF PERFORMANCE

**September 2025**



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**CONTENTS**

SUMMARY OF PERFORMANCE ..... 3

    What is Required..... 3

    Additional Procedures ..... 3

    Evidence of Implementation ..... 5

    Resources ..... 5

CITATIONS ..... 5

## SUMMARY OF PERFORMANCE

### What is Required

A summary of performance (“SOP”) refers to a summary of the student’s academic achievement and functional performance, which must include recommendations on how to assist the student with a disability in meeting the student’s postsecondary goals. A SOP is required for all special education students prior to graduation from high school or upon exceeding the age of eligibility for FAPE. Students who meet graduation requirements and who will continue enrollment in public school to receive special education services aligned to their transition plan will be provided the SOP upon their exit from the district.

The SOP must consider, as appropriate, the views of the parent, the views of the student, and written recommendations for adult service agencies (such as the Department of Assistive and Rehabilitative Services) on how to assist the student in meeting postsecondary goals.

An evaluation as described in 34 CFR 300.305(e)(1) must be included as part of the SOP unless the student is graduating and being awarded a diploma under 19 TAC 89.1070(b)(1) [i.e., completion of all credit requirements without modified curriculum and satisfactory performance on all end-of-course assessments] or the student has exceeded the maximum age eligibility. An evaluation is required for students who have met graduation requirements specified by 19 TAC 89.1070(b)(2) [i.e., completion of all credit requirements without modified curriculum and ARD Committee has determined that satisfactory performance on end-of-course assessments is not required] or (b)(3) [i.e. completion of all credit requirements with modified curriculum and satisfactory performance on all end-of-course assessments or ARD Committee has excused requirement and successful completion of IEP]. See [GRADUATION], [EVALUATION PROCEDURES] and [REVIEW OF EXISTING EVALUATION DATA].

### Additional Procedures

When the SOP will be completed may vary depending on the student’s post-secondary goals but must be completed no later than the student’s final year in secondary education. The SOP is critical as a student transitions from secondary education to higher education, training, and/or employment. Students may share their SOP with colleges, adult agencies, vocational and rehabilitative centers, employers, and others. The SOP helps entities identify services and accommodations the student may require in the classroom, the workplace, or the community. In some instances, it may be most appropriate to wait until

the spring of a student's final year to provide an entity, agency, or employer with the most updated information on the performance of the student.

The completion of the SOP may require the input of the student's special education teacher, general education teacher, school psychologist, and/or related service personnel. The SOP should include information about the student, including the most recent formal and informal assessment reports that document the student's disability and provide information to assist in post-secondary planning. In fact, except for those students who are graduating with a standard high school diploma awarded to the preponderance of general education students and fully aligned with state standards (which in Texas is the completion of all credit requirements with no modified curriculum and satisfactory performance on end-of-course assessments) and/or who are not aging out, the student is entitled to an evaluation under the IDEA as part of the SOP. The SOP should also provide information about the student's performance in at least three areas: functional, academic, and cognitive. The SOP should identify, if applicable, the accommodations, modifications, assistive technology, or general areas of need that were essential in secondary school to assist the student in making progress and which are needed for the student to be successful in a post-secondary environment.

Campus Special Education Personnel will meet with the student and parent prior to the student's annual ARD Committee meeting to explain and discuss the SOP and solicit the student and parent's input. The student's contribution to the SOP can help the student better understand the impact of his/her disability on academic and functional performance in the postsecondary setting. The SOP will then be completed at the student's annual ARD Committee meeting or a review ARD Committee meeting that occurs no later than the final year of a student's exit from secondary education. The student will be given a copy of the SOP at the student's final annual or review ARD Committee meeting.

The district will maintain documentation requirements of compliance associated with Texas Student Data System (TSDS), Public Education Information Management System (PEIMS), and State Performance Plan (SPP). District staff will provide training, with follow up, to ensure the documentation required is in place and compliant.

**[PLEASE REVIEW MODEL AND ADD ANY ADDITIONAL DISTRICT PROCEDURES, AS APPROPRIATE, INCLUDING ENSURING THAT ALL TEA REQUIREMENTS ARE ADDRESSED IN THIS PROCEDURE.]**

## **Evidence of Implementation**

- Documentation of Meetings to Complete SOP
- Summary of Performance Document
- Graduation ARD document
- ARD/IEP
- Documentation for the state in TSDS, PEIMS, and SPP
- Documentation of Meetings to Complete Summary of Performance
- **DISTRICT FORMS**

## **Resources**

[The Texas Legal Framework for the Child-Centered Special Education Process: Summary of Performance Framework - Region 18](#)

[Secondary Transition Guidance-Texas Education Agency](#)

[OSERS Questions and Answers on Secondary Transition \(Revised 2011\) - U.S. Department of Education](#)

[Graduation and Special Education: Frequently Asked Questions – Texas Education Agency](#)

**[ADDITIONAL DISTRICT RESOURCES]**

## **CITATIONS**

Board Policy EHBA; 34 CFR 300.305(e); 19 TAC 89.1070