

Summary of Performance Packet

This Summary of Performance (SoP) Packet was adapted from work done by the State Support Team Region 1 Regional Transition Council in an effort to facilitate an efficient, effective transition process that promotes interagency collaboration for students with disabilities who are graduating/aging out from school-age educational services. The documents are a compilation and, in some areas, an adaptation of various SoP forms and materials which are referenced in full at the end of the packet. The packet consists of a SoP form, guidance document, sample cover letter and resources page. Use of the documents within this packet is not mandatory to meet federal Summary of Performance requirements.

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SoP Guidance Document

Summary of Performance (SOP) Section	Suggestions
Part 1: Background Information	<ul style="list-style-type: none"> ✓ Give students the opportunity to lead the category on the SOP. ✓ Review all available assessments, both formal and informal, and interpret results into Part 3. ✓ Be aware, and share with students and families, that secondary schools are not required to use adult-normed standardized assessments that are administered by a board-certified school psychologist, although some agencies may require these specifications in order to be eligible for services. ✓ Attach assessments (e.g. the most recent copies of both formal and informal assessments); identify the names of each, and dates completed. Areas covered might include academic, vocational skills, financial management, self-determination, social skills and behavior, health and wellness, daily living skills, and civic participation (Leconte, 2006).
Part 2: Student's Postsecondary Goals	<ul style="list-style-type: none"> ✓ Transfer the most recent postsecondary goals from the IEP(transition plan) to the SOP. ✓ Allow the student and family to specify the top three areas of interest related to employment. ✓ Use the postsecondary goals as a guide for determining relevant documentation to include in Part 5.
Part 3: Summary of Performance	<ul style="list-style-type: none"> ✓ Not all sections are relevant for all students. In addition, the inclusion of a skill or example in one area is not restrictive, and a skill may fit in more than one area.

	<ul style="list-style-type: none"> ✓ In column one, provide a clear narrative that highlights the student's present level of performance (do not simply copy scores found in the formal assessments). In column two, provide essential accommodations, modifications and explain HOW they will apply in a postsecondary environment. ✓ Discuss with students what this data means on a daily basis and help students learn to explain their disability, and their strengths and preferences, in clear terms.
Part 4: Recommendations	<ul style="list-style-type: none"> ✓ Summarize information from Part 3 into succinct recommendations to be implemented in postsecondary environments. ✓ Be sure recommendations are related to postsecondary goals and employment interests listed in Part 2. ✓ Share with students and families that postsecondary entities can make their own decisions related to essential accommodations and assistive technologies, and that recommendations are not legally binding nor are they necessarily exhaustive.
Part 5: Student Input	<ul style="list-style-type: none"> ✓ Provide students the opportunity to actively participate in SOP development by verbally eliciting their responses to each item in this section or by gathering written information (e.g., use surveys that will reveal the student's voice). ✓ Have the student sign the SOP to acknowledge ownership and awareness of its contents.
Completed SOP	<ul style="list-style-type: none"> ✓ Hold an "exit interview" to discuss the SOP and its use. Provide the student/parent with a copy of the completed document. ✓ Consider including a copy of the SOP with the student's final grade card or diploma.
Student Letter	<ul style="list-style-type: none"> ✓ This is an example of a letter that can be used.

SoP Sample Cover Letter

TO: My Postsecondary Service Provider

FROM: (Student's name)

DATE: (Date letter is written and sent)

SUBJECT: Summary of Performance

Attached you will find my Summary of Performance (SOP). It contains the following information:

1. My background information.
2. Information on the diagnosis of my disability.
3. Services/supports that I receive (d) from agencies outside of my high school.
4. My postsecondary goals in the areas of education, employment and independent living, along with my top three areas of interest related to employment.
5. A summary of my high school academic achievement and functional performance as well as the essential accommodations, modifications and assistive technologies that I used in high school.
6. Recommendations from high school professionals regarding the supports and accommodations that may enhance my access to post school settings.
7. My perceptions of my disability, what works best for me, and accommodations that may be addressed in post school settings.

Each section contains information that is important to my success. Please review the information carefully. If you have any questions, I will be happy to schedule a time to visit with you about any of the information in my Summary of Performance.

Thank you for your time.

Sincerely,

John Doe
123 School Road
Anywhere, AR 11111
(555) 555-1111
student@mail.com

SoP Resources

Documents in the packet are a compilation and/or adaptation of the resources below.
Arkansas Transition Services adapted to fit programs and needs in Arkansas.

Ohio Department of Education, Office for Exceptional Children. (October 4, 2011). Revised annotations for the IEP PR-07 form, pp. 9, 21.

Oklahoma State Department of Education, Special Education Services. Summary of performance OSDE form 11.

Oklahoma State Department of Education, Special Education Services. My summary of performance, OSDE form 15.

National Transition Documentation Summit. (2005). Nationally Ratified Summary of Performance Model Template

Shaw, S. F., Dukes, L. L. III, & Madaus, J.W. (May/June 2012). Beyond Compliance: Using the summary of performance to enhance transition planning. *TEACHING Exceptional Children*, Vol. 44, No. 5, pp. 6-12.

State Support Team Region 11. Summary of performance form.

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