

Summary of Performance (SOP) Guidance Document

What is the Summary of Performance?

- A Summary of Performance (SOP) document must be prepared during the student's exit year. Only students who are exiting (i.e. graduating or aging out) need a SOP.
 - DO NOT complete the SOP for students remaining at their home school or continuing to a transition center.
 - This is in addition to the completion of Learn.Plan.Succeed requirements.
- Best Practice is to complete this document 3-months prior to exiting.
- While the SOP is very closely tied to information contained in the IEP, it is a separate document, which condenses and organizes the relevant information that will support the student in accessing adult services.
- Completion of the SOP is a collaborative effort - just like the IEP!

What is the purpose of the Summary of Performance?

Special Education professionals accumulate a wealth of information regarding their students, including: life goals, preferences and interests, functional and academic strengths and needs, needed accommodations, and strategies for success.

- The goal is to provide the next service provider with the most up-to-date information.
 - Remember, IEPs travel with the student into adulthood, including: adult agencies, college and educational settings, and the workplace.
 - A well-written Summary of Performance will make the reader feel like they know the student.
- The SOP empowers the student and their family with current academic and functional levels, as well as information on agencies that can support the student into adulthood.

Entitlement (IDEA) vs. Eligibility (ADA)

It's important to keep in mind that an individual who was entitled to special education services in high school will not automatically be eligible for services in postsecondary settings. Using a combination of the individual's IEP, SOP, and most recent psychological evaluation, adult disability service providers (colleges, employers, agencies, etc.) will make service eligibility decisions on a case-by-case basis.

Completing the SOP

- Guidelines and considerations for each section of the SOP are in blue.
- Examples for each section include 3 different students of varying needs:
 - Dave- Student within a low incidence cluster program.
 - Maritza- Student within a self-contained high incidence classroom.
 - Mark- Student in a co-taught setting.

Note: The examples provided are for SOP completion guidance only. Each SOP needs to be uniquely developed for each student. The examples below are not to be copied.

Student Information Section	
- Contains relevant identifying information that may be helpful to future service providers. - Complete and up-to-date information is crucial to the follow-up process. - Be sure to review this section closely, as the system will auto populate certain fields.	
Student Information	
Student Name: Dave Doe	Birthdate: Student's birthdate
Year of Graduation/Exit: Year student is graduating or aging out	Student ID: 12345678910
Address: Most up-to-date address	Home Telephone: Most up-to-date phone number
Current School Name: School Name Address: Address of school Telephone: Main Office phone number	Person(s) Completing Form Name: Your Name Contact Information: Main Office phone number
Date of Most Recent IEP: Last finalized IEP date	Date Summary Completed: Date Completed
Student's Primary Disability (Optional): Disability Label	Student's Secondary Disability Label (Optional):

Student Desired Postsecondary Goals (Outcomes) Section
- Please note that in this section, the "goals" refer to the postsecondary outcomes taken from the transition plan of the student's IEP. - Outcomes for postsecondary education and/or training, employment and independent living. - If the outcomes have been written according to compliance measures (they are measurable, big picture, and realistic) and are still appropriate, they can be copied and pasted directly from the transition plan to the SOP.
Student Desired Postsecondary Goals(s)
Postsecondary Education & Training Outcomes: <i>Education</i> (Dave & Maritza) The IEP team has determined that postsecondary education is being met through postsecondary training. After high school graduation, Mark will obtain a bachelor of science degree in nursing. <i>Training</i> Upon completion of high school, Dave will obtain skills training at the department store where he is employed. Upon high school graduation, Maritza will obtain skills training in music. After high school graduation, Mark will obtain on-the-job training as a nurse.
Employment Outcome: Upon the completion of high school, Dave will obtain supported employment at a department store.

Upon high school graduation, Maritza will obtain employment as a musician.
 After high school graduation, Mark will obtain employment as a registered nurse.

Independent Living Outcome:

Upon completion of high school, Dave will construct simple sentences using his communication device with support on a daily basis.
 Upon high school graduation, Maritza will create a monthly calendar that accounts for appointments, work schedules, and special events.
 After high school graduation, Mark will create and balance a monthly budget.

Summary of Student's Academic Achievement and Functional Performance Section

- Summarizes the student's strengths, weaknesses and accomplishments in the areas of academic reading and math, functional performance, independent living, communication status, and vocational and career.
- Assessments and evaluations that were used are listed.

Summary of Student Academic Achievement & Functional Performance

Academic/ Functional Area	Summary of Present Levels of Academic and Functional Performance	Assessment(s)
Academic Reading and Math	Per Teacher Observation Forms (9/20/25 - 9/25/25), Maritza can compose a 5-paragraph essay. She struggles to organize her writing and it often has spelling and grammatical errors. Her current instructional reading level is at a ninth-grade level. She answers basic comprehension questions but struggles to answer inferential questions. Maritza can utilize a calculator to solve for quadratic equations with one variable but struggles to solve equations with two variables.	Teacher Observations, Curriculum-Based Assessments
Functional Performance	Per Teacher Observations (9/7/25), Dave is often observed holding his ears to block out some sounds and/or to get sensory stimulation. He may also hum throughout the class. Dave requires paraprofessional assistance transitional from place to place. Based on a Functional Behavioral Assessment (3/12/25), Dave requires a Behavior Intervention Plan as he has often been seen flopping on the ground when he does not want to complete a task. Currently, differential reinforcement of an alternative behavior has been successful for him. He enjoys receiving tokens that he can cash in when he engages in appropriate behavior. Dave requires paraprofessional assistance with prompting and completion of classroom tasks. Dave will continue to benefit from strategies such as prompting, pictorial support, repetition, mapping software, etc.	Teacher Observations, Behavior Intervention Plan, Functional Behavioral Assessment
Independent Living	Per the Case Life Skills Assessment (9/30/25), Mark scored highly in the spread of daily living and self-care. He scored lowest in housing and money management. He stated he doesn't have a budget, he	Casey Life skills, Student Transition Questionnaire

	simply spends anything he earns. Mark received his driver's license during his sophomore year but stated he usually takes the L to school, as his school doesn't have a student parking lot. When given the Student Transition Questionnaire (9/30/25), Mark indicated that he has a learning disability. He says this prevents him from reading well. Mark utilizes the Internet and search engines to do research for projects.	
Communication Status (Written and Oral)	Per the Speech Pathologist Report (3/17/25), Dave has expressive deficits for communication. He communicates with one-to-two word utterances, but he has recently obtained an AAC device to foster communication. He will continue to benefit from receiving speech services to improve his communicative abilities. Per Teacher Observations (9/20/25), Dave requires partial-physical support when writing and typically uses tracing templates to write his name.	Speech Pathologist Report, Teacher Observations
Vocational & Career	On the Student Transition Questionnaire (9/24/25), Maritza has expressed interest in becoming a musician. She reports that she plays guitar and sings in her youth church band on the weekends. At times, she stated she has been late for service due to her poor time management skills. She also completes chores at home such as cleaning her room and doing the dishes.	Student Transition Questionnaire

Recommendations for Post-School Section		
• Modifications, accommodations and related service providers that will support the student in the areas of postsecondary Education or Vocational Training, Employment, Independent Living and Community Participation • The provider's information such as address, email and phone number must be listed		
Recommendations for Post-School		
Need Area	Recommended Accommodations & Modifications	Interagency, Linkages, Additional Comments
Postsecondary Education or Vocational Training	Mark should get in contact with the disability services office at Roosevelt University in order to obtain accommodations within the collegiate setting. He has been reminded that he will need to take a copy of his IEP, most recent psychological evaluation, and any other pertinent disability information with him.	Agency: Roosevelt University's Learning Commons Contact Person: Kathleen Mullins Contact Number: (312) 341-3500 Address: 430 S. Michigan Avenue Email:

		kmullins@roosevelt.edu Website: https://roosevelt.edu/current-students/support-services/learning-commons/disability-services
Employment	Maritza's work experience includes volunteering in her church's youth band. She has not had paid work experience. She would benefit from being linked with an Employment Support Network, such as Marriott Bridges, to assist her with obtaining her first paid-work experience. This will prepare her to have the skills to work as a musician, as she will need to build up her time-management and customer service skills.	Agency: Marriott Bridges Contact Person: Trinanein Kaya Contact Number: (312) 432-6240 Address: 850 W. Jackson Blvd. Email: Trinanein.Kaya@marriott.com Website: https://bridgestowork.org/chicago/
Independent Living	Mark stated that he doesn't know how to budget for himself, as he has not had to worry about paying bills. The majority of his money goes to personal spending. He would benefit from going through Access Living's Money Management classes that will assist him with learning about credit, how to budget, saving, and how to increase his employment and home-ownership opportunities in the future. Access Living offers a multitude of other programs as well, that Mark could consider joining.	Agency: Access Living Contact Person: Carleda Johnson Contact Number: (312) 640-2159 Address: 115 W. Chicago Email: cjohnson@accessliving.org Website: https://www.accessliving.org/our-services/money-management-classes/
Community Participation	Dave rarely accesses his community on his own. His mother noted on the Parent Transition Questionnaire (9/10/25), that he cannot go anywhere independently. Dave will benefit from accessing the Chicago Park District Special Recreation services in the future. All activities are chaperones, and will allow Dave to access other peers within his community. Several parks have programming, so Dave and his family can determine which programs work with their schedule, as well as Dave's personal interests.	Agency: Chicago Park District Contact Person: Kristi Miller Contact Number: (312) 742-7529 Address: Address varies by location Email: Kristi.Miller@chicagoparkdistrict.com Website: https://www.chicagoparkdistrict.com/pro

		<u>grams-memberships</u> <u>/chicago-park-district-special-recreation</u>
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Post-School Data Collection Survey Section	
- Demographic information and consent for Indicator 14 Data Collection Survey - Indicator 14: It is mandated that follow-up contacts be made with special education students one year after graduation, aging-out, or dropping out of school - Since the Summary of Performance is one of the last things done with students before they leave high school, it should contain the up-to-date post high school outcomes that will be addressed during the follow-up contacts	
Post-School Data Collection Survey	
Student demographics Profile	
Student Name: Dave Doe	Student ID: 12345678910
Gender: Male	Birthdate: Student's Birthday
Student Address: Most up-to-date address	Contact Telephone Number: Most up-to-date number
Parent/Guardian Name: Jane Doe Address: Most up-to-date address Home Telephone Number: Most up-to-date number Cell: Most up-to-date cell phone number Email: Most up-to-date e-mail address	
School Graduation From: Name of School	School District: Chicago Public Schools
Date Student Graduated or Exited School: Date	
Student's Primary Disability (optional): Disability Label	Student's Secondary Disability (optional): 2nd Disability Label, if applicable
Student Exited School: ☐ Graduated ☐ Reached Maximum Age	Ethnicity of Record: Student's Ethnicity
What post-school goals are included in this student's IEP for the period immediately following high school? Upon the completion of high school, Dave will obtain supported employment at a department store. The IEP team has determined that postsecondary education is being met through postsecondary training. Upon completion of high school, Dave will obtain skills training at the department store where he is employed. Upon completion of high school, Dave will construct simple sentences using his communication device with support on a daily basis.	

Student Permissions

The Illinois State Board of Education is required to report to the Federal government on the post-school outcomes of students one year after they leave high school (e.g., are you employed, are you attending college, etc.)

May we have you or your parents' permission to be contacted by your school district one year after you leave to ask some questions about what you are doing? ☐ Yes ☐ No

Signature of Student or Legal Guardian: _____ **Date Signed:** _____