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: <u>Chase Williams</u>	Date of Bi	rth: <u>January 11, (18 years ago)</u> Year o	of Graduation/Exit: <u>May (current year</u>
Address: 413 W. 19 <sup>th</sup> Avenue (Street)	Sunflower, MO (Town, State)	64800 Telephone Nur (Zip code)	mber: <u>463-232-5621</u>
Student's Primary Disability: <u>Learni</u>	ng Disability	Secondary Disability (if applicable):	:
Primary Language: <u>English</u>			
Date provided: May / 5 /current year	Prepared by: Pat Gentry, Special Edu	reaction Teacher Pho	ne #: _463-232-8794
Assessment Reports: Check the assessment re	ports used as a basis for this summary		
<ul> <li>□ Psychological/cognitive</li> <li>□ Neuropsychological</li> <li>□ Medical/physical</li> <li>■ Achievement/academics</li> <li>■ Informal assessment (specify): _Inform</li> <li>□ Other (specify):</li> </ul>	□ Response to Intervention (RTI) □ Language/proficiency □ Reading assessments □ Communication al interview with teacher	<ul> <li>□ Adaptive behavior/FBA</li> <li>□ Social/interpersonal skills</li> <li>■ Community-based assessment</li> <li>■ Self-determination</li> </ul>	<ul> <li>Behavioral analysis</li> <li>Classroom observations</li> <li>Assistive technology</li> <li>Career/vocational assessment</li> </ul>

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Part 1: Postsecondary goals – This section states the student's specific postsecondary goal(s).

Postsecondary Area	NA	Postsecondary Goal
	NA	
Training		
Education		Upon completion of high school, I (Chase) will attend a building trades program for building and carpentry.
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.
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.

**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.

Academic Achievement and	Present Level of Performance (grade level,	Accommodations, Assistive Technology and
<b>Functional Performance</b>	strengths, preferences, interests)	Supports Provided in the Area
Reading (basic reading/ decoding, comprehension and speed)	At the time of this SOP, Chase was reading at the 10 <sup>th</sup> grade level on 2-page texts, but his comprehension falls to 8 <sup>th</sup> 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 9 <sup>th</sup> grade level with a calculator (4 <sup>th</sup> 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 11 <sup>th</sup> 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	

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finishes the building trades program.	
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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.

		Recommendations to Assist the Student in Meeting Postsecondary Goals
Postsecondary	NA	
Area		
	NA	
Training		
		Assist Chase in preparing for building trades program.
Education		Seek information & 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.
		Provide on-the-job training and support when Chase enters the workforce.
Employment		Practice completing job applications and interviewing skills.
		Consider internship opportunities to learn more about work in building trades professions.
		Monitor regular car maintenance such as: oil changes, tire pressure, routine tune-ups.
Independent		Practice laundry, food, cooking, and clothing at home.
Living		Access community agencies and resources as needed for services.