

**Purpose:** The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). IDEA [Section 614(c)(5)(B)(ii)] requires 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.” The SOP, with the accompanying documentation, is critical as a student transitions from high school to higher education, post-secondary training and/or employment. This information is necessary to establish a student’s eligibility for reasonable accommodations and supports in *postsecondary* settings under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The SOP is most useful when coordinated with the Georgia Performance Standards, Georgia graduation requirements, course of study and the IEP/transition plan. It must be completed during the final year of a student’s high school education. The timing for completion of the SOP may vary depending on the student’s desired postsecondary goals. For example, if a student is transitioning to higher education, the SOP, with additional documentation, may be needed as the student applies to a college or university. Likewise, this information may be needed prior to graduation as a student applies for services from agencies identified in the transition plan. For other students, it may be appropriate to wait until the spring of a student’s last year in school to finalize the information on the performance of the student.

When developing the SOP, the student should actively participate. Other IEP team members, family members or other community agencies involved in this student’s transition planning process should also provide input. The SOP becomes the student’s resume as he or she transitions to postsecondary settings.

**Part 1:** **Student Information** – Complete this section as specified. Please note in this section you are requested to provide copies of the most recent formal and informal assessment reports that document the student’s disability and provides information to assist in post-high school planning.

**Part 2:** **Student’s Postsecondary Goals** – These goals should indicate the post-school environment or environments in which the student intends to transition upon completion of his/her high school education. These goals should address education, employment, independent living and community access, as appropriate for the student.

**Part 3: Present Levels of Performance Summary** – This section includes two critical areas of student performance: Academic and Functional Levels of Performance. Next to each academic or functional area, please complete the student’s present level of performance, the accommodations used and the rationale for why those accommodations are necessary. When listing accommodations include any accommodation, modification, assistive technology or other supports used to assist the student in achieving success in this area. Include specific details about each accommodation, such as 30 minutes extra time instead of simply extra time. In the rationale section, provide the explanation of how the student’s disability impacted his or her performance such that the listed accommodations were necessary for success.

An *Accommodation* is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students. A *Modification* is defined as a change to the general education curriculum, which changes the standards or expectations for students. *Assistive Technology* is defined as any device that helps a student with a disability function in a given environment, and includes “low tech” or “high-tech” options.

**Part 4: Recommendations to Assist the Student in Meeting Post Secondary Goals** – This section should present suggestions for accommodations, adaptive devices, assistive devices, assistive services, compensatory strategies, modifications, or general areas of need that a student will require to be successful in a post-high school environment, including higher education, training, employment, independent living and/or community participation.

**Part 5: Student Perspective** - The student provides information for the development of this SOP. The student’s contribution can help (a) secondary professionals complete the summary, (b) the student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, and (c) postsecondary personnel to more clearly understand the impact of the disability on this student. This section may be filled out independently by the student or completed with the student through an interview.

**Part 6: Postsecondary Community Agency Contacts, Team Members, and Supports** - The Transition Team should provide all the necessary contact information to help the student as he or she transitions to postsecondary settings.

\* This template is an adaptation of a template developed by the National Transition Documentation Summit © 2005 based on the work of Stan Shaw, Carol Kochhar-Bryant, Margo Izzo, Ken Benedict, and David Parker. **Note on this revision:** This template reflects the contributions and suggestions of numerous stakeholders in professional organizations, state agencies, school districts and universities.