

Summary of Performance

Definition and Directions

Description: The IDEA describes an SOP as “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” [20 U.S.C. 1414(c)(5)(B)].

The Summary of Performance is a requirement of the Individuals with Disabilities Act (IDEA) Regulations, 300.305(e).

The Summary of Performance:

- Provides information to students who are graduating with a general education diploma to assist them in meeting their post-secondary goals; and
- Provides information to students who are leaving school because they exceed the age of eligibility for a free appropriate public education (end of school year in which they turn 26) to assist them in meeting their post-secondary goals.

The Michigan Department of Education, Office of Special Education and Early Intervention Services (MDE/OSE-EIS) recommends that school districts provide a Summary of Performance for students who leave school before age 26 and have not met the requirements of the Michigan Merit Curriculum.

Directions:

Sections with ** after the title are required. There are three required sections: Summary of Academic Achievement, Summary of Functional Performance, and Student’s Post-Secondary Goals/Recommendations to assist the Student.

The Summary of Performance is a PDF file, and cannot be saved after filling it out electronically. When you open the file, it will be a blank form again. You need to download the file to your desktop, or documents files, and then open it as a template. Once you fill in the data for the student, use “Save-As” and label the file with the student’s name.

Only what you can see in each of the text boxes will appear when you print the document. If you need more room, please attach additional documentation.

Summary of Academic Achievement

Briefly describe the student’s present academic levels. Keep in mind the plans the student has for his/her next step after public school. Is the student going to college, an internship, a supported employment, or a job training program? Match the present level statement to the post-secondary plans of the student.

Academic Assessments

Fill in the information for the assessments taken by the student. Leave any others blank.

Accommodations

Document the accommodations, modifications, and technology the student currently uses, and wants to continue using. It is not necessary to copy the accommodations from the last IEP verbatim if not all the supports are being used. The directions on the form say to list accommodations used for success in high school, but remember, this document's intended use is to help the student achieve success in their post-secondary program.

Summary of Performance

Click on the drop-down arrow for each functional statement. A rating scale of 1 to 5 will appear. Definitions for each number are as follows:

- 1) Total assistance
- 2) Needs some assistance
- 3) Independent with prompts
- 4) Mostly independent
- 5) Independent

Additional Comments

This area is for functional skill areas not already mentioned which would be of benefit for others to know concerning the student. There may be a statement in the PLAAFT statement which would be useful here.

Vocational/Extra Curricular Accomplishments

This section is for work experiences, groups, clubs, etc.

Student's Post-Secondary Goals/Recommendations to assist the Student

This section has the option of attaching the last IEP. Please remember:

1. The ease with which the receiving party will be able to read this document.
2. Accommodations are not listed on a Transition Plan.
3. Accommodations may be specific to a Transition Area, and may not be listed on the IEP.
4. It is possible that no accommodations are needed in one or more Transition areas.

The remaining areas, **Community Agency Involvement**, **Social/Emotional/Behavioral**, and **Physical/Health Diagnosis** are optional. Use these sections when necessary to meet the needs of individual students.