Minnesota Department of Education

Students who are Deaf and Hard of Hearing

Fiscal Year 2014

Report

To the

Legislature

As required by

Minnesota Statutes,

section 125A.63

COMMISSIONER:

Brenda Cassellius, Ed. D.

Students who are Deaf and Hard of

Hearing

June 30, 2014

FOR MORE INFORMATION CONTACT:

Mary Cashman-Bakken

Special Education Division

VP 507-412-5214

Mary.cashman-bakken@state.mn.us

2014

Report to the Legislature

As required by

Minnesota

Statutes

125A.63

Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately $13,700.44. Most of these costs involved staff time in analyzing data from surveys and preparing the written report. Incidental costs include paper, copying and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Table of Contents

Legislative Charge

In 2009, an amendment to Minnesota Statutes, section 125A.63 occurred to include this legislative charge:
(1) identify and report the aggregate, data-based education outcomes for children with the primary disability classification of deaf and hard of hearing, consistent with the commissioner's child count reporting practices, the commissioner's state and local outcome data reporting system by district and region, and the school performance report cards under section 120B.36, subdivision 1; and,
(2) describe the implementation of a data based plan for improving the education outcomes of deaf and hard of hearing (D/HH) children that is premised on evidence-based best practices, and provide a cost estimate for ongoing implementation of the plan.

The Minnesota Department of Education (MDE) in collaboration with the Minnesota Resource Center: Deaf/Hard of Hearing Advisory Committee (MNRCDHH) prepared this report as a requirement of Minnesota Statutes, section 125A.63.

Executive Summary

This report contains information surrounding the efforts and initiatives of education-based agencies, departments, and individuals who serve D/HH students and it summarizes D/HH student performance on the Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) assessments. For school districts to be included in this report, they must have at least 10 D/HH students that have completed the assessments. MDE will not report assessment results to districts with 10 or less D/HH students to avoid revealing identifiable data on individual students.

In response to requests from the D/HH community for increased collaboration, a Collaborative Plan for Minnesota students who have a hearing loss was developed. The Collaborative Committee is comprised of various stakeholders including MDE staff and several D/HH Advisory Committee members who gather to review education practices for D/HH in Minnesota. The plan involves developing goals, outcomes and measurable indicators to improve services for students who are Deaf, DeafBlind, and Hard of Hearing. This year the two day collaboration theme was “From Data to Actions; A Community Approach to Improving Outcomes.” The Collaborative Plan Committee modified project goals and began action steps towards the Collaborative Plan. Find additional information on the Collaborative Plan at the Commission of Deaf, DeafBlind, and Hard of Hearing Minnesotans website: (http://www.mncdhh.org/education/481/mn-collaborative+plan.) Read about the Collaborative Plan.

In order to address D/HH students with co-existing disabilities, in 2012, MDE formed a workgroup that distributed a statewide survey to stakeholders to increase collaboration and to determine which disability in addition to hearing loss was the highest priority to address. Survey results revealed that cognitive delay was the most prevalent co-existing disability. During the spring of 2013, a one-day workshop addressing cognitive delay was held for D/HH teachers.

The workshop provided information on:

1. Information on how to conduct evidence based assessments.
2. Effective strategies for disability specific teaching.
3. Introduced tools appropriate for this population.

4. Provided resources for additional support.

In January of 2014, an MDE early childhood workshop was held to provide training to address the second highest priority need for a co-existing disability, which is autism. Results from the workshop evaluation and the three-month follow up indicated that practitioners benefitted from the areas of focus presented during the workshop, but teachers would like a follow up workshop expanding from early childhood to the K-12 co-existing disabilities of autism and D/HH.The metro region is following up with a small group session to practice strategies learned at the workshop.

The D/HH Advisory Committee developed educational recommendations and identified three main areas of focus for improved student outcomes:

1. Early Hearing Detection and Intervention (EHDI)
2. Professional Development
3. The Collaborative Plan

This report outlines the challenges in reporting data for a low incidence disability group such as D/HH. Careful consideration of the diversity and heterogeneity within D/HH education should remain in the forefront of readers' minds as they review this document.

Minnesota Resource Center: Deaf or Hard of Hearing

The Minnesota Resource Center: Deaf or Hard of Hearing (MNRCDHH) is a part of MDE. Minnesota Statutes, section 125A.63 requires that the MNRCDHH have an advisory committee. The purpose of the MNRCDHH, in addition to the legislative charge, is to examine data and to make recommendations for children and youth who are D/HH. The MNRCDHH goal is to improve academic advancement for D/HH students statewide.

In 2014, a D/HH Advisory Committee representative began participating and providing input for the Olmstead Plan Sub-Cabinet. The D/HH Advisory Committee representative that participates in the Sub-Cabinet updates the D/HH Advisory Committee at quarterly meetings.

The Olmstead Plan is specific to Minnesota and is charged with the task of developing and implementing a comprehensive plan that provides services to people with disabilities in the "most integrated settings" appropriate to their needs. The Olmstead Plan gets its name from a 1999 United States Supreme Court decision. In Olmstead v. L.C., the State of Georgia was sued for unnecessarily institutionalizing people with intellectual disabilities. On January 28, 2013, Governor Mark Dayton issued an Executive Order establishing an Olmstead Sub-Cabinet to develop and implement a comprehensive Minnesota Olmstead Plan. Find additional information about the Olmstead Plan at the Department of Human Services website (http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=opc_home.) Read about the Olmstead Plan.

The D/HH Advisory Committee established the following recommendations for MDE staff working with D/HH:

- Function as a statewide resource center for all children and youth who are D/HH, their parents and educational service providers.
- Identify and disseminate information on innovative educational programs and best evidence based practices as they relate to identification, assessment, program planning, curriculum, instruction, transition and hearing loss.
- Increase training opportunities for professionals throughout the state on topics related to special education and services for D/HH students.

- Facilitate effective communication among parents, educators and other concerned citizens on the educational needs of D/HH students.
- Make referrals to appropriate state agencies and other service providers that address D/HH needs.
- Participate in networking activities with national and state professional and consumer organizations sharing common goals for improving programs and services, which may include meetings with MDE staff, the Minnesota Deaf/Blind Technical Assistance Project, Advisory board for Minnesota Hands and Voices and the EHDI Committee.

Provide:

- Technical assistance to interpreters, audiologists, special education administrators, teachers, rehabilitation counselors, related and support service providers and parents of D/HH students.
- In-service training to meet identified local, regional and state needs.
- Consultation or site visits upon written request from school administration to address questions of special education teams.
- Informational workshops on best practices methods, materials and assistive devices, which may include progress monitoring webinars, literacy training, auditory learning DVDs, co-existing disability conferences and institute for teachers and interpreters to improve American Sign Language (ASL) skills and network meetings with teachers and educational audiologists of the D/HH.

Minnesota Department of Education, Division of Special Education

MDE's Special Education Division provides statewide leadership to ensure high-quality education for Minnesota's children and youth with disabilities by applying the most credible data, methods and tools to build capacity in the state's broader educational communities. Through the practice of mutual respect, transparency and responsibility with students, families and educational partners, special education supports high learning standards based on individual needs in preparation for further education, employment, independent living and community participation. The three special education units within the division are:

1. Low Incidence and Work Force unit, specialists ensure that high quality services are provided to students who are D/HH, DeafBlind, blind or physically impaired and those with other health disabilities. In addition, specialists in this unit provide support and guidance on assistive technology, accessible instructional materials, workforce recruitment and retention the Minnesota State Interagency Committee and other aids.

2. Assessment and Accountability unit**,** specializes in services for students with autism spectrum disorder, emotional-behavior disorder, developmental cognitive disabilities and specific learning disabilities. It also provides support and guidance in the areas of Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RTI), alternate assessments, related services and paraprofessionals; assists the state Special Education Advisory Panel (SEAP); and provides program-planning service for the division.

3. Special Education Interagency Partnership unit, works with non-traditional care and treatment education programs, secondary transition, third party funding and provide communication support for the division.

MDE, in collaboration with state, federal agencies, educators, families, students, special education specialists and support staff all contribute to the Special Education Division's vision that all children get necessary support for healthy development and lifelong learning.

The Minnesota Comprehensive Assessment (MCA) Process

Minnesota Statute 125A.63 requires a report on D/HH data gathered from statewide-administered assessments as part of the commissioner's state and local outcome data reporting system by district and region. Minnesota collects D/HH data, which reports on performance of students who are D/HH on the MCAs and the MTAS, as well as other data that has statewide impact.

The MCAs are state tests that help school districts measure student progress toward Minnesota's academic standards and meet the requirements of the No Child Left Behind Act. The reading and math test outcomes determine whether schools and districts have made adequate yearly progress towards student proficiency in 2014. Reading and mathematics tests take place in grades 3-8, 10 and 11.

Minnesota currently has three mandated, standardized assessments in reading, math, and science used for school accountability: the MCA, the MCA-modified, and the MTAS. The MCA-modified and the MTAS are alternate assessments and are for students with disabilities who meet specific eligibility requirements. Students who demonstrate low performance on the MCA for at least two years may be eligible for the MCA-modified. Students with significant cognitive disabilities may be eligible for the MTAS. However, after spring of 2014, the MCA-modified will not be a testing alternative and student-testing options will be the MCA or the MCA-modified.

All public schools are required to participate in statewide testing in reading, mathematics and science in specified grades:

- Students in grades 3-8 and 10 take a standardized assessment in reading.
- Students in grades 3-8 and 11 take a standardized assessment in math.
- Students in grades 5, 8 and once in high school take a standardized assessment in science.

For students with disabilities, the standard MCA should be the first choice before an alternate assessment is considered. The Individualized Education Program (IEP) team decides which assessment should be given to a student with a disability. Students may take an alternate assessment if they meet the eligibility requirements for that assessment. Several types of accommodations are available for students who need them. To validate the assessment, the consideration of accommodation alternatives is of significant importance. The IEP team is responsible for determining, on an annual basis, how a student with a disability will participate in statewide testing.
This decision-making process starts with:

- General education assessment.
- Whether participation in an alternate assessment is warranted.
- Determination if all eligibility requirements are met.

2013-2014 Report Highlights

MCA Data

The MCA data from 2013 assessments revealed that D/HH student test scores statewide were higher than those of the over-all special education population but lower than the average scores

for the general education population. It is important to note that test scores reported in this report will always reflect the previous, rather than the current academic year.

D/HH students in five school districts, Bloomington, Centennial, Eden Prairie, Edina, and Mankato, had very positive results for the 2012 MCA assessments. MDE surveyed four of the five districts in the spring of 2014. Additionally MDE conducted site visits, observed processes and procedures to explore the reasons for the outstanding assessment outcomes. All four districts reported great collaboration among staff, high expectations and general acceptance of D/HH students to their success.

Demographic Data

- D/HH child count data for 2012/13 was 2,498. The 2013/14 D/HH child count data is 2,464, revealed a slight decrease from the previous year.
- D/HH has a large group of 13-year old students approaching transition, MDE is proactively preparing to meet the needs of these transitioning students. In 2013, a transition guideline for D/HH teachers was introduced. MDE encouraged districts to include D/HH teachers' attendance in locally held workshops and meetings on transition. MDE sent communications to D/HH teachers and regional low incidence facilitators to address the urgency of the transition issues for this age group.
- Over 50 percent of D/HH, students reside and attend school in the metropolitan area as compared to the rural regions.

Hearing Screening

Increased awareness of hearing screening practices occurred when the Minnesota Department of Health, in collaboration with many stakeholders, produced a document in January 2014 called "*Guidelines for Hearing Screening after the Newborn Period to Kindergarten Age.*" The document recommends that all evaluations of students birth to pre-K that are referred for special education include data for hearing screening within the previous six months.

MDE implemented a survey for current practitioners to determine current hearing screening practices after the newborn period. Survey results revealed no consistency with hearing screening and practices statewide for newborn to kindergarten age children for identification of hearing loss. To address those inconsistencies MDE formed a workgroup to focus on developing consistent statewide hearing screening practices after the newborn period.

Transition

Minnesota continues to work with Postsecondary Educational Programs Network (PEPNet2), a federal organization whose mission is to increase the educational, career and lifetime choices available to D/HH students. PEPNet2's purpose is to improve postsecondary outcomes for D/HH students including those with co-existing disabilities.
A PEPNet2 team, Research and Evidence Synthesis (RES), established research methods to determine what resources stakeholders need, ensuring that resources are evidence-based. The RES team launched an Analyses of National Longitudinal Transition Study-2 (NLTS-2) using longitudinal data from the NLTS-2. RES investigates factors related to postsecondary outcomes for individuals who are D/HH, such as English literacy, parent factors, social skills, and extracurricular involvement.

PEPNet2 conducted a nationwide comprehensive needs assessment in 2012, where over 1,500 D/HH students, parents, and professionals participated in surveys, interviews and focus groups (Cawthon, 2012).

Key findings from this needs assessment include:

- 53 percent of D/HH students have completed some type of postsecondary education.
- 37 percent of postsecondary students have completed a two or four-year degree.
- 49 percent of students have obtained gainful employment.

The D/HH transition workgroup comprised of MDE, MNCDHH, U of M, DEED and other stakeholders that collaborated with PEPNet2, presented three Minnesota specific goals that are included in the 2014 recommendations to the D/HH Advisory Board. The three goals identified are:

1. Professional development; create two webinars.
2. Family and student education; get more parents involved in transition.
3. Data collection; increase interagency transition data.

Collaborative Plan

In response to requests from the D/HH community in 2008, MNCDHH formed and facilitated the Collaborative Plan for the benefit of Minnesota's D/HH students. This Collaborative Plan workgroup is a diverse group comprised of committed stakeholders and includes several D/HH Advisory Committee members who collaborated to develop a document that includes goals, outcomes, and measureable indicators to improve services for students with a hearing loss in Minnesota. Find detailed information at the Commission of Deaf, DeafBlind and Hard of Hearing Minnesotans at http://www.mncdhh.org/education/481/mn-collaborative+plan

Early Childhood

MDE collects and tracks annual data on the progress of the students in early childhood special education through the Child Outcome Survey Form (COSF).
The COSF uses a 7-point scale for rating student functioning in three outcome areas:

1. Positive social skills.
2. Acquisition of knowledge and language skills.
3. Use of behavior to meet basic needs.

To determine a rating, the educational team needs to be familiar with the child's functioning in the three outcome areas across a variety of situations and settings. The team rates skills and behaviors that allow the child to function in an age-expected way in each outcome area.

The 2014 COSF survey included additional in-depth question questions regarding the three outcome areas. The results revealed that when young children with hearing loss enter early childhood they are more likely to be demonstrating age expected skills and often maintain those age expected skills throughout the period of intervention.

Minnesota Eligibility for Deaf or Hard of Hearing Students in Special Education

Minnesota Rule 1335.1331 defines the Minnesota eligibility criteria for D/HH:

Subpart 1. Definition

"Deaf and hard of hearing" means a diminished sensitivity to sound, or hearing loss, that is expressed in terms of standard audio logical measures. Hearing loss has the potential to affect educational, communicative, or social functioning that may result in the need for special education instruction and related services.

Subpart 2. Criteria

A pupil who is D/HH is eligible for special education instruction and related services if the pupil meets one of the criteria in item A and one of the criteria in item B, C, or D.

A. There is documentation provided by a certified audiologist that a pupil have one of the following:

(1) a sensor neural hearing loss with an unaided pure tone average, speech threshold, or auditory brain stem response threshold of 20 decibels hearing level (HL) or greater in the better ear;
(2) a conductive hearing loss with an unaided pure tone average or speech threshold of 20 decibels HL or greater in the better ear persisting over three months or occurring at least three times during the previous 12 months as verified by audiograms with at least one measure provided by a certified audiologist;
(3) a unilateral sensor neural or persistent conductive loss with an unaided pure tone average or speech threshold of 45 decibels HL or greater in the affected ear; or
(4) a sensor neural hearing loss with unaided pure tone thresholds at 35 decibels HL or greater at two or more adjacent frequencies (500 hertz, 1000 hertz, 2000 hertz, or 4000 hertz) in the better ear.

B. Pupil hearing loss affects educational performance as demonstrated by:

(1) a need to consistently use amplification appropriately in educational settings as determined by audio logical measures and systematic observation; or
(2) an achievement deficit in basic reading skills, reading comprehension, written language, or general knowledge that is at the 15th percentile or 1.0 standard deviation or more below the mean on a technically adequate norm-referenced achievement test that is individually administered by a licensed professional.

C. The pupil's hearing loss affects the use or understanding of spoken English as documented by one or both of the following:

(1) under the pupil's typical classroom condition, the pupil's classroom interaction is limited as measured by systematic observation of communication behaviors; or,
(2) the pupil uses American Sign Language or one or more alternative or augmentative systems of communication alone or in combination with oral language as documented by parent or teacher reports and language sampling conducted by a professional with knowledge in the area of communication with persons who are deaf or hard of hearing.

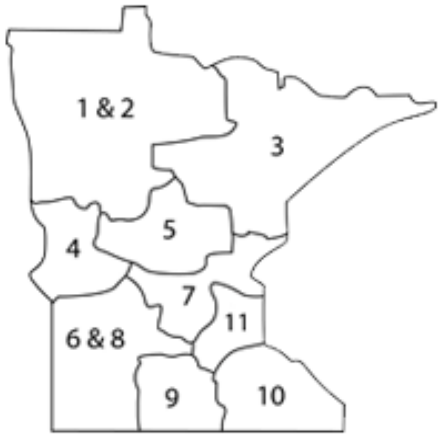
D. The pupil's hearing loss affects the adaptive behavior required for age-appropriate social functioning as supported by:

(1) documented systematic observation within the pupil's primary learning environments by a licensed professional and the pupil, when appropriate; and,
(2) scores on a standardized scale of social skill development are below the average scores expected of same-age peers.

Children can receive services under the category of deaf/hard of hearing from birth until graduation, which can occur up to age 21, as determined by the Individual Family Service Plan (IFSP) or IEP team.

Demographics

Map of Educational Regions in Minnesota



This map is a visual representation of the educational regions in Minnesota.

Percentage of D/HH Students by Region (2013-2014)

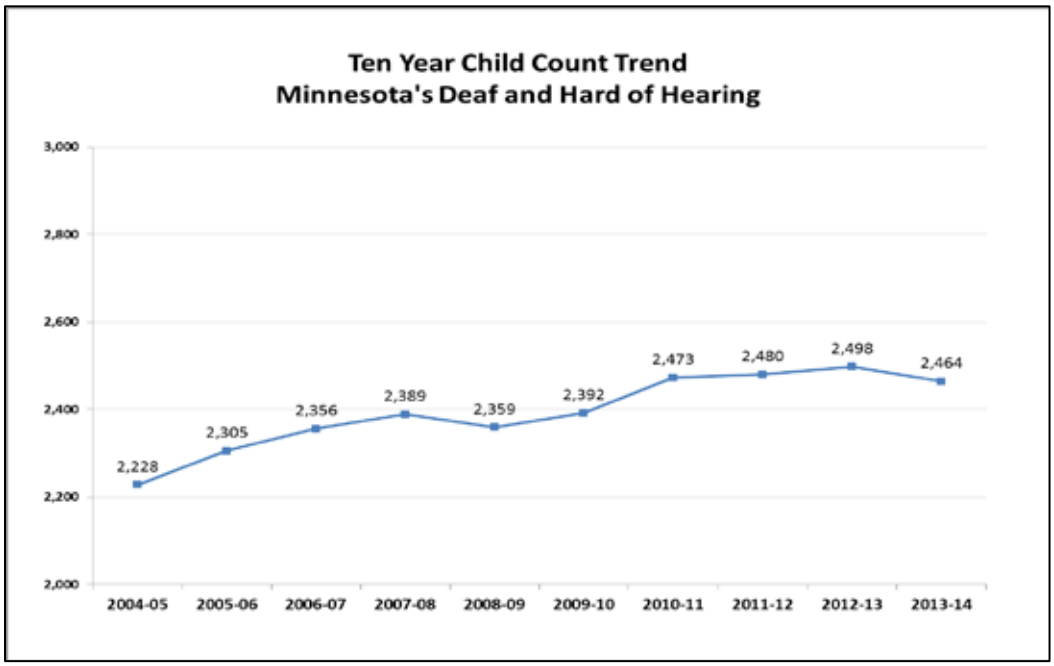
Region Name	K-12 Fall Enrollment	K-12 Child Count (Special Ed)	D/HH K-12	Percent of K-12 Child Count (Special Ed)	Percent of K-12 Fall Enroll
Region 1 & 2	28,667	4,423	34	0.8%	0.1%
Region 3	43,122	6,425	73	1.1%	0.2%
Region 4	30,981	4,654	68	1.5%	0.2%
Region 5	25,042	4,059	49	1.2%	0.2%
Region 6 & 8	44,220	6,114	141	2.3%	0.3%
Region 7	98,257	13,338	176	1.3%	0.2%
Region 9	32,465	4,745	76	1.6%	0.2%
Region 10	74,756	9,476	312	3.3%	0.4%
Region 11	459,644	60,393	1,157	1.9%	0.3%
Totals	**837,154**	**113,627**	**2,086**	**1.8%**	**0.2%**

Child Count

MDE collects annual data from public and private schools in each educational school district from students that have been identified D/HH as their primary disability by an IEP team. There are currently 2,464 children receiving special education services in Minnesota categorized under the primary disability of D/HH.

D/HH students identified with co-existing disabilities may be counted in a primary category other than D/HH. Data gathering methods do not disclose all of the potential need categories that D/HH students may have. Other identified needs exist so these students could be counted in a different primary category that coincides with their co-existing disability instead of D/HH.

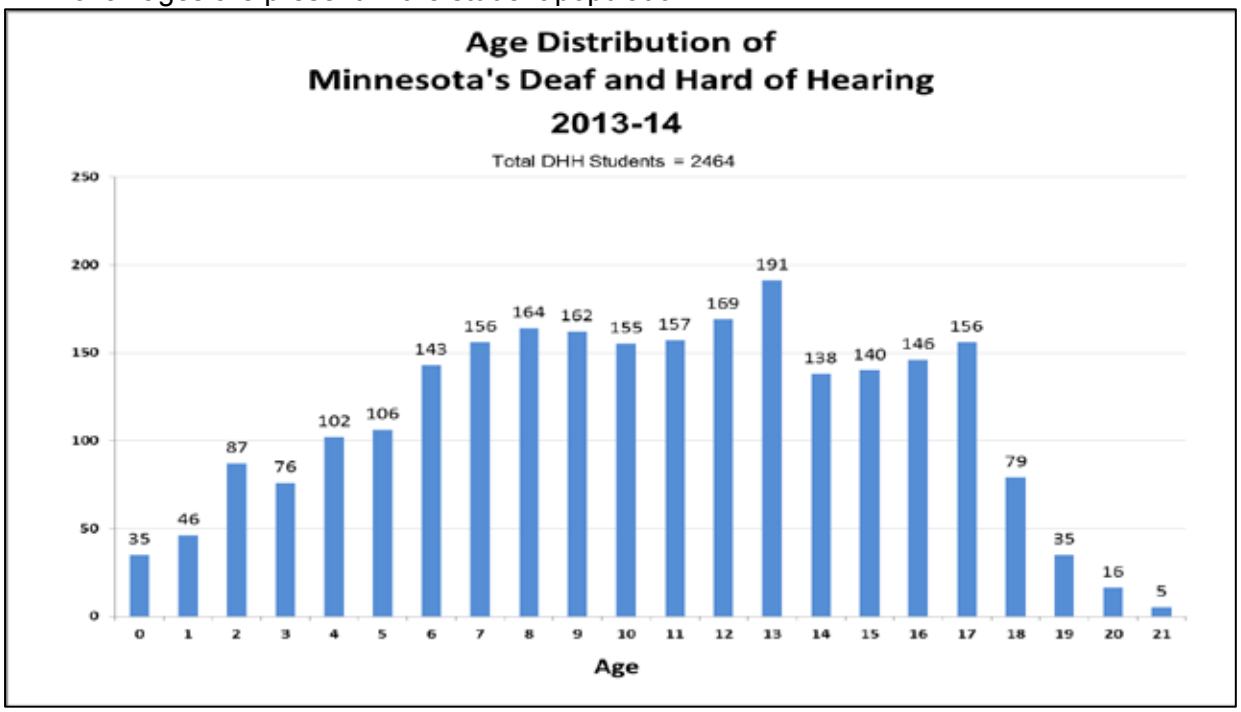
The following data based on the December 1, 2013, child count reported by Minnesota school districts, shows the distribution of children receiving services through the primary category of D/HH.



2013 Ten Year Child Count Trend of Minnesota's D/HH

Year	Child Count
2004-05	2,228
2005-06	2,305
2006-07	2,356
2007-08	2,389
2008-09	2,359
2009-10	2,392
2010-11	2,473
2011-12	2,480
2012-13	2,498
2013-14	2,464

D/HH of all ages are present in the student population.

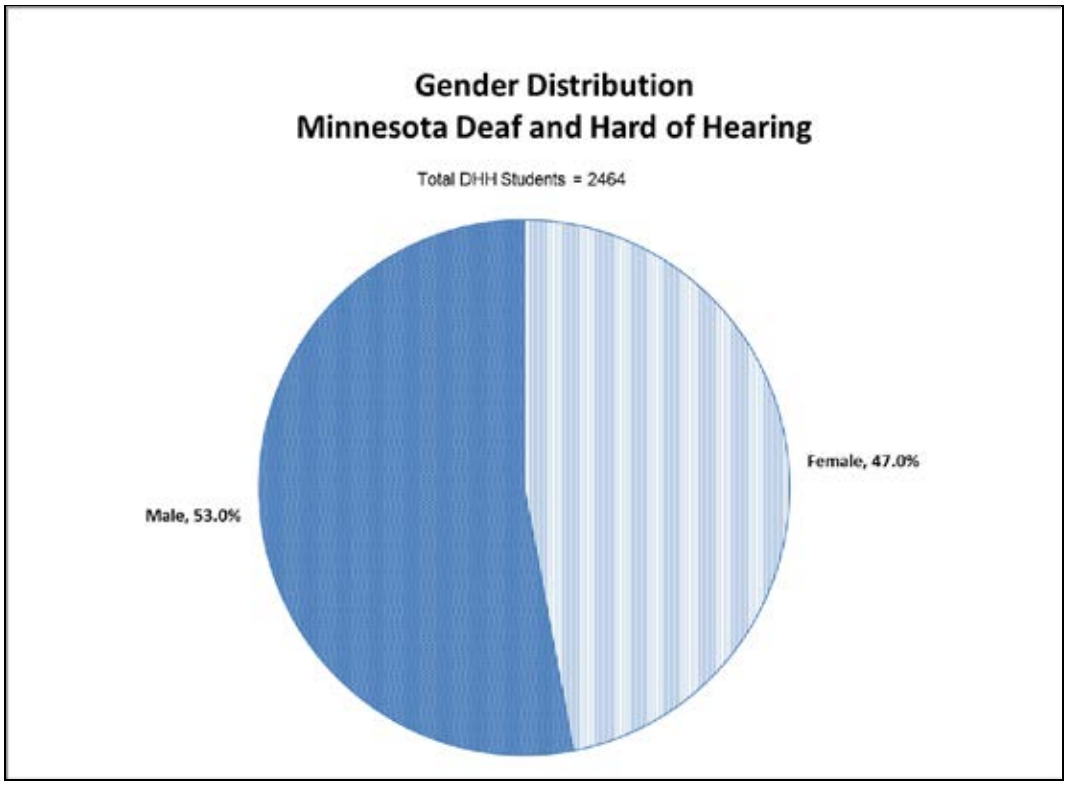


2013-2014 Age Distribution of Minnesota's 2,464 D/HH Students

Age (Dec 1)	D/HH Child Count
0	35
1	46
2	87
3	76
4	102
5	106
6	143
7	156
8	164
9	162
10	155
11	157
12	169
13	191
14	138
15	140
16	146
17	156
18	79
19	35
20	16
21	5

Gender Distribution

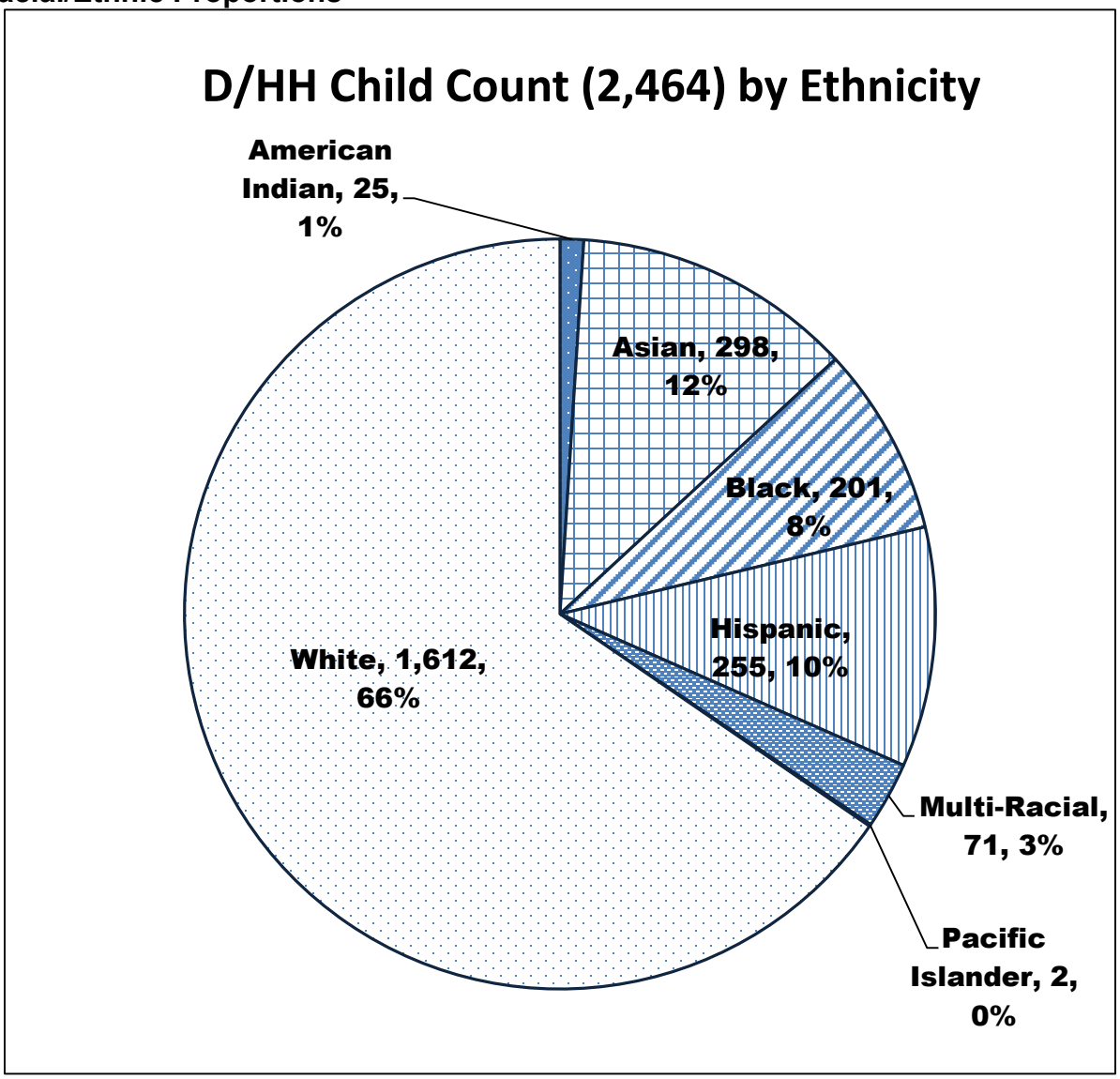
The 2013 data identified 2,464 students with a hearing loss, 53 percent of those students were male and 47 percent were female.



2013-2014 Gender Distribution of Minnesota's 2,464 D/HH Students

Gender	Child Count	% of D/HH
Female	1159	47.0%
Male	1305	53.0%

Racial/Ethnic Proportions



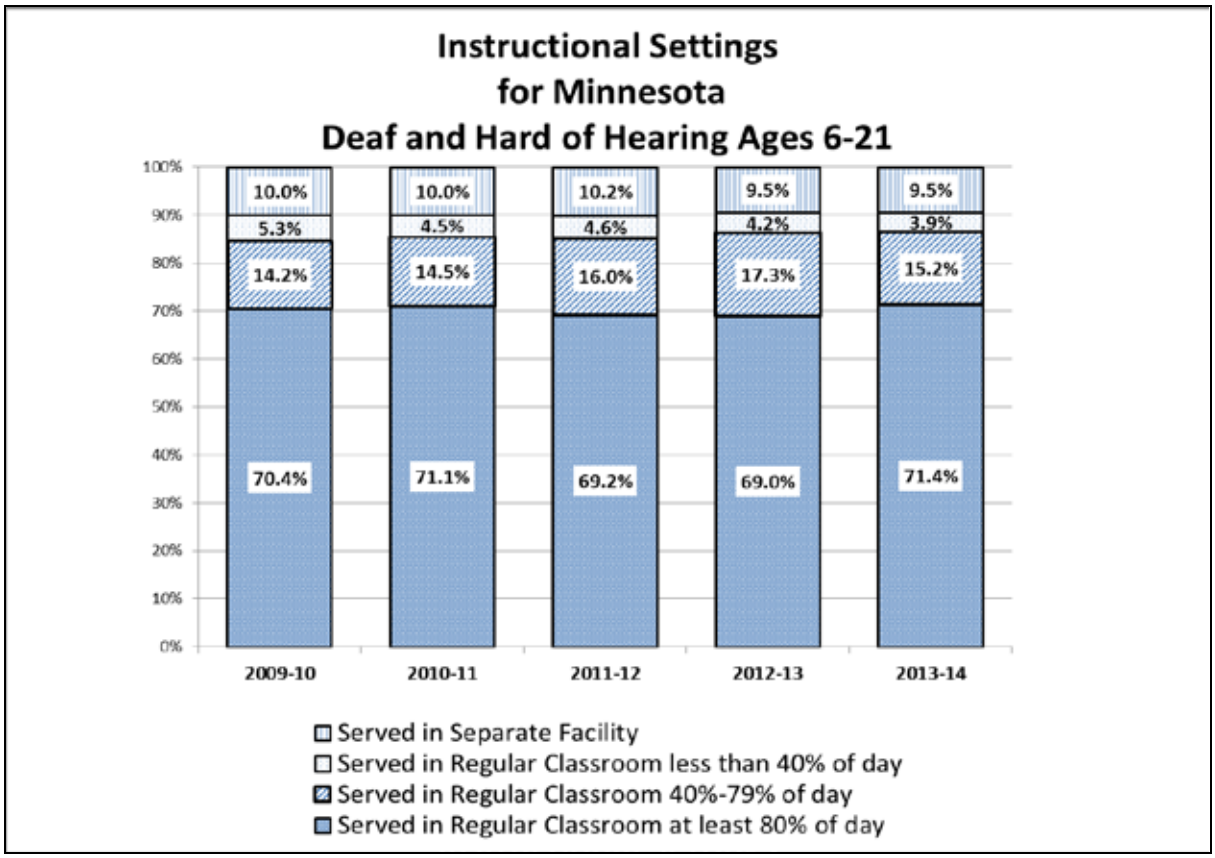
2013-2014 D/HH Enrollments by Race/Ethnicity

Race/Ethnicity	D/HH Child Count	Percent of D/HH Child Count
American Indian	25	1.0%
Asian	298	12.1%
Black	201	8.2%
Hispanic	255	10.3%
Multi-Racial	71	2.9%
Pacific Islander	2	0.1%
White	1,612	65.4%
Total	2,464	100%

Federal Instructional Settings

There are four setting categories and data collection on the percentage of time that D/HH students spend in the special education setting is based on those settings:

- Setting 1: Student is served in general education classes at least 80 percent of the day.
- Setting 2: Student is served in general education classes at least 40-79 percent of the day.
- Setting 3: Student is served in general education classes less than 40 percent of the day.
- Settings 4-8: Student is served in a separate facility.



2013-2014 Special Education Federal Instructional Settings for D/HH by Grade

Year	Grade	(Setting 1) Served in Regular Classroom at Least 80% of Day	(Setting 2) Served in Regular Classroom 40%-79% of Day	(Setting 3) Served in Regular Classroom Less Than 40% of Day	(Setting 4-8) Served in Separate Facility	Total for All 4 Settings
2013-14	K-2	81.2%	8.9%	4.0%	5.9%	100%
2013-14	3-5	77.1%	13.0%	3.4%	6.6%	100%
2013-14	6-8	70.8%	18.8%	3.0%	7.3%	100%
2013-14	9-12	62.1%	17.4%	4.9%	15.7%	100%

Graduation Assessment Requirements

In order to be eligible for a diploma from a Minnesota public high school, all students must fulfill graduation assessment requirements. Based on new legislation in 2013, these requirements have changed. Minnesota students are required to complete three kinds of requirements by the time they graduate.
Students must:

- Satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024.
- Satisfactorily complete all state academic standards or local academic standards where state standards do not apply.
- Meet graduation assessment requirements.

Course Credits

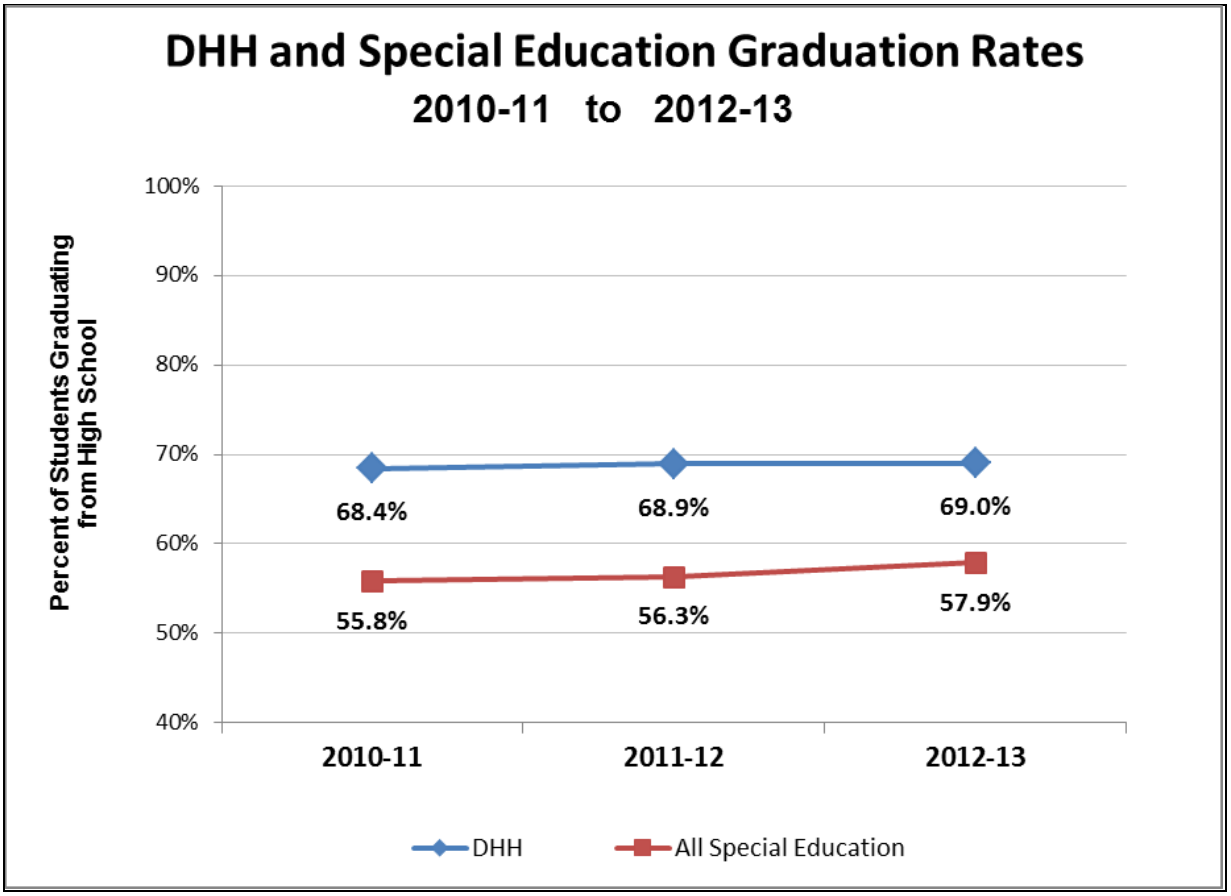
Students complete the academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life. In order to graduate, each child's high school coursework must include at least the minimum state course credit requirements. A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district. Students must complete a minimum of 21.5 course credits as follows:

- **Four credits of language arts.**
- **Three credits of mathematics**, including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra I credit by the end of eighth grade.
- **Three credits of science**, including a biology credit. In addition, students in the graduating class of 2015 and beyond must complete a chemistry, physics, or Career and Technical Education (CTE) credit as part of the 3-credit requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.)
- **Three and a half credits of social studies**, including U.S. history, geography, government and citizenship, world history and economics.
- **One credit in the arts.**
- **Seven elective credits.**

Determination of credits earned in Minnesota, is subject to local decision-making and control. Minnesota Statutes, section 125A.04 states, "Upon completion of secondary school or the equivalent, a pupil with a disability who satisfactorily attains the objectives in the pupil's IEP must be granted a high school diploma."

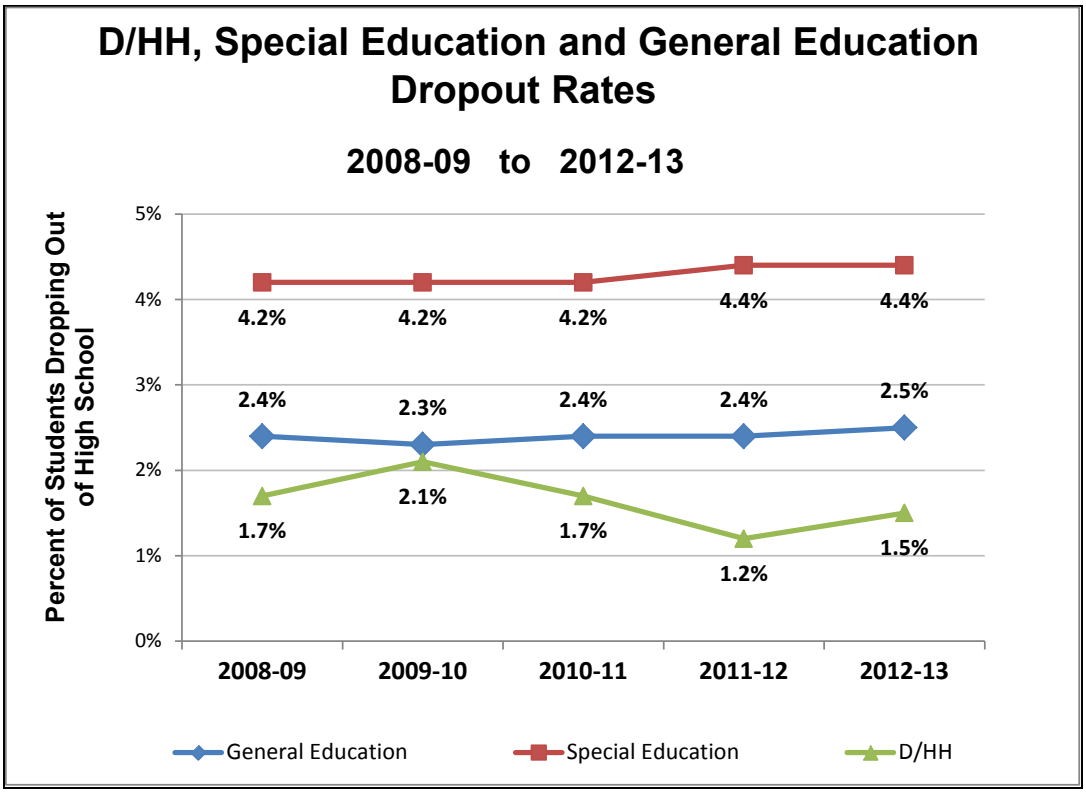
Graduation and School Dropout Rates

Minnesota adheres to the United States Department of Education's definition of dropout. The count and includes all students who have dropped out of school and have not re-enrolled in a different school. Data collection begins on the first day of the school year and ends October 1 of the following school year.



D/HH and Special Education Graduation Rates 2010-11 to 2012-13

Student Category	2010-11	2011-12	2012-13
D/HH	68.4%	68.9%	69.0%
All Special Education	55.8%	56.3%	57.9%



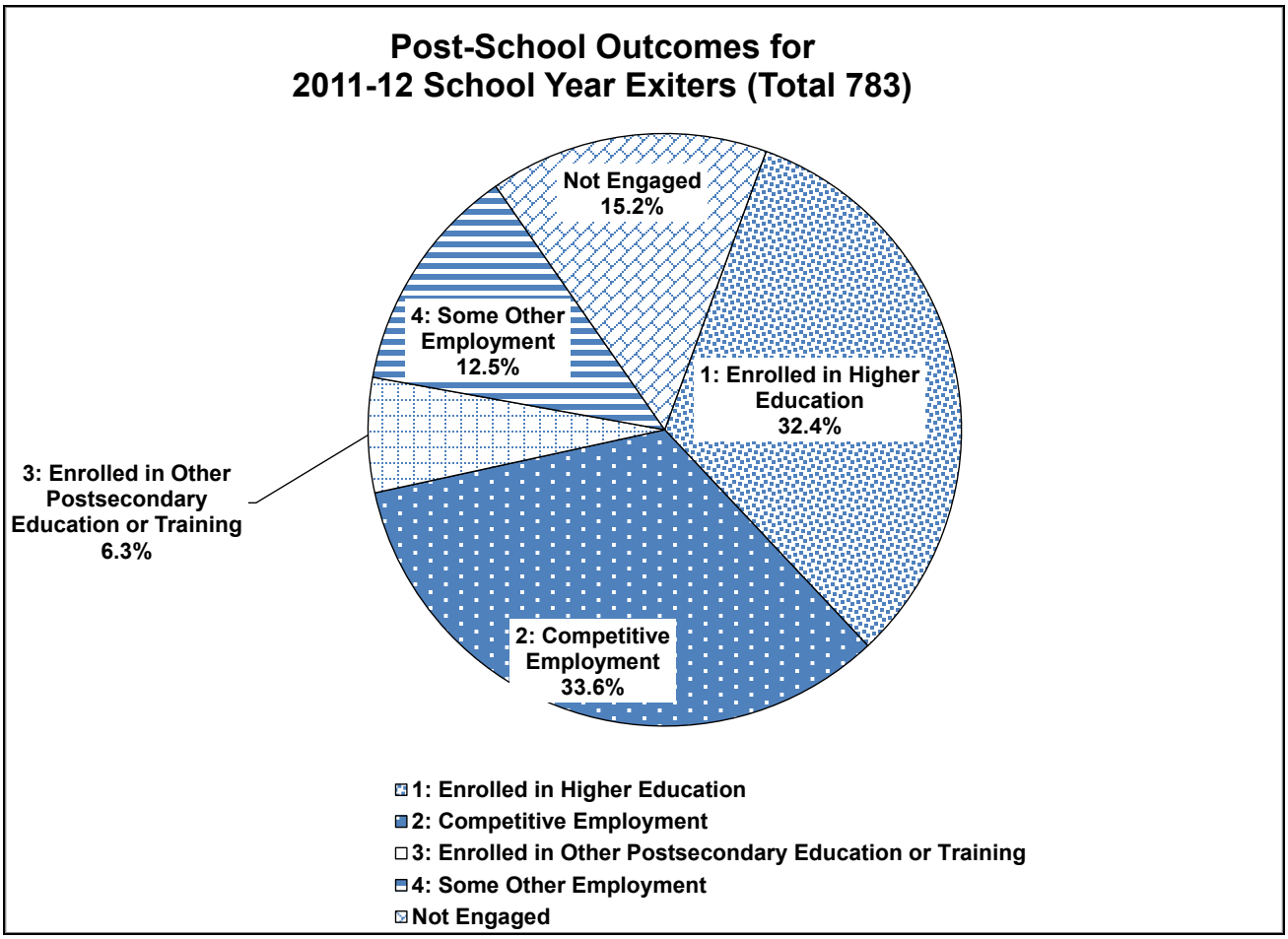
Student Category	2008-09	2009-10	2010-11	2011-12	2012-13
General Education	2.4%	2.3%	2.4%	2.4%	2.5%
Special Education	4.2%	4.2%	4.2%	4.4%	4.4%
D/HH	1.7%	2.1%	1.7%	1.2%	1.5%

Post-School Outcomes

Each year MDE requests information from 1/5 of the districts regarding graduate status as it pertains to the State Performance Plan (SPP) Indicator 14. Graduates answer the following three questions:

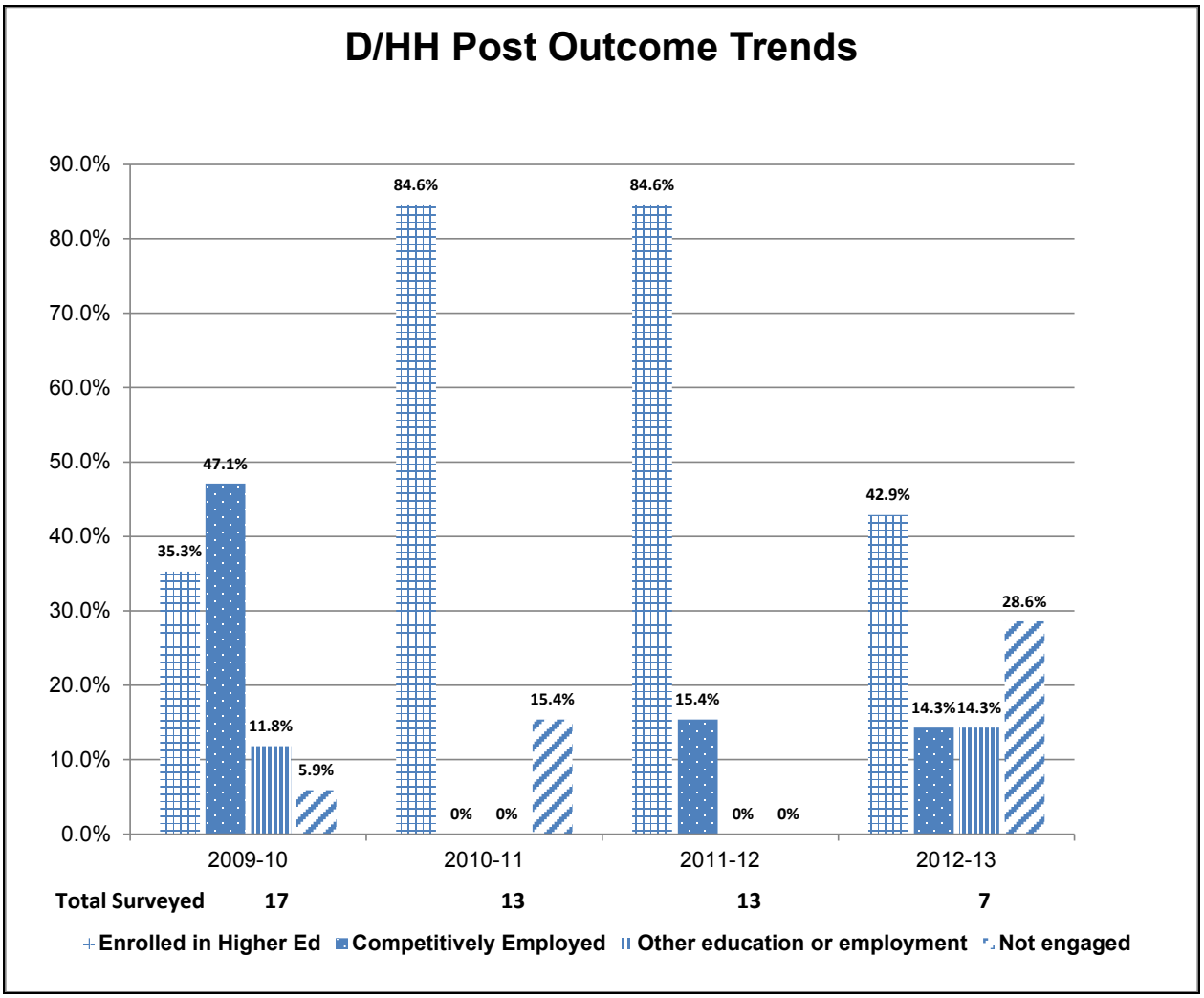
1. Is the student enrolled in higher education or in some other post-secondary education or training program?
2. Is the student competitively employed within one year of leaving high school?
3. Is the student engaged in any form of education or employment?

SPP Indicator #14 (20 U.S.C. 1416(a) (3) (B)



Post-School Outcomes for 2011-12 School Year Exiters

Outcome	Student Total	Percentage
1: Enrolled in Higher Education	254	32.4%
2: Competitive Employment	263	33.6%
3: Enrolled in other post-secondary education or training	49	6.3%
4: Some other employment	98	12.5%
Not Engaged	119	15.2%



D/HH Post School Outcome Trends

Year	Enrolled in Higher Ed	Competitively Employed	Other education or employment	Not engaged	Total Surveyed
2009-10	35.3%	47.1%	11.8%	5.9%	17
2010-11	84.6%	0%	0%	15.4%	13
2011-12	84.6%	15.4%	0%	0%	13
2012-13	42.9%	14.3%	14.3%	28.6%	7

MCA Data Pilot Project, 2014

MDE is charged with creating an annual report on the performance of D/HH students on the MCAs. MDE describes implementation of a data based plan for improving the education outcome that is premised on evidence-based best practices. To understand D/HH student environmental characteristics and practices that lead to students meeting or exceeding MCA standards, the Special Education Division asked four school districts with good outcomes in MCA tests about their educational practices for students with hearing loss.

Using data from 2012, MDE identified the following high performing school districts:

- Bloomington
- Eden Prairie
- Edina
- Mankato

After identifying the environmental characteristics and practices of these districts, MDE intends to increase the percentage of students meeting or exceeding state MCA standards by working with all district partners to implement the identified best practices. More information on the high performing school districts is located in Appendix B. at the end of the report, as "*Deaf or Hard of Hearing High Performing School District Environments"*.

The report identifies critical features for success:

- High Quality Staff
- Enhanced Technology
- Parental Involvement
- High Expectations
- Early Intervention
- Community Partnerships

State Data

A data comparison and trend analysis to previous year test scores would not be accurate due to the new reading and mathematics standards put into effect in 2011. Occasionally, testing achievement standards and alternate conditions are used. The cut-scores for these alternate assessments differ depending on grade level and the content areas assessed.

These are the academic proficiency performance categories:

- Does not meet Proficiency-students at this level do not meet the most fundamental skills established in the Minnesota Academic Standards.
- Partially Proficient-students at this level succeed at some of the skills established in the Minnesota Academic Standards
- Proficient-students at this level meet the standards established in the Minnesota Academic Standards.
- Exceeds Proficiency-students at this level exceed the standards established in the Minnesota Academic Standards.

Find additional information on the academic proficiency performance categories at the MDE website (http://education.state.mn.us/mde/index.html). Read about proficiency categories.

Data Challenges

Students identified with D/HH as their primary disability are not a homogenous group. The data in this report reflect those who have D/HH as a primary disability. D/HH students demonstrate a wide range of types and degrees of hearing loss. Students may speak or use manual communication (e.g., American Sign Language, Signed English, Signing Exact English, and/or Cued Speech) or a combination of sign and speech. Students may have one or two hearing aids, one or two cochlear implants, other amplification devices, or no amplification at all. Additionally, international students may face barriers due to a communication system from their country of origin that is individually unique.

MDE bases data collection according to federal requirements, which does not allow for a detailed description of the hearing loss type but encourages a broad range. Minnesota schools serving D/HH students teach them in a variety of educational settings. A proportion of D/HH students attend schools whose primary goal is to provide D/HH education. MSAD and MDS are the schools in Minnesota offering this specialized education.

Most children attend neighborhood schools, with supports from special educators with expertise in D/HH acting in a variety of roles, including providing direct service or consultative services. Data collected for this report were impossible to desegregate based on a range of factors, which affect educational outcomes.

Those factors included:

- Type of hearing loss.
- Degree of hearing loss.
- Amplification system(s) used.
- Age of onset of hearing loss.
- Age of diagnosis of hearing loss.
- Primary means of communication used in school settings.
- Primary means of communication used at home.
- Family structure and support systems.
- Socio-economic status of family.
- Education services received by the student.
- Identification of additional educational needs for students.
- Parent choice in determining educational placement and communication.

MCA data may not be sensitive enough to reflect challenges and trends within the field. These factors and many more can affect educational outcomes.

Possible Relevant Questions not Considered in this Report:

- Are scores for D/HH students comparable to outcome data for all students from their district?
- Is curricula and instruction aligned with educational standards?
- Are there additional educational needs for students?
- Is there impact related to socioeconomic status?
- Is there impact for families for whom English is not a primary language?
- What is the degree of hearing loss?
- Are accessible formats of curriculum available for students?
- What is the educational setting for students?
- Do students receive direct instruction from a D/HH teacher?
- Are there enough qualified interpreters?

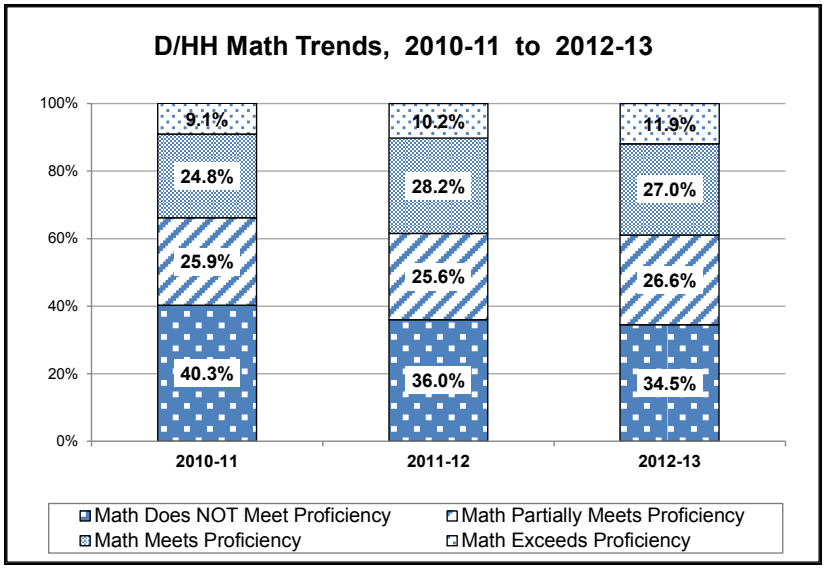
- Is there exposure to a language rich environment?
- Are caseloads increasing? What are the ramifications?
- Is there a need to collect data on primary and secondary eligibility labels?
- Is there collection of dual sensory information?

Data Sources

Minnesota Child Count Trend Data
Minnesota Automated Reporting Student System (MARSS)
Assessment 3 Year Trend Data
Early Childhood Child Outcome Survey Form Data
Minnesota Post-School Outcome 4 Year Trend Chart
DEED/VRS Transition Data

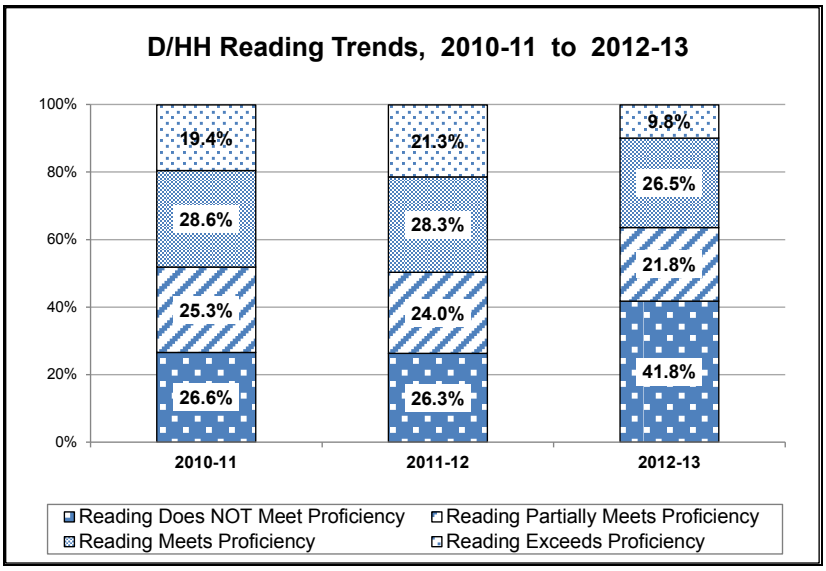
MDE specialists extracted data that is pertinent to D/HH from multiple databases and data sources to produce and present information in charts and tables that include child count, assessment, postsecondary, graduation/drop out and trend data that reflect the D/HH student achievements, milestones and areas of concern.

State Assessment Trends



D/HH Math Trends 2010-11 to 2012-13

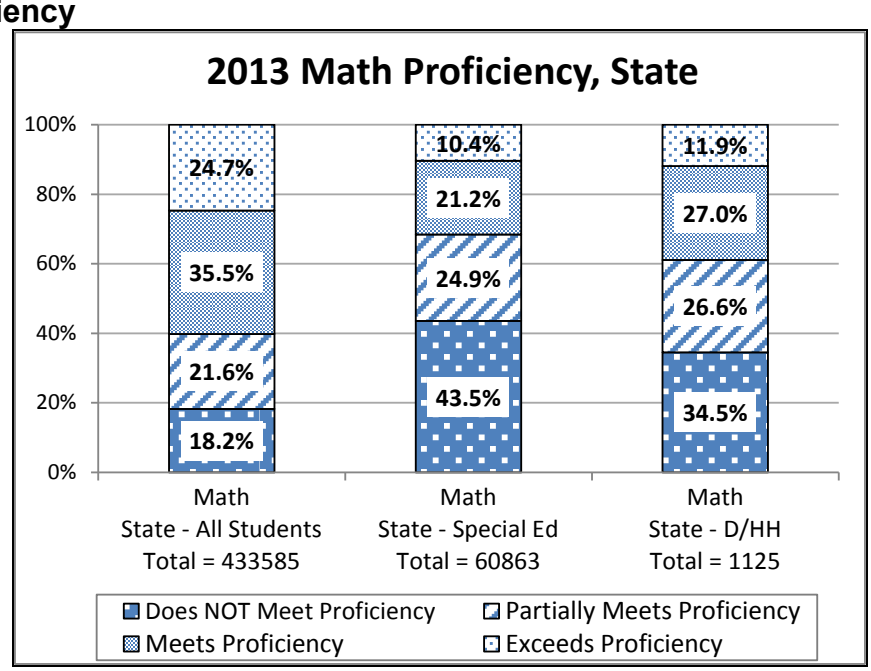
Proficiency	2010-11	2011-12	2012-13
Does NOT Meet Proficiency	40.3%	36.0%	34.5%
Partially Meets Proficiency	25.9%	25.6%	26.6%
Meets Proficiency	24.8%	28.2%	27.0%
Exceeds Proficiency	9.1%	10.2%	11.9%



D/HH Reading Trends 2010-11 to 2012-13

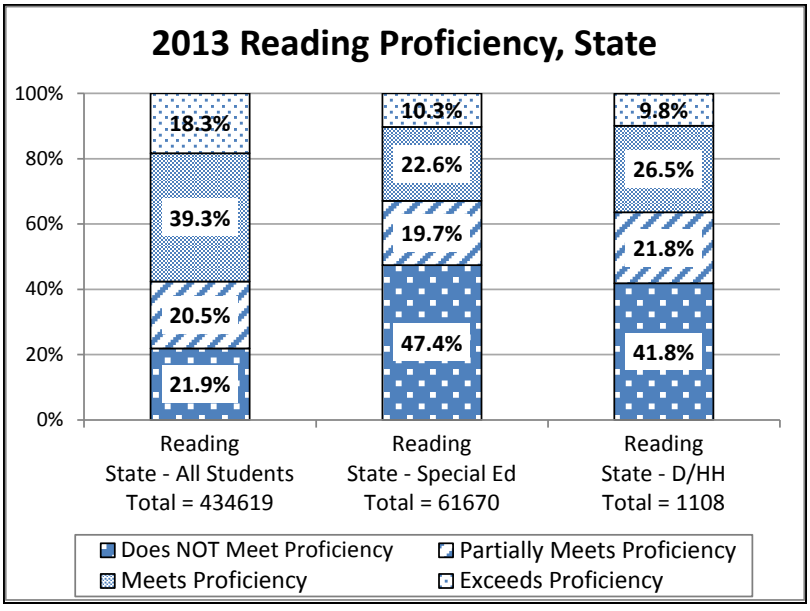
Proficiency	2010-11	2011-12	2012-13
Does NOT Meet Proficiency	26.6%	26.3%	41.8%
Partially Meets Proficiency	25.3%	24.0%	21.8%
Meets Proficiency	28.6%	28.3%	26.5%
Exceeds Proficiency	19.4%	21.3%	9.8%

State Proficiency



2013 Math Proficiency, State

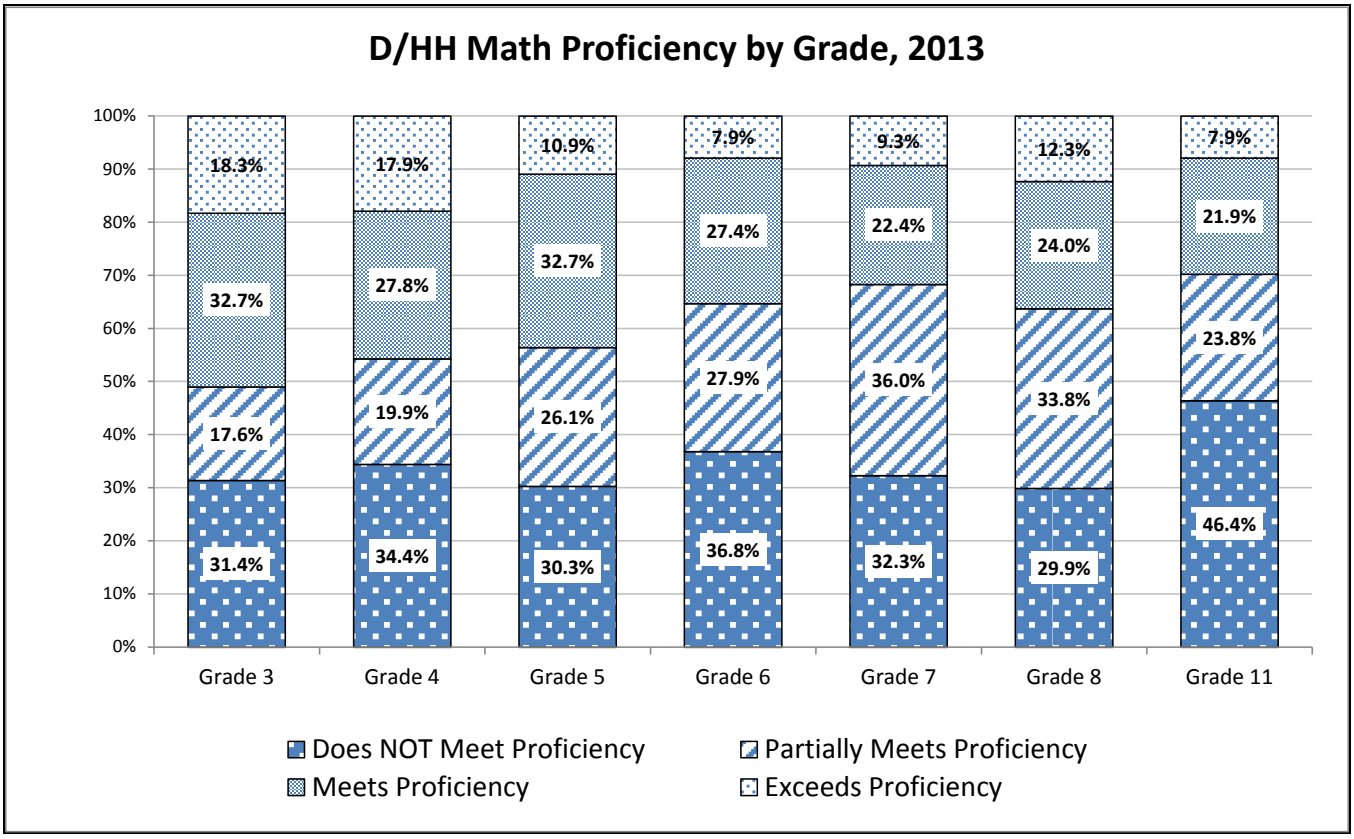
State Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
433585	All Students	18.2%	21.6%	35.5%	24.7%
60863	Special Ed	43.5%	24.9%	21.2%	10.4%
1125	D/HH	34.5%	26.6%	27.0%	11.9%



2013 Reading Proficiency, State

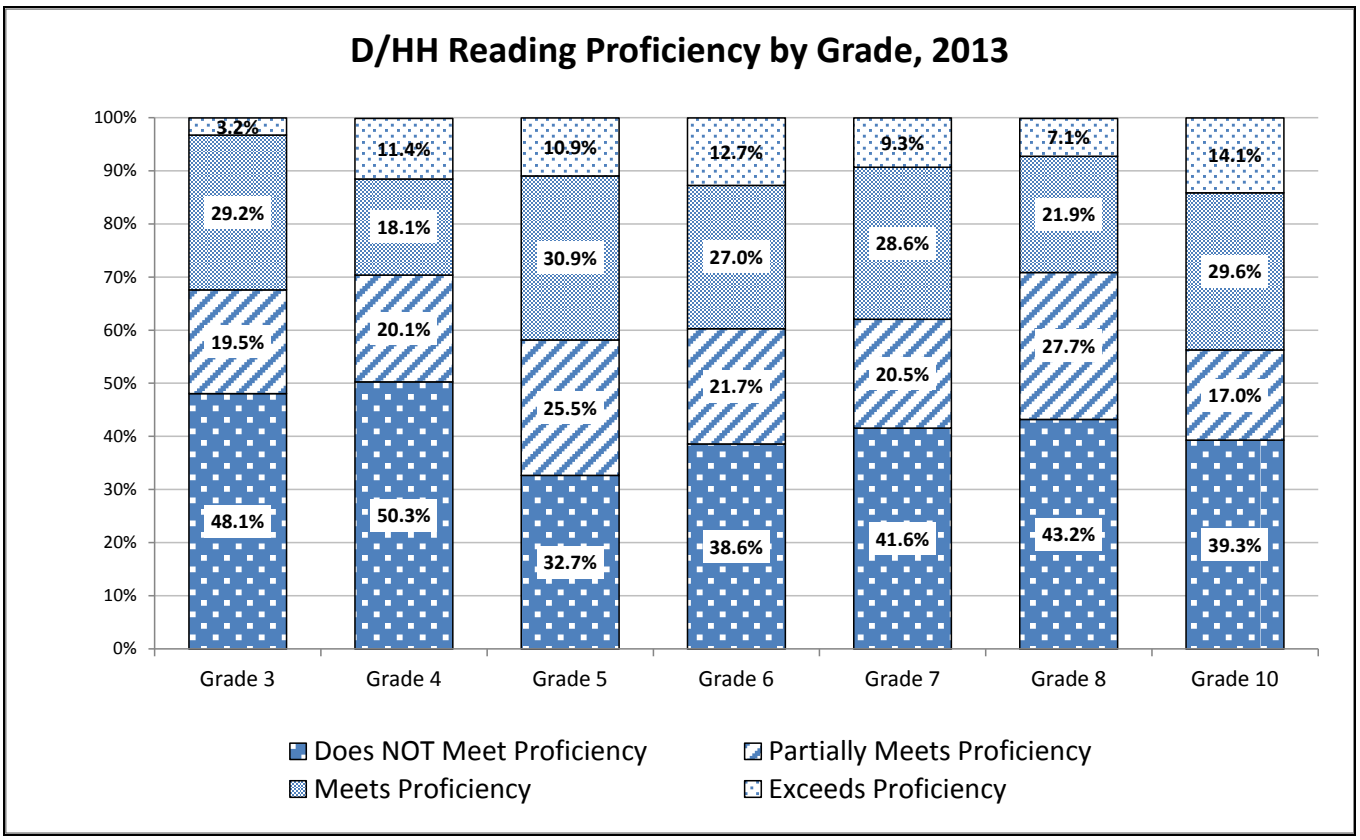
State Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
434619	All Students	21.9%	20.5%	39.3%	18.3%
61670	Special Ed	47.4%	19.7%	22.6%	10.3%
1108	D/HH	41.8%	21.8%	26.5%	9.8%

State Proficiency by Grade



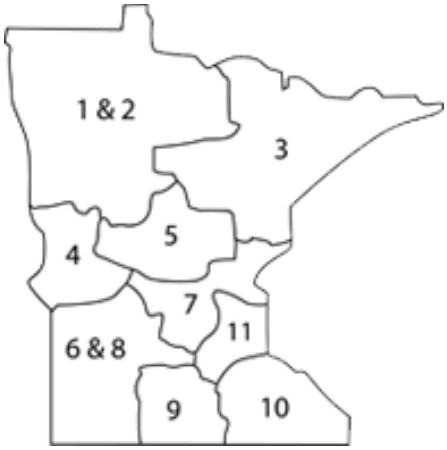
D/HH Math Proficiency by Grade, 2013

Proficiency	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Does NOT Meet Proficiency	31.4%	34.4%	30.3%	36.8%	32.3%	29.9%	46.4%
Partially Meets Proficiency	17.6%	19.9%	26.1%	27.9%	36.0%	33.8%	23.8%
Meets Proficiency	32.7%	27.8%	32.7%	27.4%	22.4%	24.0%	21.9%
Exceeds Proficiency	18.3%	17.9%	10.9%	7.9%	9.3%	12.3%	7.9%



D/HH Reading Proficiency by Grade, 2013

Proficiency	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Does NOT Meet Proficiency	48.1%	50.3%	32.7%	38.6%	41.6%	43.2%	39.3%
Partially Meets Proficiency	19.5%	20.1%	25.5%	21.7%	20.5%	27.7%	17.0%
Meets Proficiency	29.2%	18.1%	30.9%	27.0%	28.6%	21.9%	29.6%
Exceeds Proficiency	3.2%	11.4%	10.9%	12.7%	9.3%	7.1%	14.1%



Regional Data

Deaf and Hard of Hearing

2013-2014

The regional data presented in this section is provided by the 2008-2013 Minnesota child count and the assessment database. Districts must have 10 D/HH students tested to be included in the reporting of this regional data. A comparison to previous year test scores should not be made due to new reading and mathematics standards that were put into effect in 2011.

Region 1 and 2 D/HH Data

Enrollment Data

Region 1 and 2 D/HH Enrollment Trends

2009-10	2010-11	2011-12	2012-13	2013-14
62	54	48	43	39

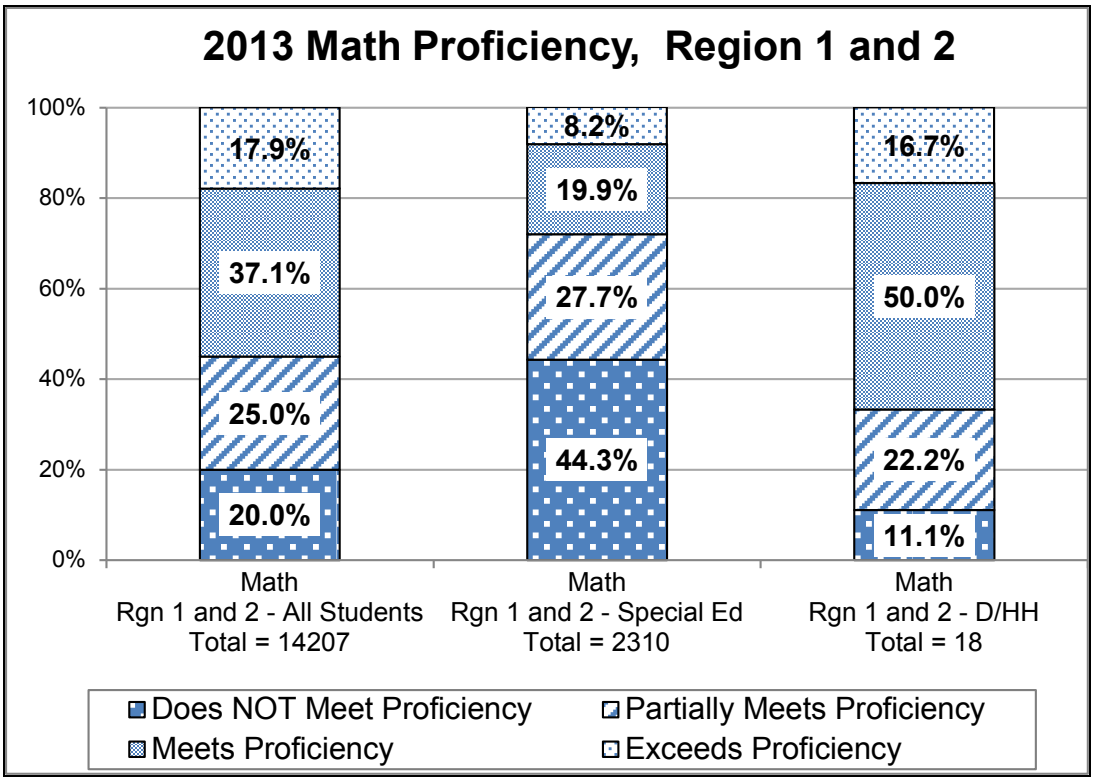
Gender Distribution

Gender	Count	Percentage
F	17	43.6%
M	22	56.4%

Grade Distribution

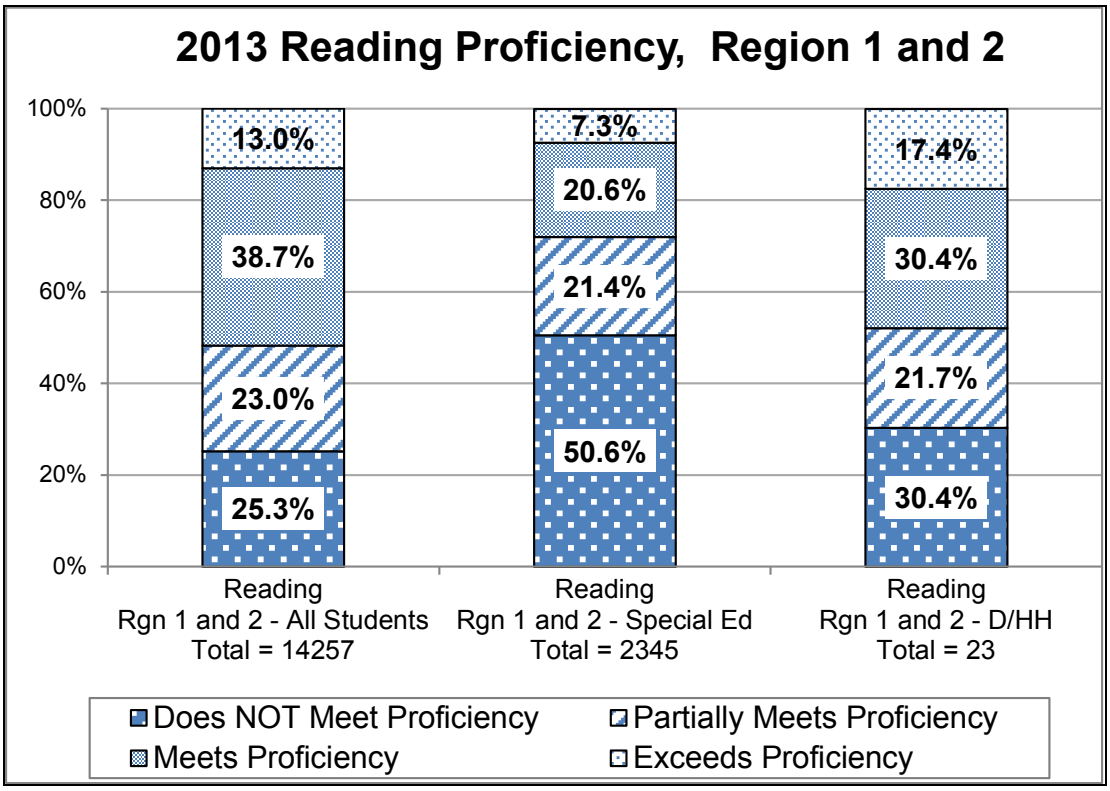
Grade Level	Count	Percentage
Pre-K	5	12.8%
K-5	12	30.8%
6-8	11	28.2%
9-12	11	28.2%

Assessment Data



2013 Math Proficiency, Region 1 and 2

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
14207	All Students	20.0%	25.0%	37.1%	17.9%
2310	Special Ed	44.3%	27.7%	19.9%	8.2%
18	D/HH	11.1%	22.2%	50.0%	16.7%



2013 Reading Proficiency, Region 1 and 2

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
14257	All Students	25.3%	23.0%	38.7%	13.0%
2345	Special Ed	50.6%	21.4%	20.6%	7.3%
23	D/HH	30.4%	21.7%	30.4%	17.4%

Region 3 D/HH Data
Enrollment Data

Region 3 D/HH Regional Enrollment Trends

2009-10	2010-11	2011-12	2012-13	2013-14
82	80	84	91	85

District D/HH Enrollment Trend in Region 3

District	2009-10	2010-11	2011-12	2012-13	2013-14
Duluth	21	23	21	25	29

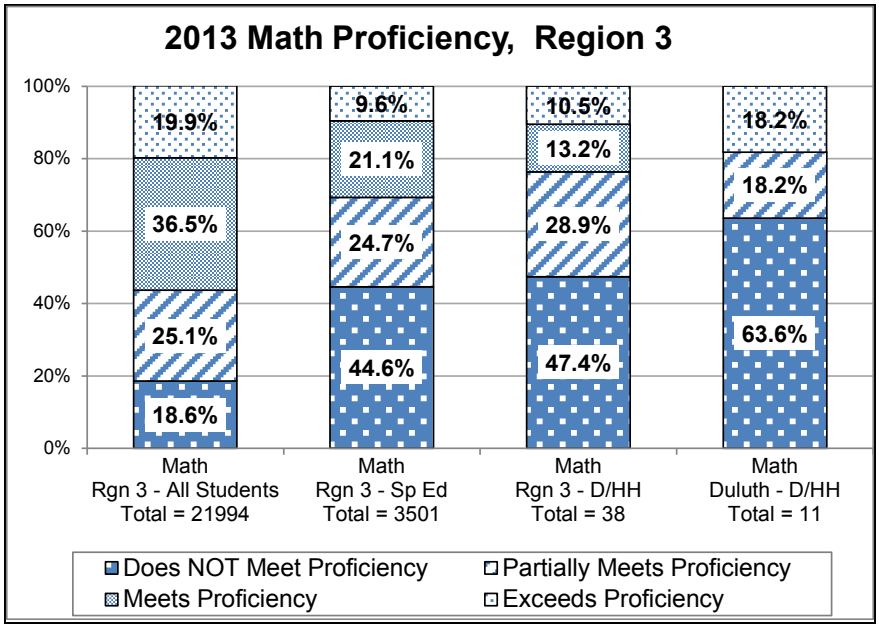
Gender Distribution

Gender	Count	Percentage
F	42	49.4%
M	43	50.6%

Grade Distribution

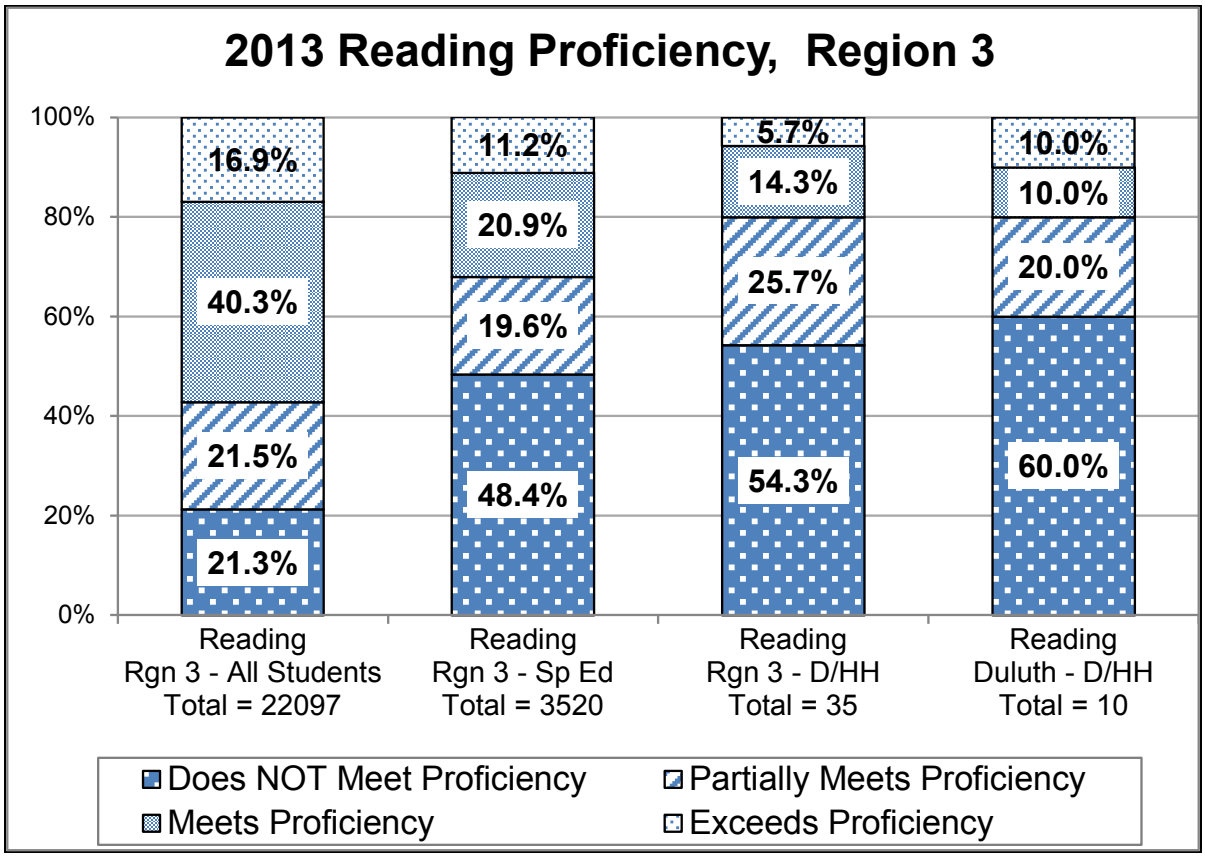
Grade Level	Count	Percentage
Pre-K	12	14.1%
K-5	39	45.9%
6-8	17	20.0%
9-12	17	20.0%

Assessment Data



2013 Math Proficiency Region 3

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Rgn 3	21994	All Students	18.6%	25.1%	36.5%	19.9%
Rgn 3	3501	Special Ed	44.6%	24.7%	21.1%	9.6%
Rgn 3	38	Rgn 3 D/HH	47.4%	28.9%	13.2%	10.5%
Duluth	11	**Duluth** D/HH	63.6%	18.2%	0	18.2%

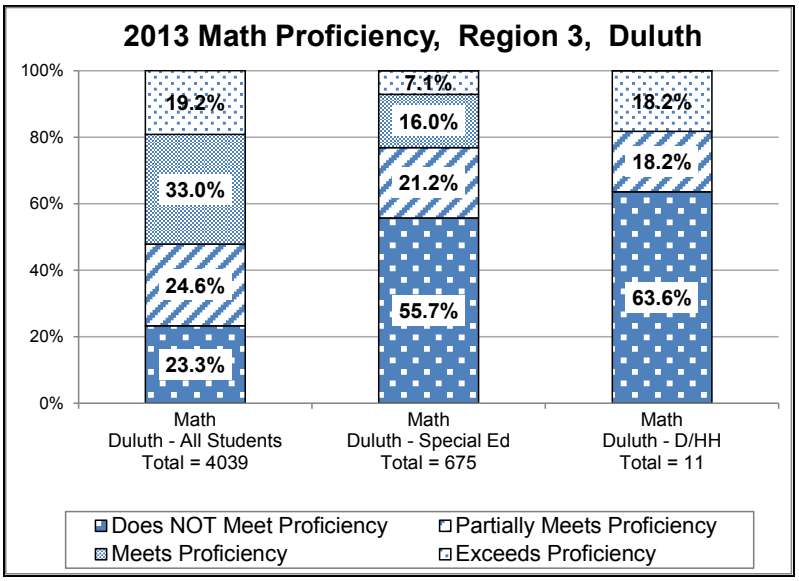


2013 Reading Proficiency, Region 3

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Rgn 3	22097	All Students	21.3%	21.5%	40.3%	16.9%
Rgn 3	3520	Special Ed	48.4%	19.6%	20.9%	11.2%
Rgn 3	35	Rgn 3 D/HH	54.3%	25.7%	14.3%	5.7%
Duluth	10	**Duluth** D/HH	60.0%	20.0%	10.0%	10.0%

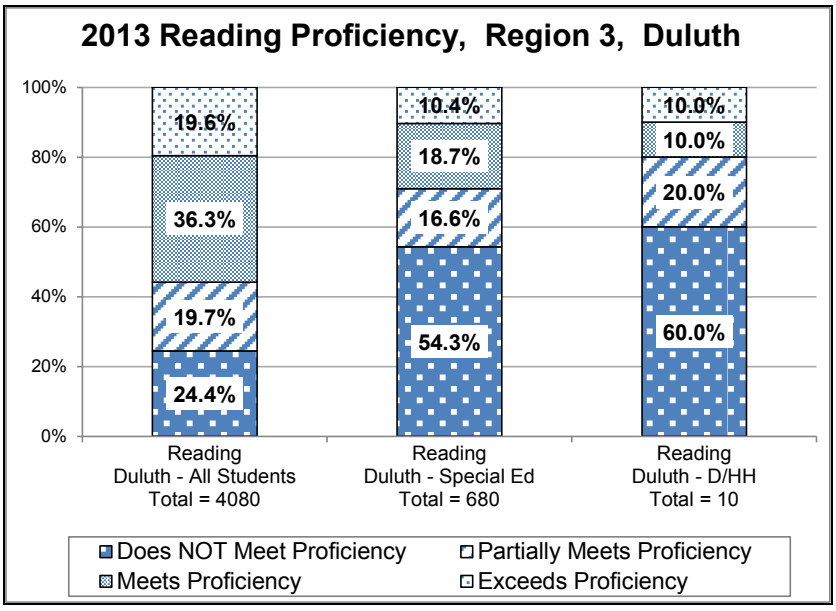
Individual District Data within Region 3

Duluth Assessment Data



2013 Math Proficiency, Region 3, Duluth

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
4039	All Students	23.3%	24.6%	33.0%	19.2%
675	Special Ed	55.7%	21.2%	16.0%	7.1%
11	D/HH	63.6%	18.2%	0	18.2%



2013 Reading Proficiency, Region 3, Duluth

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
4080	All Students	24.4%	19.7%	36.3%	19.6%
680	Special Ed	54.3%	16.6%	18.7%	10.4%
10	D/HH	60.0%	20.0%	10.0%	10.0%

Region 4 D/HH Data

Enrollment Data

Region 4-D/HH Enrollment Trends

Region	2009-10	2010-11	2011-12	2012-13	2013-14
Region 4	78	80	81	75	83

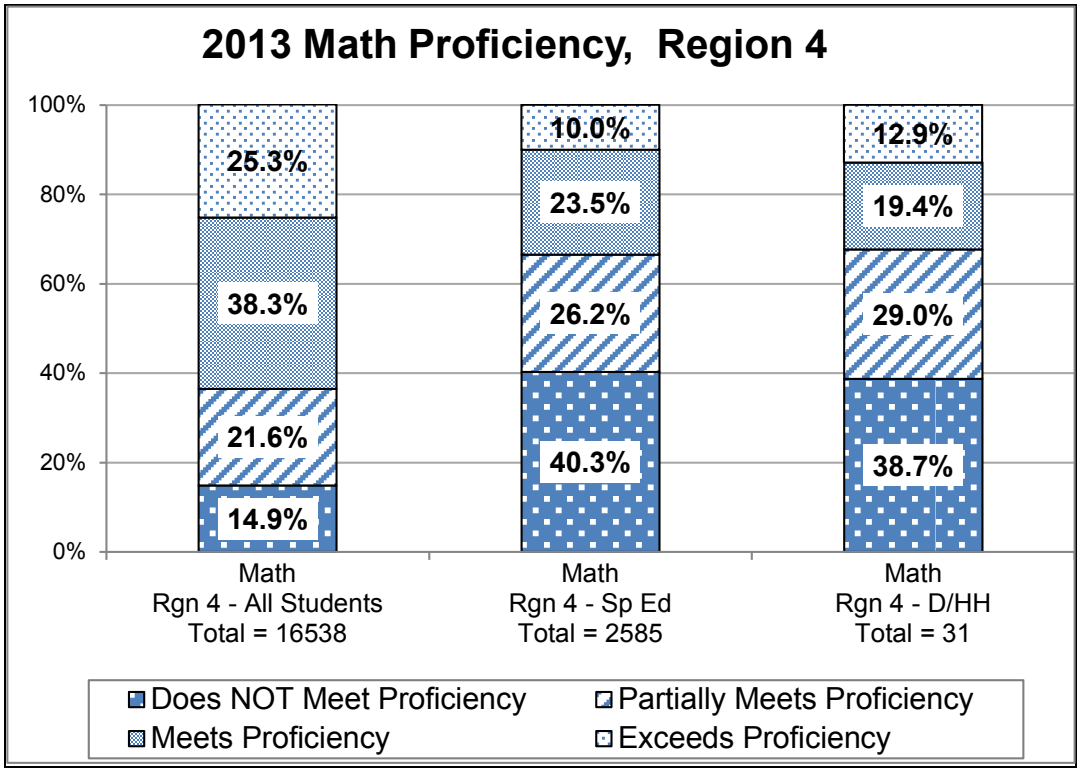
Region 4-Grade Distribution, 2013-14

Grade Level	Count	Percentage
Pre-K	15	18.1%
K-5	27	32.5%
6-8	21	25.3%
9-12	20	24.1%

Region 4-Gender Distribution, 2013-14

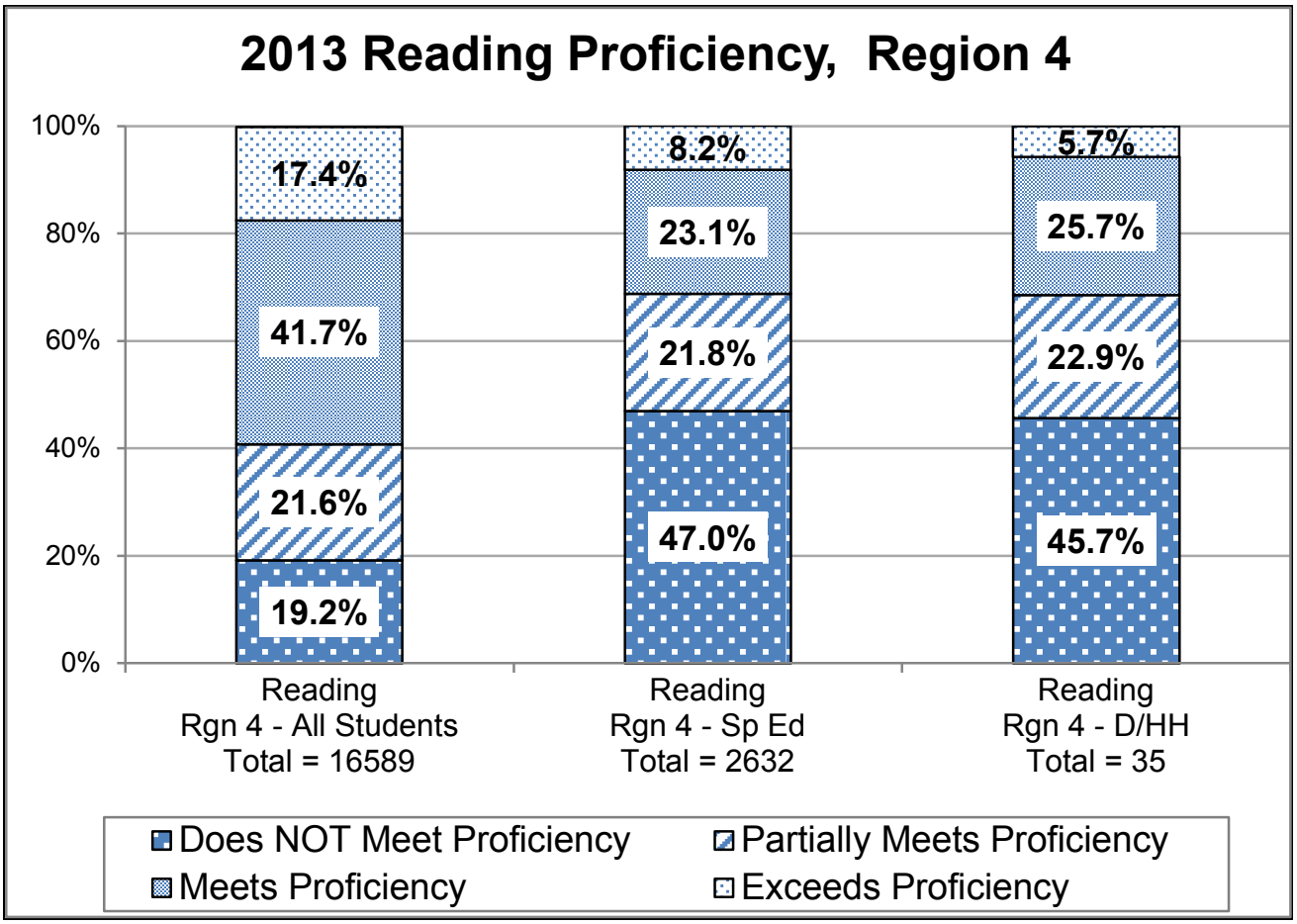
Gender	Count	Percentage
F	43	51.8%
M	40	48.2%

Assessment Data



2013 Math Proficiency, Region 4

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
16538	All Students	14.9%	21.6%	38.3%	25.3%
2585	Special Ed	40.3%	26.2%	23.5%	10.0%
31	D/HH	38.7%	29.0%	19.4%	12.9%



2013 Reading Proficiency, Region 4

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
16589	All Students	19.2%	21.6%	41.7%	17.4%
2632	Special Ed	47.0%	21.8%	23.1%	8.2%
35	D/HH	45.7%	22.9%	25.7%	5.7%

Regions 5 and 7 D/HH Data

Enrollment Data

Regions 5 and 7-D/HH Enrollment Trends

Region	2009-10	2010-11	2011-12	2012-13	2013-14
Rgn 5 and 7	235	236	242	245	264

Enrollment Trends of Districts in the Region

District	2009-10	2010-11	2011-12	2012-13	2013-14
St. Cloud	27	28	32	31	32

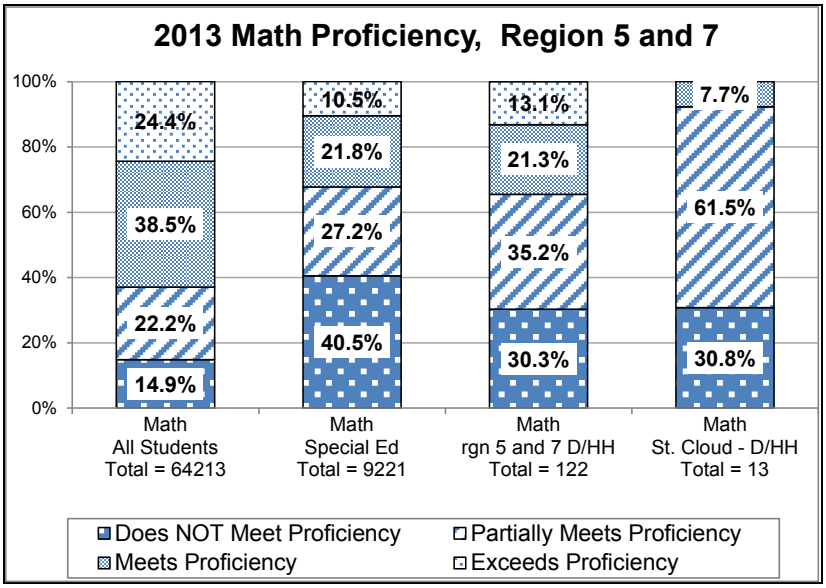
Regions 5 and 7 - Gender Distribution, 2013-14

Gender	Count	Percentage
F	130	49.2%
M	134	50.8%

Regions 5 and 7 - Grade Distribution, 2013-14

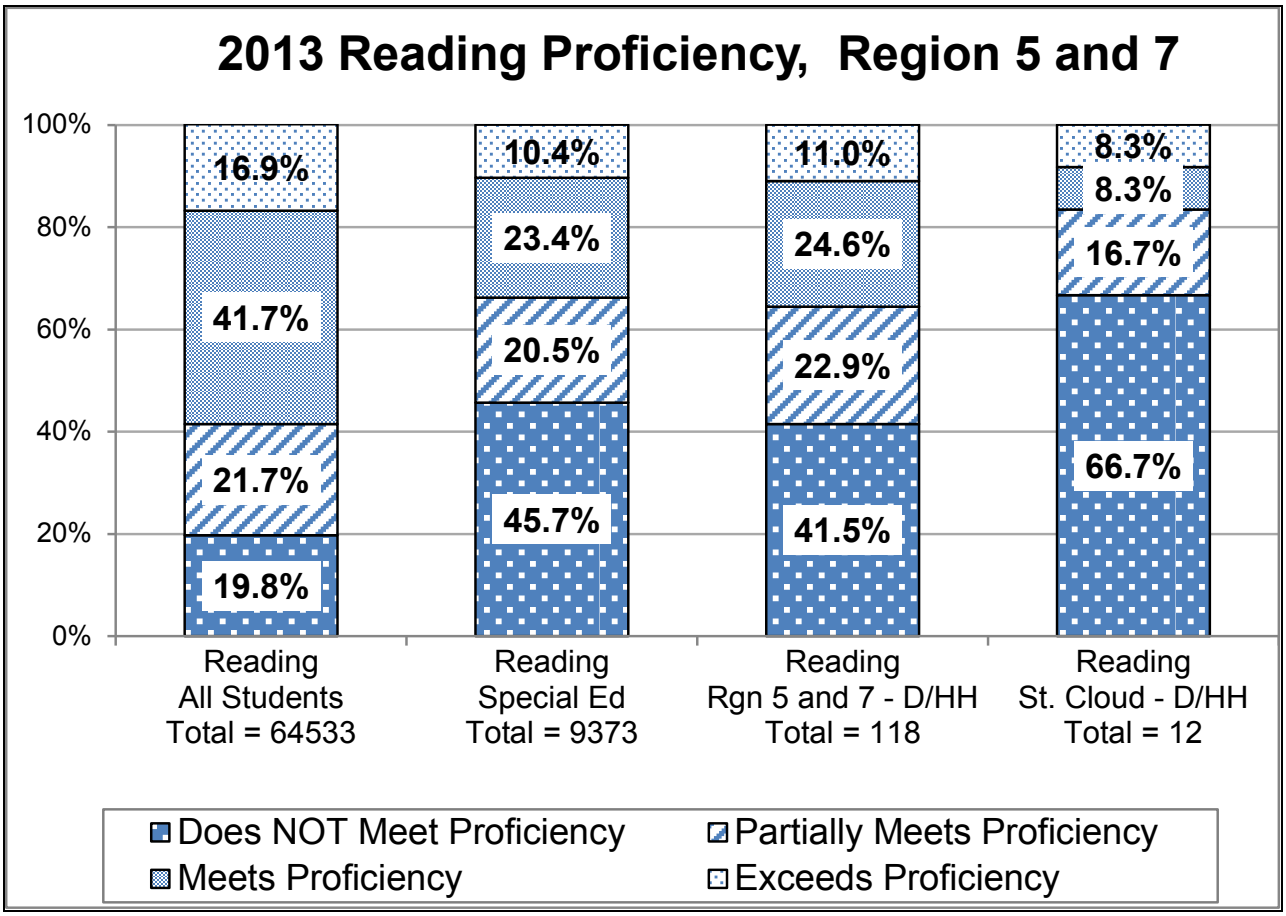
Grade Level	Count	Percentage
Pre-K	39	14.8%
K-5	98	37.1%
6-8	56	21.2%
9-12	71	26.9%

Assessment Data



2013 Math Proficiency, Regions 5 and 7

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meet Proficiency	Meets Proficiency	Exceeds Proficiency
Rgn 5 and 7	64213	All Students	14.9%	22.2%	38.5%	24.4%
Rgn 5 and 7	9221	Special Ed	40.5%	27.2%	21.8%	10.5%
Rgn 5 and 7	122	Rgn 5 and 7 D/HH	30.3%	35.2%	21.3%	13.1%
St. Cloud	13	**St. Cloud** - D/HH	30.8%	61.5%	7.7%	0

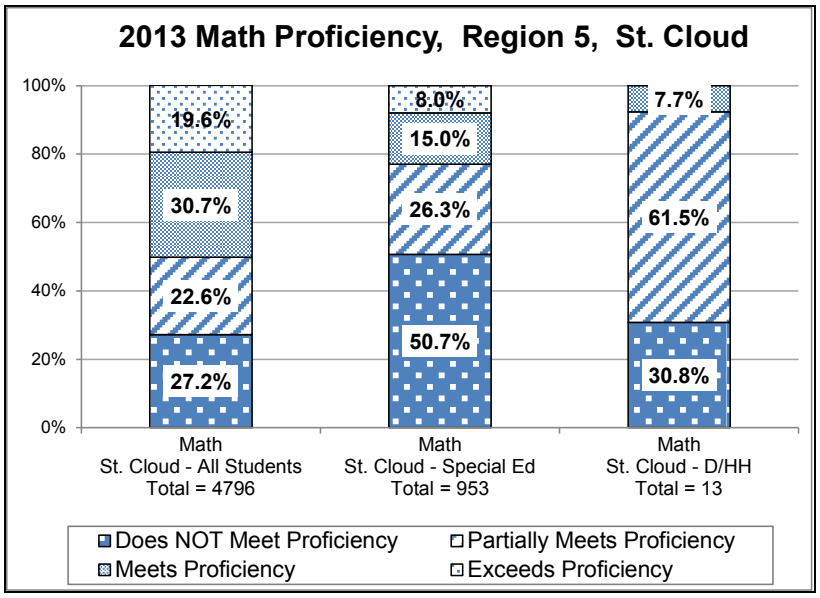


2013 Reading Proficiency, Regions 5 and 7

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
64533	All Students	19.8%	21.7%	41.7%	16.9%
9373	Special Ed	45.7%	20.5%	23.4%	10.4%
118	Rgn 5 and 7 D/HH	41.5%	22.9%	24.6%	11.0%
12	**St. Cloud-D/HH**	66.7%	16.7%	8.3%	8.3%

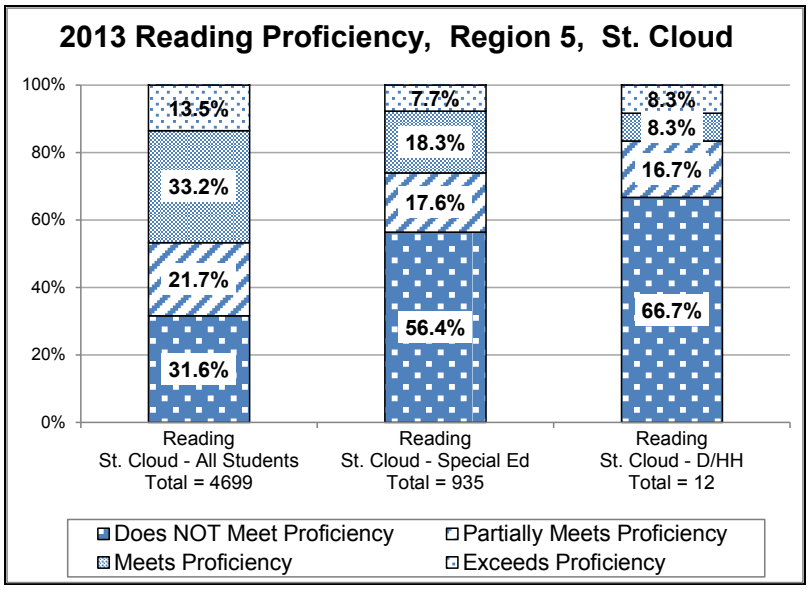
Individual District Data within Region 5

St. Cloud Assessment Data



2013 Math Proficiency Region 5, St. Cloud

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
4796	All Students	27.2%	22.6%	30.7%	19.6%
953	Special Ed	50.7%	26.3%	15.0%	8.0%
13	D/HH	30.8%	61.5%	7.7%	0



2013 Reading Proficiency, Region 5, St. Cloud

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
4699	All Students	31.6%	21.7%	33.2%	13.5%
935	Special Ed	56.4%	17.6%	18.3%	7.7%
12	D/HH	66.7%	16.7%	8.3%	8.3%

Regions 6 and 8 D/HH Data

Enrollment Data

Regions 6 and 8 D/HH Enrollment Trends

Region	2009-10	2010-11	2011-12	2012-13	2013-14
Rgn 6 and 8	147	154	152	171	153

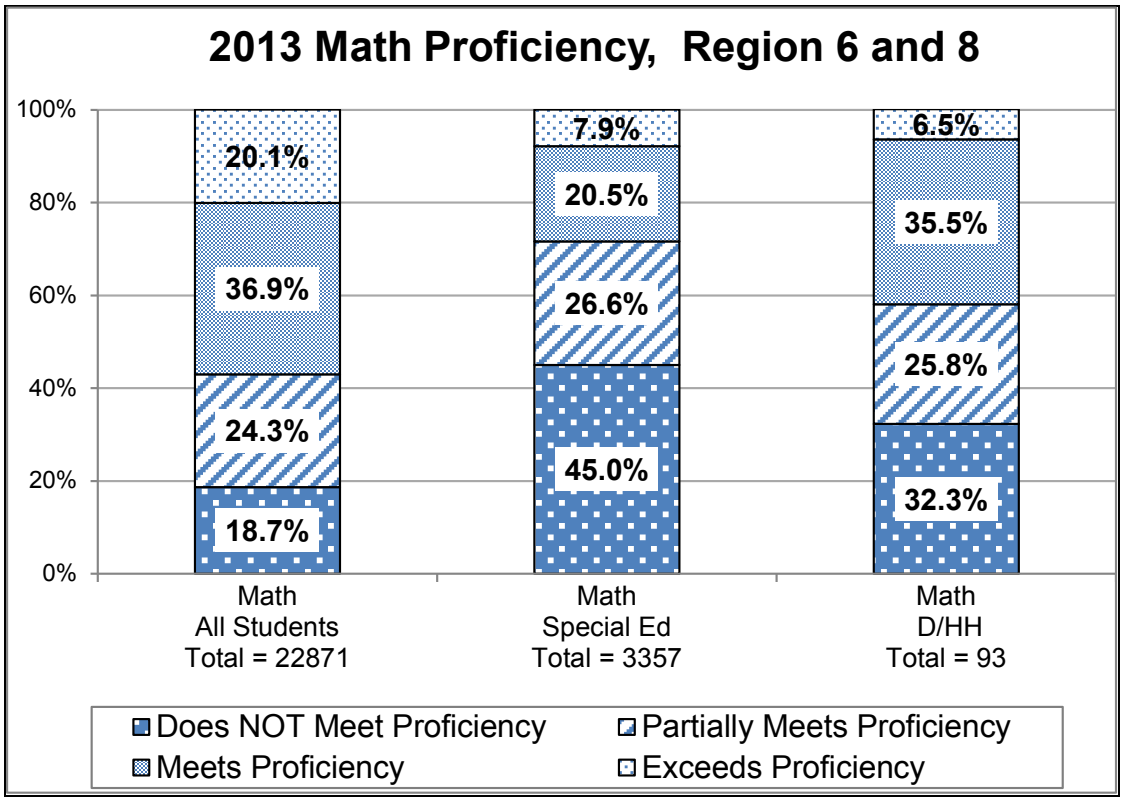
Gender Distribution, 2013-14

Gender	Count	Percentage
F	64	41.8%
M	89	58.2%

Grade Distribution, 2013-14

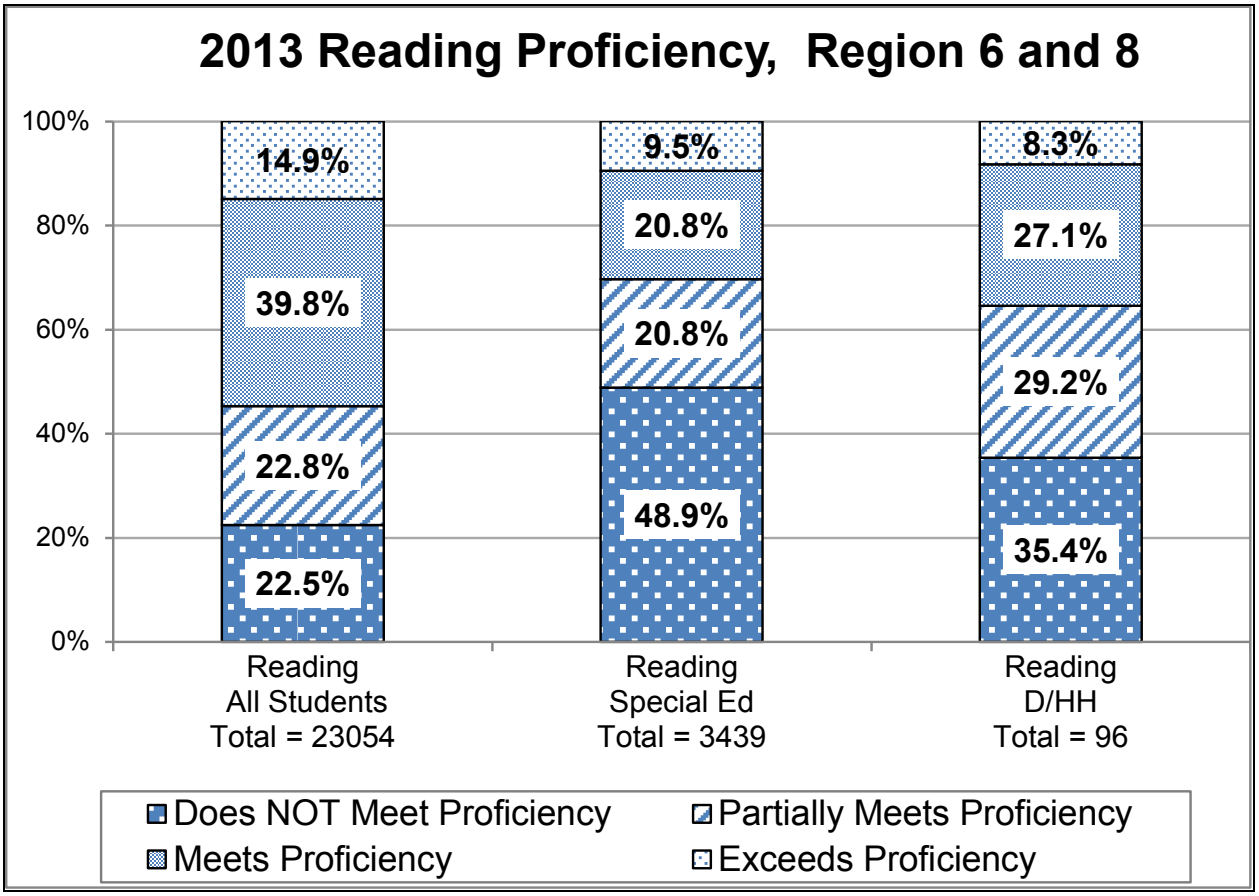
Grade Level	Count	Percentage
Pre-K	12	7.8%
K-5	53	34.6%
6-8	45	29.4%
9-12	43	28.1%

Assessment Data



2013 Math Proficiency, Regions 6 and 8

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Rgn 6 and 8	22871	All Students	18.7%	24.3%	36.9%	20.1%
Rgn 6 and 8	3357	Special Ed	45.0%	26.6%	20.5%	7.9%
Rgn 6 and 8	93	D/HH	32.3%	25.8%	35.5%	6.5%



2013 Reading Proficiency, Regions 6 and 8

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
22871	All Students	18.7%	24.3%	36.9%	20.1%
3357	Special Ed	45.0%	26.6%	20.5%	7.9%
93	D/HH	32.3%	25.8%	35.5%	6.5%

Region 9 D/HH Data

Enrollment Data

Region	2009-10	2010-11	2011-12	2012-13	2013-14
Rgn 9	102	103	96	94	89

Enrollment Trends of Districts in the Region

District	2009-10	2010-11	2011-12	2012-13	2013-14
Mankato	28	31	32	31	30

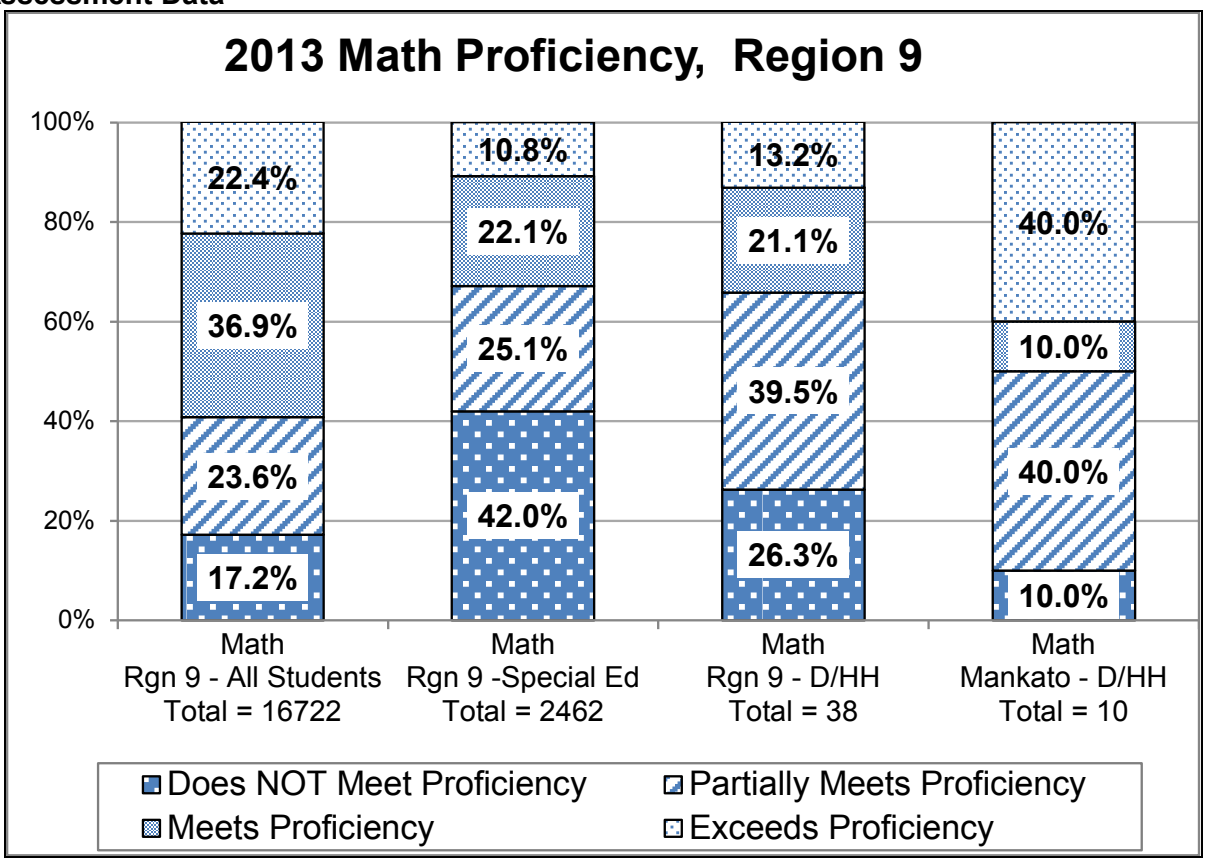
Region 9 - Gender Distribution, 2013-14

Region	Gender	Count	Percentage
Rgn 9	F	40	44.9%
Rgn 9	M	49	55.1%

Region 9 - Grade Distribution, 2013-14

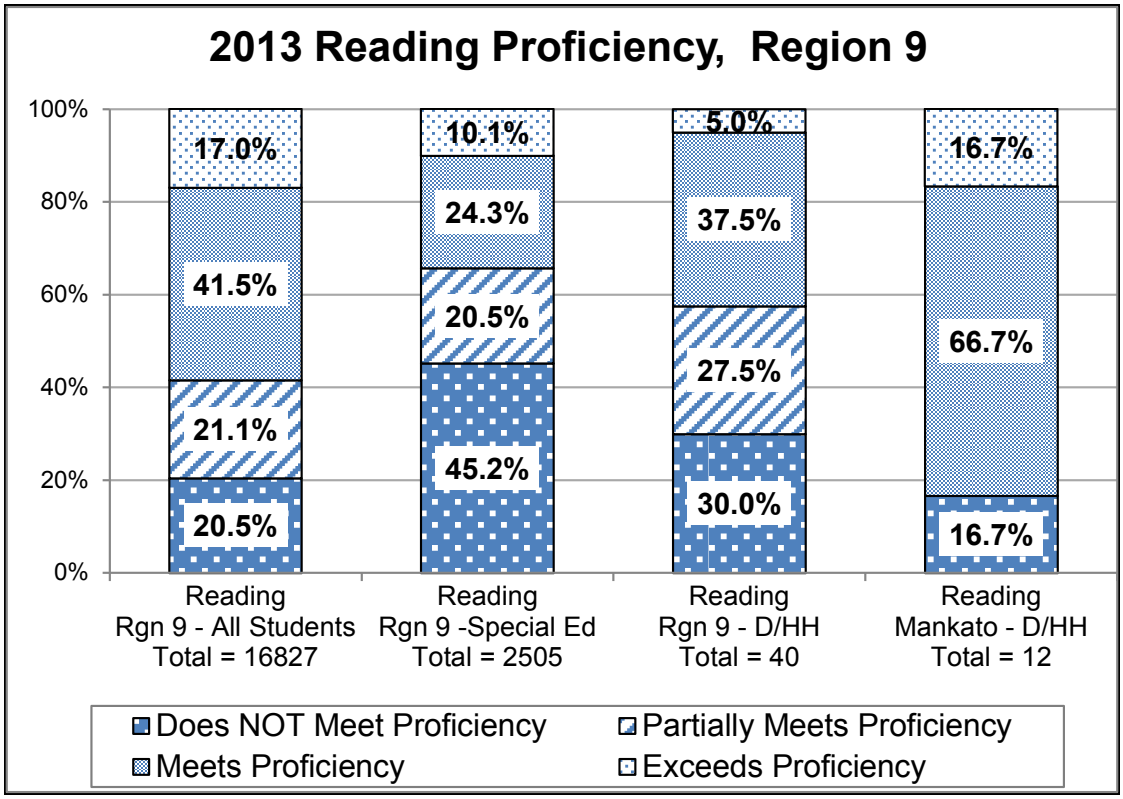
Region	Grade Level	Count	Percentage
Rgn 9	Pre-K	13	14.6%
Rgn 9	K-5	31	34.8%
Rgn 9	6-8	24	27.0%
Rgn 9	9-12	21	23.6%

Assessment Data



2013 Math Proficiency, Region 9

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Rgn 9	16722	All Students	17.2%	23.6%	36.9%	22.4%
Rgn 9	2462	Special Ed	42.0%	25.1%	22.1%	10.8%
Rgn 9	38	D/HH	26.3%	39.5%	21.1%	13.2%
Mankato	10	**Mankato**-D/HH	10.0%	40.0%	10.0%	40.0%

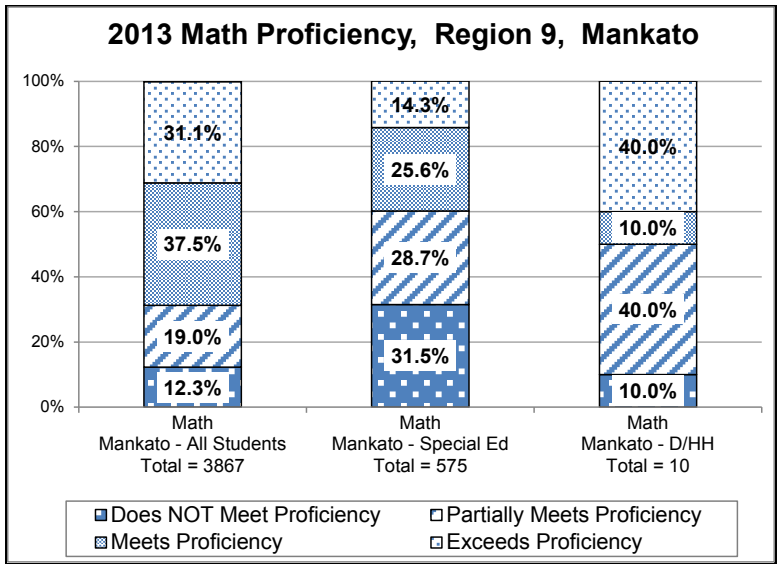


2013 Reading Proficiency, Region 9

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Rgn 9	16827	All Students	20.5%	21.1%	41.5%	17.0%
Rgn 9	2505	Special Ed	45.2%	20.5%	24.3%	10.1%
Rgn 9	40	D/HH	30.0%	27.5%	37.5%	5.0%
Mankato	12	**Mankato** - D/HH	16.7%	0	66.7%	16.7%

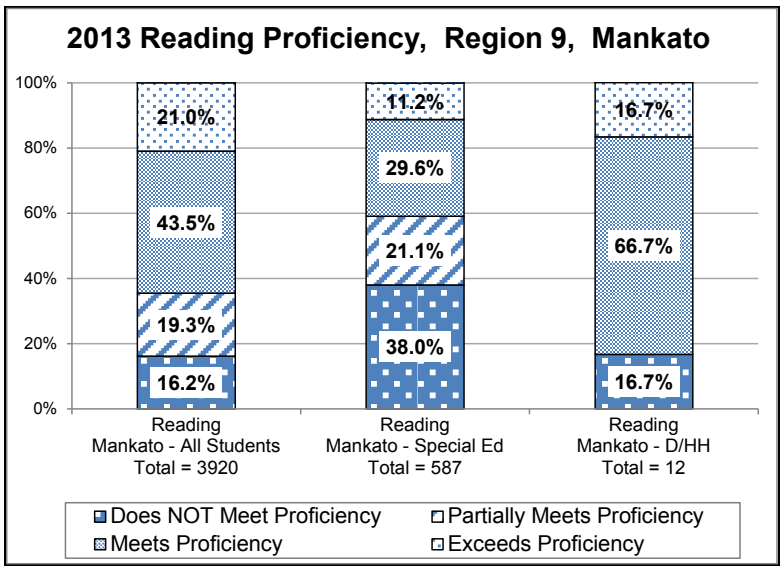
Individual District Data within Region 9

Mankato Assessment Data



2013 Math Proficiency, Region 9, Mankato

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
3867	Mankato - All Students	12.3%	19.0%	37.5%	31.1%
575	Mankato - Special Ed	31.5%	28.7%	25.6%	14.3%
10	Mankato - D/HH	10.0%	40.0%	10.0%	40.0%



2013 Reading Proficiency, Region 9, Mankato

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
3920	Mankato - All Students	16.2%	19.3%	43.5%	21.0%
587	Mankato - Special Ed	38.0%	21.1%	29.6%	11.2%
12	Mankato - D/HH	16.7%	0	66.7%	16.7%

Region 10 D/HH Data

Enrollment Data

Region Enrollment Trends

Region	2009-10	2010-11	2011-12	2012-13	2013-14
Rgn 10	294	314	336	348	359

District Enrollment Trends in the Region

District	2009-10	2010-11	2011-12	2012-13	2013-14
MSAD	110	111	124	134	129
Rochester	65	73	81	86	96
Owatonna	10	15	17	19	20

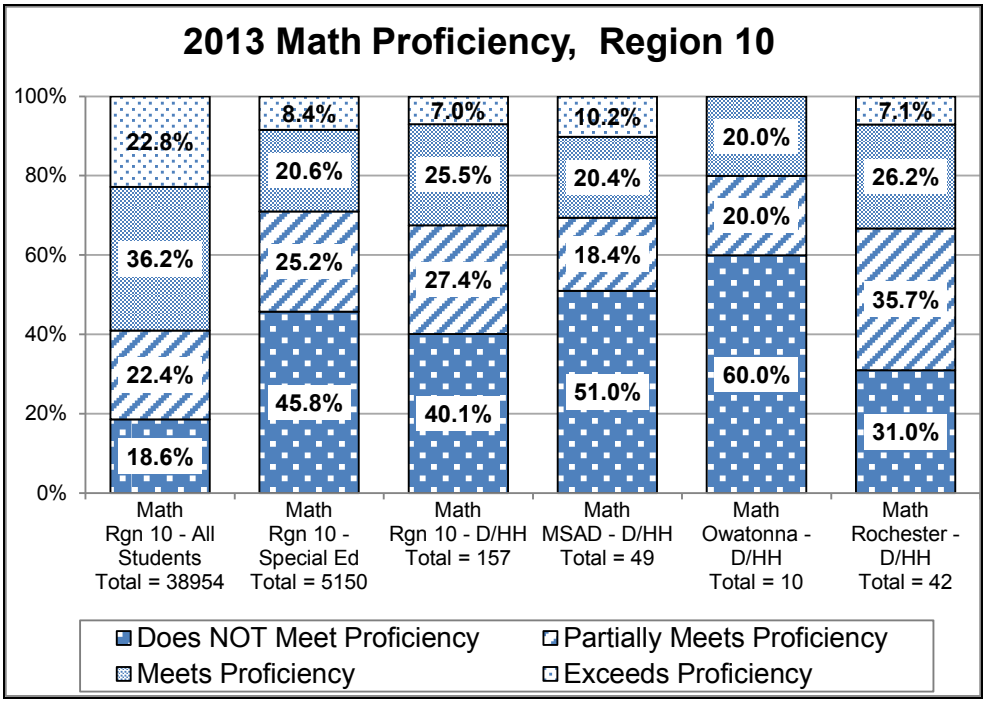
Gender Distribution

Gender	Count	Percentage
F	166	46.2%
M	193	53.8%

Grade Distribution

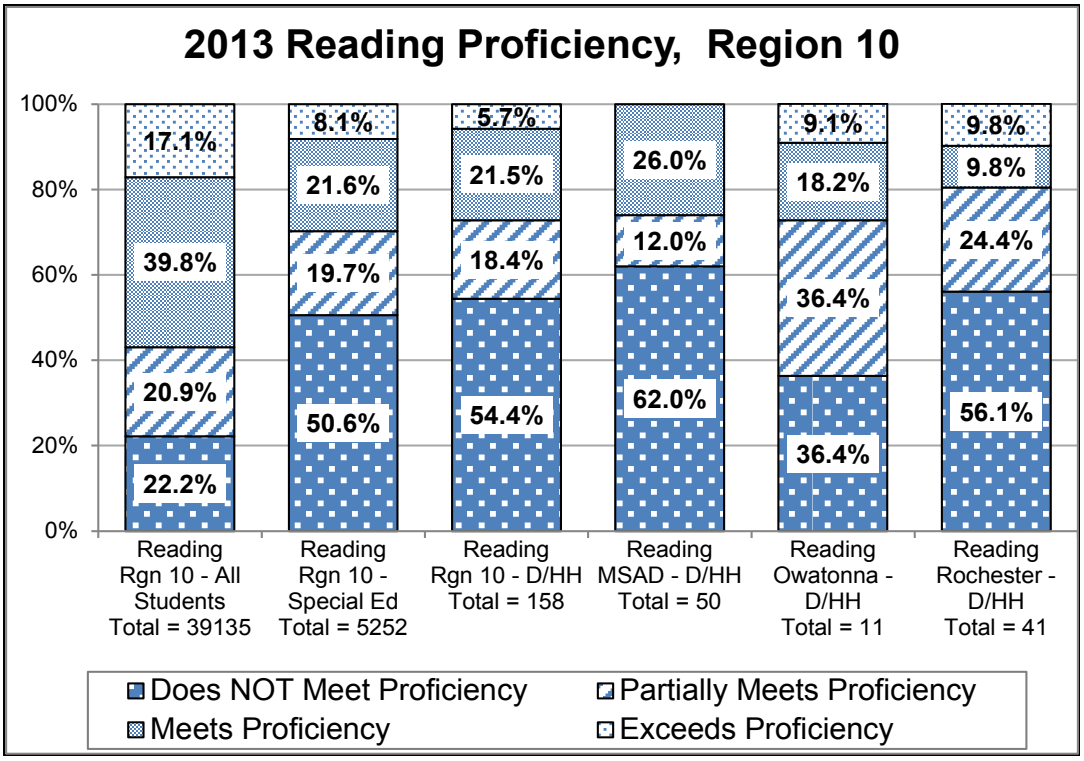
Grade Level	Count	Percentage
Pre-K	47	13.1%
K-5	132	36.8%
6-8	74	20.6%
9-12	106	29.5%

Assessment Data



2013 Math Proficiency, Region 10

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Rgn 10	38954	All Students	18.6%	22.4%	36.2%	22.8%
Rgn 10	5150	Special Ed	45.8%	25.2%	20.6%	8.4%
Rgn 10	157	D/HH	40.1%	27.4%	25.5%	7.0%
MSAD	49	**MSAD -** D/HH	51.0%	18.4%	20.4%	10.2%
Owatonna	10	**Owatonna** - D/HH	60.0%	20.0%	20.0%	0
Rochester	42	**Rochester** - D/HH	31.0%	35.7%	26.2%	7.1%

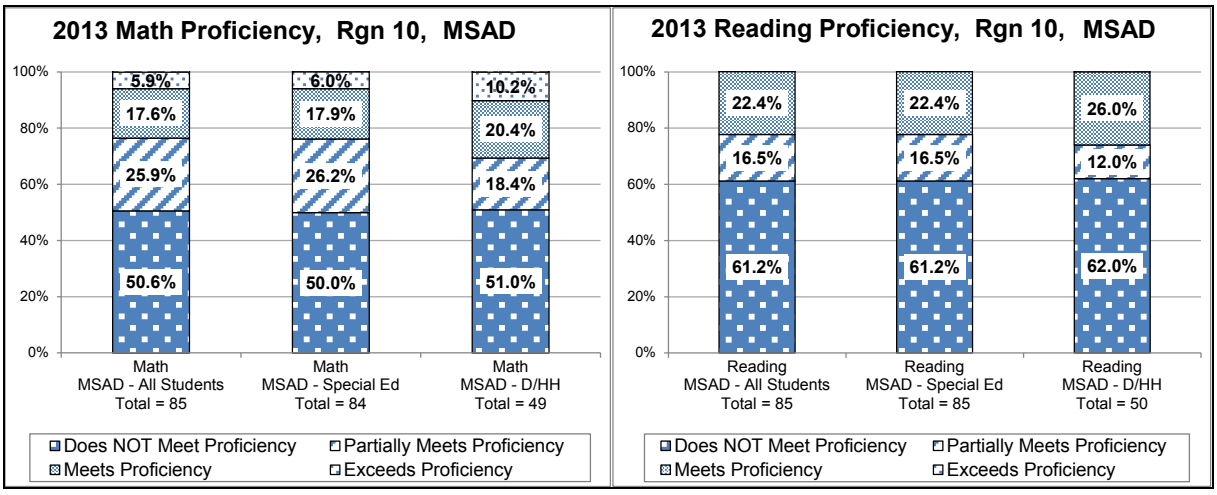


2013 Reading Proficiency, Region 10

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Rgn 10	39135	All Students	22.2%	20.9%	39.8%	17.1%
Rgn 10	5252	Special Ed	50.6%	19.7%	21.6%	8.1%
Rgn 10	158	D/HH	54.4%	18.4%	21.5%	5.7%
MSAD	50	**MSAD** - D/HH	62.0%	12.0%	26.0%	0
Owatonna	11	**Owatonna** - D/HH	36.4%	36.4%	18.2%	9.1%
Rochester	41	**Rochester** - D/HH	56.1%	24.4%	9.8%	9.8%

Individual District Data within Region 10

MSAD



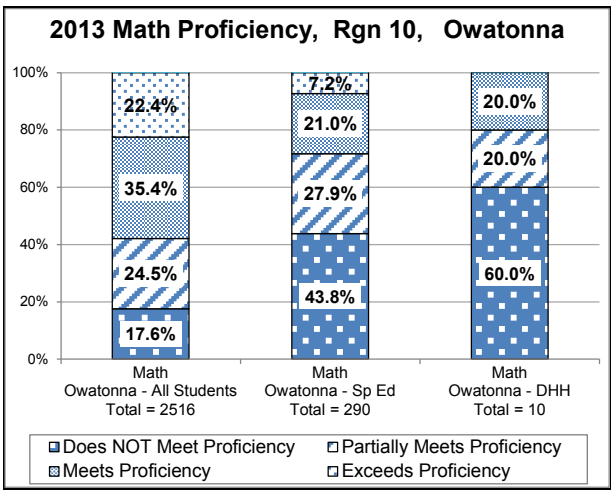
MSAD Math

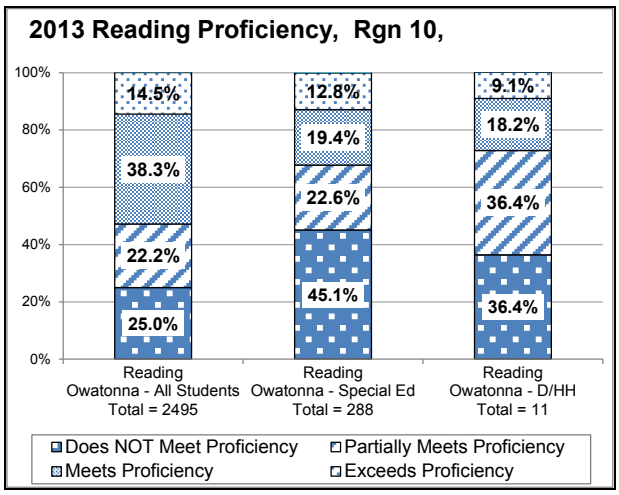
Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
85	MSAD - All Students	Math	50.6%	25.9%	17.6%	5.9%
84	MSAD - Special Ed	Math	50.0%	26.2%	17.9%	6.0%
49	MSAD - DHH	Math	51.0%	18.4%	20.4%	10.2%

MSAD Reading

Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
85	MSAD - All Students	Reading	61.2%	16.5%	22.4%	0
85	MSAD - Special Ed	Reading	61.2%	16.5%	22.4%	0
50	MSAD - DHH	Reading	62.0%	12.0%	26.0%	0

Owatonna





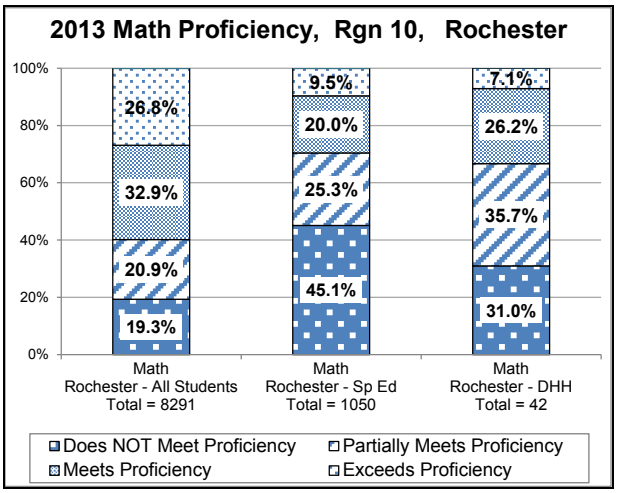
Owatonna Math

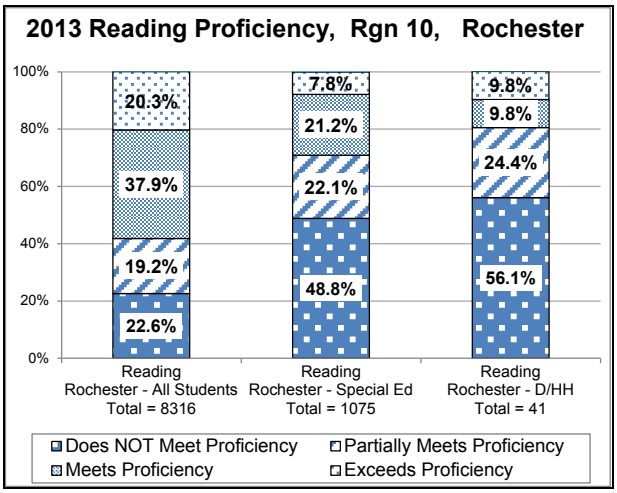
Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
2516	Owatonna - All Students	Math	17.6%	24.5%	35.4%	22.4%
290	Owatonna - Special Ed	Math	43.8%	27.9%	21.0%	7.2%
10	Owatonna - D/HH	Math	60.0%	20.0%	20.0%	0

Owatonna Reading

Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
2495	Owatonna - All Students	Reading	25.0%	22.2%	38.3%	14.5%
288	Owatonna - Special Ed	Reading	45.1%	22.6%	19.4%	12.8%
11	Owatonna - D/HH	Reading	36.4%	36.4%	18.2%	9.1%

Rochester





Rochester Math

Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
8291	Rochester - All Students	Math	19.3%	20.9%	32.9%	26.8%
1050	Rochester - Special Ed	Math	45.1%	25.3%	20.0%	9.5%
42	Rochester - D/HH	Math	31.0%	35.7%	26.2%	7.1%

Rochester Reading

Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
8316	Rochester - All Students	Reading	22.6%	19.2%	37.9%	20.3%
1075	Rochester - Special Ed	Reading	48.8%	22.1%	21.2%	7.8%
41	Rochester - D/HH	Reading	56.1%	24.4%	9.8%	9.8%

Region 11 D/HH Data

Region 11 Enrollment Data

Region 11-DHH Enrollment Trends

2009-10	2010-11	2011-12	2012-13	2013-14
1392	1452	1441	1431	1392

Region 11-Gender Distribution, 2013-14

Gender	Count	Percentage
F	657	47.2%
M	735	52.8%

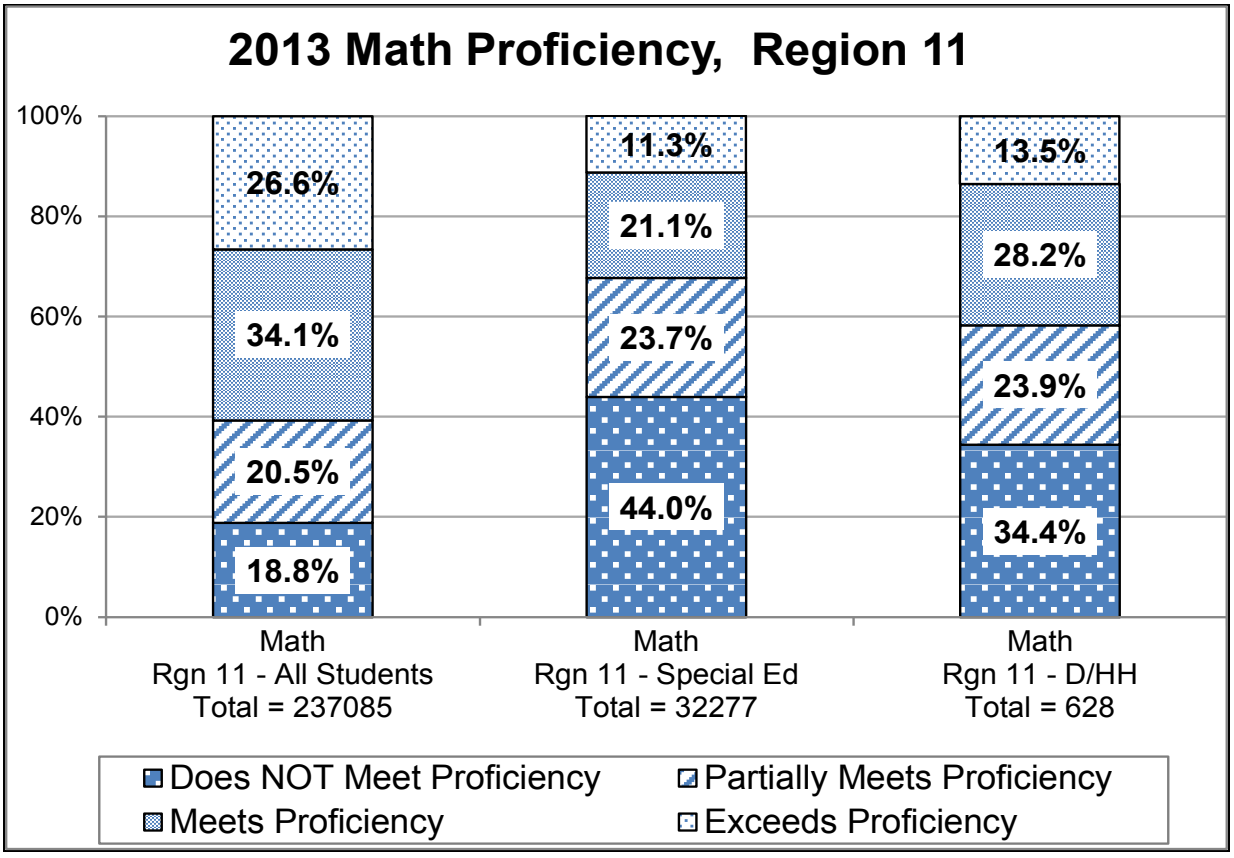
Region 11-Grade Distribution, 2013-14

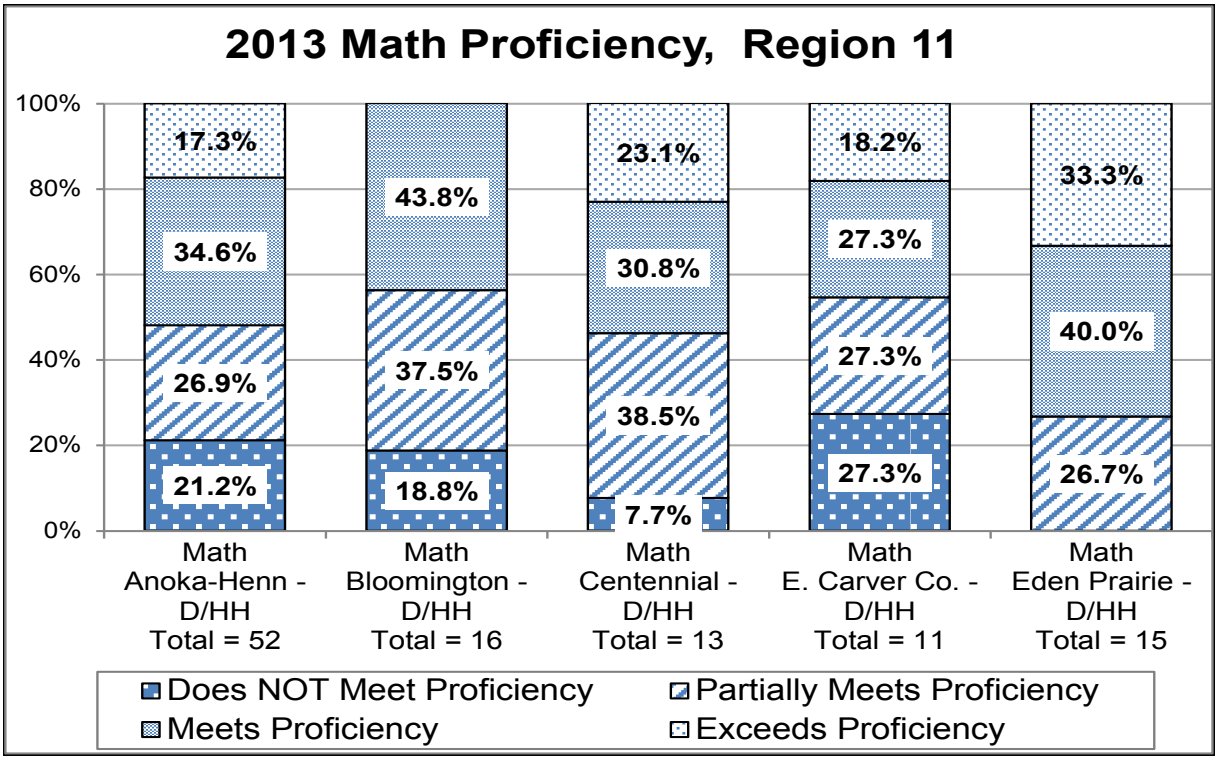
Region	Grade Level	Count	Percentage
Rgn 11	Pre-K	235	16.9%
Rgn 11	K-5	525	37.7%
Rgn 11	6-8	283	20.3%
Rgn 11	9-12	349	25.1%

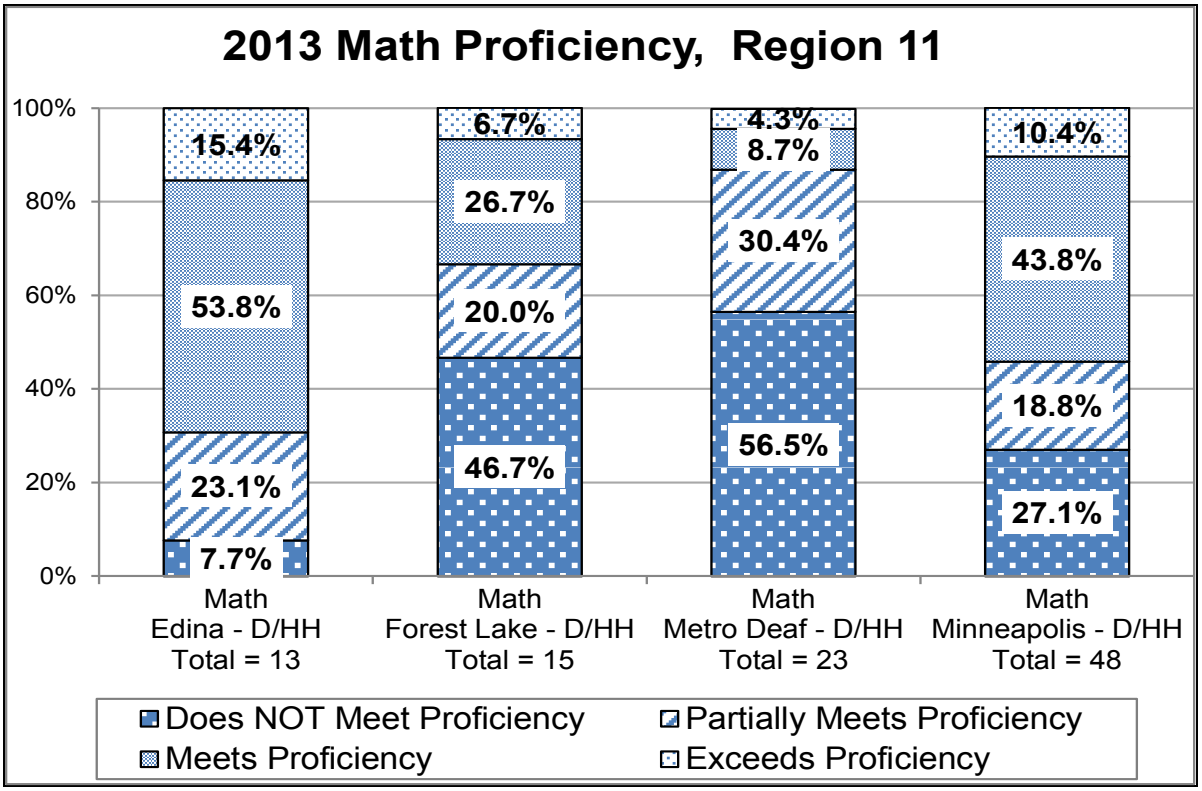
District Enrollment Trends in the Region

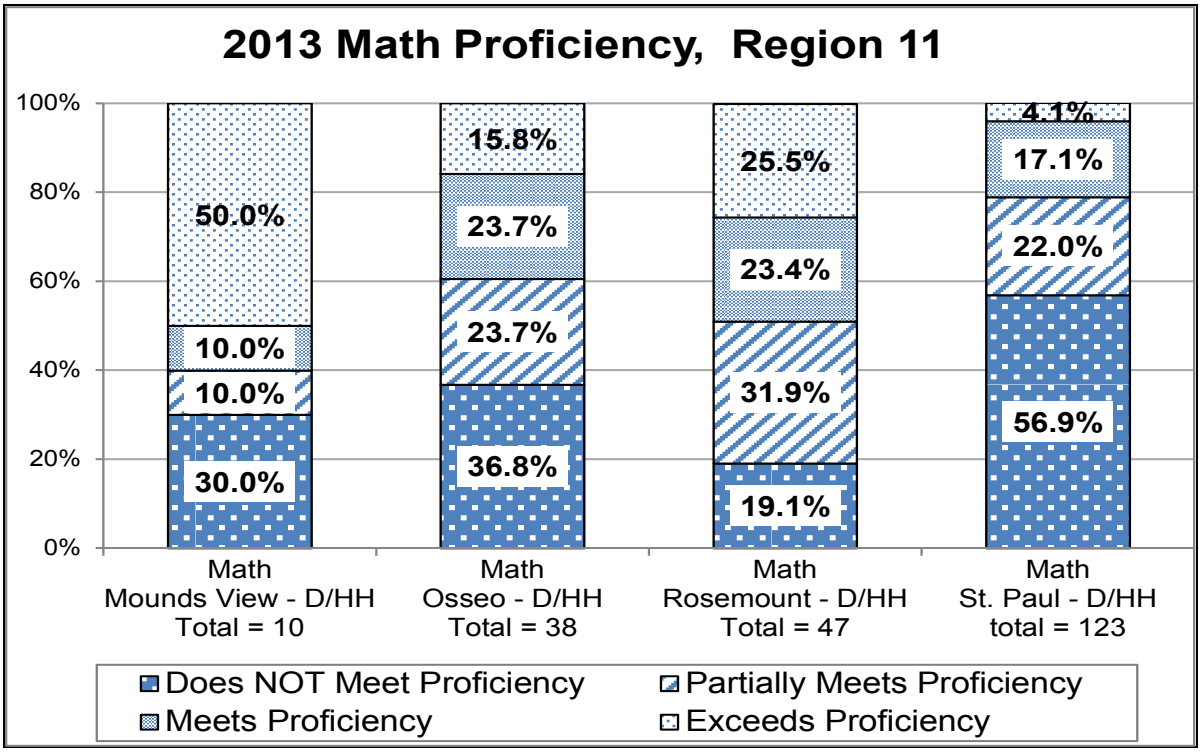
District	2009-10	2010-11	2011-12	2012-13	2013-14
Anoka-Hennepin	112	95	103	104	97
Bloomington	28	25	24	24	28
Centennial	13	18	18	22	23
E. Carver Co.	20	22	26	24	19
Eden Prairie	29	30	29	32	29
Edina	25	27	32	30	30
Forest Lake	26	21	15	18	16
Metro Deaf	82	88	84	68	67
Minneapolis	134	126	114	118	114
Mounds View	21	21	21	25	30
Osseo	81	91	89	80	67
Robbinsdale	40	48	48	40	45
Rosemount	90	94	87	92	92
St. Paul	216	253	255	257	247

Region 11 Assessment Data



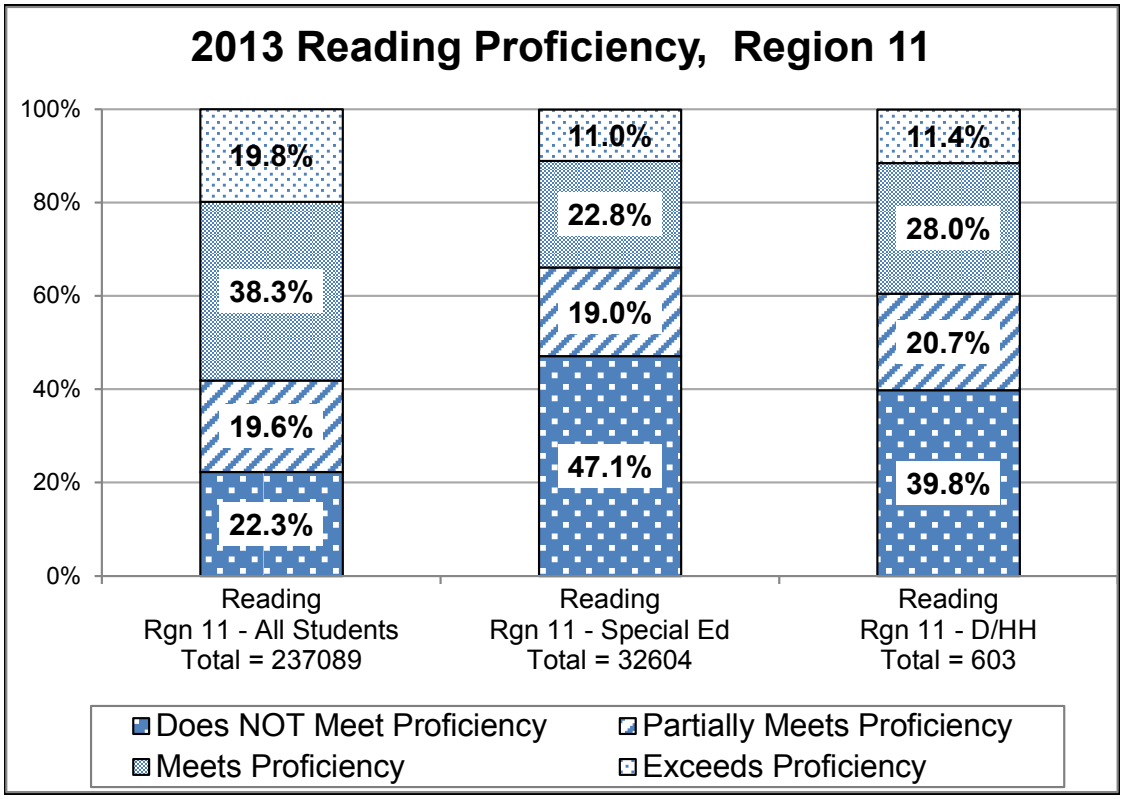


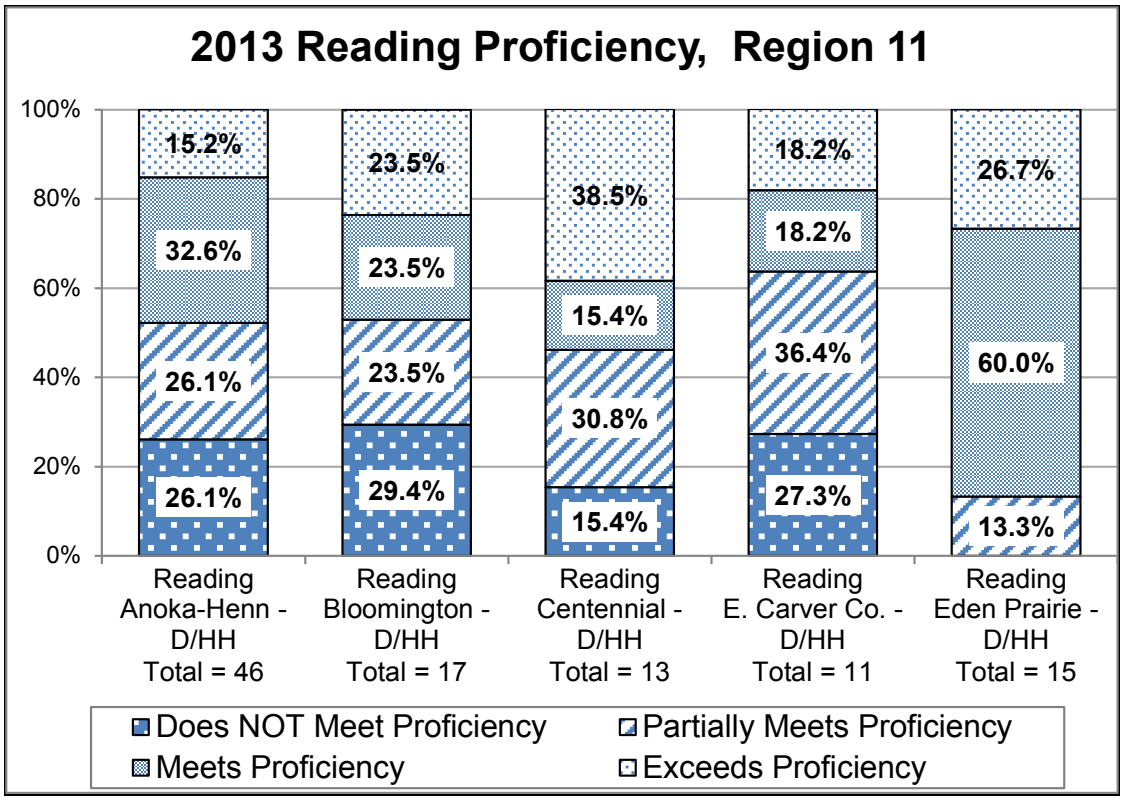

2013 Math Proficiency, Region 11
100%
80%
60%
40%
20%
0%
15.4%
53.8%
23.1%
7.7%
6.7%
26.7%
20.0%
46.7%
4.3%
8.7%
30.4%
56.5%
10.4%
43.8%
18.8%
27.1%
Math
Edina - D/HH
Total = 13
Math
Forest Lake - D/HH
Total = 15
Math
Metro Deaf - D/HH
Total = 23
Math
Minneapolis - D/HH
Total = 48
Does NOT Meet Proficiency
Partially Meets Proficiency
Meets Proficiency
Exceeds Proficiency

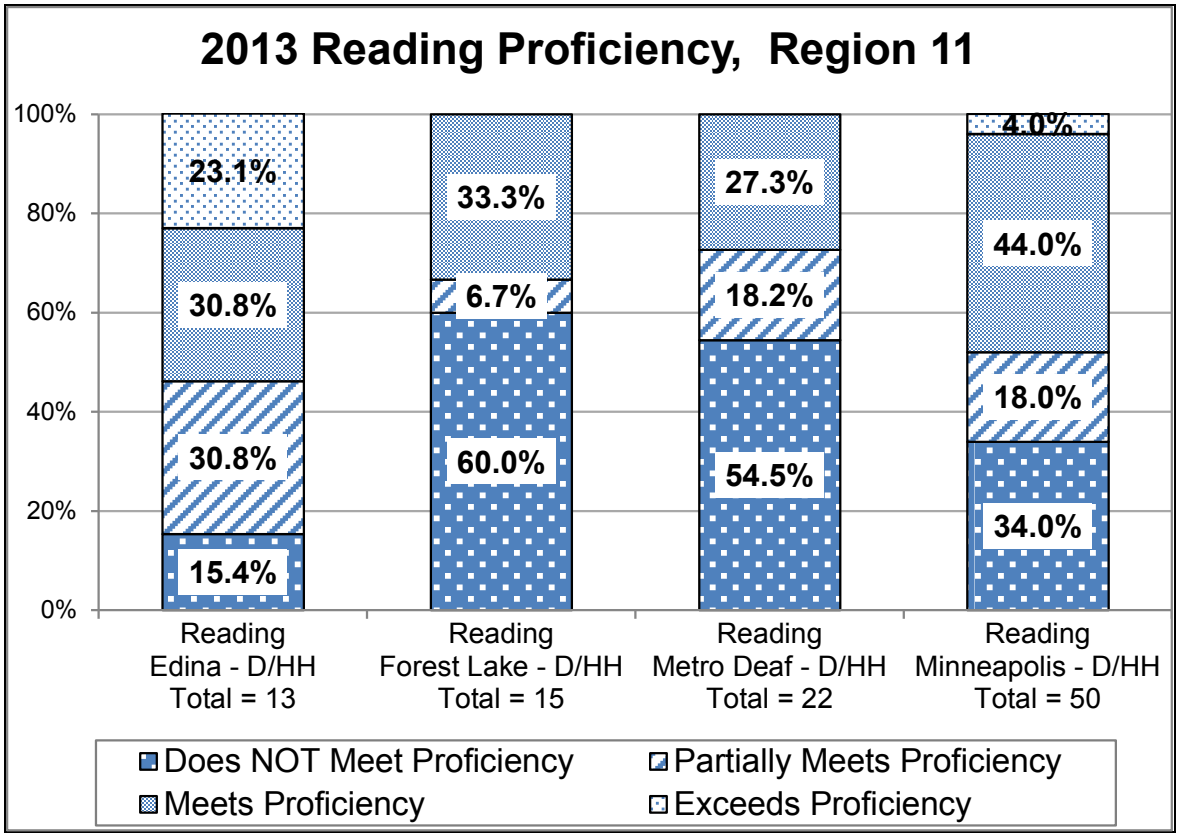

2013 Math Proficiency, Region 11
100%
80%
60%
40%
20%
0%
50.0%
10.0%
10.0%
30.0%
15.8%
23.7%
23.7%
36.8%
25.5%
23.4%
31.9%
19.1%
4.1%
17.1%
22.0%
56.9%
Math
Mounds View - D/HH
Total = 10
Math
Osseo - D/HH
Total = 38
Math
Rosemount - D/HH
Total = 47
Math
St. Paul - D/HH
total = 123
Does NOT Meet Proficiency
Partially Meets Proficiency
Meets Proficiency
Exceeds Proficiency

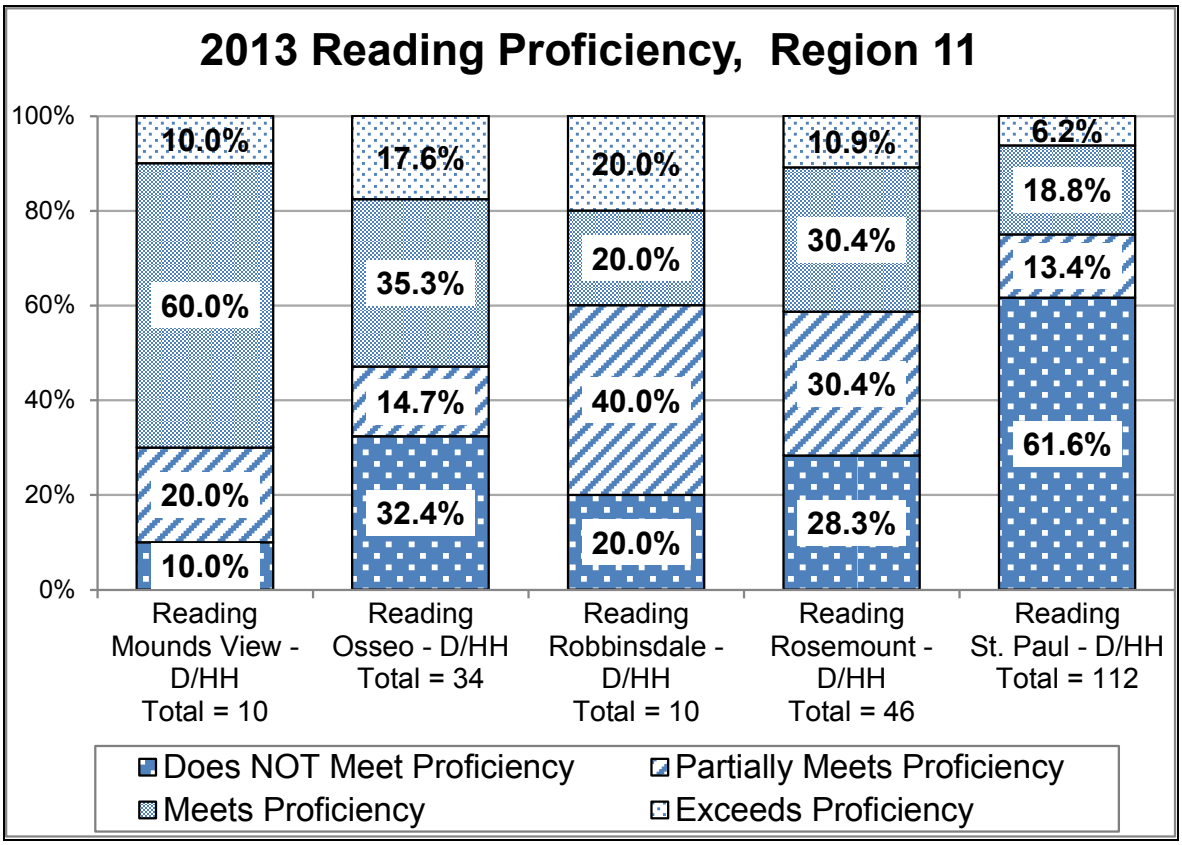
2013 Math Proficiency, Region 11

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Rgn 11	237085	All Students	18.8%	20.5%	34.1%	26.6%
Rgn 11	32277	Special Ed	44.0%	23.7%	21.1%	11.3%
Rgn 11	628	D/HH	34.4%	23.9%	28.2%	13.5%
Anoka-Hennepin	52	Anoka-Hennepin - D/HH	21.2%	26.9%	34.6%	17.3%
Bloomington	16	Bloomington - D/HH	18.8%	37.5%	43.8%	0
Centennial	13	Centennial - D/HH	7.7%	38.5%	30.8%	23.1%
E. Carver Co	11	E. Carver Co - D/HH	27.3%	27.3%	27.3%	18.2%
Eden Prairie	15	Eden Prairie - D/HH	0	26.7%	40.0%	33.3%
Edina	13	Edina - D/HH	7.7%	23.1%	53.8%	15.4%
Forest Lake	15	Forest Lake - D/HH	46.7%	20.0%	26.7%	6.7%
Metro Deaf	23	Metro Deaf - D/HH	56.5%	30.4%	8.7%	4.3%
Minneapolis	48	Minneapolis - D/HH	27.1%	18.8%	43.8%	10.4%
Mounds View	10	Mounds View - D/HH	30.0%	10.0%	10.0%	50.0%
Osseo	38	Osseo - D/HH	36.8%	23.7%	23.7%	15.8%
Rosemount	47	Rosemount - D/HH	19.1%	31.9%	23.4%	25.5%
St. Paul	123	St. Paul - D/HH	56.9%	22.0%	17.1%	4.1%


2013 Reading Proficiency, Region 11
100%
80%
60%
40%
20%
0%
19.8%
38.3%
19.6%
22.3%
11.0%
22.8%
19.0%
47.1%
11.4%
28.0%
20.7%
39.8%
Reading
Rgn 11 - All Students
Total = 237089
Reading
Rgn 11 - Special Ed
Total = 32604
Reading
Rgn 11 - D/HH
Total = 603
Does NOT Meet Proficiency
Partially Meets Proficiency
Meets Proficiency
Exceeds Proficiency


2013 Reading Proficiency, Region 11
100%
80%
60%
40%
20%
0%
15.2%
32.6%
26.1%
26.1%
23.5%
23.5%
23.5%
29.4%
38.5%
15.4%
30.8%
15.4%
18.2%
18.2%
36.4%
27.3%
26.7%
60.0%
13.3%
Reading
Anoka-Henn - D/HH
Total = 46
Reading
Bloomington - D/HH
Total = 17
Reading
Centennial - D/HH
Total = 13
Reading
E. Carver Co. - D/HH
Total = 11
Reading
Eden Prairie - D/HH
Total = 15
Does NOT Meet Proficiency
Partially Meets Proficiency
Meets Proficiency
Exceeds Proficiency



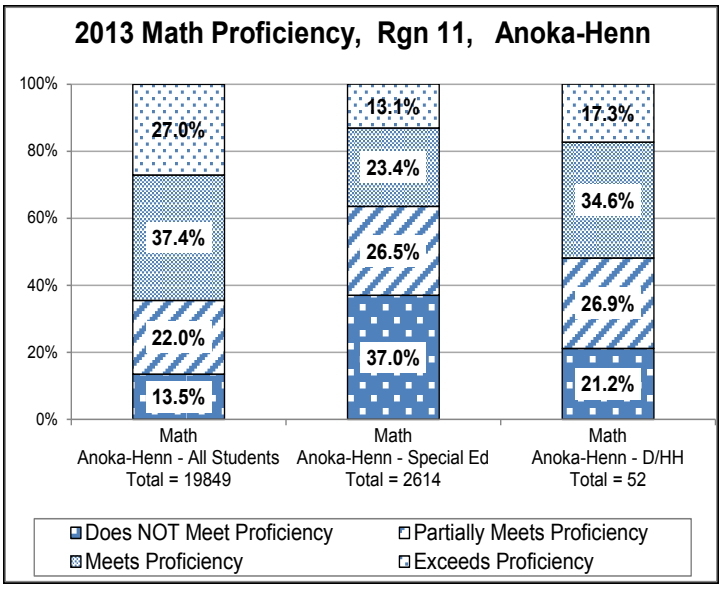


2013 Reading Proficiency, Region 11

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Rgn 11	237089	All Students	22.3%	19.6%	38.3%	19.8%
Rgn 11	32604	Special Ed	47.1%	19.0%	22.8%	11.0%
Rgn 11	603	D/HH	39.8%	20.7%	28.0%	11.4%
Anoka-Hennepin	46	Anoka-Hennepin - D/HH	26.1%	26.1%	32.6%	15.2%
Bloomington	17	Bloomington - D/HH	29.4%	23.5%	23.5%	23.5%
Centennial	13	Centennial - D/HH	15.4%	30.8%	15.4%	38.5%
E. Carver Co.	11	E. Carver Co. - D/HH	27.3%	36.4%	18.2%	18.2%
Eden Prairie	15	Eden Prairie - D/HH	0	13.3%	60.0%	26.7%
Edina	13	Edina - D/HH	15.4%	30.8%	30.8%	23.1%
Forest Lake	15	Forest Lake - D/HH	60.0%	6.7%	33.3%	0
Metro Deaf	22	Metro Deaf - D/HH	54.5%	18.2%	27.3%	0
Minneapolis	50	Minneapolis - D/HH	34.0%	18.0%	44.0%	4.0%
Mounds View	10	Mounds View - D/HH	10.0%	20.0%	60.0%	10.0%
Osseo	34	Osseo - D/HH	32.4%	14.7%	35.3%	17.6%
Robbinsdale	10	Robbinsdale - D/HH	20.0%	40.0%	20.0%	20.0%
Rosemount	46	Rosemount - D/HH	28.3%	30.4%	30.4%	10.9%
St. Paul	112	St. Paul - D/HH	61.6%	13.4%	18.8%	6.2%

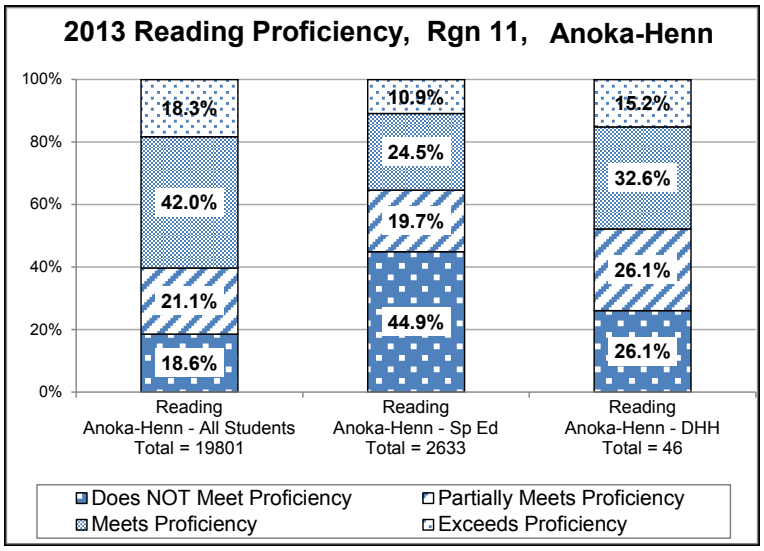
Individual District Data within Region 11

Anoka Hennepin Assessment Data



2013 Math Proficiency, Anoka Hennepin Region 11

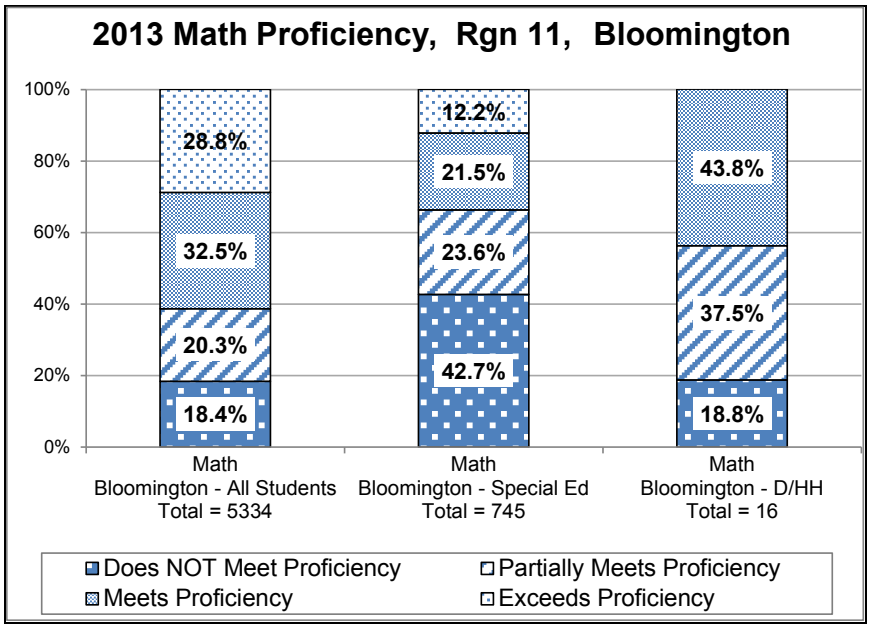
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
19,849	All Students	13.5%	22.0%	37.4%	27.0%
2,614	Special Ed	37.0%	26.5%	23.4%	13.1%
52	D/HH	21.2%	26.9%	34.6%	17.3%



2013 Reading Proficiency, Anoka Hennepin Region 11

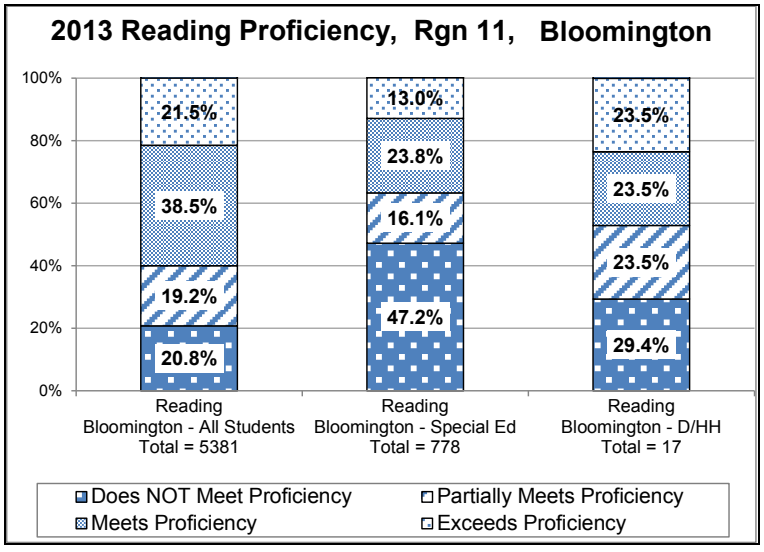
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
19801	All Students	18.6%	21.1%	42.0%	18.3%
2633	Special Ed	44.9%	19.7%	24.5%	10.9%
46	D/HH	26.1%	26.1%	32.6%	15.2%

Bloomington Assessment Data



2013 Math Proficiency, Bloomington Region 11

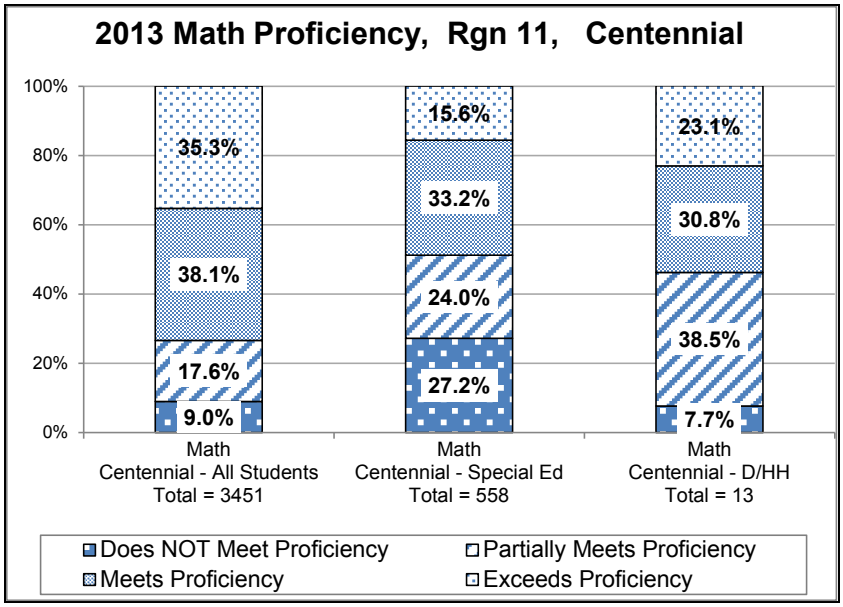
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
5334	All Students	18.4%	20.3%	32.5%	28.8%
745	Special Ed	42.7%	23.6%	21.5%	12.2%
16	D/HH	18.8%	37.5%	43.8%	0



2013 Reading Proficiency, Bloomington Region 11

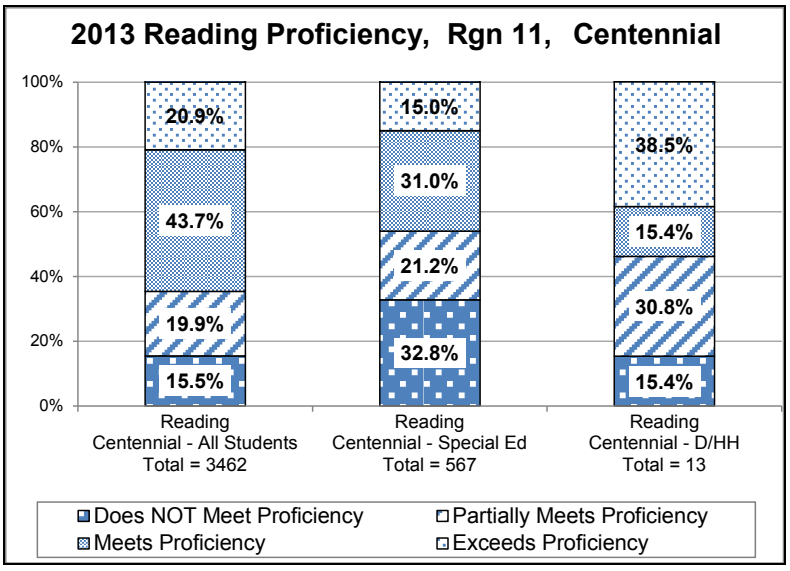
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
5,381	All Students	20.8%	19.2%	38.5%	21.5%
778	Special Ed	47.2%	16.1%	23.8%	13.0%
17	D/HH	29.4%	23.5%	23.5%	23.5%

Centennial Assessment Data



2013 Math Proficiency, Centennial Region 11

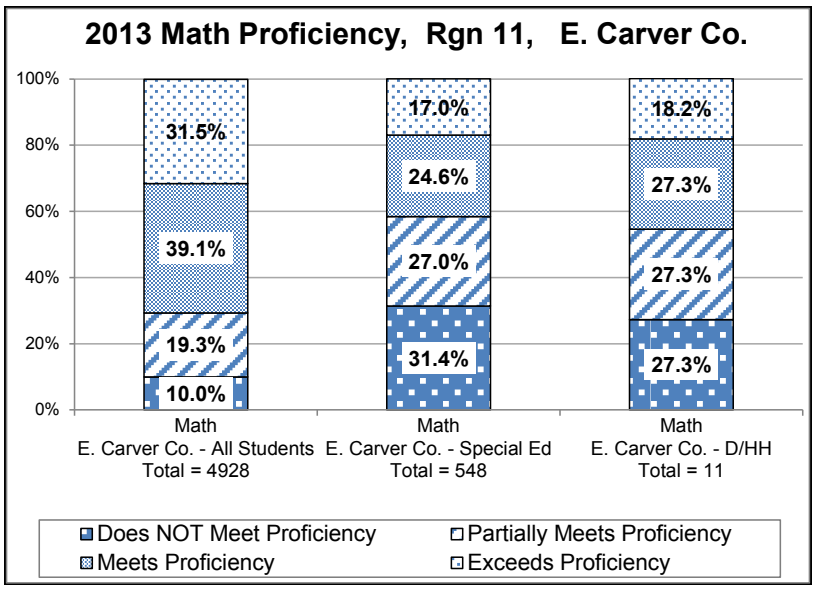
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
3451	All Students	9.0%	17.6%	38.1%	35.3%
558	Special Ed	27.2%	24.0%	33.2%	15.6%
13	D/HH	7.7%	38.5%	30.8%	23.1%



2013 Reading Proficiency, Centennial Region 11

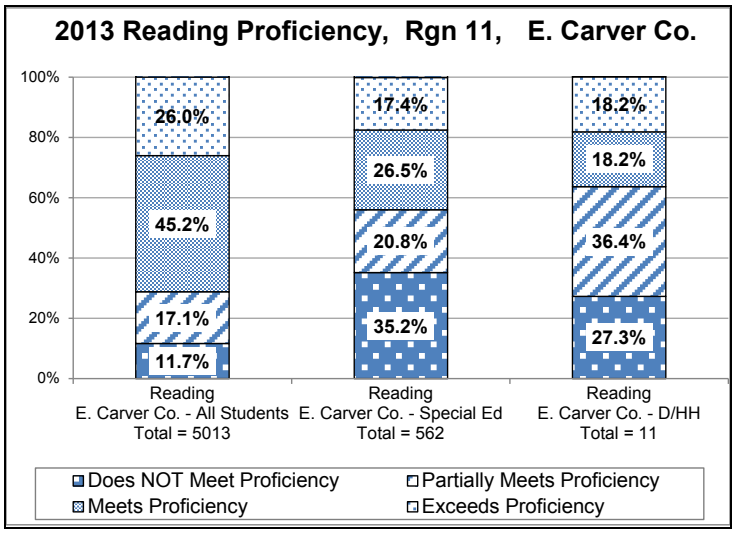
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
3,462	All Students	15.5%	19.9%	43.7%	20.9%
567	Special Ed	32.8%	21.2%	31.0%	15.0%
13	D/HH	15.4%	30.8%	15.4%	38.5%

East Carver County Assessment Data



2013 Math Proficiency, East Carver County Region 11

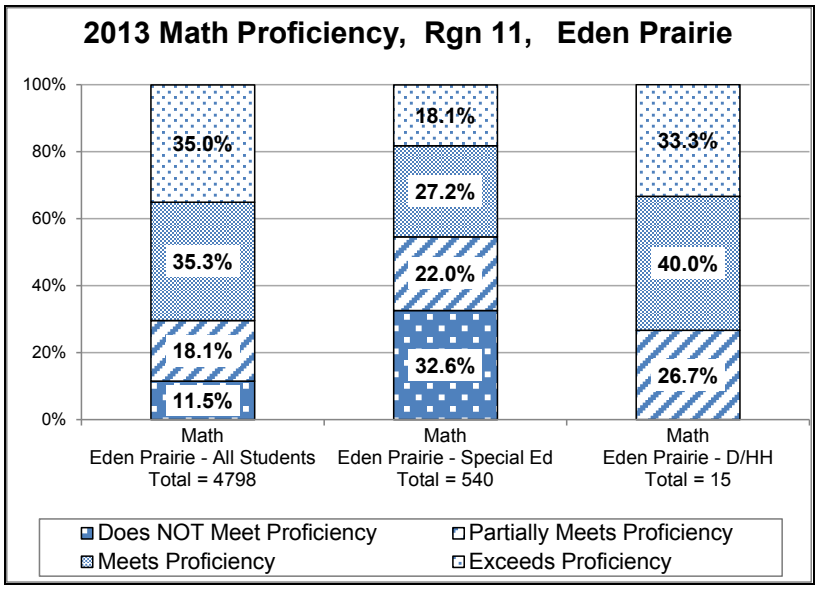
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
4928	All Students	10.0%	19.3%	39.1%	31.5%
548	Special Ed	31.4%	27.0%	24.6%	17.0%
11	D/HH	27.3%	27.3%	27.3%	18.2%



2013 Reading Proficiency, East Carver County Region 11

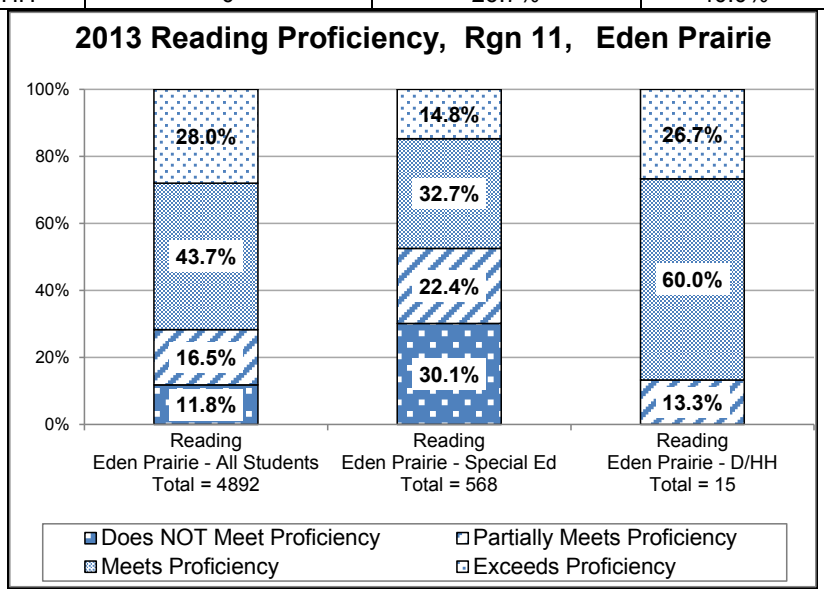
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
5013	All Students	11.7%	17.1%	45.2%	26.0%
562	Special Ed	35.2%	20.8%	26.5%	17.4%
11	D/HH	27.3%	36.4%	18.2%	18.2%

Eden Prairie Assessment Data



2013 Math Proficiency, Eden Prairie Region 11

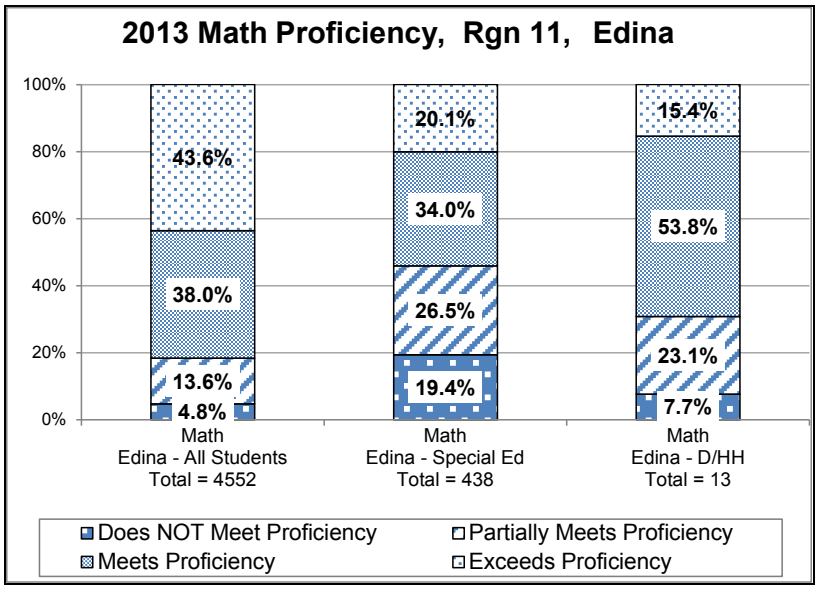
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
4798	All Students	11.5%	18.1%	35.3%	35.0%
540	Special Ed	32.6%	22.0%	27.2%	18.1%
15	D/HH	0	26.7%	40.0%	33.3%



2013 Reading Proficiency, Eden Prairie Region 11

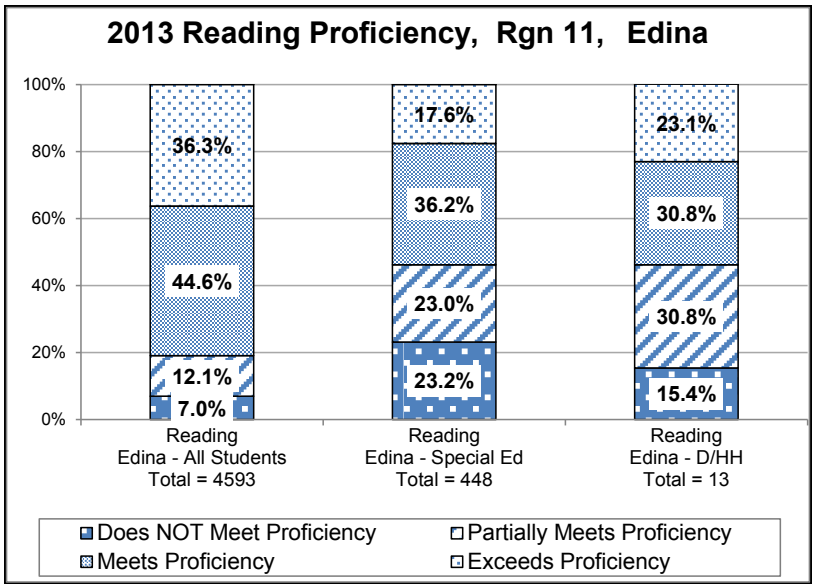
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
4892	All Students	11.8%	16.5%	43.7%	28.0%
568	Special Ed	30.1%	22.4%	32.7%	14.8%
15	D/HH	0	13.3%	60.0%	26.7%

Edina Assessment Data



2013 Math Proficiency, Edina Region 11

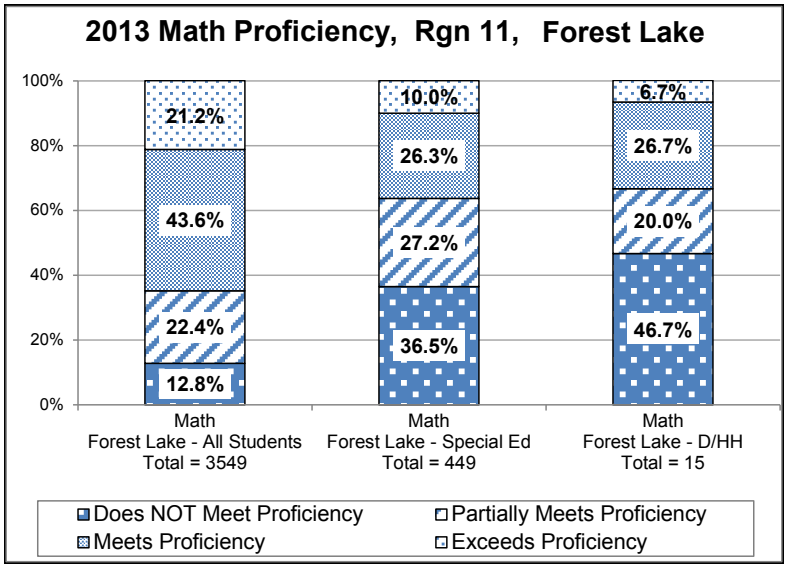
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
4552	All Students	4.8%	13.6%	38.0%	43.6%
438	Special Ed	19.4%	26.5%	34.0%	20.1%
13	D/HH	7.7%	23.1%	53.8%	15.4%



2013 Reading Proficiency, Edina Region 11

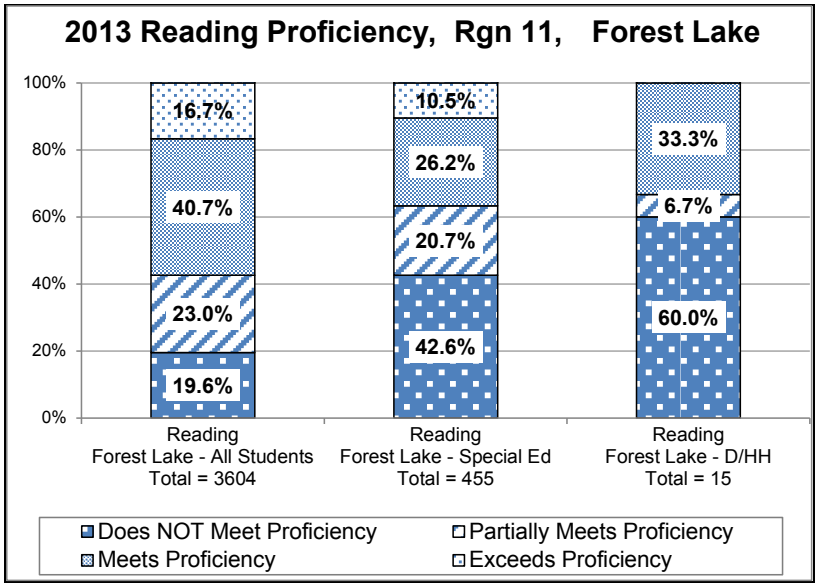
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
4593	Edina - All Students	7.0%	12.1%	44.6%	36.3%
448	Edina - Special Ed	23.2%	23.0%	36.2%	17.6%
13	Edina - D/HH	15.4%	30.8%	30.8%	23.1%

Forest Lake Assessment Data



2013 Math Proficiency, Forest Lake Region 11

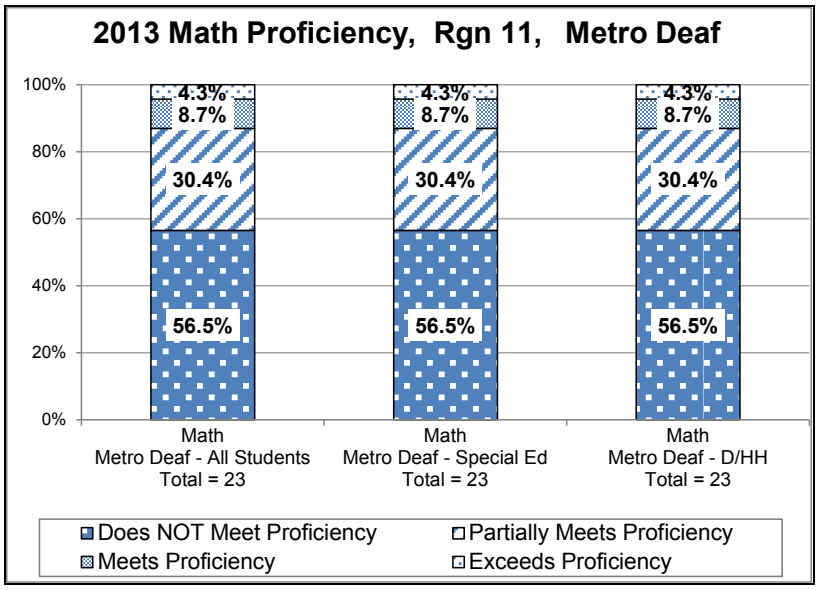
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
3549	All Students	12.8%	22.4%	43.6%	21.2%
449	Special Ed	36.5%	27.2%	26.3%	10.0%
15	D/HH	46.7%	20.0%	26.7%	6.7%



2013 Reading Proficiency, Forest Lake Region 11

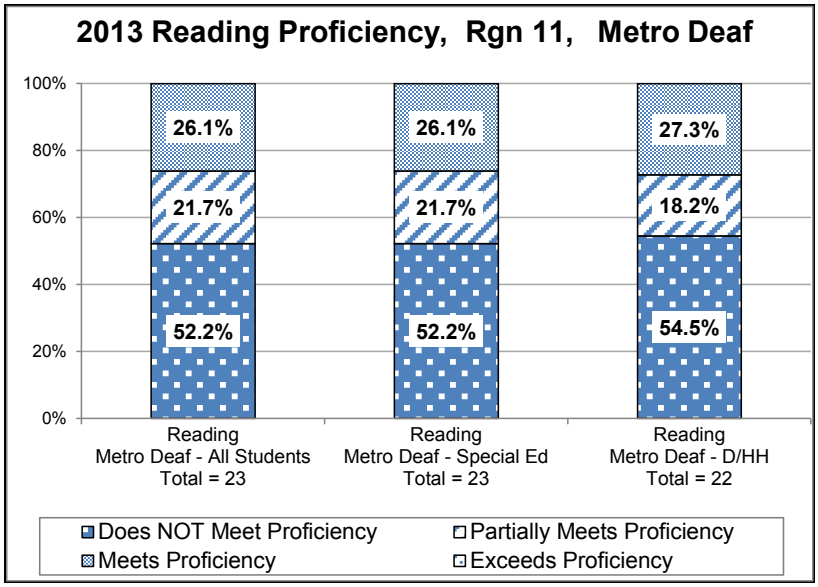
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
3,604	All Students	19.6%	23.0%	40.7%	16.7%
455	Special Ed	42.6%	20.7%	26.2%	10.5%
15	D/HH	60.0%	6.7%	33.3%	0

Metro Deaf Assessment



2013 Math Proficiency, Metro Deaf Region 11

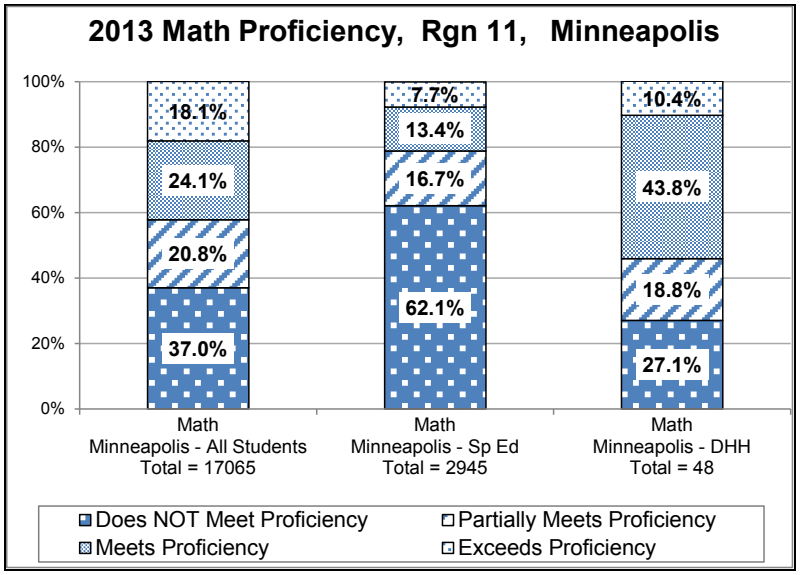
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
23	All Students	56.5%	30.4%	8.7%	4.3%
23	Special Ed	56.5%	30.4%	8.7%	4.3%
23	D/HH	56.5%	30.4%	8.7%	4.3%



2013 Reading Proficiency, Metro Deaf Region 11

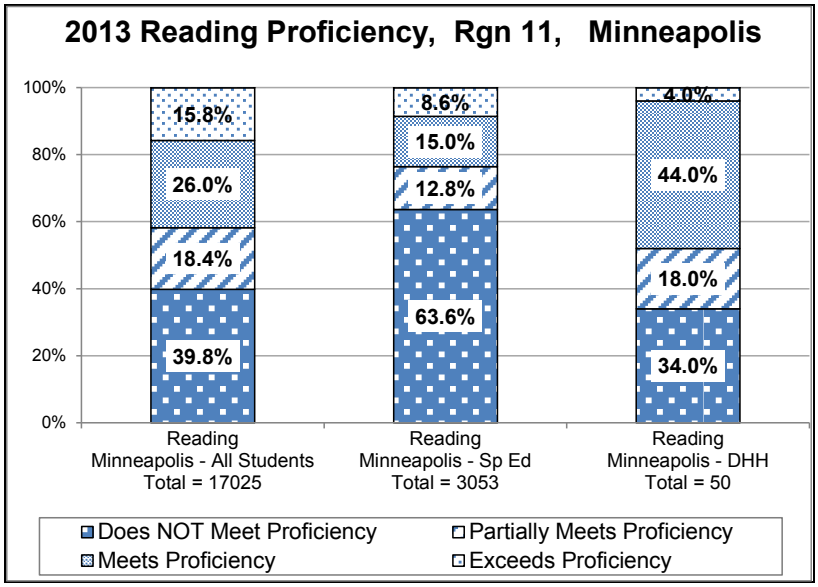
Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency	Total Tested
Metro Deaf - All Students	52.2%	21.7%	26.1%	0	23
Metro Deaf - Special Ed	52.2%	21.7%	26.1%	0	23
Metro Deaf - D/HH	54.5%	18.2%	27.3%	0	22

Minneapolis Assessment Data



2013 Math Proficiency, Minneapolis Region 11

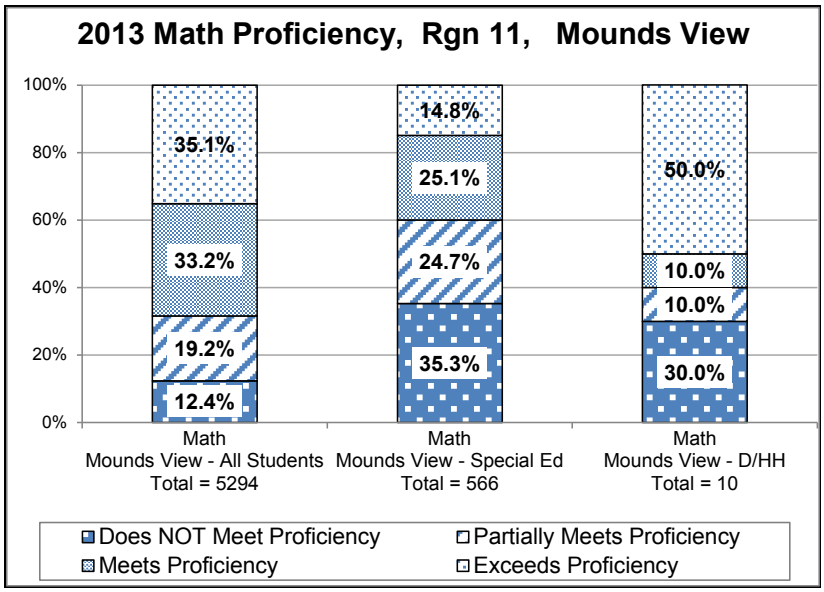
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
17,065	All Students	37.0%	20.8%	24.1%	18.1%
2,945	Special Ed	62.1%	16.7%	13.4%	7.7%
48	D/HH	27.1%	18.8%	43.8%	10.4%



2013 Reading Proficiency, Minneapolis Region 11

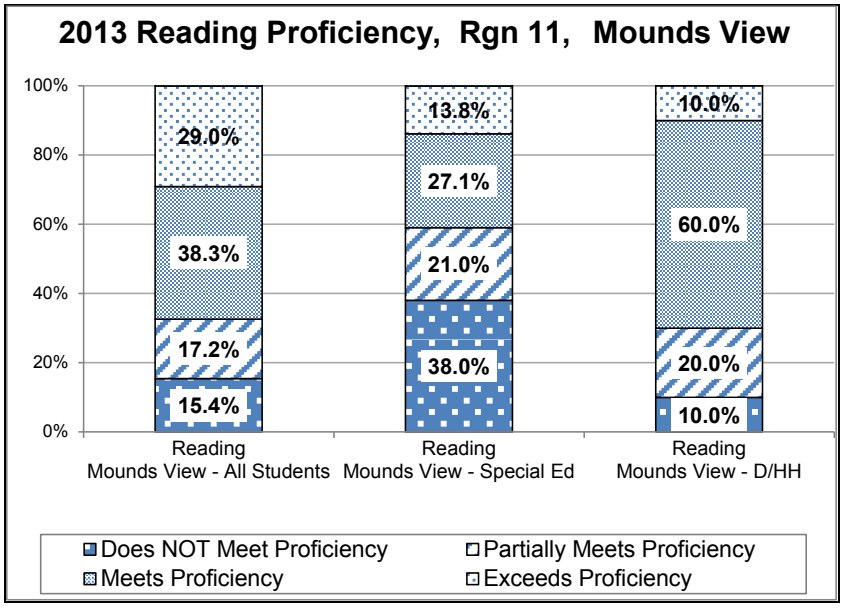
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
17,025	All Students	39.8%	18.4%	26.0%	15.8%
3,053	Special Ed	63.6%	12.8%	15.0%	8.6%
50	D/HH	34.0%	18.0%	44.0%	4.0%

Mounds View Assessment Data



2013 Math Proficiency, Mounds View Region 11

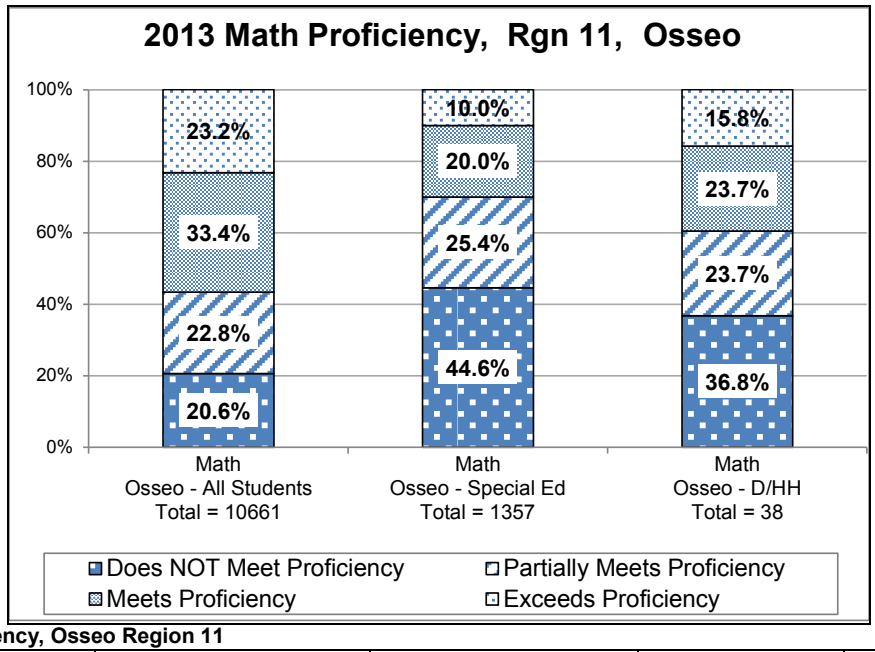
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
5,294	All Students	12.4%	19.2%	33.2%	35.1%
566	Special Ed	35.3%	24.7%	25.1%	14.8%
10	D/HH	30.0%	10.0%	10.0%	50.0%



2013 Reading Proficiency, Mounds View Region 11

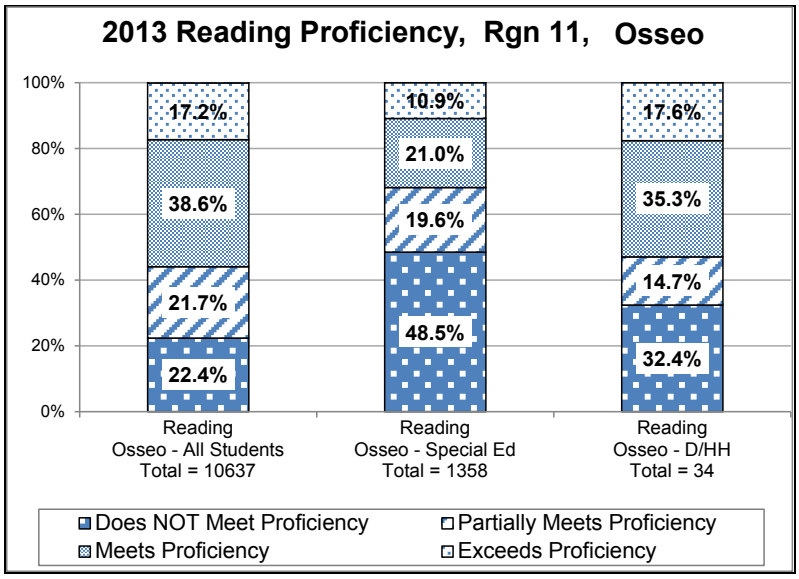
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
5,289	All Students	15.4%	17.2%	38.3%	29.0%
594	Special Ed	38.0%	21.0%	27.1%	13.8%
10	D/HH	10.0%	20.0%	60.0%	10.0%

Osseo Assessment Data



2013 Math Proficiency, Osseo Region 11

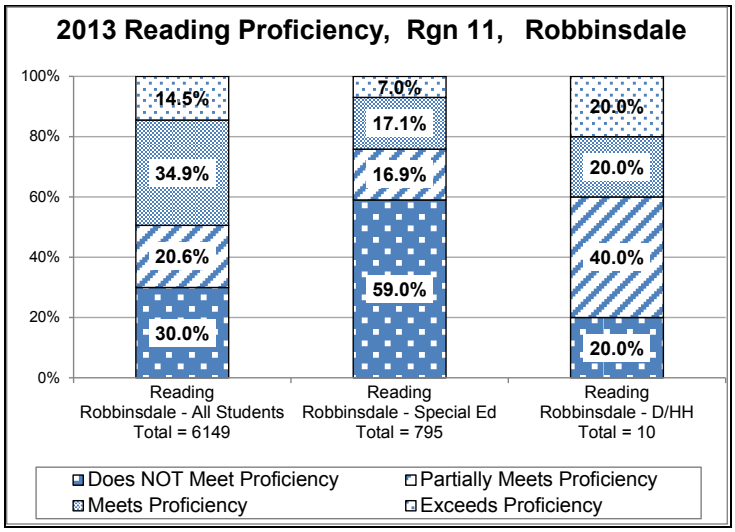
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
10,661	All Students	20.6%	22.8%	33.4%	23.2%
1,357	Special Ed	44.6%	25.4%	20.0%	10.0%
38	D/HH	36.8%	23.7%	23.7%	15.8%



2013 Reading Proficiency, Osseo Region 11

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
10,637	All Students	22.4%	21.7%	38.6%	17.2%
1,358	Special Ed	48.5%	19.6%	21.0%	10.9%
34	D/HH	32.4%	14.7%	35.3%	17.6%

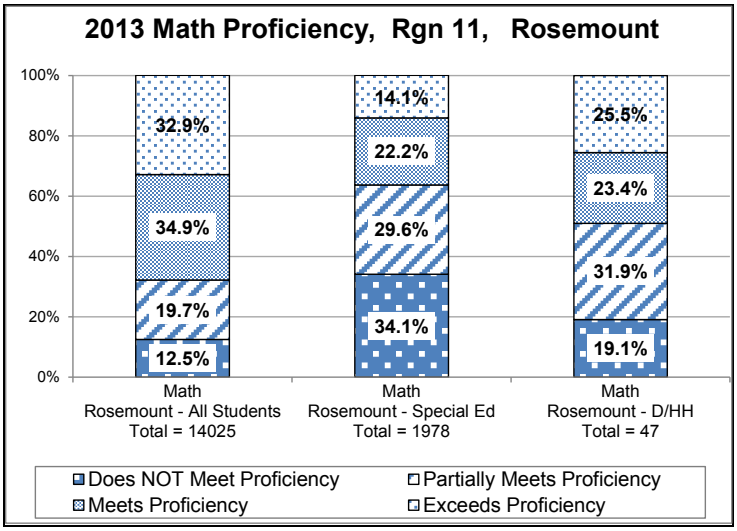
Robbinsdale Assessment Data



2013 Reading Proficiency, Robbinsdale Region 11

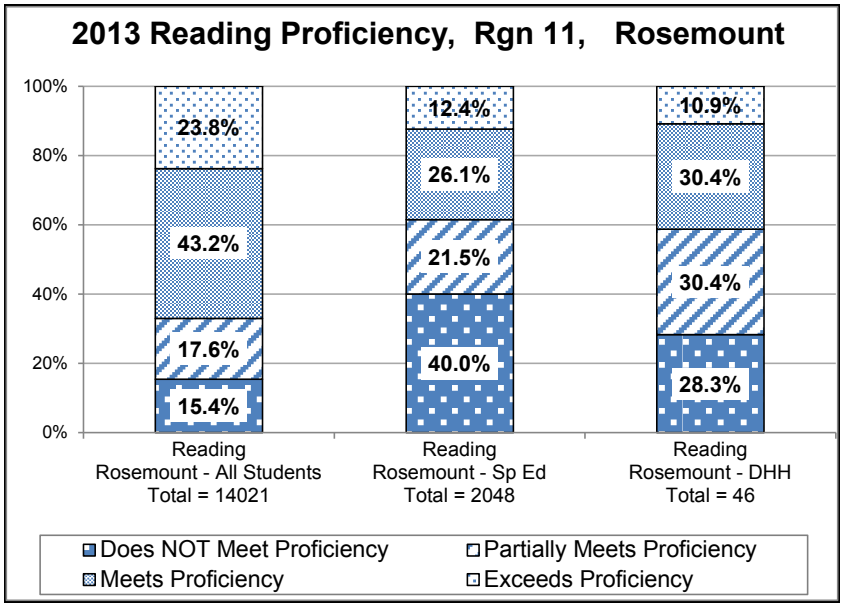
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
6,149	All Students	30.0%	20.6%	34.9%	14.5%
795	Special Ed	59.0%	16.9%	17.1%	7.0%
10	D/HH	20.0%	40.0%	20.0%	20.0%

Rosemount Assessment Data



2013 Math Proficiency, Rosemount Deaf Region 11

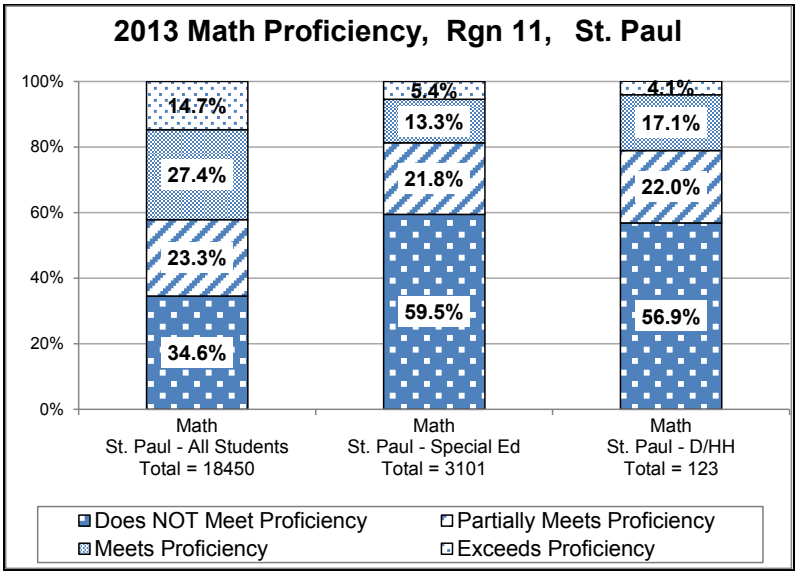
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
14,025	All Students	12.5%	19.7%	34.9%	32.9%
1,978	Special Ed	34.1%	29.6%	22.2%	14.1%
47	D/HH	19.1%	31.9%	23.4%	25.5%



2013 Reading Proficiency, Rosemount Deaf Region 11

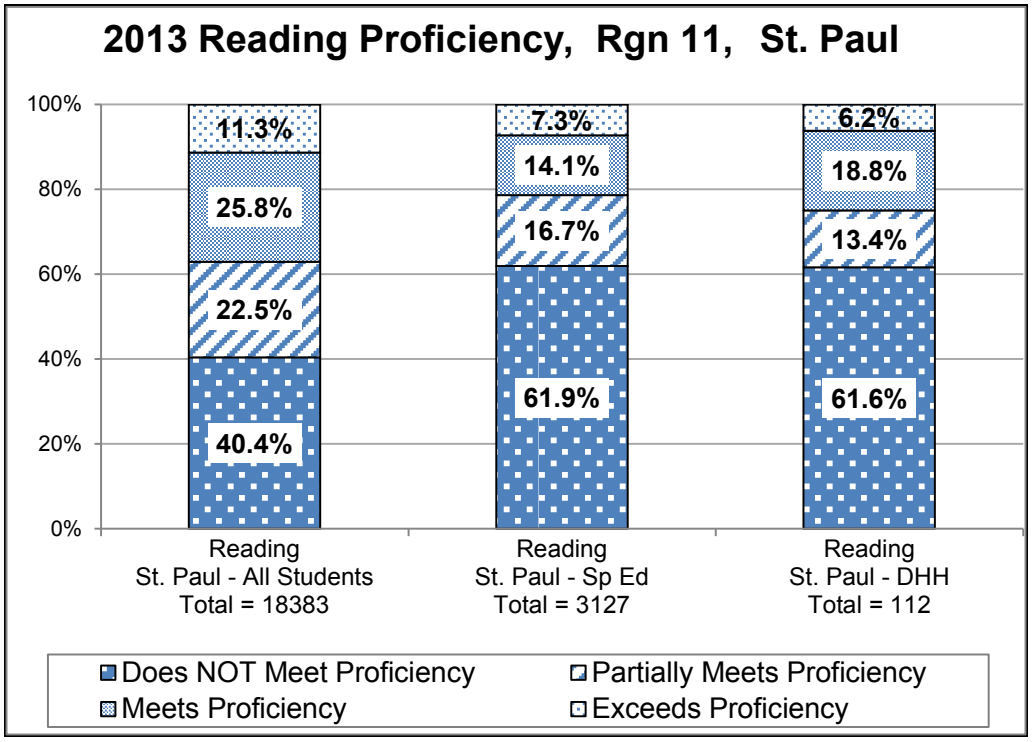
Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
14,021	All Students	15.4%	17.6%	43.2%	23.8%
2,048	Special Ed	40.0%	21.5%	26.1%	12.4%
46	D/HH	28.3%	30.4%	30.4%	10.9%

St. Paul Assessment Data



2013 Math Proficiency, St. Paul Region 11

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
18,450	All Students	34.6%	23.3%	27.4%	14.7%
3,101	Special Ed	59.5%	21.8%	13.3%	5.4%
123	D/HH	56.9%	22.0%	17.1%	4.1%



2013 Reading Proficiency, St. Paul Region 11

Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
18,383	All Students	40.4%	22.5%	25.8%	11.3%
3,127	Special Ed	61.9%	16.7%	14.1%	7.3%
112	D/HH	61.6%	13.4%	18.8%	6.2%

Unique Schools Serving D/HH

There are two schools in Minnesota with the unique mission of educating D/HH students' birth to 21.

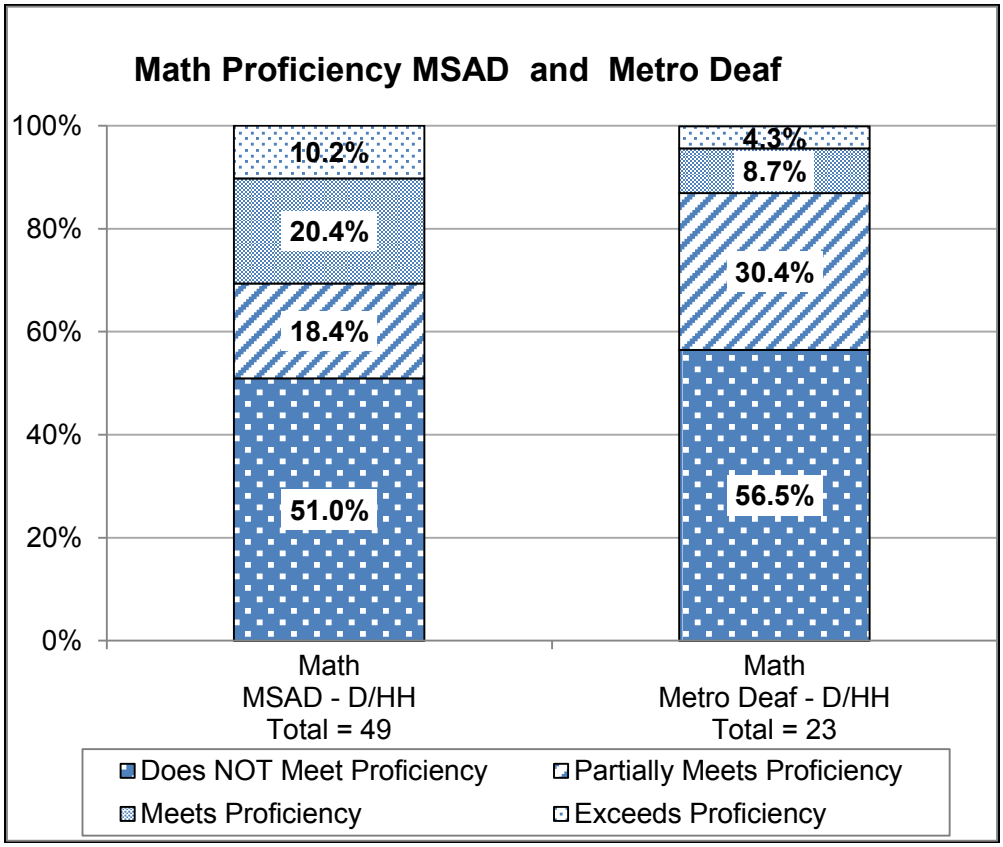
Minnesota State Academy for the Deaf (MSAD) enrolled its first student back in 1863. MSAD takes pride in a rich tradition of serving the educational, social and emotional needs of D/HH students throughout the state of Minnesota. All students at MSAD have an IEP. MSAD serves infants through a combination of in-home and group activities, an early childhood program and students in academic settings in kindergarten through 12th grade. Presently, 31 percent of MSAD students have secondary disabling conditions listed on their IEPs. Almost 21 percent exhibit characteristics and are having needs addressed by provided specialized services.

Metro Deaf School (MDS) is a bilingual charter school serving PK-12th grade students who are primarily Deaf, Deaf Blind and Hard of Hearing. Enrollment is typically 80-90 students. MDS serves the greater metropolitan area and western Wisconsin. The majority of student placement at MDS is through the district where the student resides. At Metro Deaf School (MDS), English teaching is in print and instruction is in American Sign Language (ASL). MDS has a challenging interdisciplinary curriculum that incorporates Minnesota's Academic Standards and the Common Core Standards.

Currently, approximately 30 percent of MDS students have a diagnosed secondary disability with an additional 30 percent of students requiring specific accommodations and/or modifications to the curriculum as written into the IEP. Students who need extended high school time, have an opportunity to continue in the MDS' Transition Plus Program through the school year in which the student turns 21 years of age.

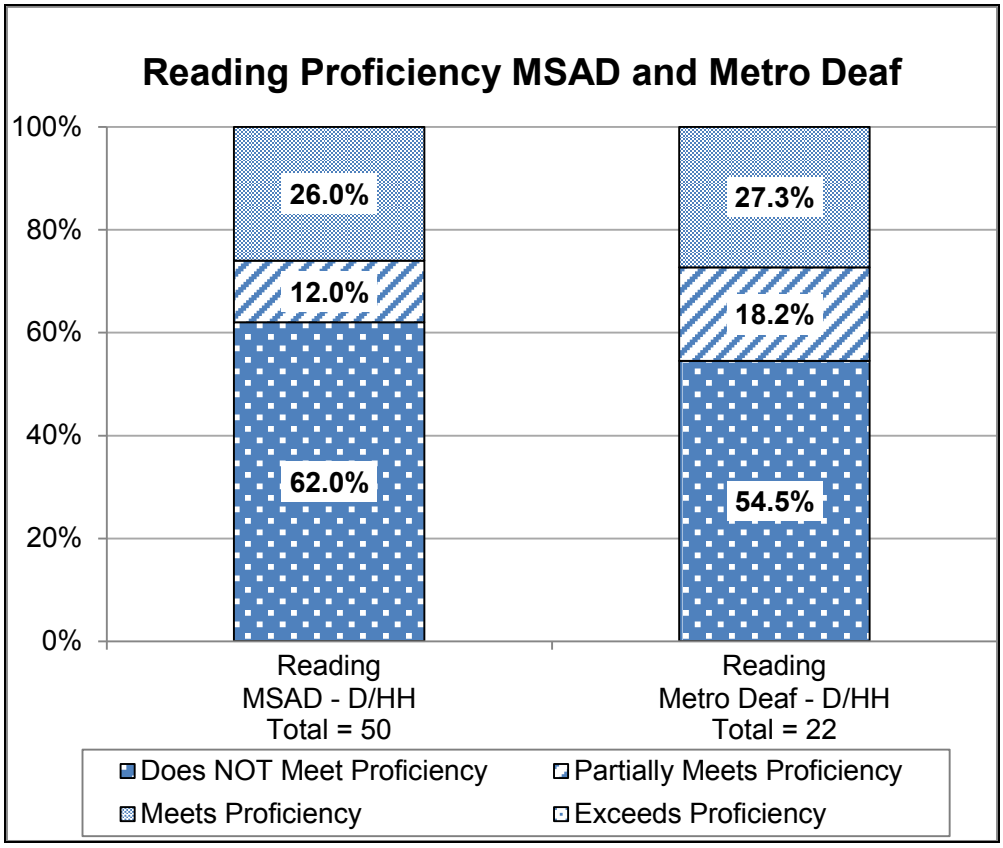
Both schools have small student enrollment, therefore generalizations made on the educational quality of these two schools based solely on test scores for such a small number of students would be a disservice.

Minnesota State Academy for the Deaf and Metro Deaf School



2013 D/HH Math Proficiency MSAD and Metro Deaf

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
MSAD	49	MSAD – D/HH	51.0%	18.4%	20.4%	10.2%
Metro Deaf	23	Metro Deaf – D/HH	56.5%	30.4%	8.7%	4.3%



2013 D/HH Reading Proficiency MSAD and Metro Deaf School

Entity Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
MSAD	50	MSAD - D/HH	62.0%	12.0%	26.0%	0
Metro Deaf	22	Metro Deaf - D/HH	54.5%	18.2%	27.3%	0

Early Learning Outcomes

The 2013, child count revealed 5,162 Minnesota infants and toddlers from birth through age two received early intervention through Individual Family Service Plans (IFSPs). Of these children, 168 infants and toddlers and 284 pre-school aged children were determined eligible through the categorical criteria for D/HH.

Part C — Help Me Grow
Help Me Grow is Minnesota's public awareness campaign to actively seek out, refer and identify infants and toddlers who may be eligible for Early Intervention services under Part C federal dollars. Parents have the choice not to participate in any educational services.

Early Childhood Outcomes
Each state is required to measure and report data annually to the Office of Special Education Programs (OSEP) on outcomes achieved by young children with disabilities. 2,868 special education children were eligible in Minnesota's Part C outcome data. Of these children, 92 were eligible through the categorical disability of D/HH.

MDE collects and tracks annual data on the progress of the students in early childhood special education through the Child Outcome Survey Form (COSF).

The COSF uses a 7-point scale for rating student functioning in three outcome areas:

- Positive social skills.
- Acquisition of knowledge and language skills.
- Use of behavior to meet basic needs.

To determine a rating, the educational team needs to observe the child's functioning in the three outcome areas across a variety of situations and settings. The team rates skills and behaviors that allow the child to function in an age-expected way in each outcome area.

The 2014 COSF survey raised additional questions that probed further into the three outcome areas. Results revealed that when young children with hearing loss enter early childhood they are more likely to be demonstrating age expected skills and often maintain those age expected skills throughout the period of intervention.

Early Hearing Detection and Intervention (EHDI)

The EHDI system relies on interagency collaboration to support young children who have hearing loss, their families, and the early intervention professionals who serve them. The overall goals of EHDI efforts are to ensure that:

- Young children who have hearing loss are able to maximize their communication and learning potential, regardless of the degree of their hearing loss.
- Young children who have hearing loss are able to begin kindergarten with communication, social and early literacy skills at developmental levels similar to those of their typical-hearing peers, or commensurate with their cognitive abilities.
- Each family receives the quality, individualized supports and services they need to help their child grow and learn.

The Minnesota regional EHDI teams work to support local, regional and statewide interagency EHDI initiatives that help build capacity in their school districts and regions for providing evidence-based early intervention and early childhood support services that meet the unique needs of young children with hearing loss and their families.

Supported by MDE and the Minnesota low incidence projects, each of these regional teams is comprised of professionals from the following disciplines who are currently working in the public school system: an educational audiologist, a D/HH teacher, an early childhood special education teacher, and beginning in 2014, a speech language pathologist. Connection to the Regional Interagency Early Intervention Committee (IEIC) is also encouraged and supported. The Joint Committee on Infant Hearing held monthly meetings and provided recommendations. D/HH teachers attended a MDE sponsored workshop providing information on autism and hearing loss in January of 2014.

Recommendations for Early Learning and EHDI, 2014-2015

- Provide annual training to Regional EHDI Teams to build capacity.
- Update the checklist for teachers to use when determining early assessments for D/HH birth to five.
- Analyze the Child Outcome Summary Form (COSF) data to determine beneficial trends for D/HH infant and toddlers with hearing loss.
- Participate on the Advisory Board for EHDI.
- Coordinate efforts to align hearing screening procedures across the state.
- Provide disability specific information for family resource materials.
- Align the 2013 joint committee on infant hearing recommendations with MDE's early learning initiative "Inspire Action" which is a 12-step evaluation plan.
- Maintain EHDI specialist's position.

Professional Development

In December of 2013, MDE surveyed D/HH teachers statewide to identify student needs. Three areas were identified as priority focus areas for ongoing professional development:

1. Assessing postsecondary transition skills.
2. Reading and language instruction, with the use of reading/language curricula options.
3. Assessing social emotional development.

While discussing the heterogeneity and diversity of the D/HH population in his paper "Issues in Education of Students who are Deaf or Hard of Hearing", John L. Luckner, Ed D states; "*Roughly, 33 percent have a disability in addition to a hearing loss.*" (John L. Luckner, 2013).

D/HH teachers are identifying an increased number of hearing loss students who have additional disabilities, which creates a strong need for additional professional development for those teaching students with co-existing disabilities. In January 2014, MDE held a statewide D/HH workshop for teachers to gain additional knowledge about D/HH students with autism.

Minnesota continues to work with Postsecondary Educational Programs Network (PEPNet2), a national organization that encourages students to pursue further education and employment beyond high school. PEPNet2 conducted a comprehensive needs assessment in 2012, where over 1,500 D/HH students, parents, and professionals participated in surveys, interviews and focus groups (Cawthon, 2012).

Key findings from this needs assessment include:

- 53 percent of D/HH students have completed some type of postsecondary education.
- 37 percent of postsecondary students have completed a two or four-year degree.
- 49 percent of students have obtained gainful employment.

Overall, D/HH employment rates are higher in comparison to their peers with disabilities, although the D/HH continue to be underemployed and underpaid.

The state's PEPNet2 transition work group presented the three statewide goals to the D/HH Advisory Committee:

1. Professional development; create two webinars.
2. Family and student education; increase parent involvement with transition.

3. Data collection; increase interagency transition data.

The National Post-School Outcomes Center at the University of Oregon has developed a 17-point assessment called the “Predictor Implementation School/District Self-Assessment Tool”.

Recommendations for D/HH Professional Development, 2014-2015

- Plan professional development workshops to increase D/HH teacher knowledge based on the below listed identified needs. To be successful participants will need to make changes as they implement new strategies. MDE will provide Continuing Educational Units (CEU’s), mentoring and follow up as needed for D/HH teachers as they develop new action plans.
    - Develop a webinar “Transition Guidelines for Teachers of the Deaf and Hard of Hearing”. This webinar will provide teachers with a systematic process to follow. Teachers will be required to implement strategies learned with a D/HH student prior to earning CEU’s.
    - Identify or develop a webinar encouraging the increase of student led IEPs, which give teachers a greater understanding of the process and gives students the option to make decisions regarding their own future.
    - Workshop for D/HH teachers for a better understanding of D/HH transition assessment options and to assist D/HH students with the transition process.
    - A follow up workshop to raise D/HH teacher awareness and knowledge that addresses co-existing disabilities (autism and D/HH). Teachers and participants will take a pre and posttest.
- Increase State of Minnesota interagency sharing of D/HH transitional data to identify and improve achievements for underachieving D/HH students.
- Develop a statewide parent/professionals workshop addressing student transition services.
- Review the predictor assessment document developed by the National Post-School Outcomes Center to determine if incorporating additional indicators will assist in obtaining better post-school outcomes.
- Work with DEED/VRS to share materials, practices and to establish a better understanding of DEED/VRS data and services to identify and foster D/HH students that are not achieving employment or educational benchmarks.
- MDE is studying the recently released report by Minnesota Management and Budget (MMB) (June 15, 2014), on high performing school districts and is contemplating the development of a self-assessment form that may assist school districts as they identify their quality indicators for success

Transition Data from Department of Employment and Economic Development (DEED/VRS)

Vocational Rehabilitation Services (VRS), a division of the Department of Employment and Economic Development (DEED), served 19,443 Minnesotans with disabilities in 2013. Approximately four percent of the total number or 836 are D/HH and of those, 259 were students of transition age 16-21.

VRS has five core goals in its plan for improving transition services:

1. Outreach to students/transition youth.

2. Outreach to parents and families.
3. Connecting with schools.
4. Collaboration with partners/community providers/counties/employers.
5. Internal training and work within VRS and other DEED organizations.

DEED/VRS assigns high schools a general Vocational Rehabilitation (VR) counselor. In the metro Twin Cities area there are four VR counselors serving D/HH students. In high schools that do not have an assigned VR counselor, the student may consult with the main D/HH team in the St. Paul office or the State Coordinator for Deaf Services on a case-by-case basis.

VRS assigned one VR counselor to be the "point of contact" for MSAD in 2012. Students have the option to continue working with their home VRS counselor, or work with the onsite counselor until they graduate. MDS has one VR counselor as well. This helps to provide consistency and quick responses to the needs of teachers, students and their families when considering applying for and having an open case with VRS.

It is necessary to consider several factors when deciding eligibility for VR Services. If a student qualifies for social security benefits, they are eligible for VR Services. The student must have an "impairment" that constitutes or results in a substantial impediment to employment and requires vocational rehabilitation services to prepare for, secure, retain or regain employment. The student must be able to benefit from a positive employment outcome from vocational rehabilitation services.

Next year, the advisory group will examine the data shown above to ascertain how they can use the information to assist D/HH students as they transition to postsecondary or employment.

Minnesota Collaborative Plan

The purpose of the "*Minnesota Collaborative Plan for Maximizing and Monitoring Learner Progress for Children who are Deaf, DeafBlind, and Hard of Hearing and their Families",* is to improve educational outcomes so that each student, upon graduation, is prepared to enter the adult workforce or continue his/her education and be a productive member of the community.

The plan proposes three global goals and eleven objectives that address critical components of development and education from birth to high school graduation. Objectives, outcomes, measureable indicators, proposed benchmarks, activities, responsible agencies and timelines were identified. The objectives aligned with the goals of the National Agenda in Deaf Education, Minnesota SPP indicators for special education, and the state EHDI team goals.

Several D/HH Advisory Committee members work on the Collaborative Plan with a diverse group of committed stakeholders who work collaboratively to develop goals, outcomes, and measureable indicators to improve services for students with a hearing loss in Minnesota. Find detailed information at the Commission of Deaf, DeafBlind and Hard of Hearing Minnesotans at http://www.mncdhh.org/education/481/mn-collaborative+plan

Recommendations for Minnesota Collaborative Plan, 2014-2015
MDE will continue to have advisory members and staffs attend the annual MNCDHH Collaborative Plan meeting or MNCDHH sub-work groups to improve academic achievement for D/HH students. The D/HH Advisory Committee and MDE remain committed to working with MNCDHH and other stakeholders to identify outcomes and implement changes as needed.

Summary

This report has identified efforts, data, and results of work from the education based agencies, departments, and individuals who serve D/HH students in Minnesota. In 2013, five schools reported data indicating great success on the MCA's. MDE visited four of the successful districts to determine if any of the successful strategies and procedures might be useful to other schools.

Results from MDE surveys and workshop evaluations given to Minnesota D/HH teachers revealed a need for additional training in the area of transition, co-existing disabilities and early learning. To address these needs, MDE in collaboration with PEPNet2 is exploring options for D/HH teacher training on transition, postsecondary and employment needs for D/HH students. MDE will plan and develop two webinars, one for an informal assessment and one on student led IEPs, to increase D/HH teacher knowledge in the area of transition. MDE also plans to host workshops on co-existing disabilities and early learning to meet the needs expressed by D/HH teachers. Appendix A. includes results based accountability plans developed by MDE for planned D/HH activities.

This report included information about the MNRCDHH, D/HH, Minnesota's Special Education Division, D/HH student eligibility criteria, child count data in a variety of categories, enrollment data, demographic information, instructional settings, graduation/dropout rates and MCA assessment data and outlined the challenges in reporting data for the low-incidence disability group of D/HH. Readers of this report should consider the diversity and heterogeneity within the population of students with hearing loss in Minnesota.

Accessibility is a priority to MDE; contact our website to request an alternative format of this information. Request alternative format.

Deaf and Hard of Hearing Advisory Committee Members

Cindy Bruning	Parent, Bemidji
Mary Cashman-Bakken	Minnesota Department of Education
Lisa Dembouski	Teacher, St. Paul
Jay Fehrman	Supervisor, Metro 916
Brad Harper	Superintendent, Minnesota State Academy for the Deaf
Michele Isham	Teacher, Benton Steams Education District
Diane Joseph	Teacher, Roseville
Elise Knopf	State Agency, Department of Employment and EconomicDevelopment/VRS
Kristin Larson	Teacher, Apple Valley, Eagan, Rosemount
Anna Paulson	Higher Education, University of Minnesota
Sherri Rademacher	Parent, Higher Education, St. Cloud, Melrose

Marcia Schutt	State Agency, Department of Human Services, D/HH Division
Dyan Sherwood	Supervisor, Vice Chair, Metro Deaf School
Ann Vaubel	Teacher, Chair, Mankato

Acronym List

ADA-American with Disabilities Act
APR-Annual Performance Report
ASL-American Sign Language
COSF-Child Outcome Survey Form
CEU's-Continuing Educational Units
CTE-Career and Technical Education
DEED-Department of Employment and Economic Development
D/HH-Deaf and Hard of Hearing
DHSDHHD-Department of Human Services–Deaf Hard of Hearing Division
EC-Early Childhood
EHDI-Early Hearing Detection and Intervention
HL-Hearing Level
IEIC-Interagency Early Intervention Committee
IEP-Individualized Education Program
IFSP-Individualized Family Service Plan
MARSS-Minnesota Automated Reporting Student System
MCA-Minnesota Comprehensive Assessment
MCA-Modified- Minnesota Comprehensive Assessment Modified
MDE–Minnesota Department of Education
MDH-Minnesota Department of Health
MDS–Metro Deaf School
MMB-Minnesota Management and Budget
MNCDHH-Minnesota Commission for the Deaf, DeafBlind and Hard of Hearing
MNRCDHH-Minnesota Resource Center Deaf/ Hard of Hearing Advisory Committee
MSAD-Minnesota State Academy for the Deaf
MTAS-Minnesota Test of Academic Skills
NLTS-2 National Longitudinal Transition Study 2
NPSO-National Post-School Outcomes Center
OSEP-Office of Special Education Program
PBIS- Positive Behavioral Interventions and Supports
PEPNet2-Postsecondary Educational Programs Network
RES-Research and Evidence Synthesis
RTI-Response to Intervention
SEAP-Special Education Advisory Panel

SDHHN-State Deaf and Hard of Hearing Network

SPP-State Performance Plan

U of M-University of Minnesota

VR-Vocational Rehabilitation

VRS-Vocational Rehabilitation Services

Works Cited

Cawthon, S. &. (2012). *PEPNet2 Needs Assessment Final Report.* Austin, Texas: http://www.pepnet.org/sites/default/files/NAMASTERCOMPILEDPDF.pdf.

John L. Luckner, E. D. (2013). *Issues in Education of Students who are Deaf or Hard of Hearing.*

Appendix A.

Expanding Co- Existing Disability Strategies to Teachers

Getting from Talk to Action

Who are the Customers?
Teachers

Performance Measures

How much did we do? 1. Surveyed D/HH teachers to determine needs in 2012 and 2014. 2. Planned and held workshop on DCD-D/HH in 2012 and Autism-D/HH early childhood in 2014. Community of Practice (COP) workgroups discussed strategies quarterly. Regions discussed at network meetings

How well did we do it? 2014 survey data revealed that teachers want additional information on Autism-D/HH strategies for K-12.

Is anyone better off? DCD and D/HH teaches and Autism and Early Childhood D/HH teachers and the students they serve are often served by one or the other teacher. Increasingly, districts are teaming up professionals to get better results.

Baseline

Survey results from 2012 and 2014

Story behind the baseline

More and more D/HH students are presenting with co-existing disabilities. Learning about additional disability strategies will assist IEP teams as they determine amount services needed.

Partners

Administrators Teachers, IEP/IFSP teams

What will it take to succeed?

D/HH Teachers need to work collaboratively and learn about other disabilities.

Criteria

Over 33% of D/HH students have co existing disabilities

Strategy and action plan

1. Training as a district team encourages collaboration and awareness of disability strategies that work–Provide an Autism–D/HH workshop. 2. Establish COP workgroup for Autism-D/HH

Increase MCA scores with a self assessment document of quality indicators

Getting from Talk to Action

Who are the Customers?
Districts, Parents, Teachers, Support Staff, Students

Performance Measures

How much did we do? 1. Identified schools where D/HH student exceeded in math and reading (5). 2. Surveyed those teachers. 3. Observed those districts. 4. Facilitated a discussion with those districts. 5. Wrote a report on the findings.

How well did we do it? We gathered information and now need to design a self- assessment document.

Is anyone better off? Too early, to tell the report just came out- June 2014. Need to make sure the report gets distributed.

Baseline

June 2014 –Report "Deaf or Hard of Hearing High Performing School District Environments"

Story behind the baseline

Why are some schools making good progress with D/HH students on the MCA's and others do not?

Partners

Districts, Teachers, Administrators, Parents and Students

What will it take to succeed?

Design a self-assessment tool to assist districts as they identify quality indicators of their programs.

Criteria

Districts will be able to determine where strength and weakness are to assist them in being better prepared to have D/HH student take the MCA's

Strategy and action plan

2. Disseminate the report "Deaf or Hard of Hearing High Performing School District Environments". 2. Design a self-assessment tool for districts 3. Pilot the tool 4. Disseminate the tool to all schools.

Expanding Knowledge of Transition Options

Getting from Talk to Action

Who are the Customers?
D/HH teachers, D/HH parents, D/HH students, other agencies

Performance Measures

How much did we do? 1. MDE created a guideline for Deaf and Hard of Hearing teachers. 2. MDE participated in a national Deaf and Hard of Hearing conference 3. MDE distributed Pacers' guidelines to Parents 4. MDE surveyed Teachers and their number one concern was the area of transition.

How well did we do it? 1. Most teachers of the D/HH are using the guidelines but want more information on scoring and implementation procedures 2. 2014 Teacher survey results still say that they are having trouble with implementing transition skills into classroom routines and conducting appropriate assessments.

Is anyone better off? Teachers are more aware of their responsibilities in the area of transition. More students are starting this process earlier. Parents are asking for transition information earlier.

Baseline

2014 survey revealed D/HH teachers felt their knowledge of transition to be their number one concern.

Story behind the baseline

D/HH teachers say that there is no time in the school day to address transition. D/HH parents seem unsure of what is needed to make the transition from high school to post- secondary options

Partners

Parents, teachers, and students, Pacer, MDE Transition Specialist, MDE D/HH transition workgroup and Department of Employment and Economic Development (DEED)

What will it take to succeed?

Teachers, students and parents need to be able to address transition possibilities in an organized manner. More D/HH student- led IEP's.

Criteria

There needs to be more D/HH student led IEP's.

Strategy and action plan

1. D/HH parents need multiple ways to obtain information on transition options–regional workshops, packets, and teacher communication. 2. D/HH teachers and students need assistance on how to conduct student led IEP's-develop or select an interactive webinar on this topic and post on the U of MN website and model student led IEP's 3. Coordinate with MDE transition specialist to get D/HH teachers information on assessment modules out to the field.

Early Hearing Detection and Intervention (EHDI)

Getting from Talk to Action

Who are the Customers?

Teachers of the D/HH, Audiologists, Speech Clinicians, Early Childhood Specialists

Performance Measures

How much did we do? 1. MDE hosted an annual training for regional EHDI teams with early childhood teachers. 2. MDE held monthly meetings with members of the EHDI teams 3. Several communities of practice (COP) meetings were held to share strategies. 4. MDE collaborated with EHDI Advisory Board to identify promising practices for screening infants and toddlers. 5. MDE surveyed schools to identify current hearing screening practices.

How well did we do it? 1. Each regional team shared their annual work plan showing what they accomplished in their regions for improving EHDI procedures and processes. MDE formed a workgroup to continue to work on hearing screening procedures to make them consistent throughout the state

Is anyone better off? Each year more and more Deaf and Hard of Hearing infants and toddlers are identified and connected to early intervention services at earlier dates.

Baseline

2012-60 D/HH children were served in EC

2013-69 D/HH children were served in EC

2014-92 D/HH children were served in EC

Story behind the baseline

Deaf and Hard of Hearing infant and toddlers were not being identified and served until they were 3 or older and consequently had severe language delays.

Partners

Teachers, State Agencies, Administrators, Parents, Service Providers, Hospitals

What will it take to succeed?

Need to continue to work on regional processes to identify barriers to identification of deaf and hard of hearing infants and toddlers to appropriate services

Criteria

Statistics say that there should be about 300 children birth to 3 with a hearing loss identified by age 3.

Strategy and action plan

1. Regional EHDI teams will write a work plan based on their identified needs 2. Regional teams will work on identified barriers. 3. Hearing Screening workgroup will work to identify appropriate hearing screening practices and disseminate their findings statewide.

Expanding Applications of State Standards to Teachers

Getting from Talk to Action

Who are the Customers?
Administrators, Teachers, Curriculum Directors, School Staff…

Performance Measures

How much did we do? Introduction workshops, Literacy Camp, Charting the C's

How well did we do it? It is too early to tell if there is an impact. Some teachers are confident in their skills and understanding and others are not. It does depend on if the districts are implementing these strategies or not.

Is anyone better off? All could be better with a common framework to work from. State standard language will give greater understanding and common terminology for all.

Baseline

2012-2014 D/HH Legislative reports indicate that MCA scores for student with a hearing loss are behind for the most part from their hearing peers.

Story behind the baseline

MCA scores for students with disabilities consistently lag behind their peers. Want to improve reading scores for D/HH students.

Partners

Teachers General and Special Education

What will it take to succeed?

Begin with one area of the state standards- reading

Criteria

National data consistently puts D/HH students several years behind hearing peers in the category of reading.

Strategy and action plan

1. Explain each of the 10 reading anchors. 2. Create writing teams to address how they would implement pre, posttests, and teaching strategies for each of the 10 reading anchors. 3.Have UDL teams indicate at least 3 different ways they could be implemented.

Appendix B.

Management Analysis and Development Report for the Department of Education, Deaf or Hard of Hearing High Performing School District Environments.

Minnesota Department of Education

Deaf or Hard of Hearing High Performing School District Environments

June 2014

Minnesota Management & Budget, 203 Administration Building, 50 Sherburne Avenue, St. Paul, MN 55155
Telephone: 651-259-3800 Fax: 651-797-1311 Website: www.mad.state.mn.us

Project team

Kris Van Amber

Division director

Bill Clausen

Assistant division director

Kristin Batson

Contact information

Telephone: 651-259-3800
E-mail: Management.Analysis@state.mn.us
Fax: 651-797-1311
Website: www.mad.state.mn.us Address:
203 Administration Building
50 Sherburne Avenue
St. Paul, Minnesota 55155

Copies of this report

For more information or copies of this report, contact Mary Cashman-Bakken, Minnesota Department of Education, at 507-412-5214.

Management Analysis & Development

Management Analysis & Development is Minnesota government's in-house fee-for-service management consulting group. We are in our 29th year of helping public managers increase their organization's effectiveness and efficiency. We provide quality management consultation services to local, regional, state and federal government agencies and public institutions.

Table of Contents

Introduction

The Minnesota Department of Education (MDE) is charged with creating an annual report on the performance of deaf or hard of hearing (D/HH) students on the Minnesota Comprehensive Assessments (MCAs). In addition to reporting on the MCA performance, MDE has been charged with describing the implementation of a plan for improving the education outcomes of D/HH children, premised on evidence-based best practices. To understand the environmental characteristics and practices that lead to students meeting or exceeding MCA standards, the Special Education Division invited the five top MCA performing school districts to participate in an effort to identify their best practices. Using data from 2012, MDE identified the following top performing school districts:

- Bloomington
- Centennial
- Eden Prairie
- Edina
- Mankato

Bloomington, Eden Prairie, Edina and Mankato agreed to participate in the initiative.

After identifying the environmental characteristics and practices of these districts, MDE intends to work with all districts to implement the identified best practices.

Methods

MDE used three modes of data collection to understand what contributes to student achievement. First, a survey was sent to D/HH teachers in the participating districts to collect data regarding their caseloads and instruction methods. Second, MDE staff observed the instruction of D/HH students in kindergarten through high school classrooms. In addition, MDE staff conducted focus groups comprised of D/HH and general education teachers, Special Education Directors, principles, superintendents, parents and audiologists. The following questions were used to identify district specific best practices and learning environments.

1. *How would you describe your district's D/HH learning environment?*
2. *What goes into creating this environment?*
3. *What part do general and special education play?*
4. *How are strategies, supports, programming, modifications, accommodations, etc. developed and provided for students who are D/HH so they have access to instruction in MN academic?*
5. *Who is involved? What is their role?*
6. *What are some examples of building and district leadership you have experienced to operationalize this programming?*
7. *How do universal instruction and student differentiation factor into the curriculum?*
8. *How does the district staff monitor and adjust?*
9. *How do you stay current on new approaches or best practices?*

10. *How supported are you in delivering appropriate instruction?*
11. *What other opportunities for support exist?*
12. *What else is contributing to the district's D/HH MCA success that we haven't discussed?*
13. *What are the most critical contributors to MCA excellence?*

Themes

The following themes were drawn from all three modes of data collection and are listed starting with the most important themes.

Nurture collaboration

Collaboration was one if not the most highly attributed reason for district success. Collaboration is the participation by and actions taken by all those who feel a sense of ownership for a child's success. Collaboration happens both formally and informally among all the partners. The partners are general and special education teachers, parents, audiologists, directors and principles.

Formally, the teachers talked of professional learning communities (PLC) and teacher cohort models as a time for general and special education teachers to come together and discuss individual student's goals.

In Bloomington, the D/HH teachers sit in with the general education staff during their weekly meetings. In Mankato, the D/HH teachers participate in the special education teacher meetings to discuss all grade special education students.

Individual Education Program (IEP) meetings between staff and parents were also mentioned as a formal way to communicate and learn about what is contributing to individual student success as well as setting performance expectations.

Informally, all the participants spoke of the constant communication between special and general education teachers and between D/HH staff and parents. Email, text messaging, voice mail and data portals allow for a steady stream of communication. Staff and parents no longer need to wait until the next formal meeting to discuss a student's progress. They confer and adapt to meet the student's immediate needs.

In general, all forms of collaboration, formal and informal, allow for a shared understanding of all students individual needs. Not only does this provide all the teachers with the curriculum and strategies they need, it creates a strong sense of ownership amongst all of the teachers and reinforces the All Child attitude. An example is the transition planning that occurs for incoming and outgoing students. The general and special education teachers, including early childhood special education (ECSE) teachers talk to each other to understand each student's needs before they enter the classroom. This creates continuity for the student, which is vital for academic and social success.

Contributors to collaboration

Across the districts, two themes emerged for how to create a collaborative culture. First, collaboration is rooted in a high level of professional **courtesy and respect** among staff and parents. In addition, the

depth of collaboration grows out of **staff longevity**. In each district, there is one or two D/HH staff members who have forged deep relationships with the district staff, parents and community members. It appears that these staff members, along with supportive administrators, have created an expectation for collaboration. An expectation that says, “This is how we do it here.”

Intervene early

All of the districts identified early intervention as a contributing factor to student success. All the districts studied have early childhood birth to age three detection screening and intervention for hearing loss. Along with screenings in pre-school and elementary grades, the Mankato district has a community partner that can screen newborns within the first week of birth. (Pediatric diagnostic testing at Mayo clinic in Mankato)

All the districts believe that by understanding the child’s needs early and partnering with parents, great strides can be made to prepare children for school, especially in the areas of expressed language and self-advocacy.

One of the D/HH teachers pointed to the vital importance of early expressed language development for D/HH students, which has the potential to bring D/HH students to same level as their hearing classmates.

Early intervention also sets into motion an early familiarity with technology and an expectation to advocate for oneself to have the necessary technology for learning.

With early intervention comes a continuity of services and instruction that begins in early childhood special education and continues through elementary school due to the communication and collaboration of district staff. Due to early detection in the Mankato district, the district will be establishing a preschool cohort program for students with cochlear implants.

Create an environment of “All”

All of the school districts hold the strong belief that they exist to serve all children in their district and that every child has the ability to be successful. This instills an expectation and rigor for teachers to meet a high level of learning for all children. A D/HH teacher emphatically stated, “It isn’t about the disability, it is about the learning.”

This belief extends to a whole child approach, which means in addition to academic achievement, teachers and staff also focus on social, physical and emotional success.

To create this environment and attitude of “All,” specific actions are being taken to increase peer acceptance through anti-bullying and character development initiatives. One of the principals in Eden Prairie visited every classroom to talk about character development because as she put it, “All the children need to feel like they belong.”

“All means all.” —Mankato Superintendent

Set high expectations

All four districts emphasized the need to set high expectations for every child. They do this by creating a strong student centered personalized curriculum and by supporting the student's learning through technology and accommodations so they can meet or exceed the expectations. Many attribute student success to high expectations held by parents, teachers, administrators and the school board. "In Eden Prairie, the school board emphasized high expectations and that belief has permeated the district."

Participants mentioned that high expectations and effective academic supports are the key ingredients for developing high confidence and self-esteem.

One of the participants summed it up by stating, "They are graduating to something. It is our job to get them ready."

Encourage parental involvement

All of the districts identified parental involvement as a major contributing factor to student success. When parents are involved, they partner with the district staff and set high expectations for their child's success. This unified message instills a sense of self-esteem and motivation within the student and reinforces that their learning is important.

The district staff also pointed to the level of parent commitment as making a difference. In some cases, parents are finding the most recent findings or technological supports and bringing them to the attention of the teachers. Parents and teachers keep in constant communication to understand what is working and what is not. An example would be the web portal in Eden Prairie, where parents monitor their child's progress.

Many of the districts commented on the deep sense of community they experience and how parents are a major contributor in creating this community. Parents take time to volunteer in school activities and stay in communication with teachers and other families.

There is a concerted effort made in the Edina district to create a best-fit match between the teacher and the parents to optimize the relationship.

Enhance technology

All the districts in this study have the ability to provide the latest technology to amplify sound and to deliver student centered instruction. One of the districts, Eden Prairie, passed a levy to support technology for a decade of learning. This allows the district to offer internet and laptops to students and to insure that each student is equipped with a personal mobile device. It also allows Eden Prairie to offer many visual options in the general education classroom.

In general, the districts have found the resources to fund technology, either in their general funding or—in the case of Bloomington—they applied for a grant to install amplification systems in all schools.

One of the participants mentioned that personal mobile devices are great equalizers. They allow for student-centered instruction that isn't predicated on following a teacher's instruction. IPads in particular allow students to take pictures of notes or record a lecture. They can even prompt students to

let them know it is time to change rooms to go to D/HH instruction. One of the schools is investigating using closed captioning to support flip[1] classroom instruction.

There is a strong commitment to make technology work in the four districts. Through the help of a school, district or regional audiologist, they make sure that students have the technology they need to learn. One of the districts works with parents to make hearing aids available for all hours of the day rather than just the time at school.

Eden Prairie said about their technology approach, “At the heart of the conversation is the question—what is good for our students? Then we get the resources.”

Secure administration support

A belief held by all of the districts is that administrators make a huge difference in setting the tone and expectations of staff. In the Bloomington district, general and special education silos that were once in place are now gone. This allows for a full inclusion model for teachers and students. All of the districts described administrators as being flexible in allowing staff to do what is necessary and empowering them to be innovative. They listen to the expertise of the staff. Many of the districts are offering multiple instructional modes such as cohorts, direct instruction in the general education classroom, etc. This wouldn’t be possible without the support of administrators by providing the necessary logistics, bussing, encouragement and resources. In the Bloomington district, the administrators applied for and received a grant to install sound field systems in their schools.

One of the MDE observers remarked how important it is to see the principal involved in the D/HH classroom as seen in the Mankato district. This interaction reinforces the environment and attitude of “All.”

Most of the district’s teachers mentioned the strong administrative support for professional development such as Metro Splice and Metro ECSU. In Bloomington, they use a co-supervision model in which there is an administrative lead and the principal both observe and provide feedback to the special education teachers.

Hire high quality staff

One of the most repeated and strongly held beliefs is that student success depends upon having high caliber, passionate education staff. Some of the words used to describe both the D/HH and general education staff were dedicated, passionate and committed. With high expectations, they do all that is necessary to provide a high level of instruction and support to their students.

They do this by engaging the student’s parents early in understanding how to best support their child’s learning needs outside of school. Educators keep in constant communication with each other and the parents to understand what is working and how to best support the student. They continue to develop their skills and abilities to provide the highest level of support to their students, sometime at their own expense. In the Mankato district, one of the teachers paid for additional schooling in order to prepare

[1] Flip classroom instruction occurs when students view an instructional video outside of the school day. When the students return to school, the class discusses the video and applies what they have learned in the classroom.

for an incoming cohort of students with cochlear implants. In the Bloomington district, a general education teacher took American Sign Language (ASL) training in preparation for an incoming student. They have taken ownership of and responsibility for the development of their students. One of the teachers summarized it by stating, “The teacher’s goals are the student’s IEP goals.”

Other examples of high quality staff were mentioned. In particular, Edina mentioned the importance and vital role of paraprofessionals. A general education teacher stated that because of the paraprofessional, teachers are able to deliver the necessary direct instruction to the student that would otherwise not be possible.

In the Eden Prairie district, the teachers attribute the front desk receptionist with creating the cohesion between teachers and families by being a reassuring presence that knows what is going on.

Nurses were also mentioned as an important contributor in providing services. They can be the first point of contact for students and families if hearing loss is detected during a school screening event. In one school district, they are the touch point if the student isn’t in a cohort. In another district, the nurses check the equipment daily for all the young students.

Build advocacy skills

All of the districts mentioned advocacy for and by the student as vital to student success. Advocacy, if started early with parents and students, can have a profound impact on student learning. If students learn early to ask for what they need, it becomes a habit. Once a habit, the child’s focus is on learning. One of the observers in the Mankato district remarked how she saw a student hand her hearing equipment to the principal so she could hear. The student did not hesitate to ask even though the person was an authority figure. One of the participants stated, “Self advocacy encourages a culture that says, ’You can.’”

As an example of how to develop self-advocacy skills, one of the districts uses role-playing to simulate the experience of asking for what the students need.

Offer student centered instruction

All of the districts have D/HH staff. In the past, some of the districts received D/HH services through other districts. Due to an increasing D/HH population, D/HH instruction has become a district service. Having D/HH staff nearby allows teachers to be a part of the student’s life. All of the districts described the processes for creating the right balance of universal and differentiated instruction. This balance is determined through compensatory and formative assessments to identify language needs and other supports to create a strong curriculum for the whole child. The instruction approach is discussed and decided through the collaborative efforts of the education staff.

Most of the districts offer multiple approaches to instruction allowing more choice and flexibility to meet the student’s needs. Some of the approaches to instruction include: mainstream environments, D/HH cohorts, a combination of pull out and push in and middle school D/HH homeroom time.

An example of a collaborative curriculum implementation can be seen in Bloomington where the general education teacher monitors elementary level students and the D/HH teacher receives reports on the student’s progress.

As a general approach, students are exposed to the regular curriculum as much as possible. Three of the districts prepare students for the MCAs and provide MCA testing accommodations. In the Edina District, students are exposed to the same vocabulary that is expected on the MCAs.

MDE observers described a Mankato kindergarten instruction as particularly purposeful and

intense. Mankato D/HH provides explicit instructions to the general education teacher to give them the confidence and tools to keep the student in the general education classroom.

Most of the districts were observed using data to inform student instruction. In Mankato, a general education teacher used a typed up lesson plan with specific goals to communicate to all special education teachers entering the classroom. Edina and Bloomington use assessment data to inform individual's progress on standards based curriculum. They also post the state standards either right on the wall or in a document that is shared with their D/HH staff.

This form of monitoring allows the teacher to change and adapt the student's instruction plan based on actual performance. Eden Prairie described their use of data as "a deep dive" to be sure that the culture and expectations are tied to data.

Develop community partnerships

Some of the districts mentioned the importance of community partnerships. Community partnerships supply additional resources that complement the district resources. The Mankato district, although the least D/HH- staffed district, has partnerships with the Mayo Clinic, Sertoma and the local Lions group. Many of their district leadership are members of various community groups. These partnerships have created a network of offerings for students and families that would not be found in other school districts and contribute to the effectiveness of the district's programming.

Conclusion

There is a large degree of theme consistency between the four districts. Although the themes are the same, there are differences in how the district D/HH programs have been implemented. Some examples of the differences are how funding has been secured, the degree of community partnerships and the longevity and composition of the D/HH staffing. As MDE considers next steps, it may be helpful to highlight the themes heard from the four districts and to highlight that implementation is "open" to each district.

One way MDE can assist other districts in implementing the themes would be to create a self- assessment form. The assessment would include the categories of beginners, intermediate and established and for each category, examples of best practices for each theme.