

# Tip Sheet: Summary of Performance

The federally mandated **Summary of Performance (SOP)** documents a “child’s academic achievement and functional performance,” including “recommendations on how to assist the child in meeting the child’s postsecondary goals.” It is provided to a child whose eligibility for special education services has terminated “due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for a free appropriate public education under State law” (Individuals with Disabilities Education Act of 2004 [IDEA], §614(c)(5)(B)).

## 1 **Background Information:**

From assessment data (formal/informal) covering academic areas and areas within the secondary transition domains.

### **Tip:**

Attach transition assessments to SOP.

## 2 **Student’s Postsecondary Goals:**

Use the most recent postsecondary goals from the transition plan for this section.

### **Tip:**

Copy and paste directly from the student’s transition plan, if goals are current.

## 3 **Summary of Performance:**

In the PLAAFP column, clearly highlight the student’s present level of performance in all areas as all are relevant. In the Accommodations column, provide essential accommodations, modifications and explain HOW they benefited from high school. If there are no accommodations in the specified area, put “N/A”.

### **Tip:**

All sections should be addressed - do not leave any of the sections blank; make it meaningful to the reader (do not just copy scores found on formal assessments).

### **Example:**

<b>Academic Content Area</b>	<b>Present Level of Performance (grade level, standard scores, strengths, needs)</b>	<b>Essential accommodations, assistive technology, or modifications utilized in high school, and why needed</b>
<b>Reading:</b> Basic reading/decoding; reading comprehension; reading speed	Mark decodes and recognizes safety sight words but struggles with retaining information from longer passages (5+ sentences). Reading comprehension is at a third-grade level. He enjoys researching pet breeds and discussing them.	Screen readers for reading directions, verbal cues for short instructions, and checklist apps for task management. These tools remain beneficial post-high school.

**4****Recommendations to assist the student in meeting postsecondary goals:**

Summarize information from Part 3 into recommendations for accommodations, adaptive devices, etc., needed to reach postsecondary goals.

**Example:**

Postsecondary Goal	Recommendations include:
Employment	Training on advance screen reader features. Continued use of digital checklist apps. Verbal cues for new/multi-step tasks. Mentorship for guidance and skill development.

**Tips:**

- Help student practice discussing recommendations with potential employer or disability supports at a postsecondary education institution; make sure student knows there is no guarantee they will get these recommendations.
- Complete recommendations only as were beneficial in high school.

**5****Student Input:**

Provide guidance as needed for the student to complete this section or complete as a group activity.

**Tip:**

Work with the student over several class periods to complete this section.

**Final Considerations:**

- Discuss the SOP and its purpose with the student prior to completing.
- Use the [SOP Packet](#) for additional guidance.
- As a classroom activity, have the student prepare copies of a [letter explaining the SOP](#).
- Have the student sign and date the SOP to acknowledge receipt and understanding (a formal meeting is not required).
- Provide the SOP to the student (and/or parent) before graduation, include it with the final grade card or diploma, and keep a copy for school records.