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.

**Please see** [**Sample Summary of Performance Exit Report**](file:///C:\Users\katelynconnizzo\Documents\Working%20Folder\Interagency\COVID-19\Indicator%2013\education.vermont.gov\documents\sample-summary-of-performance-exit-report) **for assistance with this form**.

# 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:       Year of graduation Exit Date:

Student’s Name:       Date of Birth:

Primary Disability:       Secondary Disability:

Permanent Address:

Permanent Phone Number:

Primary Language:

## Student’s post- secondary goals \*\*\*\*\*Important from IEP Transition Plan

Employment:

Educational and Training:

Independent Living:

## Student Input:

What are my strengths?

What are my challenges?

What strategies helped me in school the most?

The best way someone can assist me is

## Cognitive Performance**:**

Strength:

Challenge:

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

Essential: (modifications, accommodations and/or assistive technology utilized in high school)

Academic Performance**:**

Reading**:**

Strength:

Challenge:

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

Essential: (modifications, accommodations and /or assistive technology utilized in high school)

Math**:**

Strength:

Challenge:

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

Essential: (modifications, accommodations and /or assistive technology utilized in high school)

Written Language**:**

Strength:

Challenge:

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

Essential: (modifications, accommodations and /or assistive technology utilized in high school)

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

Strength:

Challenge:

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

Essential: (modifications, accommodations and /or assistive technology utilized in high school)

## Functional Areas:

#### Community Employment

Strength:

Challenge:

Present Level of performance: (strengths, needs)

Essential: (modifications, accommodations and /or assistive technology utilized in high school)

## Education/Training

Strength:

Challenge:

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

Essential: (accommodations and /or assistive technology utilized in high school)

## Independent Living

Strength:

Challenge:

Present Level of performance: (strengths, needs)

Essential: (accommodations and /or assistive technology utilized in high school)

## Communication

Strength:

Challenge:

Present Level of performance: (strengths, needs)

Essential: (accommodations and /or assistive technology utilized in high school)

## Social Skills

Strength:

Challenge:

Present Level of performance: (strengths, needs)

Essential: (accommodations and /or assistive technology utilized in high school)

**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)**.

To obtain a copy of transcripts, contact the school guidance office at:      .

To obtain a copy of Special Education documentation, contact the office of Special Education at:      