Summary of Performance (SOP)

County    School District,  Sunflower High School  High School

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

Background Information

Student Name:  Chase Williams  Date of Birth:  January 11, (18 years ago)  Year of Graduation/Exit:  May (current year)

Address:  413 W. 19th Avenue  Sunflower, MO  64800  Telephone Number:  463-232-5621

(Student) (Town, State) (Zip code)

Student’s Primary Disability:  Learning Disability  Secondary Disability (if applicable): 

Primary Language:  English  

Date provided:  May / 5 /current year  Prepared by:  Pat Gentry, Special Education Teacher  Phone #:  463-232-8794

Assessment Reports:  Check the assessment reports used as a basis for this summary

- Psychological/cognitive
- Neuropsychological
- Medical/physical
- Achievement/academics
- Informal assessment (specify):  Informal interview with teacher
- Other (specify): 

- Response to Intervention (RTI)
- Language/proficiency
- Reading assessments
- Communication

- Adaptive behavior/FBA
- Social/interpersonal skills
- Community-based assessment
- Self-determination

- Behavioral analysis
- Classroom observations
- Assistive technology
- Career/vocational assessment

### Part 1: Postsecondary goals

This section states the student’s specific postsecondary goal(s).

<table>
<thead>
<tr>
<th>Postsecondary Area</th>
<th>Postsecondary Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>Training: NA</td>
</tr>
<tr>
<td>Education</td>
<td>Education: Upon completion of high school, I (Chase) will attend a building trades program for building and carpentry.</td>
</tr>
<tr>
<td>Employment</td>
<td>Employment: Upon completion of high school, I (Chase) will work part-time in the building trades field until I finish the program, then I will work full-time in a related position.</td>
</tr>
<tr>
<td>Independent living, if appropriate</td>
<td>Independent living, if appropriate: Upon completion of high school, I (Chase) will live at home until I finish the building trades program and will be responsible for my car and laundry.</td>
</tr>
</tbody>
</table>

### 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 provided in high school to assist the student in achieving progress.

<table>
<thead>
<tr>
<th>Academic Achievement and Functional Performance</th>
<th>Present Level of Performance (grade level, strengths, preferences, interests)</th>
<th>Accommodations, Assistive Technology and Supports Provided in the Area</th>
</tr>
</thead>
</table>
| Reading (basic reading/decoding, comprehension and speed) | At the time of this SOP, Chase was reading at the 10th grade level on 2-page texts, but his comprehension falls to 8th grade level on longer texts due to his processing speed/fluency. Chase frequently listens to recorded books while reading along with text to help him understand larger words. He is able to read and understand directions for construction projects and all functional reading, such as reading street signs, the newspaper, forms, etc. | Use planner to track assignments  
Study guides  
Adapted text/material/recorded material  
Extended Time for completion of test & lengthy reading  
Check often for understanding/review |
| Math (calculation, algebraic problem solving, quantitative reasoning) | At the time of this SOP, Chase was doing calculations and problem solving at the 9th grade level with a calculator (4th grade level without a calculator). Chase understands how to solve problems using equations but is not always able to explain how to apply that information without a diagram of the problem. | Use planner to track assignments  
Study guides  
Adapted material with diagrams  
Calculator for all calculations  
Check often for understanding/review |
| Written Language (written expression, spelling) | At the time of this SOP, Chase was using written language at the 11th grade level when typing assignments on a computer. He is able to accurately fill out job and college applications and write legibly. | Use planner to track assignments  
Allow student to record or type assignments  
Provide structured time for organization of materials |
| Functional Performance (e.g. general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment) | At the time of this SOP, Chase was able to problem-solve effectively, stay focused and organized on tasks, communicate with teachers and peers, behave in a socially acceptable way, maintain friendships, and be a self-advocate. He is talking with his parents about the possibility of living on his own after he | Use planner to track assignments  
Allow student to record or type assignments  
Provide structured time for organization of materials |
Part 3: Recommendations to assist the student in meeting 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 postsecondary goals.

<table>
<thead>
<tr>
<th>Postsecondary Area</th>
<th>NA</th>
<th>Recommendations to Assist the Student in Meeting Postsecondary Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>NA</td>
<td>Assist Chase in preparing for building trades program. Seek information &amp; support from the Disability Support Services office at Vo-Tech. If the building trades program allows accommodations, it would be beneficial for Chase to be allowed the following accommodations: Study guides, Calculator for all computation, Allow student to record or type assignments, and Extended Time for completion. Walk through Vo-Tech application and registration process with Chase.</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>Provide on-the-job training and support when Chase enters the workforce. Practice completing job applications and interviewing skills. Consider internship opportunities to learn more about work in building trades professions.</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>Monitor regular car maintenance such as: oil changes, tire pressure, routine tune-ups. Practice laundry, food, cooking, and clothing at home. Access community agencies and resources as needed for services.</td>
</tr>
<tr>
<td>Independent Living</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>