A Guide to Developing a Best Practice Summary of Performance or Notice of Graduation

When is one required? Eligibility for a Free Appropriate Public Education (FAPE) ends when a student is granted a regular high school diploma, or at the end of the school term in which the student turns age 21. Under these circumstances, the local education agency must provide the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals.
34 CFR 300.305(e)(2) and (3), IDEA

When should it be completed? The summary of performance must be provided at a reasonable point prior to graduation. It is not necessary to conduct an IEP meeting to develop the summary of performance.

What form should be used? The form selected is a district decision. Below are links to forms you can use, along with guidance on choosing the appropriate form for your student.

- **DPI Model IEP Team Forms: Complete SoP- 3 questions in narrative format**
  - P-3 Notice of Graduation (Page 2)
  - P-4 Ending of Services Due to Age (Middle of form)
- **TIG Best Practice Summary of Performance (SoP) Forms**:
  - Teacher Form
  - Student/Teacher Collaborative Form
- **School District IEP System SoP Form (i.e., Skyward, SEEDS, Infinite Campus, etc.)**

How can I make this document meaningful for my students? Let the student drive the process, this will ensure that they have knowledge about what is in the document. Consider the following activities to prepare the student to be a strong self-advocate.

- ❑ Have the student present the information in their SOP to support practice of sharing this information with adult providers.
- ❑ Develop a plan with the student and the family of where to store the document, who to share it with, and what to do if they have questions.
- ❑ Continue the discussion with the student about their disability and how they will need to advocate for supports and services once they exit high school.

What information should I include in a best practice Summary of Performance?

- ❑ ***Section 1: Assessment Reports:*** Attach the most recent assessments completed.
  - ❑ Assessments to Consider:
    - ❑ Achievement/Academics (i.e. Woodcock Johnson, KTEA)
    - ❑ IQ Testing (i.e. Wechsler)
    - ❑ Behavior Accommodations
    - ❑ Communication
    - ❑ Medical/Physical/Health Plan
    - ❑ Social/Interpersonal Skills
    - ❑ Assistive Technology
    - ❑ Career/Vocational Assessment
    - ❑ Community Based Assessment
    - ❑ Neuropsychological Assessment
    - ❑ Response to Intervention (RtI)
    - ❑ Functional Behavior Analysis (FBA)
    - ❑ Behavior Intervention Plan (BIP)
    - ❑ Classroom Observations
    - ❑ Language/Proficiency
    - ❑ Psychological/Cognitive
    - ❑ Self Determination

- ❑ ***Section 2: Summary of Academic Achievement***
  - ❑ Describe the student's present level of academic performance.
  - ❑ Statement of how the student's disability impacts those areas.
  - ❑ Accommodations, modifications, assistive technology and supports that were effective in high school.
  - ❑ Consider: English/Language Arts, Math, and Written Language.

- ❑ ***Section 3: Summary of Functional Performance***
  - ❑ Describe the student's present level of functional performance.
  - ❑ Statement of how the student's disability impacts the following areas *(General Ability and Problem Solving, Attention and Organization, Learning Skills, Communication, Social Skills and Behavior, Independent Living, Environmental Access and Mobility, Self-Determination/Self-Advocacy, Transition, Time Management, Study Skills, any additional considerations).*
  - ❑ Accommodations, modifications, assistive technology and supports that are effective in high school. How were they used and why?

- ❑ ***Section 4: Recommendation to Assist the Student in Meeting Measurable Postsecondary Goal(s)***
  - ❑ Recommendations for accommodations, assistive technology, compensatory strategies, and/or support services to enhance access and participation in postsecondary goals including contact information.
    - ❑ Education and Training
    - ❑ Employment
    - ❑ Independent Living

- ❑ ***Section 5: Student Perspective***
  - ❑ How does your disability affect your schoolwork and school activities?
  - ❑ In the past, what supports have been tried by teachers or by you to help your success in school?
  - ❑ What assistive technology do you use? How and when is it used?
  - ❑ Which of these accommodations, assistive technologies, and supports has worked best for you? Why?
  - ❑ What are your strengths and needs as you leave high school and begin further learning, working and living?

The Transition Improvement Grant (CFDA #84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this resource and for the continued support of this federally-funded grant project. *There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.*