

Summary of Performance

IDEA 2004 added a new requirement for students with disabilities called the Summary of Performance (SOP). A summary of the student's academic achievement and functional performance including recommendations on how to assist the child in meeting their postsecondary goals must be given to a student whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility. A SOP is not required for students exiting special education services by completion of goals, dropping out (not graduating or aging out) or is identified only as Gifted.

The purpose of the Summary of Performance is to transfer critical information that leads to the student's successful participation in postsecondary settings. The SOP must be completed during the final year of the student's high school education, though time of completion may vary with student's desired postsecondary goals. The development of the SOP may be started at any time, however, it is recommended to begin development of the SOP during the freshman year.

The Summary of Performance must, at a minimum, address the following:

- Academic achievement: Information on reading, math, and language grade levels, standardized scores, or strengths.
- Functional performance: Information on learning styles, social skills, independent living skills, self-determination, and career/vocational skills.
- Recommendations: Team suggestions for accommodations, assistive services, compensatory strategies for post-secondary education, employment, independent living, and community participation.

Additional information may be included as part of the summary based on assessment findings and team input. Assessment data and accommodations included in the summary should be written in functional terms easily understood by the student. Any supporting documents are to be appropriately referenced and included with the SOP when given to the student.

The completion of the Summary of Performance may require the input from a number of school personnel including the special education teacher, regular education teacher, school psychologist, related services personnel and representatives from other agencies. Signatures by the student and IEP team members are encouraged as verification that the contents of the summary have been explained but are not required.

It is highly recommended that the student provide information into the Summary of Performance. The student's contribution can help (a) secondary professionals complete the

summary, (b) the student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, (c) postsecondary personnel to more clearly understand the student's strengths and the impact of the disability on this student. Questions to address may include:

1. How does your disability affect your schoolwork and school activities (such as grades, A. relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?
2. 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)?
3. Which of the accommodations and supports has worked best for you?
4. Which of the accommodations and supports have not worked?
5. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?

When developing the SOP for and with the student consider the following criteria for content in SOP.

1. Information facilitates the transfer of critical information that leads to effective and successful participation in all postsecondary settings/domains: work, education, community, and home.
2. Information incorporates achievements and up-to-date academic, personal, career, and employment levels of performance.
3. Student goals are included and are provided as much as possible in the student's own language or terms (so that he or she will recognize and remember) and are based on current or recent assessment findings.
4. Information is based on direct, firsthand input from the student and other transition team members and stakeholders: teachers, parents, siblings, adult service providers, etc.
5. Data and information, including disabilities, are written in functional terms rather than school system jargon.
6. Accommodations are presented in functional terms, preferably in the student's own language
7. Content includes information specifically requested by (or which typically is required or used by) the student, adult service providers, postsecondary education and training personnel.

8. Information is written and/or presented (in some cases, it could include photographs or illustrations) in ways that are easily understood and are immediately useful for students, adult service providers, postsecondary education personnel, and/or employers.
9. Artifacts, documentation, and other items that are attached are identified within the SOP content, preferably in a highly visible space.
10. Signatures by the student and other team members verify that the contents have been explained and agreed upon.
11. Information presents an accurate depiction of the student, even if additional space is needed—the form should fit the student, not the other way around.

(Leconte, P.J. (2006)). The evolution of career, vocational, and transition assessment: Implications for the Summary of Performance. *Career Development for Exceptional Individuals*. Vol. 29, Number 2, Fall 2006, pp. 114-124.)

Resources:

Kansas State Department of Education (KSDE) [Special Education Process Handbook](https://www.ksde.org/Default.aspx?tabid=598)
<https://www.ksde.org/Default.aspx?tabid=598>

Individual Plan of Study: <https://www.ksde.org/Default.aspx?tabid=850>