

Writing the Summary of Performance to Improve Postschool Outcomes

Transition Webinar Series
Tuesday, February 25, 2020
3:00pm -4:00pm





Provide infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future

Indicator 14: Postschool Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school
- B. Enrolled in higher education or competitively employed within one year of leaving high school
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

IDEA Requirement: [Section 614(c)(5)(B)(ii)]

- Who:
 - Students eligible under IDEA for special education
 - Special education services terminating due to graduation
 - Special education services terminating due to aging out
- LEA responsibility:
 - Provide a summary of the student's academic achievement
 - Provide a summary of the student's functional performance
 - Include recommendations on further support needed in meeting the child's postsecondary goals
 - Postsecondary goals include education, employment, independent living and community access

Summary of Performance

- Why:
 - Critical as a student transitions for establishing eligibility for accommodations and supports in **postsecondary settings** under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act
 - If transitioning to higher education, it may be needed as the student applies to a college or university
 - May be needed prior to graduation as a student applies for services from agencies identified in the transition plan

Summary of Performance

- When:
 - Final year of high school
 - Timely for the student's exit to the postsecondary setting based on the postsecondary goals
- Participants:
 - Student, as an active participant
 - IEP team members
 - Family members
 - Community agencies and service providers

Summary of Performance and Self-Determination

- The SOP becomes the student's resume as he or she transitions to postsecondary settings
- Should help the student obtain an understanding of current strengths, skills, and need for accommodations and supports
 - a review and summary of both formal and informal
- The guiding philosophy of the template is that the SOP is an opportunity to condense an array of information into a clear, understandable, and usable document that facilitates student self-determination in adult life. (Dukes & Shaw, 2007)

Summary of Performance Documentation

http://archives.gadoe.org/DMGetDocument.aspx/Summary_of_Performance_7-07.pdf?p=6CC6799F8C1371F6B8052F47AD9C5BF4A200C63A9A85A4676E68AC33879C04F3&Type=D





Background Information



Student's Desired Postsecondary Goals



Present Levels of Performance Summary

Present Level
of
Performance

Academic and
Functional
Skills Area

Present Levels of Performance Summary



Present Levels of Performance Summary



**Accommodations
Rationale**



I recommend!

**Recommendations
to Assist Students
in Meeting
Postsecondary
Outcomes**



Student Perspective

Postsecondary Community Agency Contacts, Team Members and Supports

- IDEA indicates that ...”to the extent appropriate, with the consent of the parents or the adult student who has reached the age of 18, in implementing the transition requirements, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. [34 C.F.R. § 300.321(b)(3)]

Contact

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Transition Webpage

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx>



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