



Special Education Annual Board Presentation

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Our Why



Special Education Guiding Pillars

Student-Centered Excellence

Equitable access, high expectations, effective instruction, thriving academically and socially

Collaborative Culture

Collaboration, partnership, cohesiveness, communication, community, belonging

Growth & Innovation

Growth, improvement, innovation, professional development, capacity, creative problem-solving

Compliance with Integrity

Compliant, consistent, clear processes; efficient, data-driven, forward-thinking



District Enrollment Overview

Special Education

6288

Enrollment

19.30%

of Total District Enrollment

Students with a qualifying disability who need specially designed instruction under IDEA, provided through an Individualized Education Program (IEP).

Section 504

2768

Enrollment

8.5%

of Total District Enrollment

Students with a disability who need accommodations to access general education under Section 504 of the Rehabilitation Act, provided through a 504 plan.

MTSS

2037

Enrollment

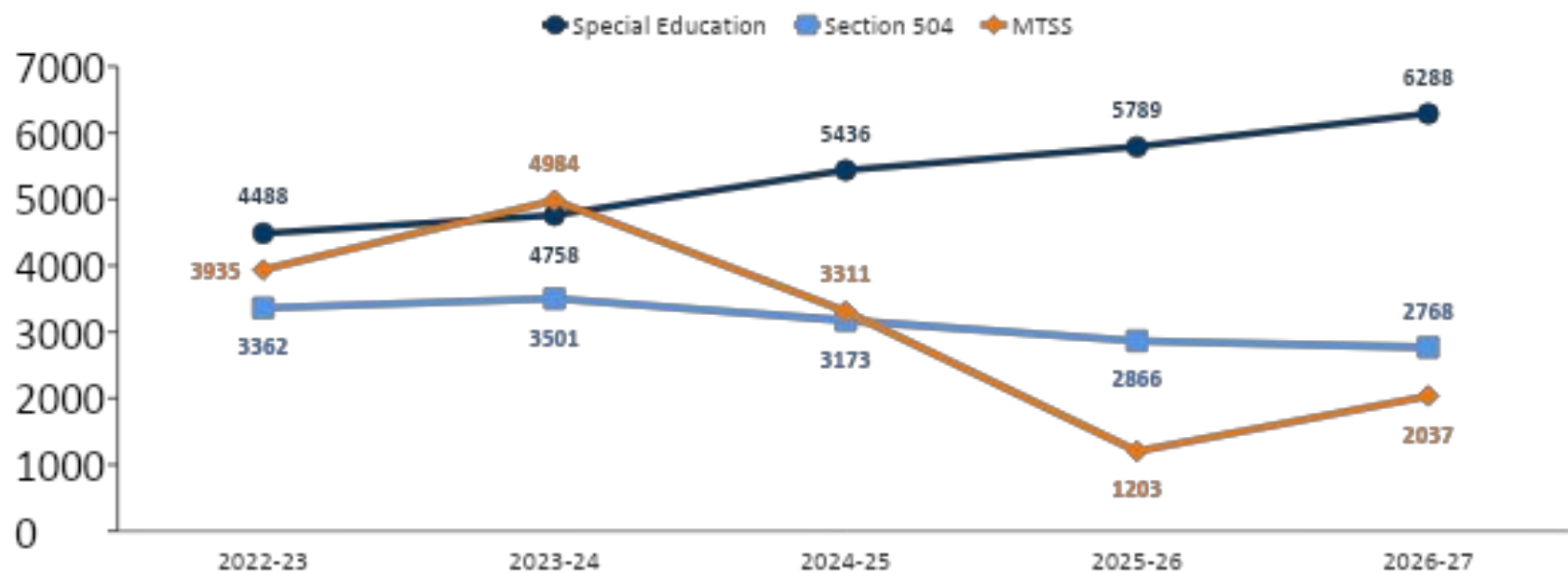
6.25%

of Total District Enrollment

Multi-Tiered System of Supports: a framework of tiered academic and behavioral supports that identifies and responds to student needs early.



Enrollment Trends



Special Education Student Profile

Disability categories — *Learning disability 39.4%, Autism 18.0%, Speech impairment 13.4%, Other health impairment 11.5%, Emotional disturbance 8.1%, all other categories 9.6%*

Instructional settings — *Resource Room 45.4%, Mainstream 23.3%, Self Contained 16.4%, Speech Therapy 12.9%, all other settings 2.0%*

Specialized program participation — *AFS/AVLS, FLS, PABS, COMM, ECSE, Stepping Up, RISE 18+ Programming 17.86%*

Regional Day School Program for the Deaf (RDSPD) — *Cluster Site 57 students, Itinerant 114, Parent Advisor (Infant/Toddlers) 12 - this represents 3.3% of the Special Education Population*



STAAR Performance

Grades 3–8

Subject	24-25	25-26 Final	Change
Reading	44.9%	47.4%	+2.5 pts
Math	36.0%	38.2%	+2.2 pts
Science	32.2%	38.8%	+6.6 pts
Social Studies	23.0%	27.4%	+4.4 pts

End of Course (EOC)

Subject	24-25	25-26 Final	Change
English I/II	29.9%	38.2%	+8.3 pts
Algebra I	42.7%	51.9%	+9.2 pts
Biology	75.0%	78.8%	+3.8 pts
U.S. History	74.6%	70.7%	-3.9 pts

Final 25-26 results show meaningful growth across nearly every tested area, with the largest gains in English I/II, Algebra I, and Science; U.S. History EOC is the one area that declined and is worth continued monitoring.

Note: 25-26 figures reflect final TEA/RDA 2026 results. CIP identifies academic performance as a major improvement priority; reading and math remain below state expectation.

Departmental Priorities

Improving Educational
Outcomes

Meaningful Stakeholder
Engagement

Compliance with Integrity



Questions?