

# Summary of Performance At-A-Glance

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## Legal Requirement

IDEA 2004 requires a Summary of Performance for students exiting special education due to graduating with a regular diploma, or exceeding age eligibility (end of school year in which they turn 21). While not legally required, ODE recommends providing SOPs for students exiting school with modified diplomas, extended diplomas, or certificates of attendance.

## Purpose of the SOP

- Provides a portable document summarizing student's skills, strengths, and needs
- Assists transition from high school to higher education, training, and/or employment
- Helps postsecondary settings determine appropriate accommodations
- Provides information for adult service agencies and employers
- Creates a bridge between high school services and adult needs

## When to Complete

- During the student's final year of school or the school year in which they turn 21 years of age
- Timing may vary based on student's postsecondary goals and exit date
- Best practice: Complete in spring of final year for most current information
- Must be provided to student before they leave school

## Required Components

### 1. Student Information

- Student name, birth date, ID number
- Attending school and case manager
- Anticipated exit date

### 2. Summary of Academic Achievement and Functional Performance to Include information about:

- How disability affects academic achievement and functional performance
- Student's academic and functional strengths
- Results of most recent assessments:
  - State/district assessments
  - College entrance exams (SAT, ACT)
  - Special education evaluations
  - Functional assessments
- Type of exit document earned (regular diploma, modified diploma, etc.)
- Honors, awards, or special accomplishments
- Vocational or extracurricular achievements

### 3. Student's Postsecondary Goals

- Copy the student's postsecondary goals from their most current IEP
- Include goals in all applicable areas:
  - Education/Training
  - Employment
  - Independent Living (if applicable)

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## 4. Recommendations to Assist Student

- Accommodations for disability in workplace or education settings
- Strategies that have proven effective for the student
- Supports needed to achieve postsecondary goals
- Consider using functional limitation language to support VR eligibility
- Specific recommendations for academic, social, and independent living needs

## Best Practices

### Content Tips:

- Be specific about student's strengths and effective accommodations
- Use clear, jargon-free language accessible to postsecondary providers
- Focus on practical information that will help the student succeed
- Include assistive technology and universal tech tools that benefit the student
- Highlight self-advocacy skills and strategies for self-disclosure

### Process Tips:

- Involve the student in developing the SOP
- Consider input from all relevant teachers and service providers
- Review with student and family before finalizing
- Provide both electronic and paper copies to the student
- Ensure student understands how to use the SOP with future providers

## Example Statements

### Academic Achievement:

"Jamil reads at grade level but struggles with writing tasks longer than one paragraph. He benefits from using speech-to-text software and extended time for written assignments. His math skills are at 10th grade level, with particular strength in geometry."

### Functional Performance:

"Maya demonstrates strong interpersonal skills in small groups but needs support in large, noisy environments. She independently uses calendar reminders on her smartphone to manage assignments and appointments, which has been highly effective."

### Recommendations:

"Alex would benefit from accessing note-taking services in lecture-based classes. He has successfully used recorded lectures with good results. For employment settings, breaking multi-step tasks into written checklists has proven effective."

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**Remember:** The SOP is often the last formal document a student receives from the school system and may be their primary tool for accessing accommodations in postsecondary settings. A well-crafted SOP can significantly impact a student's transition success.