

A Guide to Developing a Best Practice Summary of Performance and 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 they are knowledgeable about the information contained in their SoP 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.
- Check out the [TIG Self Directed Lesson Plans](#) including: Lesson Plan 15 which focuses on the Student Summary of Performance. This Lesson Plan also includes several resources and samples teachers and students can use to better understand the Summary of Performance.

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:

<ul style="list-style-type: none"> <input type="checkbox"/> Achievement/Academics (i.e. Woodcock Johnson, KTEA) <input type="checkbox"/> IQ Testing (i.e. Wechsler) <input type="checkbox"/> Behavior Accommodations <input type="checkbox"/> Communication <input type="checkbox"/> Medical/Physical/Health Plan <input type="checkbox"/> Social/Interpersonal Skills <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Career/Vocational Assessment <input type="checkbox"/> Community Based Assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Neuropsychological Assessment <input type="checkbox"/> Response to Intervention (RtI) <input type="checkbox"/> Functional Behavior Analysis (FBA) <input type="checkbox"/> Behavior Intervention Plan (BIP) <input type="checkbox"/> Classroom Observations <input type="checkbox"/> Language/Proficiency <input type="checkbox"/> Psychological/Cognitive <input type="checkbox"/> 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?

For additional information, please view the [Summary of Performance \(SoP\) Informational Charts](#).

The contents of this resource were developed under a grant from the U.S. Department of Education (DOE), CFDA (84.027), through the Wisconsin Department of Public Instruction (WDPI). The Transition Improvement Grant (TIG) acknowledges the support of WDPI in the development of resources. Please recognize the contents do not necessarily represent the policy of the DoE or the WDPI. There are no copyright restrictions on this resource; however, please credit the WDPI and the TIG when copying all or part of this material.