

Special Education Student Count for Brownwood ISD

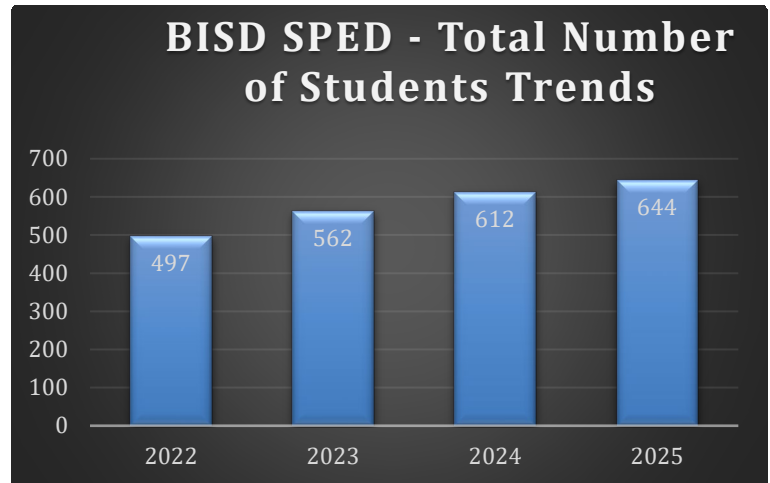
BISD Student Enrollment - 3236

Special Education -644 (19.21%)

504 - 287 (8.6%)

Dyslexia Services - 72 (2.2%)

<i>April 2025 Data</i>	
Student Count	Special Education
Brownwood High School	135
Brownwood Middle School	71
Coggin Intermediate	188
East Elementary	54
Northwest Elementary	118
Woodland Heights Elementary	78
Total Number of Students	644
Percentages	19.21%



The **Life Academics** program is for students who receive instruction on an alternate curriculum and qualify for special education services as a student with a significant cognitive impairment, or any Impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education.

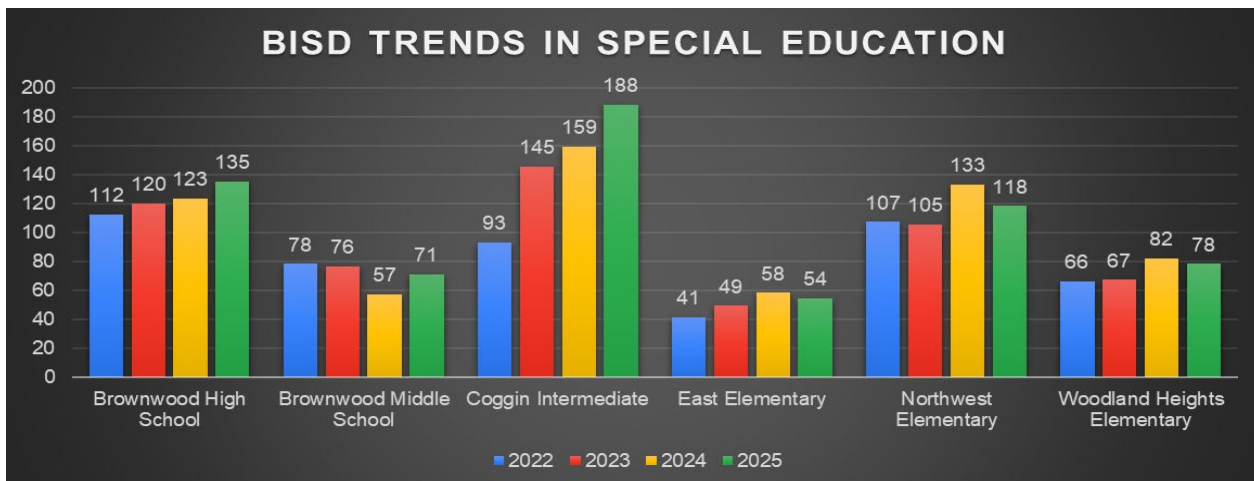
BISD Currently has 88 students receiving services in the Life Academics program.

This is an increase from 79 last year.

Early Childhood Special Education (ECSE) is a state and federally mandated program for young children with disabilities ages 3-5. Eligible children with disabilities, ages 3-5, are entitled to receive a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) Part B, Section 619 in the least restrictive environment (LRE) in accordance with their individual needs. Children who meet eligibility criteria may receive Early Childhood Special Education services in a variety of settings such as a pre-kindergarten classroom, in the home, or in community settings such as Head Start and pre-school.

BISD Currently has 32 students receiving services in the ECSE program.

This graph shows the number of students for each campus receiving special education services from 2022 - 2025.



May 19, 2025 Board Report
Special Populations Program Overview

DYSLEXIA SERVICES

For the end of the 2025 school year, we will have 23 students who will complete the curriculum and instruction of our dyslexia program. Of the completing students, 87% are on track to show mastery (automaticity) levels in all areas that are measured on our progress reports (Alphabet, word reading, decoding, reading fluency, and spelling).

SPECIAL EDUCATION RESULTS DRIVEN ACCOUNTABILITY

Last year, we saw growth in all but one area of state assessment in special education scores as well as our other special education indicators. This past year, we have maintained that growth with the need to

continue to support in Sci and English I and II.

Special Education Programs	Performance Levels (based on cut rates determined by TEA)	
	2023	2024
1.Sped STAAR 3-8		
Math	2	2
RLA	2	2
SCI	2	3
SS	3	3
4. SPED STAAR EOC		
ALG 1	2	2
Bio	0 RI	0
US Hist	1	0
Eng. I & II	2	3
18 Sped Total Dis. Removals	2	2

BISD's priority in Special Education

1. Work to continue to close the gap in reading and math for students with disabilities.
2. Support general education staff with instruction of students with disabilities.
3. Transition planning for students receiving services and growth in our 18+ programs for students with disabilities.

ARD FEEDBACK FROM PARENTS:

The department continues to reach out to parents to ensure a partnership in their child's education and fostering a supportive collaborative effort through the ARD process.

- Communication with the campus is ongoing and supportive - **100%**
- I feel comfortable in reaching out to campus special education staff in the event that I have questions about my child's supports and services - **96.7%**
- I understand the purpose of the ARD meeting – **100%**
- I feel as a welcomed member of the ARD committee - **100%**
- I am encouraged to share my concerns and opinions with the other ARD committee members - **95.7%**
- The team considered my student's strengths when discussing his/her individual education plan - **95.7%**
- I understand my child's goals and objectives and how progress will be measured and reported to me throughout the year – **91.3%**
- I was provided a copy of the completed ARD/IEP for my child - **100%**
- I am aware of who I can contact should I have questions about my child's IEP or concerns about it's implementation – **100%**
- I understand how I can support my child at home in addressing her/her IEP at home – **91.3%**