

Summary of Performance

What is a Summary of Performance?

The Summary of Performance (SOP) compiles all the information and data that a school system has collected on a student and summarizes it into one document. The key word is “summary.” The intent of the SOP is to provide crucial information to those assisting the student in reaching his postsecondary goals by providing them with a document that profiles the student. Kochhar-Bryant (2007) state the goal of the SOP is to “enhance post-high school outcomes for students with disabilities by providing them with the relevant information about their academic achievements and functional performance.”

Key Components

IDEA reads, “for a child whose eligibility...terminates (due to graduation with a regular diploma or who “ages out”), a local agency shall provide the child with a summary of child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” (IDEA, 2004).

The SOP must:

- be completed during the final year of the student’s high school programming
- include the most updated information on the student
- be shared with the student

Tips for Teachers

When implementing the SOP, teachers should first satisfy the required elements. Then educators should seek to structure a well-written SOP that portrays an objective overview of the student’s strengths, needs, interests, and goals for his post-school life.

Involve the student in the SOP process. Engaging the student in the research and development of the SOP allows for student voice and provides him with an opportunity to become comfortable with information he will be sharing with postsecondary providers.

Include the following information.

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| Postsecondary Goals | Related to employment, education, training, and, where appropriate, independent living skills |
| Academic Achievement | What the student knows such as literacy, numeracy, consumer, personal finance, and learning skills; reasoning, communication, and processing |
| Functional Performance | Behavior across different environments such as how the student interacts with peers at school, in the community, and at work; also self-care, mobility, self-determination, safety, and executive functioning skills |
| Recommendations for Supports | Accommodations, modifications, adaptive devices, compensatory strategies and/or collateral support services students will need to be successful in postsecondary settings |
| Next steps | Recommendations for attaining postsecondary goals such as attending a college orientation session, meeting with the Department for Aging and Rehabilitative Services and the Disability Services Counselor at a community college, keeping a file of current disability documentation, completing employment applications, etc. |

* Virginia Department of Education (2010)

Link the SOP with the IEP process. The SOP should be closely tied to information contained within the IEP.

Think of the student's next environment as the SOP is written. The SOP is a crucial link between the student's K-12 education and postsecondary environments. Contact collaborating agencies when developing the SOP to ensure that next steps for the student and family are accurate. To communicate effectively with professionals outside of education, be prepared to minimize or explain educational jargon that postsecondary agencies or organizations might not understand.

Present the SOP to team members. If possible, facilitate a student presentation of the SOP information to the IEP team, including any agency or organizational representatives who will be providing adult services.

More Information

To better understand the SOP, it is useful to review the federal requirements and consider strategies for implementing the SOP that can contribute to the student's seamless transition to adulthood. Also, please check with your local school division or state department of education for any templates, models, or guidelines developed for teacher use in completing the SOP.