

**KENTUCKY SUMMARY OF ACADEMIC ACHIEVEMENT AND
FUNCTIONAL PERFORMANCE
A Student Focused Approach**

TEACHER COPY

Dear Teacher ~

What follows is an example of a student focused Summary of Performance form that meets the requirements of the IDEA to provide the student with a written report that provides essential information to consider as the student transitions from high school.

The SOP is designed to summarize individual student abilities, skills, needs and limitations and provides recommendations to support successful transition to adult living, learning and working.

The KY-SOP is designed for the student to complete independently and/or with guidance.

This Teacher Copy contains instructions, explanations, and examples throughout to make the process of assisting the student easier.

KENTUCKY SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Dear Student:

Congratulations! You will soon be completing high school.

This is a summary of your performance while you have been in high school. It is a summary of what your strengths and needs are related to your academic (e.g. reading level) and practical (e.g. can you make your own doctor's appointment?) performance.

This Summary of Performance (SOP) may help you as you make the transition from high school to the post school goals you have chosen. For instance, if you are planning to attend college, you may want to share some of the information from your summary of performance with the Disability Services Coordinator at the college you have chosen. Likewise, you may choose to share some of the information with a prospective employer. However, remember that this is your information, to share or not.

According to federal law, the school district must keep your records for years after you leave school. After years, however, the school district may/will destroy the records. This makes it even more important that you maintain a copy of your SOP.

This needs to be completed according to your district policies and procedures. The district may give more detail as to which records are kept and how long.

Someone from your high school will contact you one year from now to see how you are doing with your post school goals. Good luck to you.

Sincerely ~

The faculty and staff of Anywhere High School

My Summary of Performance

Name:
Address:
Phone:
High School Name:
Graduation/Exit Date:

Exited with:

- Diploma**
- Alternative Diploma**
- GED**
- Reached Maximum Age**

My Goals for After High School

This is My Future Learning or Schooling (Postsecondary Education/Training)

Education/Training Goal is:

Complete with student referencing most recent IEP Postsecondary Goal(s) for Education/Training.

My action steps to reach my goal are:

- 1.
- 2.
- 3.

Discuss with student the steps they will take to make this goal happen.

Things that May Assist Me in Achieving Goal:

Student should consider supports needed to be successful in college and/or other postsecondary education or training. Some questions to consider: "Has the student been put in touch with disability services at the college/learning institution? Will student need assistance in living on campus while going to school?"

My Contacts for this Goal are:

Student should list individuals from family, community, high school and/or agency representatives, etc., that will help student work toward identified goal.

This is My Future Work or Career (Employment)

My Employment Goal is:

← Complete with student referencing most recent IEP Postsecondary Goal(s) for Employment.

My action steps to reach my goal are:

- 1.
- 2.
- 3.

← Discuss with student the steps they will take to make this goal happen.

Things that May Assist Me in Achieving Goal:

← Student should consider supports needed to be successful at work. Some questions to consider: “Does student need to update resume? Will student need assistive technology to complete the work or other reasonable accommodation(s)?”

My Contacts for this Goal are:

← Student should list individuals from family, community, high school and/or agency representatives, etc., that will help student work toward identified goal. Some examples may include the Office of Vocational Rehabilitation (OVR) Counselor, the school guidance counselor, the school job trainer/coach.

This is My Future Work or Career (Independent Living)

My Independent Living Goal is:

← For students with Independent Living postsecondary goal(s) in their IEPs, complete with student referencing most recent IEP Independent Living Postsecondary Goal(s)

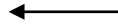
My action steps to reach my goal are:

- 1.
- 2.
- 3.

← Discuss with student the steps they will take to make this goal happen.

Things that May Assist Me in Achieving Goal:

Student should consider supports needed to be successful in the community. Some questions to consider: "Will student need assistance maintaining a medical regimen? Accessing community resources? Handling finances?"



My Contacts for this Goal are:

Student should list individuals from family, community, high school and/or agency representatives, etc., that will help student work toward living as independently as possible in the community (e.g. neighbor? friends, the guy at the bank).



SOP Check-List

Student may collect copies and/or use pieces from their ILP for each item appropriate to their particular post school goals (others may be added).

I have received information about how to continue to access my Individual Learning Plan (ILP) after I leave high school.

User Name: _____

Password: _____

Remind student that they can access their ILP even after they exit high school. They will need their user name and password to do this.

I have received information about how long my school records will be kept on file by my high school (e.g. grades, attendance, special education records).

I have received a copy of my most recent Individual Education Program (IEP), which includes accommodations and supports that have proven effective in high school.

I have also received copies of the following documents that may assist me in reaching my postsecondary goals:

- Transcript
 - Academic awards
 - Assessment (e.g., formal and informal)
- Resume
- Work experiences
- Extracurricular achievements and awards
- Other: _____

Psycho educational evaluations, evaluations demonstrating learning style, multiple intelligences, aptitudes, vocational evaluation, Job Coach assessments & observations, ACT/SAT, the COMPASS, etc..

Are there examples of the students' work experience (e.g. products developed, videos of actual work, photographs, career exploration experience data, CBWTP/or other job program, etc.)?

Keep in mind that documentation is for student use after they exit high school.

Examples of these may be club activities, certificates of participation, art/music/talent awards including awards, community service, and achievements received outside of school.

My school's recommendations to assist me in meeting my postsecondary goals are:

- ✓ Stay focused on your goals and continue working on your action plans!
- ✓ **Always** keep a copy of most recent evaluation report.
- ✓ Keep a copy of your most recent Individual Education Program (IEP)
- ✓ Maintain, and add to, your SOP as needed for your use as an adult
- ✓ Other: (e.g. learn to re-order my own medical prescriptions, keep a copy of community resource directory)

Keeping these records may assist student in sharing accommodations and supports that helped her be successful in high school. It also provides "proof" that the student was "a student with a disability".

Additional Comments or Information:

Student Signature _____

Date _____

School Personnel Completing Summary Signature

Phone Number _____

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“Little by Little, I walk a long way”

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