

## SUMMARY OF PERFORMANCE (SOP)

### Instructions

#### **Purpose:**

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” §Sec. 300.305(e)(3).

The Summary of Performance is important to assist the student in the transition from high school to higher education, training and/or employment, and independent living. In addition, the information about a student’s current level of functioning is intended to help postsecondary institutions consider accommodations for access. The SOP is most useful when the student has the opportunity to actively participate in the development of the document.

The SOP **must** be completed during the final year of a student’s high school education. The timing of completion of the SOP 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 as 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.

#### **Section 1 Background Information**

Complete the section as specified. Please put “NA” in any blank that does not apply. For example, if the student did not take the SAT I or SAT II, then the form would appear as such: “SAT I/II Composite Score: NA”.

## **Section 2 Summary of Performance**

Next to each specified area, please complete the student's present level of performance and the accommodations, modifications and assistive technology that were **essential** in high school to assist the student in achieving progress. Please indicate "NA" for any section that is not applicable.

Under **Present Level of Performance**, one can address a student's individual performance in the academic/cognitive areas indicated. For example, "8<sup>th</sup> grade level in Reading," "Can do multi-step problems involving algebraic equations," "Has acquired a Louisiana driver's license," "Has difficulty making friends," and "Has completed Welding I/II towards a career in Welding." These examples should not be considered all-inclusive.

An **Accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. Students with impaired spelling or handwriting skills, for example, may be accommodated by a note-taker or permission to take class notes on a laptop computer. 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. A **Modification** is defined as 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. Modifications are not allowed in most postsecondary education environments. **Assistive Technology** is defined as any device that helps a student with a disability function in a given environment, but does not limit the device to expensive or "high-tech" options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro, and other "low-tech" devices.

The completion of this section may require the input from a number of school personnel including the special education teacher, regular education teacher, school psychologist or related services personnel. It is recommended that the teacher with IEP authority be responsible for gathering and organizing the information required on the SOP.

## **Section 3 Recommendations for Postsecondary**

This section should present suggestions from the student and family members, as well as education personnel for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, to enhance access in a post-high school environment, including higher education, training, employment, independent living and/or community participation.