

The Summary of Performance

For students with a 504 plan or an Individual Education Program (IEP), the *Summary of Performance* (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 2004 and is necessary under the section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The SOP must be completed during the last year in school and go with the student upon exiting the program. Information contained in the student's SOP will help determine eligibility for reasonable accommodations and supports in postsecondary settings. The language of IDEA 2004 states the following:

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 postsecondary goals"   Sec. 300.305(e)(3).

Although the SOP is not intended to be part of the IEP, the effectiveness of the SOP is increased when the information is linked to the IEP process. The importance of this linkage is clear in that both the Exit IEP and the SOP are culminating documents. Additionally, the SOP needs to include pertinent information that will be found on the IEP. One important different between the two documents is the emphasis of the SOP on "establishing the student's eligibility for reasonable accommodations and supports in postsecondary settings."

Students in transition who are proactive and take responsibility for development of the SOP will find it a valuable tool. The actual process of gathering the materials, owning them, keeping track of them and having them available when needed is in itself a responsibility building activity. Students will become empowered by learning about and documenting their strengths, their areas of need and the accommodations they will use to meet their postsecondary goals.

The Transitions Curriculum has helped thousands of students through this process for the last ten years as students have participated in developing their **Transitions Portfolio**. In this process, students gathered information throughout the lessons and compiled a portfolio that contained much of the information that is now required by the SOP. This new edition of *The Transitions Curriculum* strengthens the alignment between the **Transitions Portfolio** and the SOP by designating specific lessons that support the IDEA requirements.

Most Frequently Asked Questions

1. What is the *Summary of Performance* (SOP)?

- The SOP is required under the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 2004 and is necessary under the Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The *Summary of Performance* is an end of school exit document which provides critical information to enhance a student's success in postsecondary settings. The main purpose of the SOP is to help determine eligibility for reasonable accommodations and supports in postsecondary settings.

2. How is the SOP different from the exit IEP?

- The SOP provides a useful and up-to-date format for post-school programs in a way that makes the reader feel like they know the young adult. It is intended that the student participate in the development of the SOP on an ongoing basis through high school. In the past, all too often, much of the information in the Exit IEP was not useful or understandable. In addition, all too many students lacked the long-term involvement in the Exit IEP and therefore did not feel it had relevance to their life beyond school.

3. Why does the student need the SOP if they already have an IEP or Section 504 Plan?

- The SOP is a separate document that summarizes and compiles specific information from the IEP or 504 Plan. In addition, the SOP is written in the students' own language and in terms the student understands rather than psychological terms or educational jargon. It is intended that the SOP will place emphasis on documenting the needed accommodations, based on information and input from the student, to assist the student to achieve their post-school goals.

4. When should the SOP be written?

- The SOP is a working document that begins early in the students' high school career and is ongoing until school completion. *The Transitions Curriculum* provides the format for this by having students document and complete the **Transitions Portfolio** as they complete designated lessons and activities in Volume 1, *Personal Management*.

5. What information must be included in the SOP?

- There are specific requirements in the SOP. Minimally, these requirements include:
 - (1) Academic Achievement including grade levels and areas of strength in reading, math and language;
 - (2) Functional Performance related to learning styles, social skills, self-determination, career/vocational skills and independent living;
 - (3) Recommendations for accommodations, assistive services and compensatory strategies to support post-school education, employment, independent living and community participation.

6. Where can we find information for the SOP?

- Much of the required information is gathered through the activities of the lessons designated for the SOP in Volume 1, *Personal Management*. The lesson activities will generate information related to the student's current strengths, needs and recommended accommodations. Some additional information will be gathered from the student's school records by the teacher.

7. Who is responsible for completing the SOP?

- Although school personnel are responsible for completing the SOP during the student's last year of high school, the student will also be involved in the development of the SOP throughout high school. The lessons and activities of Volume 1, *Personal Management* will assist the student and teacher in compiling the information needed for the SOP.

Using *The Transitions Curriculum* to Develop the Summary of Performance

The Transitions Curriculum, Volume 1, *Personal Management* offers students and teachers a lesson (Unit 1, Lesson 8) that introduces the *Summary of Performance* (SOP) and the requirements. Additional lessons throughout *Personal Management* will assist students by providing activities that support and generate information needed to complete the SOP. These lessons will be identified with an icon next to the lesson title. Students will compile this information into a **Transitions Portfolio** that can then be used to fulfill the requirements for completing the SOP. The SOP form will be completed during the students' final year in school by using the information in the **Transitions Portfolio** and other information available in the student's IEP and school records.

The *Summary of Performance* is a process. To support the process, a number of organizations, state education departments and local districts have developed sample SOP forms for required information. You will want to check with your local school district or agency to determine the appropriate form for the SOP. If a form has not been developed and approved for your use, you can find samples by entering "Summary of Performance" into an internet search engine or by going to the following website for a sample developed by several national special education associations and organizations: www.unr.edu/educ/ceds

Although Volume 1, *Personal Management* is designed to provide a comprehensive **Transitions Portfolio** full of the information needed to support the final SOP document, Volumes 2 and 3 of *The Transitions Curriculum* fully support the intent of the *Summary of Performance* by preparing the student for a successful transition from school to adult life.

Volume 1, *Personal Management* contains 30 lessons that specifically support development of the *Summary of Performance*. These lessons are identified with a special SOP "icon symbol" (shown here) next to the lesson title providing a signal for the student to include this information in their **Transitions Portfolio**. All lessons in this volume provide valuable information for the SOP, however, it is especially important for students to complete each of the designated SOP lessons.



SOP Preparation Lessons

To prepare for the SOP, students will complete 30 lessons to build self-determination, career awareness, social and other transition skills. These lessons also assist teachers and students to work together to examine current academic and achievement records to identify the appropriate accommodations, strategies and services needed to be successful in post-school settings. Following is a list of the 30 designated lessons by title and Summary of Performance recommended areas:

TITLE	SOP AREA
Unit 1: Winning with Personal Power <ul style="list-style-type: none"> • Lesson 8: Begin Your Transition Portfolio • Lesson 10: Identify Characteristics that Describe You • Lesson 13: Develop a Resume Describing Personal Success • Lesson 16: Learn the Seven Decision-Making Steps • Lesson 18: Apply Decision-Making Steps to Real-Life Situations • Lesson 19: Evaluate Your Self-Esteem Growth 	Introduction to the SOP Self-Determination Career/Vocational Employment Self-Determination Self-Determination Self-Determination
Unit 2: Choosing the Best Career for You (formerly Unit 3) <ul style="list-style-type: none"> • Lesson 2: Begin to Organize Career Information • Lesson 9: Identify Things You Like to Do • Lesson 10: Determine the Work Conditions You Prefer • Lesson 11: Develop Your Work Experience and Resume • Lesson 12: Identify Your Career Strengths and Abilities • Lesson 13: Understand Your Learning Style • Lesson 14: Identify Accommodations to Help You Succeed • Lesson 15: Learn to Accommodate Your Disability • Lesson 16: List Accommodations for Specific Learning Problems 	Career/Vocational /Employment Career/Vocational /Employment Career/Vocational /Employment Career/Vocational /Employment Career/Vocational /Employment Learning Styles & Skills Accommodations & Strategies Accommodations & Strategies Accommodations & Strategies
Unit 3: Maximizing Your Options & Opportunities <ul style="list-style-type: none"> • Lesson 2: Learn How Job Training Requirements Affect Career Planning • Lesson 3: Understand Your Transition Options • Lesson 5: Understand On-The-Job Training and Apprenticeship Programs • Lesson 8: Identify Jobs that Require Licenses and Certificates • Lesson 10: Examine a Variety of College Degree Programs • Lesson 14: Understand the Importance of Learning Throughout Life • Lesson 15: Compare Vocational Training and College Choices 	Career/Vocational /Employment Career/Vocational /Employment Career/Vocational /Employment Career/Vocational /Employment Post-School Education Post-School Education Post-School Education
Unit 4: Advocating For Your Future <ul style="list-style-type: none"> • Lesson 1: Identify Skills You Need to Be a Self-Advocate • Lesson 4: Assess Transition Areas • Lesson 5: Make an Action Plan to Reach Your Goal • Lesson 10: Practice a Process to Analyze Your Resources • Lesson 13: Identify Your Transportation Needs • Lesson 17: Write Your Transition Plan • Lesson 20: Learn to Support Your Choices and Decisions • Lesson 22: Write a Self-Advocacy Growth Goal 	Self-Determination Self-Determination Independent Living/Community Independent Living/Community Independent Living/Community Self-Determination Self-Determination Self-Determination