

March 7, 2006

**MEMORANDUM:**

**TO:** Directors, Exceptional Children Program  
Directors, Charter Schools

**FROM:** Mary Watson, Director  
Exceptional Children Division

**SUBJECT:** Summary of Performance

A Summary of Performance (SOP) is a new requirement of the reauthorization of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The language as stated in IDEA 2004 regarding an SOP is as follows: "For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post secondary goals."

The SOP must be completed during the final year of a student's high school education; however, information may be included from prior years (e.g., vocational assessments, SAT, PSAT, EOC tests). The SOP must be provided to all 2005-2006 graduates or those who exit due to age.

The SOP must include a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting his/her postsecondary goals. Attached is a prototype that may be used as an SOP with some guidance as to what may be covered in each area. A copy of the SOP should be placed in the student's confidential records.

If you have any questions, please contact Ira Wolfe, Section Chief for Policy, Monitoring and Audit at (919/807-3976), or Freda Lee, Consultant for Mentally Disabled, Secondary Education, and Transition Services at [flee@dpi.state.nc.us](mailto:flee@dpi.state.nc.us) (919/807-3985). It is hoped that the attached guidance will assist you in helping students make a smooth transition from high school to adult life.

MNW/IBW/DWM:gdh

Attachments



**exceptional children's assistance center**

907 Barra Row, Suites 102/103, Davidson, NC 28036 • (704) 892-1321 (Voice/TTD) • Fax: (704) 892-5028  
Parent Information Line: 1-800-962-6817 • [www.ecac-parentcenter.org](http://www.ecac-parentcenter.org)

(Insert LEA Letterhead)

## Summary of Performance

Student \_\_\_\_\_

Date \_\_\_\_\_

LEA \_\_\_\_\_

School \_\_\_\_\_

Reason for termination of eligibility (check one):

Graduated with a diploma ☐

Reached age limit ☐

Provide a written summary of the following:

A. Student's academic achievement:

B. Student's functional performance:

C. Recommendations on how to assist the student in meeting his/her desired postsecondary outcomes:

Completed by : \_\_\_\_\_ Position: \_\_\_\_\_

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

## Guidance for Developing a Summary of Performance

The following information may be used as a guide to assist LEAs in meeting the IDEA 2004 requirements for students whose special education eligibility terminates due to graduation or exceeding the age of eligibility. Under these new provisions, the LEA shall provide the student with a summary of the student's academic achievement and functional performance, which includes recommendations on how to assist the student in meeting his/her desired postsecondary outcomes.

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Student \_\_\_\_\_

Date \_\_\_\_\_

LEA \_\_\_\_\_

School \_\_\_\_\_

Reason for termination of eligibility (check one):

Graduated with a diploma ☐

Exceeds age limit ☐

Provide a written summary of the following:

**A. Student's academic achievement:**

This may include, but is not limited to the following:

- Reading – basic reading/decoding, reading comprehension, and reading speed;
- Math – calculation skills and math problem solving;
- Written language – written composition, written expression, and spelling;
- Class participation, note taking, keyboarding homework management, time management, study skills, and test taking skills;
- General ability and problem solving – reasoning, attention and executive functioning – energy level, sustained attention, processing speed, impulse control, and activity level; and
- Communication – speech/language and augmentative communication.

**NOTE:** The high school transcript should be included to document credits earned, course of study, and grades earned.

**B. Student's functional performance:**

This may include, but is not limited to the following:

- Social skills and behavior, interaction with teacher/peers;
- Level of initiation in asking for assistance;
- Responsiveness to services and accommodations;
- Involvement in extracurricular activities;
- Emotional or behavioral issues related to learning and/or attention;
- Self-care;
- Mobility and Self-determination;
- Safety; and
- Technology use and skills, etc.

C. Recommendations on how to assist the student in meeting his/her desired postsecondary outcomes:

This may include, but is not limited to the following:

- Essential accommodations and modifications;
- Assistive technology;
- Activities such as attending college orientation and meeting with vocational rehabilitation counselor;
- Independent living/daily living;
- Employment; and
- Community experiences.