

# Do You Know About the SAAFP?

(Summary of Academic Achievement  
and Functional Performance)



**pennsylvania**  
DEPARTMENT OF EDUCATION

*Bureau of Special Education*

*Pennsylvania Training and Technical Assistance Network*

# The Summary of Academic Achievement and Functional Performance (SAAFP)

## About the SAAFP

The *Summary of Academic Achievement and Functional Performance (SAAFP)* is a document that is provided to students and their parents at the conclusion of students' high school education. It may include input from various people, including the student, the parents, the special education teacher, the general education teacher, the career/technical education teacher, the transition coordinator, the school psychologist, related service personnel (such as the speech-language teacher and the occupational therapist), and agency representatives (such as the Office of Vocational Rehabilitation).

The SAAFP is intended to be a student-centered document that summarizes individual abilities, skills, needs, and limitations. Its purpose is to provide recommendations to students that will support their successful transition to adult living, learning, and working. It is designed to be a useful and relevant document to assist students in the transition from high school to higher education, training, employment, and independent living.

A thoughtfully-completed SAAFP can provide a "bridge" that addresses the next steps necessary to complete the transition process that began in the years prior to exiting high school. It provides students and families with a clear idea of what they need to continue to do to work toward the goals students set for themselves.

## The SAAFP vs. the IEP

The SAAFP is not the same thing as the Individualized Education Program (IEP). While an IEP outlines what students are currently working on while still in school, the SAAFP is designed specifically to assist students in identifying needed supports in postsecondary settings (such as training centers, college), the workplace, and the community. It should help students better understand the impact of their disabilities and articulate individual strengths and needs, as well as supports that would be helpful in post-school life. The SAAFP is a means to assist in transferring responsibility to students in advocating for their own needs.

## Information Included in the SAAFP

Information for the SAAFP is gathered by the school during the final years of secondary education, and the summary is completed during the final year of students' high school education. The SAAFP is divided into four distinct parts as shown below.

**Part 1** provides information about student demographics (such as age and home address).

Student Name: \_\_\_\_\_

District/School Name: \_\_\_\_\_

Date Summary Issued to Student (mm/dd/yy): \_\_\_\_\_

Dear \_\_\_\_\_:

Now that you have graduated or are beyond school age, we are providing you with a *Summary of Academic Achievement and Functional Performance* to assist you in planning for the future. This summary is divided into four parts. Part 1 provides information we currently maintain about you. Part 2 summarizes your academic achievement and functional performance in school. Part 3 provides recommendations for assistance you may need to meet your post-secondary goals. Part 4, which is optional, gives you a chance to provide information related to your achievement and performance.

### Part 1: Student Information

Student Name: \_\_\_\_\_ Date of Birth \_\_\_\_\_

Year of Graduation/Exit: \_\_\_\_\_

Student Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Student Phone: \_\_\_\_\_

Current School: \_\_\_\_\_

Current School Phone: \_\_\_\_\_

**Part 2** summarizes students’ academic achievement and functional performance (that is, routine activities of everyday living) while still in school. This information relates to meeting students’ postsecondary goals, and may include reading, math, writing, or other academic areas. It also includes effective accommodations (such as extended time to complete a task and access to print materials), modifications (such as a reduced number of assignments), assistive technology, and/or instructional strategies that have been utilized in school to assist students. The third column includes recommendations for students to self-advocate, maintain, or obtain the accommodations that they are likely to need in post-school life.

**Part 2: Summary of Student Performance**

<b>Academic Achievement (if appropriate)</b>	<b>Accommodations</b>	<b>Recommendations</b>

<b>Functional Performance (if appropriate)</b>	<b>Accommodations</b>	<b>Recommendations</b>
Career/Vocational		
Social Skills and Behavior		
Independent Living Skills		

**Part 3** provides recommendations for assistance that students may need to meet their postsecondary goals. These recommendations help answer the question, “What do I do next?” Suggestions may include things like accommodations, adaptive devices, compensatory strategies, assistive technology, and support services that students may find helpful. Potential contact information is included to obtain needed educational accommodations (for example, a college’s disability office).

### Part 3: Recommendations to Assist Student in Meeting Postsecondary Goals

Postsecondary Goals (if appropriate)	Next Steps	Office/Agency	Contact Information	Reason for Contact
Postsecondary Education & Training				
Employment				
Independent Living				

**Part 4** provides optional information provided by students related to their own achievement and performance. This assists students in considering what supports and services were most helpful while they were in high school, and what supports and services they may need in the future. The inclusion of this section can help promote self-advocacy, including the development of an understanding by students of their specific disabilities and the impact they have on post-school activities.

### Part 4: Student Perspective (Optional)

**Please answer the following questions based upon your high school experiences.**

In the past, what supports have been tried by teachers or by you to help you succeed in school (e.g., aids, adaptive equipment, physical accommodations, other services)?

Which of these accommodations and supports has worked best for you?

What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?

## The SAAFP as a Transition Tool

The SAAFP is a document that may be shared if the student chooses to do so. It gives students a summary of what was effective for them during high school, and what steps they should take next to advocate for the supports that they may need as an adult.

Post-school organizations make eligibility decisions on a case-by-case basis and the recommendations in the SAAFP do not guarantee that the services and supports students qualified for in high school will automatically be provided in the post-school setting. However, it gives adult agency providers an idea of what was effective for students during their school years.

### The SAAFP and the Law

The SAAFP is a requirement described in the reauthorization of the Individuals with Disabilities Improvement Education Act (IDEA) of 2004. IDEA 2004 states that for every student with disabilities who graduates from secondary school with a regular diploma, or by exceeding the age of eligibility for special education services, the local education agency (LEA) “shall provide the child with a summary of the child’s academic and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.”

# Commonwealth of Pennsylvania

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