



Students who are Deaf and Hard of Hearing

Fiscal Year 2015

**Report
To the
Legislature**

**as required by
Minnesota Statutes,
section 125A.63**

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Hearing**

June 30, 2015

2015

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Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$16,102.99. 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 require that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

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Legislative Charge

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 children that is premised on evidence-based best practices and provide a cost estimate for ongoing implementation of the plan.

Executive Summary

In response to the legislative charge, the Minnesota Department of Education (MDE) in collaboration with the Minnesota Resource Center Deaf/Hard of Hearing Advisory Committee (MNRCD/HHAC) has prepared the 2015 Legislative Report for the Deaf and Hard of Hearing (D/HH) as a requirement of Minnesota Statutes, section 125A.63.

This report includes updates on D/HH student progress, educational highlights, provides current and trend data with analysis. The data collected also includes demographic information such as child count, race, gender, state, region, district, and Minnesota Comprehensive Assessment (MCA) results.

Generally, the 2014 MCA data indicates that the D/HH students demonstrated a slight increase in D/HH student test scores in comparison to the previous year. In math, 39 percent of the D/HH students met or exceeded proficiencies while 60 percent of hearing peers met or exceeded proficiencies. MCA reading scores indicated that 38 percent of D/HH students met or exceeded proficiencies while 59 percent of hearing peers met or exceeded proficiencies.

The MNRCD/HHAC examined the data and considered recommendations on background knowledge and experience. The above MCA data provides an additional piece of information for the Commissioner of Education to consider in her task of providing education for all students.

The MNRCD/HHAC made recommendations last year in the following areas:

- Early Learning
- Professional Development
- Transition
- Collaboration

The following summarizes accomplishments in each recommendation category during the 2014-2015 school years.

Early Learning

MDE continued to gather, refine, and expand its data collecting efforts on the Child Outcome Survey Form (COSF). MDE now collects D/HH disability specific information on fifteen items related to D/HH: The National Center for Hearing Assessment and Management (NCHAM) 2015 Parent Hearing Aid Survey results revealed that parents had inquiries regarding hearing loss.

[View the entire NCHAM report here](http://www.improveehdi.org/mn/library/files/minnesotastatereport.pdf)

(<http://www.improveehdi.org/mn/library/files/minnesotastatereport.pdf>). Minnesota Educational Audiologists addressed each of the parent questions.

In the fall of 2014, Early Hearing Detection and Intervention (EHDI) teams attended Early Childhood Hearing Outcome (ECHO), which is 'a train the trainer' workshop. After the training, EDHI teams returned to their districts and regions, being required to implement one or more training of their own. The review of screening protocols revealed that many districts were using outdated equipment and the procedures for evaluating student-hearing status. The training contributed to districts revising current practices and implementing new hearing screening procedures.

Professional Development

The 2014-2015 state D/HH network established communities of practice to provide leadership and direction in the following areas:

- Co-occurring disabilities
- Technology
- State standards
- Professional development

The MDE D/HH specialist participated in planning the D/HH Collaboration Symposium and the Charting the C's. Both conferences were held in 2015, and provided information to assist teachers and related professionals working with D/HH students.

MDE initiated a pilot project in Strategic Instruction Methods (SIM) to one hundred D/HH teachers. Topics included word mapping, simple and complex sentence writing, and asking questions. The teacher learned strategies using Adobe Connect every other week for two hours. Starting January 2016, a new cohort will receive training and the pilot group will receive reading coaches to assist them in implementing the SIM strategies. Both groups will resume SIM training in January of 2016 with reading coaches for all.

Transition

In the fall of 2014, MDE and Vocational Rehabilitation Service (VRS) original plan was to host a family transition informational meeting in the northern region in the state, but priorities changed when VRS data revealed that only a few students were utilizing VRS services. Addressing the need for increased communication and collaboration among VR counselors and D/HH teachers, MDE/VRS held a joint workshop for stakeholders to strengthen relationships and to encourage improved collaboration.

VRS a division of the Department of Employment and Economic Development (DEED) served 748 consumers who are D/HH, in 2014. VRS defines transition age as 16-24 and identified 226 out of 748 consumers are D/HH transition age.

VRS continues to have five core goals in its plan for improving transition services:

1. Outreach to students and transition youth.
2. Outreach to parents and families.
3. Connecting with schools.
4. Working with partners, community providers, counties, and employers.
5. Internal training and work within VRS and other DEED organizations.

Every high school in Minnesota continues to have a general VR counselor assigned to it. In the Twin Cities/Metro area, there are four assigned VR counselors from the St. Paul office serving the D/HH in the high schools. For the high schools that do not have an assigned VR counselor serving D/HH, the general VR counselor can consult with the St. Paul D/HH team, other rehabilitation counselors for the deaf statewide, or the state coordinator for deaf services on a case by case basis.

VRS currently has a counselor onsite at MSAD and MDS one day a week. Students can request to work with their hometown VRS counselor, or work with the onsite counselor until they graduate. This helps 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 [Read about transition services for students](http://mn.gov/deed/job-seekers/disabilities/youth/) (<http://mn.gov/deed/job-seekers/disabilities/youth/>).

Additionally, the VRS state coordinator for deaf services and MDE's D/HH state specialist continue working together to support transition-aged students who are deaf, hard of hearing, or deafblind. Both are working with the Minnesota Collaborative and Postsecondary Educational Programs Network (Pepnet2) project to improve data collection outcomes. Minnesota D/HH State Transition Team completed the *Minnesota D/HH Transition Guide*, which has become a webinar where D/HH teachers can access and receive CEU's when they have completed the webinar. [View the Minnesota D/HH Transition Guide](http://www.cehd.umn.edu/D/HH-Resources/Transition-Guide/default.html) (<http://www.cehd.umn.edu/D/HH-Resources/Transition-Guide/default.html>).

Several members of the D/HH Minnesota State Transition Team met with Pepnet2 in Washington, D.C. in January of 2014, and created the state plan. The goals identified in the plan are to increase family awareness of transition, collect transition data from other agencies to discover gaps, and complete webinars for the *Minnesota D/HH Transition Guide* for teachers in the area of transition. The team received notification of funding approval while in Washington D.C., to develop a system to follow D/HH students after graduation to determine what adult services they utilize and help close the gaps between high school and the next steps.

Minnesota Collaborative Plan

The Collaborative Plan objectives align with the National Agenda, EHDI and Minnesota State Performance Plan (SPP). MDE met quarterly with other agency partners to work on the Collaborative Plan goals. [View the MNCD/HH Collaborative Plan](http://www.mncD/HH.org/education/481/mn-collaborative+plan) (<http://www.mncD/HH.org/education/481/mn-collaborative+plan>).

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. Division specialists assist students, parents, educators, and administrators through guidance, training, and sharing best practices in areas including educational programs for care and treatment facilities, secondary transition, and statewide assessment for students in special education. There are three divisions within special education:

- The Low Incidence and Work Force Division ensures that high quality services are provided to students who are D/HH, Deaf Blind, blind or physically impaired and those with other health disabilities. In addition, specialists in this unit provide support and guidance on workforce recruitment and retention, assistive technology, accessible instructional materials, and support the Minnesota State Interagency Committee (MnSIC).
- The Research, Practice, and Implementation Division specialize 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.
- The Interagency Partnerships Division works with non-traditional care and treatment, education programs, secondary transition, third party funding and provides communication support for the division.

MDE, in collaboration with state and 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. [Read more about Minnesota's Special Education Division](http://education.state.mn.us/MDE/StuSuc/SpecEdProg/) (<http://education.state.mn.us/MDE/StuSuc/SpecEdProg/>).

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

Minnesota Statute 125A.63 defines the eligibility criteria for deaf and hard of hearing:

Subpart 1. Definition

Deaf and hard of hearing is defined as a diminished sensitivity to sound, or hearing loss that is expressed in terms of standard audiological 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 deaf and hard of hearing 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 sensorineural 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 aided 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 sensorineural 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 sensorineural 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 audiological measures and systematic observation; or
- (2) an achievement deficit in basic reading skills, reading comprehension, written language, or a 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 ASL 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.

The Olmstead Plan

A representative from MNRCD/HHAC participates in providing input for the Olmstead Plan Sub-Cabinet and updates MNRCD/HHAC with subcabinet progress 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 for their needs. Named after a 1999 United States Supreme Court decision, *Olmstead v. L.C.*, the State of Georgia was sued for unnecessarily institutionalizing people with intellectual disabilities. On January 28, 2013, Minnesota Governor, Mark Dayton issued an executive order establishing an Olmstead subcabinet to develop and implement a comprehensive Minnesota Olmstead Plan.

[Read about the Olmstead Plan](http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&ddDocName=opc_home)

(http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&ddDocName=opc_home).

Minnesota's Olmstead Plan is a broad series of key activities our state must accomplish to ensure people with disabilities are living, learning, working, and enjoying life in the most integrated setting. Minnesota's latest version of the Olmstead Plan did not have specific enough goals and timelines. Minnesota will be submitting revisions to the Olmstead Plan in July 2015.

The Minnesota Comprehensive Assessment 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 MCA, Minnesota Test of Academic Skills (MTAS), and other data on the performance of D/HH students.

The MCAs are state tests that assist school Districts to 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. Reading and math tests take place in grades 3-8, 10, and 11.

During the 2013-2014 school years, there were three standardized assessments used for school accountability in reading, math, and science:

- MCA
- MCA modified
- MTAS

All public schools are required to participate in statewide testing in reading, math, 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 student with disabilities, the standard MCA should be the first choice before an alternate assessment is considered. Several types of accommodation alternatives are available for students who need them. To validate the assessment, the consideration of accommodation alternatives is of significant importance. The IEP team determines on an annual basis, how a student with a disability will participate in the statewide testing.

This decision-making process includes:

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

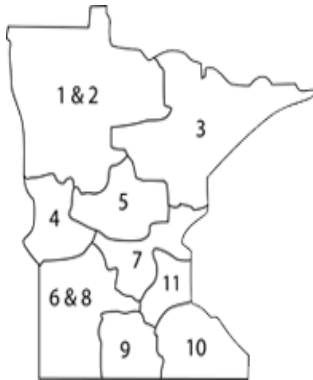
Report Accessibility

This legislative report provides accessibility for the non-text content found in this document. The charts in this report contain alternative text, which provides a textual alternative to non-text content for blind and visually impaired or those with certain cognitive disabilities. Alternative text is read by screen readers in place of images, allowing the content and function of the image to be accessible to the reader. Each chart in this report is hyperlinked to a table in the Appendix that contains the chart data that can be read by screen readers. The content in this report is accessible.

Demographics

Percentage of D/HH Students by Region, 2014-2015

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



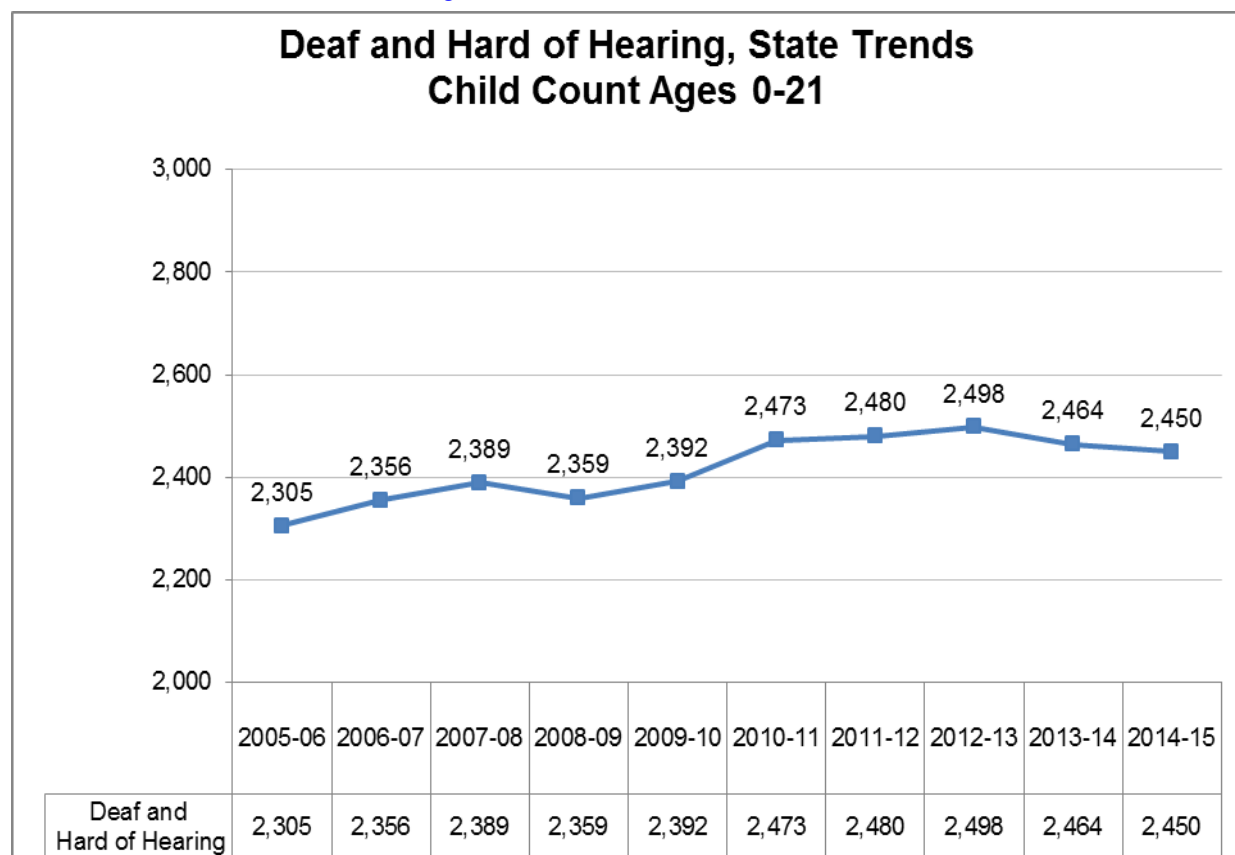
Deaf and Hard of Hearing Students by Region 2014-15

Region Name	K-12 Fall Enroll	K-12 Child Count Special Education	D/HH K-12	Percent of K-12 Child Special Education	Percent of K-12 Fall Enroll
Region 1 and 2	28,480	4,500	37	0.8%	0.1%
Region 3	43,268	6,529	72	1.1%	0.2%
Region 4	31,440	4,701	65	1.4%	0.2%
Region 5	25,081	4,076	48	1.2%	0.2%
Region 6 and 8	44,236	6,197	141	2.3%	0.3%
Region 7	99,448	13,727	179	1.3%	0.2%
Region 9	32,733	4,729	81	1.7%	0.2%
Region 10	74,791	9,774	294	3.0%	0.4%
Region 11	463,455	60,128	1,150	1.9%	0.2%
Totals	842,932	114,361	2,067	1.8%	0.2%

Child Count

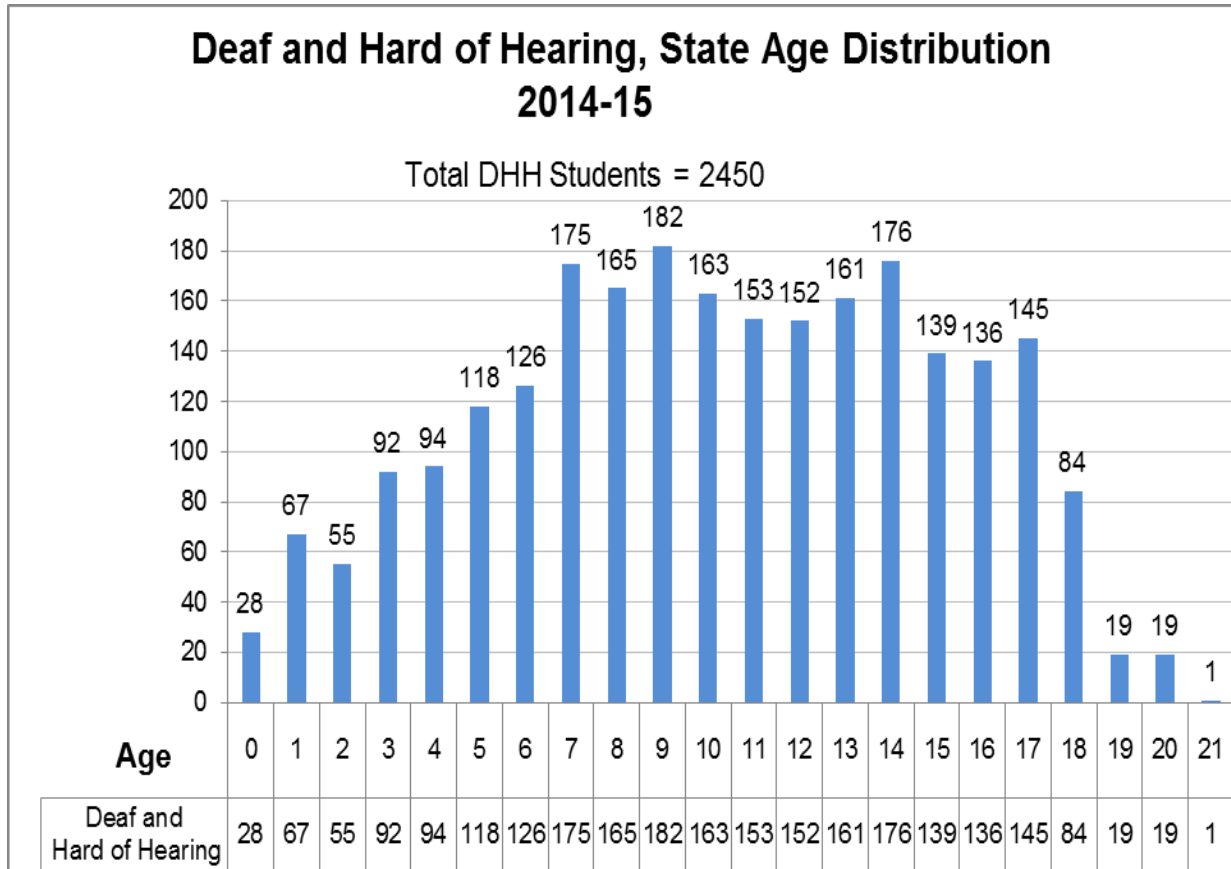
MDE collects annual data from public and private schools in each educational district on the students identified D/HH as their primary disability. There are currently 2,450 children categorized under the primary disability of D/HH that are receiving special education services in Minnesota. D/HH students identified with co-occurring disabilities may be counted in a different primary category. Data gathering methods do not disclose all of the potential need categories that D/HH students may have. Other identified needs exist so the students that can be identified in multiple categories may be counted in a different primary category that coincides with their co-occurring disability instead of the category of D/HH. The following data based on the December 1, 2014, child count reported by Minnesota school districts, shows the distribution of children receiving services through the primary category of D/HH.

[D/HH Ten Year Child Count Trend Ages 0 to 21](#)



Age Distribution

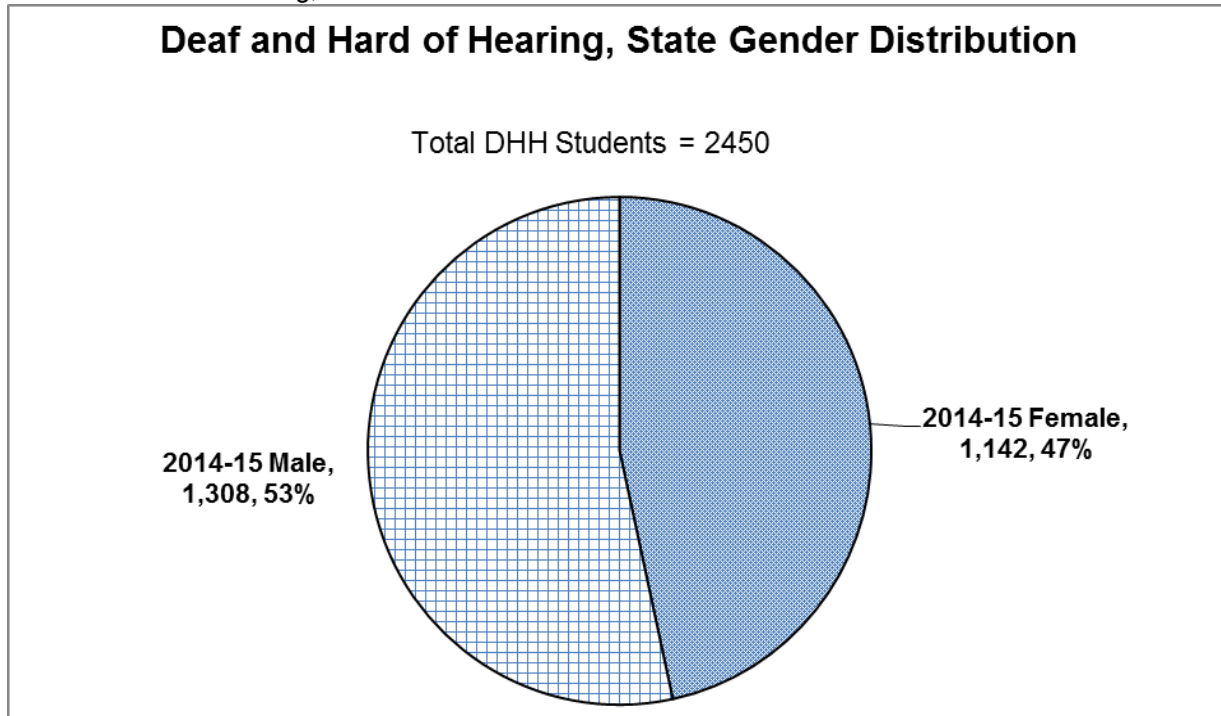
[D/HH State Age Distribution 2014-15](#)



Gender Distribution

The 2014 data identified 2,450 students with a hearing loss, 53 percent of those students were male, and 47 percent were female.

Deaf and Hard of Hearing, State Gender Distribution 2014-15

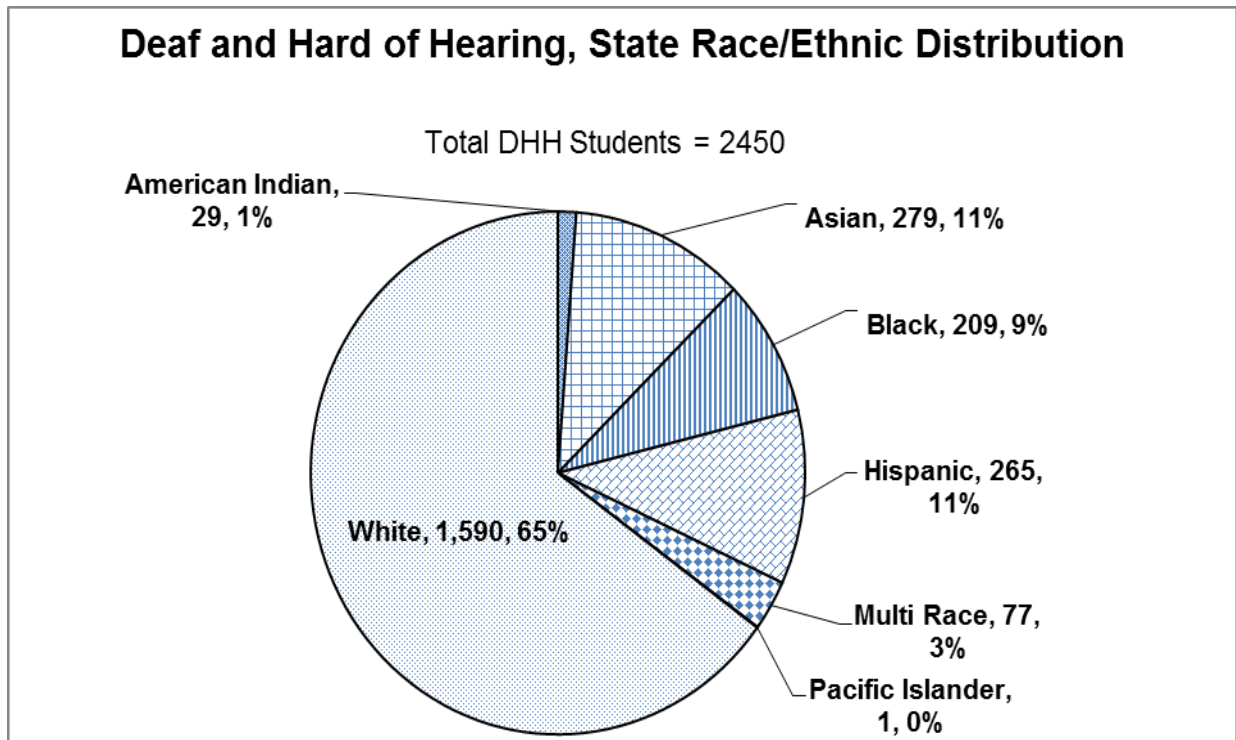


Deaf and Hard of Hearing, State Gender Distribution 2014-15

Gender	Child Count	Percent of D/HH
Female	1,142	46.60%
Male	1,308	53.40%
Total	2,450	100%

Race

Deaf and Hard of Hearing, State Ethnic/Race Distribution 2014-15



Deaf and Hard of Hearing, State Ethnic/Race Distribution 2014-15

Year	Race/Ethnicity	D/HH Child Count	Percent of D/HH Child Count
2014-15	American Indian	29	1.2%
2014-15	Asian	279	11.4%
2014-15	Black	209	8.5%
2014-15	Hispanic	265	10.8%
2014-15	Multi Race	77	3.1%
2014-15	Pacific Islander	1	0.0%
2014-15	White	1,590	64.9%
2014-15	Total	2,450	100%

Federal Instructional Settings

Data collection is based on the percentage of time that D/HH students spend in the special education instructional setting. The settings are as follows:

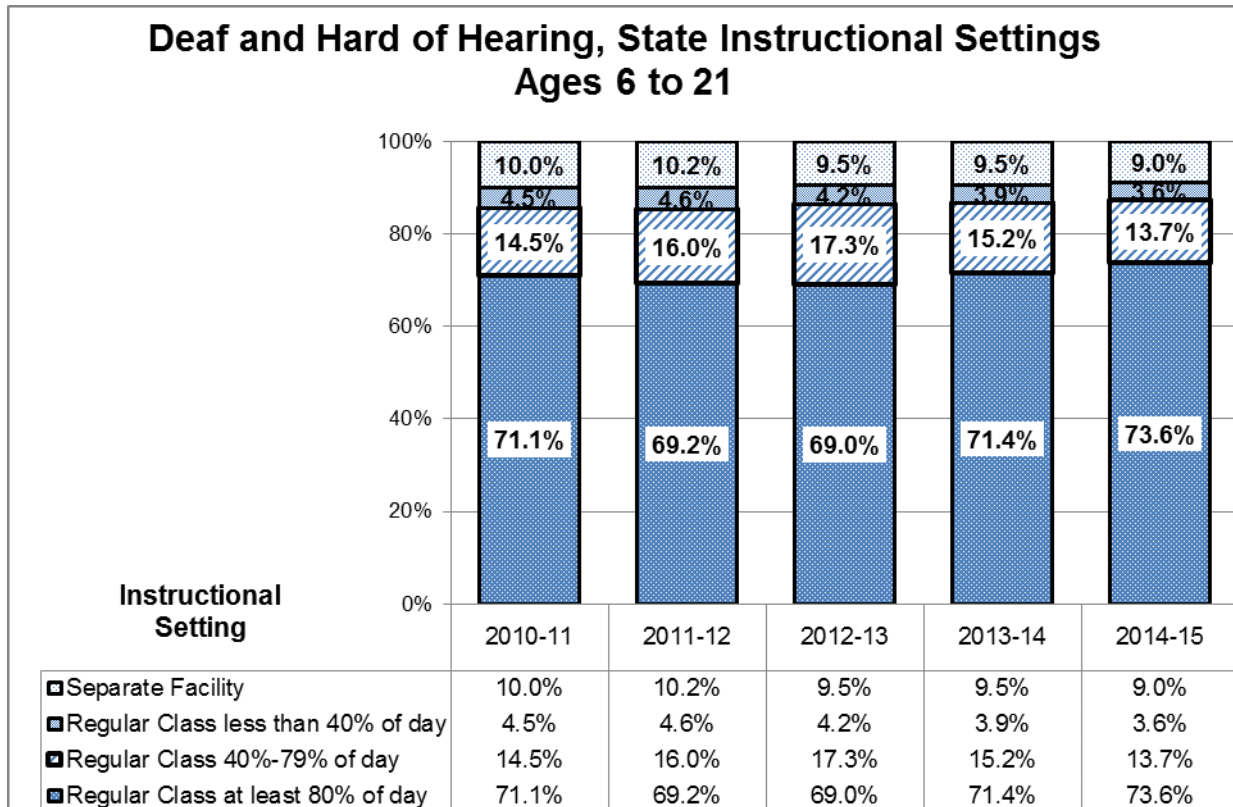
Setting 1: Student is served in general education classes at least 80 percent of the day.

Setting 2: Student is served in general education classes at least 40-70 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.

[D/HH State Instructional Settings Ages 6 to 21](#)



Deaf and Hard of Hearing, State Instructional Settings by Grade

Year	Grade	Regular Class at least 80% of day	Regular Class 40% to 79% of day	Regular Class less than 40% of day	Separate Facility	Total
2014-15	K-2	82.6%	7.0%	2.9%	7.5%	100%
2014-15	3-5	79.2%	12.5%	1.6%	6.7%	100%
2014-15	6-8	74.3%	16.0%	4.2%	5.6%	100%
2014-15	9-12	63.6%	16.9%	5.0%	14.5%	100%

Graduation Assessment Requirements

In order to be eligible for a diploma from a Minnesota public high school, all students are required to complete the following requirements by the time they graduate.

- Satisfactorily complete the state course credit requirements.
- Satisfactorily complete all state academic standards or local academic standards where state standards do not apply.
- Meet graduation assessment requirements.

Minnesota Statutes, section 120B.024.

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:

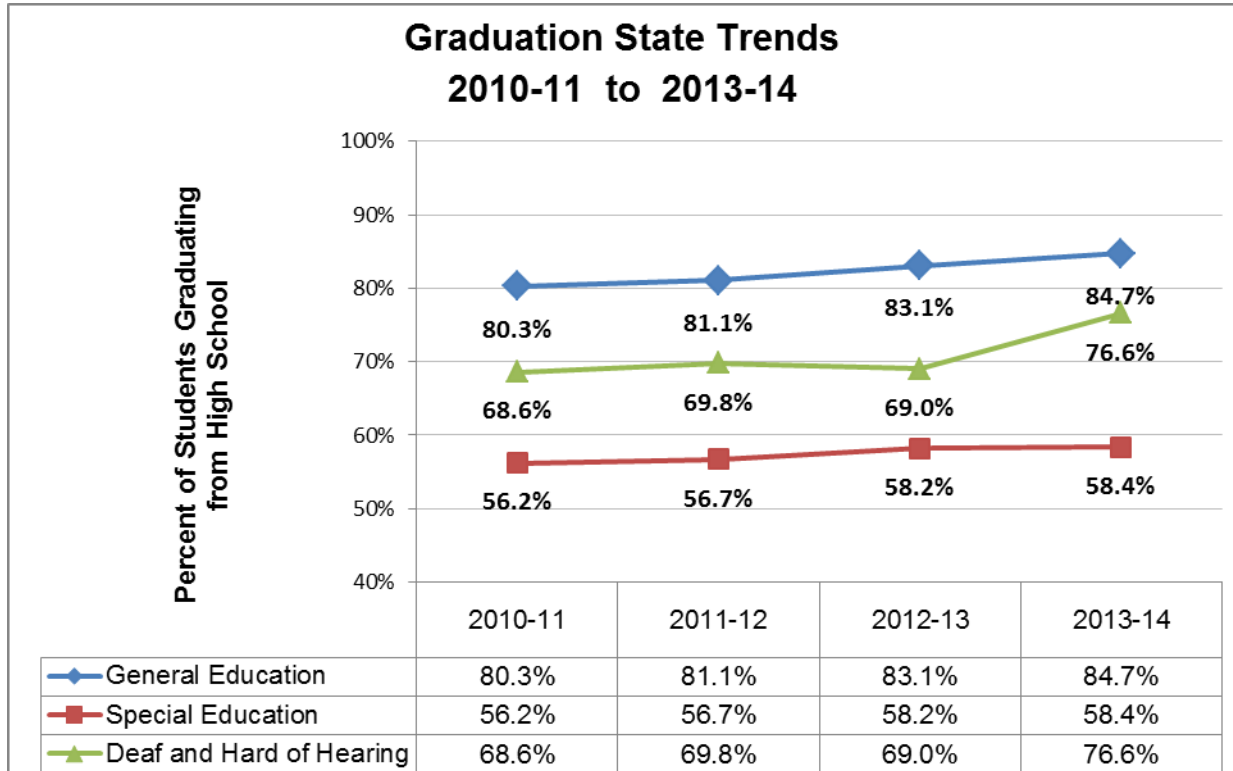
- Four credits of language arts.
- Three credits of mathematics, including algebra, geometry, statistics, and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the three-credit requirement. In addition to the high school credits, students in the graduating class of 2014 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 must take a Career and Technical Education (CTE) credit as part of the three-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".

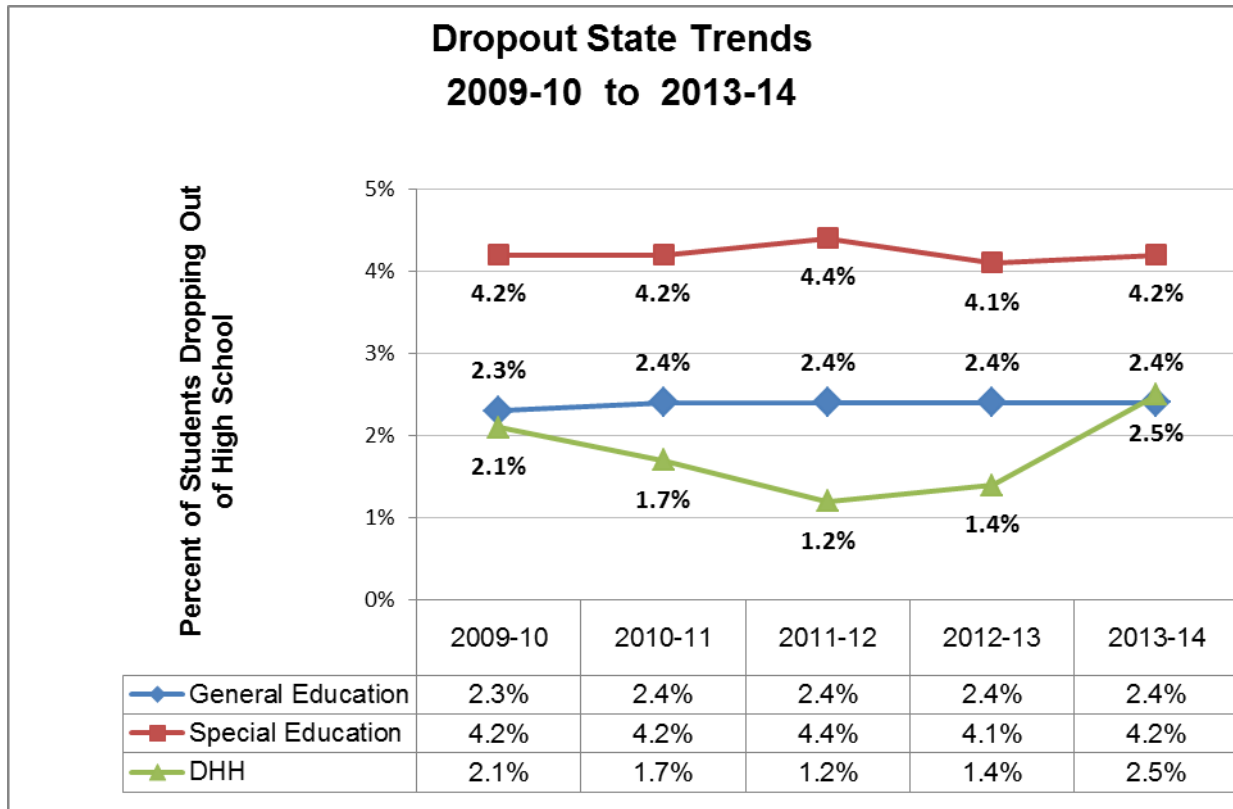
Graduation and Dropout Rates

Minnesota adheres to the United States Department of Education's definition of dropout. The count 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 on October 1 of the following school year.

[Graduation State Trends, 2010-11 to 2013-14](#)



[Dropout State Trends, 2009-10 to 2013-14](#)



Post School Outcomes

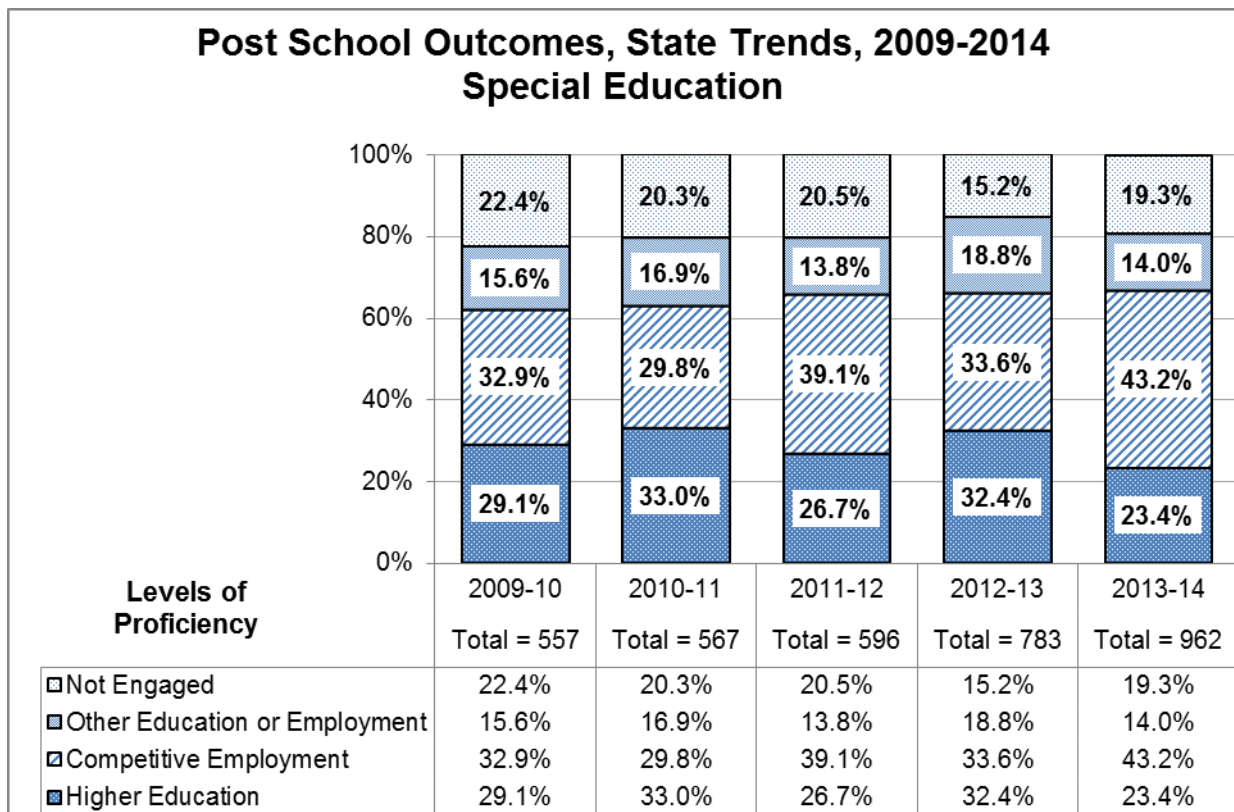
Each year MDE requests information from 1/5 of the school districts regarding graduate status as it pertains to the State Performance Plan (SPP) Indicator 14. Graduates answer the following three questions:

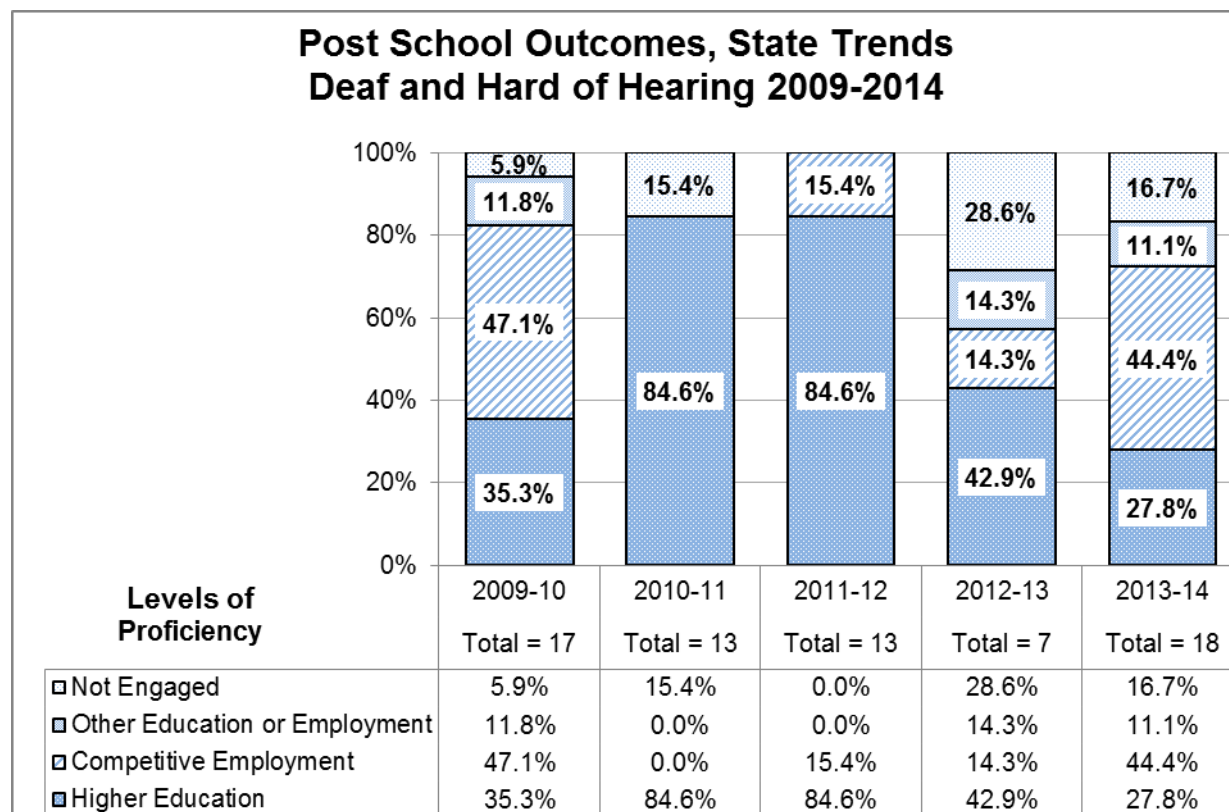
1. Is the student enrolled in higher education or in some other post-secondary education or training program?
2. Is the student competitively employed within one year of leaving high school?
3. Is the student engaged in any form of education or employment?

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

This data is too small to generalize or draw any conclusions for D/HH students.

[Post School Outcomes, State Trends, Special Education, 2009-14](#)





State Data

Data comparison, trend analysis, and test scores before 2011 would not be accurate due to the new reading and math standards put into effect in 2011. This report contains data comparisons and trend analysis for the years 2012-2015 and test scores for the years 2012-2014. 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 on the MDE website [Read about proficiency categories](http://education.state.mn.us/mde/index.html) (<http://education.state.mn.us/mde/index.html>).

Data Sources

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

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

Data Challenges

Students identified with D/HH as their primary disability are not a homogenous group. The data in this report reflect only those students 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., ASL, 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. Additionally, D/HH students with a different country of origin may face barriers due to a communication system 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. D/HH students are taught in a variety of educational settings. There are D/HH students that attend schools whose only purpose is to provide D/HH education, but the majority of D/HH students attend schools in their neighborhoods, 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.
- 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.

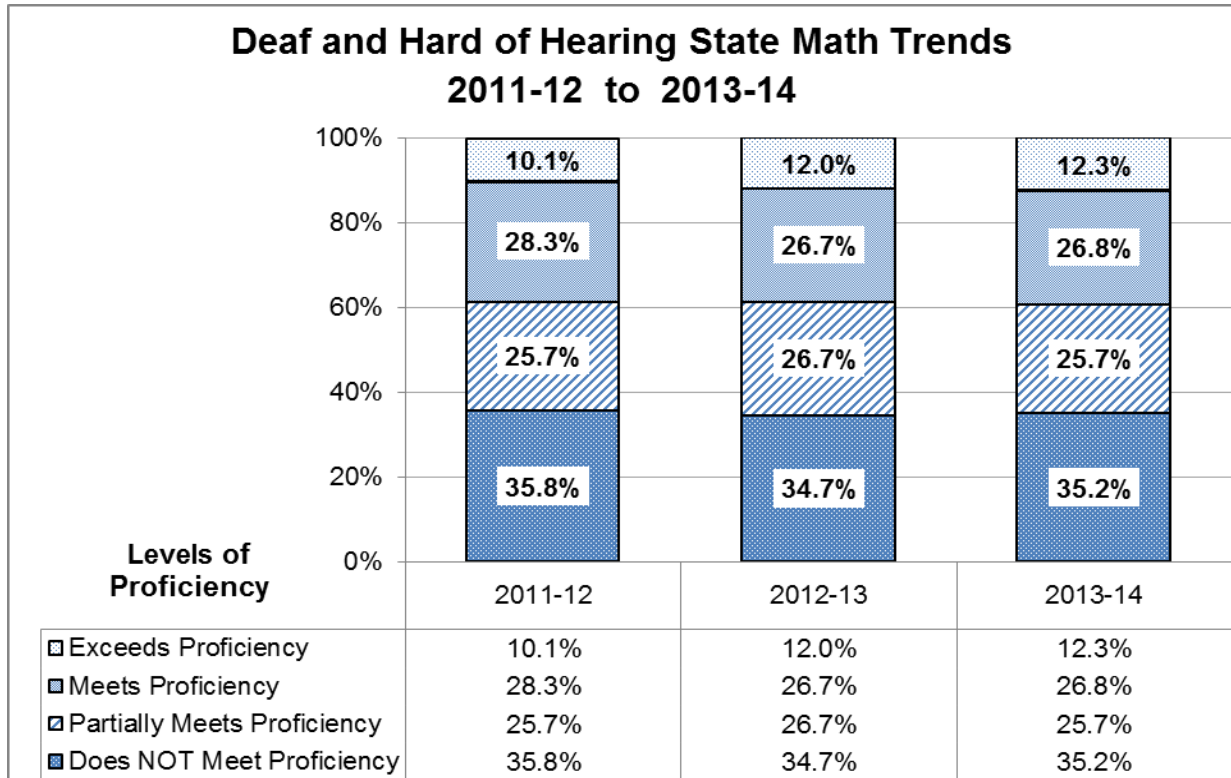
MCA data may not be sensitive enough to reflect challenges and trends within the field. Many factors affect educational outcomes.

Possible relevant questions not considered in this report:

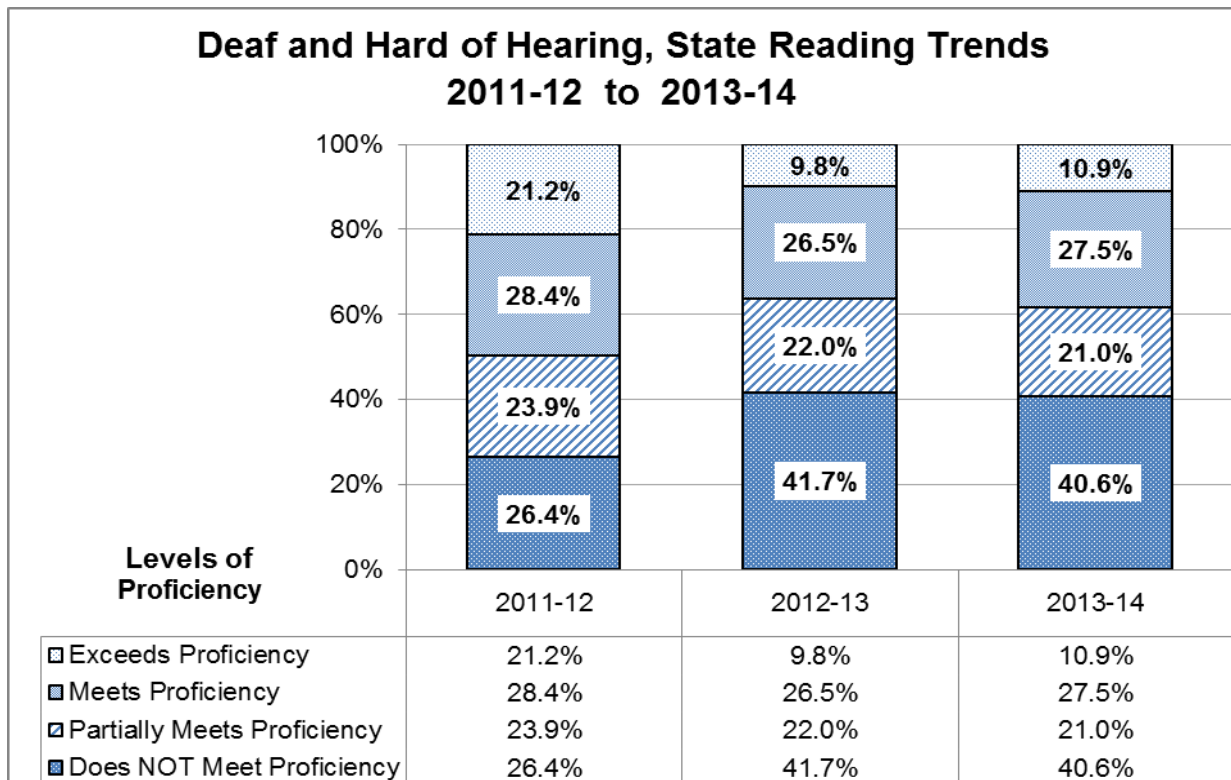
- Is curricula and instruction aligned with educational standards?
- Are there additional educational needs for students?
- Is there impact related to socioeconomic status?
- What is the communication impact for families whose English is not their primary language?
- To what degree does hearing loss impact student learning?
- Are accessible formats of curriculum available for D/HH students?
- What is the educational setting for D/HH students?
- Do students receive direct instruction from a D/HH teacher?
- Are there enough qualified interpreters for D/HH students?
- Is there exposure to a language rich environment for D/HH students?
- Are caseloads increasing? What are the ramifications?
- Is there a need to collect data on both primary and secondary eligibility labels?

State Assessment Trends

[Deaf and Hard of Hearing, State Math Trends 2011-12 to 2013-14](#)

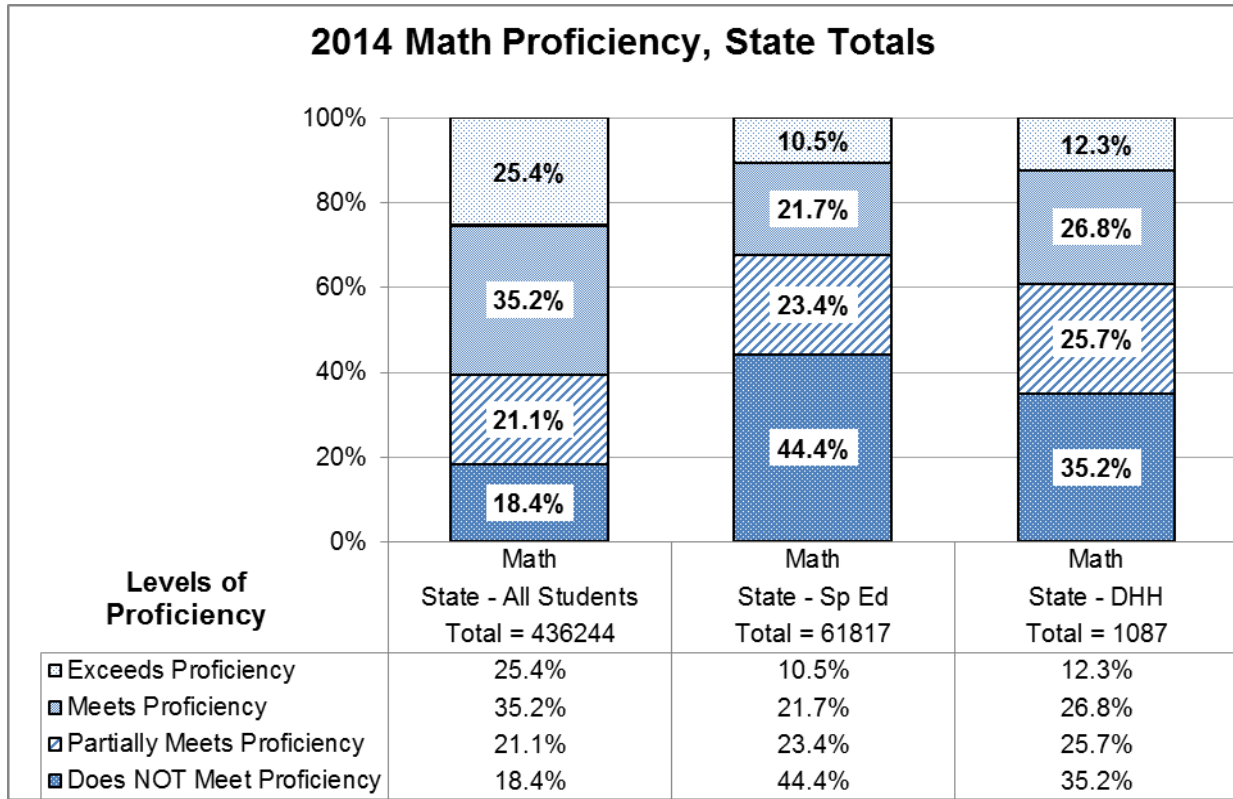


[Deaf and Hard of Hearing, State Reading Trends 2011-12 to 2013-14](#)

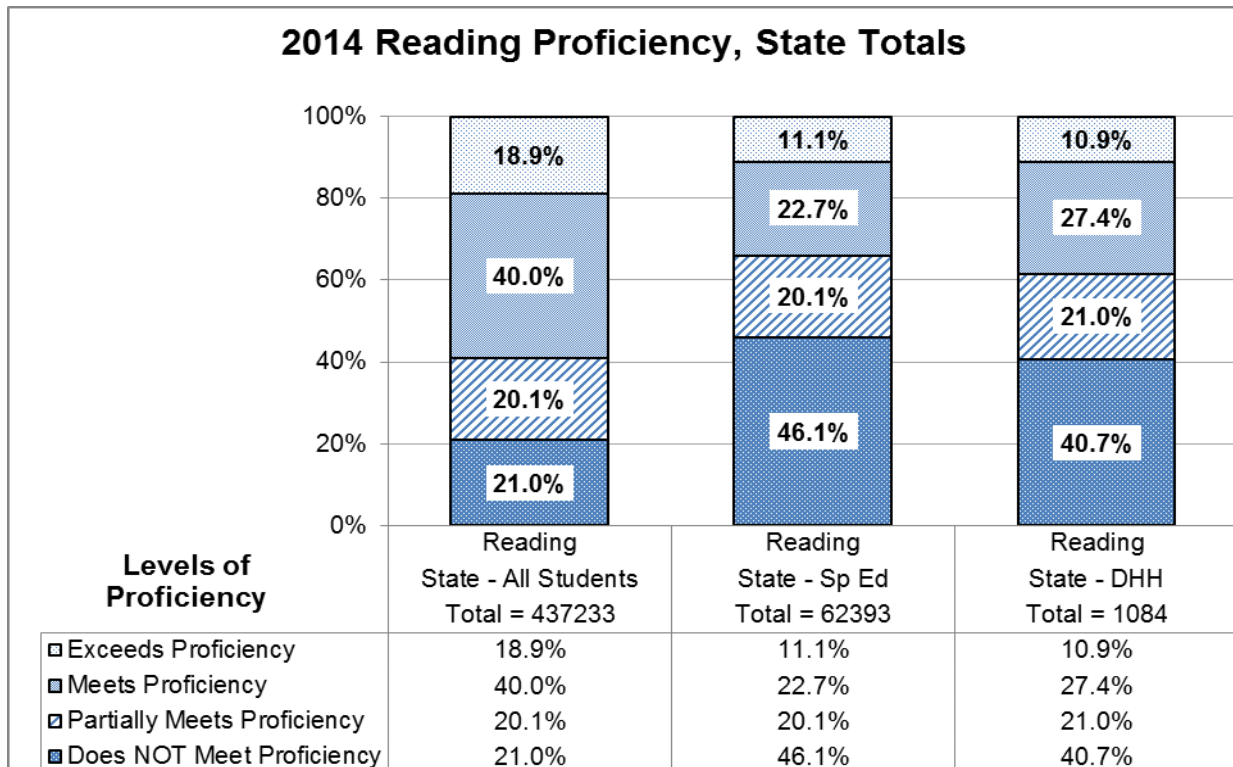


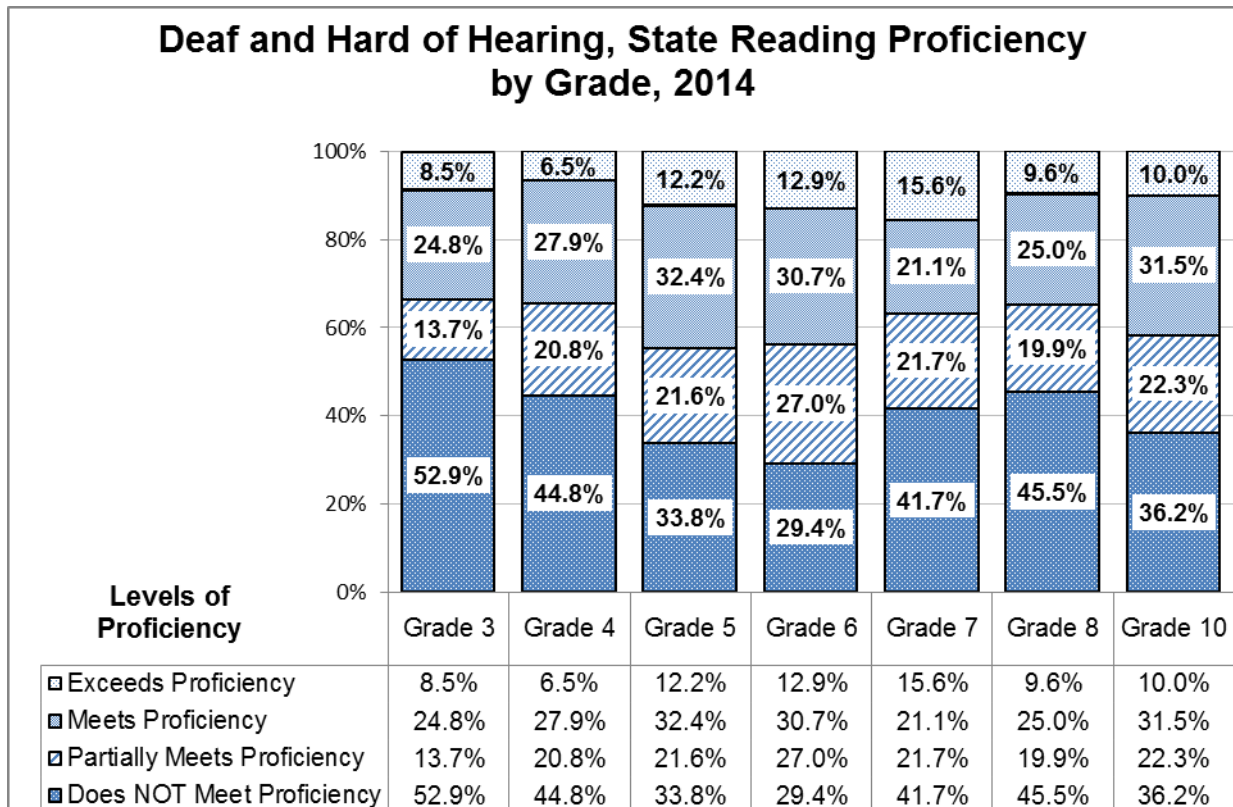
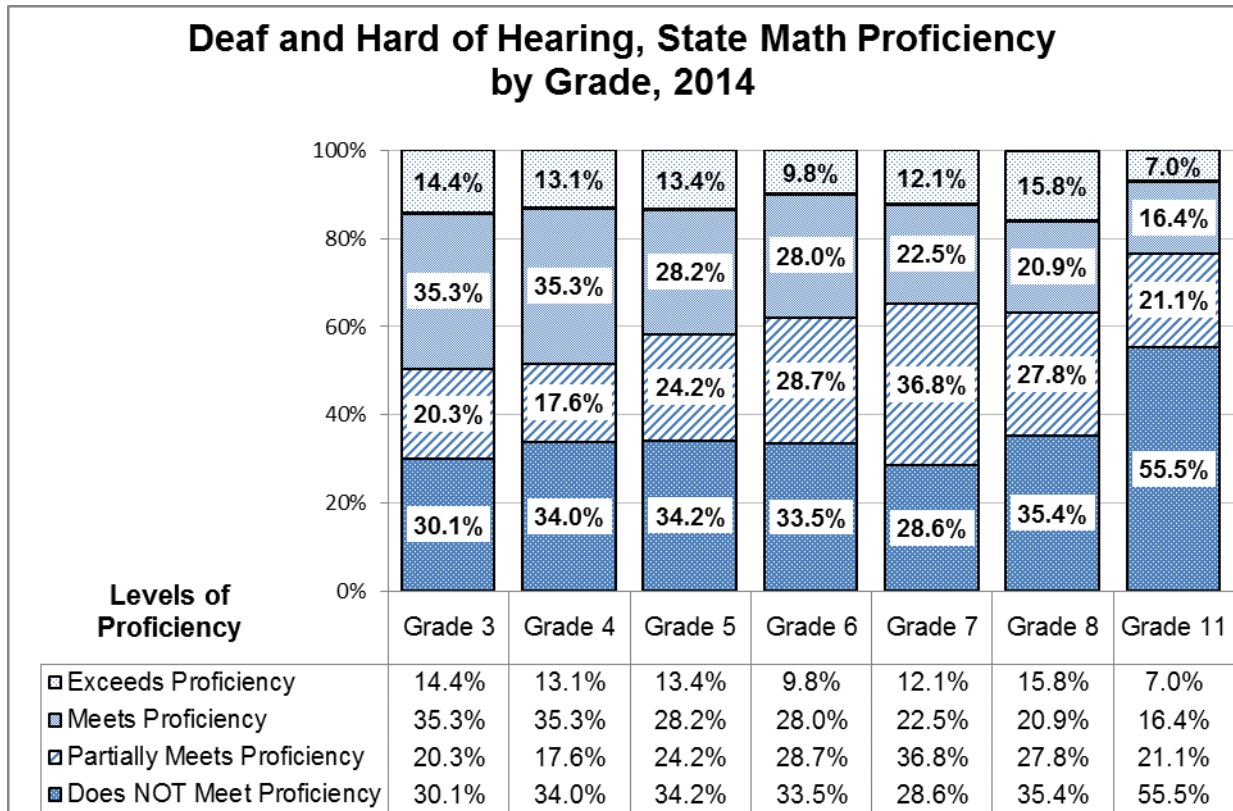
State Proficiency

[2014 Math Proficiency, State Totals](#)



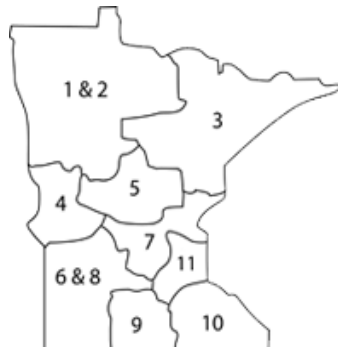
[2014 Reading Proficiency, State Totals](#)





Regional Data

Educational Regions in Minnesota



This regional data comes from the 2010-2014 Minnesota child count and assessment databases. Districts must have 10 D/HH students tested to be included in the reporting of the regional data. Comparisons should not be made to test scores before 2011, when the new reading and mathematics standards were implemented.

Region 1 and 2 D/HH Data

Enrollment Data

Enrollment Trends, Deaf and Hard of Hearing, by Region

Region	2010-11	2011-12	2012-13	2013-14	2014-15
Region 1 & 2	54	48	43	39	46

Enrollment by Grade, Deaf and Hard of Hearing, by Region

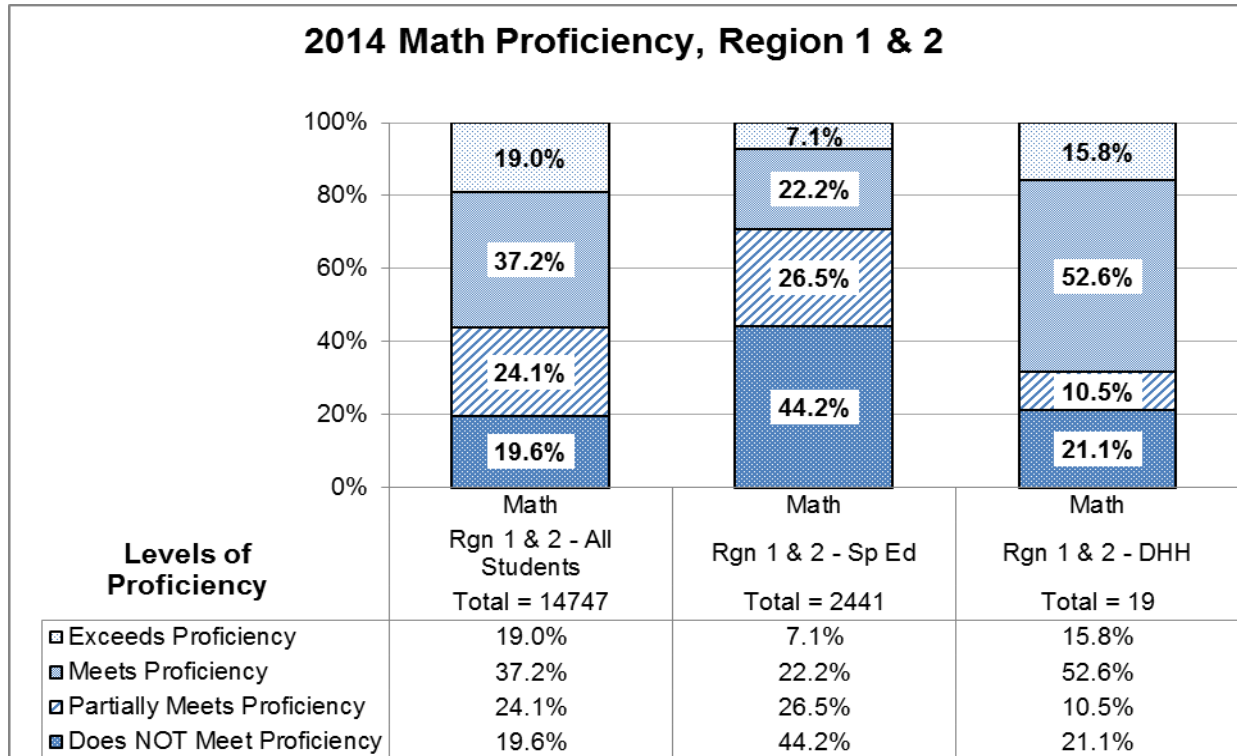
Year	Region	Grade	Count	Percentage
2014-15	Region 1 & 2	Pre-K	9	19.6%
2014-15	Region 1 & 2	K-5	16	34.8%
2014-15	Region 1 & 2	6-8	8	17.4%
2014-15	Region 1 & 2	9-12	13	28.3%

Enrollment by Gender, Deaf and Hard of Hearing, by Region

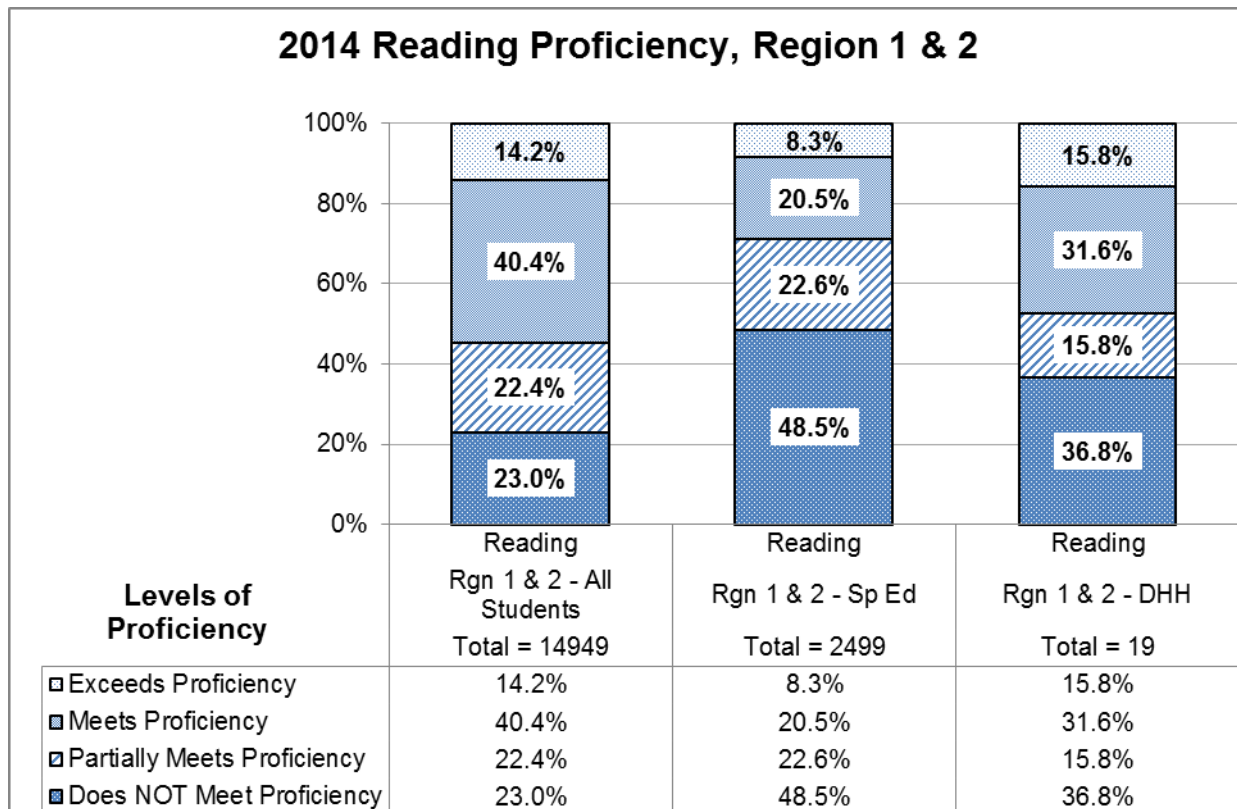
Year	Region	Gender	Count	Percentage
2014-15	Region 1 and 2	F	22	47.8%
2014-15	Region 1 and 2	M	24	52.2%

Assessment Data

[2014 Math Proficiency, Region 1 and 2](#)



[2014 Reading Proficiency, Region 1 and 2](#)



Region 3 D/HH Data

Enrollment Data

Enrollment Trends, Deaf and Hard of Hearing, by Region

Region	2010-11	2011-12	2012-13	2013-14	2014-15
Region 3	80	84	91	85	91

Enrollment by Grade, Deaf and Hard of Hearing, by Region

Year	Region	Grade	Count	Percentage
2014-15	Region 3	Pre-K	19	20.9%
2014-15	Region 3	K-5	40	44.0%
2014-15	Region 3	6-8	15	16.5%
2014-15	Region 3	9-12	17	18.7%

Enrollment by Gender, Deaf and Hard of Hearing, by Region

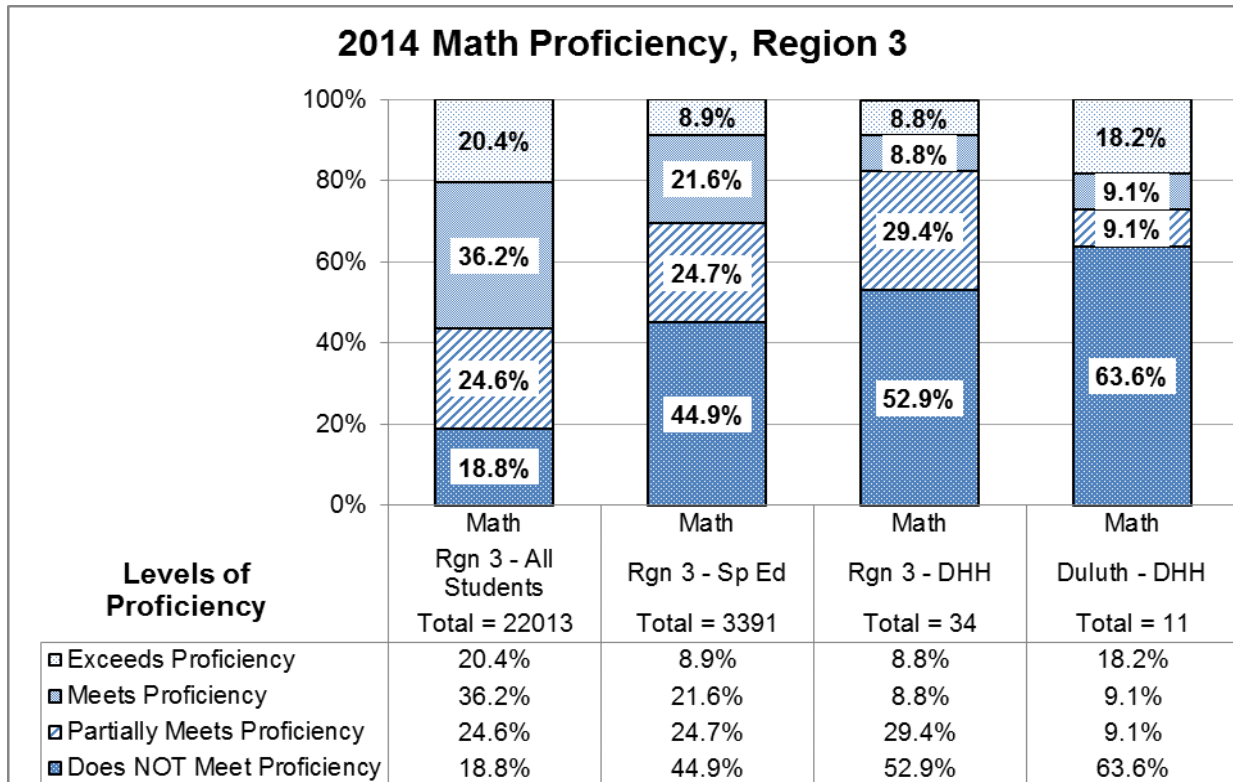
Year	Region	Gender	Count	Percentage
2014-15	Region 3	F	44	48.4%
2014-15	Region 3	M	47	51.6%

Enrollment Trends, Deaf and Hard of Hearing, by District

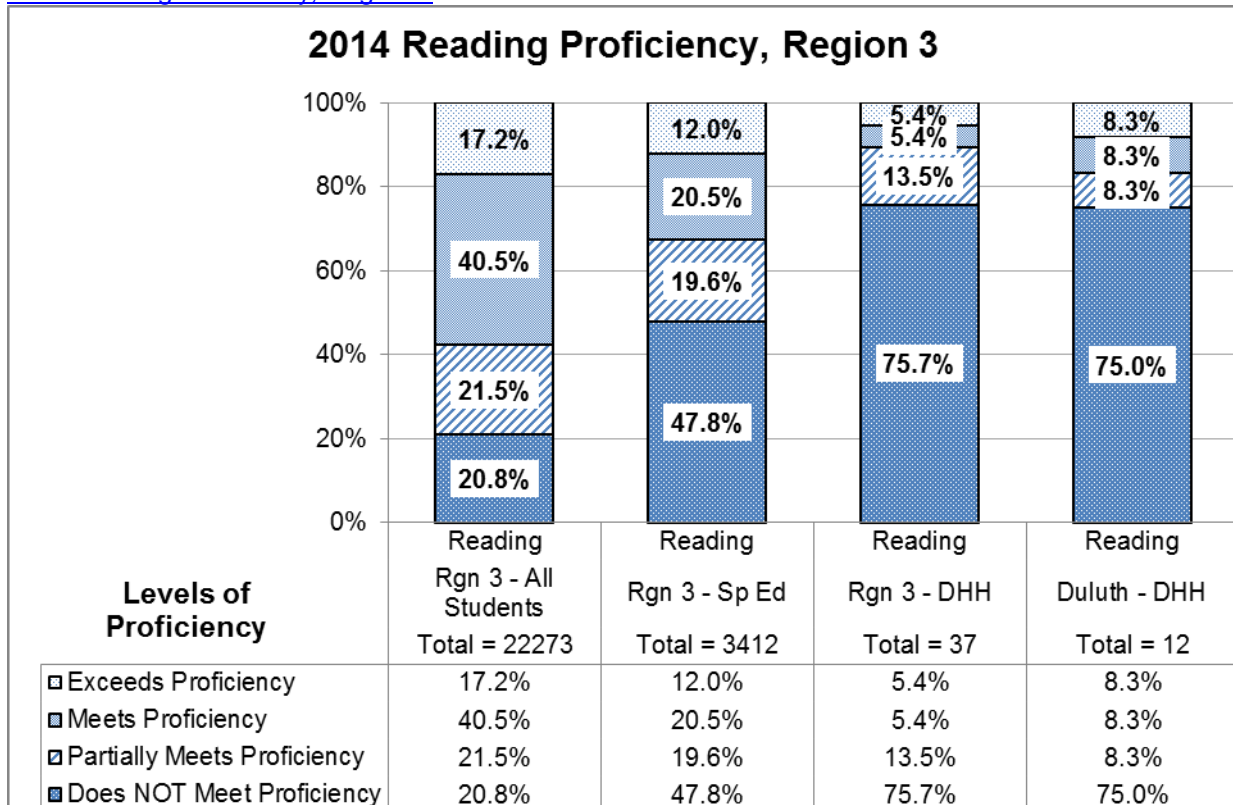
District	2010-11	2011-12	2012-13	2013-14	2014-15
Duluth	23	21	25	29	30

Assessment Data

[2014 Math Proficiency, Region 3](#)

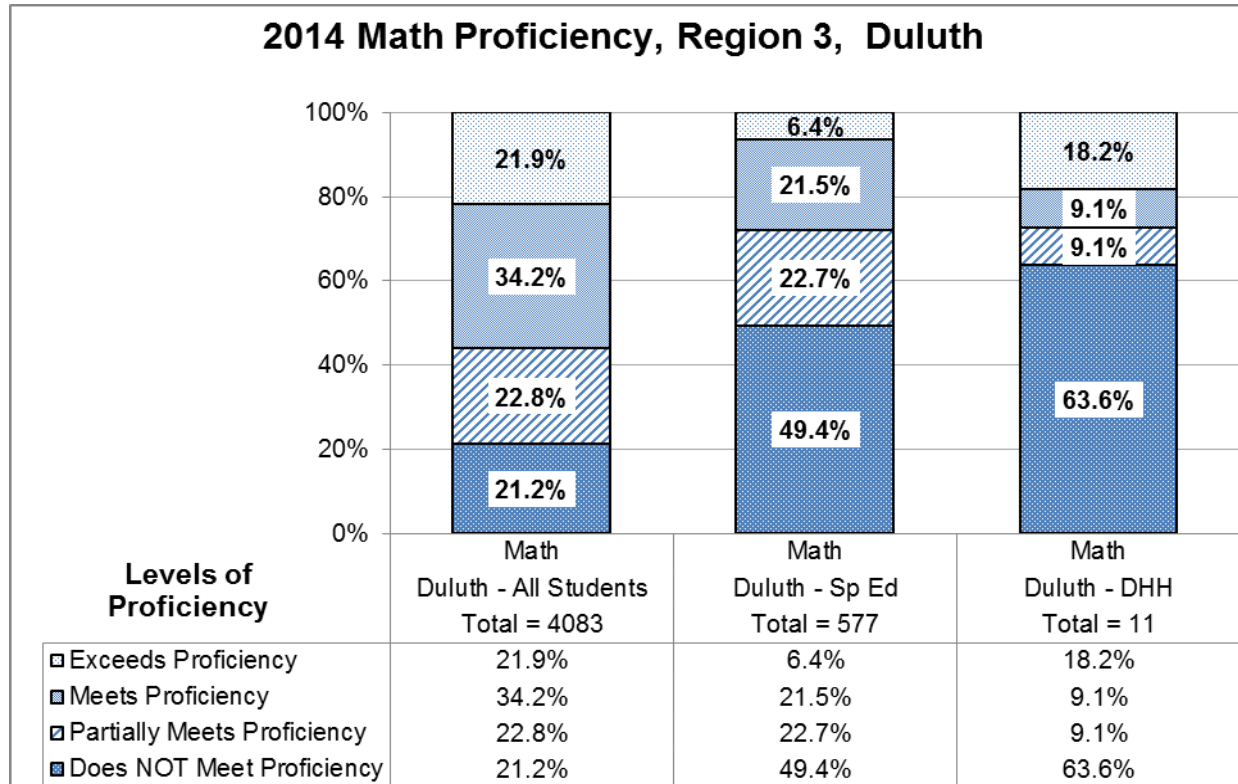


[2014 Reading Proficiency, Region 3](#)

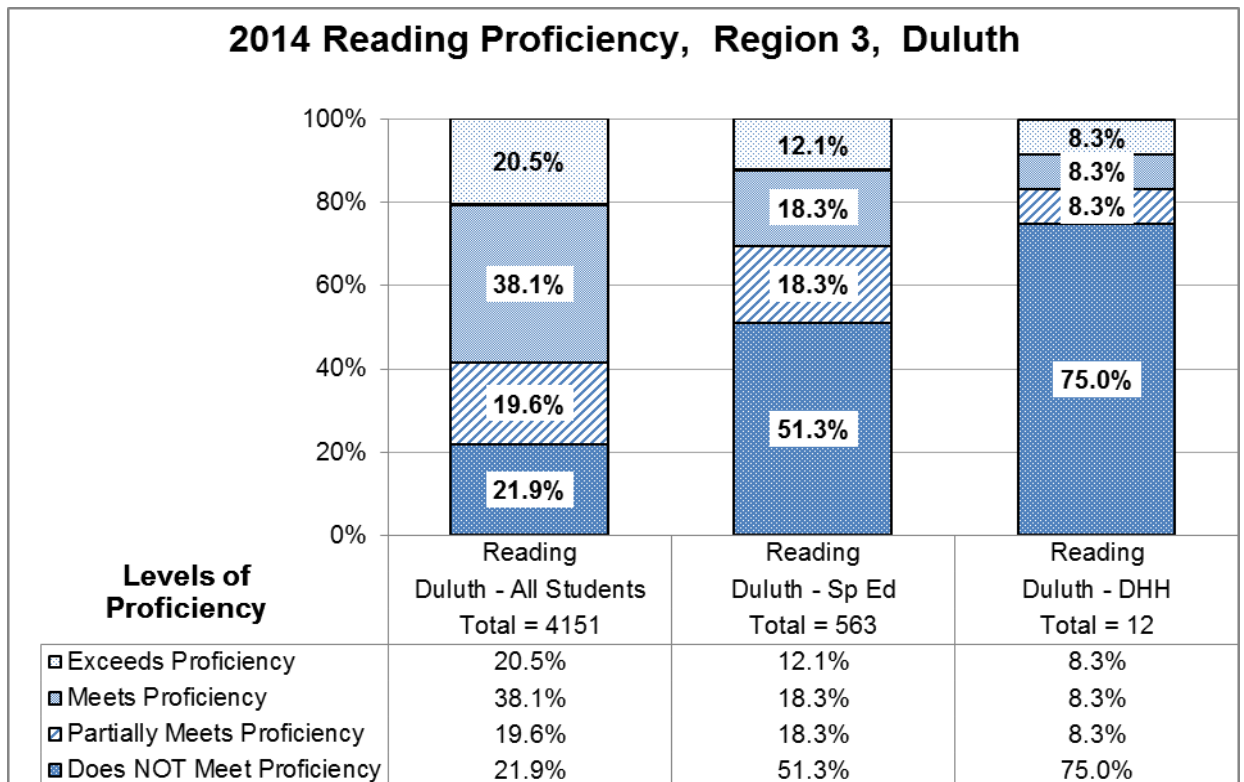


Individual District Data with Region 3

[2014 Math Proficiency, Region 3, Duluth](#)



[2014 Reading Proficiency, Region 3, Duluth](#)



Region 4 D/HH Data

Enrollment Data

Enrollment Trends, Deaf and Hard of Hearing, by Region

Region	2010-11	2011-12	2012-13	2013-14	2014-15
Region 4	80	81	75	83	73

Enrollment by Grade, Deaf and Hard of Hearing, by Region

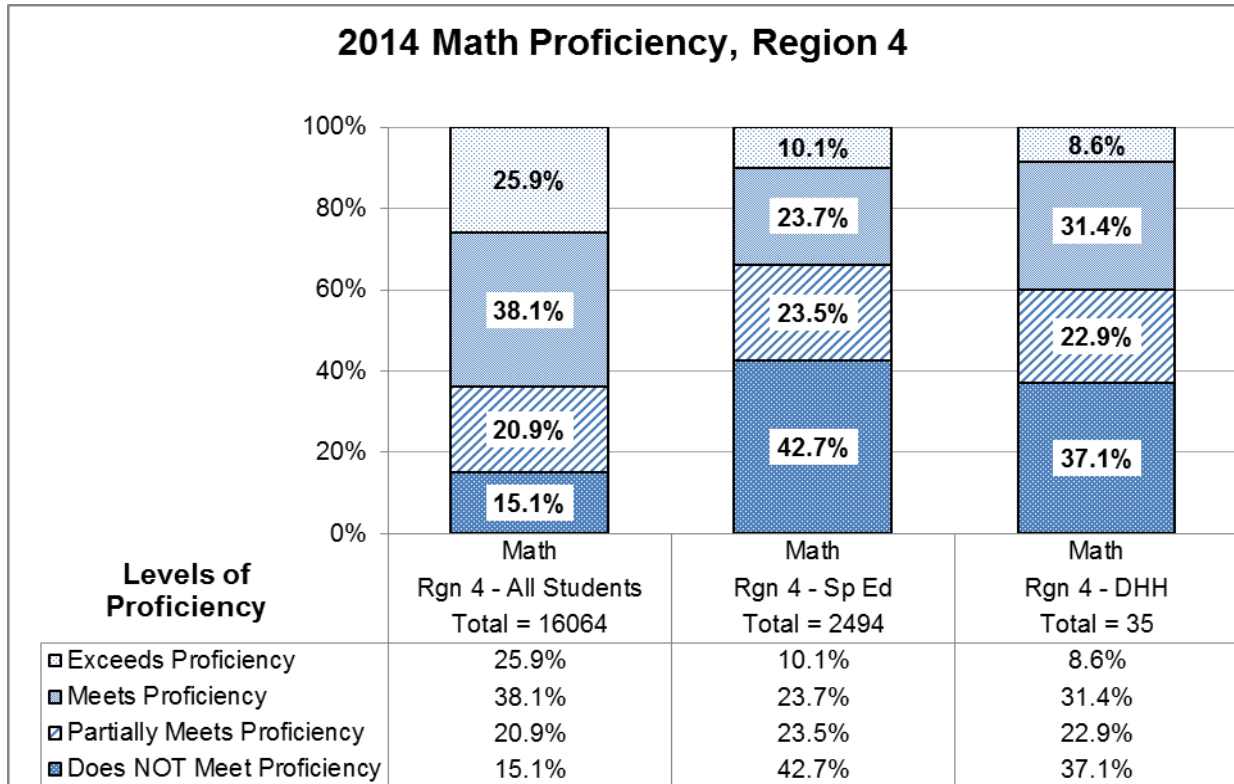
Year	Region	Grade	Count	Percentage
2014-15	Region 4	Pre-K	8	11.0%
2014-15	Region 4	K-5	34	46.6%
2014-15	Region 4	6-8	12	16.4%
2014-15	Region 4	9-12	19	26.0%

Enrollment by Gender, Deaf and Hard of Hearing, by Region

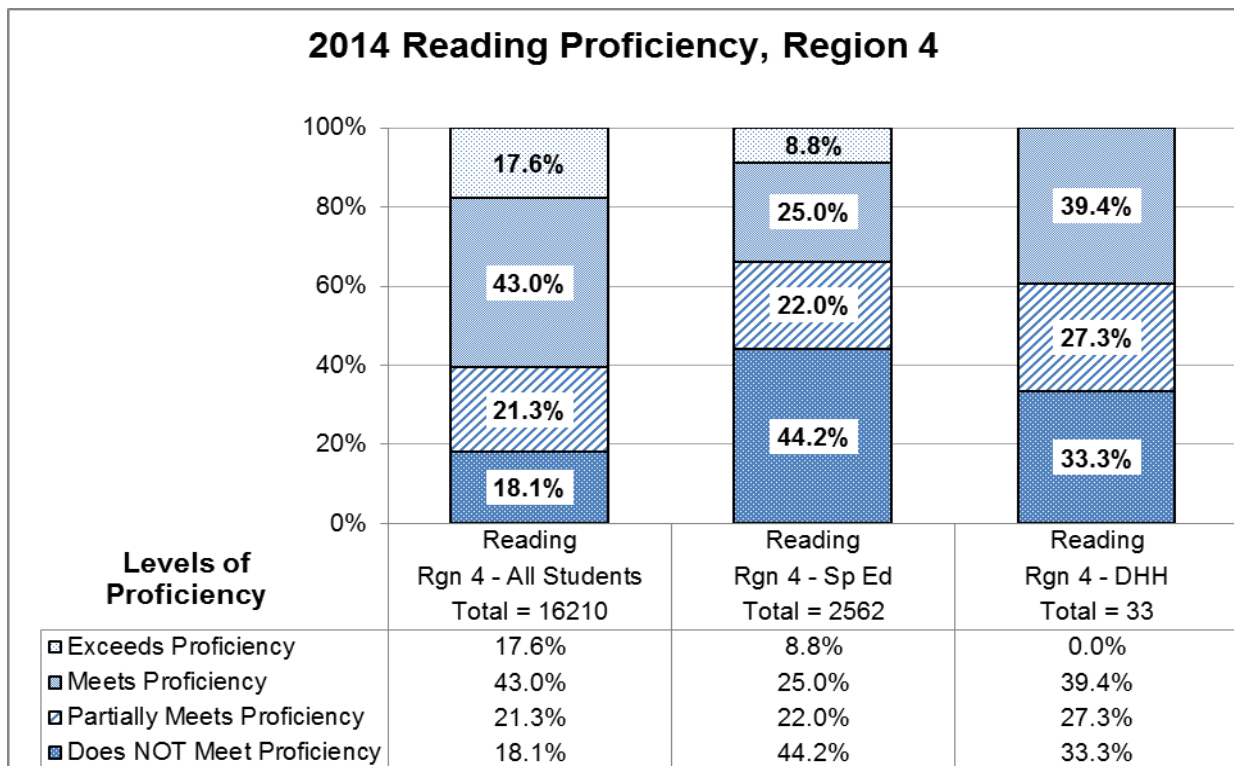
Year	Region	Gender	Count	Percentage
2014-15	Region 4	F	37	50.7%
2014-15	Region 4	M	36	49.3%

Assessment Data

[2014 Math Proficiency, Region 4](#)



[2014 Reading Proficiency, Region 4](#)



Region 5 and 7 D/HH Data

Enrollment Data

Enrollment Trends, Deaf and Hard of Hearing, by Region

Region	2010-11	2011-12	2012-13	2013-14	2014-15
Region 5 and 7	236	242	245	264	266

Enrollment by Grade, Deaf and Hard of Hearing, by Region

Year	Region	Grade	Count	Percentage
2014-15	Region 5 and 7	Pre-K	39	14.7%
2014-15	Region 5 and 7	K-5	106	39.8%
2014-15	Region 5 and 7	6-8	50	18.8%
2014-15	Region 5 and 7	9-12	71	26.7%

Enrollment by Gender, Deaf and Hard of Hearing, by Region

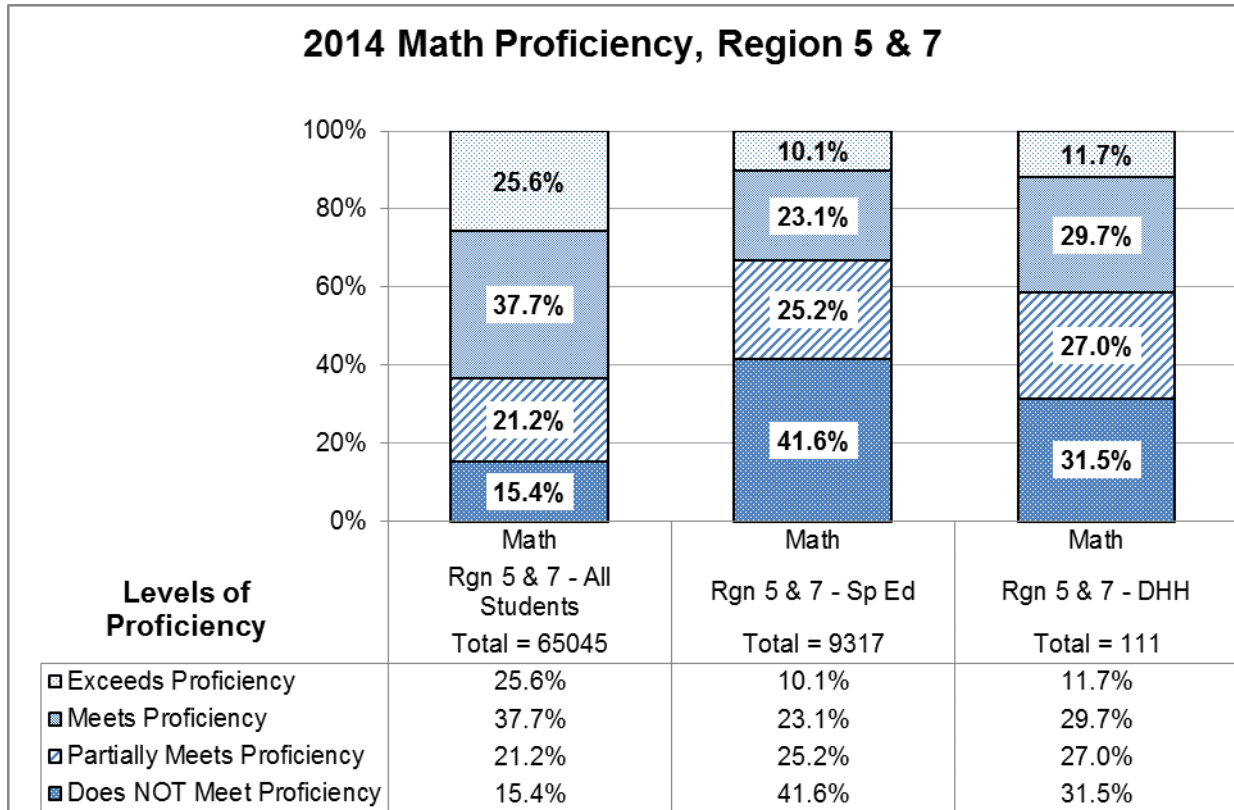
Year	Region	Gender	Count	Percentage
2014-15	Region 5 and 7	F	129	48.5%
2014-15	Region 5 and 7	M	137	51.5%

Enrollment Trends, Deaf and Hard of Hearing, by District

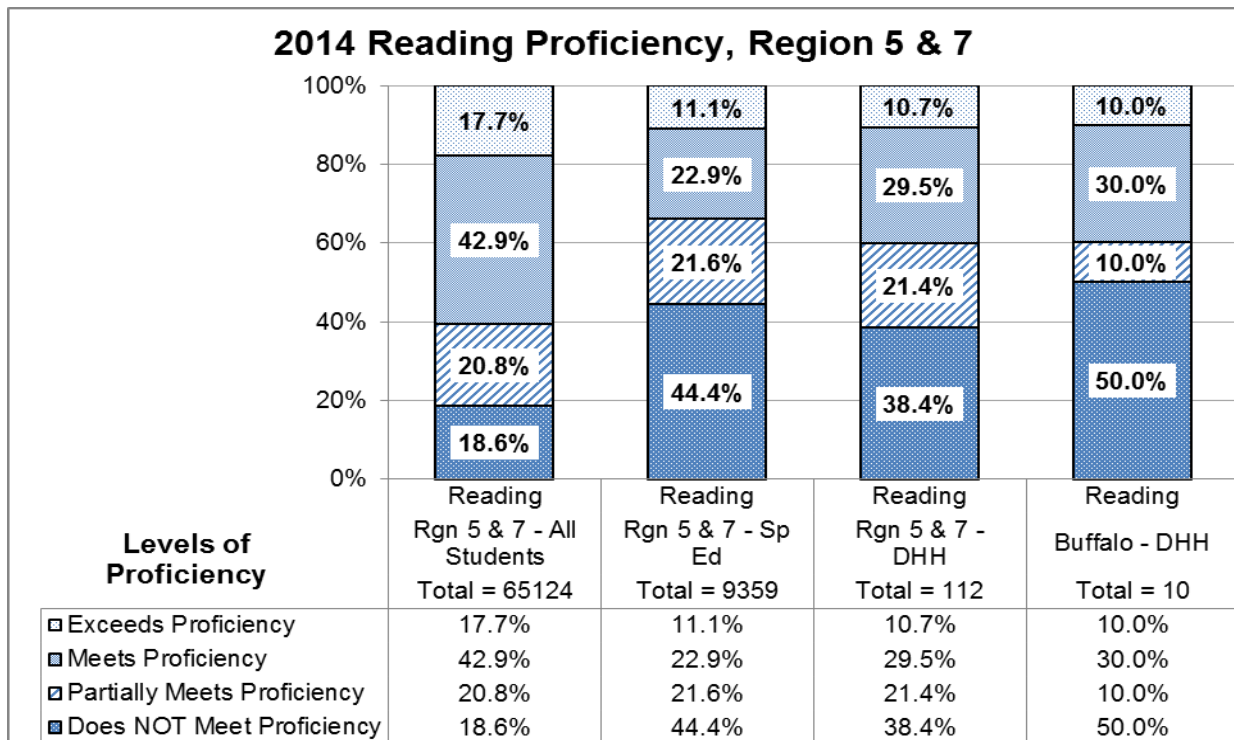
District	2010-11	2011-12	2012-13	2013-14	2014-15
Buffalo	7	5	7	17	16

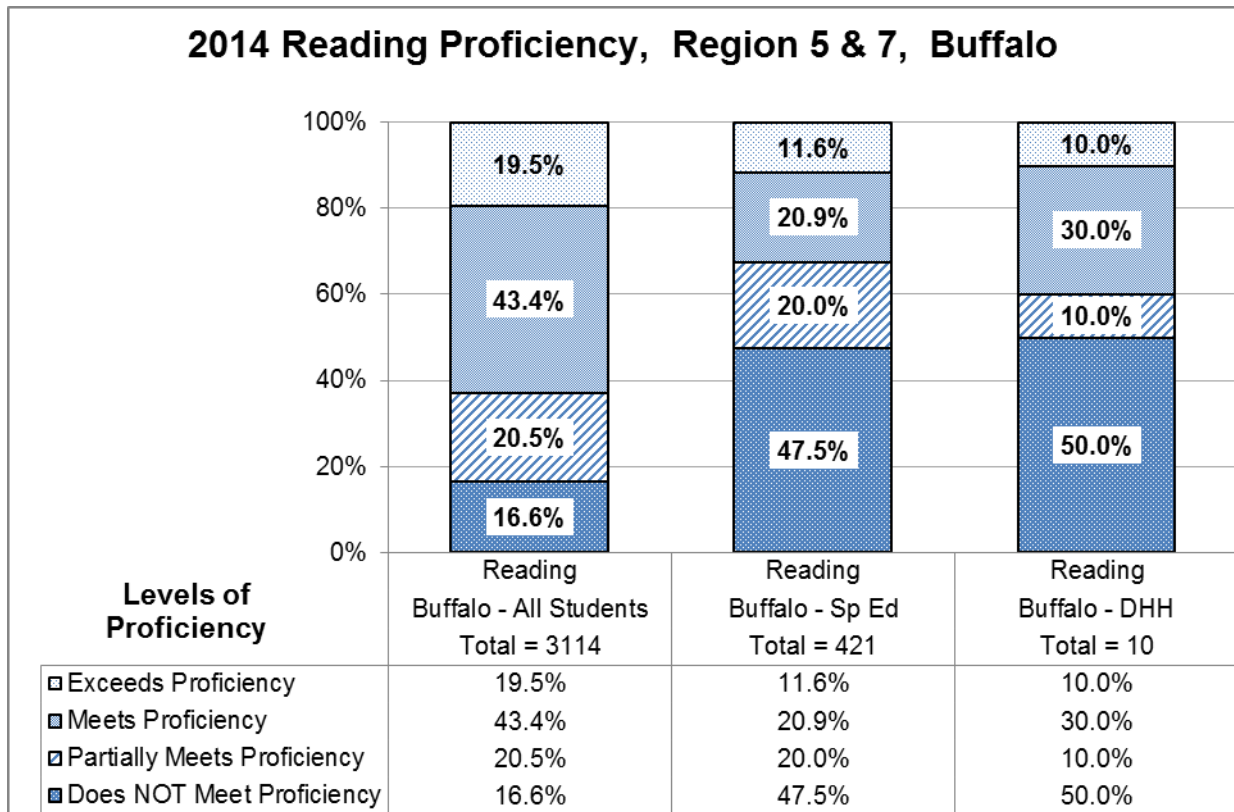
Assessment Data

[2014 Math Proficiency, Region 5 and 7](#)



[2014 Reading Proficiency, Region 5 and 7](#)





Region 6 and 8 D/HH Data

Enrollment Data

Enrollment Trends, Deaf and Hard of Hearing, by Region

Region	2010-11	2011-12	2012-13	2013-14	2014-15
Region 6 and 8	154	152	171	153	162

Enrollment by Grade, Deaf and Hard of Hearing, by Region

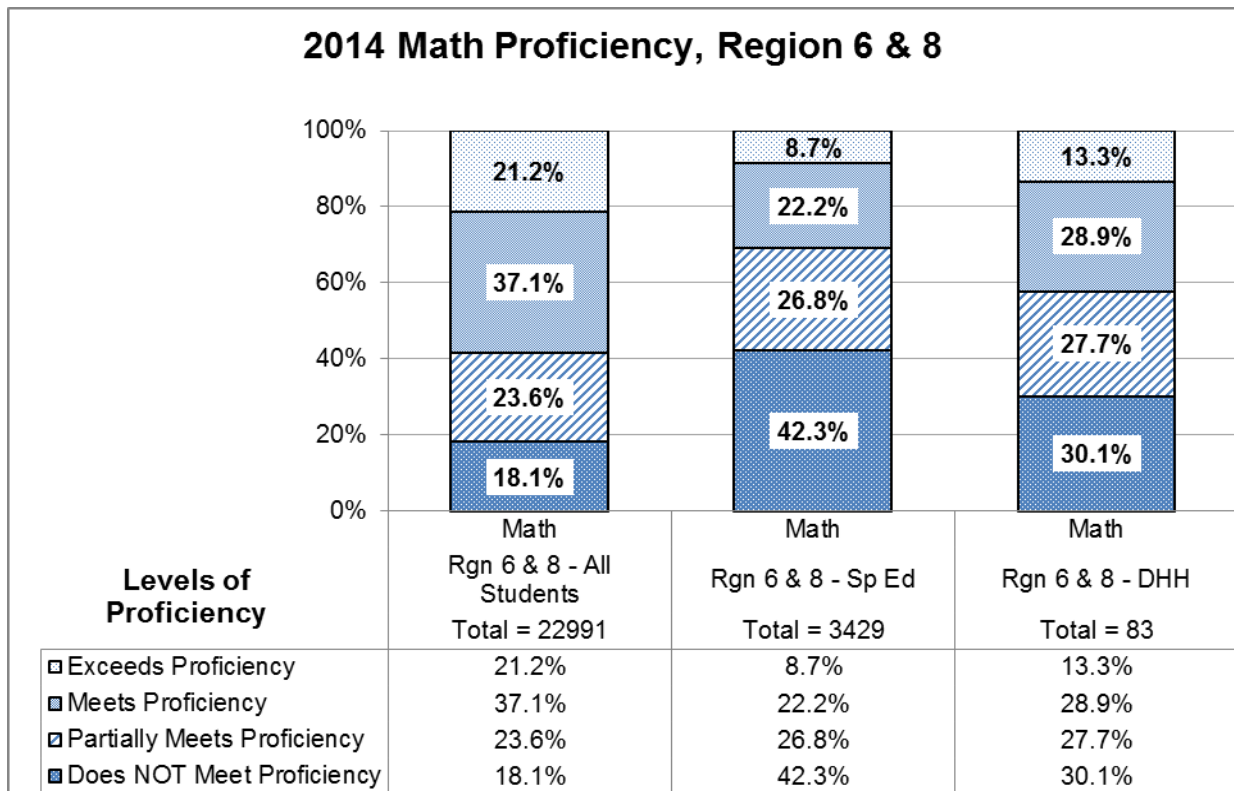
Year	Region	Grade	Count	Percentage
2014-15	Region 6 and 8	Pre-K	21	13.0%
2014-15	Region 6 and 8	K-5	51	31.5%
2014-15	Region 6 and 8	6-8	42	25.9%
2014-15	Region 6 and 8	9-12	48	29.6%

Enrollment by Gender, Deaf and Hard of Hearing, by Region

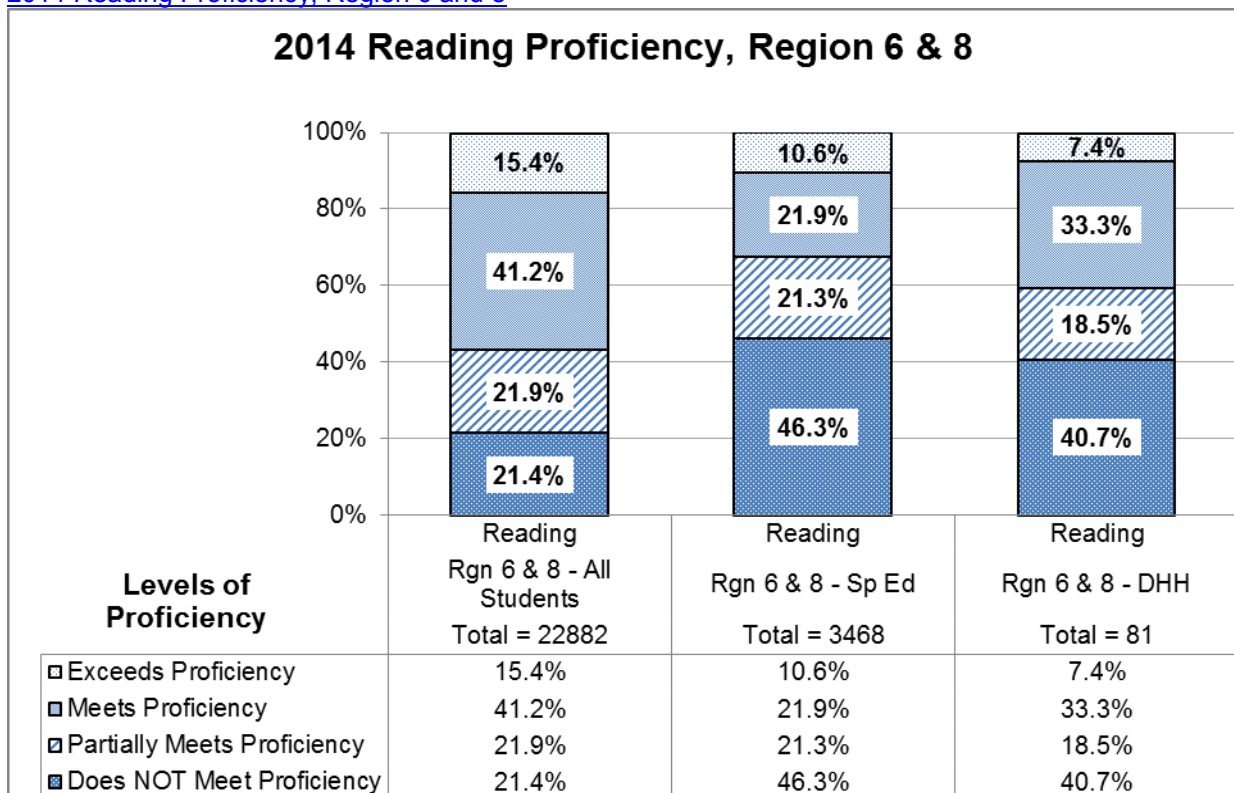
Year	Region	Gender	Count	Percentage
2014-15	Region 6 and 8	F	67	41.4%
2014-15	Region 6 and 8	M	95	58.6%

Assessment Data

[2014 Math Proficiency, Region 6 and 8](#)



[2014 Reading Proficiency, Region 6 and 8](#)



Region 9 D/HH Data

Enrollment Data

Enrollment Trends, Deaf and Hard of Hearing, by Region

Region	2010-11	2011-12	2012-13	2013-14	2014-15
Region 9	103	96	94	89	93

Enrollment by Grade, Deaf and Hard of Hearing, by Region

Year	Region	Grade	Count	Percentage
2014-15	Region 9	Pre-K	12	12.9%
2014-15	Region 9	K-5	33	35.5%
2014-15	Region 9	6-8	21	22.6%
2014-15	Region 9	9-12	27	29.0%

Enrollment by Gender, Deaf and Hard of Hearing, by Region

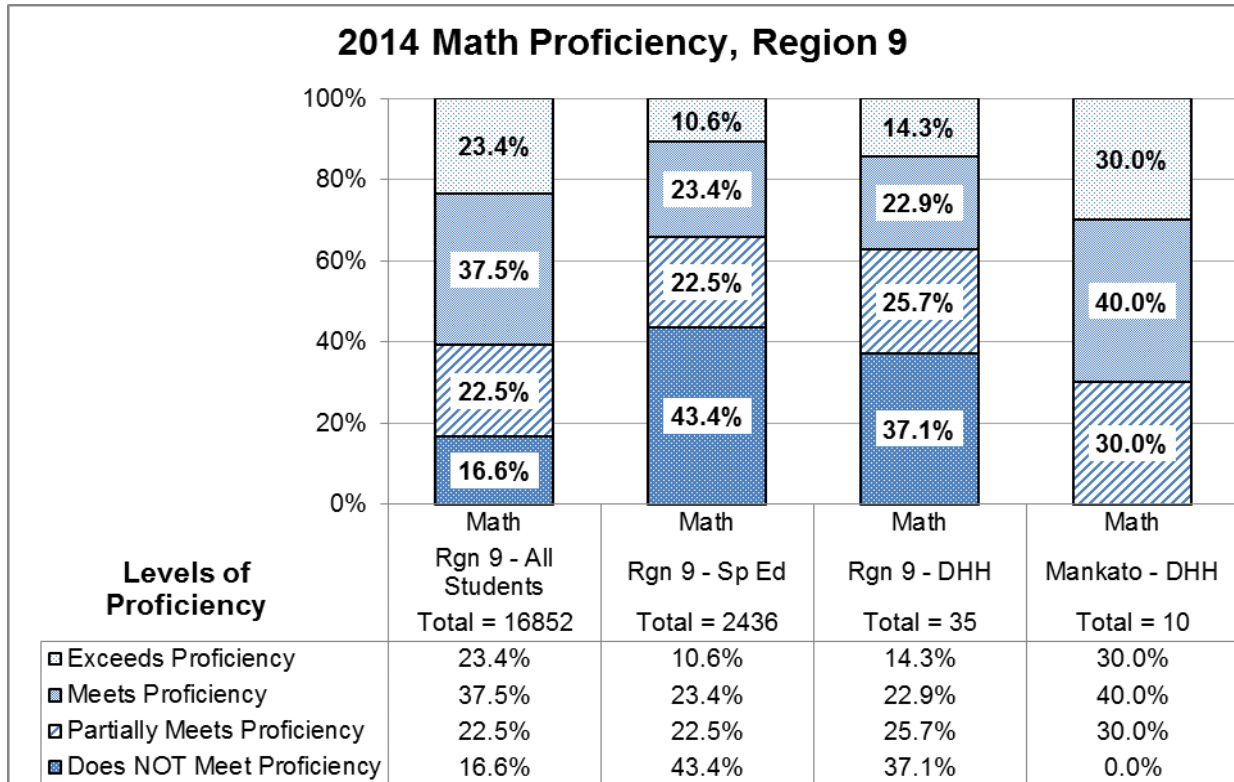
Year	Region	Gender	Count	Percentage
2014-15	Region 9	F	40	43.0%
2014-15	Region 9	M	53	57.0%

Enrollment Trends, Deaf and Hard of Hearing, by District

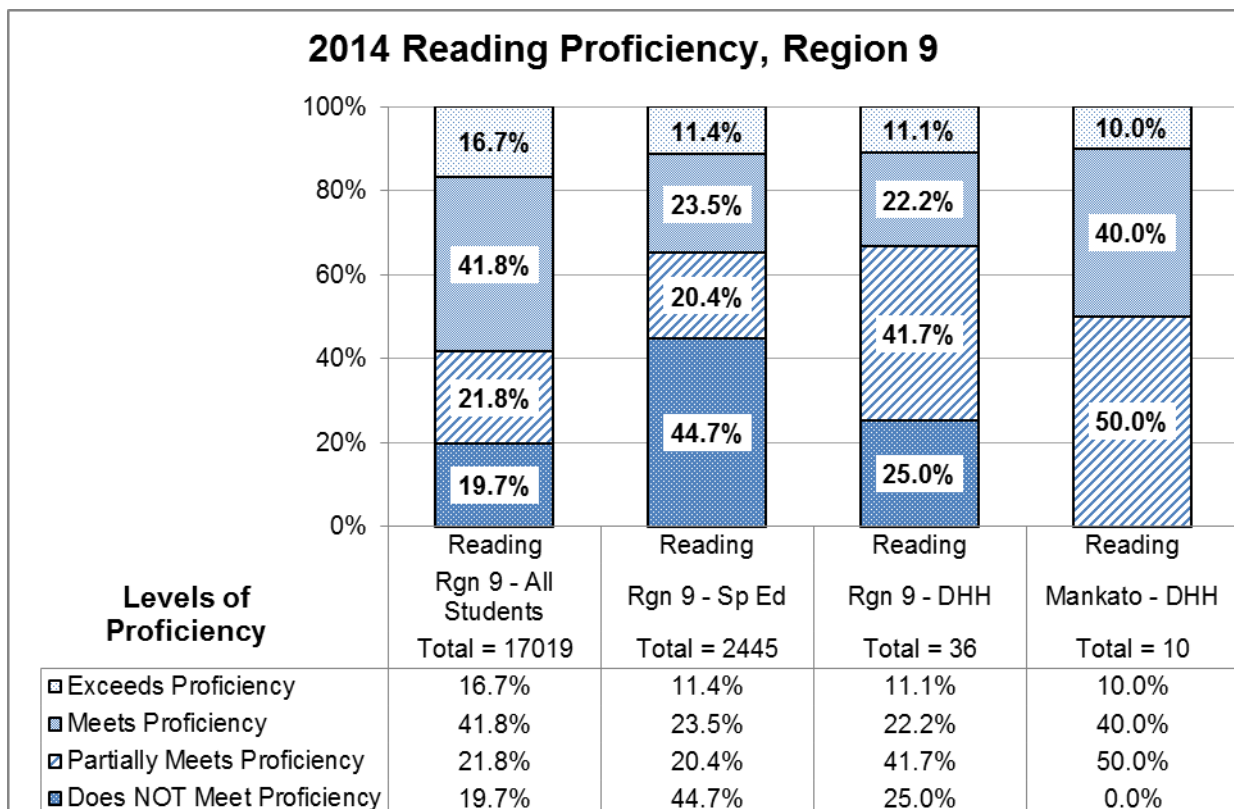
District	2010-11	2011-12	2012-13	2013-14	2014-15
Mankato	31	32	31	30	31

Assessment Data

2014 Math Proficiency, Region 9

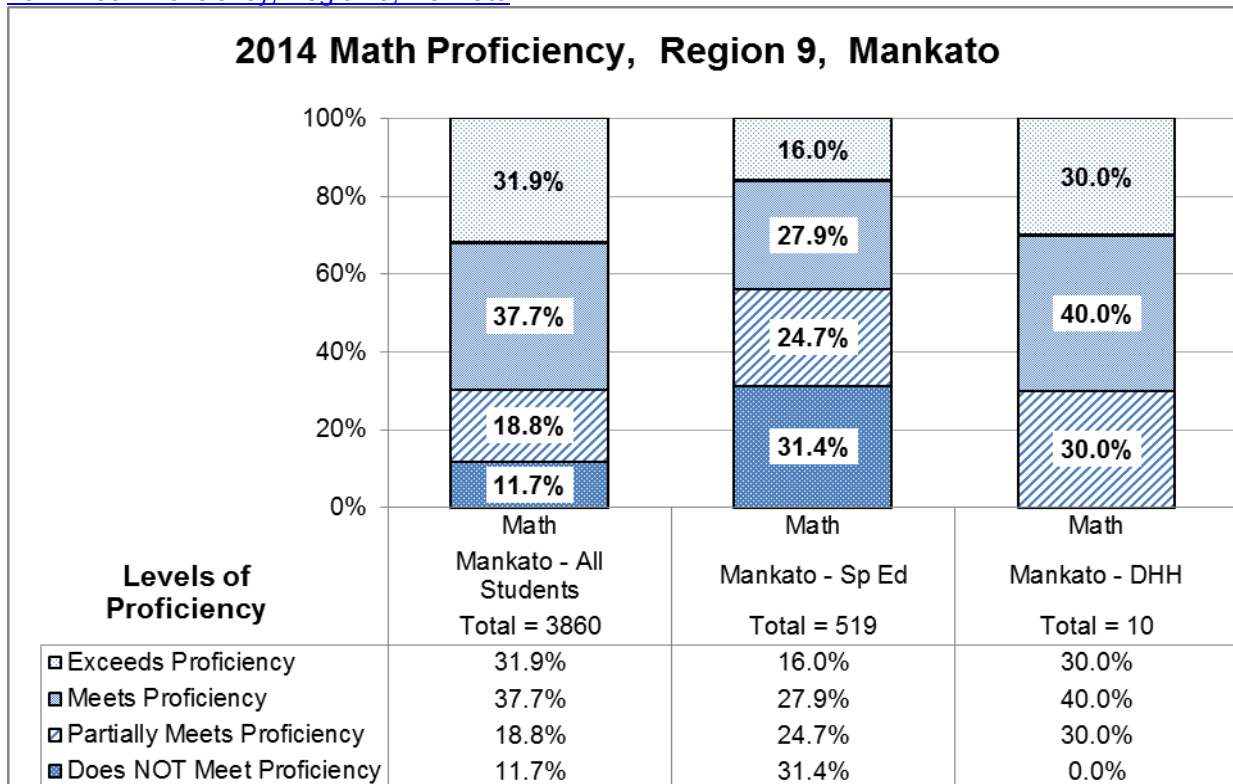


2014 Reading Proficiency, Region 9

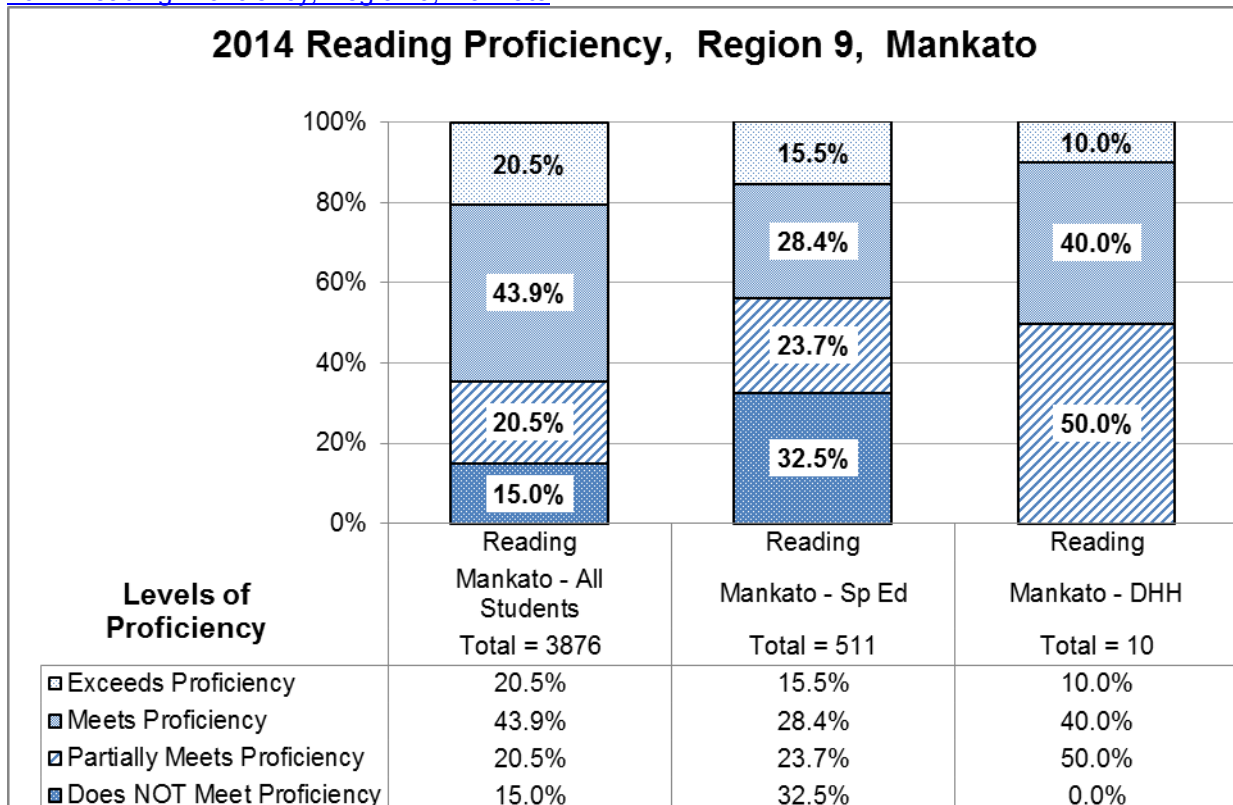


Individual District Data with Region 9

[2014 Math Proficiency, Region 9, Mankato](#)



[2014 Reading Proficiency, Region 9, Mankato](#)



Region 10 D/HH Data

Enrollment Data

Enrollment Trends, Deaf and Hard of Hearing, by Region

Region	2010-11	2011-12	2012-13	2013-14	2014-15
Region 10	314	336	348	359	342

Enrollment by Grade, Deaf and Hard of Hearing, by Region

Year	Region	Grade	Count	Percentage
2014-15	Region 10	Pre-K	48	14.0%
2014-15	Region 10	K-5	124	36.3%
2014-15	Region 10	6-8	63	18.4%
2014-15	Region 10	9-12	107	31.3%

Enrollment by Gender, Deaf and Hard of Hearing, by Region

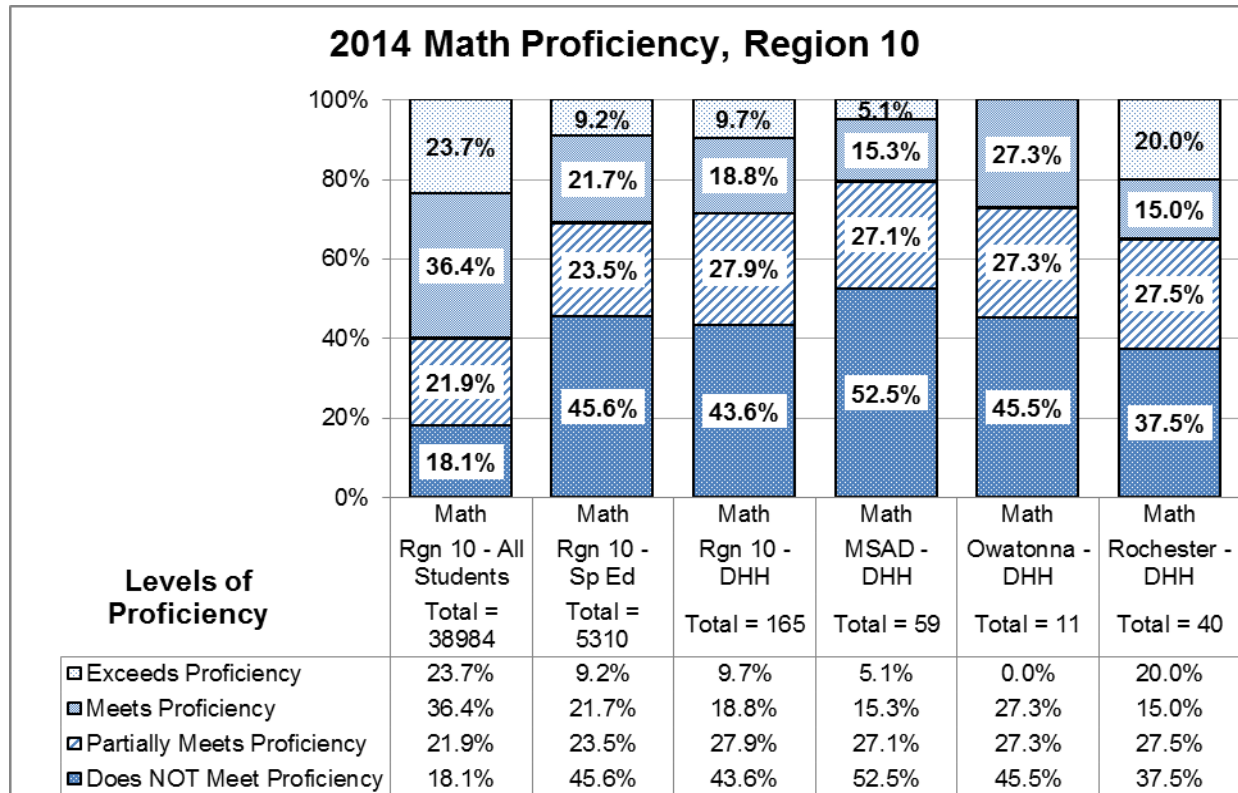
Year	Region	Gender	Count	Percentage
2014-15	Region 10	F	163	47.7%
2014-15	Region 10	M	179	52.3%

Enrollment Trends, Deaf and Hard of Hearing, by District

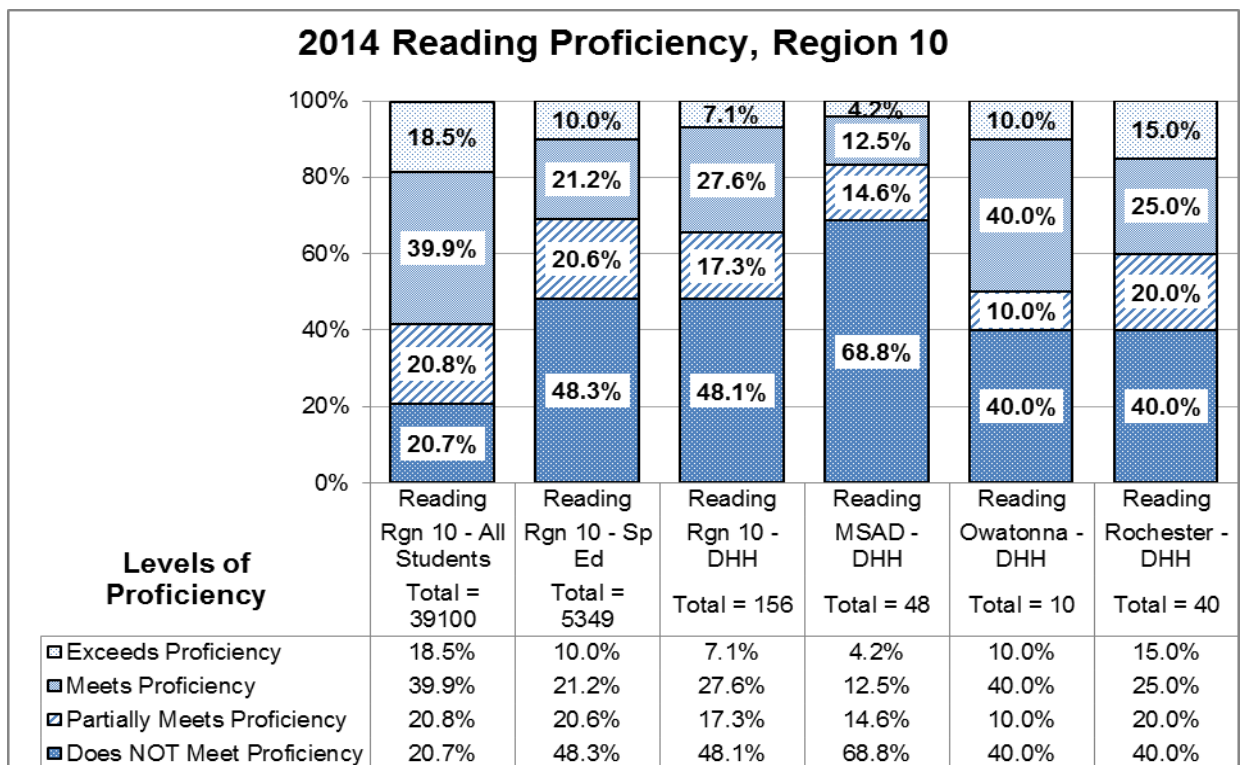
District	2010-11	2011-12	2012-13	2013-14	2014-15
MSAD	111	124	134	129	104
Owatonna	15	17	19	20	15
Rochester	73	81	86	96	92

Assessment Data

[2014 Math Proficiency, Region 10](#)

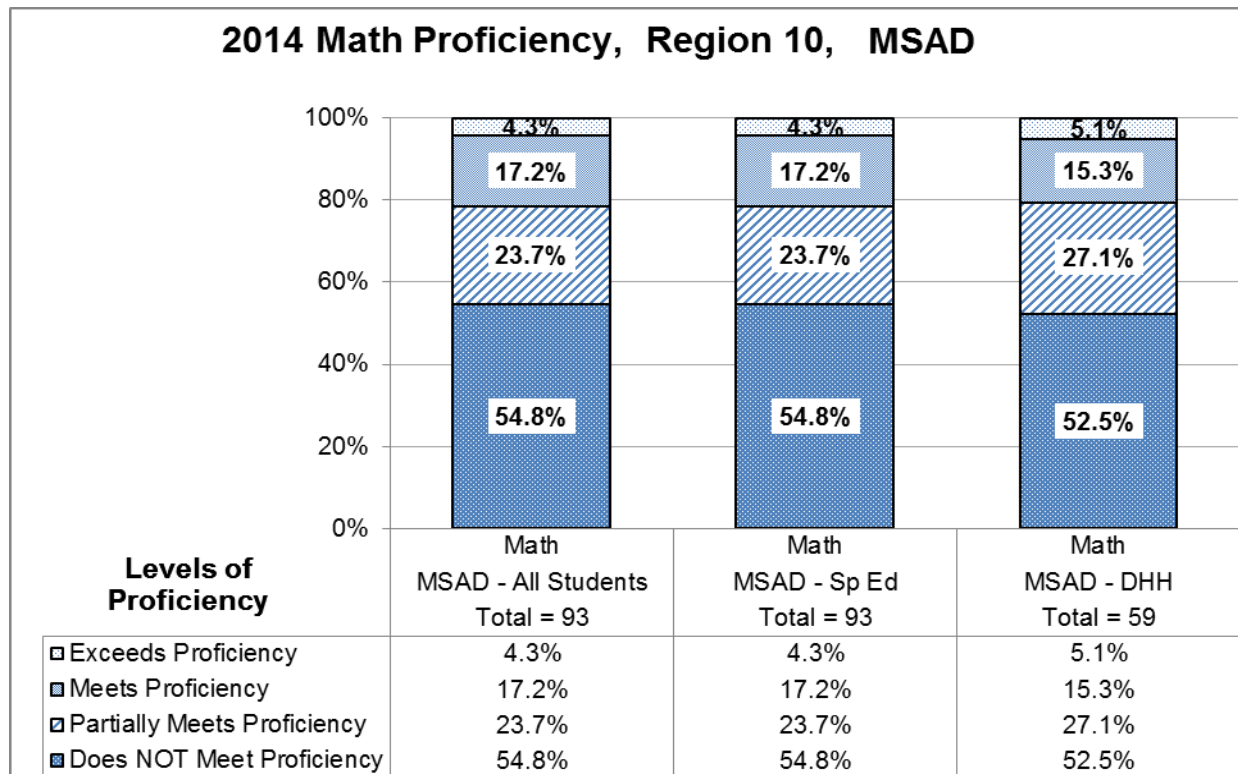


[2014 Reading Proficiency, Region 10](#)

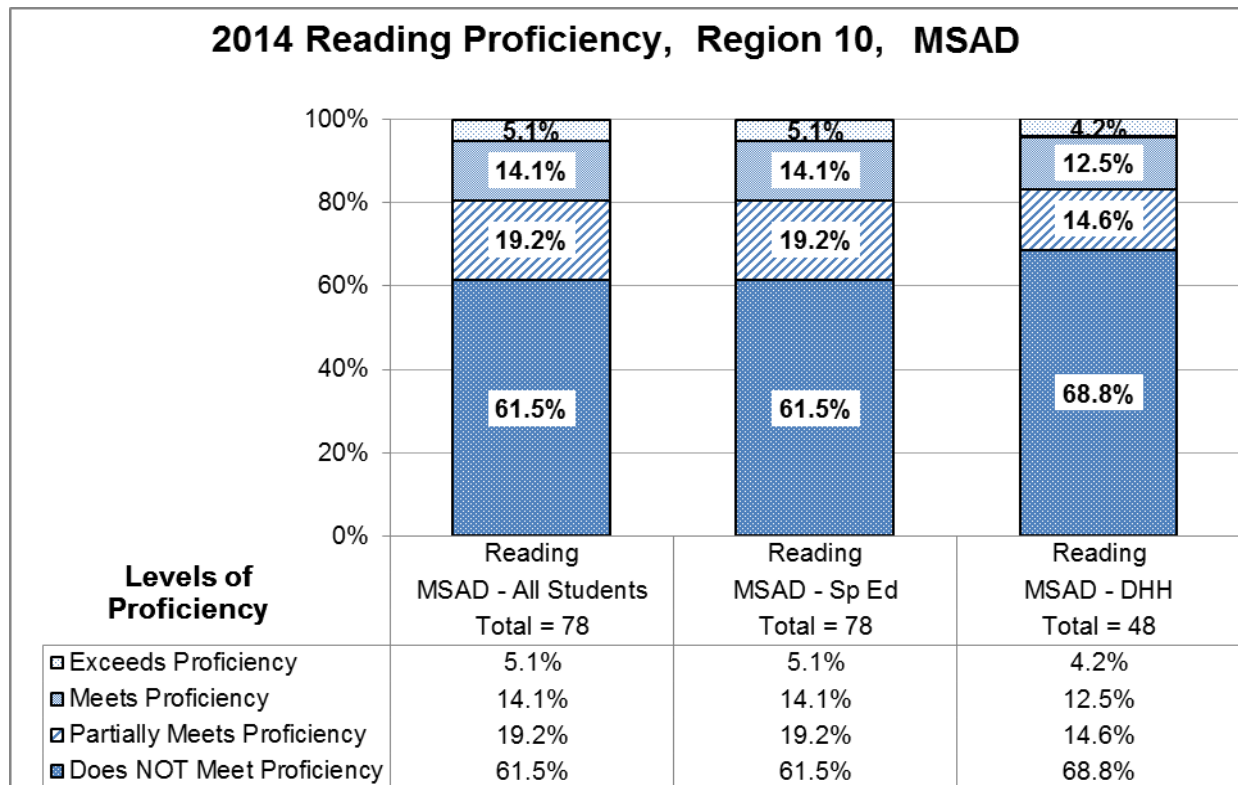


Individual District Data with Region 10

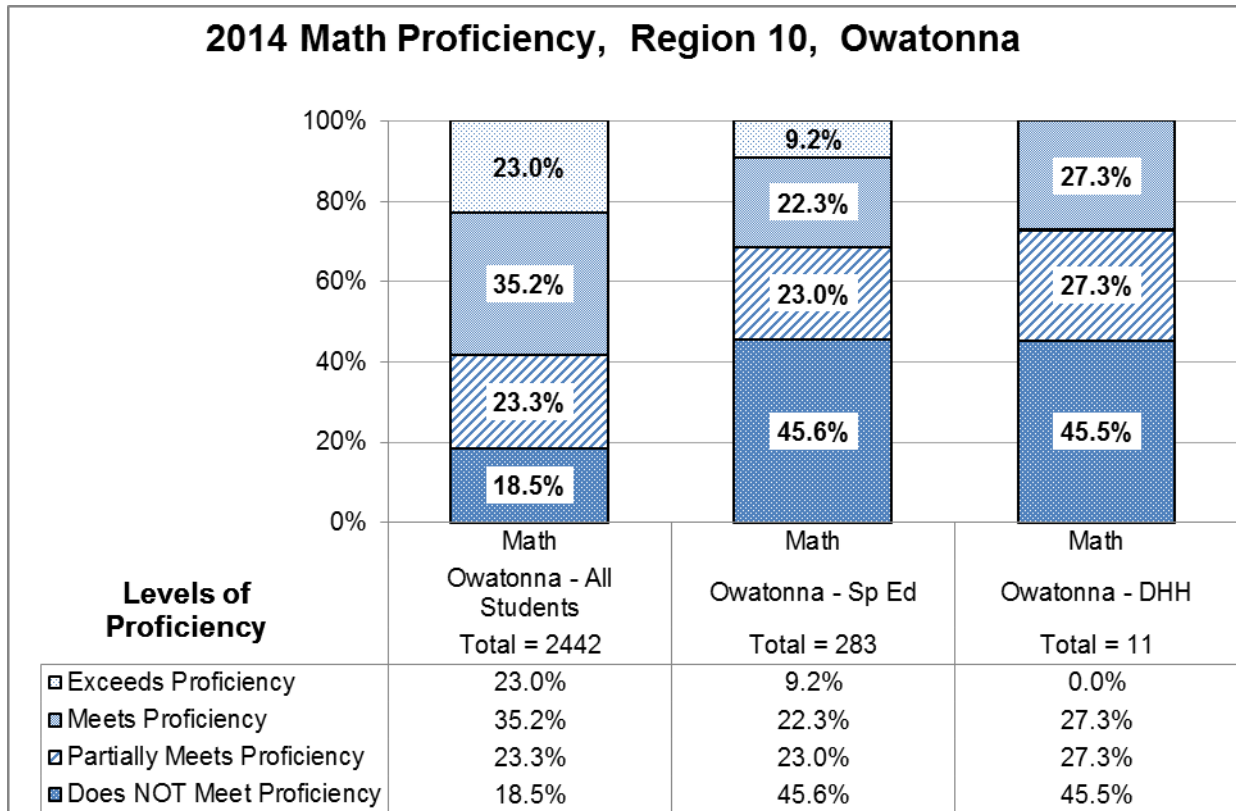
[2014 Math Proficiency, Region 10, MSAD](#)



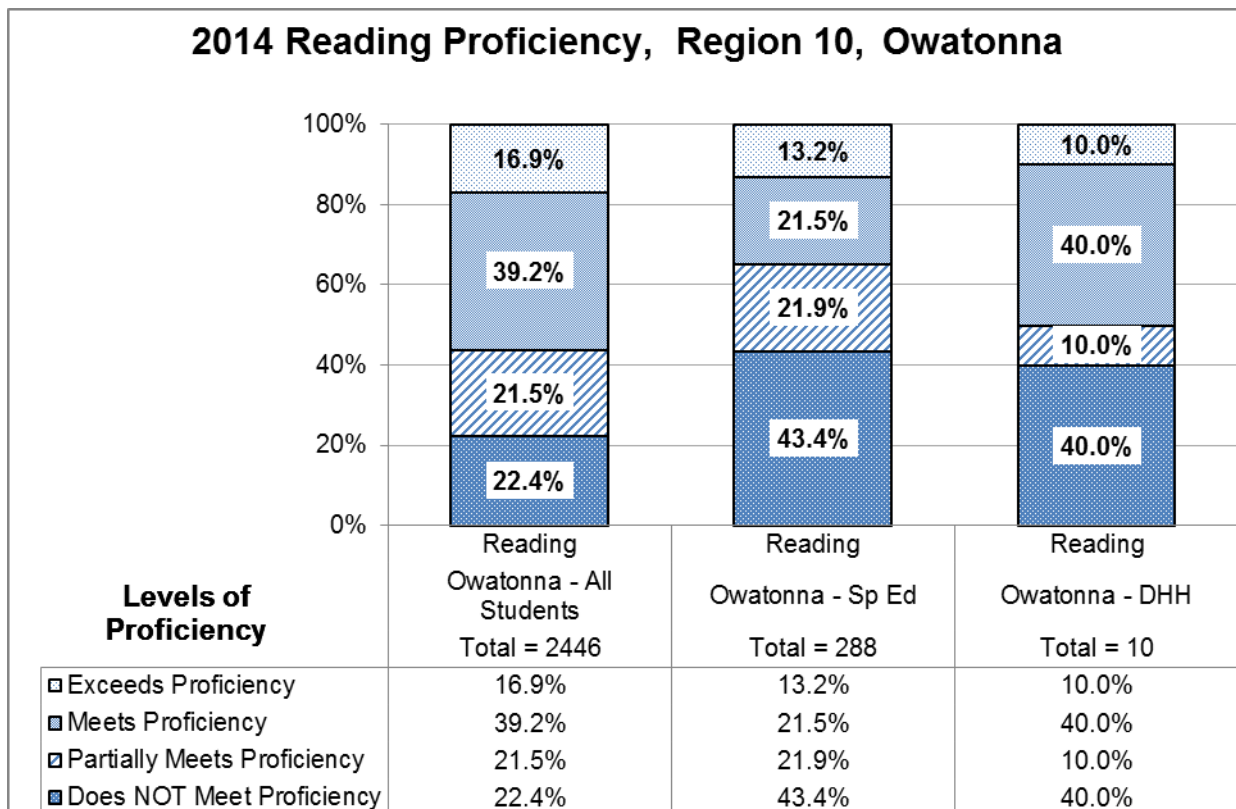
[2014 Reading Proficiency, Region 10, MSAD](#)



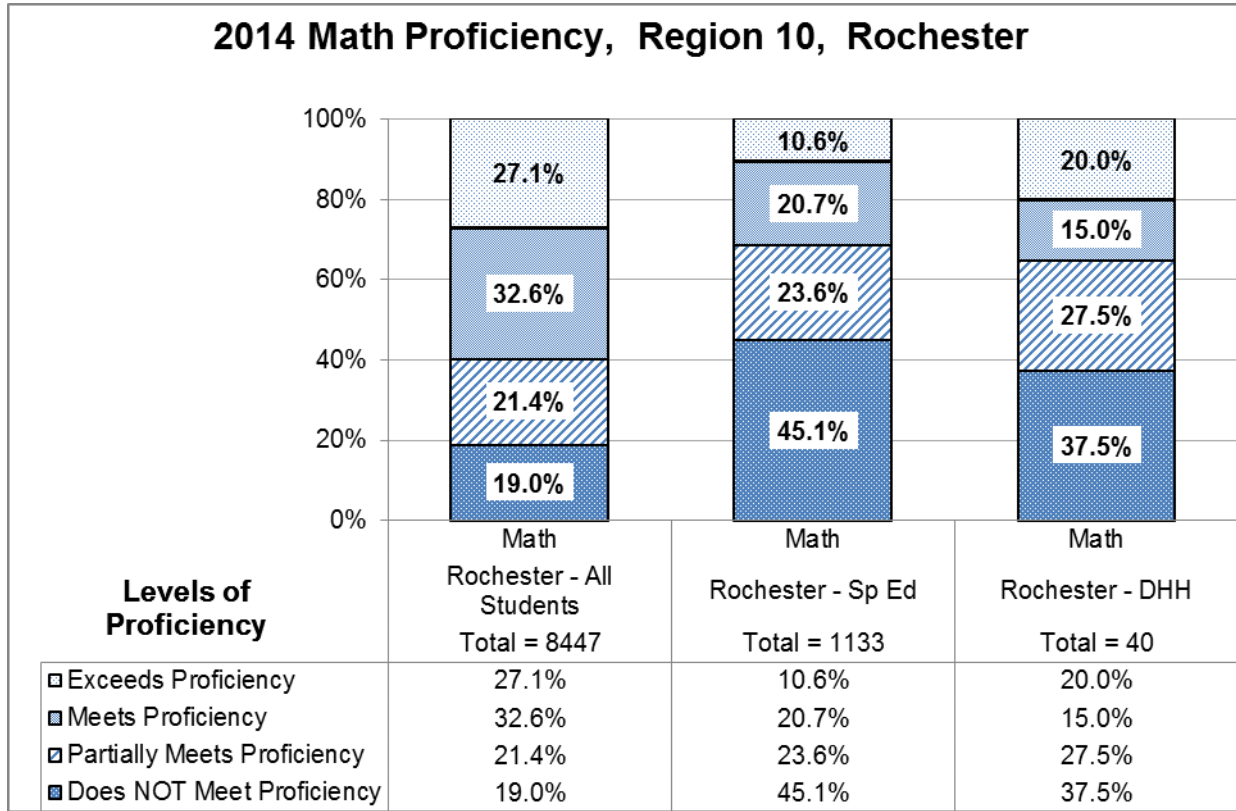
2014 Math Proficiency, Region 10, Owatonna



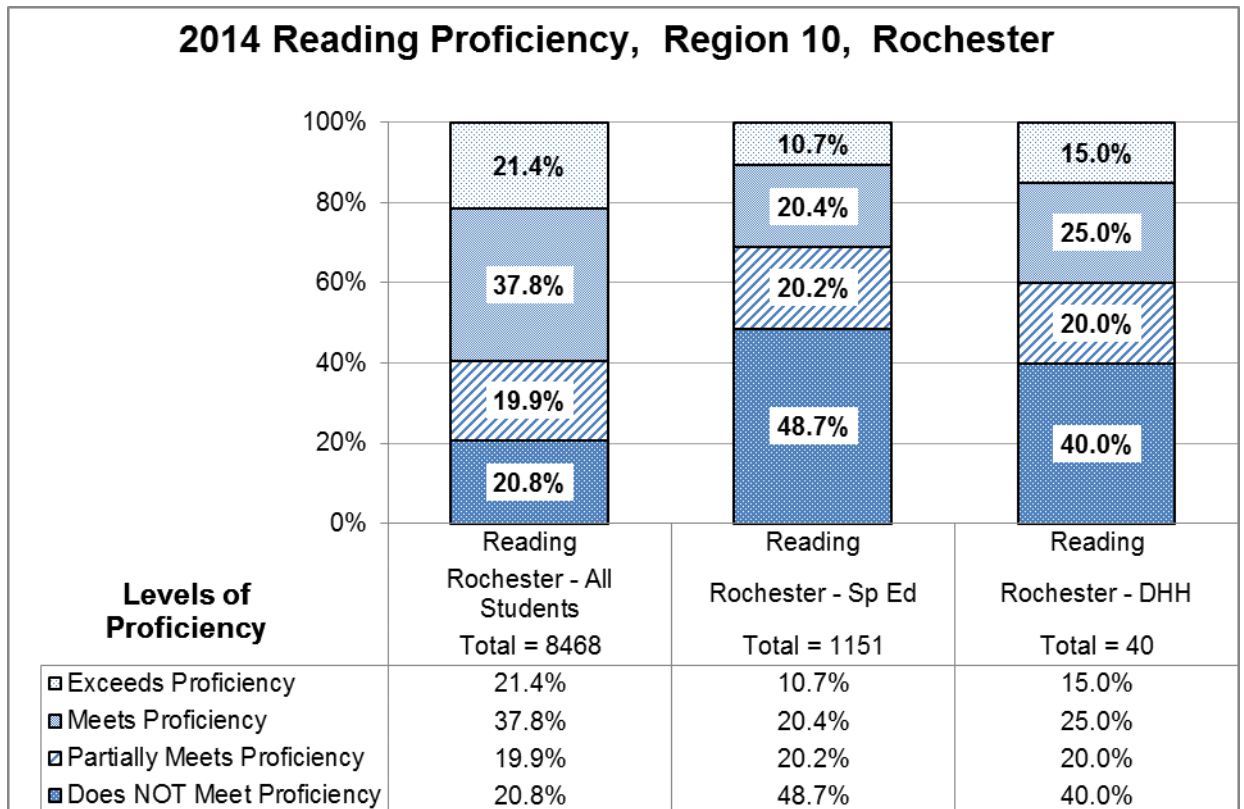
2014 Reading Proficiency, Region 10, Owatonna



[2014 Math Proficiency, Region 10, Rochester](#)



[2014 Reading Proficiency, Region 10, Rochester](#)



Region 11 D/HH Data

Enrollment Data

Enrollment Trends, Deaf and Hard of Hearing, by Region

Region	2010-11	2011-12	2012-13	2013-14	2014-15
Region 11	1,452	1,441	1,431	1,392	1,377

Enrollment by Grade, Deaf and Hard of Hearing, by Region

Year	Region	Grade	Count	Percentage
2014-15	Region 11	Pre-K	227	16.50%
2014-15	Region 11	K-5	536	38.90%
2014-15	Region 11	6-8	290	21.10%
2014-15	Region 11	9-12	324	23.50%

Enrollment by Gender, Deaf and Hard of Hearing, by Region

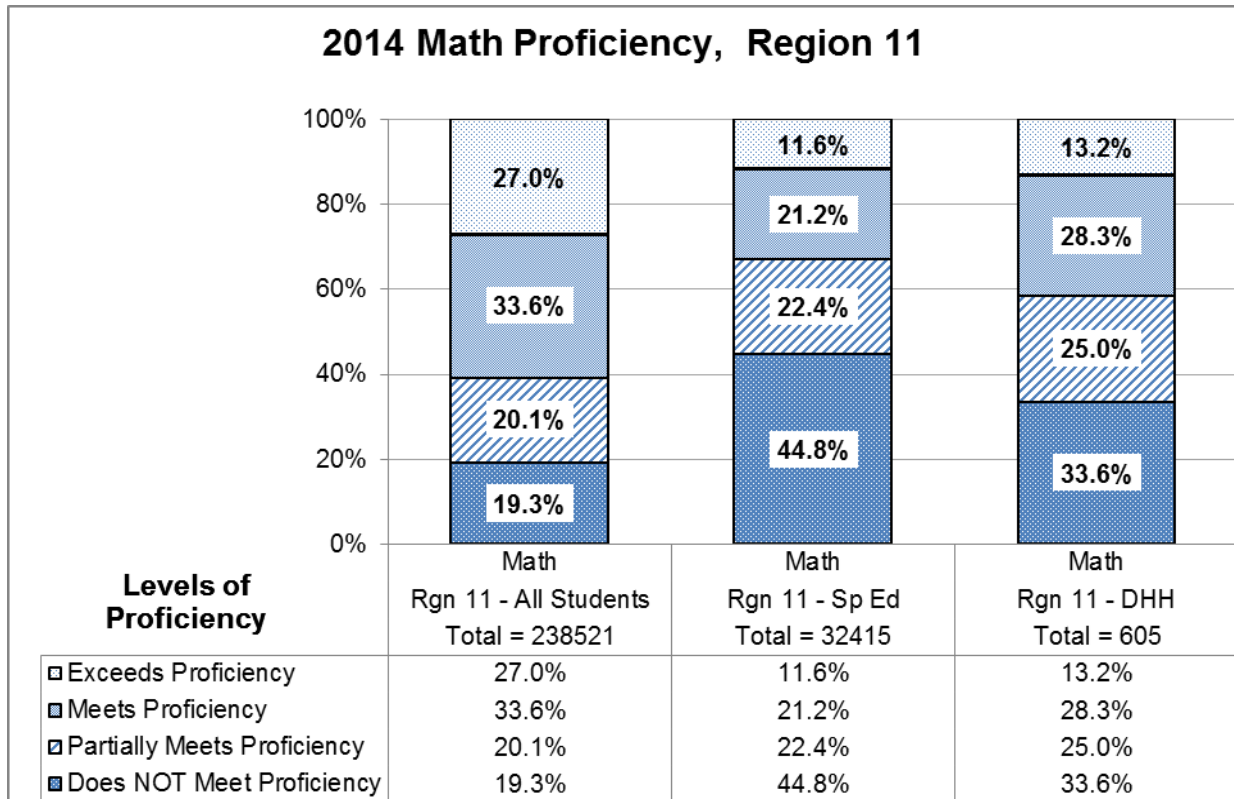
Year	Region	Gender	Count	Percentage
2014-15	Region 11	F	640	46.5%
2014-15	Region 11	M	737	53.5%

Enrollment Trends, Deaf and Hard of Hearing, by District

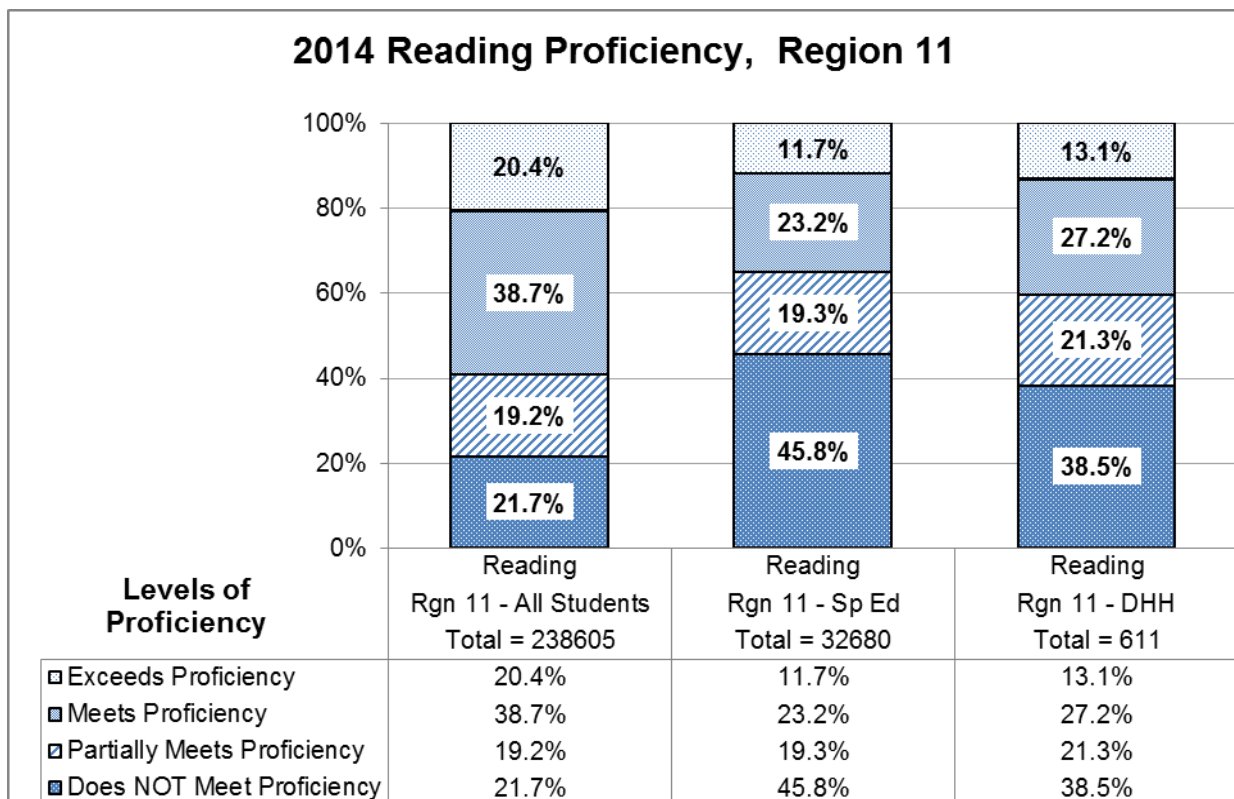
District	2010-11	2011-12	2012-13	2013-14	2014-15
Anoka-Henn	95	103	104	97	84
Bloomington	25	24	24	28	25
Centennial	18	18	22	23	26
Eden Prairie	30	29	32	29	27
Edina	27	32	30	30	30
Forest Lake	21	15	18	16	13
Metro Deaf	88	84	68	67	74
Minneapolis	126	114	118	114	113
Mounds View	21	21	25	30	26
No. St. Paul	24	30	32	27	24
Osseo	91	89	80	67	64
Robbinsdale	48	48	40	45	47
Rosemount	94	87	92	92	98
St. Paul	253	255	257	247	224

Assessment Data

[2014 Math Proficiency, Region 11](#)

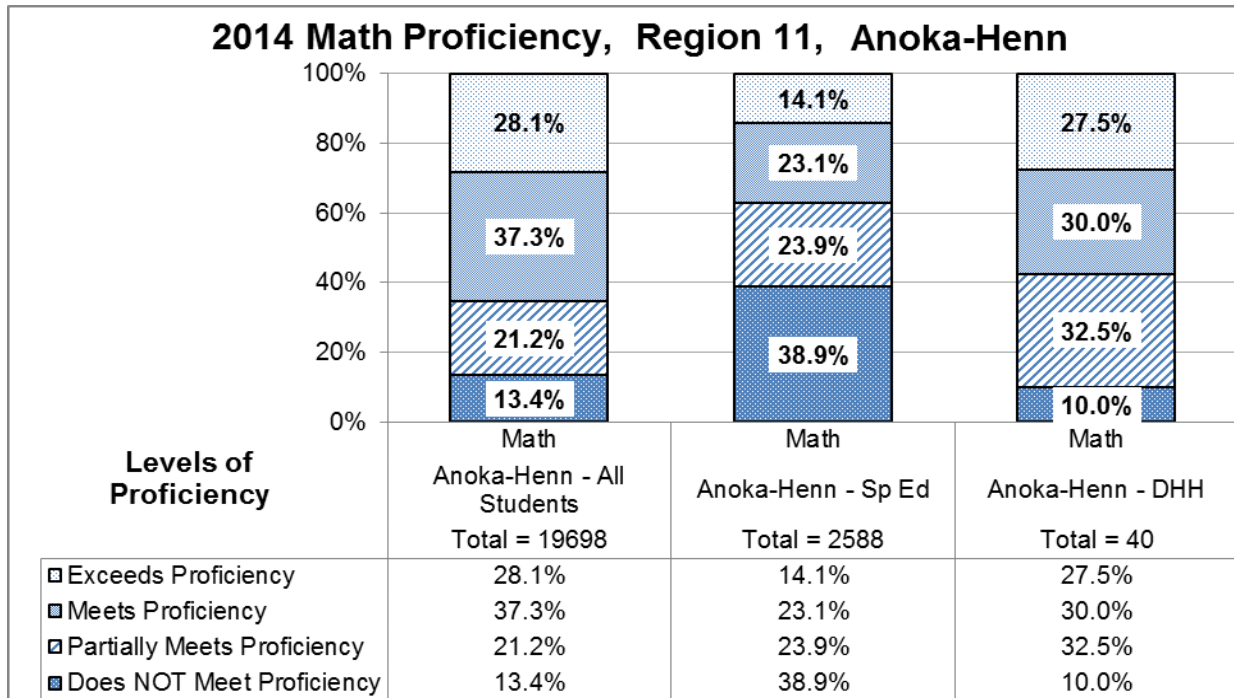


[2014 Reading Proficiency, Region 11](#)

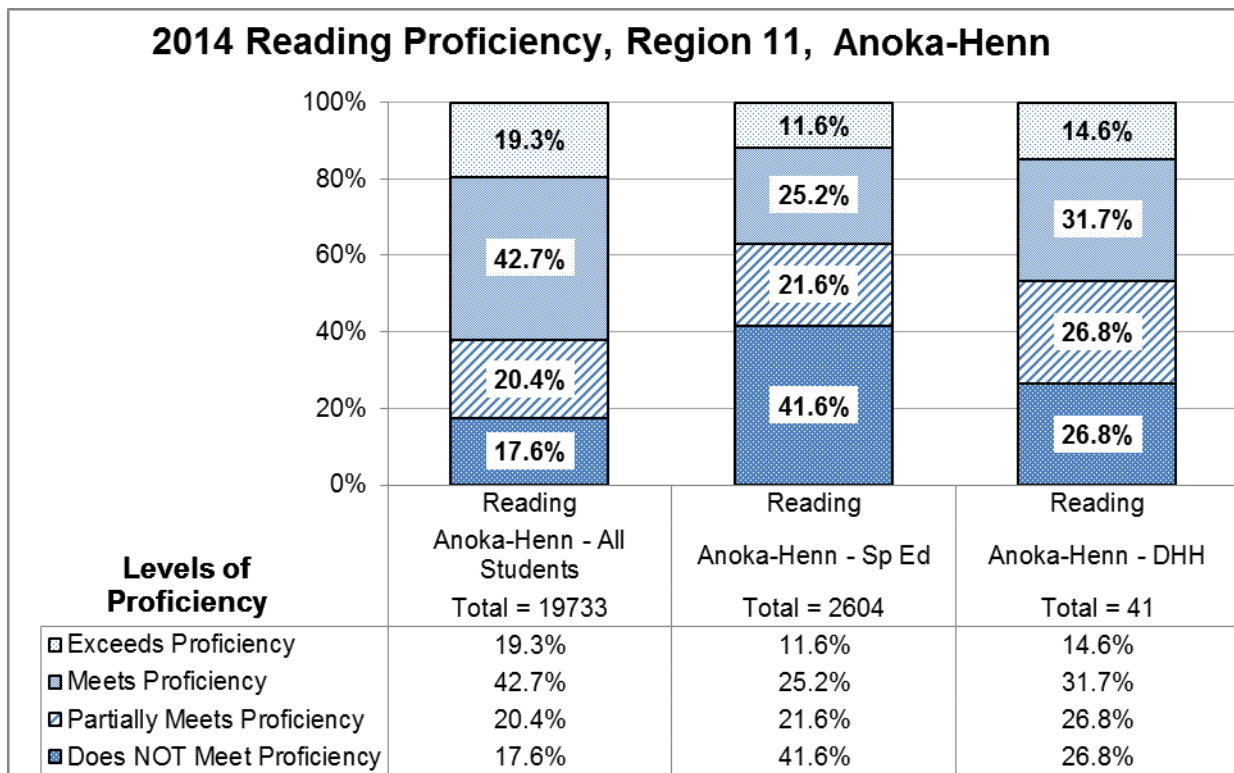


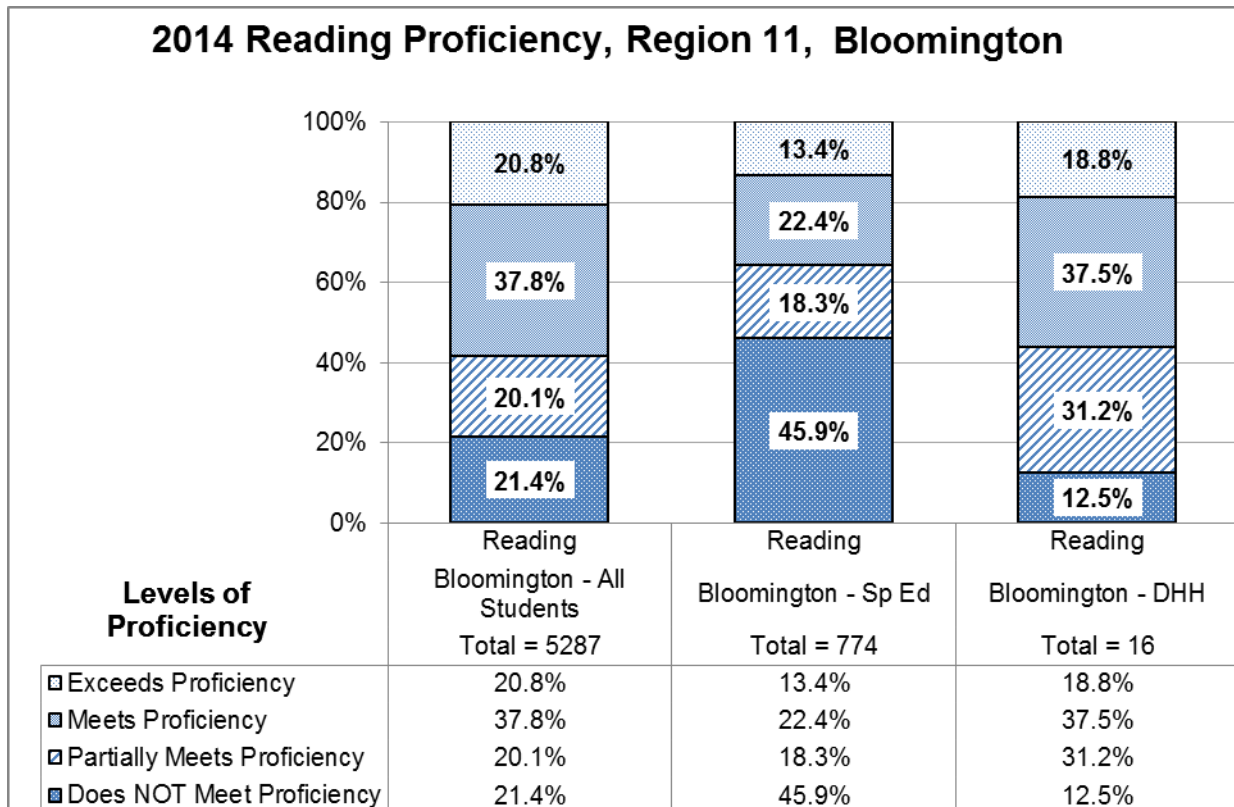
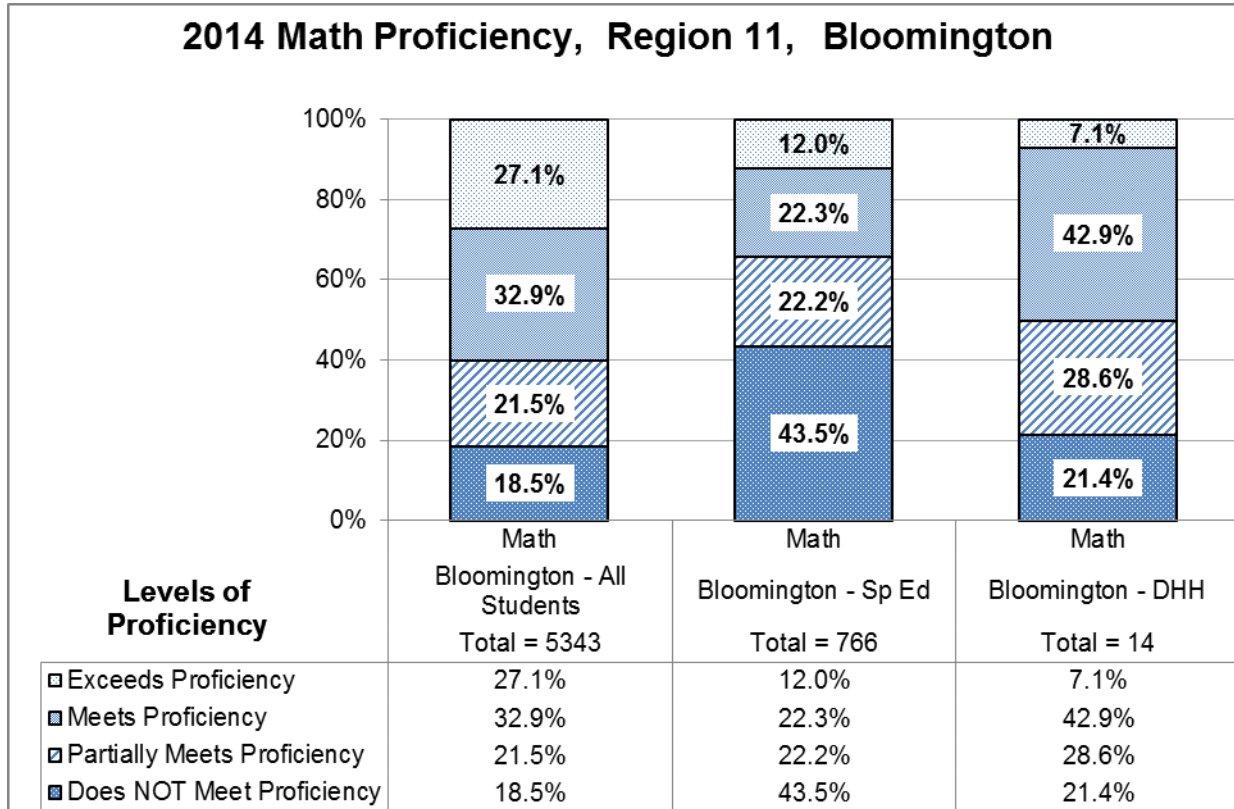
Individual District Data with Region 11

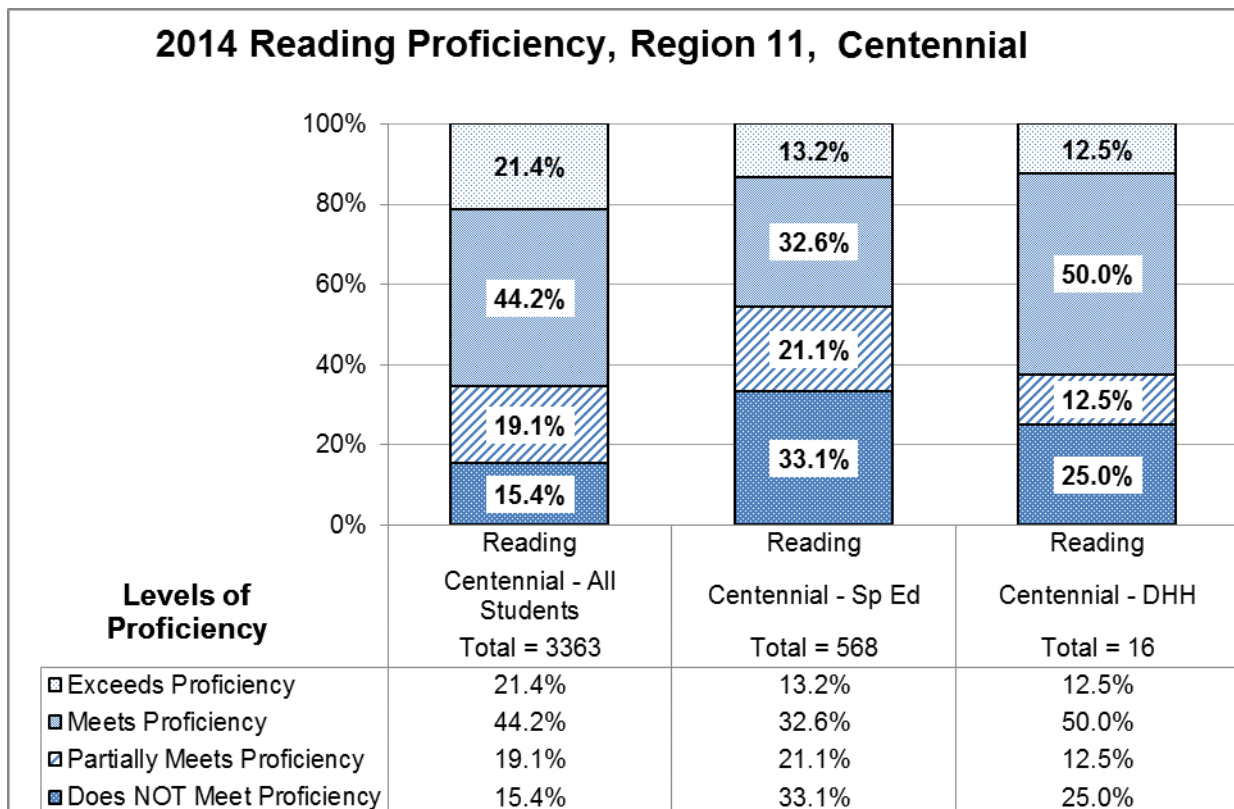
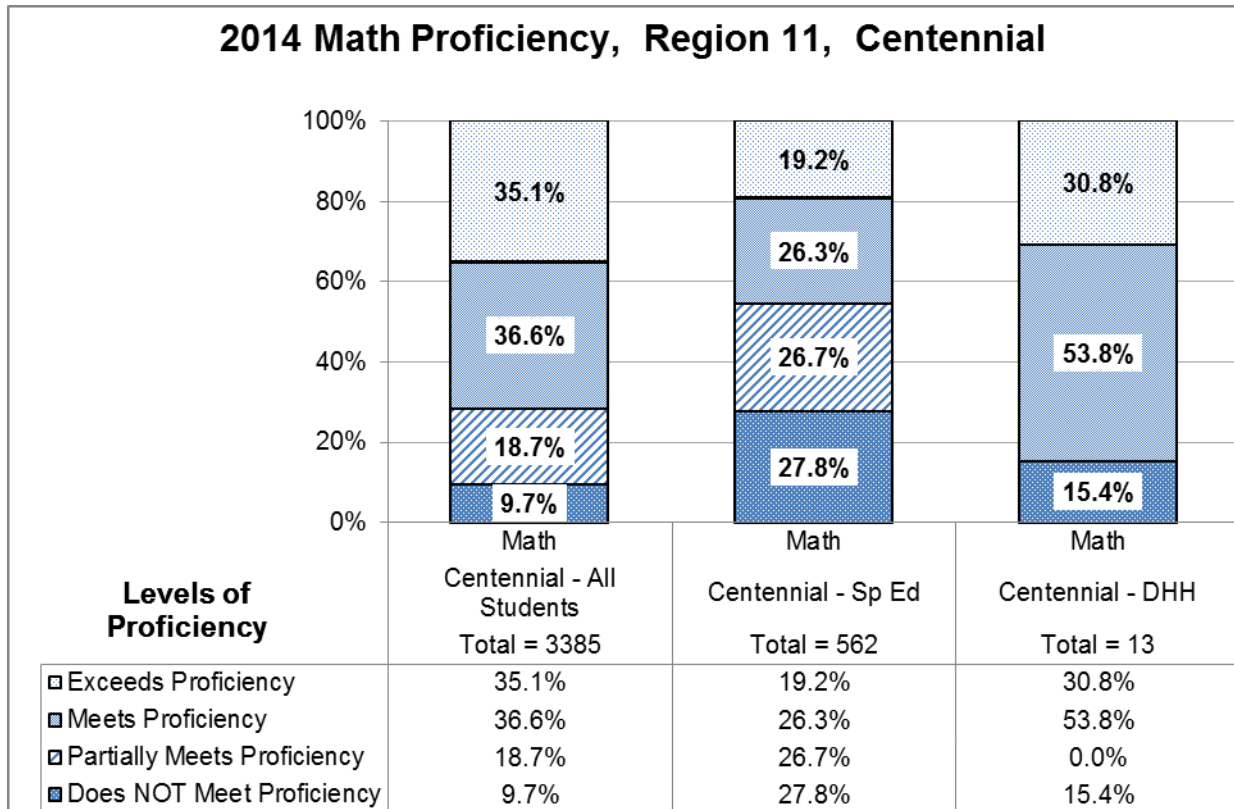
[2014 Math Proficiency, Region 11, Anoka-Hennepin](#)

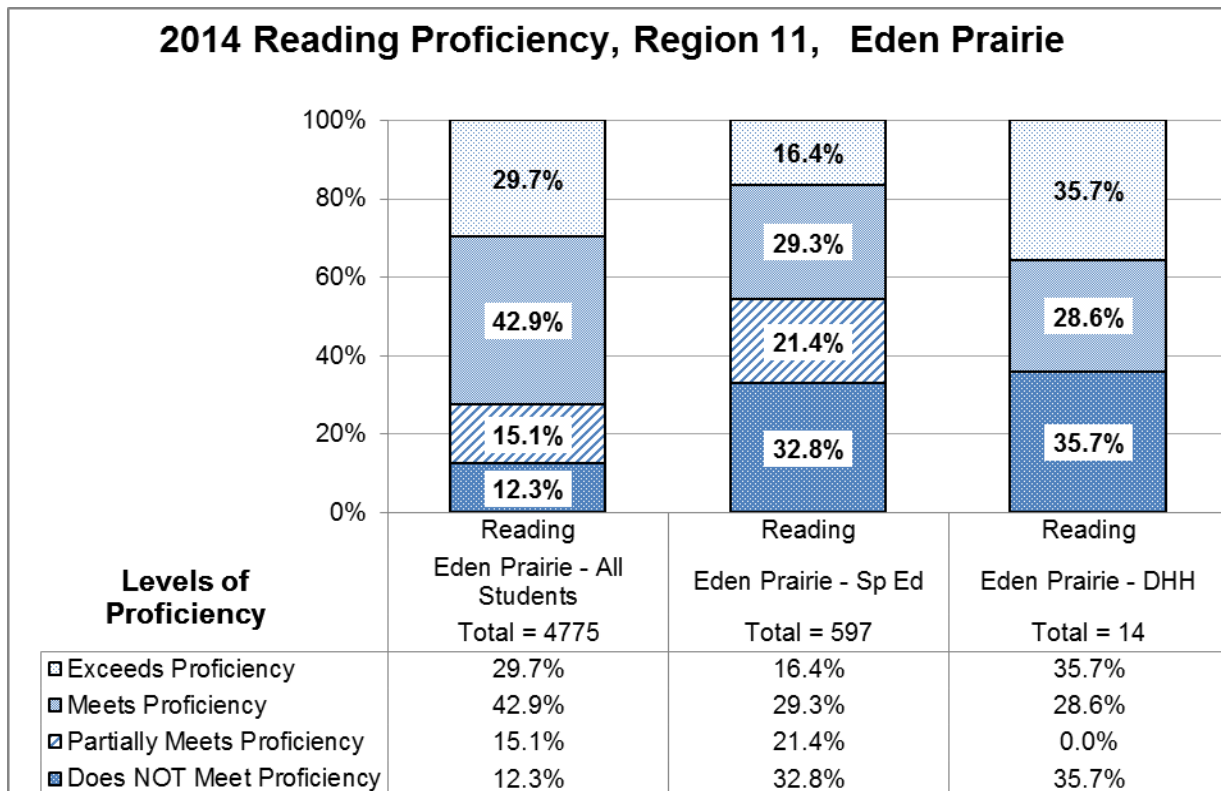
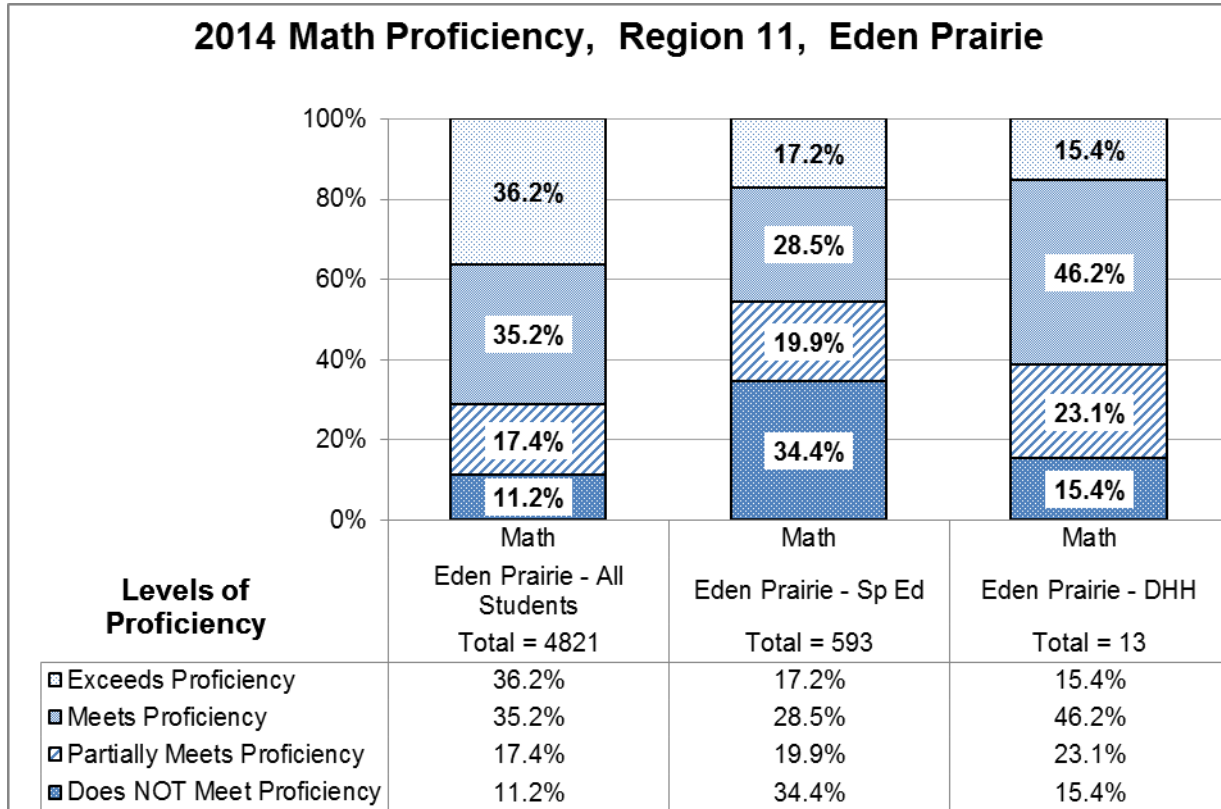


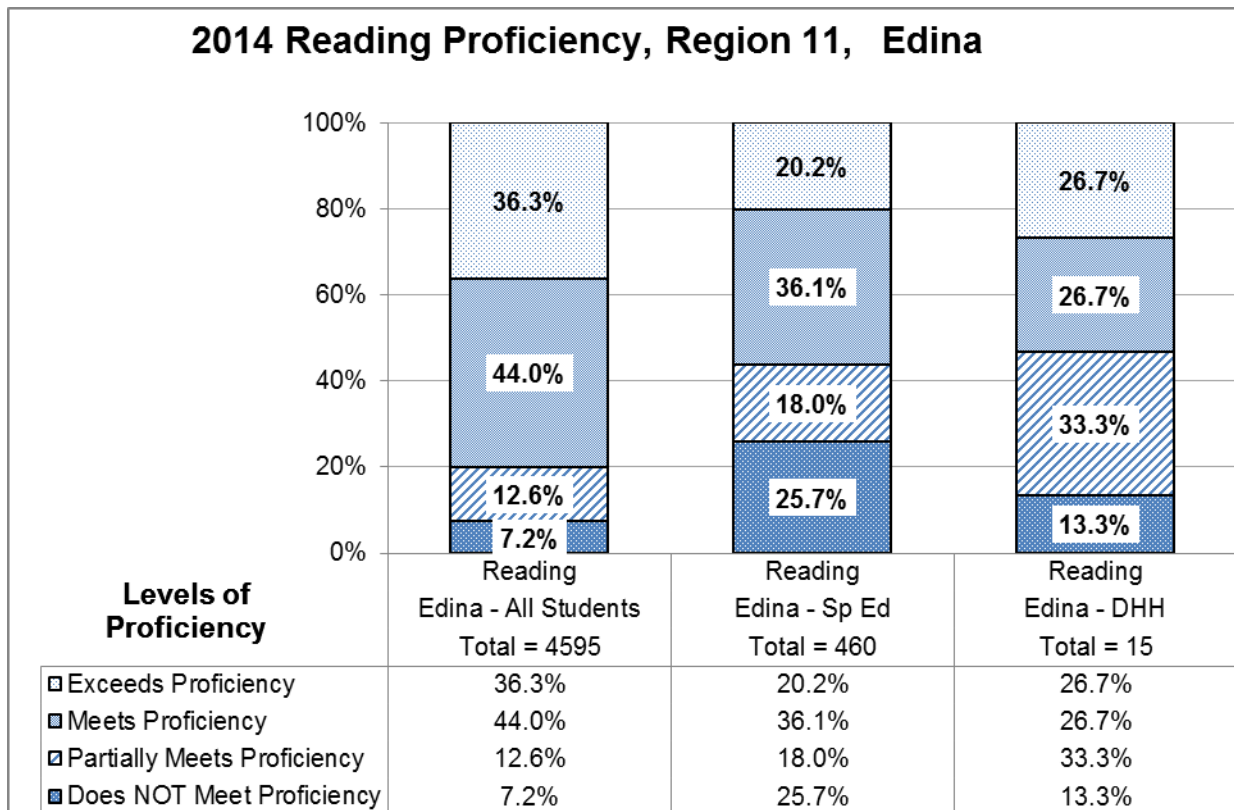
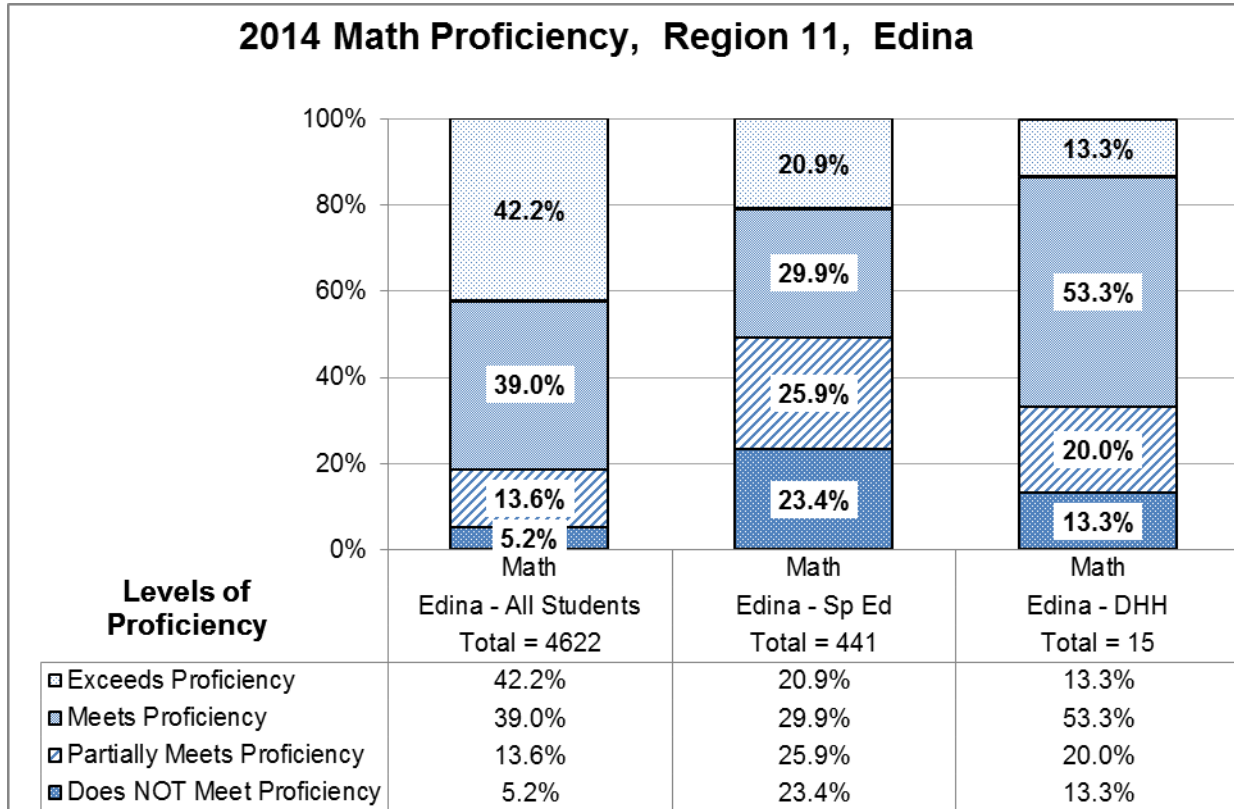
[2014 Reading Proficiency, Region 11, Anoka-Hennepin](#)

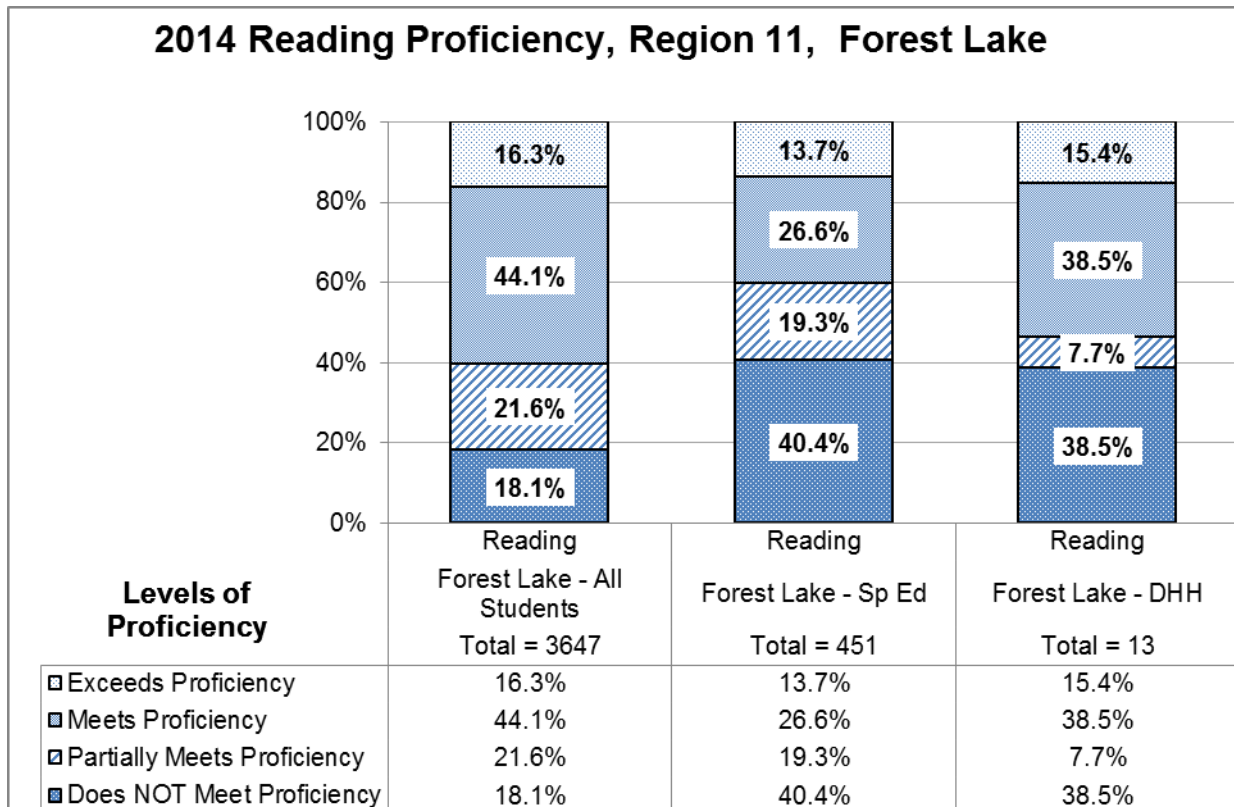
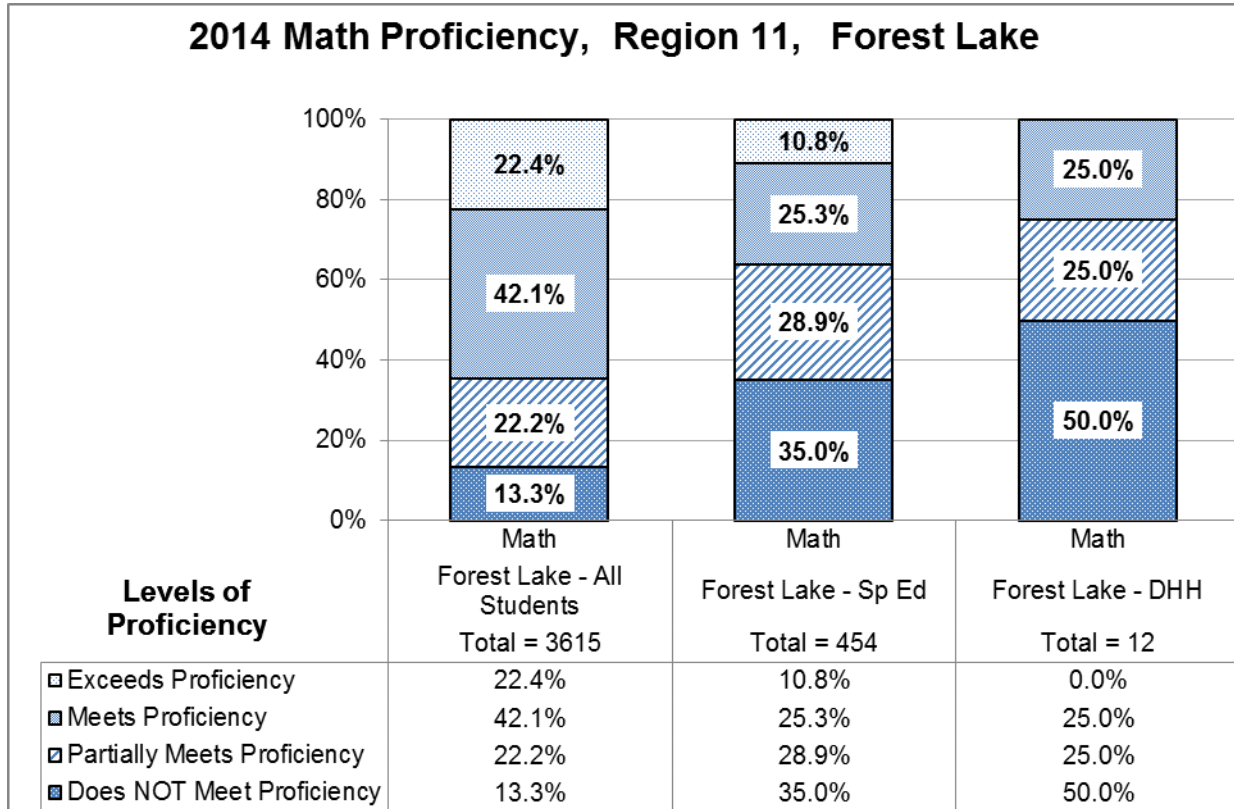


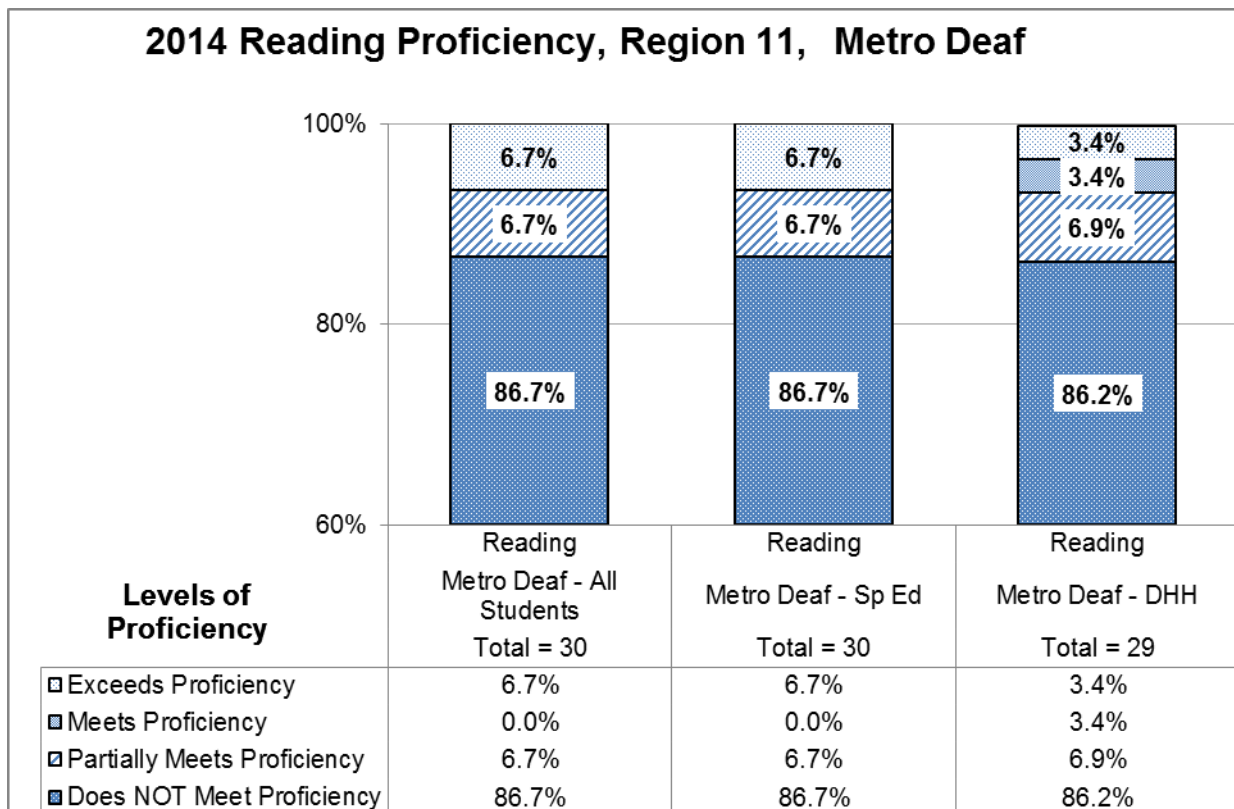
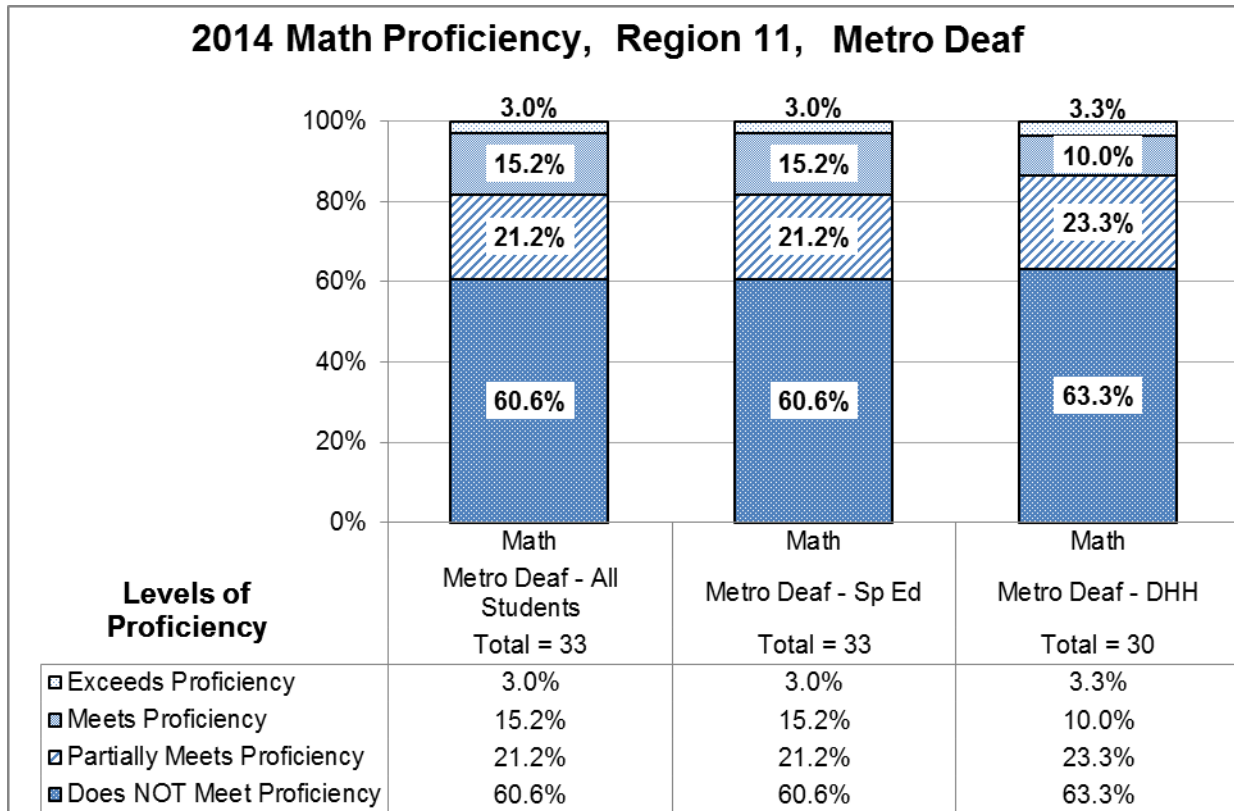


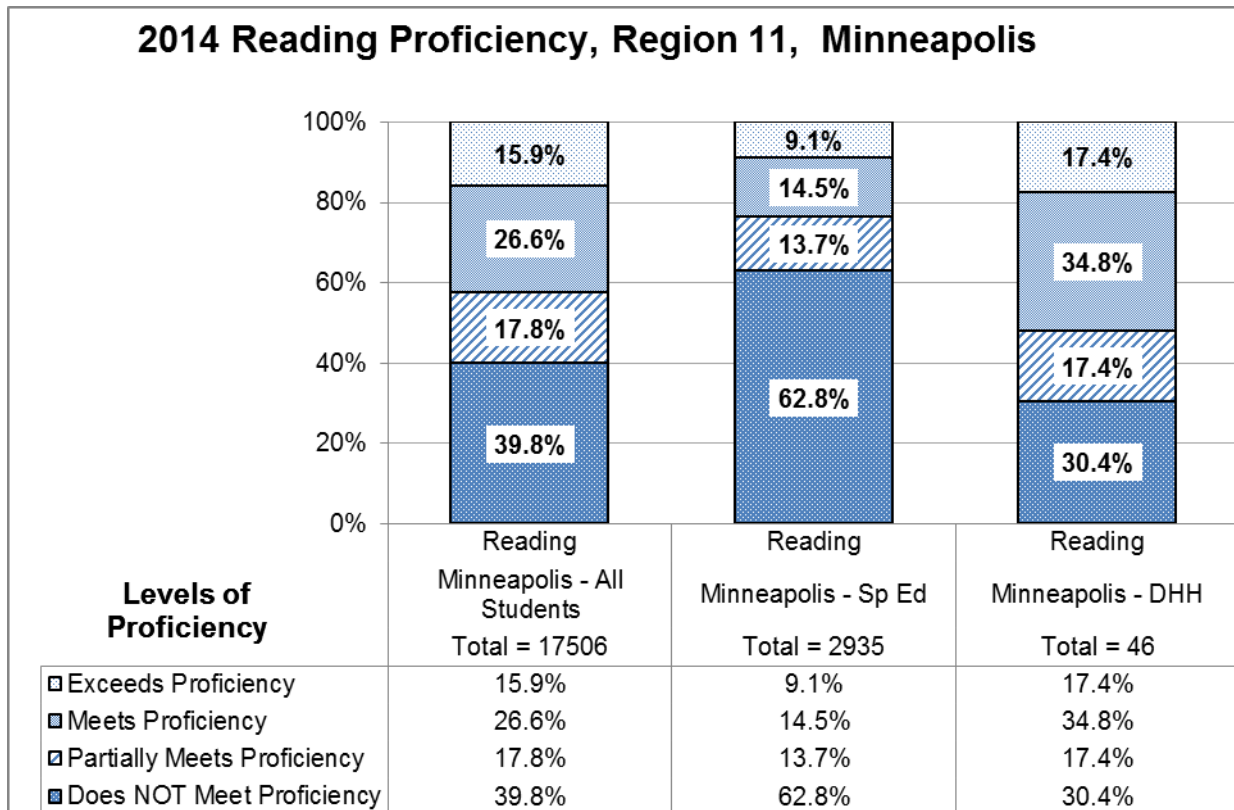
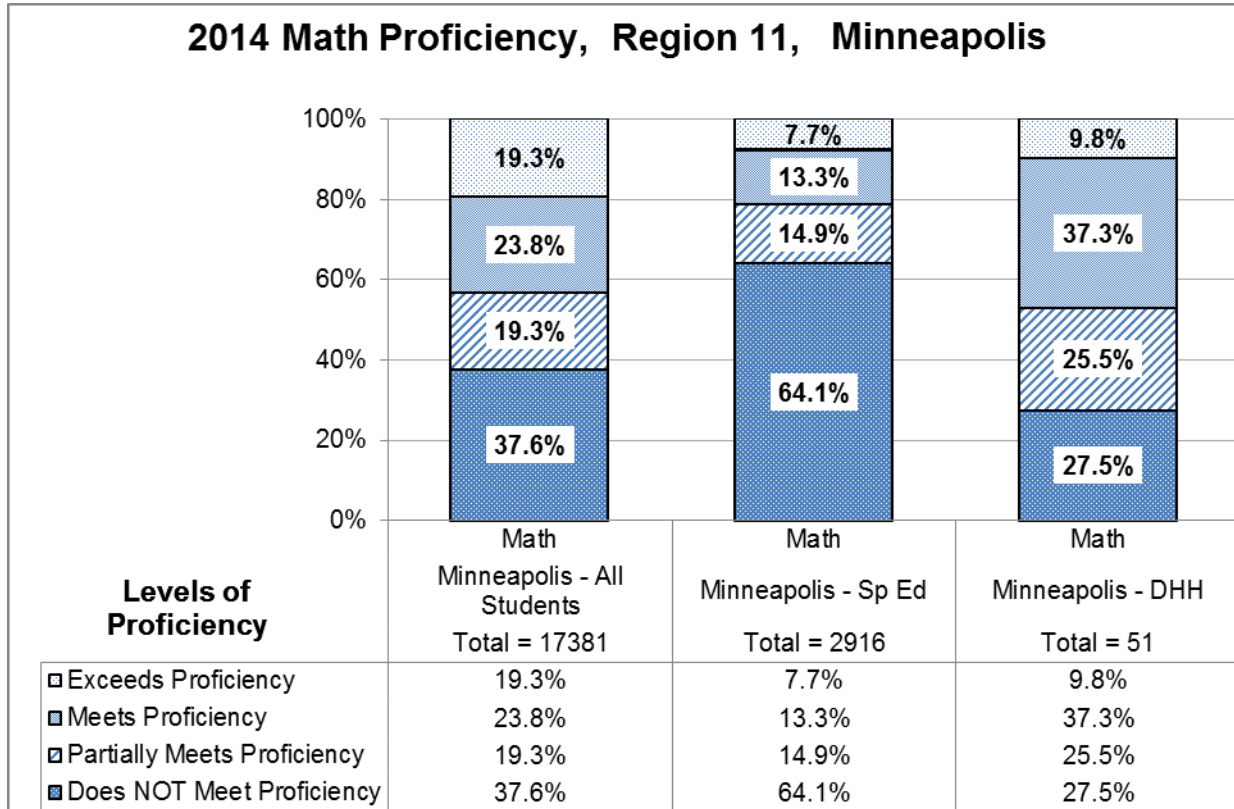


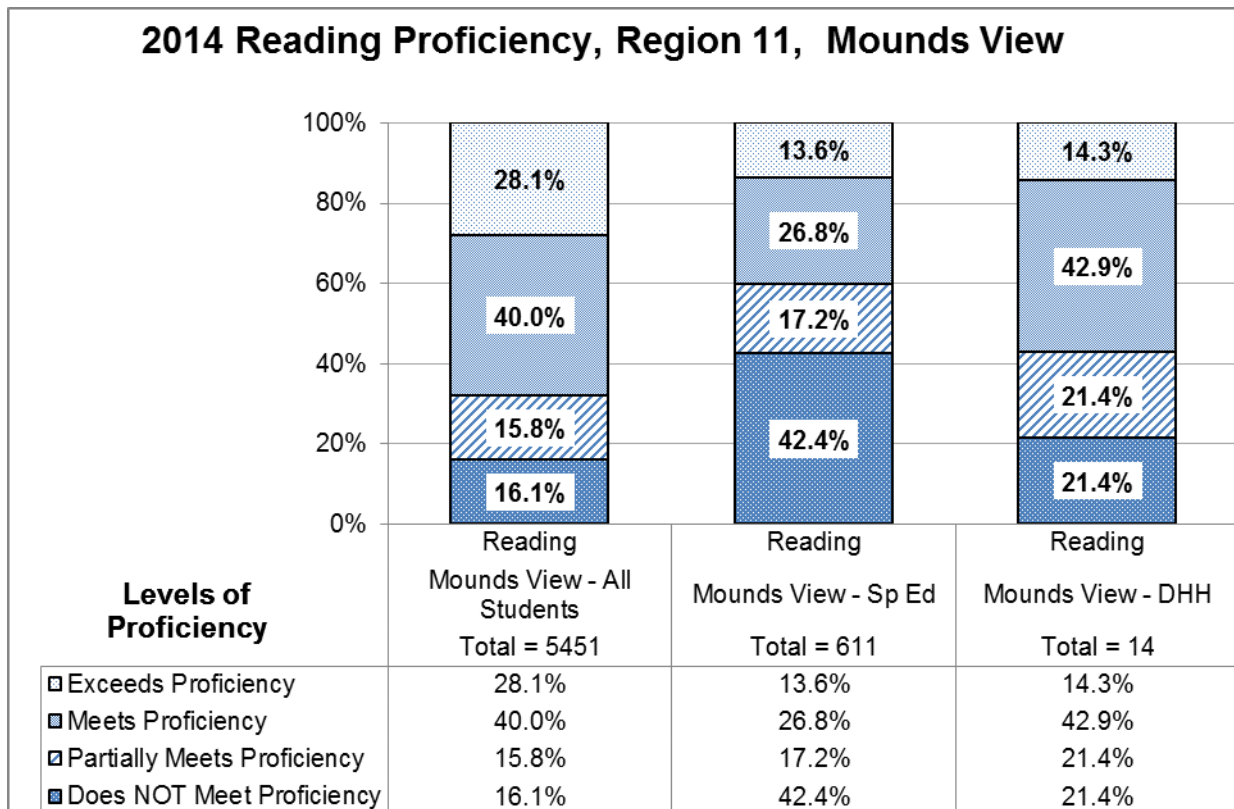
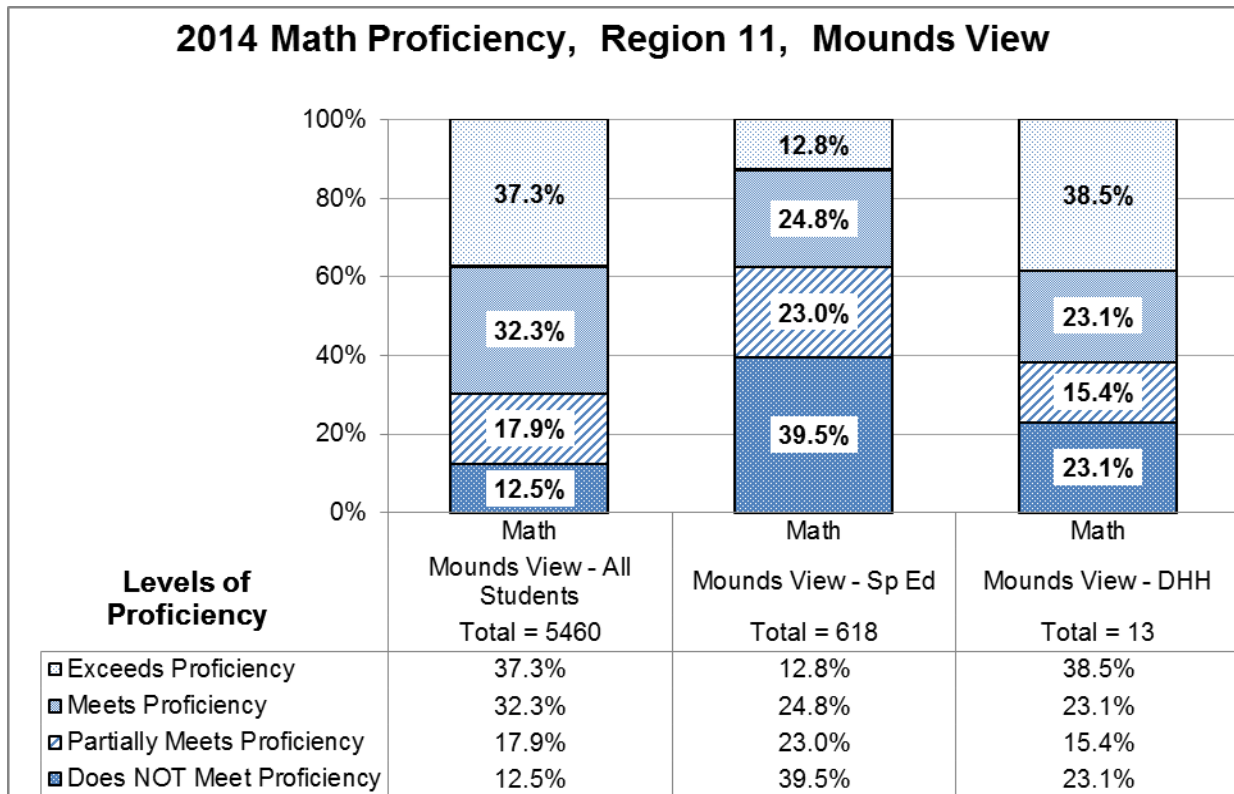




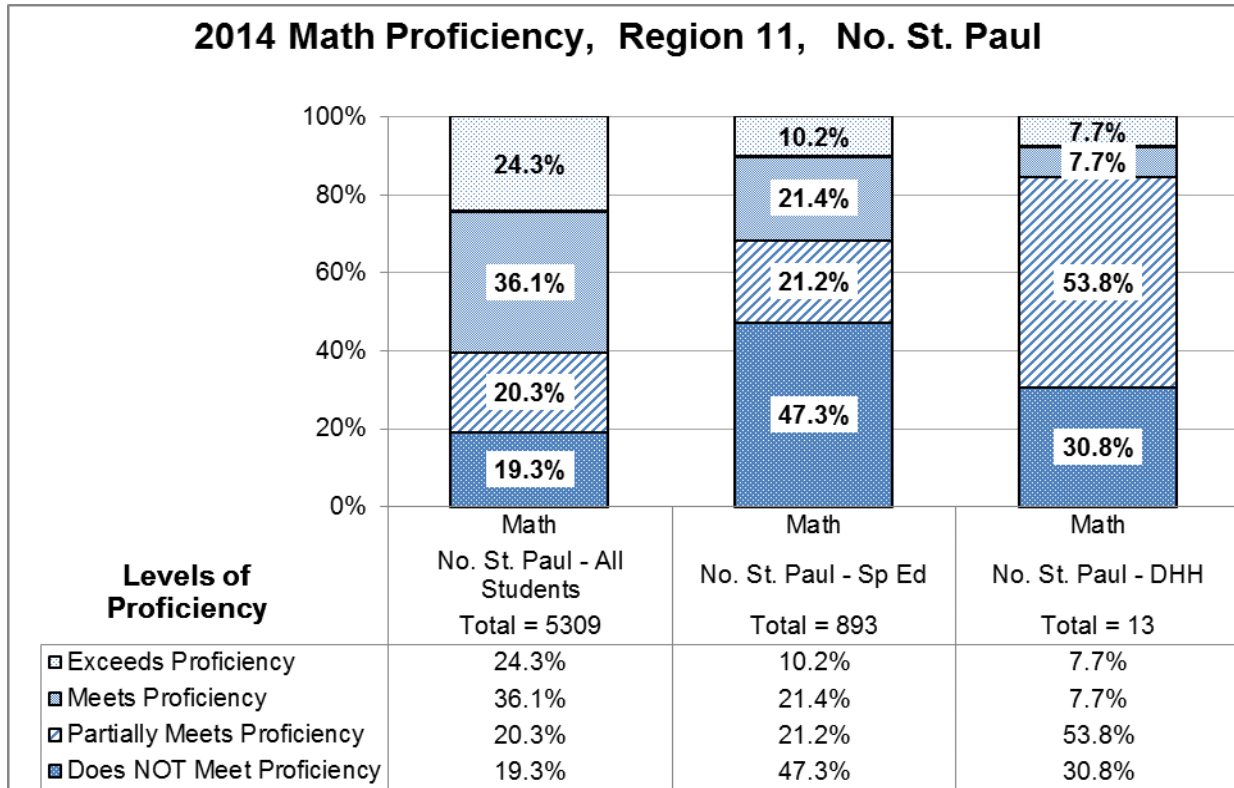




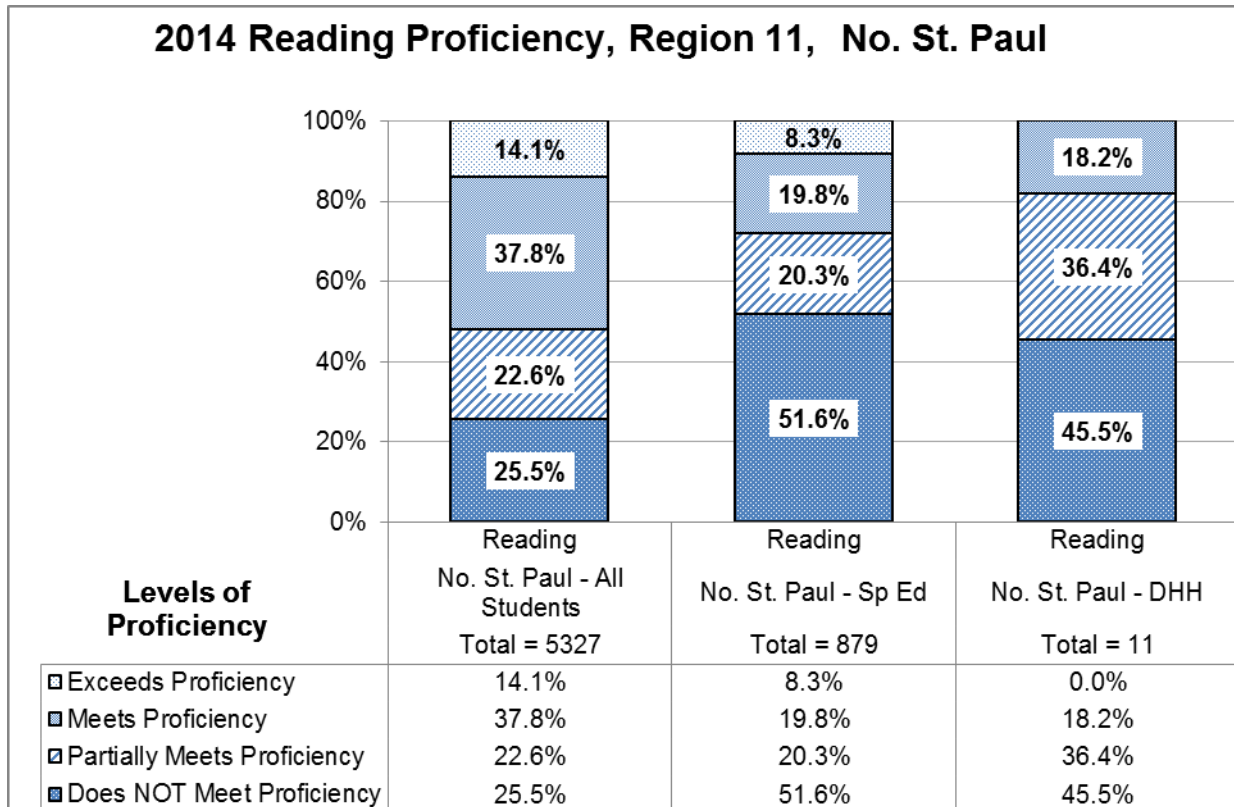




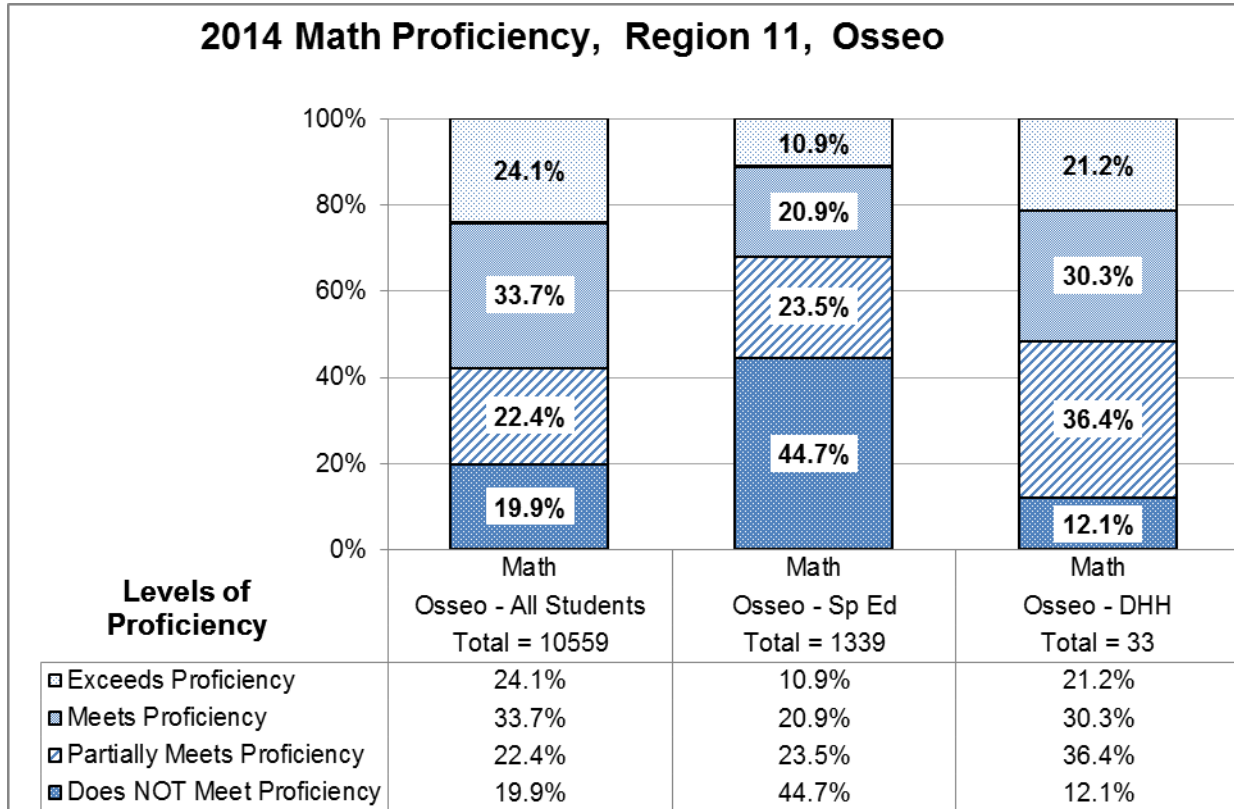
[2014 Math Proficiency, Region 11, North St. Paul](#)



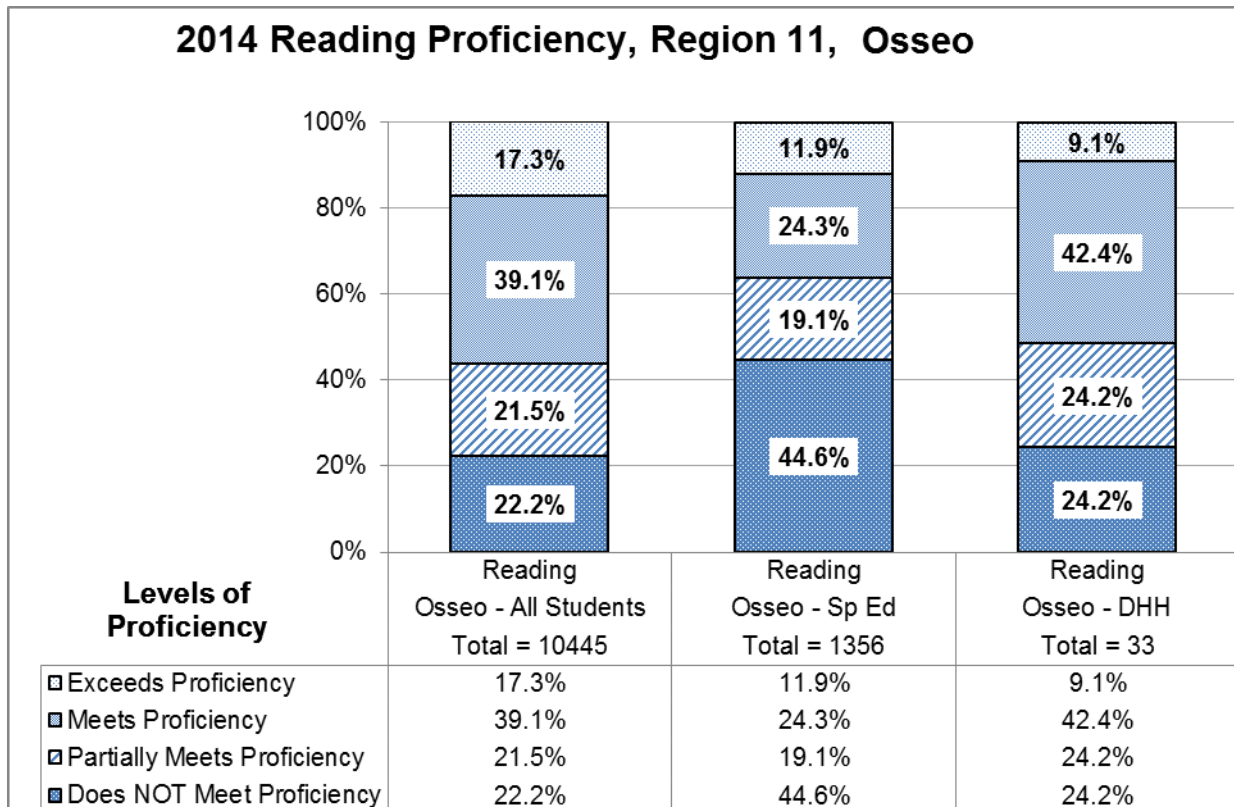
[2014 Reading Proficiency, Region 11, North St. Paul](#)

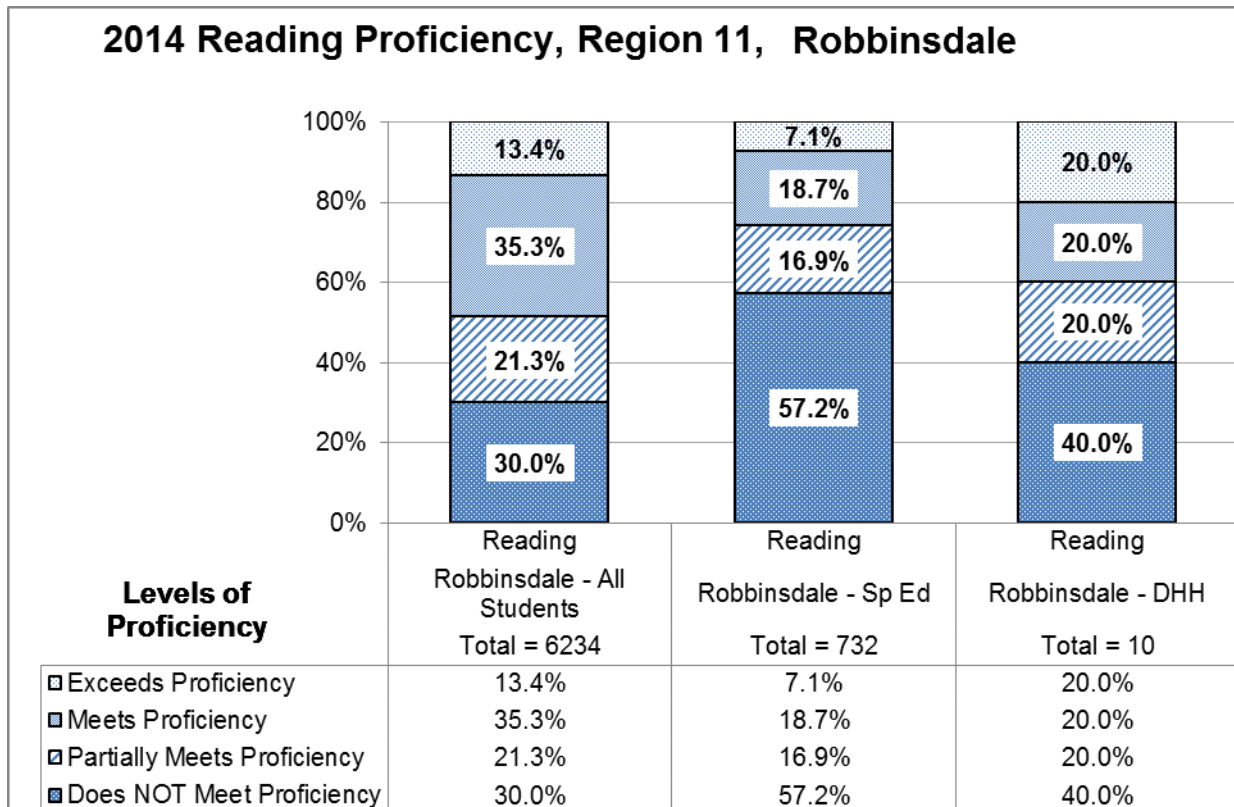
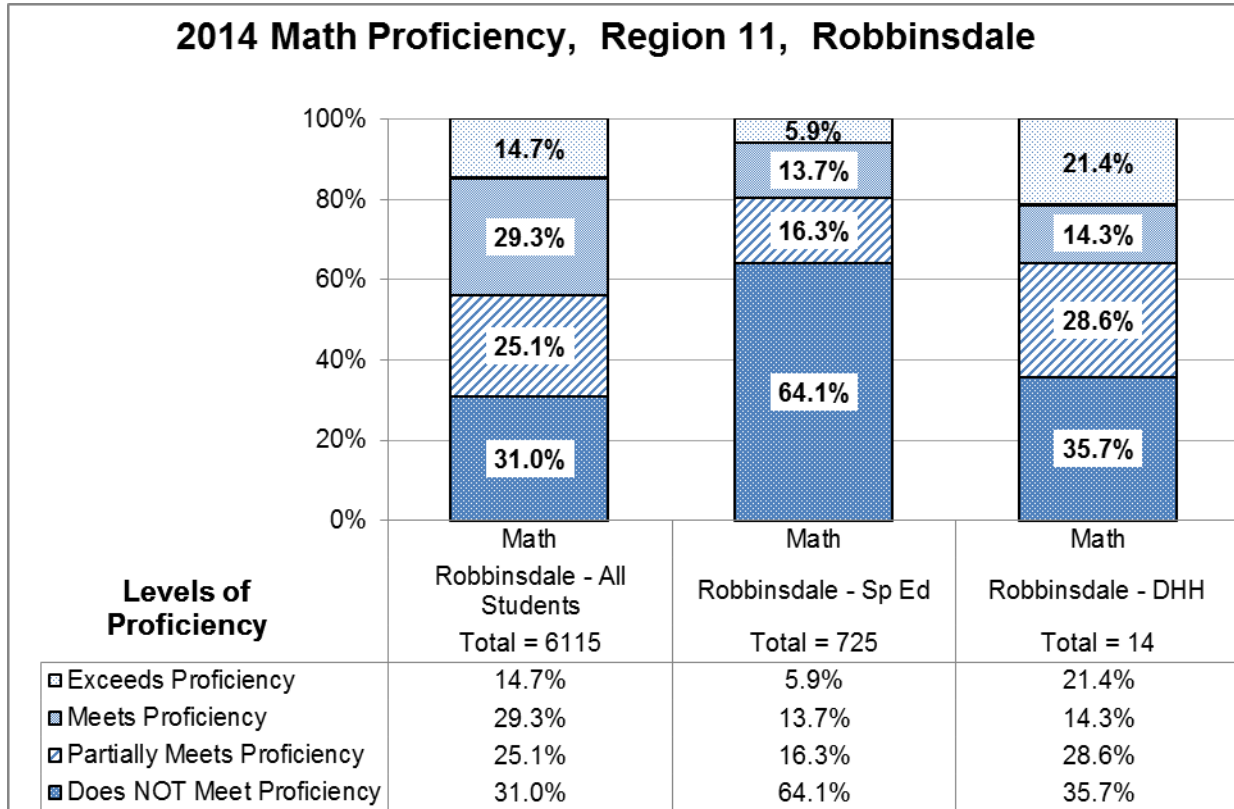


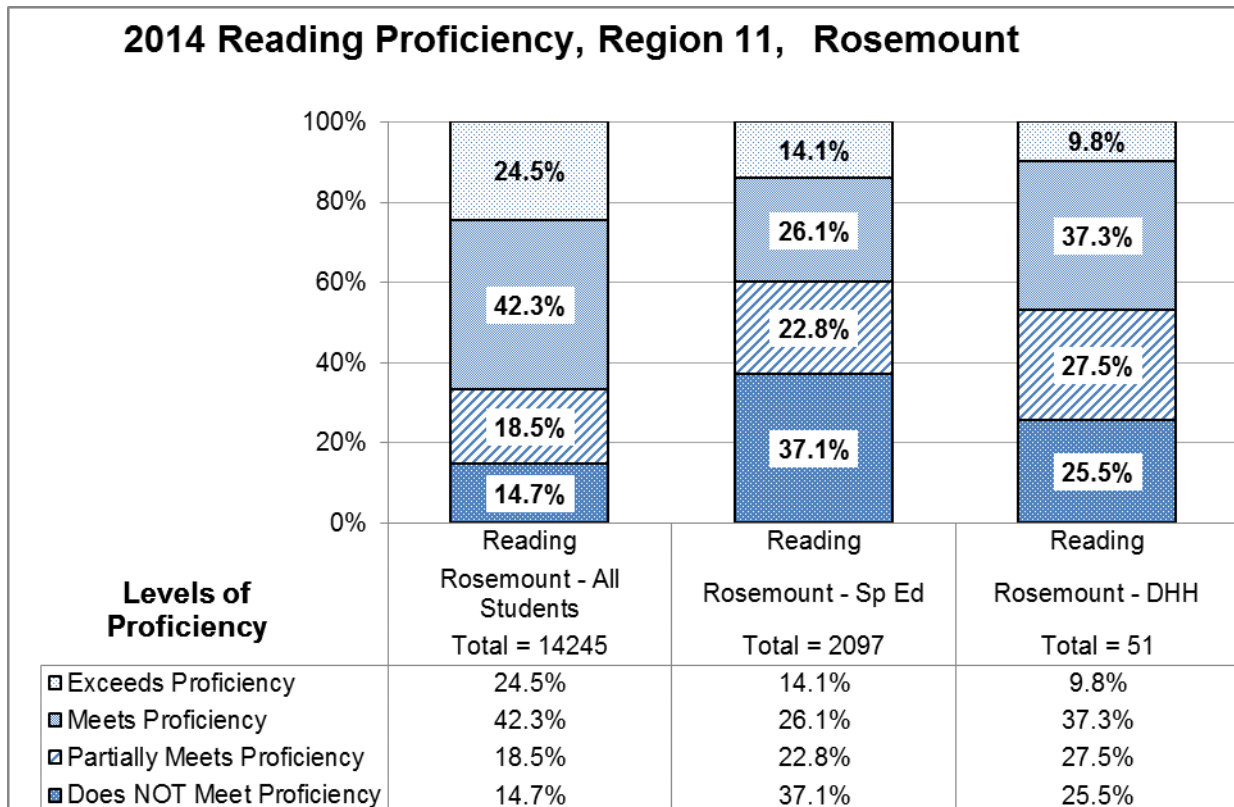
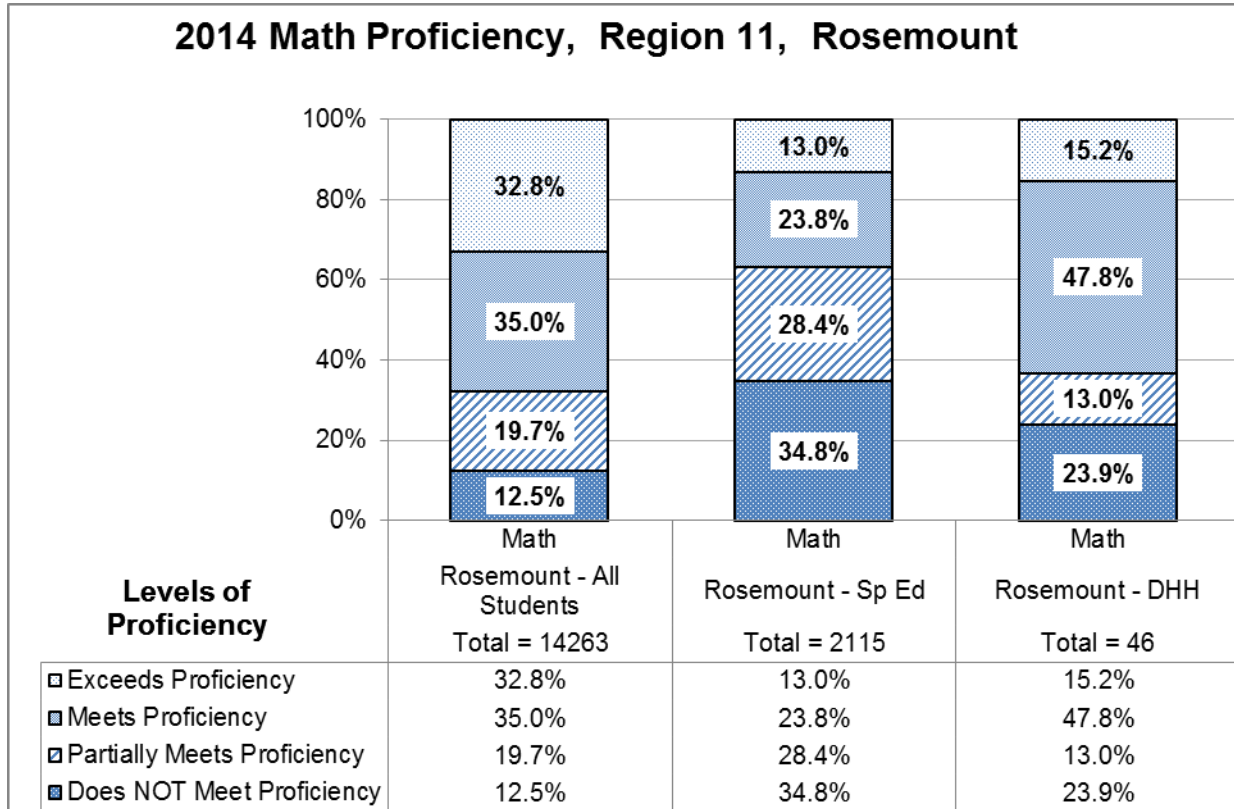
[2014 Math Proficiency, Region 11, Osseo](#)

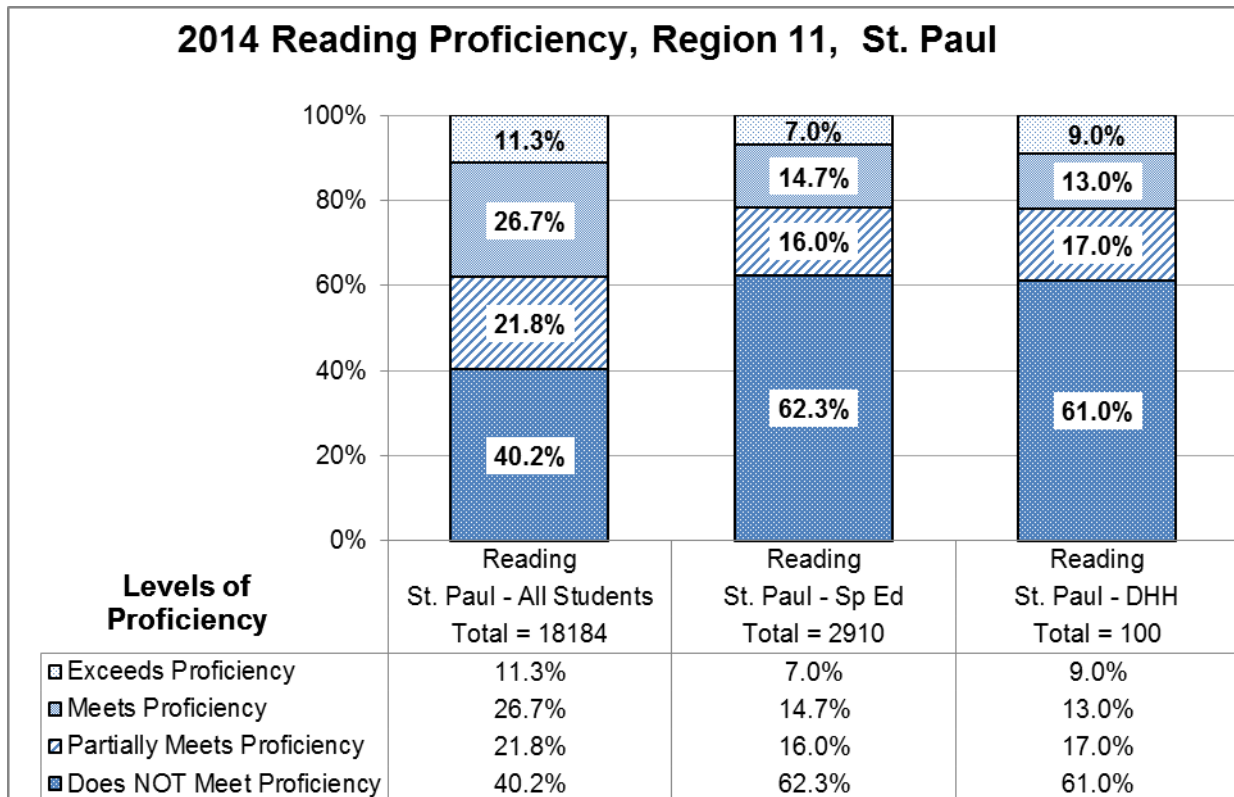
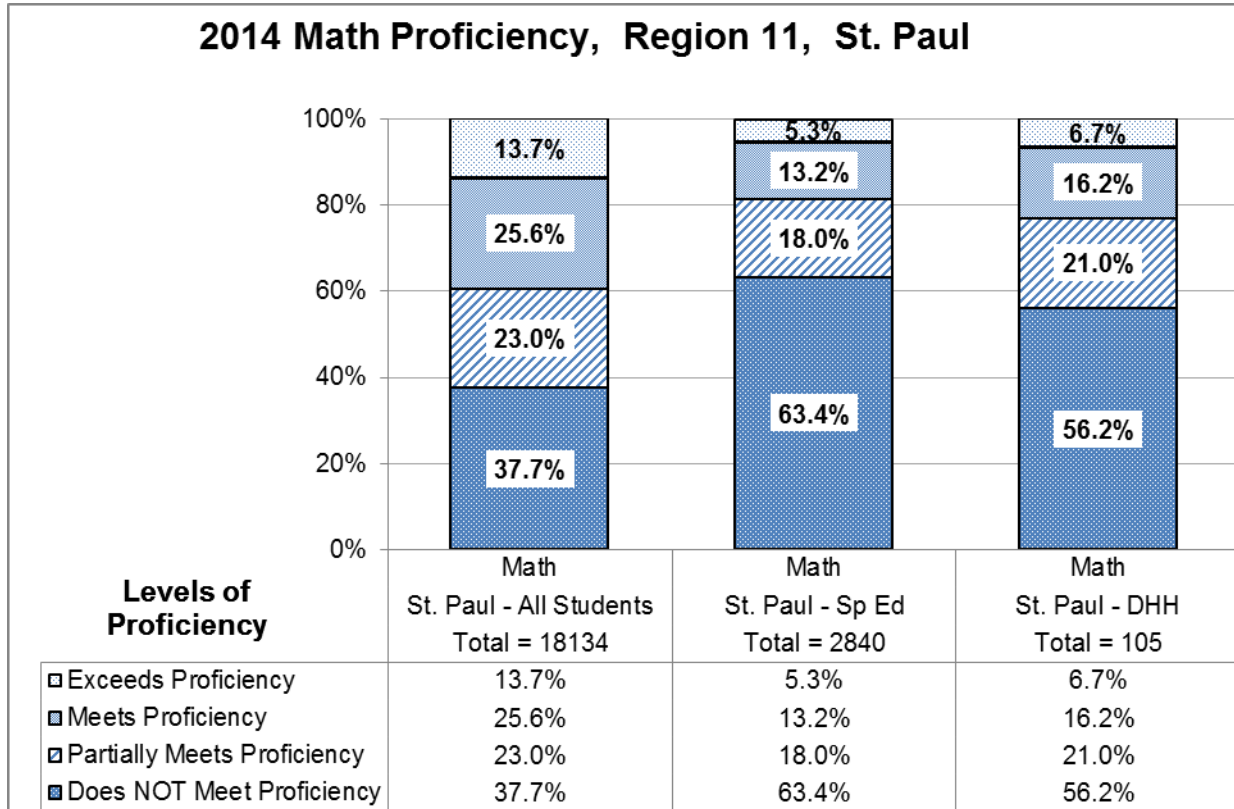


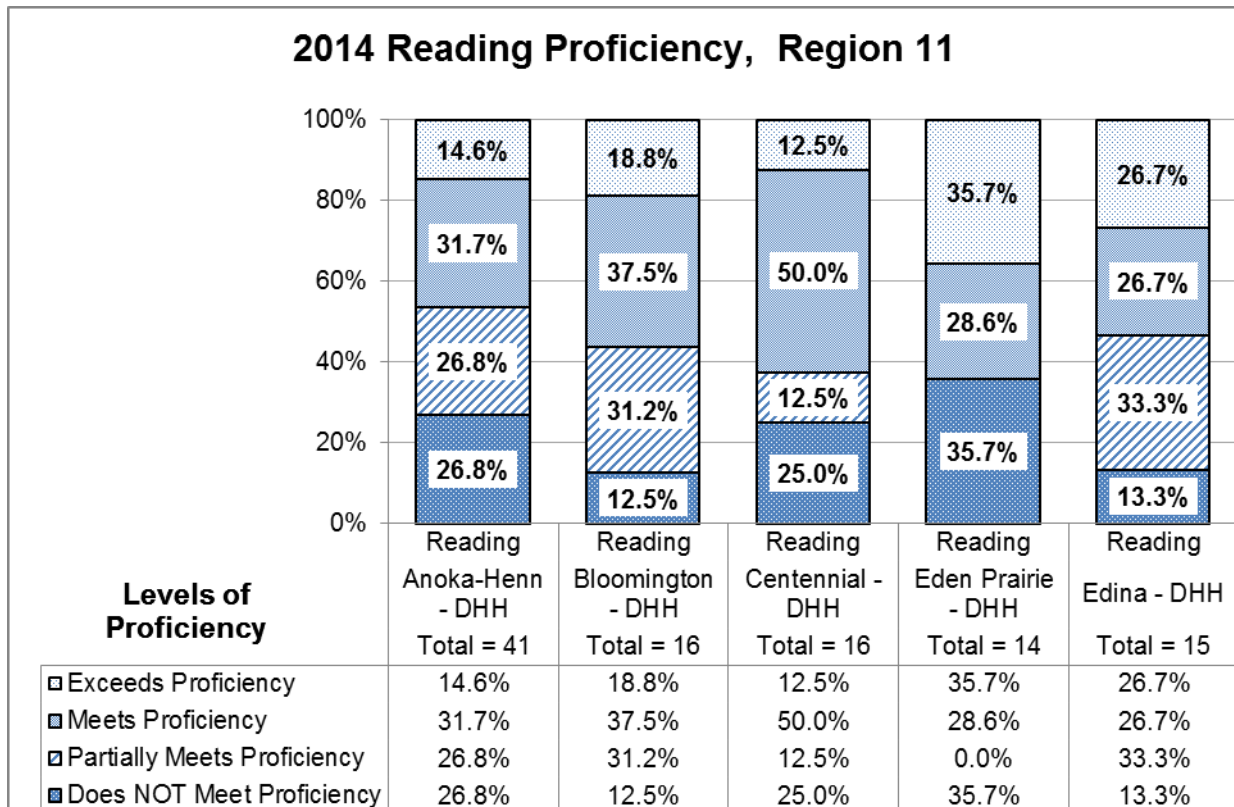
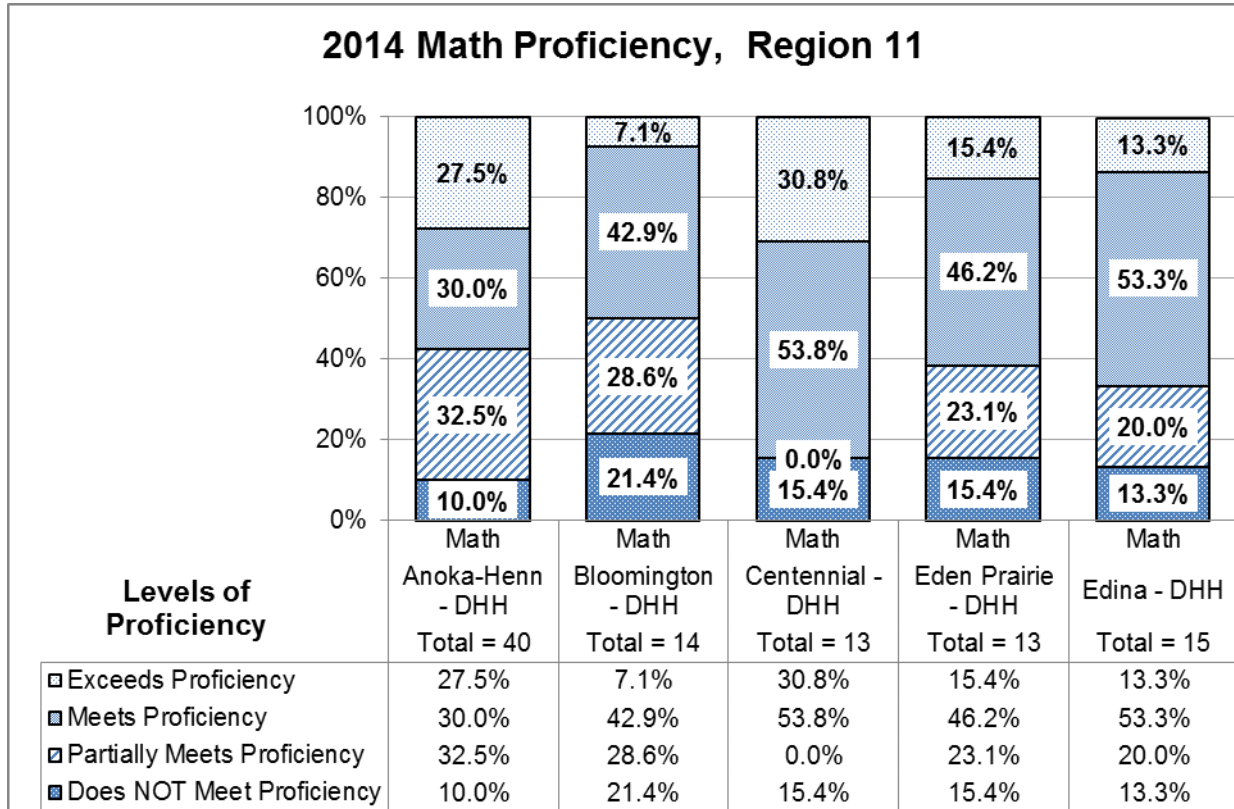
[2014 Reading Proficiency, Region 11, Osseo](#)

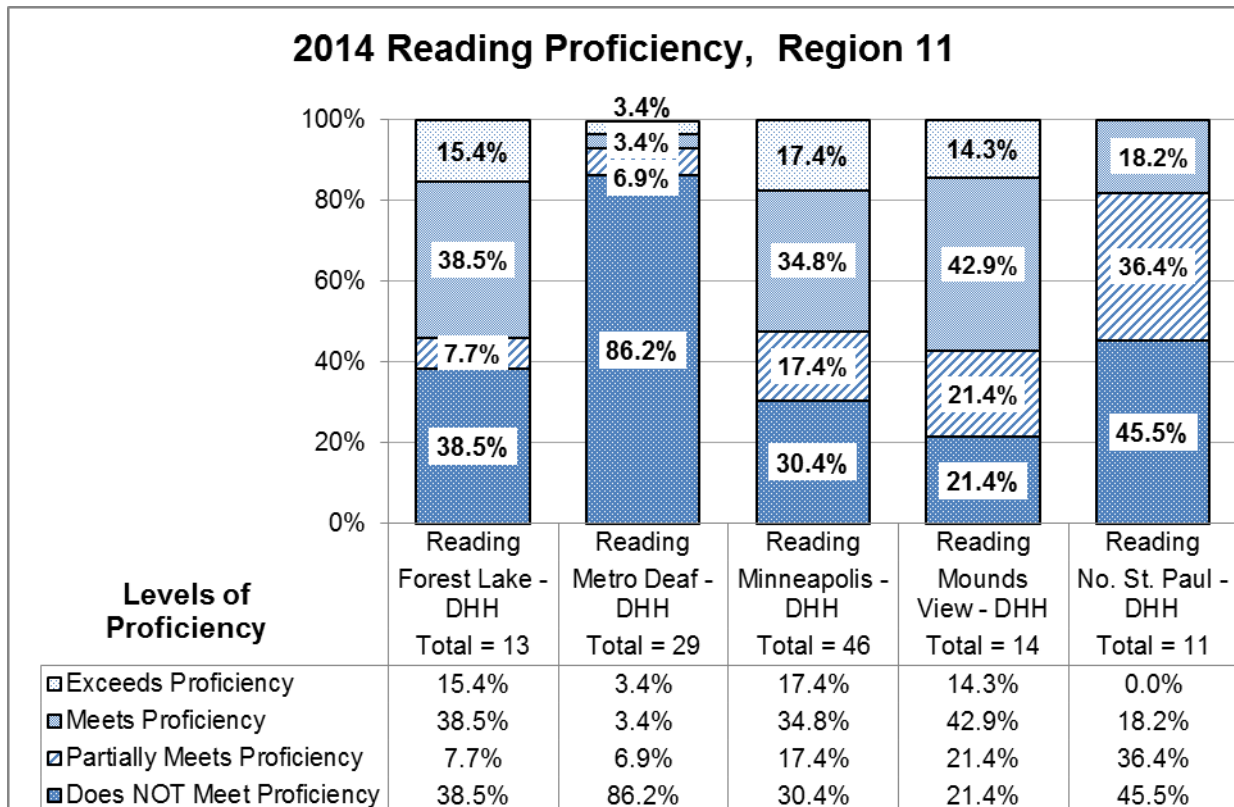
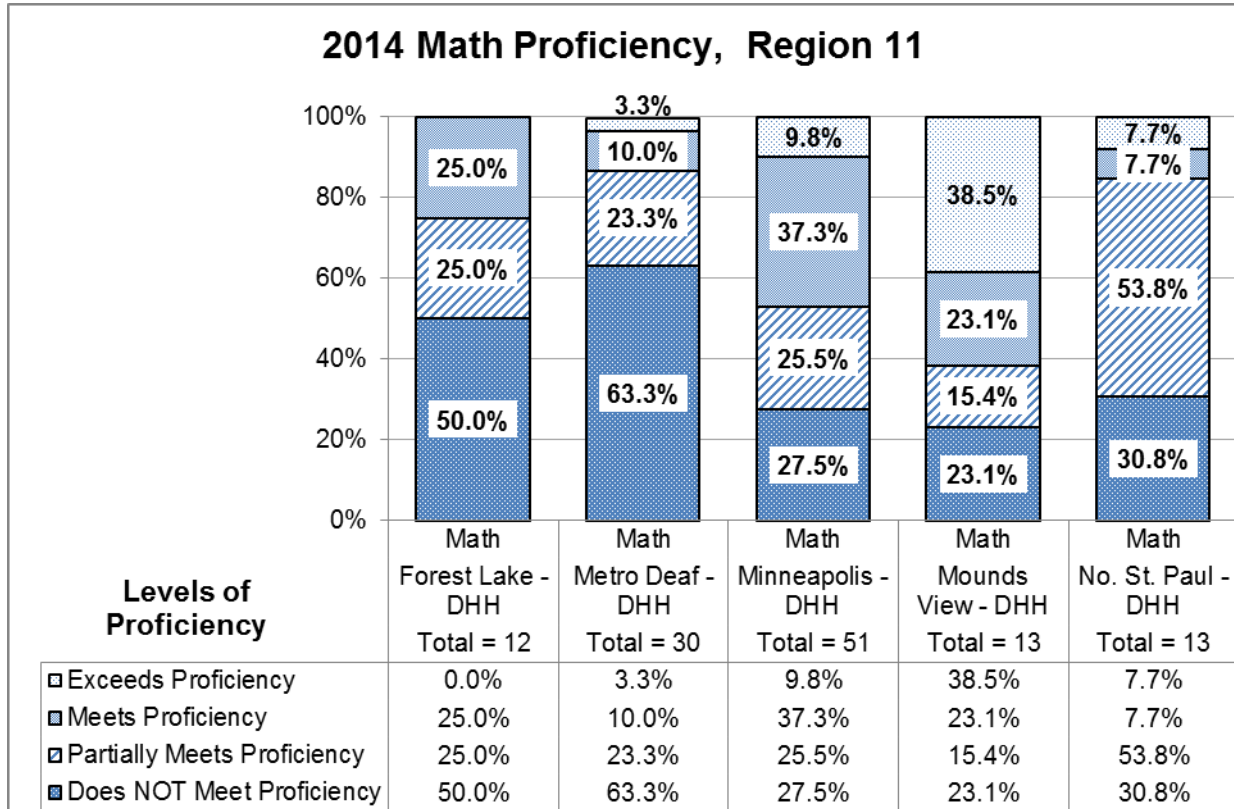




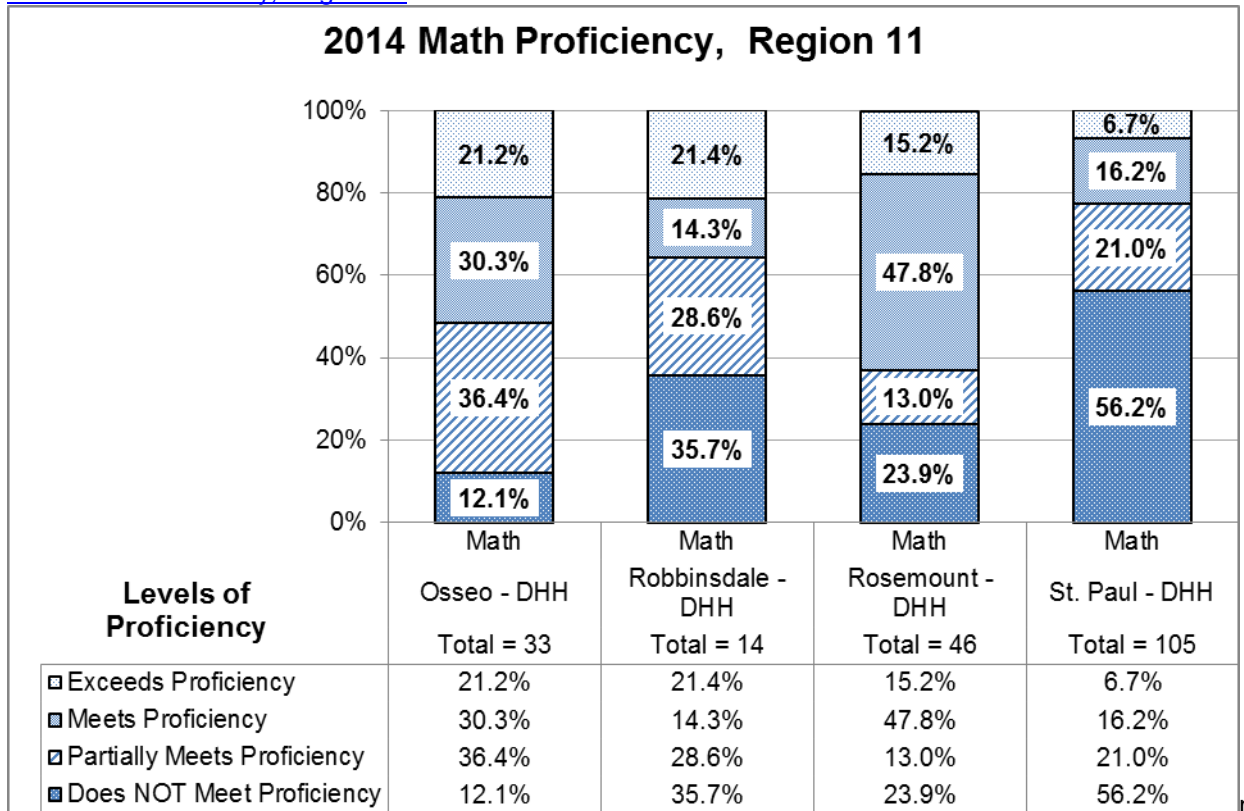




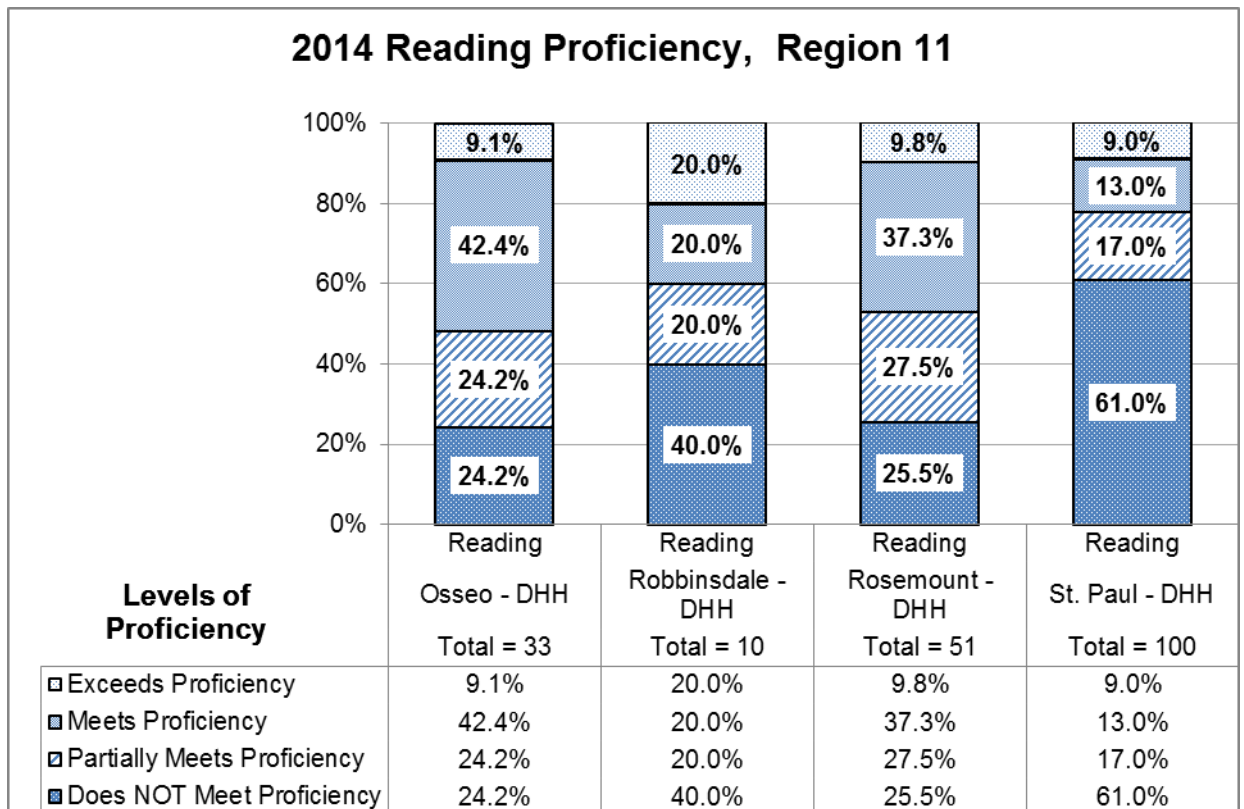




2014 Math Proficiency, Region 11



2014 Reading Proficiency, Region 11



Unique Schools Serving D/HH

There are two schools in Minnesota with the unique mission of educating D/HH students' birth to 21 years of age, Minnesota State Academy for the Deaf (MSAD) and Metro Deaf School (MDS).

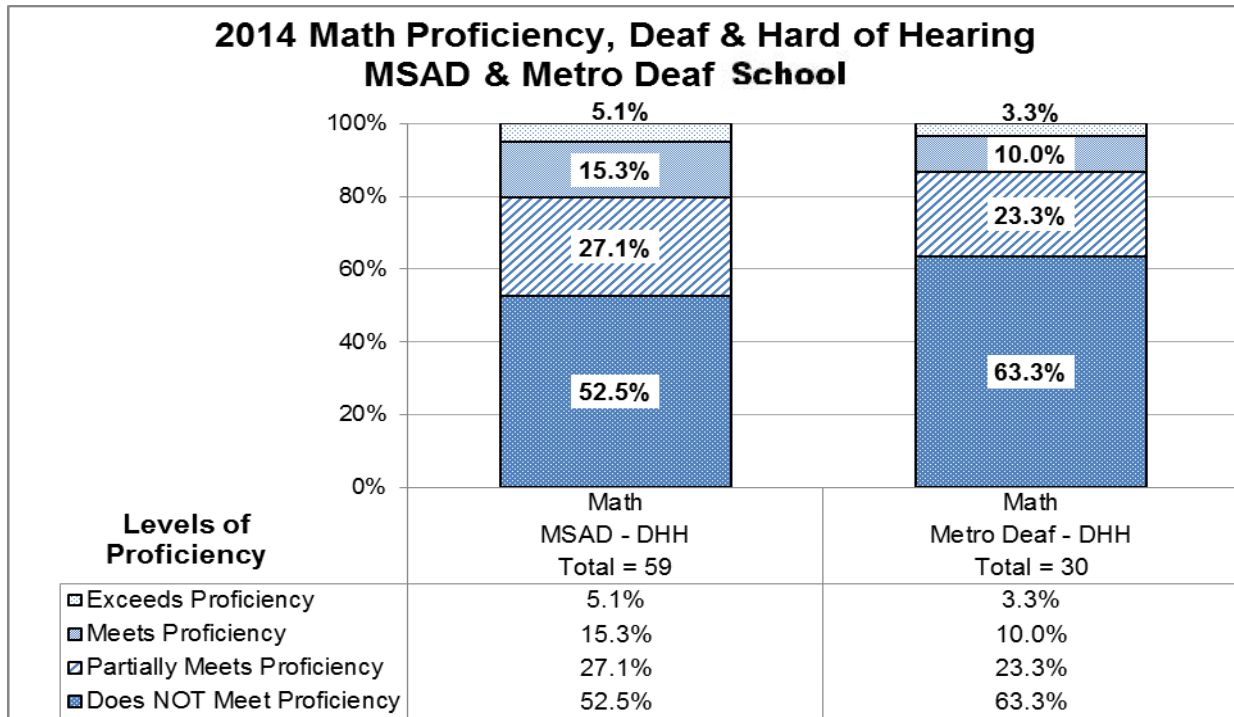
MSAD enrolled its first student in 1863 and takes pride in a rich tradition of serving the educational, social, and emotional needs of the D/HH students throughout the state of Minnesota. All students at MSAD have an IEP. MSAD serves students in academic settings in kindergarten through 12th grade. Presently, 31 percent of MSAD students have a secondary disabling condition listed on their IEP. Almost 21 percent of students exhibit characteristics and are having needs addressed by provided specialized services. [Visit the MSAD website \(http://www.msad.state.mn.us/index.aspx\)](http://www.msad.state.mn.us/index.aspx).

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 in Minnesota and portions of western Wisconsin. The majority of student placement at MDS is through the district where the student resides. At MDS, English teaching is in print and instruction is in ASL. MDS has a challenging interdisciplinary curriculum that incorporates Minnesota's Academic Standards and the Common Core Standards.

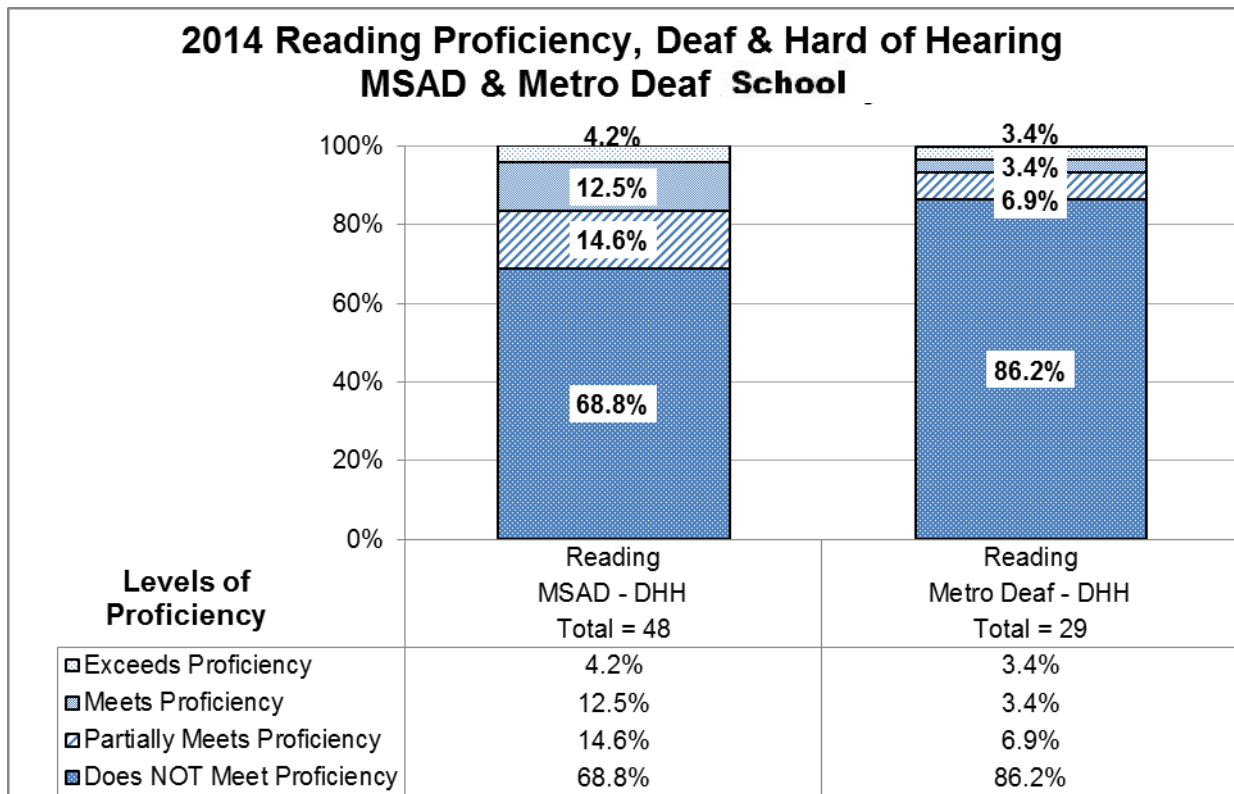
Currently, approximately 30 percent of MDS students have a diagnosed secondary disability with an additional 30 percent of students requiring specific accommodations and/or modifications to the curriculum as written into the IEP. Students who need extended high school time, have an opportunity to continue in MDS' Transition Plus Program through the school year that the student turns 21 years of age [Additional information about MDS \(http://mdsmn.org/\)](http://mdsmn.org/). Both schools have a 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.

Assessment Data

[2014 Math Proficiency, Deaf and Hard of Hearing MSAD and Metro Deaf School](#)



[2014 Reading Proficiency, Deaf and Hard of Hearing MSAD and Metro Deaf School](#)



Recommendations

The D/HH Advisory Committee recommends that the Minnesota Department of Education take the following actions during 2015-2016.

1. Continue the work of the MDE Educational Interpreter Performance Assessment Task Force to address interpreter issues and consider possible statutory changes to current interpreter law. After receiving numerous concerns from special education leaders about the high standards interpreters needed to become certified to work in Minnesota's schools under Minnesota Statutes, section 122A.31 and the shortage of available interpreters, MDE put together a task force in April 2014 to review and advise MDE on the interpreter situation in Minnesota. The task force identified additional issues and it was determined that further work needed to be done. MDE plans to reconvene the Educational Interpreter Task Force to clarify the remaining issues. \$25,000

2. Continue collaboration with the Minnesota Collaborative Plan, including the Advisory Committee's interest in the decision making framework used by school districts and educational teams in determining educational placement options for students with hearing loss. 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.

This year the Collaborative Plan will focus on educational placement options for students with hearing loss. This topic was of great interest to the advisory committee and committee members are assisting with the project. \$5,000

3. Continue representation by an Advisory Committee member on the Olmstead Plan Sub-Cabinet. 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 disabilities. The court ruled that the Americans with Disabilities Act (ADA) requires states to provide services to people with disabilities in the "most integrated settings" appropriate to their needs. Writing an Olmstead Plan is a way for states to document what needs to happen and when it will happen to achieve this goal.

On January 28, 2013, Minnesota Governor Mark Dayton issued an executive order establishing an Olmstead Sub-Cabinet to develop and implement a comprehensive Minnesota Olmstead Plan. Minnesota's Olmstead Plan is in its infancy stage and has not yet been accepted as the plan for Minnesota. The next revisions are due to the judge in July of 2015. The Advisory Committee sends a representative to these meetings. \$2,000

4. Provide information to families of students with hearing loss regarding transition options and develop a pilot study of the differences and similarities between high school and adult services for students with hearing loss. Several members of the D/HH Minnesota State Transition Team met with Postsecondary Educational Programs Network (Pepnet2) in Washington, D.C. in January of 2014 and finalized a state plan of action for transition. The goals identified in the plan are to increase family awareness of transition, collect transition data from other agencies to discover gaps and complete webinars for the D/HH Transition Guidelines for teachers in the area of transition. The webinars were completed in April of 2015 and are available to TDHH and parents online. During 2015-2016 plans are already underway to provide opportunities for parents of DHH students to learn more about transition options.

The State Transition Team received notification of funding approval while in Washington D.C., to develop a system to track D/HH students after graduation to determine what adult services they utilize and help close the gaps between high school and the next steps. We will be expanding upon the data received by Minnesota's Post Outcome Survey which is required by the Federal Office of Special Education (OSEP). Current Minnesota procedures collect data from a set area of the state every five years. The data collected in the survey for DHH are too low to make any inferences about them due to the low incidence of these students. \$15,000

5. Continue efforts to raise academic achievement of students with hearing loss in reading by providing teachers with online reading/writing strategies in Strategic Instruction Methods (SIM). MDE initiated a pilot project in Strategic Instruction Model (SIM) to 100 D/HH teachers in January of 2015. Topics included: word mapping, simple and complex sentence writing, and asking questions. The strategies were delivered online via Adobe Connect every two weeks for two hours. During the beginning of the 2015-16 academic years a new cohort will receive SIM training and the pilot group will receive reading coaches to assist them in implementing the SIM strategies already taught. Both groups will receive additional SIM training in January of 2016 with reading coaches for both groups. This is only one of several strategies used to address low MCA data for DHH students. \$95,000

Conclusion

This report identifies efforts, data, and results of work from the education based agencies, departments, and individuals who serve D/HH students in Minnesota. This report includes information about the MNRCD/HH, 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. This report outlines the challenges in reporting data for the low-incidence disability 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.](#)

Minnesota Resource Center D/HH Advisory Committee Members

Mary Bauer	State Agency, Department of Human Services, D/HH Division
Mary Cashman-Bakken	Minnesota Department of Education, D/HH Specialist
Jay Fehrman	Principal, NE Metro 916
Brad Harper	Superintendent, Minnesota State Academy for the Deaf
Katie Huttemier	D/HH Teacher, St. Paul, Minnesota
Michele Isham	D/HH Teacher, Benton Stearns Education District
Elise Knopf	State Agency, Department of Employment and Economic Development/VRS
Trevor Krawchuk	Parent-Mankato, Minnesota
Kristin Larson	D/HH Teacher, Apple Valley, Eagan, Rosemount, Minnesota
Judy Lundy	Grandparent-Rochester, Minnesota
Sherry Rademacher	Parent, Higher Education, St. Cloud, Melrose, Minnesota
Gretchen Ricci	D/HH Teacher, Savage, Minnesota
Dr. Susan Rose	Higher Education, University of Minnesota
Ann Vaubel	D/HH Teacher, chair, Mankato, Minnesota

Acronym List

ADA-Americans with Disabilities Act
APR-Annual Performance Report
ASL-American Sign Language
COSF-Child Outcome Survey Form
CEU's-Continuing Educational Units
DEED-Department of Employment and Economic Development
D/HH-Deaf and Hard of Hearing
EHDI-Early Hearing Detection and Intervention
HL-Hearing Level
IEP-Individualized Education Program
IFSP-Individualized Family Service Plan
JCIH-Joint Committee on Infant Hearing (
MARSS-Minnesota Automated Reporting Student System
MCA-Minnesota Comprehensive Assessment Modified
MDE-Minnesota Department of Education
MDS-Metro Deaf School
MNCD/HH-Minnesota Commission for the Deaf, DeafBlind and Hard of Hearing
MNRCD/HH-Minnesota Resource Center Deaf/Hard of Hearing
MNRCD/HHAC-Minnesota Resource Center Deaf/Hard of Hearing Advisory Committee
MnSIC-Minnesota State Interagency Committee
MSAD-Minnesota State Academy for the Deaf
MTAS-Minnesota Test of Academic Skills
NCHAM-National Center for Hearing Assessment and Management
OSEP-Office of Special Education Programs
PBIS-Positive Behavioral Interventions and Supports
PN2 (PEPNET2)-Postsecondary Educational Programs Network
RTI- Response to Intervention
SEAP-Special Education Advisory Panel
SIM-Strategic Instruction Methods
SPP-State Performance Plan
VRS-Vocational Rehabilitation Services

Appendix-Chart Data for Screen Readers

Table 1 D/HH State Trends, Child Count, Ages 0 to 21

Year	Age December 1	D/HH, Child Count
2013-14	0	35
2013-14	1	46
2013-14	2	87
2013-14	3	76
2013-14	4	102
2013-14	5	106
2013-14	6	143
2013-14	7	156
2013-14	8	164
2013-14	9	162
2013-14	10	155
2013-14	11	157
2013-14	12	169
2013-14	13	191
2013-14	14	138
2013-14	15	140
2013-14	16	146
2013-14	17	156
2013-14	18	79
2013-14	19	35
2013-14	20	16
2013-14	21	5

Table 2 D/HH Ten-Year Child Count Trend

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

Table 3 D/HH State Age Distribution 2014-2015

Year	Age	Deaf and Hard of Hearing
2014-15	0	28
2014-15	1	67
2014-15	2	55
2014-15	3	92
2014-15	4	94
2014-15	5	118
2014-15	6	126
2014-15	7	175
2014-15	8	165
2014-15	9	182
2014-15	10	163
2014-15	11	153
2014-15	12	152
2014-15	13	161
2014-15	14	176
2014-15	15	139
2014-15	16	136
2014-15	17	145
2014-15	18	84
2014-15	19	19
2014-15	20	19
2014-15	21	1

Table 4 D/HH State Instructional Settings, Ages 6 to 21

Setting Description	2010-11	2011-12	2012-13	2013-14	2014-15
Regular Class at least 80% of day	71.10%	69.20%	69.00%	71.40%	73.60%
Regular Class 40%-79% of day	14.50%	16.00%	17.30%	15.20%	13.70%
Regular Class less than 40% of day	4.50%	4.60%	4.20%	3.90%	3.60%
Separate Facility	10.00%	10.20%	9.50%	9.50%	9.00%

Table 5 Graduation State Trends 2010-11 to 2013-14

Students	2010-11	2011-12	2012-13	2013-14
General Education	80.3%	81.1%	83.1%	84.7%
Special Education	56.2%	56.7%	58.2%	58.4%
Deaf and Hard of Hearing	68.6%	69.8%	69.0%	76.6%

Table 6 Drop out State Trends 2008-09 to 2012-13

Students	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%
Deaf and Hard of Hearing	1.7%	2.1%	1.7%	1.2%	1.5%

Table 7 Post School Outcomes, State Trends, Special Education

Total	Year	Higher Education	Competitive Employment	Other Education or Employment	Not Engaged
Total = 557	2009-10	29.1%	32.9%	15.6%	22.4%
Total = 567	2010-11	33.0%	29.8%	16.9%	20.3%
Total = 596	2011-12	26.7%	39.1%	13.8%	20.5%
Total = 783	2012-13	32.4%	33.6%	18.8%	15.2%
Total = 962	2013-14	23.4%	43.2%	14.0%	19.3%

Table 8 D/HH Post School Outcomes State Trends

Disability Description	Total	Year	Higher Education	Competitive Employment	Other Education or Employment	Not Engaged
Deaf and Hard of Hearing	Total = 17	2009-10	35.3%	47.1%	11.8%	5.9%
Deaf and Hard of Hearing	Total = 13	2010-11	84.6%	0.0%	0.0%	15.4%
Deaf and Hard of Hearing	Total = 13	2011-12	84.6%	15.4%	0.0%	0.0%
Deaf and Hard of Hearing	Total = 7	2012-13	42.9%	14.3%	14.3%	28.6%
Deaf and Hard of Hearing	Total = 18	2013-14	27.8%	44.4%	11.1%	16.7%

Table 9 State Math Trends, 2011-2014

Proficiency	2011-12	2012-13	2013-14
Does NOT Meet Proficiency	35.8%	34.7%	35.2%
Partially Meets Proficiency	25.7%	26.7%	25.7%
Meets Proficiency	28.3%	26.7%	26.8%
Exceeds Proficiency	10.1%	12.0%	12.3%

Table 10 D/HH, State Reading Trends 2011-2014

Proficiency	2011-12	2012-13	2013-14
Does NOT Meet Proficiency	26.4%	41.7%	40.6%
Partially Meets Proficiency	23.9%	22.0%	21.0%
Meets Proficiency	28.4%	26.5%	27.5%
Exceeds Proficiency	21.2%	9.8%	10.9%

Table 11 2014 Math Proficiency, State Totals

Year	State Total	Category	Subject Name	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
2014	Total = 436244	State - All Students	Math	18.4%	21.1%	35.2%	25.4%
2014	Total = 61817	State - Special Education	Math	44.4%	23.4%	21.7%	10.5%
2014	Total = 1087	State - D/HH	Math	35.2%	25.7%	26.8%	12.3%

Table 12 2014 Reading Proficiency, State Totals

Year	State Total	Category	Subject Name	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
2014	Total = 437233	State - All Students	Reading	21.0%	20.1%	40.0%	18.9%
2014	Total = 62393	State - Special Education	Reading	46.1%	20.1%	22.7%	11.1%
2014	Total = 1084	State - D/HH	Reading	40.7%	21.0%	27.4%	10.9%

Table 13 2014 Math Proficiency, by Grade

Disability	Subject	Proficiency	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
D/HH	Math	Does NOT Meet Proficiency	30.1%	34.0%	34.2%	33.5%	28.6%	35.4%	55.5%
D/HH	Math	Partially Meets Proficiency	20.3%	17.6%	24.2%	28.7%	36.8%	27.8%	21.1%
D/HH	Math	Meets Proficiency	35.3%	35.3%	28.2%	28.0%	22.5%	20.9%	16.4%
D/HH	Math	Exceeds Proficiency	14.4%	13.1%	13.4%	9.8%	12.1%	15.8%	7.0%

Table 14 Reading Proficiency, by Grade

Year	Subject	Proficiency	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2013-14	Reading	Does NOT Meet Proficiency	52.9%	44.8%	33.8%	29.4%	41.7%	45.5%	36.2%
2013-14	Reading	Partially Meets Proficiency	13.7%	20.8%	21.6%	27.0%	21.7%	19.9%	22.3%
2013-14	Reading	Meets Proficiency	24.8%	27.9%	32.4%	30.7%	21.1%	25.0%	31.5%
2013-14	Reading	Exceeds Proficiency	8.5%	6.5%	12.2%	12.9%	15.6%	9.6%	10.0%

Table 15 2014 Math Proficiency Region 1 and 2

Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Region 1 and 2	Total = 14747	Region 1 and 2 - All Students	19.6%	24.1%	37.2%	19.0%
Region 1 and 2	Total = 2441	Region 1 and 2 - Special Education	44.2%	26.5%	22.2%	7.1%
Region 1 and 2	Total = 19	Region 1 and 2 - D/HH	21.1%	10.5%	52.6%	15.8%

Table 16 2014 Reading Proficiency Region 1 and 2

Entity Name	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Region 1 and 2	Total = 14949	Region 1 and 2 All Students	Reading	23.0%	22.4%	40.4%	14.2%
Region 1 and 2	Total = 2499	Region 1 and 2 Special Education	Reading	48.5%	22.6%	20.5%	8.3%
Region 1 and 2	Total = 19	Region 1 and 2 D/HH	Reading	36.8%	15.8%	31.6%	15.8%

Table 17 2014 Math Proficiency Region 3

District	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0	Total = 22013	Region 3 - All Students	Math	18.8%	24.6%	36.2%	20.4%
0	Total = 3391	Region 3 - Special Education	Math	44.9%	24.7%	21.6%	8.9%
0	Total = 34	Region 3 - D/HH	Math	52.9%	29.4%	8.8%	8.8%
0709	Total = 11	Duluth - D/HH	Math	63.6%	9.1%	9.1%	18.2%

Table 18 2014 Reading Proficiency Region 3

District	Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0	Region 3	Total = 22273	Region 3 - All Students	20.8%	21.5%	40.5%	17.2%
0	Region 3	Total = 3412	Region 3 – Special Ed	47.8%	19.6%	20.5%	12.0%
0	Region 3	Total = 37	Region 3 - D/HH	75.7%	13.5%	5.4%	5.4%
0709	Duluth	Total = 12	Duluth - D/HH	75.0%	8.3%	8.3%	8.3%

Table101 2014 Math Proficiency Region 3 Duluth

Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Total = 4083	Duluth - All Students	Math	21.2%	22.8%	34.2%	21.9%
Total = 577	Duluth – Special Ed	Math	49.4%	22.7%	21.5%	6.4%
Total = 11	Duluth - D/HH	Math	63.6%	9.1%	9.1%	18.2%

Table102 2014 Reading Proficiency Region 3 Duluth

Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Total = 4151	Duluth - All Students	Reading	21.9%	19.6%	38.1%	20.5%
Total = 563	Duluth - Special Ed	Reading	51.3%	18.3%	18.3%	12.1%
Total = 12	Duluth - D/HH	Reading	75.0%	8.3%	8.3%	8.3%

Table 19 2014 Math Proficiency Region 4

Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Total = 16064	Region 4 - All Students	Math	15.1%	20.9%	38.1%	25.9%
Total = 2494	Region 4 - Sp Ed	Math	42.7%	23.5%	23.7%	10.1%
Total = 35	Region 4 - D/HH	Math	37.1%	22.9%	31.4%	8.6%

Table 20 2014 Reading Proficiency Region 4

Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Total = 16210	Region 4 - All Students	Reading	18.1%	21.3%	43.0%	17.6%
Total = 2562	Region 4 - Sp Ed	Reading	44.2%	22.0%	25.0%	8.8%
Total = 33	Region 4 - D/HH	Reading	33.3%	27.3%	39.4%	0.0%

Table 21 2014 Math Proficiency Region 5 and 7

Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Total = 65045	Region 5 & 7 - All Students	Math	15.4%	21.2%	37.7%	25.6%
Total = 9317	Region 5 & 7 - Sp Ed	Math	41.6%	25.2%	23.1%	10.1%
Total = 111	Region 5 & 7 - D/HH	Math	31.5%	27.0%	29.7%	11.7%

Table 22 2014 Reading Proficiency Region 5 and 7

District	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0	Total = 65124	Region 5 & 7 - All Students	18.6%	20.8%	42.9%	17.7%
0	Total = 9359	Region 5 & 7 – Special Ed	44.4%	21.6%	22.9%	11.1%
0	Total = 112	Region 5 & 7 - D/HH	38.4%	21.4%	29.5%	10.7%
0877	Total = 10	Buffalo - D/HH	50.0%	10.0%	30.0%	10.0%

Table104 Reading Proficiency Region 5 and 7 Buffalo

Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Total = 3114	Buffalo - All Students	Reading	16.6%	20.5%	43.4%	19.5%
Total = 421	Buffalo - Special Ed	Reading	47.5%	20.0%	20.9%	11.6%
Total = 10	Buffalo - D/HH	Reading	50.0%	10.0%	30.0%	10.0%

Table 23 2014 Math Proficiency Region 6 and 8

Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Region 6 & 8	Total = 22991	Region 6 & 8 - All Students	18.1%	23.6%	37.1%	21.2%
Region 6 & 8	Total = 3429	Region 6 & 8 - Special Ed	42.3%	26.8%	22.2%	8.7%
Region 6 & 8	Total = 83	Region 6 & 8 - D/HH	30.1%	27.7%	28.9%	13.3%

Table 24 2014 Reading Proficiency Region 6 and 8

Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Region 6 & 8	Total = 22882	Region 6 & 8 - All Students	21.4%	21.9%	41.2%	15.4%
Region 6 & 8	Total = 3468	Region 6 & 8 - Special Ed	46.3%	21.3%	21.9%	10.6%
Region 6 & 8	Total = 81	Region 6 & 8 - D/HH	40.7%	18.5%	33.3%	7.4%

Table 25 Math Proficiency Region 9 Mankato

Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Total = 3860	Mankato - All Students	Math	11.7%	18.8%	37.7%	31.9%
Total = 519	Mankato - Special Ed	Math	31.4%	24.7%	27.9%	16.0%
Total = 10	Mankato - D/HH	Math	0.0%	30.0%	40.0%	30.0%

Table 26 Reading Proficiency Region 9 Mankato

Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Total = 3876	Mankato - All Students	Reading	15.0%	20.5%	43.9%	20.5%
Total = 511	Mankato – Special Ed	Reading	32.5%	23.7%	28.4%	15.5%
Total = 10	Mankato - D/HH	Reading	0.0%	50.0%	40.0%	10.0%

Table 27 Math Proficiency Region 10

District	Type	Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0	0	Region 10	Total = 38984	Region 10 - All Students	18.1%	21.9%	36.4%	23.7%
0	0	Region 10	Total = 5310	Region 10 - Special Ed	45.6%	23.5%	21.7%	9.2%
0	0	Region 10	Total = 165	Region 10 - D/HH	43.6%	27.9%	18.8%	9.7%
0160	70	MSAD	Total = 59	MSAD - D/HH	52.5%	27.1%	15.3%	5.1%
0761	01	Owatonna	Total = 11	Owatonna - D/HH	45.5%	27.3%	27.3%	0.0%
0535	01	Rochester	Total = 40	Rochester - D/HH	37.5%	27.5%	15.0%	20.0%

Table 28 Reading Proficiency Region 10

District	Type	Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0	0	Region 10	Total = 39100	Region 10 - All Students	20.7%	20.8%	39.9%	18.5%
0	0	Region 10	Total = 5349	Region 10 - Sp Ed	48.3%	20.6%	21.2%	10.0%
0	0	Region 10	Total = 156	Region 10 - D/HH	48.1%	17.3%	27.6%	7.1%
0160	70	MSAD	Total = 48	MSAD - D/HH	68.8%	14.6%	12.5%	4.2%
0761	01	Owatonna	Total = 10	Owatonna - D/HH	40.0%	10.0%	40.0%	10.0%
0535	01	Rochester	Total = 40	Rochester - D/HH	40.0%	20.0%	25.0%	15.0%

Table 29 Math Region 10 MSAD

Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Total = 93	MSAD - All Students	Math	54.8%	23.7%	17.2%	4.3%
Total = 93	MSAD - Sp Ed	Math	54.8%	23.7%	17.2%	4.3%
Total = 59	MSAD - D/HH	Math	52.5%	27.1%	15.3%	5.1%

Table 30 Reading Region 10 MSAD

District	Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0160	Total = 78	MSAD - All Students	Reading	61.5%	19.2%	14.1%	5.1%
0160	Total = 78	MSAD - Sp Ed	Reading	61.5%	19.2%	14.1%	5.1%
0160	Total = 48	MSAD - D/HH	Reading	68.8%	14.6%	12.5%	4.2%

Table 31 Math Region 10 Owatonna

District Number	Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0761	Total = 2442	Owatonna - All Students	Math	18.5%	23.3%	35.2%	23.0%
0761	Total = 283	Owatonna - Sp Ed	Math	45.6%	23.0%	22.3%	9.2%
0761	Total = 11	Owatonna - D/HH	Math	45.5%	27.3%	27.3%	0.0%

Table 32 Reading Region 10 Owatonna

District Number	Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0761	Total = 2446	Owatonna - All Students	Reading	22.4%	21.5%	39.2%	16.9%
0761	Total = 288	Owatonna - Sp Ed	Reading	43.4%	21.9%	21.5%	13.2%
0761	Total = 10	Owatonna - D/HH	Reading	40.0%	10.0%	40.0%	10.0%

Table 33 Math Region 10 Rochester

District Number	District Name	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0535	Rochester	Total = 8447	Rochester - All Students	19.0%	21.4%	32.6%	27.1%
0535	Rochester	Total = 1133	Rochester - Sp Ed	45.1%	23.6%	20.7%	10.6%
0535	Rochester	Total = 40	Rochester - D/HH	37.5%	27.5%	15.0%	20.0%

Table 34 Reading District 10 Rochester

District	Total Tested	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0535	Total = 8468	Rochester - All Students	Reading	20.8%	19.9%	37.8%	21.4%
0535	Total = 1151	Rochester - Sp Ed	Reading	48.7%	20.2%	20.4%	10.7%
0535	Total = 40	Rochester - D/HH	Reading	40.0%	20.0%	25.0%	15.0%

Table 35 Math District 11

District	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0	Total = 238521	Region 11 - All Students	19.3%	20.1%	33.6%	27.0%
0	Total = 32415	Region 11 - Sp Ed	44.8%	22.4%	21.2%	11.6%
0	Total = 605	Region 11 - D/HH	33.6%	25.0%	28.3%	13.2%

Table 35 Reading District 11

Type	Entity Name	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0	Region 11	Total = 238605	Region 11 - All Students	Reading	21.7%	19.2%	38.7%	20.4%
0	Region 11	Total = 32680	Region 11 - Sp Ed	Reading	45.8%	19.3%	23.2%	11.7%
0	Region 11	Total = 611	Region 11 - D/HH	Reading	38.5%	21.3%	27.2%	13.1%

Table 36 Math Anoka Hennepin

District	Region Number	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0011	11	Total = 40	Anoka-Henn - D/HH	10.0%	32.5%	30.0%	27.5%

Table 37 Reading Anoka Hennepin

Region Number	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
11	Total = 41	Anoka-Henn - D/HH	Reading	26.8%	26.8%	31.7%	14.6%

Table 38 Math Bloomington

District	Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0271	Bloomington	Total = 14	Bloomington - D/HH	21.4%	28.6%	42.9%	7.1%

Table 39 Reading Bloomington

Region Number	Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
11	Bloomington	Total = 16	Bloomington - D/HH	12.5%	31.2%	37.5%	18.8%

Table 40 Math Centennial

District	Entity Name	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0012	Centennial	Total = 13	Centennial - D/HH	Math	15.4%	0.0%	53.8%	30.8%

Table 41 Reading Centennial

Region Number	Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
11	Centennial	Total = 16	Centennial - D/HH	25.0%	12.5%	50.0%	12.5%

Table 42 Math Eden Prairie

District	Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0272	Eden Prairie	Total = 13	Eden Prairie - D/HH	15.4%	23.1%	46.2%	15.4%

Table 43 Reading Eden Prairie

Region Number	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
11	Total = 14	Eden Prairie - D/HH	Reading	35.7%	0.0%	28.6%	35.7%

Table 44 Math Edina

District	Region Number	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0273	11	Total = 15	Edina - D/HH	Math	13.3%	20.0%	53.3%	13.3%

Table 45 Reading District 11 Edina

Entity Name	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Edina	Total = 15	Edina - D/HH	Reading	13.3%	33.3%	26.7%	26.7%

Table 46 Math District 11 Forest Lake

District	Type	Region Number	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0831	01	11	Total = 12	Forest Lake - D/HH	Math	50.0%	25.0%	25.0%	0.0%

Table 47 Reading District 11 Forest Lake

Entity Name	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Forest Lake	Total = 13	Forest Lake - D/HH	Reading	38.5%	7.7%	38.5%	15.4%

Table 48 Math Metro Deaf

District	Type	Region Number	Entity Name	Total	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
4005	07	11	Metro Deaf	Total = 30	63.3%	23.3%	10.0%	3.3%

Table 49 Reading Metro Deaf

Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Metro Deaf	Total = 29	Metro Deaf - D/HH	86.2%	6.9%	3.4%	3.4%

Table 50 Math Minneapolis

District	Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0001	Minneapolis	Total = 51	Minneapolis - D/HH	27.5%	25.5%	37.3%	9.8%

Table 51 Reading Minneapolis

Entity Name	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Minneapolis	Total = 46	Minneapolis - D/HH	Reading	30.4%	17.4%	34.8%	17.4%

Table 52 Math Mounds View

District	Type	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0621	01	Total = 13	Mounds View - D/HH	Math	23.1%	15.4%	23.1%	38.5%

Table 53 Reading Mounds View

Entity Name	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Mounds View	Total = 14	Mounds View - D/HH	Reading	21.4%	21.4%	42.9%	14.3%

Table 54 Math North St. Paul

District	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0622	Total = 13	No. St. Paul - D/HH	Math	30.8%	53.8%	7.7%	7.7%

Table 55 Reading North St Paul

Entity Name	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
No. St. Paul	Total = 11	No. St. Paul - D/HH	Reading	45.5%	36.4%	18.2%	0.0%

Table 56 Math Osseo

District	Entity Name	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0279	Osseo	Total = 33	Osseo - D/HH	Math	12.1%	36.4%	30.3%	21.2%

Table 57 Reading Osseo

Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Osseo	Total = 33	Osseo - D/HH	24.2%	24.2%	42.4%	9.1%

Table 58 Math Robbinsdale

District	Total	Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0281	Total = 14	Robbinsdale - D/HH	Math	35.7%	28.6%	14.3%	21.4%

Table 59 Reading Robbinsdale

Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Robbinsdale	Total = 10	Robbinsdale - D/HH	40.0%	20.0%	20.0%	20.0%

Table 60 Math Rosemount

District	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0196	Total = 46	Rosemount - D/HH	23.9%	13.0%	47.8%	15.2%

Table 61 Reading Rosemount

Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Rosemount	Total = 51	Rosemount - D/HH	25.5%	27.5%	37.3%	9.8%

Table 62 Math St. Paul

District	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
0625	Total = 105	St. Paul - D/HH	56.2%	21.0%	16.2%	6.7%

Table 63 Reading St Paul

Entity Name	Total	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
St. Paul	Total = 100	St. Paul - D/HH	61.0%	17.0%	13.0%	9.0%

Table 64 Math Proficiency Region 11

Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Anoka-Henn - D/HH	Math	10.0%	32.5%	30.0%	27.5%
Bloomington - D/HH	Math	21.4%	28.6%	42.9%	7.1%
Centennial - D/HH	Math	15.4%	0.0%	53.8%	30.8%
Eden Prairie - D/HH	Math	15.4%	23.1%	46.2%	15.4%
Edina - D/HH	Math	13.3%	20.0%	53.3%	13.3%

Table 65 Reading Proficiency Region 11

Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Anoka-Henn - D/HH	Reading	26.8%	26.8%	31.7%	14.6%
Bloomington - D/HH	Reading	12.5%	31.2%	37.5%	18.8%
Centennial - D/HH	Reading	25.0%	12.5%	50.0%	12.5%
Eden Prairie - D/HH	Reading	35.7%	0.0%	28.6%	35.7%
Edina - D/HH	Reading	13.3%	33.3%	26.7%	26.7%

Table 66 Math Proficiency Region 11

Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Forest Lake - D/HH	Math	50.0%	25.0%	25.0%	0.0%
Metro Deaf - D/HH	Math	63.3%	23.3%	10.0%	3.3%
Minneapolis - D/HH	Math	27.5%	25.5%	37.3%	9.8%
Mounds View - D/HH	Math	23.1%	15.4%	23.1%	38.5%
No. St. Paul - D/HH	Math	30.8%	53.8%	7.7%	7.7%

Table 67 Reading Proficiency Region 11

Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Forest Lake - D/HH	Reading	38.5%	7.7%	38.5%	15.4%
Metro Deaf - D/HH	Reading	86.2%	6.9%	3.4%	3.4%
Minneapolis - D/HH	Reading	30.4%	17.4%	34.8%	17.4%
Mounds View - D/HH	Reading	21.4%	21.4%	42.9%	14.3%
No. St. Paul - D/HH	Reading	45.5%	36.4%	18.2%	0.0%

Table 68 Math Proficiency Region 11

Category	Subject	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Osseo - D/HH	Math	12.1%	36.4%	30.3%	21.2%
Robbinsdale - D/HH	Math	35.7%	28.6%	14.3%	21.4%
Rosemount - D/HH	Math	23.9%	13.0%	47.8%	15.2%
St. Paul - D/HH	Math	56.2%	21.0%	16.2%	6.7%

Table 69 Reading Proficiency Region 11

Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
Osseo - D/HH	24.2%	24.2%	42.4%	9.1%
Robbinsdale - D/HH	40.0%	20.0%	20.0%	20.0%
Rosemount - D/HH	25.5%	27.5%	37.3%	9.8%
St. Paul - D/HH	61.0%	17.0%	13.0%	9.0%

MSAD/Metro Deaf Math Proficiency

Region	District	Total Tested	Category	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
10	0160	Total = 59	MSAD	52.5%	27.1%	15.3%	5.1%
11	4005	Total = 30	Metro Deaf	63.3%	23.3%	10.0%	3.3%

MSAD/Metro Deaf Reading Proficiency

Region	District	District Name	Total Tested	Does NOT Meet Proficiency	Partially Meets Proficiency	Meets Proficiency	Exceeds Proficiency
10	0160	MSAD	Total=48	68.8%	14.6%	12.5%	4.2%
11	4005	Metro Deaf	Total=29	86.2%	6.9%	3.4%	3.4%