

Iowa Statewide Services for Students who are Deaf and Hard of Hearing
Enrollment, Achievement, Services
Prepared for the Feasibility and Planning Study Committee
August 27, 2012

Enrollment History

Iowa has not had a consistent mechanism for collecting statewide data on students who are deaf or hard of hearing. One of the reasons is that Iowa does not use disability labels on IFSPs and IEPs. Instead, the term “eligible individual” is used and individual services are described.

This will soon change as the AEA Directors of Special Education have approved the use of the HearForm database statewide. Hearing screening and diagnostic assessment data will be entered for those children served by an AEA educational audiologist. Reports will be generated. The state is in process of obtaining the database, establishing training and implementing its use.

The Iowa Early Hearing Detection and Intervention (EHDI) program reports approximately 40,000 Iowa births per year. Of those, approximately 1-2% per 1,000 (40-80) has an identified hearing loss. Additionally, some may be identified later with progressive hearing loss. Some, but not all of these children with an identified hearing loss, may receive special education IFSP services.

We have data on students who are deaf or hard of hearing for the 2006-2007 school year:

	Number	Percent
Students with identified hearing loss not requiring special education	993	31%
IFSPs (birth to age 3 years)	199	6%
IEPs (3-21 years)	2,039	63%
Total	3,231	100%

In June 2012, I reported preliminary data on the number of students identified by educational audiologists as having a ‘significant’ hearing loss.’ The definition of significant hearing loss used:

A significant hearing loss is defined as:

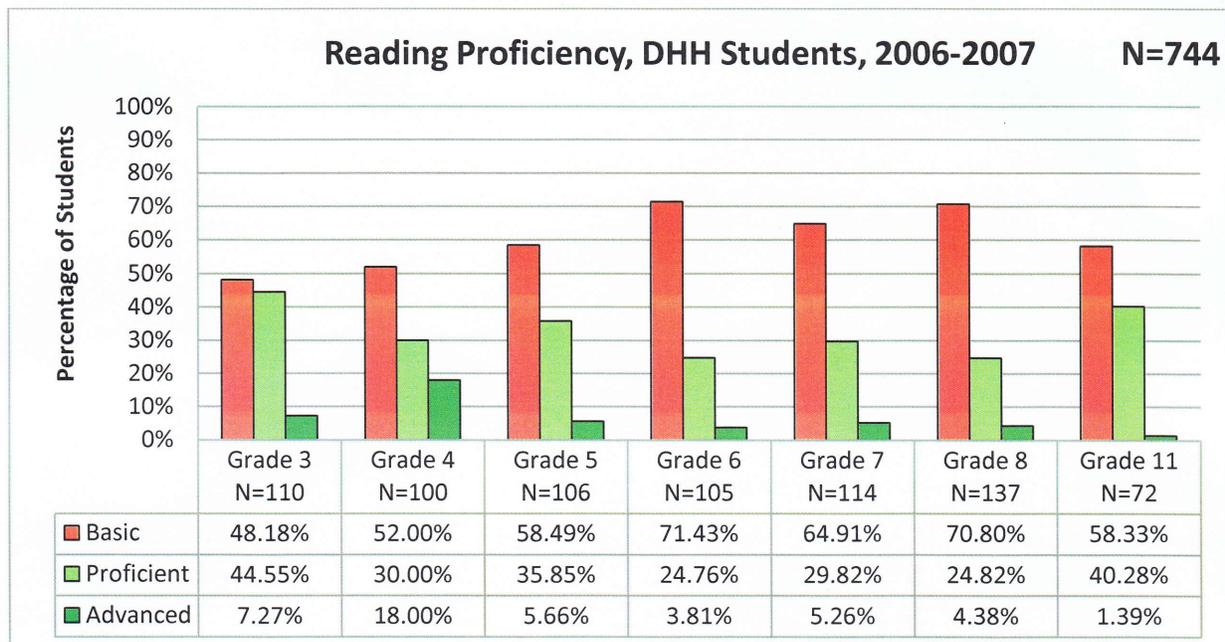
- A unilateral permanent hearing loss, moderate or greater (45dB Pure Tone Average – PTA at 500, 1000, 2000 Hz)
- or**
- A bilateral permanent hearing loss, mild or greater (25dB PTA at 500, 1000, 2000 Hz)
- or**
- A bilateral permanent high frequency hearing loss (35dB PTA at 2 or more of the following frequencies- 2000, 3000, 4000 Hz in the better ear)
- or**
- A hearing loss that, based on the professional discretion of the audiologist, may affect a student academically (e.g.- chronic conductive, fluctuating)
- and**
- hearing services provided by an audiologist and/or teacher of the deaf or hard of hearing.

Last June, preliminary data indicated there were 2,756 students reported to have a significant hearing loss. Since that time we received additional data. We are in the process of matching this data (all students with hearing loss) in order to know the number of students receiving special education services last year, as well as knowing achievement levels. As soon as that information is available, it will be shared.

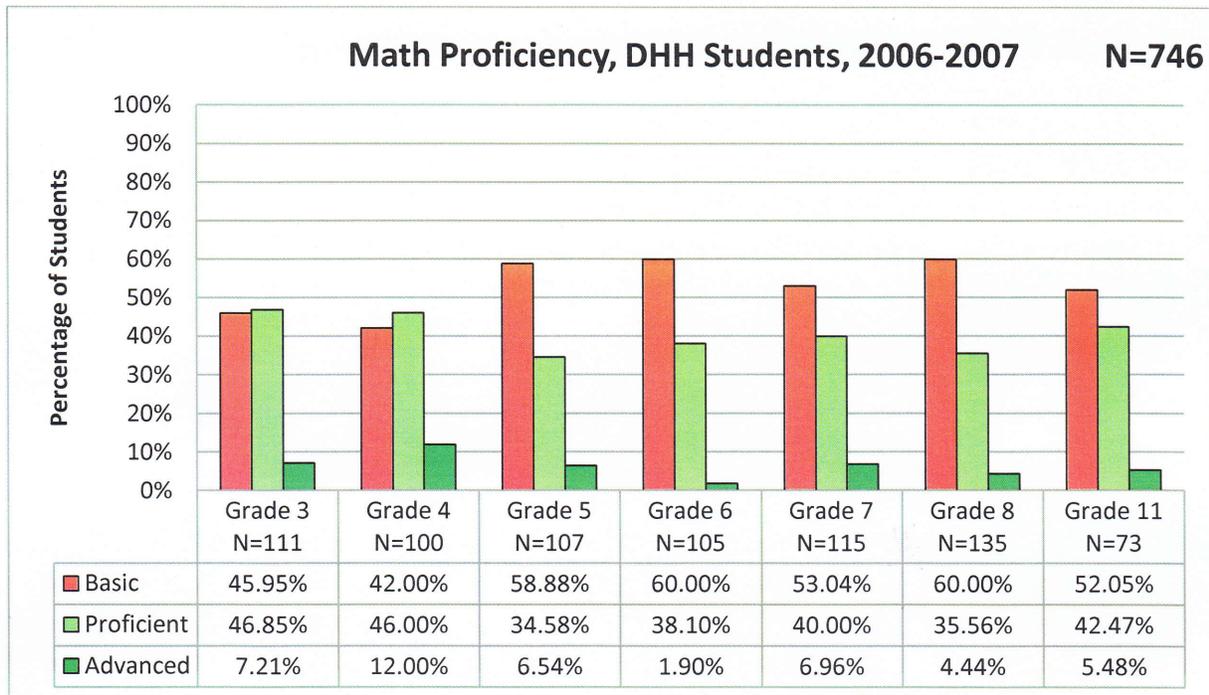
Achievement Data

Achievement Data was analyzed for the 2006-07 school year. Students at Iowa School for the Deaf are not included in this data. We were unable to match and analyze 2011-2012 data for this meeting. Once we have the information, it will be shared with you.

The achievement tests used in 2006-07 were the Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITEDs). 'Basic' is not considered proficient while both 'Proficient' and 'Advanced' are considered proficient.



The gap between students considered not proficient and proficient widens in Middle School. More students in 3rd grade are proficient than not proficient.



Again, the gap between those not proficient and proficient is wider in Middle School. More students in 3rd and 4th grades are proficient than not proficient.

Model of Services to Students Who Are Deaf or Hard of Hearing in Iowa

Statewide, students are generally served in one or more of the following settings:

- General education classroom with an auditory device (hearing aid, cochlear implant, FM system, or classroom amplification system)
- General education classroom with sign language interpreter
- General education classroom with services from itinerant teacher of deaf or hard of hearing
- General education classroom with services from resource teacher of deaf or hard of hearing
- General education classroom with services from resource teacher (general special education, not a teacher of the deaf or hard of hearing)
- Self-contained classroom with a special education teacher and services from itinerant teacher of deaf or hard of hearing
- Self contained classroom with a teacher of the deaf or hard of hearing

Services range from consulting with the general education teacher once or twice a month to direct instruction in a self-contained classroom.

In 2011-2012 –

- Seventeen (17) local school districts employed 30.5 teachers.
- ISD employed 27 teachers.
- Nine (9) AEAs employed 40.5 teachers.
- Nine (9) AEAs employed 56 audiologists
- Forty-five (45) local school districts (including ISD) employed 113 interpreters.