Instructions for the Summary of Performance (SOP)

The Academic Achievement and Functional Performance Summary Form

PURPOSE

This form is used to comply with the requirement for a "Summary of Performance" in IDEA 2004 to provide essential information to students who are graduating with a general education diploma or certificate of completion, or who are leaving school because they exceed the age of eligibility. The school shall provide the student with a summary of his/her academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals and to assist postsecondary institutions. 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.

TIMING

The Summary of Performance is best completed by the teacher/case manager responsible for the implementation of the IEP 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 or Community Mental Health. 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.

POINTS TO REMEMBER

- Use assessment language (average, below average, above average, etc.)
- Avoid value words (good, nice, brilliant, slow, etc)
- Use actual levels of performance without overly positive bias
  Eligibility for most adult agency services is dependent upon a need, a deficit, and a disability.
  Overly complimentary language can falsely hinder a student's ability to gain essential services.
- Be professional, objective, clear, and concise

DIRECTIONS

1. Complete the top portion of the form. Indicate whether the student will be receiving a general education diploma or a certificate of completion, as well as the expected date of completion.

2. **Summary of Academic Achievement** – List the most recent and pertinent testing and academic achievement data. This may include results on the most recent state or district assessments, college entrance examinations (e.g. SAT, ACT), special education evaluations. List *accommodations, modifications, and assistive technology needs that were essential to assist the student to achieve maximum progress in high school (can be duplicated from the most recent IEP).

3. **Summary of Functional Performance** – Check areas of need and summarize how behavior, reading, writing, listening and language deficits affect any area's of need in one or more of the following; Employment, Post-secondary Education/Training, Adult Living/Personal Care, Community Participation and Leisure and Recreation.

4. **Student's Post-Secondary Goals (from last IEP) dated:**
   List the student's most current post-secondary goals in the areas of Career/Employment, Post-Secondary Education/Training, Adult Living, and Community Participation. You can you the student's post-secondary goals from the last IEP or ask the student to develop new goals.

5. **Recommendations to Assist Student in meeting Post-Secondary Goals noted above –** Make recommendations that will assist the student in being successful in the respective area. List supports needed (example sheet), assistive technology, accommodations, connections with outside agencies.

6. **The Summary of Performance is a final record of the student's performance in the educational setting.** A minimal of two copies should be made, one for the student and one to be filed in the CA60. Besides having his/her own copy, the student may choose to give copies to potential employers, public agencies, and colleges or universities. The Summary of Performance should be thorough, functional, informative, and professionally written.

***Accommodation:** A support or service that is provided to help a student fully access and make progress in 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.
***Modification:** A change to the general education curriculum, which changes the standards or expectations for students with disabilities. Modifications are made formally through the IEP process.
***Assistive Technology:** 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.