

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 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: _____ Date of Birth: _____ Year of Graduation/Exit: _____
 Address: _____ Telephone Number: _____
(Street) (Town, State) (Zip code)
 Student’s Primary Disability: _____ Secondary Disability (if applicable): _____
 Primary Language: _____

Date provided: ____/____/____ Prepared by: _____ Phone #: _____

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

- | | | | |
|--|---|--|---|
| <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>): _____ | | | |

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

Postsecondary Area	NA	Postsecondary Goal
Training		
Education		
Employment		
Independent living, if appropriate		

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

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.

Postsecondary Area	NA	Recommendations to Assist the Student in Meeting Postsecondary Goals
Training		
Education		
Employment		
Independent Living		