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# **Deaf and Hard-of-Hearing Students 2016-2017 Report**

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Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

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## 1. TABLE OF CONTENTS

1. Table of Contents.....	3
2. Introduction and Purpose .....	5
3. Student Demographics.....	5
TABLE 3.1. NUMBER AND PERCENT OF DHH STUDENTS BY AEA AND PLAN .....	6
NUMBER AND PERCENT OF DHH STUDENTS BY AEA.....	7
TABLE 3.2. NUMBER AND PERCENT OF DHH STUDENTS BY AEA.....	7
COMPARISON OF NUMBER AND PERCENT OF DHH STUDENTS TO TOTAL STUDENTS WITH IFSP/IEPs.....	7
TABLE 3.3. COMPARISON OF NUMBER AND PERCENT OF DHH STUDENTS SPECIAL EDUCATION ENTITLED, TO TOTAL STUDENTS WITH IFSP/IEPs .....	8
STUDENTS BY AEA with IFSP/IEPs AND SERVED BY A TEACHER OF THE DEAF AND HARD OF HEARING .....	9
TABLE 3.4. TOTAL NUMBER AND PERCENT OF DHH STUDENTS with IFSP/IEPs RECEIVING SERVICES PROVIDED BY A TEACHER OF THE DEAF AND HARD OF HEARING .....	10
4. District-Wide Assessment Data.....	10
OVERALL PROFICIENCY OF STUDENTS BY ACADEMIC AREA ON <i>IOWA ASSESSMENTS</i> .....	11
TABLE 4.1. <i>IOWA ASSESSMENTS</i> PROFICIENCY RESULTS FOR DHH STUDENTS 2016-2017 .....	12
<i>DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT (DLM AA) DATA</i> .....	12
TABLE 4.2. <i>DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT (DLM AA) DATA</i> .....	13
5. Early Literacy Universal Screening Data .....	13
EARLY LITERACY ALTERNATE ASSESSMENT (EL AA).....	13
TABLE 5.1. EARLY LITERACY ALTERNATE ASSESSMENT (EL AA) DATA.....	14
6. Conclusions .....	14
LIMITATIONS OF THE DATA .....	16

This report was prepared by:

Marsha Gunderson, Iowa Department of Education

LauraBelle Sherman-Proehl, Iowa Department of Education

This report was reviewed by:

**The Executive Team for the Deaf and Hard of Hearing**

Member Agencies:

Iowa Area Education Agencies, Directors of Special Education

Iowa Board of Regents, Iowa School for the Deaf

Iowa Department of Education, Bureau of Learner Strategies and  
Supports

Iowa Department of Public Health, Early Hearing Detection and  
Intervention

Iowa Vocational Rehabilitation Services

## 2. INTRODUCTION AND PURPOSE

The purpose of this report was to provide information regarding students who were deaf or hard of hearing (DHH) in Iowa for the 2016-2017 school year. Data were collected and analyzed to complete an overview of demographic, district-wide assessment and early literacy universal screening child and student data.

The student cohort in this report was current as of Child Count Day, October 28, 2016. The total number of Iowa residents ranging from birth to 21 (infants, toddlers and students who were deaf or hard of hearing) was 2,775.

In this report, the term deaf and hard of the hearing (DHH) will be used. The term is used to include individuals who may identify as Deaf, deaf, hard of hearing, deafblind, late deafened, or deaf disabled. These individuals may or may not use amplification devices, or have a cochlear implant and may communicate via American Sign Language, spoken English, written English, or any combination of possibilities.

The last deaf and hard-of-hearing comprehensive report completed by the Iowa Department of Education was 2006-07. The gap between reporting periods was influenced by challenges of disaggregating district-wide assessment data for special populations. The Iowa district-wide assessments administered in 2006-07 and in 2016-17 were not the same test; therefore, the results could not be compared.

## 3. STUDENT DEMOGRAPHICS

Demographic information was collected for the total number of DHH students, those with/without some type of educational support such as an Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP) or 504 Plan, the regional distribution of students statewide, percent of DHH students of the total special education population and certified enrollment, and the number provided support by a teacher of the deaf and hard of hearing.

In Fall 2016, a list of all students who were identified as deaf or hard of hearing was obtained from educational audiologists. This list was then compared with Child Count data to identify currently enrolled Iowa residents and matched with students receiving special education services. The educational audiologists identified students known to have a 504 plan.

The data were analyzed for DHH students by AEA and type of plan, see Table 3.1. Students were reported in the AEA where services were delivered. Of the 2,775 total students:

- 1,294 (46.6%) DHH students did not have an IFSP or IEP for special education services. Of those:
  - 149 (5.4%) were known to have a 504 Plan; and
  - 1,145 (41.2%) did not have an IFSP or IEP; or status unknown.

Deaf and Hard-of-Hearing Students 2016-2017 Report

- 1,481 (53.3%) DHH students had an IFSP or IEP. Of those:
  - 89 (6%) had an IFSPs;
  - 126 (8.5%) were ages 3-5 and had an IEP; and
  - 1,266 (85.4%) were in grades K-12 plus and had an IEP.

**TABLE 3.1. NUMBER AND PERCENT OF DHH STUDENTS BY AEA AND PLAN**

AEA Regions	DHH, no IFSP/IEP or status unknown	DHH known to have 504 Plans	Total DHH with IFSP/IEP	DHH on IFSP	DHH Ages 3 to 5 on IEP	DHH K-12 plus on IEP	Total DHH students
Keystone	61	3	98	4	6	88	162
267	193	10	195	8	14	173	398
Prairie Lakes	97	14	100	13	6	81	211
Mississippi Bend	80	15	142	10	14	118	237
Grant Wood	169	12	161	8	13	140	342
Heartland, including Des Moines Public Schools	346	69	385	25	41	319	800
Northwest	106	10	125	5	14	106	241
Green Hills, including Iowa School for the Deaf	28	11	202	9	11	182	241
Great Prairie	65	5	73	7	7	59	143
<b>Total and Percent</b>	<b>1,145 41.2%</b>	<b>149 5.4%</b>	<b>1,481 53.3%</b>	<b>89 6%</b>	<b>126 8.5%</b>	<b>1,266 85.4%</b>	<b>2,775</b>

Source of Data. AEA educational audiologists annual data collection, Child Count Day 2016 and Iowa IDEA Data System, 2016.

**NUMBER AND PERCENT OF DHH STUDENTS BY AEA**

The total number and percent of DHH students in each AEA, including Des Moines Public Schools and Iowa School for the Deaf, with or without special education services was disaggregated, see Table 3.2. The total number of DHH students was 2,775. The data indicated:

- A higher percentage of students received services in the more populated areas of the state; and
- The percentage of DHH students served within the rural regions ranged from 5.1% to 14.3%.

**TABLE 3.2. NUMBER AND PERCENT OF DHH STUDENTS BY AEA**

AEA	Total Number of DHH Students	Percent of Total Statewide DHH Students
Keystone	162	5.84%
267	398	14.43%
Prairie Lakes	211	7.60%
Mississippi Bend	237	8.54%
Grant Wood	342	12.32%
Heartland, including Des Moines Public Schools	800	28.83%
Northwest	241	8.68%
Green Hills, including Iowa School for the Deaf	241	8.68%
Great Prairie	143	5.15%
Total	2,775	99.98%*

Source of Data. AEA educational audiologists annual data collection, Child Count Day 2016.

\* Not 100% due to rounding.

**COMPARISON OF NUMBER AND PERCENT OF DHH STUDENTS TO TOTAL STUDENTS WITH IFSP/IEPs**

Data were analyzed to compare the number of DHH students to the total certified enrollment and to students who had an IFSP or IEP, see Table 3.3.

- The number and percent of all students with IFSP/IEPs (67,947) was 13% of total certified enrollment (519,128.9).

Deaf and Hard-of-Hearing Students 2016-2017 Report

- The number and percent of DHH students with IFSP/IEPs (1,481) of the total certified enrollment (519,128.9) was 0.28%.
- The number and percent DHH students (1,481) of the total number of students with IFSP/IEPs (67,947) was 2.19%.
- The percentage of DHH students with IFSP/IEPs by AEA ranged from 1.42% to 3.47%; the state average was 2.18%.

The number of DHH students with IFSPs/IEPs reported in 2006-2007 was 2,238 and in 2016-2017 the number was 1,481. Over the course of 10 years, the number of DHH students with IFSPs/IEPs decreased by 757.

**TABLE 3.3. COMPARISON OF NUMBER AND PERCENT OF DHH STUDENTS SPECIAL EDUCATION ENTITLED, TO TOTAL STUDENTS WITH IFSP/IEPs**

AEA	Total Students, with IFSP/IEPs, 0-21	Total DHH Students, with IFSP/IEPs, 0-21	Percent of DHH Students of Total Students with IFSP/IEPs
Keystone	4,476	98	2.19%
267	9,324	195	2.09%
Prairie Lakes	4,252	100	2.35%
Mississippi Bend	7,062	142	2.01%
Grant Wood	8,847	161	1.82%
Heartland, including Des Moines Public Schools*	17,271	385	2.22%
Northwest	5,782	125	2.16%
Green Hills, including Iowa School for the Deaf**	5,818	202	3.47%
Great Prairie	5,113	73	1.42%
<b>Total Number</b>	<b>67,945</b>	<b>1,481</b>	<b>2.18%</b>

Source of Data. Iowa IDEA Data System, 2016 and AEA educational audiologists annual data collection, Child Count Day 2016.

Note. \*Des Moines Public Schools served 129 DHH students.

\*\*Iowa Schools for the Deaf served 84 DHH students.



## STUDENTS BY AEA WITH IFSP/IEPS AND SERVED BY A TEACHER OF THE DEAF AND HARD OF HEARING

Data were analyzed for DHH students receiving IFSP/IEP services by a teacher of the deaf and hard of hearing from an AEA, LEA or Iowa School for the Deaf, see Table 3.4. The total number of students, birth – 21, with IFSP/IEPs was 1,481.

- The total number of DHH students with IFSP/IEPs who received services from teachers of the deaf was 832 (56%).
  - The percentage of students with IFSP/IEPs by regions who received services by a teacher of the deaf or hard of hearing ranged from 37% - 93%.
  - The highest percentage (93%) was from the region that included the Iowa School for the Deaf.
- The total number of students with IFSP/IEPs who did not receive services from a teacher of the deaf or hard of hearing was 649 (43.8%).
  - These students received special education services from special education providers other than a teacher of the deaf or hearing (e.g., multi-categorical teacher, general education teacher, special education teacher, speech-language pathologist, audiologist, significant disabilities teacher, etc.).
- The total number of students on an IFSP was 89.
  - The number of children with an IFSP and services provided by a teacher of the deaf or hard of hearing was 72 (80%).
  - The number of children with an IFSP without services provided by a teacher of the deaf or hard of hearing was 17 (19.1%)
- The total number of students on an IEP was 1,392.
  - The number of students on an IEP with services provided by a teacher of the deaf or hard of hearing was 760 (54.5%).
  - The number of students on an IEP without services provided by a teacher of the deaf or hard of hearing was 632 (45.4%).
- The statewide ratio of teacher to students was calculated.
  - The total number of teachers of the deaf or hard of hearing was 96.
  - The total number of DHH students with IFSP/IEPs receiving services from teachers of the deaf or hard of hearing was 832.
  - The ratio of teachers of the deaf or hard of hearing (96) to DHH students (832) was 1:8.6.

**TABLE 3.4. TOTAL NUMBER AND PERCENT OF DHH STUDENTS WITH IFSP/IEPS RECEIVING SERVICES PROVIDED BY A TEACHER OF THE DEAF AND HARD OF HEARING**

AEA including LEA and ISD	Total DHH with IFSP/IEPs (B-21)	# of DHH students served by a Teacher of the Deaf (AEA, LEA, ISD)	% of DHH students served by a Teacher of the Deaf (AEA, LEA, ISD)
Keystone	98	51	52%
267	195	72	37%
Prairie Lakes	100	42	42%
Mississippi Bend	142	100	70%
Grant Wood	161	89	55%
Heartland, including Des Moines Public Schools	385	195	51%
Northwest	125	53	42%
Green Hills, including Iowa School for the Deaf	202	188	93%
Great Prairie	73	42	57%
<b>Total</b>	<b>1,481</b>	<b>832</b>	<b>56%</b>

Source of Data. AEA educational audiologists annual data collection, Child Count Day 2016.

#### 4. DISTRICT-WIDE ASSESSMENT DATA

*Iowa Assessments* were administered as the 2016-17 district-wide assessments for Iowa, and reported annually. Students who are deaf or hard of hearing participated in Iowa district-wide assessments; test administration procedures and parameters of accommodations were followed by teachers to meet student participation needs. Those students who did not participate in the *Iowa Assessments*, participated in the *Dynamic Learning Maps Alternate Assessment (DLM AA)*; the IEP teams determined whether students on IEPs took the *Iowa Assessments* or the *DLM AA*.

*Iowa Assessment* data were obtained for a total of 1,317 students in grades 3-8 & 10 or 11. (None of these students took the Alternate Assessment, as determined by the IEP team.) The Reading and Mathematics assessments were given to students in grades 3-8 and either grade 10 or 11. The Science assessment was given to students in grades 5, 8, and 11. The data also included the following descriptive information: Gifted, Migrant or Homeless, Free and Reduced Lunch, and English Language Learners.

- Of the 1,317 students in grades 3-8 & 10 or 11
  - 673 students (51%) did not have an IEP; or status unknown
    - 78 were identified as Gifted
    - 239 were eligible for Free and Reduced Lunch
    - 33 were English Language Learners
    - Less than 10 were identified as Migrant or Homeless
  - 122 students (9%) were identified as having a 504 Plan
    - 12 were identified as Gifted
    - 34 were eligible for Free and Reduced Lunch
    - Less than 10 were English Language Learners, Migrant or Homeless
  - 522 students (40%) had an IEP, in grades 3-8 & 10 or 11 with *Iowa Assessment* scores and not identified as taking the Alternate Assessment
    - 15 were identified as Gifted
    - 300 were eligible for Free and Reduced Lunch
    - 52 were English Language Learners
    - Less than 10 were identified as Migrant or Homeless
- Of the 1,317 total students who took these assessments
  - 105 (8%) were identified as Gifted
  - 573 (47%) eligible for Free and Reduced Lunch
  - Approximately 85 (6%) were English Language Learners

#### OVERALL PROFICIENCY OF STUDENTS BY ACADEMIC AREA ON IOWA ASSESSMENTS

*The Iowa Testing Programs* have established test administration procedures and parameters of accommodations for the *Iowa Assessments*. Therefore, these results were analyzed for DHH students.

Table 4.1 shows the percent of students who were proficient in reading, math, and science for those not in special education, or status unknown; 504 Plans (ADA plan of support for accommodations); and Individualized Educational Plans (special education plan of instructional and/or related services support).

Results of the data indicated that students without IEPs and with 504 Plans attained proficiency at an average or higher percent proficient for reading, math, and science. For those students with IEPs, a lower percent was proficient for reading, math or science; however, math and science were higher than reading.

TABLE 4.1. IOWA ASSESSMENTS PROFICIENCY RESULTS FOR DHH STUDENTS 2016-2017

Student Status	Number & Percent Proficient in Reading Grades 3-8 & 10 or 11	Number & Percent Proficient in Math Grades 3-8 & 10 or 11	Number & Percent Proficient in Science Grades 5, 8 & 11
No IEP; or status unknown	548 (81%) (n=673)	562 (84%) (n=673)	199 (79%) (n=251)
504 Plan	95 (78%) (n=122)	101 (83%) (n=122)	48 (86%) (n=56)
IEP	188 (36%) (n=522)	223 (43%) (n=522)	77 (40%) (n=191)

Source of Data. Iowa Department of Education, Bureau of School Improvement, 2017.

#### DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT (DLM AA) DATA

*Dynamic Learning Maps (DLM)* is the Iowa Alternate Assessment. The English Language Arts (ELA) and Mathematics assessments were given to students in grades 3-11, with the exception of some districts that did not give a general assessment to 9<sup>th</sup> graders. The Science assessment was given to students in grades 5, 8 & 11.

On the *DLM AA*, proficiency is defined as the student met the alternate achievement standards in the subject at his/her grade level. For a student to have made progress, s/he would need to have increased at least one performance level in the EL AA. If a student did not make progress, s/he would have remained, or regressed on the performance levels.

Data were summarized for English Language Arts, Mathematics, and Science, see Table 4.2. DHH student results indicated:

- 173 students participated in the ELA and Mathematics *DLM AA* (n=773 without 9th graders or n=866 with 9th graders)
  - A total of 173/773 (22%) or 173/866 (20%) DHH students participated in the *DLMAA*.
- 64 students participated in the science alternate assessment
  - A total of 299 DHH students were on IEPs in grades 5, 8 & 11
  - 64/299 (22%) of the DHH students on IEPs in grades 5, 8, & 11 took the science alternate assessment.

TABLE 4.2. DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT (DLM AA) DATA

Alternate Assessment	Number Tested	Proficient	Not Proficient
English Language Arts	n = 173	53 (31%)	120 (69%)
Mathematics	n = 173	26 (15%)	147 (85%)
Science	n = 63	<10	56 (88%)

Source of Data. Iowa Department of Education, Alternate Assessment Program Consultant, 2017.

## 5. EARLY LITERACY UNIVERSAL SCREENING DATA

Statewide, students were required to participate in state-approved early literacy universal screening three times a year. For example, students participated in some format of the state-approved assessment: *Formative Assessment System for Teachers (FAST)*, *the AIMSweb*, *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*, *STAR Reading*, etc. The majority (96-98%) of Iowa districts administered the *FAST*. Regarding data for DHH students, early literacy assessments in *FAST* do not include benchmarks for sensory atypical students (deaf or hard of hearing). There are some accommodations allowed on these assessments (text magnification, sound amplification, and proxy responses); however, if a student needs sign language to participate in the assessment, that accommodation is beyond the parameter of the test-norming process. Therefore, universal screening data for the sensory atypical population was not reported and could not be used for literacy risk or benchmark comparisons. However, the assessment could be administered with modifications for measuring DHH student individual growth only.

Some DHH students participated in early literacy universal screening. Individual results should be interpreted with caution as the means by which they participated (with permitted accommodations, with accommodations beyond those permitted or by taking another early literacy screening measure and appropriate for their individual learner characteristics) is not known.

### EARLY LITERACY ALTERNATE ASSESSMENT (EL AA)

The *Dynamic Learning Maps (DLM)* were used for the Early Literacy Alternate Assessment (EL AA). It is an assessment of emergent and early literacy development for students with significant cognitive disabilities. The *DLM* is an integrated part of everyday instruction with data collection focused on a variety of work samples, photos, anecdotal notes, frequency counts, and other traditional data collection techniques. Specific grade level targets are identified for each of the seven grade levels. The assessment is designed to track progress across grade levels.

For a student to have made progress, s/he would need to have increased at least one performance level in the EL AA. If a student did not make progress, s/he would have remained, or regressed on the performance levels. *DLM* is an assessment used for students with significant cognitive disabilities which follows standard protocol; therefore, the results can be validly reported. Progress results for the 55 K-3 DHH students are described in Table 5.1.

*DLM* data were analyzed by proficiency for DHH students with significant disabilities.

- 60% of the DHH students made progress in four of the six scales.
- 49% of the DHH students made progress in one scale, “Scale 4: Reading Foundations: Letter Identification.”

TABLE 5.1. EARLY LITERACY ALTERNATE ASSESSMENT (EL AA) DATA

EL AA Scale	Made Progress	Made No Progress
Scale 1: Reading Literature & Information Text: Key Ideas and Details	33 60%	21 38%
Scale 2: Reading Literature: Key Ideas and Details	31 56%	19 35%
Scale 3: Reading Information Text: Integration of Knowledge and Ideas	33 60%	19 35%
Scale 4: Reading Foundations: Letter Identification	27 49%	25 45%
Scale 5: Writing: Text Types and Purposes	33 60%	16 29%
Scale 6: Language: Vocabulary Acquisition and Use	33 60%	20 36%

Data source. Iowa Department of Education, Alternate Assessment Program Consultant, 2017.

## 6. CONCLUSIONS

Conclusions of findings and limitations of the data follow.

### Demographics for Students Who Are Deaf or Hard of Hearing

- The total number of Iowa residents, birth to age 21 years, identified as deaf or hard of hearing was 2,775.

- Students who were deaf and hard of hearing represent 2% of the total number of students with an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) in Iowa.
- 1,294 (46.6%) students did not have IFSP or IEP. Of those:
  - 149 (5.4%) were known to be on 504 Plans
  - 1,145 (41.2%) did not have IFSP or IEP; or status unknown
- 1,481(53.3%) students had an IFSP or IEP. Of those:
  - 89 (6 %) infants and toddlers (birth to 3) had IFSPs
  - 126 (8.5%) students (ages 3-5) had an IEP
  - 1,266 (85.4%) students (grades K-12 Plus) had an IEP
- Teachers of the deaf or hard of hearing served 56% of the students who had IFSPs and IEPs.
- The ratio of teachers of the deaf and hard of hearing (96) to students receiving services from teacher of the deaf (832) was 1:8.6.
- There were 649 students receiving special education services from providers other than a teacher of the deaf (e.g., multi-categorical teacher, general education teacher, special education teacher, speech-language pathologist, audiologist, significant disabilities teacher, etc.).

### District-Wide Assessments

#### *Iowa Assessments*

- The percentage of DHH students with IEPs and proficient by content area was:
  - Reading, 36% - grades 3-8, 10 or 11
  - Mathematics, 43% - grades 3-8, 10 or 11
  - Science, 40% - grades 5, 8, 11
- The percentage of DHH students with no plan or special education services, and proficient by content area was:
  - Reading, 81% - grades 3-8, 10 or 11
  - Mathematics, 84% - grades 3-8, 10 or 11
  - Science, 79% - grades 5, 8, 11

#### *Dynamic Learning Maps Alternate Assessment (DLM AA)*

- The percentage of DHH students with significant disabilities who participated in the district-wide alternate assessment was between 20-22%.
- The percentage of DHH students who were proficient varied from:

- English Language Arts, 31%;
- Mathematics, 15%; and
- Science, 11%.

#### Early Literacy Universal Screening Data

- Benchmark data of the FAST universal screening assessment were not included in the statewide summary data since sensory atypical students were not included as a part of the norming population; peer comparisons were not made or reported with this assessment for DHH students.

#### Early Literacy Alternate Assessment

- DHH students with significant disabilities made similar level progress (near or at 60%) for five of the six reading literature areas.
- DHH students with significant disabilities made less level progress (49%) for letter identification.

### LIMITATIONS OF THE DATA

In compiling information for this report, limitations were noted for availability and access to data, and determining populations.

Changes in Iowa district-wide assessments administered prevented comparison of data from 2006-2007 and 2016-17. However, the 2016-2017 *Iowa Assessment* data indicated that less than 44% of the DHH students demonstrated proficiency in reading, math or science.

Universal screening data were not normed on sensory atypical students and therefore early literacy universal screening data could not be reported for DHH students. If individual students participated in the benchmark assessments, results should be interpreted with caution and used for measuring individual growth only.

The 504 data had limitations since it was collected and reported from two sources and reliability was challenging without a statewide data collection and reporting process. The 504 Plan data were obtained from the Iowa Assessments subgroup information as well as the known 504 Plans reported by audiologists.

Special education services provided for DHH students varied statewide and with the current data collection, it was not possible to align services provided with outcomes. Although licensed teachers of the deaf and hard of hearing served 56% of the students who received special education services, the amount and type of services provided was not known. Also, other service providers supported DHH students and this data were not available to be disaggregated for impact of services.