

SAMPLE: Summary of Performance Exit Report

Purpose

This template represents a baseline for the required fields within a Summary of Performance document. School systems may expand on this document, but would need to include these fields, at a minimum, to meet compliance under IDEA; the AOE recommends use of this tool in lieu of creating something new.

According to federal and state regulations (20 USC 1414(c)(5)(B)(ii) and Vermont State Board of Education rules 2362.2.4(g)) all students with an Individualized Education Program (IEP) must be issued a Summary of Performance (SOP) prior to graduation. The SOP document acts as an exit document and summarizes student strengths and challenges as well as successful learning strategies that were utilized while in high school. Once a student leaves high school, the SOP can be offered (with student or guardian permission) to the student support services office at a college or to an agency providing services to that graduate or to an employer as appropriate. The SOP is an essential component to enable continuity of transition supports for the student after graduation.

Directions for Educators

The Summary of Performance document should be completed collaboratively by a special educator and a student.

Educators should complete all areas that are relevant to the student. Include the student as much as possible in the creation of this report. The student should feel comfortable sharing this document with potential future employers or a student support office in a college. Please consult the student's last special education evaluation and IEP (with student or guardian consent) when including information about prior evaluations, assessments and academic modifications.

What follows is a sample completed Summary of Performance for a fictional student named Roy who is a person diagnosed with Autism Spectrum Disorder. The responses represent input from the Roy's IEP team.

Contact Information:

If you have questions about this document or would like additional information, please contact:

John Spinney, Student Support Division at john.spinney@vermont.gov

Instructions

If the performance area is a strength for the student, then put an X there. If the performance area is a challenge put an X there.

Student information

Date completed: 6/1/2020 **Year of graduation Exit Date:** 6/19/20

Student's Name: Roy Smith **Date of Birth:** 8/1/20

Primary Disability: Autism Spectrum Disorder **Secondary Disability:** _____

Permanent Address: 21 Shakedown Street, Highgate, VT 05646

Permanent Phone Number: 802-868-1234

Primary Language: English

Student's post- secondary goals *****Important from IEP Transition Plan

Employment: Upon graduation from college, Roy will be employed as an athletic trainer.

Educational and Training: After graduation from high school, Roy will attend UVM and major in athletic training.

Independent Living: Upon graduation from high school, Roy will be able to navigate the community and communicate his needs consistently.

Student Input:

What are my strengths? I am very smart, and I know I will make a good athletic trainer someday.

What are my challenges? I sometimes have a hard time communicating to others, but I am getting better at my social interactions.

What strategies helped me in school the most? Having less social distractions during times where I need to focus were very helpful.

The best way someone can assist me is to see me as more than a label. I have a lot to offer the world.

Cognitive Performance:

Strength: X

Challenge: _____

Present Level of performance: (grade level, standard, scores/date, strength, needs) On grade level but Roy often has difficulty with social interactions.

Essential: (modifications, accommodations and/or assistive technology utilized in high school) One to one staff has been helpful when out in the community.

Academic Performance:

Reading:

Strength: X

Challenge: _____

Present Level of performance: (grade level, standard, scores/date, strength, needs) Roy is able to read text at the college level.

Essential: (modifications, accommodations and /or assistive technology utilized in high school) Roy may need help with comprehension; discussion after he reads is beneficial.

Math:

Strength: X

Challenge: _____

Present Level of performance: (grade level, standard, scores/date, strength, needs) On grade level.

Essential: (modifications, accommodations and /or assistive technology utilized in high school) Roy has no accommodations in this area.

Written Language:

Strength: X

Challenge: _____

Present Level of performance: (grade level, standard, scores/date, strength, needs) On grade level

Essential: (modifications, accommodations and /or assistive technology utilized in high school) Roy may write too much and benefits from being given parameters like, write 3 pages maximum.

Other: (note taking, time management, study skills, learning style etc.)

Strength: _____

Challenge: X

Present Level of performance: (grade level, standard, scores/date, strength, needs) Roy experiences some difficulty in organization and time management skills.

Essential: (modifications, accommodations and /or assistive technology utilized in high school) Roy is using a smartphone to keep all of his schedules and events organized.

Functional Areas:

Community Employment

Strength:

Challenge:

Present Level of performance: (strengths, needs) With support Roy can perform a few basic duties (basic taping, logging injury treatment info) in the training room.

Essential: (modifications, accommodations and /or assistive technology utilized in high school) A job coach that can help Roy and his supervisor get to know each other will be beneficial.

Education/Training

Strength:

Challenge:

Present Level of performance: (grade level, standard, scores/date, strength, needs) Roy is working on doing well in all his classes and is on target for above average grades in his courses.

Essential: (accommodations and /or assistive technology utilized in high school) Roy has benefitted from a teacher/mentor when in the community doing work-based learning.

Independent Living

Strength:

Challenge:

Present Level of performance: (strengths, needs) Roy is currently working on learning personal banking and budgeting. Roy also has great cooking skills.

Essential: (accommodations and /or assistive technology utilized in high school) Roy struggles with interactions in the community with people he doesn't know. Roy benefits from high school level social stories prior to going out in the community.

Communication

Strength:

Challenge:

Present Level of performance: (strengths, needs) Roy is able to articulate his goals of going to college and becoming an athletic trainer. He struggles to ask for help in social situations when he gets confused.

Essential: (accommodations and /or assistive technology utilized in high school) Roy's antecedent when he is confused (in social settings) has a very odd facial expression. When he makes this face (important for people who work this Roy to learn this face) he benefits from open questions from a teacher or supervisor.

Social Skills

Strength: X

Challenge: _____

Present Level of performance: (strengths, needs) Currently social interactions present a challenge for Roy. Roy often will say inappropriate things but is learning strategies to help this.

Essential: (accommodations and /or assistive technology utilized in high school) An accommodation in this context is having a single supervisor or point person. Roy performs well, when he answers to a single supervisor or teacher with whom he had time to develop a relationship. He is more productive in tasks (academic or work based) that require a lower than typical amount of social interaction with his peers.

List any other important considerations to assist in making decisions about disability determination and needed accommodations (i.e. general ability in problem solving, self-determination/ self-advocacy skills, social skills, environmental access/ mobility). The team did not have any additional considerations for this section.

To obtain a copy of transcripts, contact the school guidance office at: 802-xxx-xxxx.

To obtain a copy of Special Education documentation, contact the office of Special Education at: 802-xxx-xxxx.