



Division of Special Education

**Summary of Performance (SOP)**

*This form must be completed and provided to students with disabilities whose eligibility under special education is terminating due to graduation with a regular diploma or due to exceeding the age of eligibility for free appropriate public education (FAPE) i.e., the end of the school year in which the student turns 22. It is highly recommended that the student provide information related to his/her SOP.*

**Section I: Student Information**

			DATE:
PRINT STUDENT'S NAME:	(LAST)	(FIRST)	(M.I.)
			D.O.B.:
CURRENT SCHOOL:			STUDENT ID. NO.:
SPECIAL EDUCATION PROGRAM ELIGIBILITY:			DATE OF CURRENT IEP:
_____			EXPECTED DATE OF GRADUATION/EXIT:
_____			

**Section II: Summary of Academic Achievement**

*Write a summary of the student's academic achievement that may include, but is not limited to, data from transcripts, report cards, reports of standardized test results, reports of progress towards meeting IEP goals, and career portfolio.*

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**Section III: Summary of Functional Performance**

*Write a summary of the student's functional performance (skill level) that may include, but is not limited to, community access/mobility, career/vocational, self-determination/self-advocacy, social/emotional/behavioral, and independent living skills.*

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Student: \_\_\_\_\_

ID#: \_\_\_\_\_

**Section IV: Student's Postsecondary Goal(s)**

*Write goals that indicate the post-high school environments in which the student intends to transition to upon completion of high school. IEP transition information such as employment, postsecondary education, independent living, and community participation should be considered.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Section V: Recommendations for Meeting Postsecondary Goals**

*List the accommodations, modifications, assistive technology, or general areas of need that the student will require in order to be successful in post-high school environments. When appropriate, include higher education, training, employment, independent living, and community participation.*

<b>Postsecondary Environment</b>	<b>Recommendations</b>

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Local Educational Agency's (LEA) Signature

\_\_\_\_\_  
Date:

***These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in postsecondary settings. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis. This information is intended to help postsecondary institutions consider supports for access.***