

SUMMARY OF PERFORMANCE

SPECIAL EDUCATION - GUIDANCE BRIEF



When a student exits from special education as a result of earning a regular high school diploma or exceeding the age of a Free Appropriate Public Education (FAPE) (through the school year in which they turn 22), the LEA must provide the adult student or guardian:

- Written notice that the LEA's obligation to provide special education services ends when the student obtains a regular high school diploma or reaches maximum age; and
- A **written summary of their academic achievement and functional performance along with recommendations concerning how to assist the student in meeting postsecondary goals.** This is known as the **Summary of Performance (SOP).**

The Summary of Performance (SOP) compiles all the information and data that a local educational agency (LEA) 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 their postsecondary goals by providing them with a document that profiles the student. A well-written SOP can contribute to the student's seamless transition to adulthood.

Key Components

The document should contain the most updated information on the performance of the student and include both the student's abilities and aspirations.

The SOP must be completed during the final year of the student's high school programming.

Tips for Teachers

Educators should seek to structure a well-written SOP that meets the required elements and portrays an objective overview of the student's strengths, needs, interests, and goals for their post-school life.

Student Involvement

The student should be an active participant in the development of the Summary of Performance and the SOP must be shared with the student. This provides students the opportunity to become comfortable with information they will be sharing with postsecondary providers.

Link to the IEP

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

SUMMARY OF PERFORMANCE

SPECIAL EDUCATION - GUIDANCE BRIEF



SOP Required Information

Postsecondary Goals	Related to employment, education/training, and where appropriate independent living and community participation
Academic Achievement	Relevant knowledge and skill base (literacy, numeracy, personal finance, and learning skills; reasoning, communication, processing, etc.)
Functional Performance	Behavior across different environments (how student interacts with peers at school, in the community, at work, etc.). Includes self-care, mobility, self-determination, safety, and executive functioning skills (time management, organization, paying attention, self-monitoring, etc.)
Recommendations for Supports	Accommodations, modifications, adaptive devices, compensatory strategies and/or 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 Disability Support Services at the college or Career Technology, keeping a file of current disability documentation, completing employment applications, applying for Department of Rehabilitation Services, contacting the local American Job Center (Workforce)

Collaborate

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 the 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 SOP

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

Local districts may have additional procedures and requirements for the SOP. Please check with your special education director for additional guidelines.

The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.
Oklahoma State Department of Education, Special Education Services (405) 521-3351 | <http://sde.ok.gov/sde/special-education>