

# SUMMARY OF PERFORMANCE

\_\_\_\_\_ County Schools

Student's Full Name \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Parent(s)/Guardian(s) \_\_\_\_\_ Grade \_\_\_\_\_  
Address \_\_\_\_\_ WVEIS# \_\_\_\_\_  
City/State/Zip \_\_\_\_\_ Telephone \_\_\_\_\_

Additional Background Information (optional): \_\_\_\_\_

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Use WV Guidelines to Assist in Development of the Summary of Performance when completing this form.

**I. Postsecondary Goal(s)**

Education/Training: \_\_\_\_\_

Employment: \_\_\_\_\_

Independent Living Skills: (if appropriate) \_\_\_\_\_

**II. Summary of Performance** (identify essential accommodations, modifications and/or assistive technology)

A. Academic Achievement:

B. Functional Performance:

C. Pre-

D. Student Perspective: (Impact of disability)

Supports tried: \_\_\_\_\_

Supports that work: \_\_\_\_\_

Supports that did not work: \_\_\_\_\_

Strengths/Needs others should know: \_\_\_\_\_

**III. Recommendations for Meeting Postsecondary Goal(s)** (identify the accommodations, adaptations and assistive technology)

Education/Training: \_\_\_\_\_

Employment: \_\_\_\_\_

Independent Living Skills: (if appropriate) \_\_\_\_\_

Community Participation: \_\_\_\_\_

**NOTE: Attach academic transcript and/or relevant assessment data to this form**

## WV GUIDELINES TO ASSIST IN DEVELOPMENT OF THE SUMMARY OF PERFORMANCE

**Purpose:** For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for Free Appropriate Public Education (FAPE) under State law, the local education agency “must 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). – IDEA 2004 **WV Guidelines**

### **The Summary of Performance (SOP):**

- Is designed to assist the student in transition from high school to post school activities, including postsecondary education, training and/or employment, along with additional documentation, for the purpose of establishing a student’s eligibility under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and identification of reasonable accommodations and supports in postsecondary settings
- Is helpful for the Rehabilitation Services Comprehensive Assessment process
- Is intended to help postsecondary institutions consider accommodations for access
- Is useful when linked with the IEP process and the student has the opportunity to actively participate in the development of the document
- Must be completed during the final year of a student’s high school education with timing of completion depending on student’s postsecondary goals (Example: transition to higher education may require submission along with application *OR* application for employment/agency may be needed near the end of the school year to provide the most updated information on student performance)
- Recommendations should not imply that any individual who qualified for special education in high school would automatically qualify for services in postsecondary education or employment settings. Those settings will continue to make decisions on a case-by-case basis.

<b>Basic background information:</b> (Provide identifying information.)	<ul style="list-style-type: none"> <li>• Complete, legal name</li> <li>• School last attended</li> <li>• Parent or guardian name(s)</li> <li>• Complete mailing address</li> </ul>	<ul style="list-style-type: none"> <li>• Date of SOP report (Year of exit)</li> <li>• Date of birth / Age</li> <li>• WVEIS # / Grade</li> <li>• Telephone number (s)</li> </ul>
<b>Additional background information:</b> (Optional)	<ul style="list-style-type: none"> <li>• Name/title/contact information of staff completing SOP</li> <li>• Date of most recent IEP</li> <li>• Primary Language/Services for ELL</li> </ul>	<ul style="list-style-type: none"> <li>• Primary disability and initial date of eligibility</li> <li>• Secondary disability, if applicable, and initial date of eligibility</li> </ul>
<b>I. Postsecondary goals:</b> (Indicate the post-school environments the student intends to transition to upon exit from high school.)	List the goals for environments of <ul style="list-style-type: none"> <li>• Work</li> <li>• Education</li> <li>• Living</li> </ul>	If employment is the primary goal, list the top three job interests.

<p><b>II. Summary of Performance:</b> (Completion of this section may require input from a variety of staff, but one person should have the responsibility of gathering and organizing the information. Describe both present levels of performance that apply to the student and the <i>essential</i> accommodations, modifications and assistive technology utilized to assist the student in achieving progress. Address <i>only</i> those areas that apply.)</p> <p><b>Terms:</b> <u>Accommodation</u>-a support or service that is provided to help a student fully access the general education curriculum or subject matter and <i>does not</i> change the content of what is being taught or the expectation that the student meet a performance standard applied for all students. (Example: Deficit spelling/handwriting skills may require a note-taker, permission to word process notes, provision of extra notes) <u>Adaptation (also known as modification)</u>-changes to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be adapted so that the material is presented differently and/or the expectations of what the student will master are changed. Adaptations are not allowed in most postsecondary education environments. <u>Assistive technology</u>-any device that helps a student with a disability function in a given environment, but does not limit the device to expensive “high-tech” options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tape, Velcro and other “low-tech” devices.</p>	<p>A. <u>Academic Achievement</u>: Specifically discuss the current level of performance in applicable areas of</p> <ul style="list-style-type: none"> <li>• Reading (decoding, comprehension, fluency)</li> <li>• Math (calculation, algebraic problem solving, quantitative reasoning)</li> <li>• Language (written, speaking, listening, spelling)</li> <li>• Learning skills (work habits, note taking, keyboarding, organization, time management, assignment completion, study skills, test taking skills) in detail using both narrative information for strengths and needs as well scores and grade level functioning</li> </ul> <p>B. <u>Functional Performance</u>: Specifically discuss the current level of performance in applicable areas of</p> <ul style="list-style-type: none"> <li>• General ability and problem solving (reasoning, processing)</li> <li>• Attention and executive functioning (stamina, sustained attention, memory, processing speed, impulse control, activity level)</li> <li>• Communication (speech, language, assisted communication)</li> <li>• Social skills and behavior (interactions with others, responsiveness to services and accommodations, ability to request assistance, extra-curricular activities, confidence, persistence in the learning environment),</li> <li>• Independent living skills (self-care, leisure skills, personal safety, transportation, money skills)</li> <li>• Environmental access/mobility (assistive technology, mobility, transportation)</li> <li>• Self determination/self advocacy (ability to respectfully identify needs and articulate goals)</li> <li>• Career/employment (interests, experiences, exploration, aptitudes)</li> <li>• Medical or family issues/concerns</li> </ul>	<p>Identify <i>essential</i> accommodations, modifications and/or assistive technology utilized in high school and why they were needed for academics described in the current level of performance.</p> <p>Identify <i>essential</i> ___ accommodations, adaptations and/or assistive technology utilized in high school and why they were needed for functional performance described in the current level of performance.</p>
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<p><b>NOTE:</b> It is highly recommended that student perspective and voice are incorporated as part the SOP. This section may be completed independently by the student or completed with the student through an interview. The student’s contribution can help:</p> <ul style="list-style-type: none"> <li>• Professionals complete the summary,</li> <li>• The student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, Postsecondary personnel to more clearly understand the student’s strengths and impact of the disability on this student.</li> </ul>	<p>C. <u>Pre-employment Transition Services</u> (Pre-ETS) may include services provided by schools and by the Division of Rehabilitation Services that include:</p> <ul style="list-style-type: none"> <li>• Job exploration</li> <li>• Work-based learning</li> <li>• Counseling for transition &amp; post-secondary programs</li> <li>• Workplace readiness training</li> <li>• Self-determination training</li> </ul> <p>D. <u>Student Perspective/Input (Optional/Highly recommended):</u> Responses to the following questions should be included as part of the SOP:</p> <ol style="list-style-type: none"> <li>1. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?</li> <li>2. In the past, what supports have been tried by school staff or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, behavior supports, academic changes, other services)?</li> <li>3. Which of these accommodations and supports have worked best for you?</li> <li>4. Which of these accommodations and supports have not worked?</li> <li>5. What strengths and needs should professionals know about you as you enter the postsecondary education or work setting?</li> </ol>
<p><b>III. Recommendations for meeting postsecondary goals:</b> (Indicate suggestions for accommodations, adaptive devices, assistive services, compensatory strategies and/or collateral support services to enhance access in the applicable post-high school environments listed.)</p>	<ul style="list-style-type: none"> <li>• Education: College, Community and Technical College, Career and Technical Education/Vocational, Adult Education, Apprenticeship Programs</li> <li>• Employment (be specific to the focused area of interest for employment)</li> <li>• Independent Living</li> <li>• Community Participation</li> </ul>
<p><b>Attachments:</b> (Attach academic transcript, awards, certificates, credentials, relevant and most recent assessment data that clearly identify the student’s disability or functional limitations and will assist in postsecondary planning.)</p>	<ul style="list-style-type: none"> <li>• Transcripts, awards, certificates, credentials</li> <li>• Psychological/cognitive/adaptive behavior</li> <li>• Medical/physical/social skills/behavior analysis</li> <li>• Achievement/academics</li> <li>• Situational/simulated work experiences</li> <li>• Career interest/aptitude</li> <li>• Self determination</li> <li>• Communication</li> <li>• Observations</li> <li>• Assistive technology</li> <li>• Informal assessment</li> <li>• Other</li> </ul>

Adapted from the Nationally Ratified  
Summary of Performance Model Template  
9/06 – Karen Ruddle, WVDE OSE  
Revised 10/16