

Summary of Performance (SOP)

Introduction

The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004 (IDEA 2004). The law states:

For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility, the local education agency “must 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.”

34 CFR §300.305(e)(3) [Authority: 20 USC §1414 (c)(5)(B)(ii)]

The SOP is important to assist the student in the transition from high school to higher education, training and/or employment. The information about students’ current level of functioning is intended to help postsecondary institutions consider accommodations for access and may be useful in the assessment process for other adult service agencies. *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 institutions will continue to make eligibility decisions on a case-by-case basis.*

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. In many situations, it may be most appropriate to wait until the spring of a student’s final year to provide an agency or employer the most current information on the performance of the student. Although not required, linking the completion of the SOP with the IEP process is most useful, allowing the student and parents to have the opportunity for active participation in the development of the SOP.

It may be beneficial to provide copies of the most recent formal and informal assessment reports that document the student’s disability. This information can assist in postsecondary planning.

Instructions

Part 1 - Background Information

Complete this section as specified. Most of this information can be obtained through a review of the student’s special education file.

Part 2 - Student’s Measurable Postsecondary Goal(s)

Complete this section as specified. This information can be obtained by utilizing measurable postsecondary goals already identified from the student’s current IEP.

Part 3 - Summary of Academic and Functional Performance

Completion of this section may require input from a number of school personnel including the special and general education teachers, school psychologist, or related services personnel. However, it is recommended that one person from the IEP team be responsible for gathering and organizing the information on the SOP.

Note: *Please leave blank any part of this section that is not applicable to the student's measurable postsecondary goals.*

It is important for the student to understand the information in this section so that he/she is prepared to convey it at postsecondary education or training facilities and/or places of employment. This section is also valuable for adult service providers assisting the student in obtaining further training, education, employment, and/or independent living.

Definitions that may help in completing this section can be found below:

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. For example, students with impaired spelling or handwriting skills, may be accommodated by a note taker or given permission to take class notes on a laptop. An accommodation *does not change the content* of what is being taught.

A **modification** is defined as a change to the general education curriculum or other material being taught. 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.

Assistive technology (AT) is defined as any device that helps a student with a disability function in a given environment. An AT device does not have to be limited to "high-tech" or costly options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other "low-tech" devices.

Part 4 – Recommendations from the Secondary Education setting to the Postsecondary setting to assist the student in meeting Measurable Postsecondary 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 **postsecondary** environment, including higher education, training, employment and/or independent living.

Note: *Please leave blank any part of this section that is not applicable to the student's measurable postsecondary goals.*

Available Appendices:

Appendix A: Postsecondary Community Agency Contacts and Supports

Appendix B: Plan to meet Measurable Postsecondary Goals

Appendix C: Student Input