

## Summary of Performance (SoP)

\_\_\_\_\_ School District, \_\_\_\_\_ High School

The Summary of Performance (SoP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as stated in IDEA 2004 regarding the SoP is as follows: For a child whose eligibility under special education terminates due to graduation with a regular diploma, 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” 20 USC 1414(c)(5)(B)(ii). The information about the student’s current level of functioning is intended to help postsecondary institutions consider accommodations for access. *These recommendations should **not** imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.*

The Summary of Performance is best completed during the final year of a student’s high school education. The timing of completion of the Summary of Performance 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 after 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. The Summary of Performance is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

### Background Information

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Year of Graduation/Exit: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone Number: \_\_\_\_\_  
(Street) (Town, State) (Zip code)

Student’s Primary Disability: \_\_\_\_\_ Secondary Disability: \_\_\_\_\_

Primary Language: \_\_\_\_\_ If English is not the student’s primary language, what services were provided for this student as an English language learner? \_\_\_\_\_

**Assessment Reports:** Check and include the most recent copy of assessment reports attached that clearly identify the student’s disability or functional limitations and that will assist in postsecondary planning:

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

### DEFINITIONS

**Accommodations** = a support or service that is provided to help a student fully access the general education curriculum or subject matter. 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.

**Modifications** = a change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed.

**Assistive Technology (AT)** = any device that helps a student with a disability function in a given environment. AT can include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other “low-tech” devices.

**Supports** = Connections or coordination with outside agencies, personnel or other services or supports used in high school.

**Part 1: Measurable Postsecondary Goals** – This section states the student’s specific measurable postsecondary goal(s). A goal must be written for training/education and employment and where appropriate, independent living. These can either be written as one combined goal or separate goals.

Postsecondary Area	Measurable Postsecondary Goal
<b>Training or Education and Employment</b>	
<b>Training or Education</b>	
<b>Employment</b>	
<b>Independent living, where appropriate</b>	

**Part 2: Summary of Performance:** This section includes information on academic achievement and functional levels of performance. Next to each specified area, complete the student’s present level of performance and the accommodations, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Academic Achievement and Functional Performance	Present Level of Performance (grade level, strengths, preferences, interests)	Effective Accommodations, Assistive Technology and Supports
<b>Reading</b> (basic reading/ decoding, comprehension and speed)		
<b>Math</b> (calculation, algebraic problem solving, quantitative reasoning)		
<b>Written Language</b> (written expression, spelling)		
<b>Functional Performance*</b> (e.g. general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment)		

*Present Level of Functional Performance is information that is considered in making decisions about disability determination and needed accommodations.*

**Part 3: Recommendations to assist the student in meeting measurable postsecondary goal(s) (see Part 1)** – This section presents recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in measurable postsecondary goals.

Postsecondary Goal Area	Recommendations to Assist the Student in Meeting Measurable Postsecondary Goals	Contact Information – name and/or title, phone number, address, e-mail of person of agency
<b>Training or Education and Employment</b>		
<b>Training or Education</b>		
<b>Employment</b>		
<b>Independent Living, where appropriate</b>		

For further information regarding regional and state resources, visit the Transition Resource Directory at: [www.wsti.org](http://www.wsti.org)