

SUMMARY OF PERFORMANCE (SOP)

Instructions

Purpose: The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004). The language as stated in IDEIA 2004 regarding the SOP is as follows: “For a child whose eligibility under special education terminates due to graduation with a regular, or due to exceeding the age of eligibility, the local education agency **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”.

The Summary of Performance, with the accompanying documentation, is also critical as a student transitions from high school to higher education, training and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to establish a student’s eligibility for reasonable accommodations and supports in *postsecondary* settings. It is also useful for the Vocational Rehabilitation Comprehensive Assessment process.

The SOP is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

The SOP **must** be completed during the final year of a student’s high school education. The timing of completion of the SOP may vary depending on the student’s postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student’s final year to provide an agency or employer the most updated information on the performance of the student.

Part 1: **Student Demographics** – Complete this section as specified. Please note this section also requests that you provide copies of the **most recent** formal and informal assessment reports that document the student’s disability and provides information to assist in post-high school planning.

Part 2: **Student’s Postsecondary Goal** – This goal should indicate the post-school environment the student intends to transition to upon completion of their high school education.

Part 3: **Summary of Performance** – This section includes three critical areas of student performance: Academic, Cognitive and Functional levels of performance. Next to each specified area, please complete the student’s present level of performance and the accommodations, modifications and assistive technology that were

essential in high school to assist the student in achieving maximum progress. If not applicable, please note.

An **Accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. Students with impaired spelling or handwriting skills, for example, may be accommodated by a note-taker or permission to take class notes on a laptop computer. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students. A **Modification** is defined as a change to the general education curriculum or other material being taught, which changes the standards or expectations for students with disabilities. Teaching strategies, for example, can be modified so that the material is presented differently and/or the expectations of what the student will master are changed. Modifications are made formally through the IEP process. **Assistive Technology** is defined as any device that helps a student with a disability function in a given environment, but does not limit the device to expensive or “high-tech” options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, velcro and other “low-tech” devices.

The completion of this section may require the input from a number of school personnel including the special education teacher, regular education teacher, school psychologist or related services personnel. It is recommended that one individual be responsible for collecting the information required on the SOP.

Part 4: Recommendations to assist student in meeting post secondary goals – This section should describe any **essential** accommodations, modifications, assistive technology or general areas of need that students will require to be successful in a **post-high school** environment, including higher education, training, employment, independent living and/or community participation.

Part 5: Student Input (Highly Recommended). It is highly recommended that the student provide information related to this Summary of Performance. The student’s contribution can help (a) secondary professionals complete the summary, (b) the student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, and (c) postsecondary personnel to more clearly understand the impact of the disability on this student. This section may be filled out independently by the student or completed with the student through an interview.

SUMMARY OF PERFORMANCE

This template was developed by the National Transition Documentation Summit © 2005 based on the work of Stan Shaw, Carol Kochhar-Bryant, Margo Izzo, Ken Benedict, and David Parker.

Note on this revision: This template reflects the contributions and suggestions of numerous stakeholders in professional organizations, school districts and universities.

Part 1: Student Information

Student Name: _____ **Date of Birth:** _____ **Year of Graduation/Exit:** _____

Address: _____
(street) (town, state) (zip code)

Telephone Number: _____ **Primary Language:** _____

Current School: _____ **Name of person completing this form:** _____

Contact number of person completing this form: _____ **Date Summary was completed:** _____

Date of most recent IEP: _____ **or most recent 504 plan** _____

Student's primary disability: _____ **Student's secondary disability, if applicable:** _____

When was the student's disability (or disabilities) formally diagnosed? _____

Please check off and include the most recent copy of assessment reports that you are attaching that diagnose and clearly

Identify the student's disability and/or that will assist in postsecondary planning:

- | | |
|--|---|
| <input type="checkbox"/> Psychological/cognitive | <input type="checkbox"/> Response to Intervention (RTI) |
| <input type="checkbox"/> Neuropsychological | <input type="checkbox"/> Language proficiency assessments |
| <input type="checkbox"/> Medical/physical | <input type="checkbox"/> Reading assessments |
| <input type="checkbox"/> Achievement/academics | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Adaptive behavior | <input type="checkbox"/> Behavioral analysis |
| <input type="checkbox"/> Social/interpersonal skills | <input type="checkbox"/> Classroom observations |
| <input type="checkbox"/> Community-based assessment | <input type="checkbox"/> Career/vocational/transition |
| <input type="checkbox"/> Self-determination | <input type="checkbox"/> Assistive technology |
| <input type="checkbox"/> Other: _____ | |

Part 2 – Student's Postsecondary Goal(s)

1. _____

2. _____

3. _____

Part 3 – Summary of Performance

ACADEMIC CONTENT AREA	Present Level of Performance (grade level, standard scores, strengths, needs)	<u>Essential</u> accommodations, modifications and/or assistive technology utilized in high school
Reading (Basic reading/decoding; reading comprehension; reading speed)		
Math (Calculation skills, math problem solving)		

Written Language (Written composition, written expression, spelling)		
Learning Skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills)		
COGNITIVE AREAS	Present Level of Performance (Grade level, standard scores, strengths, needs)	<u>Essential</u> accommodations, modifications and/or assistive technology utilized in high school
General Ability and Problem Solving (reasoning/processing)		
Attention and Executive Functioning (energy level, sustained attention, memory functions, processing speed, impulse control, activity level)		
Communication (speech/language, augmentative communication)		

FUNCTIONAL AREAS	Present Level of Performance (strengths and needs)	<u>Essential</u> accommodations/ modifications and/or assistive technology utilized in high school
Social Skills and Behavior (Interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations, degree of involvement in extracurricular activities, confidence and persistence as a learner, emotional or behavioral issues related to learning and/or attention)		
Independent Living Skills (Self-care, leisure skills, personal safety, transportation, banking, budgeting)		
Environmental Access/Mobility (assistive technology, mobility, transportation)		
Self-Determination/Self-Advocacy Skills (Ability to identify and articulate post-secondary goals, learning strengths and needs, ability to ask for assistance with learning and independence)		
Career/Vocational/Transition (Career interests, career exploration opportunities, job training opportunities)		

Additional important considerations that can assist in making decisions about disability determination and needed accommodations (e.g., medical problems, family concerns, sleep disturbance)		

Part 4 – Recommendations to assist student in meeting postsecondary goals

What are the **essential** accommodations, modifications, assistive technology or general areas of need that students will require to be successful in the following **post-high school** environments:

Higher Education or Career-Technical Education:	
Employment:	
Independent living:	
Community participation	

Part 5 – Student Input

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. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?

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

- D. Which of these accommodations and supports has not worked?

- E. What strengths and needs should professionals know about you as you enter the college or work environment?

Student Signature: _____ Date: _____