**HOW DO I COMPLETE THE SUMMARY OF PERFORMANCE (SOP)?**

IDEA 2004 requires a Summary of Performance (SOP) for some exiting special education students. It is a document which summarizes the student’s academic achievement and functional performance; the student’s post-secondary goals; and recommendations to assist the student in meeting those post-secondary Goals.

**WHO RECEIVES AN SOP?**

Students who are graduating from secondary school with a regular diploma, or are leaving due to exceeding the age eligibility for a free appropriate public education (end of school year in which they turn 21) receive an SOP. The SOP should be completed in the last year of high school; however, it may be started at any time and provided to the students before they exit.

***NOTE: ODE strongly recommends that school districts also provide an SOP to students who are graduating with a modified diploma, extended diploma and/or alternative certificate.***

**WHY SHOULD I COMPLETE THIS FORM?**

The school district **is required by federal law to provide the student with a summary** **of the student’s academic achievement and functional performanc**e, including recommendations on how to assist the student in meeting the student’s postsecondary goals. In addition, the SOP will assist and promote success for the student when they provide the postsecondary school, agency, or work place with a summary of what the student has done in high school, his postsecondary goals, and recommendations from the district on how to assist the student in meeting their postsecondary goals.

**WHO WRITES THE SOP?**

The SOP may be developed by a IEP team, the teacher, or a Youth Transition Program specialist with input from the student. Work on the SOP can take place at the IEP meeting, during a transition class, in an English class or 1:1 with a counselor.

**EXAMPLES**

Summary of Performance examples prepared for the 2013-14 transition resources booklet (Alex, Rolanda, and Allison) have been included in the Teacher/Case Manager section of the 2014-15 booklet. The full set of 2013-14 materials included case study reports, transition planning examples, IEP discussion starters, and samples of Post-Secondary Goals for each of these sample students.

| **WHAT is needed to complete the SOP** | **HOW do I determine what is in this section?** | **WHERE do I find this information?** | **WHAT do I do with this information?** |
| --- | --- | --- | --- |
| Summary of Student’s Academic Achievement and Functional Performance | * How has the student’s disability affected the student’s academic achievement and functional performance? * What are the student’s academic and functional strengths? * What are the results of the student’s most recent state or district assessments? * What are the results of any college entrance examinations (e.g. SAT, ACT)? * What are the results of the most recent special education evaluation of the student? * Is the student graduating with a regular diploma, a modified diploma, extended diploma or alternate certificate? * Did the student achieve any honors or special awards in high school? * Did the student achieve any vocational or extracurricular accomplishments in high school? * Is there any information about functional performance in the following domains: Interpersonal, Mobility, Self-Care Skills, and Motor Skills? | * Present Level of Academic Achievement and Functional Performance (PLAAFP) * PLAAFP or Assessment Reports * PLAAFP, Student Individual Files or District Assessment Coordinator * PLAAFP, School Counselor, Student Individual Files * PLAAFP, School Counselor, Student Individual Files, Evaluation Reports * Individualized Educational Program (IEP), Student Individual Files * Student Individual Files, District Newsletters, yearbooks * Student Individual Files, District Newsletters, yearbooks, PLAAFP (student strengths) * PLAAFP, Student Individual Files, Individualized Educational Program (IEP), Evaluation Reports, IEP meeting notes. | * Transfer any applicable information from the second column to the form. * Try to arrange the information in a logical order (e.g., chronological, importance, types etc.) * The information may be separated into two categories 1) academic achievement and 2) functional performance * Write this summary clearly and coherently that will portray the student in the most realistic manner. * Be aware that a future employer or college administrator may be reading your summary |
| Student’s Post-secondary Goals | Look at the previous and current post-secondary goals. | Individualized Educational Program (IEPs) since the year the student turned 16. | * State the current post-secondary goals. * You may want to summarize the previous goals and explain how the student’s goals have evolved into the final/current goals. * You may want to list other educational, employment or living options in which the student has shown significant interest. |
| Recommendations to Assist Student in Meeting Post-secondary Goals | Write any recommendations for assisting the student in meeting post-secondary goals after the student exits from K-12 education. | * Academic, functional, and/or behavioral annual goals on the IEPs. * The service page of the IEP. * IEP meeting notes that delineate what interventions have worked and those that have not worked. * Behavioral Intervention Plans * Reports from employers during work experience while enrolled in school. | * Develop recommendations for accommodating the student’s disability in the workplace or post-secondary education setting. * Develop recommendations for Academic or Functional interventions that were successful or unsuccessful in high school. |

**Resources:**

* ODE Sample Summary of Performance Form <http://www.ode.state.or.us/pubs/forms/schoolage/1278-P.pdf>
* Transition Community Network <http://tcntransition.org/>