

Summary of Academic Achievement and Functional Performance (SAAFP)

Student Information

Student Name: _____ Date of Birth: _____ Gender: _____

Student Address: _____ Primary Phone #: _____

_____ Cell Phone #: _____

_____ Email Address: _____

School Attended: _____ School Phone #: _____

SAAFP Completed by: _____ Position: _____ Phone # _____

Email Address (if available): _____

Date Summary was Provided to Student: _____ Date of Graduation / Exit: _____

Student's Alabama High School Diploma Pathway: <input type="checkbox"/> General Education Pathway <input type="checkbox"/> Essentials Pathway <input type="checkbox"/> Alternate Achievement Standards Pathway	Date of most recent Eligibility report provided to the student: _____ Date of most recent IEP provided to the student: _____
---	---

This Summary of Academic Achievement and Functional Performance (SAAFP) document is being provided to this student to assist him/her in planning for the future. This information will be useful in the transition from high school to higher education, training, employment, and/or adult services. The document summarizes the student's academic and functional performance in school, the progress and accommodations/modifications, and gives the student an opportunity to provide information related to his/her achievement(s) and performance.

Summary of Student's Academic and Functional Performance: (Based on previous assessments and tied to the student's postsecondary goals, summarize the student's abilities, skills, needs, and limitations, if appropriate, to assist them in meeting their postsecondary goals.)

Academic Achievement (Reading, Math, Language, Learning Skills)	Accommodation(s)	Recommendation(s)

Student Name: _____

Date of Birth: _____

Functional Performance (If appropriate)	Accommodation(s)	Recommendation(s)
Career/Vocational		
Social Skills and Behavior		
Communication		
Self-Advocacy Skills		
Independent Living Skills		
Medical/Family Concerns		

Postsecondary Goals:

Postsecondary Education/Training Goal:

<input type="checkbox"/> Student will be prepared to participate in a 2- to 4-year postsecondary education program based on completion of graduation requirements and meeting college admission requirements.
<input type="checkbox"/> Student will be prepared to participate in a long-term certificate pathway or long-term apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or apprenticeship requirements.
<input type="checkbox"/> Student will be prepared to participate in a short-term certificate pathway program or pre-apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or pre-apprenticeship requirements.
<input type="checkbox"/> Student will be prepared to participate in on-the-job training based on completion of IEP goals, high school program, and submission of application for supported employment.
<input type="checkbox"/> Student will participate in time-limited pre-employment services in order to prepare student to participate in Supported Employment services.
<input type="checkbox"/> Other: Write an appropriate goal for the student based on the needed Transition Services.

Recommendations to assist the student in meeting this goal:

Detailed information about the goal.	Recommendations to assist in meeting this goal.

Student Name: _____ Date of Birth: _____

Student Input/Comments:

1. What supports or accommodations have helped you succeed in school? How did they help you?
2. Which supports or accommodations has not helped you?
3. What supports or accommodations do you feel you will need to continue to achieve your postsecondary goals?
4. What services have helped you succeed in school?
5. What strengths and needs should professionals know about you as you enter the postsecondary work environment?
6. What has been the most difficult for you in school?

Youth can provide valuable information about how things are going within the year after they have exited school. Since you are exiting high school this year, someone from your school may contact you next year or meet with you to take a survey about your work or your further training. This survey is called the Alabama Post-School Outcomes Survey. This person from your school will ask you questions on the survey and will record your answers, along with the answers of many other students who exited school the same year that you did. This survey is very important. This survey helps schools and agencies understand how successful youth are meeting their goals for life after school and helps them improve their work in order to help other students achieve their goals.

I have reviewed this document with my teacher/service provider and was provided a copy.

Student's Signature: _____ Date: _____

Signature of LEA staff providing copy to the student: _____ Date: _____

Name of Parent/Guardian: _____ Address 1: _____

Home Phone#: _____ Work Phone#: _____ Address 2: _____

Cell Phone#: _____ City/State: _____

Email Address: _____ Zip: _____

Parent/Guardian Signature: _____ Date: _____

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (SAAFP)

Purpose(s) of this form:

- To document the date of graduation/exit.
- To document the pathway leading to the Alabama High School Diploma.
- To document academic achievement and functional performance.
- To document the student's progress, strengths, needs, and limitations.
- To document successful accommodations/modifications utilized during high school.
- To document recommendations for achieving the student's post-school goals.
- To document recommendations for **Postsecondary Education/Training, Employment/Occupation/ Career, and Community/Independent Living goal(s)**.
- To document the student's input/comments.

When to use this form:

- At the end of the student's exiting year.
- The SAAFP must be completed for every student that exits with a high school diploma, or who will be exceeding the age of eligibility for FAPE (age 21).

Things to remember when completing this form:

- Public agencies may choose to add informational components to the SAAFP; however, the statewide forms provided for the *Summary of Academic Achievement and Functional Performance* MUST be used along with anything the public agency chooses to use.
- The case manager and student, and as appropriate, the parent and other agency personnel, should meet to complete the *Summary of Academic Achievement and Functional Performance*.
- Although high school credit/grades will not be finalized until the end of the senior year, copies of the most current credit/grades and other required parts of the SAAFP should be made available to the student as needed to assist with post-secondary opportunities.
- The case manager is responsible for providing the completed SAAFP, including a copy of high school credits/grades, recent Eligibility report, recent IEP, and documentation of testing accommodations to the student upon exiting from high school.
- The *Summary of Academic Achievement and Functional Performance* should be completed through a team process that includes the student, family, and school personnel.

What happens next:

Student Information

- Complete all sections of this form.
- Verify that the student's demographic information is correct.
- Enter the date the SAAFP was provided to the student.
- Enter the date the student will graduate/exit from high school.
- Indicate the pathway to the Alabama High School Diploma.
- Enter the date the most recent Eligibility report was provided to the student. (Provide the most recent copy of the Eligibility report to the student.)
- Enter the date the most recent IEP was provided to the student. (Provide the most recent copy of the IEP to the student.)

Summary of Student's Academic and Functional Performance

The Academic Achievement and Functional Performance provides a summary of the student's current functioning, strengths, abilities, interests, and needs in subject and skill areas.

The completion of this section may require the input from a number of school personnel and/or other persons who have contact with the student. They may include the Special Education teacher(s), Special Education case manager, General Education teacher(s), Career/Technical representative(s), Transition

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (SAAFP)

Coordinator, school psychologist/psychometrist, related service provider(s) family member(s), or other agency representative(s).

- Complete the student's present level of academic achievement and functional performance, accommodations, and recommendations.
- The first column should contain a summary of the student's academic educational program (course of study, reading, mathematics, writing, and other related academic areas) and related instructional performance levels as related to the student's postsecondary goals. This information should include the present level of performance for each identified area based upon assessments and recent IEP present level of academic achievement and functional performance (e.g., reading decoding, independent reading level, reading comprehension, math reasoning, written expression, strengths/weaknesses, career interests, self-advocacy).
- The second column should describe any essential accommodations, modifications, assistive technology, and instructional strategies that have been utilized to assist the student in his/her educational program (e.g., books on tape, additional time for assignments/test, use of a calculator, use of an organizer assistive technology for written assignments, use of a tape recorder, use of a checklist/schedule).
- The third column should include recommendations for the student to self-advocate, maintain, or obtain the accommodations that he/she needs to be successful in a post-secondary environment, workplace, and community. This section should provide information on what to do next for the student.
- **Complete the student's Functional Performance, accommodations, and recommendations that were essential in high school. If an area within the Functional Performance is not applicable, please specify the reason(s) under the area, and place a N/A in the accommodations and recommendations columns.**
- All fields must be addressed to complete this form within the SETS process (Closure Rule).
- The exception to the closure rule is that either the student's or guardian's signature is required, but not both.

Postsecondary Goals

- **Indicate the appropriate long-term postsecondary goal for Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living.**
- The postsecondary goals should match the long-term postsecondary goals identified in the student's IEP.
- These goals should reflect the post-school environment the student intends to transition to upon the completion of high school.

Recommendations to assist the student in meeting the postsecondary goals

- This section should be directly tied to the student's post-school plans for education, training, employment, community, and independent living and reflect the skills, abilities, needs, and functional limitations noted in the SAAFP.

Detailed information about the goal

- This column should contain a detailed summary of the student's goal and instructional performance as it relates to the student's **Postsecondary Education/Training Goal, Employment/Occupation/Career Goal, and Community/Independent/Living Goal.**
- Provide a detailed summary of the student's academic achievement and functional performance related to the identified postsecondary long-term goals.
- Include the student's strengths, preferences, interests, and needs related to the post-secondary goals.

Recommendations to assist in meeting this goal

- Describe any recommendations that the student may require to be successful in meeting his/her goal and being successful in a post-secondary environment including postsecondary education, training, employment, community, and independent living.
- Provide information on what to do next for the student.

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (SAAFP)

Student Input/Comments

- Encourage the student to provide input/comments for each question in this section.
- These questions can be completed independently by the student or completed with the student through an interview. This is an opportunity for the student to state what supports and services have been helpful in high school and what services or supports will be needed in the future.
- Guidance may be required from the parent, legal guardian or anyone that has knowledge about the student to complete the Student Input/Comments section of this form.

Additional contact information has been added at the bottom of this page to assist in the collection of information that may improve the response rate for our Alabama Post-School Outcomes Survey.

- Use the student's contact information as needed when participating in the Alabama Post-School Outcome Survey.