

Summary of Performance (SoP)

Tennessee Reference System District, Sample School

The Summary of Performance (SoP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as stated in IDEA 2004 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). The information about the student’s current level of functioning is intended to help postsecondary institutions/adult agencies consider accommodations for access. 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.

The Summary of Performance is best completed 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. 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 in the development of this document.

Background Information

Student Name: Blake Test

Date of Birth: 4/20/1996

Year of Graduation/Exit: 2015

Address: 12345 Typical St., New Town, TN
123454

Telephone Number: (123) 456-7890

Student’s Primary Disability: Specific Learning Disability

Secondary Disability:

Primary Language: English

If English is not the student’s primary language, what services were provided for this student as an English language learner?

Assessment Reports: Check and include the most recent copy of assessment reports attached that clearly identify the student’s disability or functional limitations and that will assist in postsecondary planning:

- | | | | |
|---|---|--|---|
| <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/voc. assessment |
| <input type="checkbox"/> Informal assessment (specify): | | | |
| <input type="checkbox"/> Other (specify): | | | |

DEFINITIONS:

Accommodations = a support or service that is provided to help a student fully access the general education curriculum or subject matter. 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.

Modifications = a change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction 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) = any device that helps a student with a disability function in a given environment. AT can include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other “low-tech” devices.

Supports = Connections or coordination with outside agencies, personnel or other services or supports used in high school.

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Measurable Postsecondary goals – This section states the student’s specific measurable postsecondary goal(s).

Postsecondary Area	NA	Measurable Postsecondary Goal
Community Living		
Education/Training		
Employment		
Independent/Supported Living, if appropriate		

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 effective in high school to assist the student in achieving progress.

Academic Content Areas	Present Level of Performance (grade level, strengths, preferences, interests)	Essential Accommodations, Assistive Technology and/or Supports
Reading		
Math		
Written Language		

Cognitive Areas	Present Level of Performance (grade level, strengths, preferences, interests)	Essential Accommodations, Assistive Technology and/or Supports
General Ability and Problem Solving		
Attention and Executive Function		
Communication		

Academic Content Areas	Present Level of Performance (grade level, strengths, preferences, interests)	Essential Accommodations, Assistive Technology and/or Supports
Social Skills and Behavior		
Independent Living		
Environmental Access/Mobility		
Self-Determination/Self Advocacy Skills		
Career/Vocational/Transition		
Additional Considerations		

Present Level of Functional Performance is information that is considered in making decisions about disability determination and needed accommodations.

Recommendation to assist the student in meeting measurable postsecondary goal(s) – This section presents recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance the participation in measurable postsecondary goals.

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Postsecondary Area	NA	Recommendations to Assist the Student in Meeting Measurable Postsecondary Goals	Contact Information – name and/or title, phone, address, email of person agency
Training			
Higher Education or Career-Technical Education			
Employment			
Independent Living			
Community Participation			

Student Input

- A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?**
- B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?**
- C. Which of these supports and accommodation have worked best for you?**
- D. Which of these accommodation or supports has not worked best for you?**
- E. What are some of the strengths and needs you would like professional to know about you as you enter the college or work environment?**
- F. Are there additional supports or accommodations you think you will need?**