



XV. SOP

The purpose of the Summary of Performance is to develop a profile of the student that can be understood by post-secondary staff and the work force. Student involvement in the SoP process makes it a more meaningful document for students as they move to postsecondary environments. The SoP is a work in progress and should be completed during the student's final year of high school. The timing of the SoP may vary depending on the student's postsecondary goals. The SoP is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

Part 1: Background Information

- The SoP template is found on Advisor. Type in the background information.
- Assessment Reports: Check and include reports including the IEP and three (3) year re-evaluation that clearly identify the student's disability or functional limitations that will assist in postsecondary planning.

Part 2: Summary of Academic Achievement – Reading/Language Arts and Math

- Provide a description of performance in deficit areas only
 - Provide a grade level and appropriate test score
 - Provide a description of skills in each area addressed
 - Include references to the student's performance in relation to the Common Core State
 - When there are no deficits in one of these areas, write in "no deficits."
- Statement of IMPACT
 - Does the student's disability impact functioning in this area?
 - If so, describe the impact.
- Accommodations, Assistive Technology and Supports
 - What accommodations, assistive technology and supports have been used by the student and proven effective?
 - What is the impact of each on skills in the academic area(s)?
 - List any accommodations for district and/or state tests. This is found on the I-7 in the IEP.

Part 3: Summary of Functional Performance

- Check the box next to each area that will be addressed.
- The SoP does not include information that requires a release of information to view.
- Description of Performance
 - Provide a description of skills in each area addressed.
- Statement of IMPACT
 - Does the student's disability impact functioning in this area?
 - If so, describe the impact.
- Accommodations, Assistive Technology and Supports
 - What accommodations, assistive technology and supports have been used by the student and proven effective?
 - What is the impact of each on skills?
 - For further examples of skills that might be addressed in each functional area, see: http://www.wsti.org/summary_perf.php

Part 4: Recommendations to Assist the Student in Meeting Postsecondary Goal(s)

- Document the student's postsecondary goals in both training/education and employment.
- See Part 1 – This section presents recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in postsecondary goals.
- Include contact information for the education and training, employment and independent living contacts (e.g. name &/or title, phone number, address, email of person of agency) to help student meet postsecondary goals.

Part 5: Questions for Students to Address

- Student Perspective – Work with the student to answer six questions related to the student's disability and supports received in high school that were/were not successful.

Part 6: Submitting the Summary of Performance

- The Summary of Performance is approved by the transition teacher assigned to the school.

- When that is complete the case manager should follow their PSTs procedures for submitting IEP with a Checklist.
- If the Summary of Performance is discussed as part of an IEP meeting, it can be sent in with the IEP.
- If it is completed with a student at a different time, it can be submitted on its own with a checklist.