

Specially Designed Instruction

Closing the gap for students with reading disabilities

For the past five years, Green Hills AEA SDI (Specially Designed Instruction) literacy consultants have worked in collaboration with GHAEA and local school special education representatives toward the goal of closing the gap for students with reading disabilities in Grades 3-5, according to Lynn Hockenberry, GHAEA literacy consultant. In 2014-15 this work involved 40 school districts in the GHAEA service area.

GHAEA SDI literacy staff provided four days of large group professional development to teachers of students with IEPs in Grades 3-5, as well as on-site support which included demonstration of lessons, observation of teachers, coaching, data collection and data analysis of Universal Screening, Progress Monitoring and Iowa Assessments.

Results of this work indicate that 58 percent of students (with IEPs) in schools participating met or exceeded "expected growth" as defined by Iowa Assessment from 2013-14 to 2014-15. In 2013-14, 16 percent of students (with IEPs) in participating schools were proficient in reading as measured by Iowa Assessment. The next year, 21 percent of those students were proficient.

This year, the work has expanded to include teachers of students in kindergarten through second grade. The same format of large group professional development and on-site support is being provided.

