

**January 18, 17 IDEA Part B and PreSchool Application**  
**Executive Summary and Data Review**  
**SY 2016-2017**  
**Grant H H027A160108 and H173A160113**

The Brookhaven School District has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2014 as published in June 2016 (see attached SPP/APR District Performance Report, FFY 2014 (School Year 2014-2015)). Upon a careful review of the published data, areas have been identified of success and areas of need in the various results and compliance indicators.

Of the 34 pieces of data publicly reported, Brookhaven School District did not meet 8 areas (23.53%), met 22 areas (64.71%), and 4 areas (11.76%) were reported as not applicable due to the small size (less than 10) of the population in this particular data field. The indicators were reviewed in four areas as required by IDEA: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for indicators 1, 2, 3, 4, 5, 6, 7, and 8; Disproportionality for indicators 9 and 10; Child Find for indicator 11; and Effective Transition for indicators 12, 13, and 14.

Areas of success (defined as having met the targets indicated in the SPP) include both compliance and results indicators:

- FAPE in the LRE: Suspension/Expulsion: Significant Discrepancy in the Rate of Children with Disabilities(Indicator 4a); Suspension/Expulsion: Significant Discrepancy By Rate or Ethnicity in the Rate of Children with Disabilities(Indicator 4B); LRE Placement: Inside the Regular Class 80% or More of the Day (Indicator 5A); LRE Placement: Inside the Regular Class Less than 40% of the Day (Indicator 5B); LRE Placement: In Separate Schools, Residential Facilities, or Homebound/Hospital Placements (Indicator 5C); Preschool Settings: Attending a Regular Early Childhood Program For Majority of Services (Indicator 6A); Preschool Settings: Attending a Separate Special Education Class, Separate School, or Residential Facility (Indicator 6B); Parent Involvement (Indicator 8);
- Disproportionality: Disproportionate Representation in Special Education (Indicator 9) and Disproportionate Representation in Specific Categories (Specific Learning Disabilities; Emotional Disability; Language/Speech; Other Health Impaired; Intellectual Disability) (Indicator 10);
- Child Find: Child Find (Indicator 11); and
- Effective Transition: Part C to B Transition (Indicator 12) and Secondary Transition (Indicator 13)

In order to sustain this performance, Brookhaven School District will continue to provide professional development, to offer technical assistance, and to continue the general supervision responsibilities outlined in IDEA 2004 including data reviews and internal self-monitoring activities. Specific activities will be outlined in the budget narrative.

Areas of need (defined as having not met the targets indicated in the SPP) include both compliance and results indicators:

- FAPE in the LRE: Graduation Rate (Indicator 1); Dropout Rate(Indicator 2); Statewide Assessment: Met Participation in Reading and Math (Indicator 3B); Statewide Assessment: Met Proficiency in Reading and Math(Indicator 3C);
- Effective Transition: Secondary Transition/Post-Secondary Outcomes: Enrolled in Higher Education (Indicator 14A); Secondary Transition/Post-Secondary Outcomes: Enrolled in Higher Education/Competitive Employment (Indicator 14B); Secondary Transition/Post-Secondary Outcomes: Positively Engaged (Indicator 14C).

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To address the above results indicators, Brookhaven School District will be conducting professional development, partnering with early childhood organizations in the state, and working closely with the Brookhaven School District Department of Curriculum and Instruction on early childhood literacy and curriculum development. Brookhaven School District also will work closely with and offer targeted and intensive technical assistance to the special education teachers in the area of reading. Reading will be the main focus for the next three to five years for Brookhaven School District to address at least four of the above 5 indicators as will be evidenced in several areas of the budget narrative. Targeting reading will necessitate collaboration between all general ed offices and special education to identify evidence-based, coherent improvement strategies to improve results for children with disabilities. The improvement strategies will be chosen on their ability to be implemented with fidelity and scaled-up within the district. Possible improvement strategies include utilization of literacy coaches, joint trainings for teachers of general education and special education, and development and/or distribution of tools for improvement.

By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, Brookhaven School District plans to see improvement in reading and math scores in the short-term and improvement of student outcomes in the long-term.