



Students who are Deaf or Hard of Hearing

Report to the Legislature

As Required by Minnesota Statutes, section 125A.63

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As requested by Minnesota Statutes, section 3.197: This report cost approximately \$19,555 to prepare, including staff time, printing and mailing expenses.

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Legislative charge

Minnesota Statutes, section 125A.63 was amended to include the updated legislative charge:

Subd. 4. Advisory committees. (a) The commissioner shall establish advisory committees for the deaf and hard-of-hearing and for the blind and visually impaired. The advisory committees shall develop recommendations and submit an annual report to the commissioner on the form and in the manner prescribed by the commissioner.

(b) The advisory committees for the deaf and hard-of-hearing and for the blind and visually impaired shall meet periodically at least four times per year. The committees must each review, approve, and submit a biennial report to the commissioner, the education policy and finance committees of the legislature, and the Commission of Deaf, DeafBlind, and Hard-of-Hearing Minnesotans. The reports must, at least:

(1) identify and report the aggregate, data-based education outcomes for children with the primary disability classification of deaf and hard-of-hearing or of blind and visually impaired, 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 or blind and visually impaired children that is premised on evidence-based best practices, and provide a cost estimate for ongoing implementation of the plan.

2017-18 Deaf/Hard of Hearing Advisory Committee members

- Mary Bauer: State agency representative (DHS-DHHS)
- Mary Cashman-Bakken: Department of Education DHH Specialist
- Anne Grace Donatucci: Director of the Minnesota State Academy for the Deaf
- Jay Fehrman (Committee Chair): District Supervisor of DHH Services
- Herman Fuechtmann: Parent
- Kristin Ganyo-Larson: Teacher
- Katie Huttemier: Teacher
- Michele Isham: Teacher
- Elise Knopf: State agency representative (Department of Employment and Economic Development, Vocational Rehabilitation Services)
- Diane McDonagh: Higher education
- Allison Mehlhorn: Parent
- Sara Smith: Parent
- Terry Wilding: Superintendent, Minnesota State Academies
- Kerry Witherell: Higher education

Executive summary

This biennial report contains information about the efforts and initiatives of education-based agencies, departments, and individuals in Minnesota who served students who were deaf or hard of hearing (D/HH)¹ during the 2015-16 and 2016-17 school years. The report also summarizes the results for students who took the Minnesota Comprehensive Assessment (MCA) tests both statewide and regionally. Test results are summarized for all students, students in special education, and students who were D/HH. Additionally, the report contains Post-secondary Outcome data (see Appendix C) and Child Outcome Summary Forms (COSF) data for students ages birth to 3 years old who are D/HH (see Appendix D). There are challenges in reporting data for a diverse, low-incidence disability group, such as students who are D/HH or deafblind (DB). Readers should consider the diversity and heterogeneity within this broad group of learners with hearing loss and the range of variables that affect their educational outcomes. For a glossary of terms related to this subject matter, see Appendix A.

The report concludes with a set of recommended actions for the Minnesota Department of Education (MDE) related to the education of students who are D/HH.

Introduction

Below are updates and a summary of efforts undertaken over the previous two years since the last legislative report.

Teacher licensure and staffing

The DHH Advisory Committee has studied this topic and invited experts to present data in this area. The data show that Minnesota is experiencing shortages in personnel for the education of students who are D/HH. In the area of D/HH education, there are not enough teachers of the deaf and hard of hearing (TDHH) or American Sign Language (ASL) interpreters. Minnesota is in the process of adopting a tiered-licensure approach to help reverse this trend.

However, The D/HH Advisory Committee is concerned about the impact of the tiered-licensing system on teacher quality and hiring practices. Deaf/Hard of Hearing education requires specialized skills and knowledge in the unique development, language, and learning needs of students with hearing loss. Currently, there are two licenses for TDHH. One license allows the TDHH to work with all students who are D/HH, including deaf students who use sign language, while the other license limits the teacher to working only with those students who are D/HH who communicate orally.

Because of the personnel shortage, many districts struggle to find adequately licensed D/HH teachers. The advisory committee cautions that districts should not hire unqualified candidates to work with

¹ To improve readability, this report uses “D/HH students” for charts and figures.

students who are D/HH only because they cannot find a teacher with the correct licensure. With the new tiered-licensure system, this problem may be compounded. Specifically as it pertains to personnel shortages in the area of deaf/hard of hearing education, the tiered system raises many concerns about finding qualified teachers working with students who are D/HH who also possess the specialized knowledge and skills needed in this area.

Professional development

The D/HH Advisory Committee has also explored the availability of professional development for professionals working in the field of deaf education. Specialized professional development can be difficult to find because of the low-incidence of this student population. Additionally, in Greater Minnesota, TDHH teachers may be geographically isolated and have no other TDHH colleagues within their district or region with whom to consult.

In recent years, MDE has been a partner in offering a professional development collaborative conference for D/HH educators and parents. The Collaborative Experience, as it is named, was offered in 2015, 2016 and 2017. Going forward, it will be held biennially. The conference allows professionals to consult, collaborate, and network, as well as to learn about new topics and promising practices in the field of deaf/hard-of-hearing education.

Other professional development and networking opportunities include:

- Annual regional meetings of TDHH to determine their needs and create a plan for the year.
- The state D/HH network, which meets four times a year (each region sends a representative)
- Regional Early Hearing Detection and Intervention (EHDI) teams for TDHH. These EHDI teams meet annually and then disperse their early childhood training to the regions.
- Teachers who work with students on reading have access to Strategic Instructional Materials (SIM), an online reading strategy course in its third year of a five-year plan.

These practices provide reassurance and assistance that will hopefully allow Minnesota schools to develop and retain TDHH who are confident, competent, and highly qualified in their teaching practices.

Interpreter status

According to Minnesota Statutes, section 122A.31, ASL interpreters are required to hold professional certification. The Registry for Interpreters for the Deaf (RID) is the certifying body for sign language interpreters. In 2015, the RID imposed a year-long testing moratorium, which led to shortages of certified interpreters across Minnesota. As a result, MDE created a remedial action memo after a recommendation by the D/HH Advisory Committee. The memo allowed interpreters extra time to become fully certified and it will remain in place until further notice. After RID ended their year-long testing moratorium, interpreters in Minnesota resumed testing in the fall of 2016 to satisfy the statutory requirements for a skilled performance test in ASL.

Another impact of the testing moratorium was that interpreters shifted from the RID test to the Educational Interpreter Performance Assessment (EIPA) test to get certified for classroom interpreting.

The EIPA is the only other option in Minnesota and limits interpreting to education only. MDE provided extra training on the EIPA test, called for a meeting of interpreter training institutions, and implemented further incentives to have first-year interpreters take the EIPA (paid for by MDE) to get a baseline score. These incentives should assist with mentoring practices and educational plans that are currently in place for all non-certified interpreters in Minnesota.

Minnesota also implemented a pilot project, “A Pathway for Mentoring Pre-K-12 Non-Certified Educational Interpreters,” which used certified deaf interpreters (CDI) as a tool to assist non-certified interpreters to become better signers. Out of six interpreters, four passed the test. The process and its forms were distributed to regional low-incidence facilitators to implement in their region if they chose to assist their non-certified interpreters to become certified.

Transition activities

The Federal Office of Special Education Programs (OSEP) requires post school surveys be completed for students receiving special education services one year after graduating or exiting school. In Minnesota, these students receive the MDE Post-secondary Outcome Survey by district, on a five year rotating basis. Because D/HH is a low-incidence population, the number of students surveyed who are D/HH is too low to convey reliable results. The D/HH Advisory Committee provided guidance and leadership in implementing a statewide, post-school survey to better collect data on the outcomes of students who are D/HH and/or DB. The Post-secondary Transition Survey for D/HH, Deafblind (DB) in Minnesota (DPSOS) is a disability-specific report and includes all students who are D/HH or DB in the state. The 2016 and 2017 survey are included in Appendices B and C.

The D/HH Advisory Committee was also involved with another set of transition activities. The Minnesota Transition Collaborative Team (MTCT) began a new partnership with the National Deaf Center (NDC) in the summer of 2017. Through the partnership, it was found that Minnesota has a high rate of students who are D/HH who are graduating from high school (88 percent for females and 91 percent for males). However, only a few go on to receive a bachelor’s degree or higher. NDC asked the team to choose from five key areas of impact. The MTCT selected “Collecting and Using Data for Decision-Making” because there is a significant information gap between high school and higher education. The MTCT decided that more data was needed to make appropriate decisions about educational programs and systems to ultimately improve outcomes for students who are D/HH. Information about the plan and the results will be shared in the next report to the Legislature in 2020.

Collaborative Plan

The Collaborative Plan is a network of more than 50 individuals, agencies, and organizations that work together to create positive, systematic changes in order to achieve better education and career

outcomes for students who are deaf, deafblind, and hard of hearing.² The Collaborative Plan stakeholders are separated into four workgroups. Each of the four work groups uses data to establish their goals and indicators within their workgroup. The goals and indicators are updated annually.³

The following is a summary of the priorities that each workgroup established for the school years 2015-16 and 2016-17, which the advisory committee also used to guide its work in line with its legislative mandate.

Collaborative Plan priorities for 2015 through 2016

Birth to 5 years

The Joint Committee on Infant Hearing (JCIH) is a national organization whose primary activity has been the publication of position statements summarizing the state of the science and art in infant hearing, and recommending the preferred practice in early identification and appropriate intervention of newborns and infants at risk for or with hearing loss. This group's work has been instrumental in guiding the work of the birth to age 5 group and its recommendations have been embedded into the goals for this workgroup.

1. Develop dissemination, implementation, and evaluation plan for the "Portfolio of Suggested Resources for Early Interventionists" serving students who are deaf and hard of hearing.
2. Continue sharing data between agencies, as necessary, for providing services to families.
3. Continue to review the systems assessment tool to ensure progress on the JCIH 2013 recommendations.
4. Develop a mechanism that ensures family access to all available resources and information that is accurate, well-balanced, and comprehensive, and is also conveyed in an unbiased manner (JCIH goal 1.4-1.7).

² MDE's Collaborative Plan website: <https://mn.gov/deaf-commission/advocacy-issues/education/collaborative-plan/#0>

³ <https://mn.gov/deaf-commission/advocacy-issues/education/collaborative-plan/goals-indicators.jsp>

Kindergarten-4th Grade and 5th-8th Grades

1. As a result of information provided at the symposium and implemented through a community of practice, provide a consistent statewide evidence-based progress monitoring measure.
2. Develop leadership and organizational capacity by creating training for district leaders on the Discussion Guide for use in developing language and communication focused Individual Education Programs (IEP) for students who are deaf, deafblind and hard of hearing.⁴
3. Develop a technical assistance document on equal access to instruction through appropriate supports and tools and disseminate to principals, Special Education Directors Regional Low-Incidence Facilitators (RLIF), general education teachers, and teachers of the deaf or hard of hearing.

9th grade-graduation

1. Create a work group to review and refine “Minnesota Social Skills Checklist” and pilot with volunteer teachers.
2. Conduct post-school outcomes survey and report analyzed data to establish baseline of student status one year post-high school.
3. Create and disseminate informational materials to increase awareness regarding transition videos and resources.
4. Creating an organizational chart/roadmap to increase understanding of adult agencies/resources.

Collaborative Plan priorities for 2016 through 2017

Birth to 5 Years

1. Develop an evaluation plan for the “Portfolio of Suggested Resources for Early Interventionists” serving students who are deaf and hard of hearing.
2. Continue sharing data between agencies as necessary for providing services to families.
3. Continue to review the systems assessment tool to ensure progress on the JCIH 2013 recommendations.
4. Develop a mechanism that ensures family access to all available resources and information that is accurate, well-balanced, and comprehensive and conveyed in an unbiased manner (JCIH goal 1).
5. Identify the number/percent of families who receive timely access to service providers who have specialized knowledge and skills for working with children who are D/DB/HH (JCIH goal 2).

⁴IEP Discussion Guide Webinars: <https://mn.gov/deaf-commission/advocacy-issues/education/iep-discussion-guide/webinars/>

Kindergarten-4th Grade and 5th-8th Grades

1. As a result of information provided at the symposium and implemented through a community of practice, provide a consistent state-wide evidence based progress monitoring measure.
2. Develop leadership and organizational capacity by creating training for district leaders and parents on the Discussion Guide for use in developing language and communication focused Individualized Education Programs for students who are deaf, deafblind and hard of hearing.
3. Develop a “compliance review” team to review a sampling of Individualized Educational Program (IEPs) of students who are deaf, deafblind and hard of hearing for goals related to language, communication and social-emotional development.
4. Disseminate technical assistance information on equal access to instruction through appropriate supports and tools to principals, special education directors, RLIFs, general education teachers, and teachers deaf/hard of hearing.
5. Take a snapshot survey of students’ experiences with instructional access.

9th grade-graduation

1. Create a work group to develop a list of options to support social skills for students who are deaf, deafblind and hard of hearing.
2. Increase participation in the post-school outcomes survey and report analyzed data of student status one year post-high school.
3. Increase awareness regarding transition videos and resources and the opportunity to obtain professional development trainings.
4. Increase awareness of the “Guide to Adult Services site and map.”

Minnesota Comprehensive Assessment (MCA) system

The Minnesota Comprehensive Assessment (MCA) and the Minnesota Test of Academic Skills (MTAS) are standardized state assessments in reading, mathematics, and science that met federal testing requirements under the Elementary and Secondary Education Act (ESEA) during the 2015-16 and 2016-17 school years.

All students are required to participate in statewide testing in the following grades and subjects:

- Students in grades 3-8 and 10 take the MCA or the MTAS in reading
- Students in grades 3-8 and 11 take the MCA or the MTAS in mathematics
- Students in grades 5, 8, and once in high school take the MCA or the MTAS in science

The Individual Education Program (IEP) team is responsible for determining, on an annual basis, which test each student with a disability will take in reading, mathematics, and science. The Individualized Education Program team should first consider whether the MCA is the most appropriate assessment option before considering the MTAS, an alternative assessment that has been developed for students with significant cognitive disabilities and includes specific eligibility requirements that each participating student must meet.

The Individualized Education Program (IEP) team considers the following questions:

- Is the MCA is the most appropriate assessment for the student?
- Does the student need accommodations to adequately demonstrate knowledge and skills on the MCA?
- If the MCA is not an appropriate measure of the student's skills, should the MTAS be considered?
- Does the student meet all of the MTAS eligibility requirements?

The Individualized Education Program (IEP) team is responsible for making decisions about which accommodations a student needs on the MCA assessments. Allowable accommodations are specified in the Minnesota Procedures Manual, which is updated annually. Accommodations not listed in the manual may be requested, but may not invalidate the assessment. Assessment decisions and accommodations must be documented in the student's Individualized Education Program.

Accommodating student needs is integral to the MTAS, and the test administrator may provide needed supports, as long as the type of support is not specifically prohibited in the task script.

Eligibility for students who are deaf/hard of hearing in special education

Minnesota Statutes, section 125A.63, defines the eligibility criteria for D/HH:

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 brainstem 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 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 American Sign Language (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.

Analysis

The information presented in this section includes summary information on student enrollment, child count, postsecondary outcomes, federal instructional settings, and graduation rates. To maintain clarity, only enrollment and demographic data from the 2016-17 school year was used. Additionally, the colors used in the figures were specifically chosen for readers who have low-vision. Please note, to avoid identifying individuals, only school districts with test results for 10 or more students are included.

Enrollment summary

The table below shows how enrollment for students who were D/HH compared to other student populations in the 2016-17 school year. At the statewide level, students whose primary disability was D/HH made up 0.2 percent of the overall student body and 1.5 percent of students receiving special education in the 2016-17 school year (refer to Table 1). The figures are slightly higher in Region 10 in part because that is where the Minnesota State Academy for the Deaf (MSAD) is located.

Map of Minnesota's regional development commissions

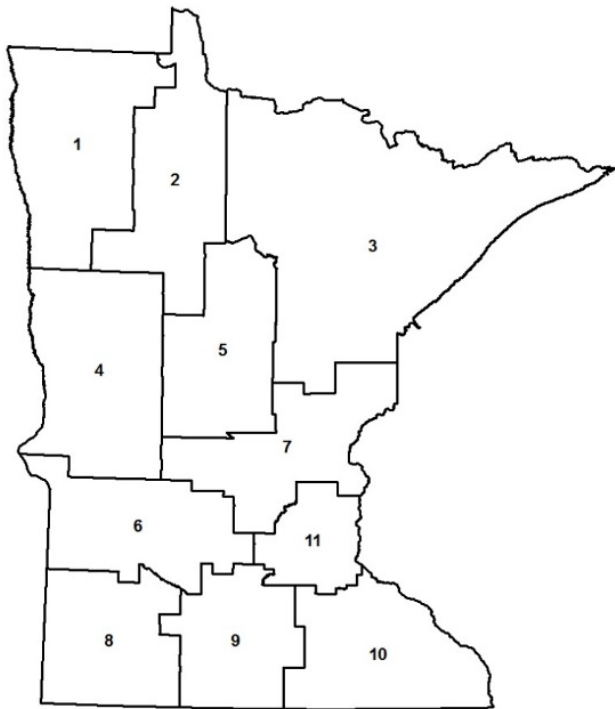


Table 1: Enrollment counts of student categories by region, 2016-17

Region name	All students K-12 fall enrollment	D/HH K-12	Percent D/HH	K-12 special education enrollment	Percent D/HH
Regions 1 and 2	27,905	41	0.1%	4,582	0.9%
Region 3	42,959	73	0.2%	7,061	1.0%
Region 4	33,838	63	0.2%	5,253	1.2%
Region 5	25,303	48	0.2%	4,309	1.1%
Regions 6 and 8	42,563	140	0.3%	6,149	2.3%
Region 7	103,281	174	0.2%	14,484	1.2%
Region 9	33,402	67	0.2%	4,901	1.4%
Region 10	76,068	269	0.4%	10,654	2.5%
Region 11	471,368	1,165	0.2%	61,652	1.9%
Statewide total	856,687	2,040	0.2%	119,045	1.7%

Demographics

Child count

Figure 1 illustrates the trend in child count (students ages 0 to 21). The trend line shows that the number of students who were D/HH was highest in the 2015-16 and 2016-17 school years compared to the previous eight. However, as Figure 2 illustrates, students who were D/HH are a small percentage of students in special education. Counts of all students in special education were also the highest in the two most recent school years.

Figure 1: Child count for D/HH students, ages 0-21, 10-year statewide trend (2007-08 to 2016-17)

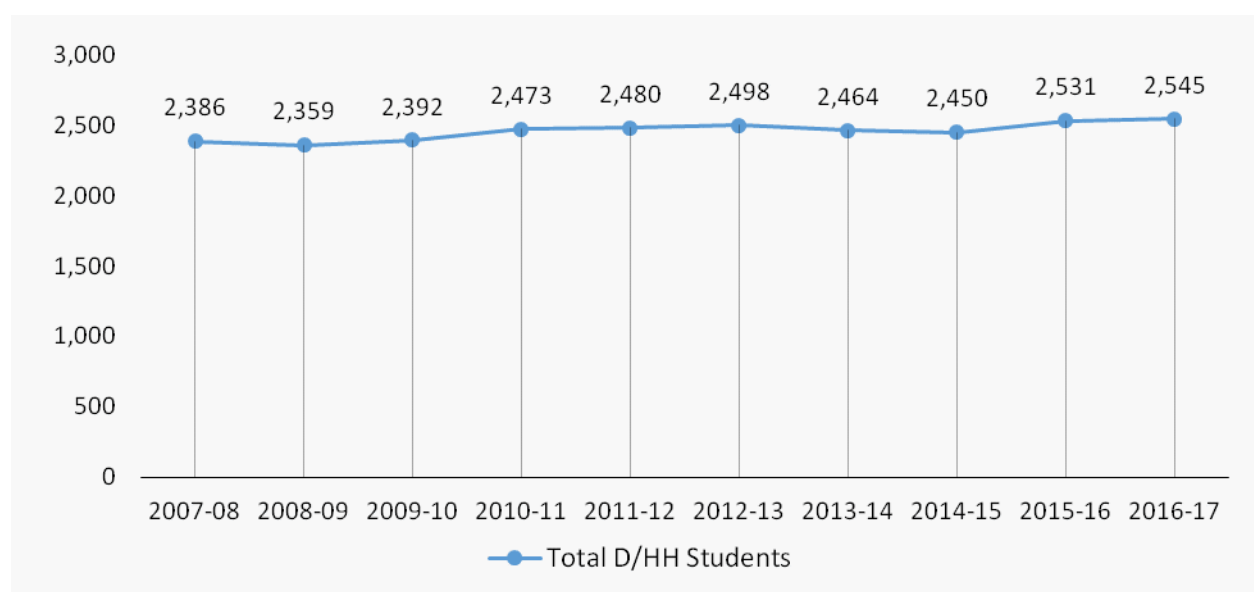


Figure 2: Child count for statewide special education and D/HH students, ages 0-21, 10-year trend (2007-08 to 2016-17)

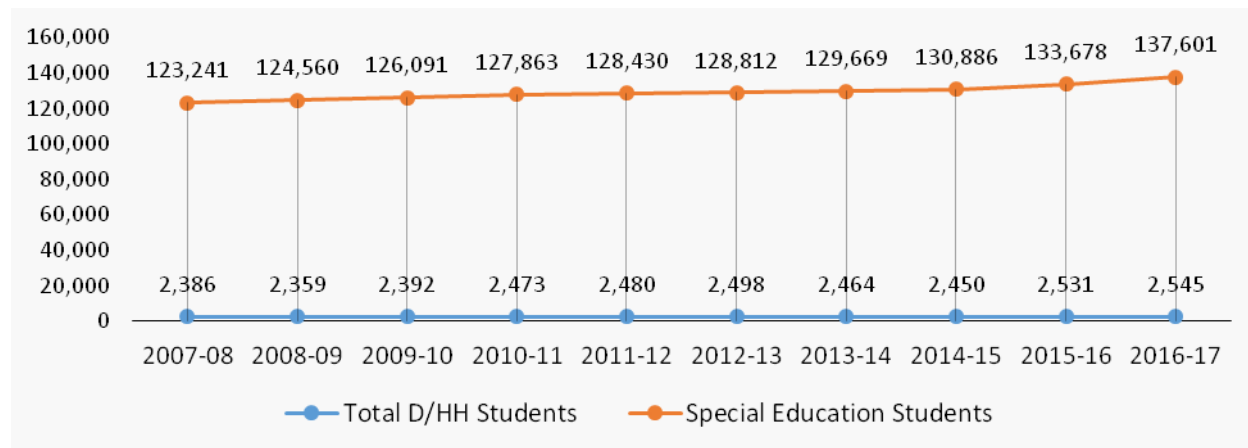
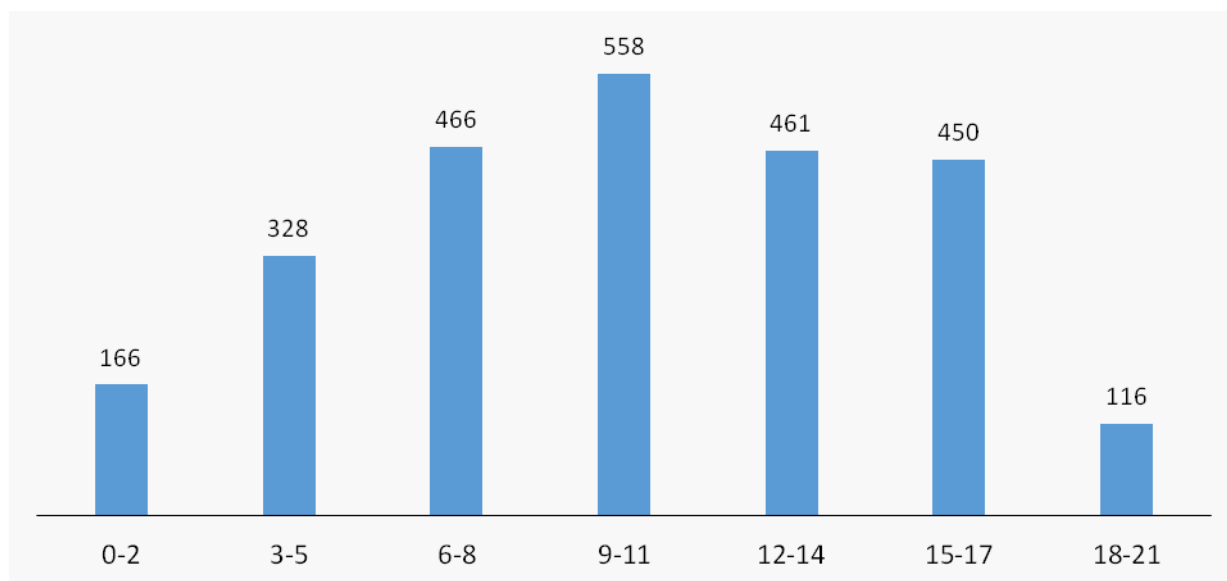


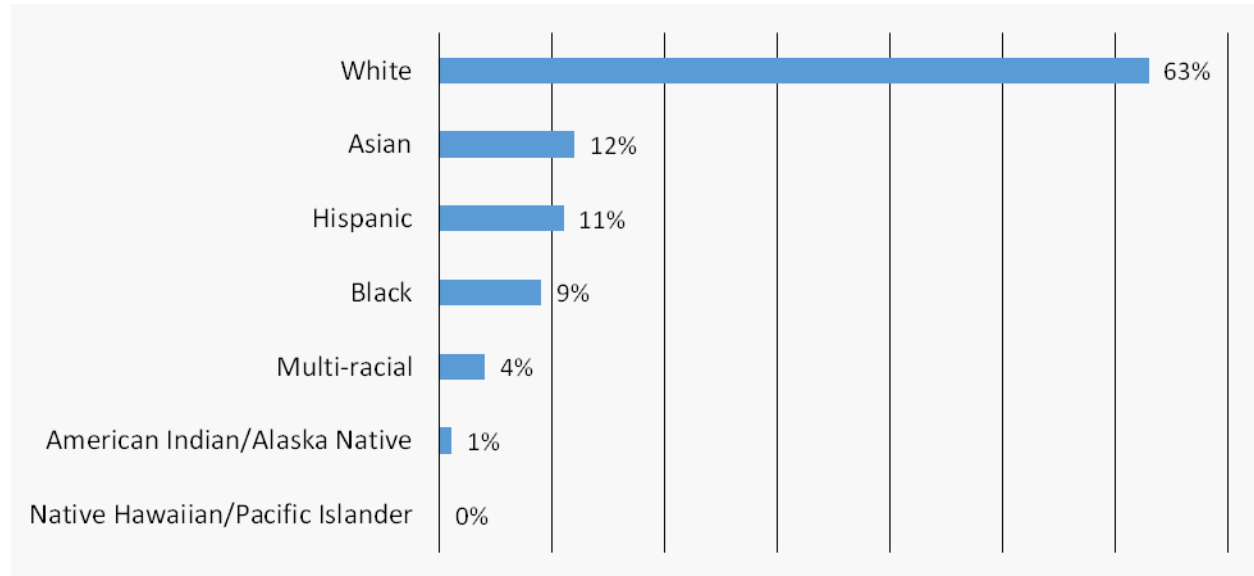
Figure 3 illustrates the age distribution of students who were D/HH. Ages nine to 11 had the highest concentration of students, especially when compared to younger students.

Figure 3: Child count by age distribution of D/HH students, 2016-17 (n=2,545)



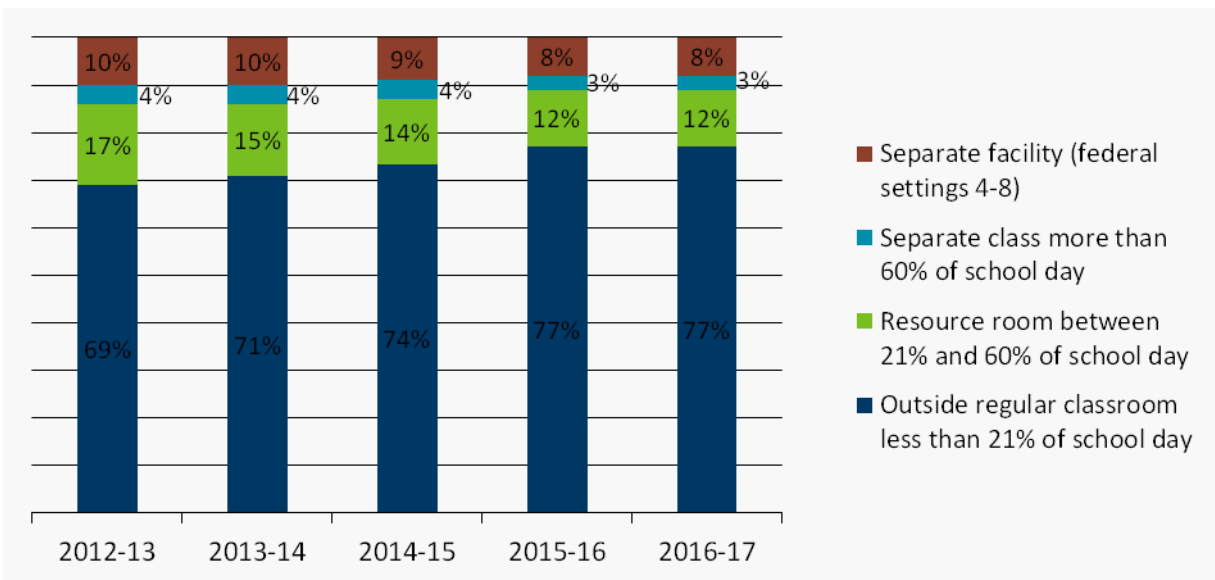
The racial and ethnic distribution of students who were D/HH is displayed in Figure 4. Nearly two-thirds of students who were D/HH were white. Asian was the next largest group at 12 percent.

Figure 4: Race/ethnicity of D/HH students, 2016-17 (n=2,545)



As Figure 5 illustrates, students who were D/HH have spent less time outside of the regular classrooms over the last five years. In the 2016-17 school year, 77 percent of students who were D/HH spent less than 21 percent of the school day in a resource room. The percent that were spending 60 percent or less has also been decreasing since the 2012-13 school year.

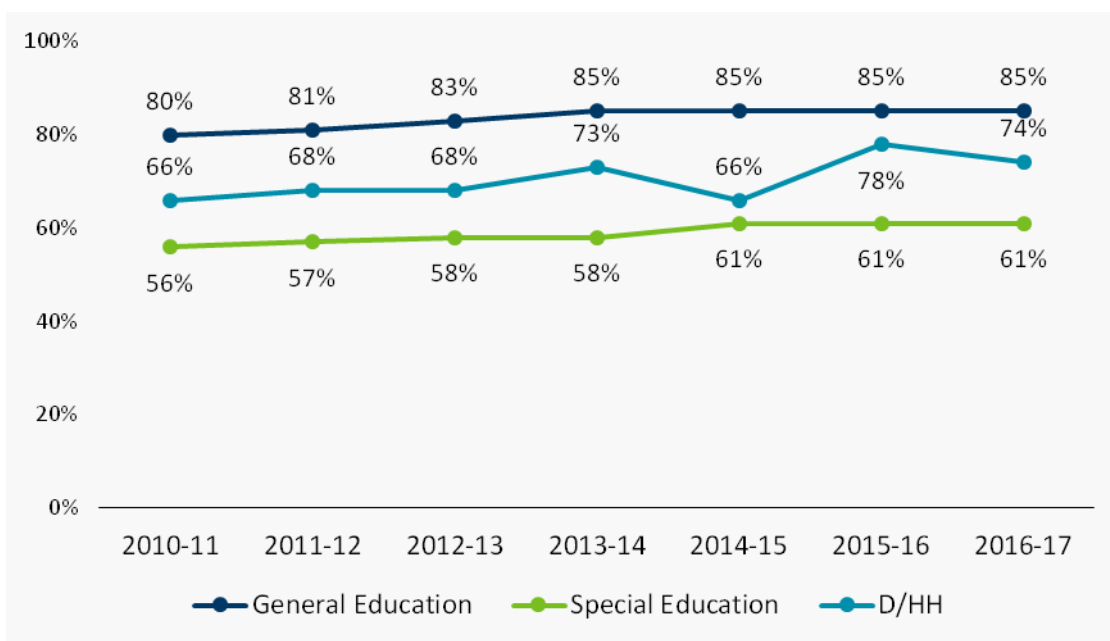
Figure 5: Federal instructional settings by year for D/HH students



Graduation rates, as shown in Figure 6, have been mostly flat or increasing slightly for students in general education and special education. The graduation rate for students who were D/HH, however, has fluctuated more relative to those groups in recent years. In the 2013-14 school year, the graduation rate was high compared to previous years. It then decreased to 66 percent, increased again to 78 percent for 2015-16, and then decreased to 74 percent in the 2016-17 school year.

The percentage of students who are D/HH that graduate high school in four years has been lower than that of the general population because students who are D/HH typically do not graduate in four years. They often enter transition programs and graduate in five or six years. For example, for the 2016-17 school year, the five- and six-year graduation rates for students who were D/HH were 80 percent.

Figure 6: Graduation state trends (four-year graduation rate)



Post-school outcomes

Figure 7 illustrates the post-school outcomes for students in special education. For students in special education programs across the state (including students who were D/HH), the percentage entering competitive employment has been increasing year to year. In the 2009-10 school year, it was 33 percent; in 2015-16, it was at 44 percent. In that same time frame, between one-quarter and one-third of students in special education have consistently been entering higher education.

The post-school outcomes specifically for students who were D/HH are displayed in Figure 8. Readers should use caution in interpreting percentages for very small numbers. Due to the small number of students responding to the surveys, outcomes could not be reported for the 2012-13 and 2015-16

school years. However, results from the Deaf, Hard of Hearing, and DeafBlind Post-secondary Outcome Survey for 2016 and 2017 graduates can be found in Appendices B and C.

Figure 7: Post-school outcomes for students in special education, state trends, 2011-12 to 2015-16

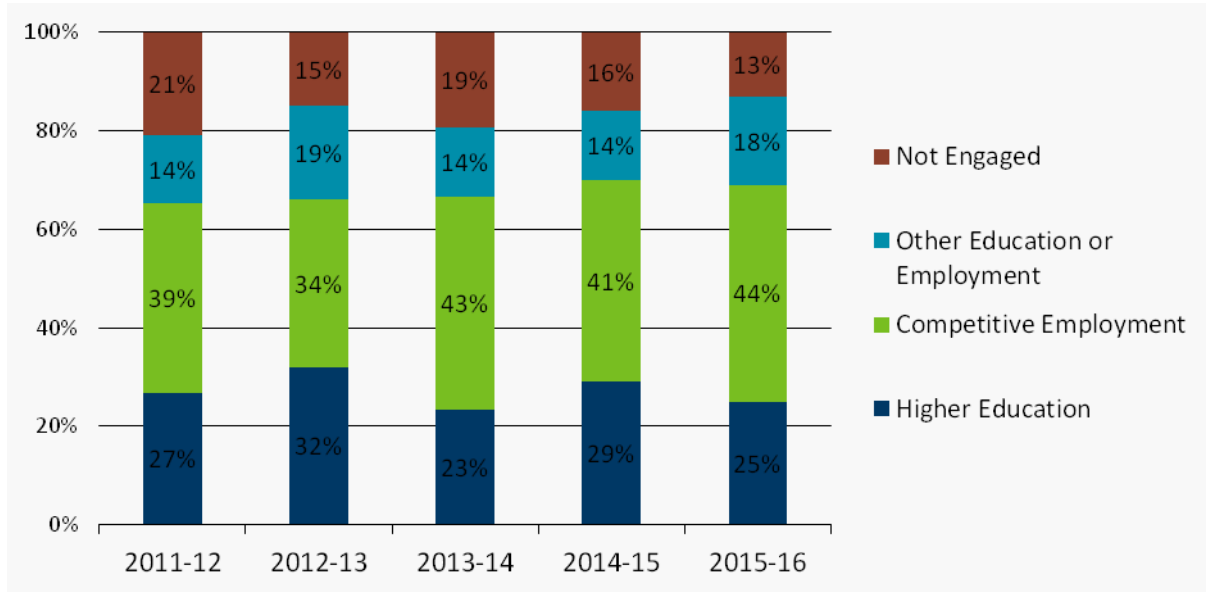
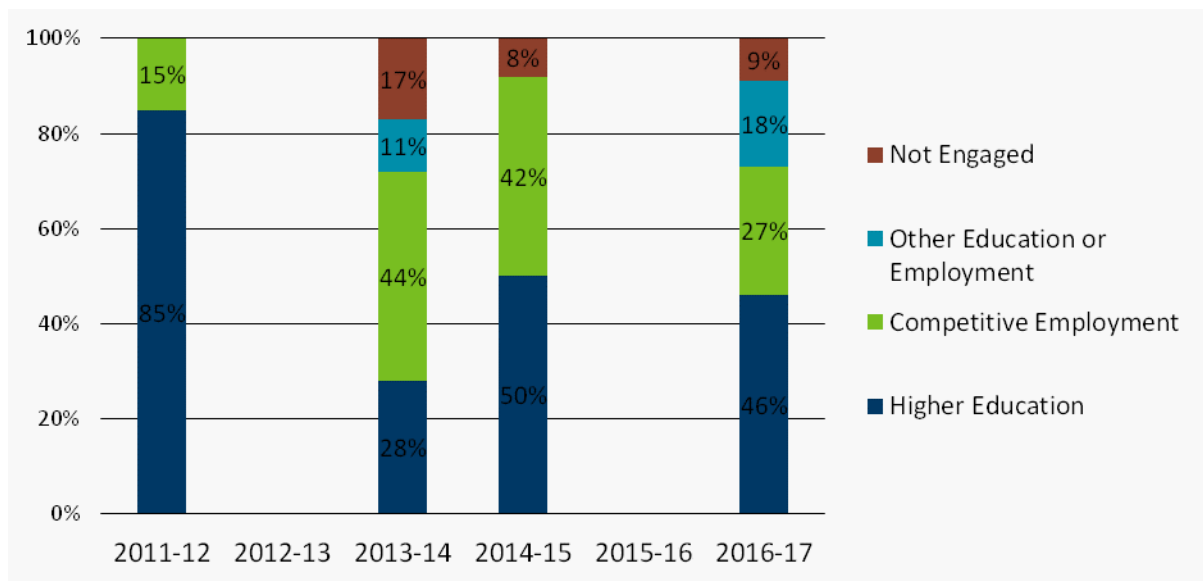


Figure 8: Post-school outcomes for D/HH students, state trends, 2011-12 to 2015-16



State data

This report contains data comparisons and trend analysis for from the Minnesota Comprehensive Assessment (MCA) test scores for the 2015-16 and 2016-17 school years.

Below are the academic proficiency performance categories:⁵

- **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.

Data sources

MDE specialists extracted D/HH data from multiple databases and data sources to produce the information presented the charts and tables. The information reported includes child count, postsecondary outcomes, graduation rates, and assessment results. The trend data reflects the achievements, milestones, and areas of concern for students who were D/HH. The data sources are:

- Early Childhood Child Outcome Survey Form Data (COSF) – see Appendix D
- MDE Assessment Data
- Minnesota Automated Reporting Student System (MARSS)
- Minnesota Post-School Outcome Survey

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 listed as their primary disability. Students who are D/HH 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 use one or two hearing aids, one or two cochlear implants, other amplification devices, or no amplification. Additionally, students who are D/HH from a country of origin other than the United States may face additional barriers to communication and learning.

MDE collects data based on federal requirements, which does not allow for a detailed description of the hearing loss type. Students who are D/HH are taught in a variety of educational settings. There are students who are D/HH who attend schools whose only purpose is to provide D/HH education. But the majority 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

⁵ Find additional information on the academic proficiency performance categories on the MDE website: [Read about K-12 academic standards](https://education.mn.gov/MDE/fam/stds/) (https://education.mn.gov/MDE/fam/stds/).

collected for this report were impossible to disaggregate based on a range of factors that 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
- Socioeconomic 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 test data may not be sensitive enough to reflect challenges and trends within the field. These and many more factors affect educational outcomes.

Possible relevant questions not considered in this report include:

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

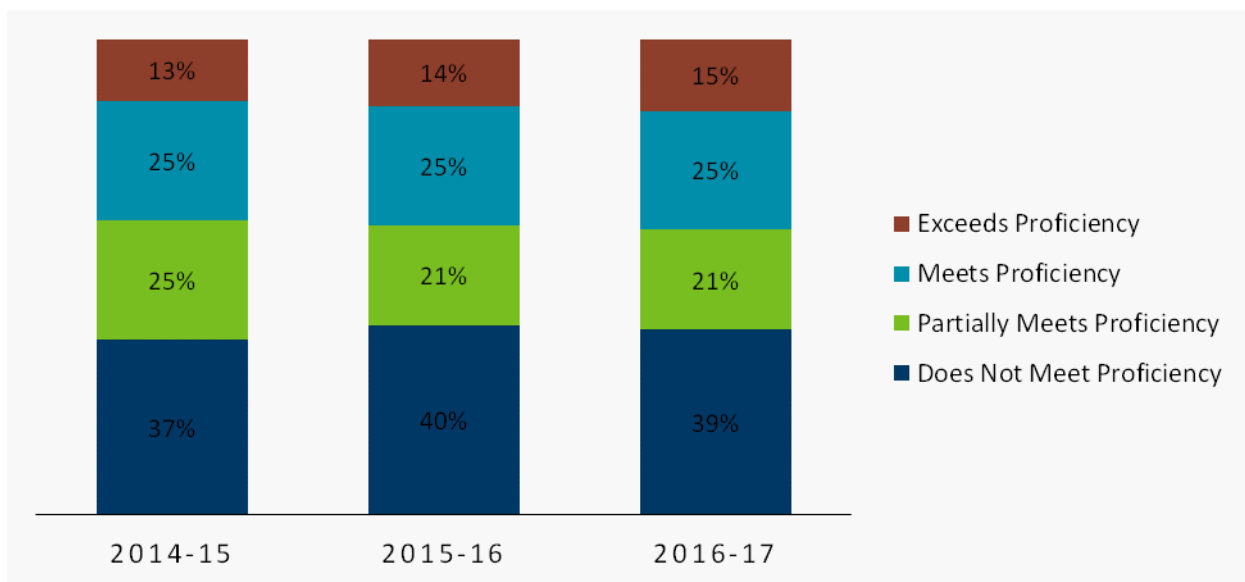
State assessment trends

The following statewide charts reflect data through the 2016-17 school year, the most recent year for which data are available. Because MCA testing occurs in the spring, test data for the current school year are not yet available.

Math

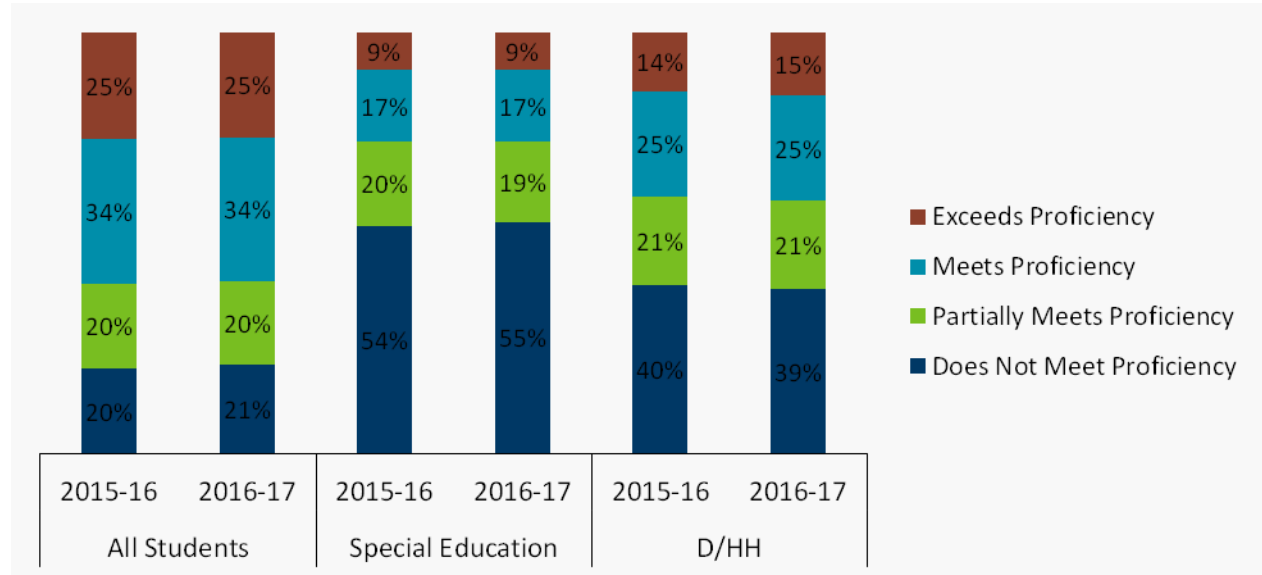
Figure 9 displays the proficiency of students who were D/HH in math. When combined, the proportion of students who met or exceeded proficiency has been relatively constant. The proportion of students who partially met proficiency has decreased slightly over time, while the proportion not meeting proficiency has increased slightly.

Figure 9: Statewide D/HH math proficiency, three-year trends



As shown in Figure 10, students who were D/HH generally had better outcomes in math compared to all students in special education, but they generally scored lower than the student body as a whole.

Figure 10: Statewide math proficiency by student category



The proportion of students who met or exceeded proficiency in math generally decreased as grade level increased for both the 2015-16 and 2016-17 school years (refer to Figure 11 and Figure 12). The decreases were most noticeable between grades 8 and 11.

Figure 11: Statewide D/HH math proficiency by grade, 2015-16

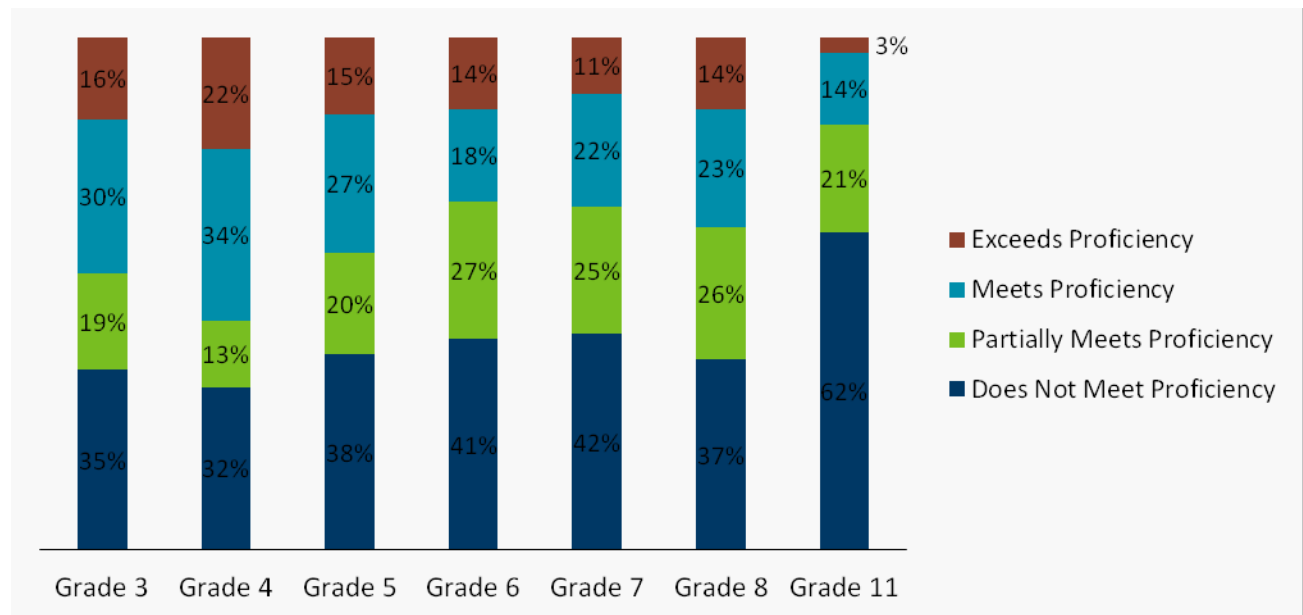
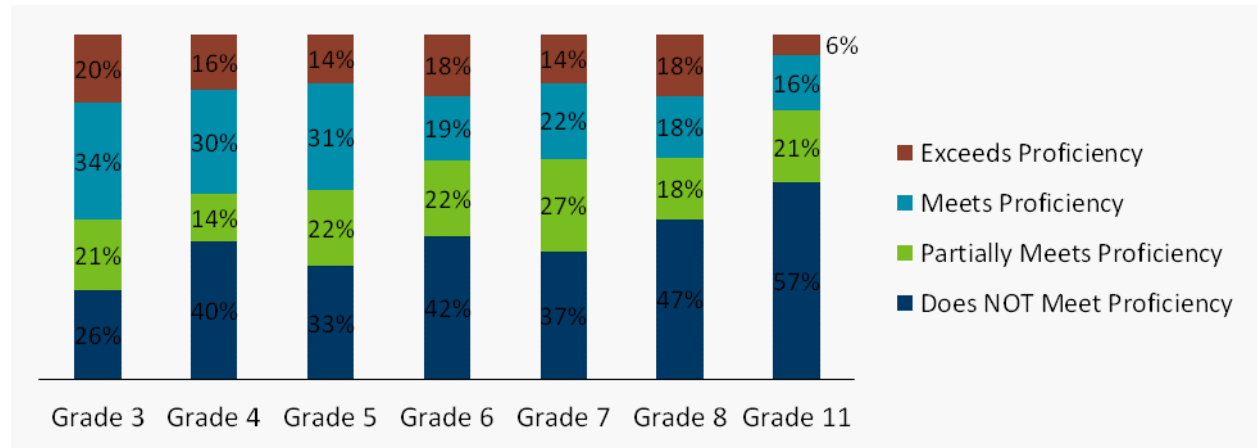


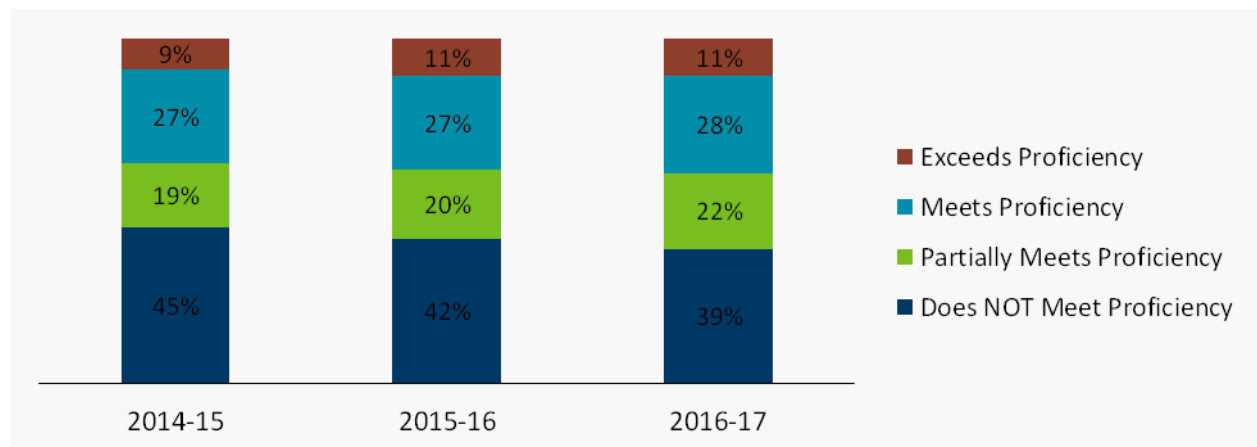
Figure 12: Statewide D/HH math proficiency by grade, 2016-17



Reading

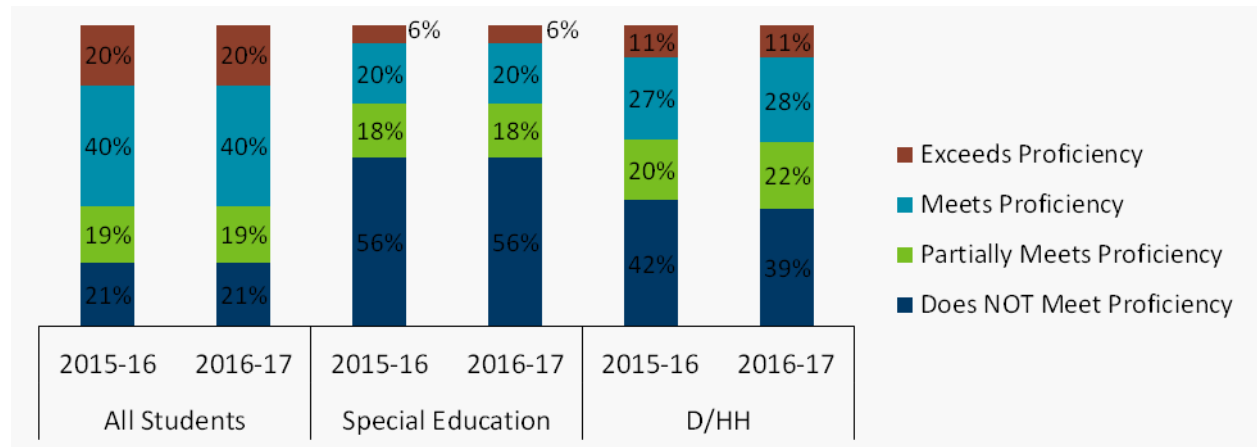
Figure 13 displays reading proficiency of students who were D/HH. When combined, the proportion of students who met or exceeded proficiency in reading has been relatively constant over time. The proportion of students who partially met proficiency has increased slightly and the proportion not meeting proficiency has decreased.

Figure 13: Statewide D/HH reading proficiency, three-year trends



As illustrated in Figure 14, students who were D/HH generally had better outcomes in reading than all students in special education, but they generally scored lower than the student body as a whole. The trend is the same for math scores.

Figure 14: Statewide reading proficiency by student category



In reading, the proportion of students who were D/HH that met or exceeded proficiency followed a similar pattern across grade levels compared to the math results. The proportions generally decreased as the grade level increased in both school years (refer to Figure 15 and Figure 16). The percent of students that met or exceeded proficiency was the largest in grades 5 and 6.

Figure 15: Statewide D/HH reading proficiency by grade, 2015-16

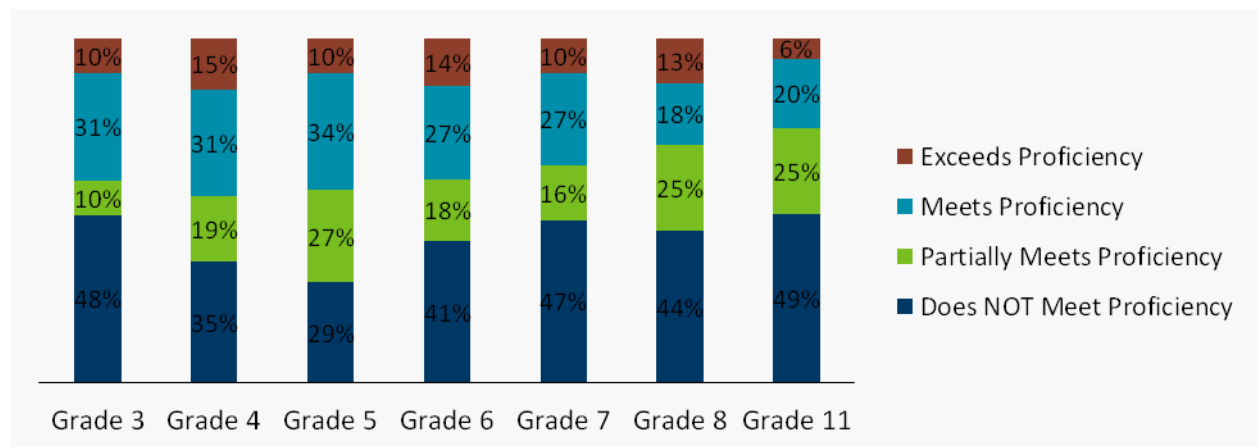
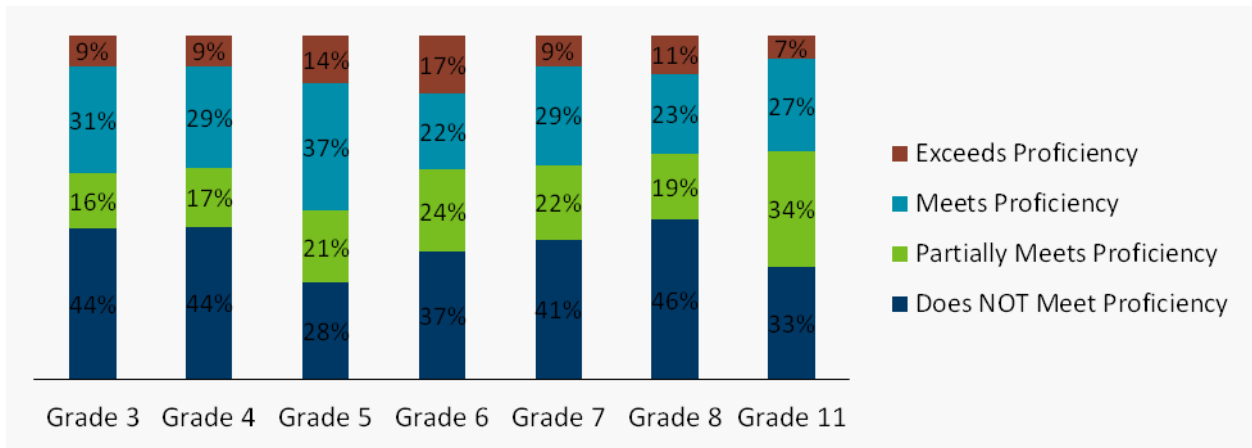


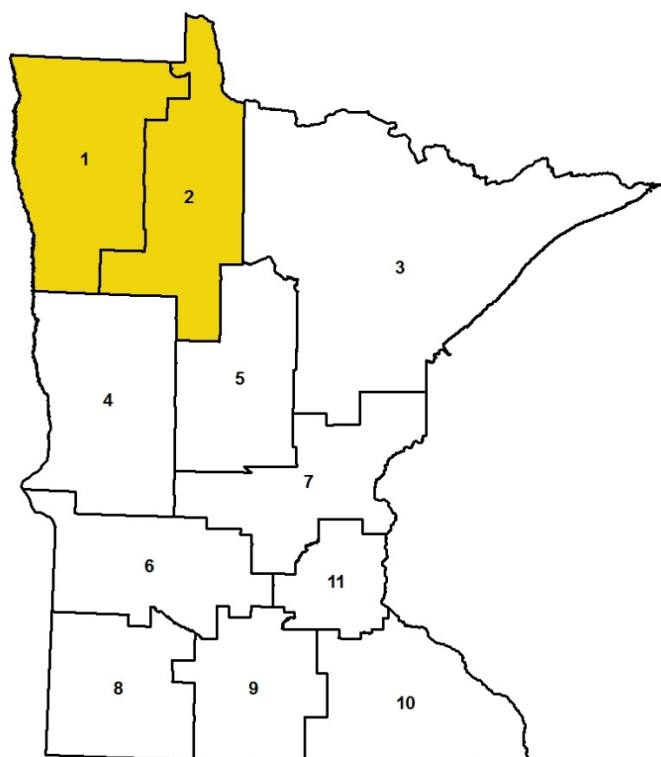
Figure 16: Statewide D/HH reading proficiency by grade, 2016-17



Region data

The following regional and district charts reflect data through the 2016-17 school year, the most recent year for which data are available.

Regions 1 and 2



In Regions 1 and 2, enrollment for students who were D/HH was higher overall in the 2016-17 school year compared to five years ago, which matches the statewide trend (refer to Table 2). However, year-to-year, the enrollment count has fluctuated.

Table 2: Number of D/HH students enrolled in Regions 1 and 2 by year, 2012-13 through 2016-17

Year	Number enrolled
2012-13	39
2013-14	34
2014-15	37
2015-16	33
2016-17	41

As illustrated in Figure 17 and Figure 18, more students in Regions 1 and 2 who were D/HH met or exceeded proficiency in both math and reading than students in special education. The proportions, however, are still below that for students as a whole. Additionally, fewer students who were D/HH

exceeded proficiency in either subject compared to students in other categories (no students who were D/HH exceeded proficiency in math in either year).

Figure 17: Regions 1 and 2 math proficiency by student category

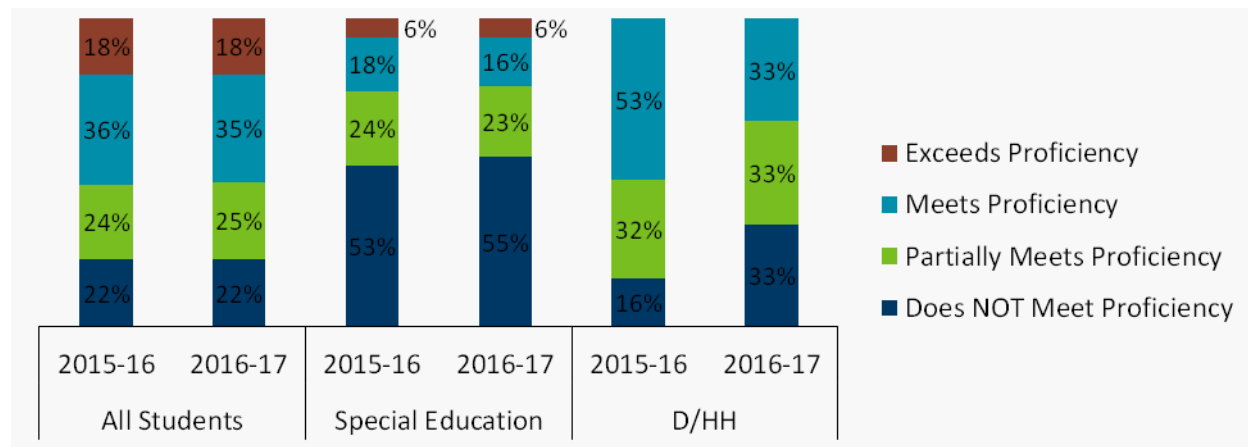
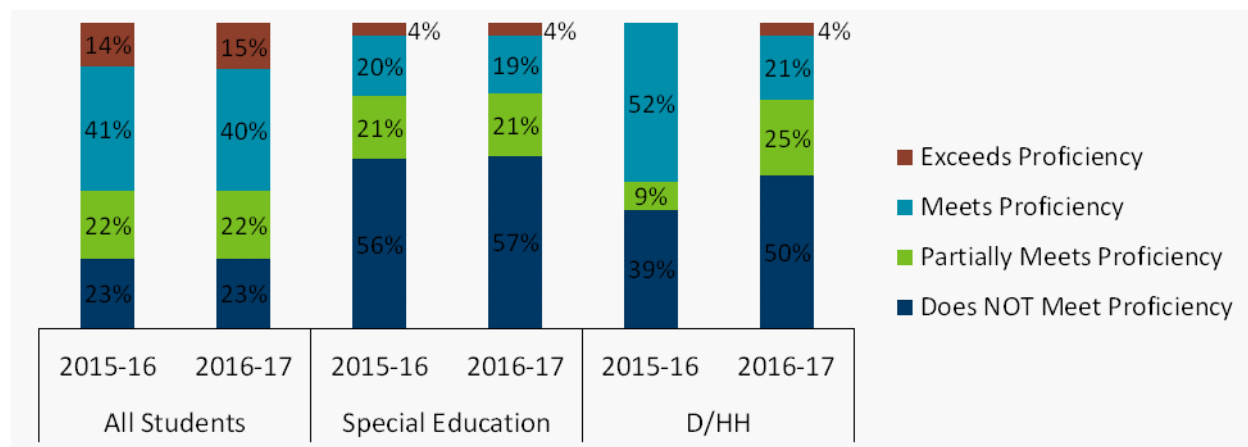


Figure 18: Regions 1 and 2 reading proficiency by student category



The math and reading results for students who were D/HH improved in the 2015-16 school year when compared to 2014-15. In 2015-16, 53 percent and 52 percent met proficiency in math and reading, respectively, compared to 37 percent and 35 percent in 2014-15. However, the proportion that met proficiency declined again in the 2016-17 school year.

Moorhead School District

In the Moorhead School District, there were math results for 13 students who were D/HH and 10 results for reading (note that there were fewer than 10 math test results to report in the 2015-16 school year). The percentages of students who were D/HH who met or exceeded proficiency in math or reading was

higher compared to all students who were D/HH in the regions (refer to Figure 19 and Figure 20). Their results were also closer to students as a whole in the district.

Figure 19: Moorhead School District math proficiency by student category

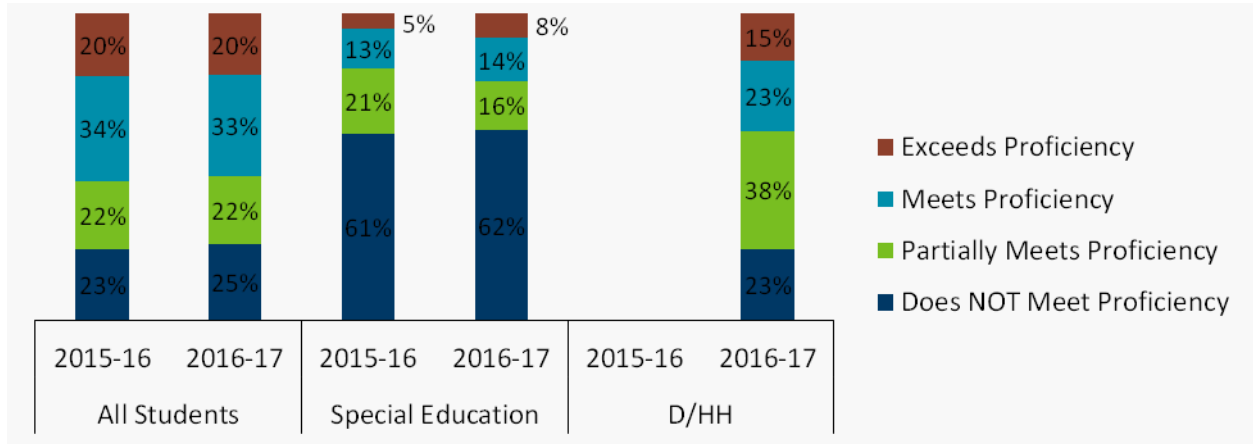
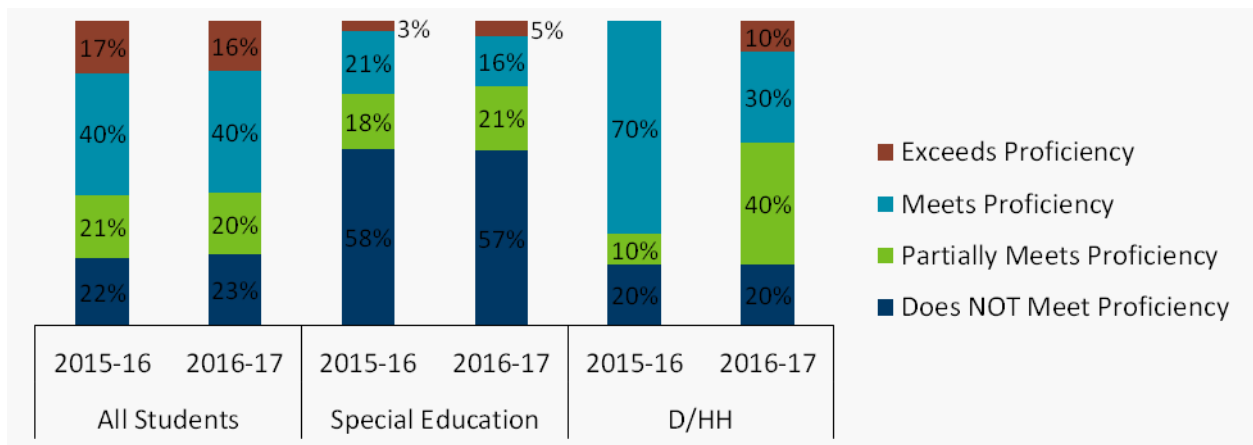
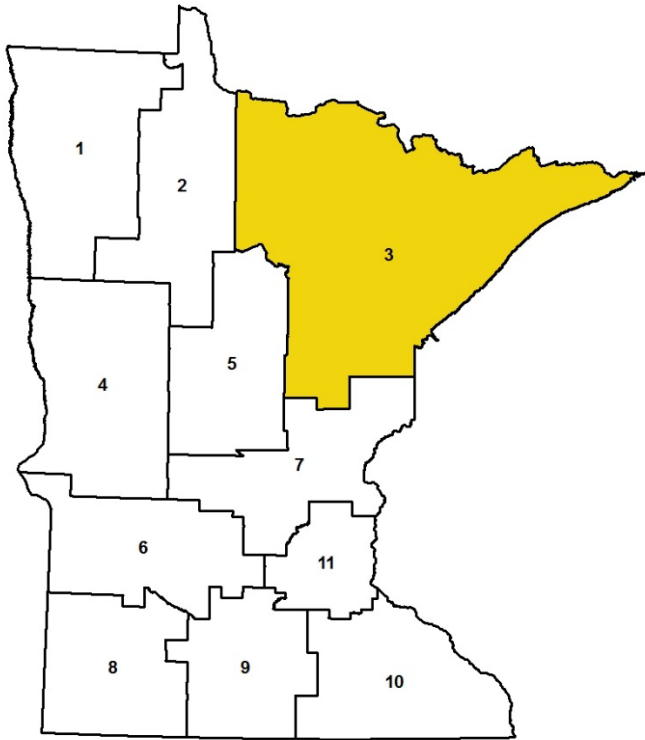


Figure 20: Moorhead School District reading proficiency by student category



Region 3



As illustrated in Table 3, the number of students who were D/HH in Region 3 has been relatively constant.

Table 3: Number of D/HH students enrolled in Region 3 by year, 2012-13 through 2016-17

Year	Number enrolled
2012-13	71
2013-14	70
2014-15	70
2015-16	70
2016-17	69

As Figure 21 and Figure 22 illustrate for Region 3, proportionately more students who were D/HH met or exceeded proficiency in math and reading than students in special education in both school years. However, the proportion of all students who met or exceeded proficiency was larger than both the special education and D/HH groups.

Figure 21: Region 3 math proficiency by student category

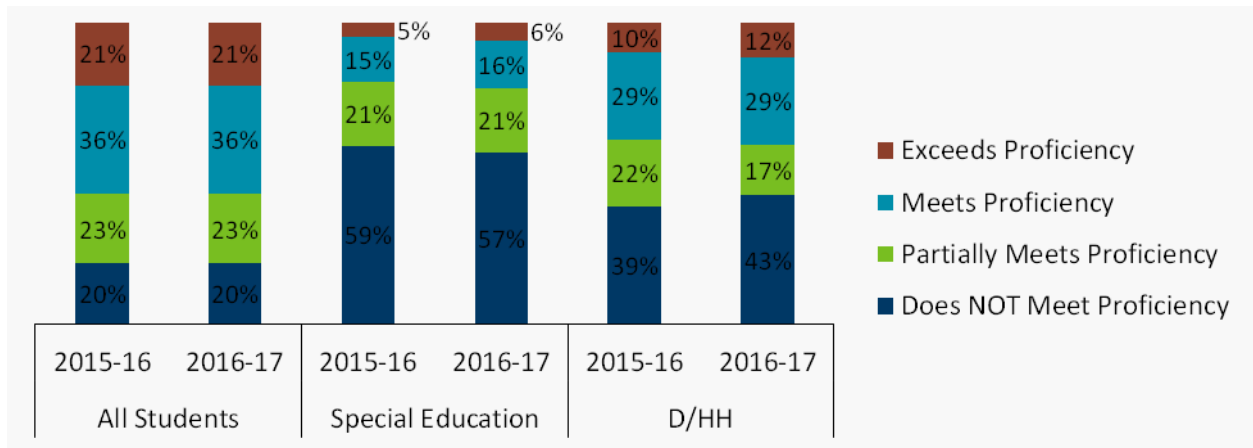
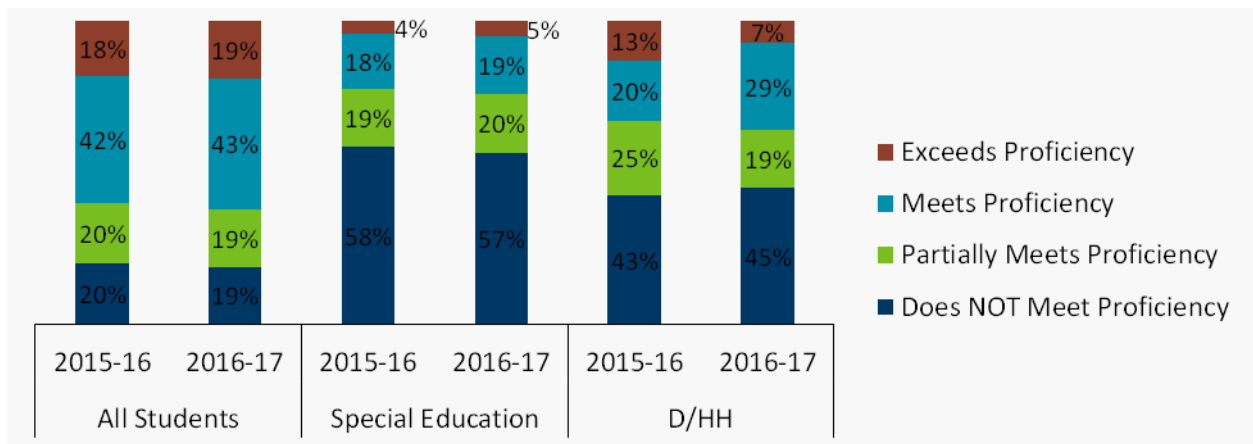


Figure 22: Region 3 reading proficiency by student category



Compared to the 2014-15 school year, math proficiency results for student who were D/HH increased. In the 2014-15 school year, 35 percent met or exceeded proficiency compared to 39 percent and 41 percent, respectively, in 2015-16 and 2016-17. Reading proficiency also increased. For the 2015-16 and 2016-17 school years, 33 percent and 36 percent of students who were D/HH met or exceeded proficiency. That proportion was 30 percent in 2014-15.

Duluth School District

More students who were D/HH met or exceeded proficiency compared to students in special education in the Duluth School District. In reading, the figures fluctuated more for students who were D/HH, but were also higher than for Region 3 as a whole (refer to Figure 23 and Figure 24). The figures are based on math results from 15 students who were D/HH and 13 student results for reading.

Figure 23: Duluth School District math proficiency by student category

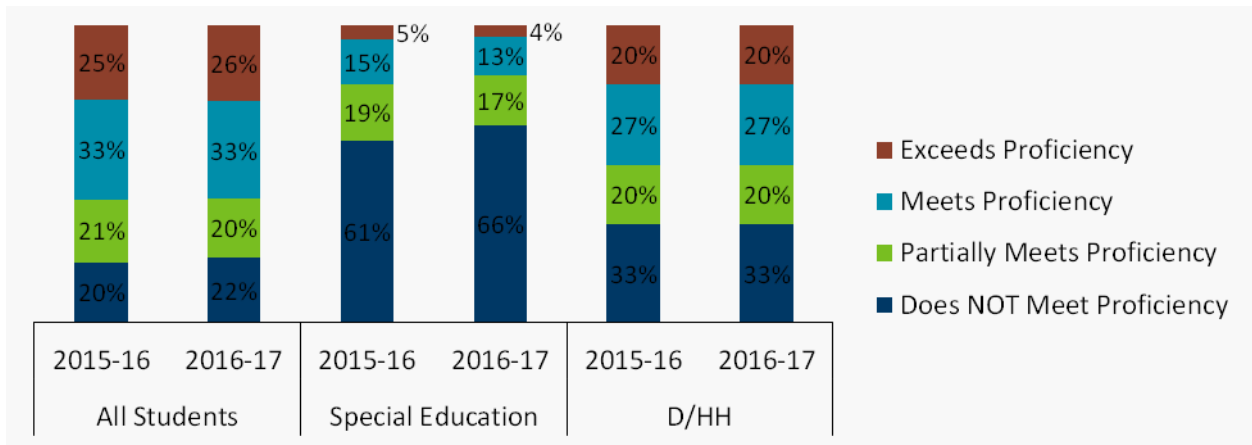
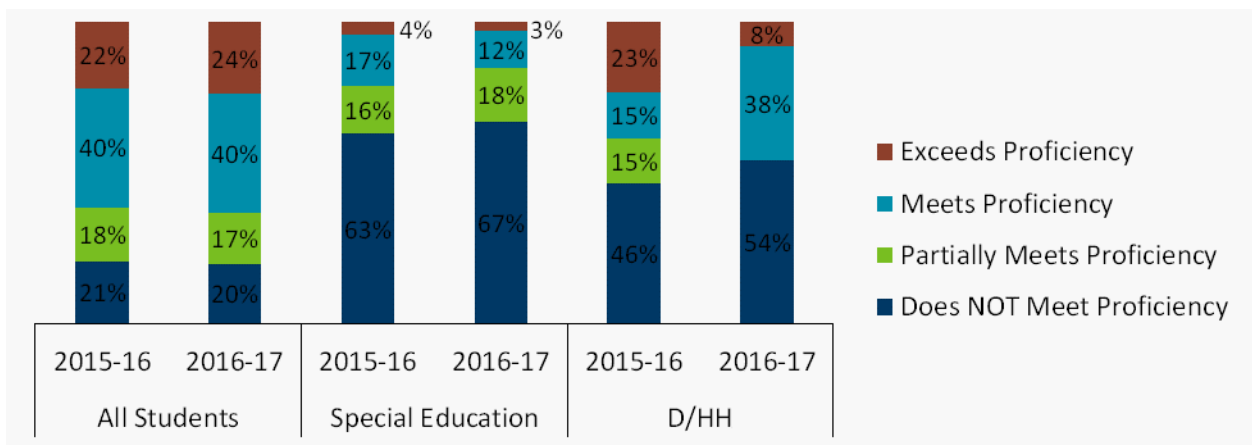
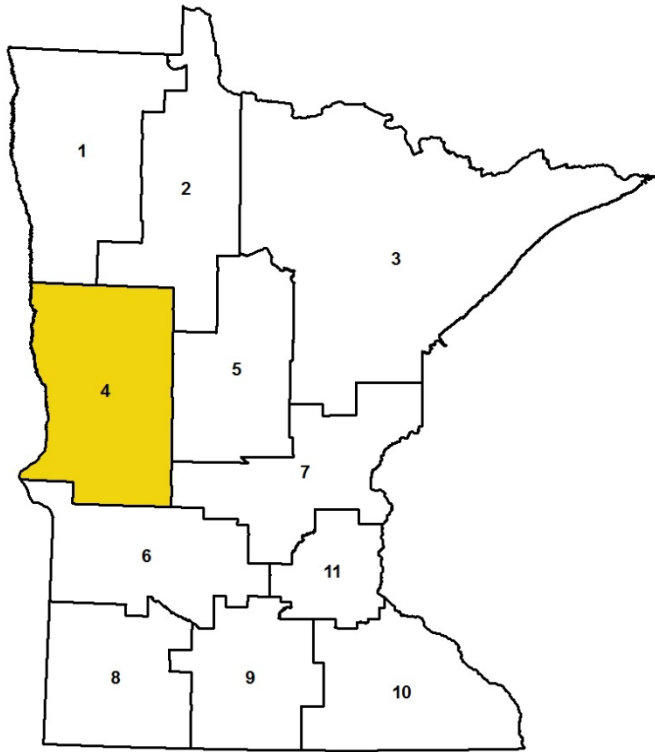


Figure 24: Duluth School District reading proficiency by student category



Region 4



The overall number of students who were D/HH was larger in the 2016-17 school year compared to 2012-13, but the total has been decreasing over the last three years (refer to Table 4).

Table 4: Number of D/HH students enrolled in Region 4 by year, 2012-13 through 2016-17

Year	Number enrolled
2012-13	56
2013-14	61
2014-15	68
2015-16	65
2016-17	63

Assessment results for Region 4 are generally reflective of statewide results, with students who were D/HH meeting or exceeding proficiency in both subjects in higher proportions than students in special education but in lower proportions than all students combined (see Figure 25 and Figure 26).

These results illustrate a slight increase compared to the 2014-15 school year, when about 38 percent of students who were D/HH met or exceeded proficiency in math and 41 percent did so in reading. In the 2015-16 and 2016-17 school years, while larger percentages met or exceeded proficiency compared to 2014-15, fewer students exceeded proficiency in either subject.

Figure 25: Region 4 math proficiency by student category

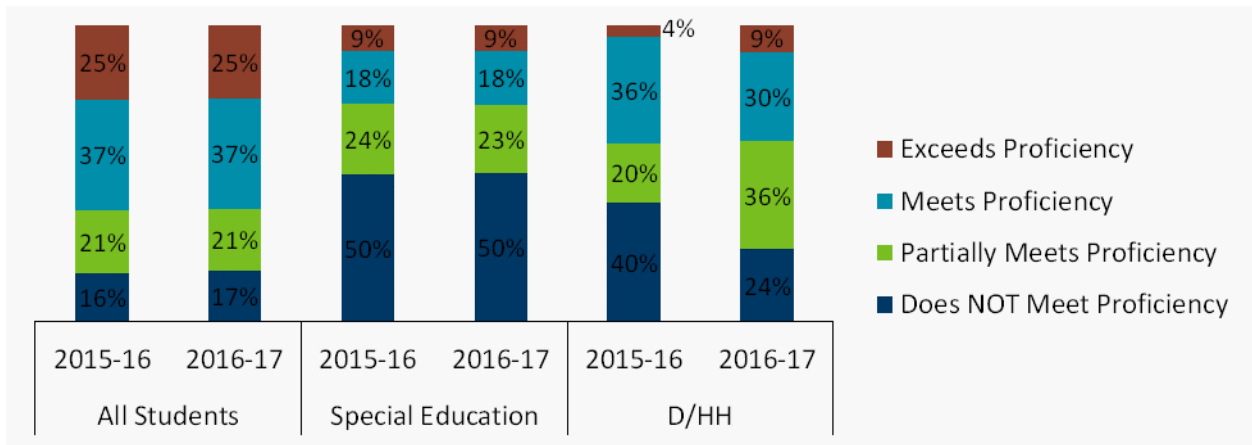
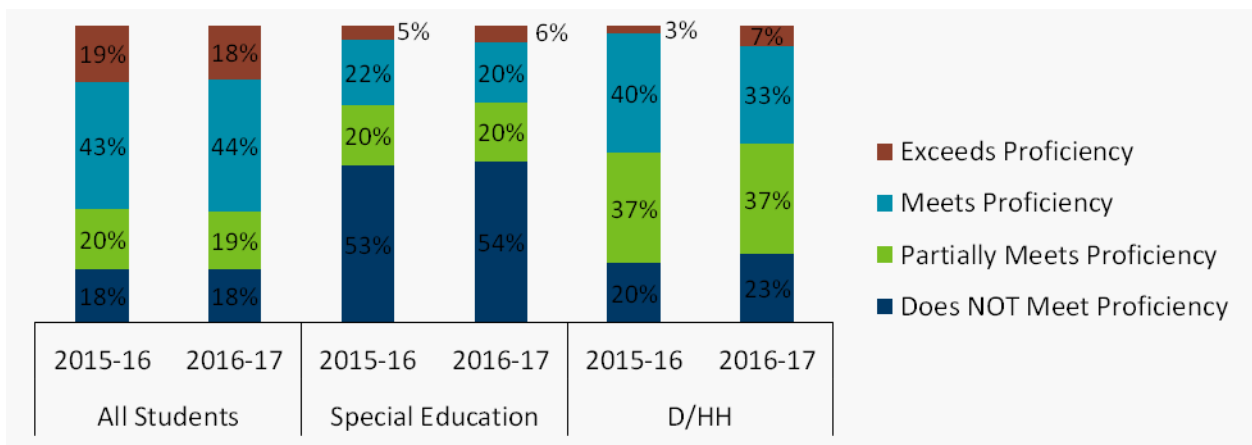
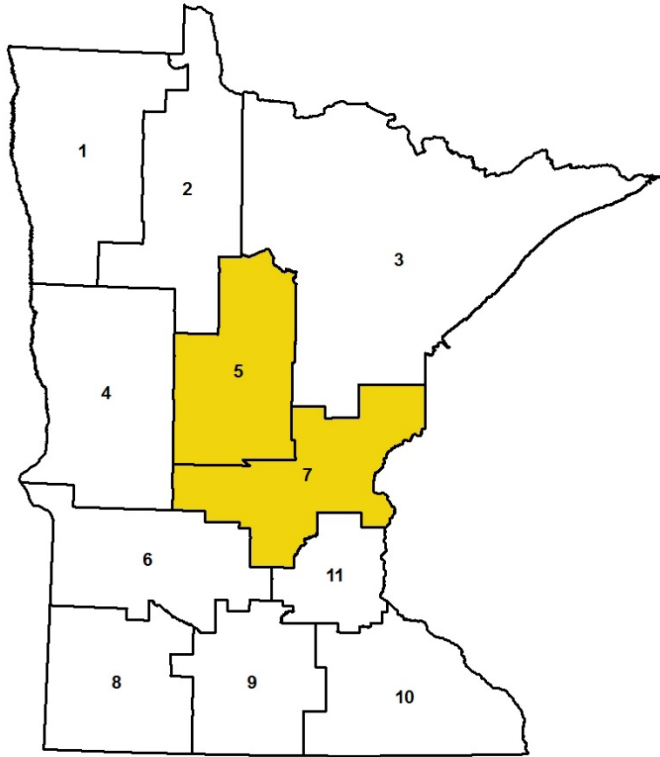


Figure 26: Region 4 reading proficiency by student category



Regions 5 and 7



Enrollment has increased each year over the five-year period, as shown in Table 5, except for the two most recent school years where the totals remained the same.

Table 5: Number of D/HH students enrolled in Regions 5 and 7 by year, 2012-13 through 2016-17

Year	Number enrolled
2012-13	206
2013-14	218
2014-15	217
2015-16	222
2016-17	222

Similar to statewide results, students who were D/HH met or exceeded proficiency in higher proportions than students in special education but in lower proportions than all students for both subjects (refer to Figure 27 and Figure 28).

The results in Regions 5 and 7 are about equal or slightly higher compared to the 2014-15 school year. In math, 37 percent of students who were D/HH met or exceeded proficiency in the 2014-15 school year, while it was 30 percent and 38 percent in the 2015-16 and 2016-17 school years, respectively. The

percentage of students who were D/HH who met or exceeded proficiency in reading was higher in the two most recent years (both at 38 percent), compared to 35 percent in the 2014-15 school year.

Figure 27: Regions 5 and 7 math proficiency by student category

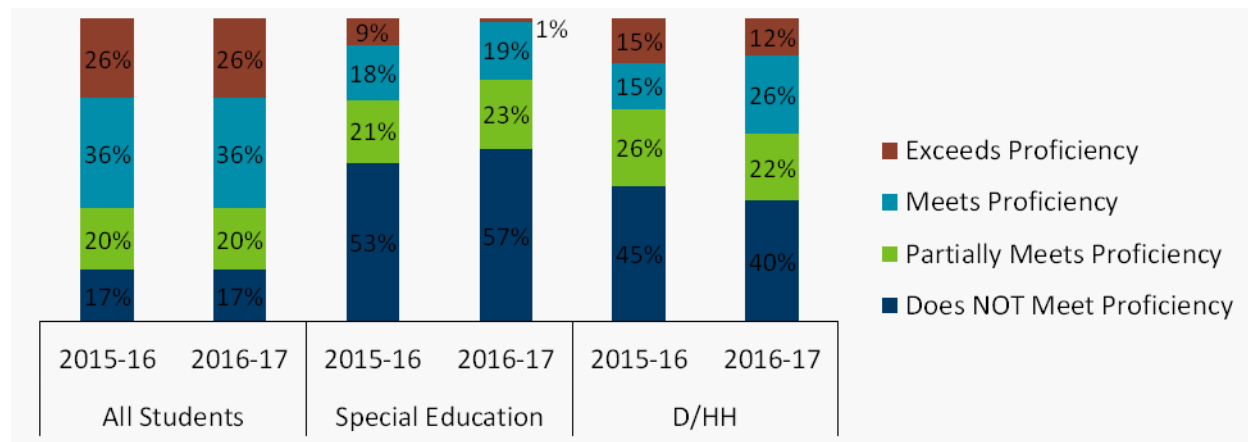
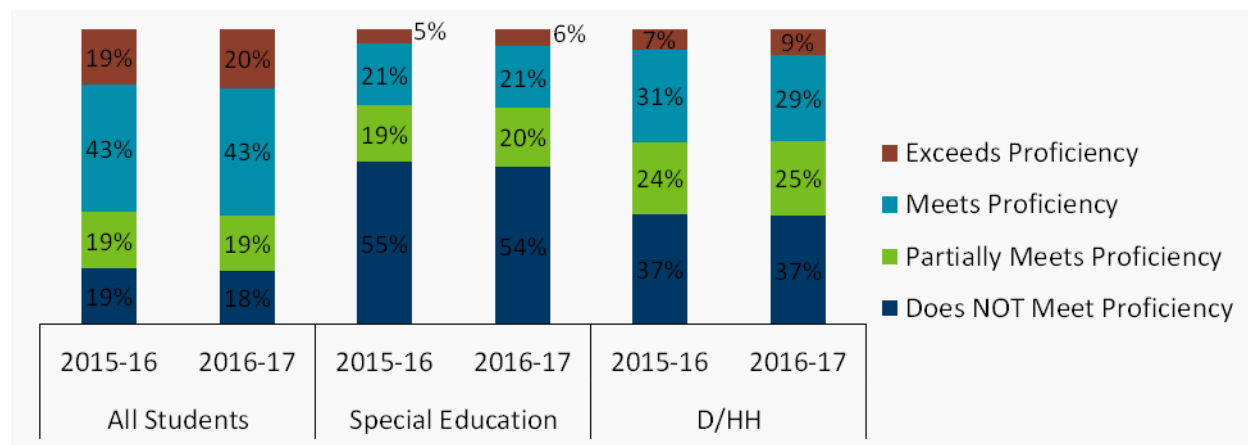


Figure 28: Regions 5 and 7 reading proficiency by student category



Brainerd School District

In the Brainerd school district, about the same percentage of students who were D/HH met or exceeded proficiency in math in the 2015-16 school year compared to students in special education. In the 2016-17 school year, however, fewer students who were D/HH met proficiency and none exceeded proficiency (refer to Figure 29). In reading, more than half of students who were D/HH (60 percent) met proficiency in 2015-16, but that percentage decreased to 10 percent in the 2016-17 school year (refer to Figure 30). In both math and reading, students who were D/HH were not as proficient compared to all students. Caution should be used when analyzing the changing percentages for students who were D/HH due to the small number of results (there were 11 math results and 10 reading results).

Figure 29: Brainerd School District math proficiency by student category

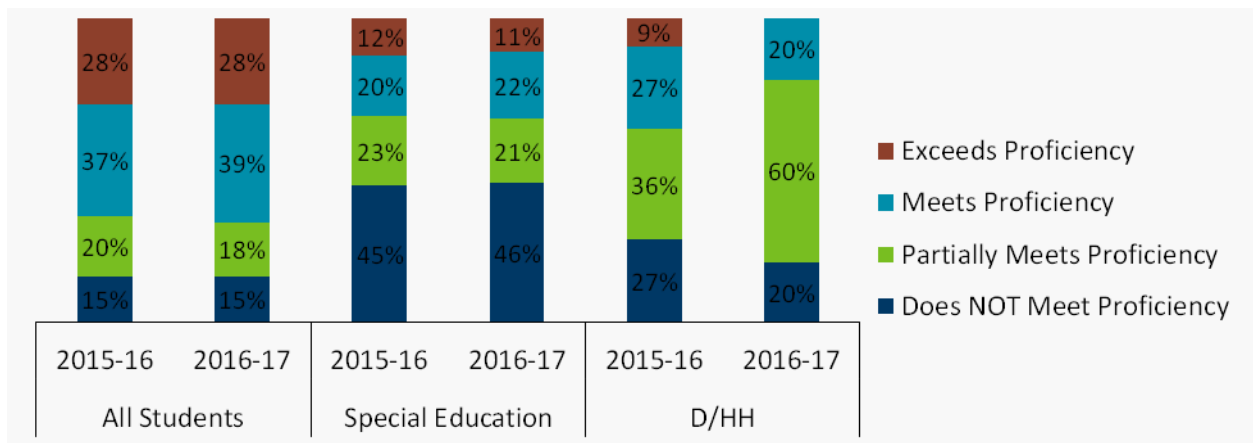
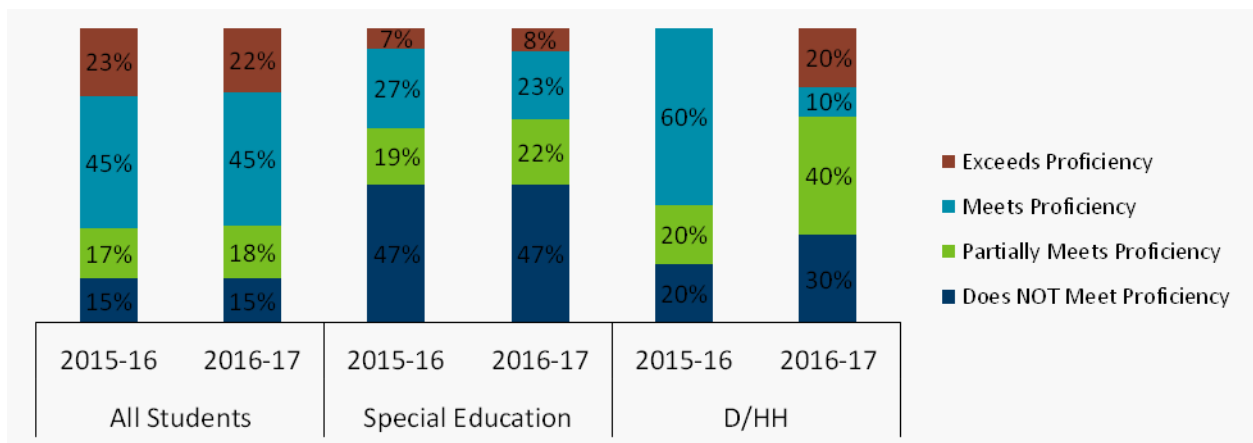


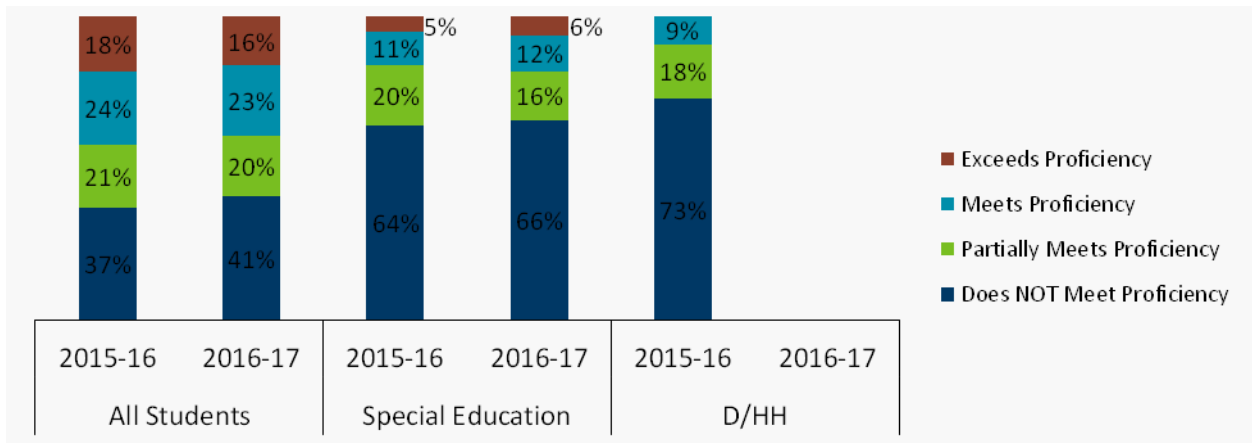
Figure 30: Brainerd School District reading proficiency by student category



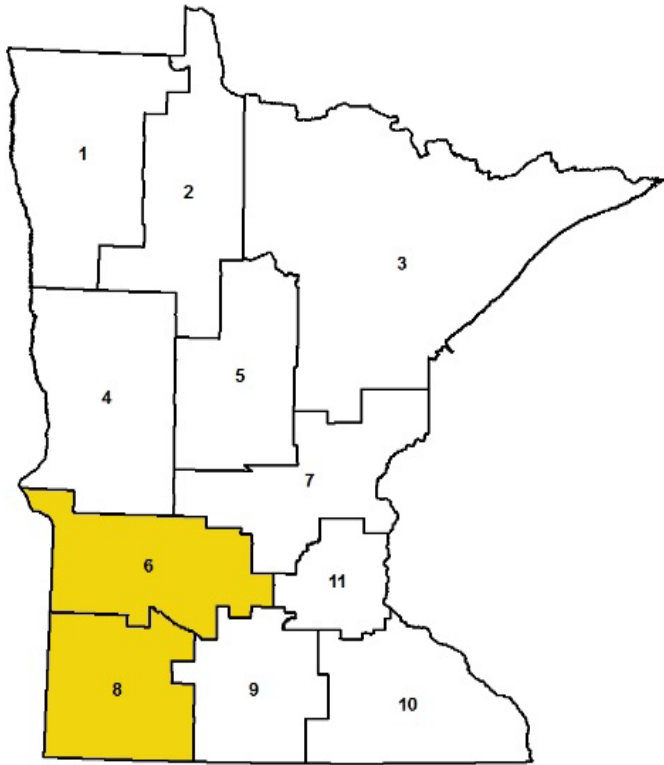
St. Cloud School District

Figure 31 illustrates the proficiencies for students in the St. Cloud School District by student category. Fewer students who were D/HH met proficiency in math than those in Regions 5 and 7 as a whole, and none exceeded proficiency. There were too few math results in the 2016-17 school year and too few reading results to report in either school year for students who were D/HH. For the 2015-16 school year, there were math results for 11 students who were D/HH.

Figure 31: St. Cloud School District math proficiency by student category



Regions 6 and 8



Overall, enrollment in Regions 6 and 8 was lower in the 2016-17 school year than in 2012-13, but it has fluctuated in recent years (refer to Table 6).

Table 6: Number of D/HH students enrolled in Regions 6 and 8 by year, 2012-13 through 2016-17

Year	Number enrolled
2012-13	152
2013-14	138
2014-15	138
2015-16	144
2016-17	140

Figure 32 and Figure 33 illustrate test results in Regions 6 and 8, which are consistent with statewide results. A higher proportion of students who were D/HH met or exceeded proficiency, compared to students in special education, but those results were lower when compared to all students.

These proficiencies are an increase for the regions compared to the 2014-15 school year, when 33 percent of students who were D/HH met or exceeded proficiency in math, and 36 percent did so in reading.

Figure 32: Regions 6 and 8 math proficiency by student category

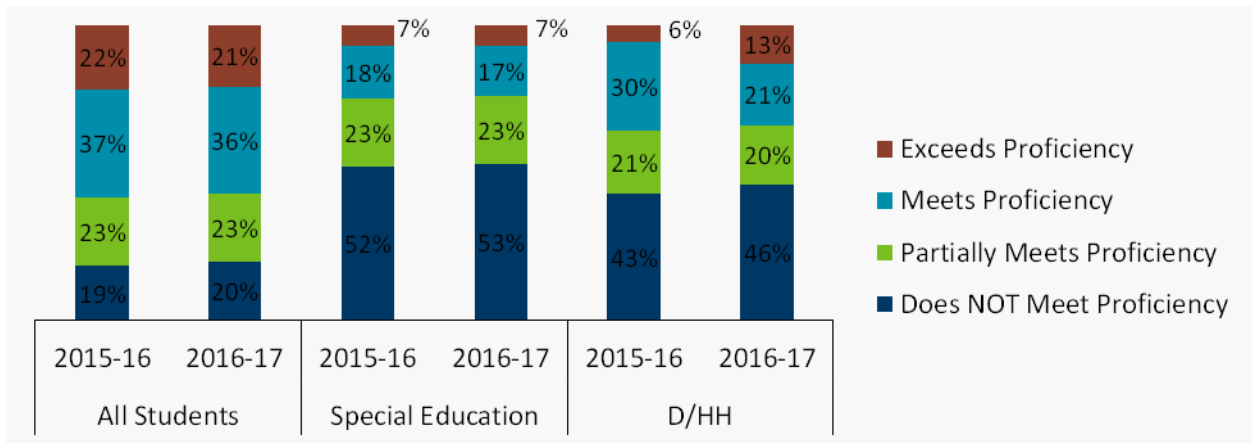
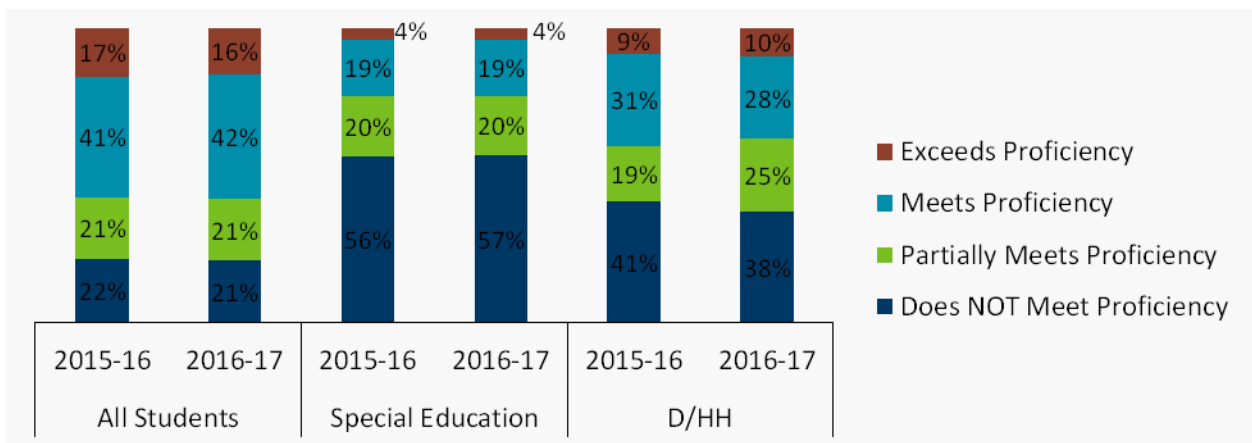
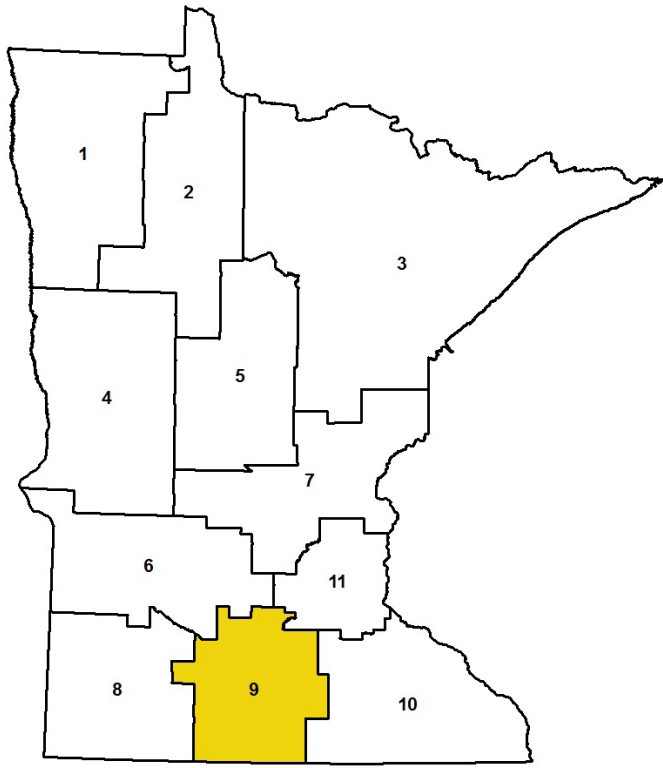


Figure 33: Regions 6 and 8 reading proficiency by student category



Region 9



Enrollment for students who were D/HH has decreased each of the last two years and is lower overall than in the 2012-13 school year (refer to Table 7).

Table 7: Number of D/HH students enrolled in Region 9 by year, 2012-13 through 2016-17

Year	Number enrolled
2012-13	76
2013-14	74
2014-15	80
2015-16	69
2016-17	67

According to information in Figure 34, a slightly larger proportion of students who were D/HH met or exceeded proficiency in math in both school years compared to students in special education. Reading scores showed similar results (refer to Figure 35). Even though the differences were smaller in Region 9, the math and reading scores were consistent with the statewide results.

The results in the 2015-16 school year in Region 9 declined slightly compared to the 2014-15 school year when about 29 percent of students who were D/HH met or exceeded proficiency in math. The results then increased to 38 percent in 2016-17. Reading results declined in both years compared to the 2014-15 school year when 34 percent met or exceeded proficiency.

Figure 34: Region 9 math proficiency by student category

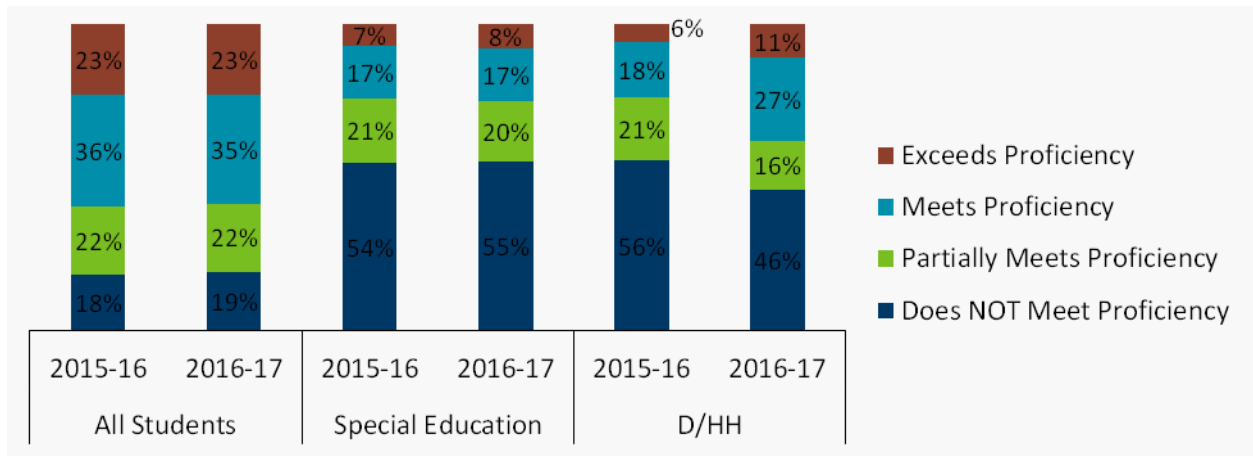
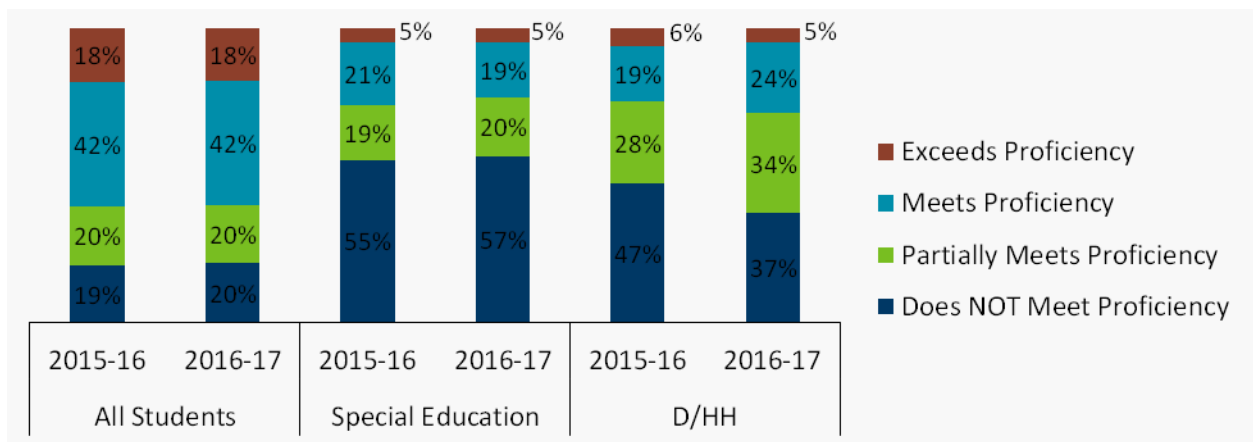


Figure 35: Region 9 reading proficiency by student category



Mankato School District

Figure 36 and Figure 37 illustrate the proficiencies for students in the Mankato School District by student category. There were too few math or reading results for students who were D/HH to report in the 2015-16 school year. For 2016-17, there were 14 math results and 13 reading results. More students who were D/HH met or exceeded proficiency in math and reading than students receiving special education services in the district. The proportions were also higher compared to all students who were D/HH in Region 9. However, caution should be used when analyzing the results due to the small number of students who were D/HH.

Figure 36: Mankato School District math proficiency by student category

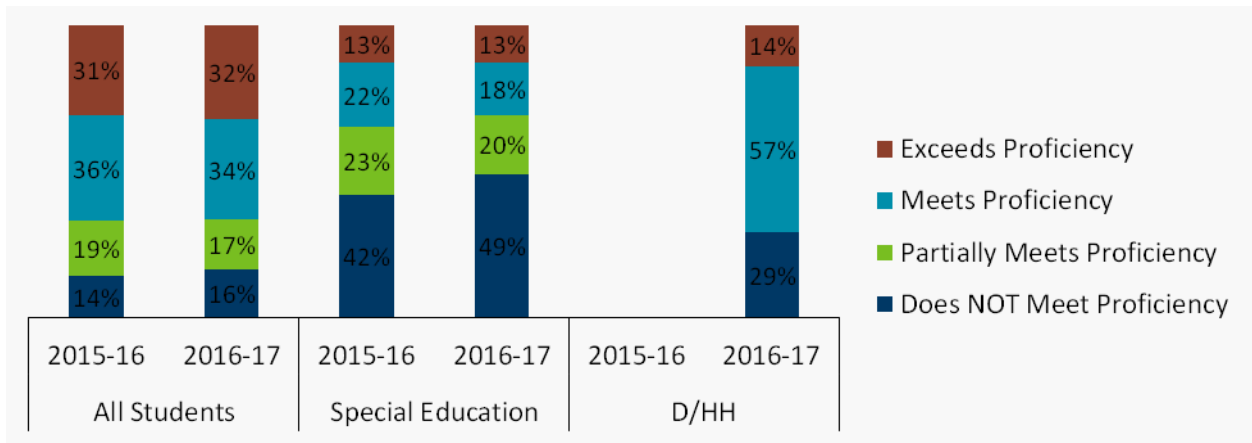
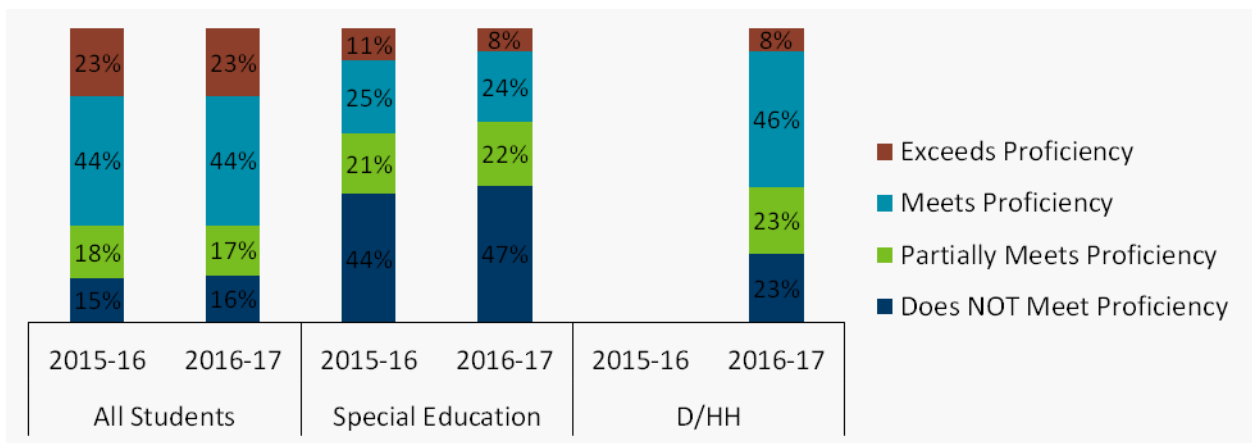
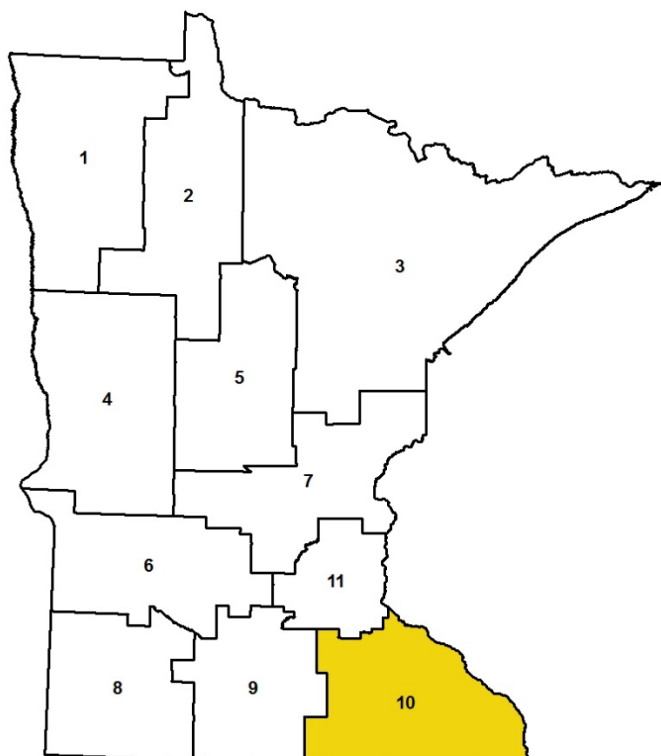


Figure 37: Mankato School District reading proficiency by student category



Region 10



The number of students who were D/HH in Region 10 has fluctuated over the last several years, but it was lower overall in the most recent year compared to the 2012-13 school year (refer to Table 8).

Table 8: Number of D/HH students enrolled in Region 10 by year, 2012-13 through 2016-17

Year	Number enrolled
2012-13	288
2013-14	300
2014-15	288
2015-16	287
2016-17	269

Figure 38 and Figure 39 display test results of students in Region 10 by student category. The proportion of students who were D/HH who met or exceeded proficiency in math and reading is consistent with statewide results, which was lower than all students but higher than students in special education.

Compared to the 2014-15 school year, the proportion of students who were D/HH who met or exceeded proficiency in math was slightly lower in 2015-16 and slightly higher in 2016-17. Reading scores followed the same pattern.

Figure 38: Region 10 math proficiency by student category

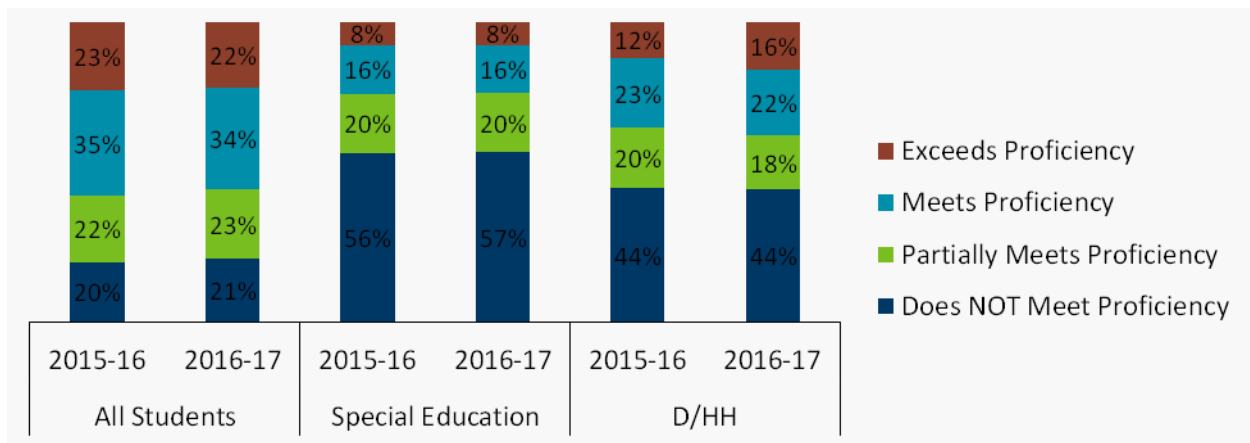
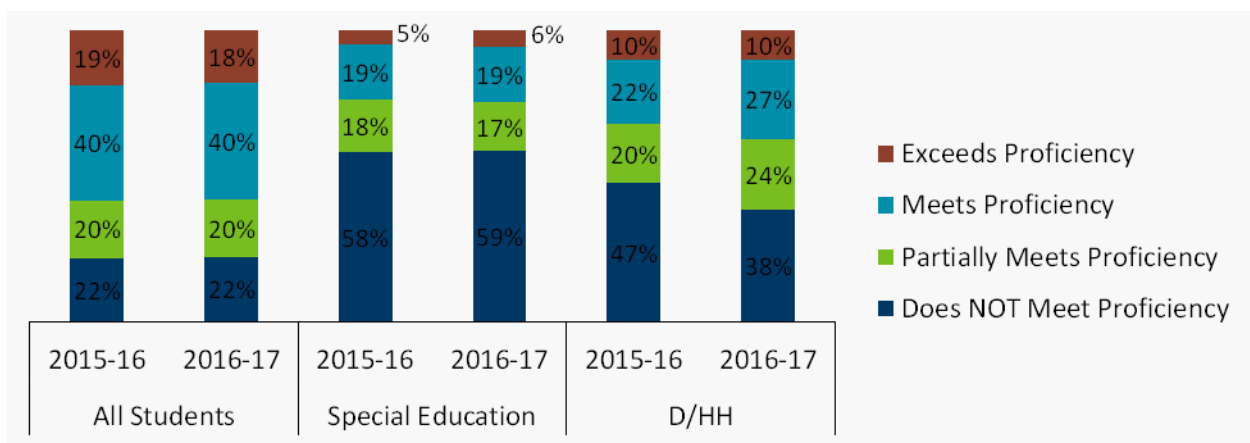


Figure 39: Region 10 reading proficiency by student category



Minnesota State Academy for the Deaf (MSAD)⁶

The Minnesota State Academy for the Deaf (MSAD) often instructs students who are D/HH who struggle in general education settings. Students at MSAD learn sign language and work on bridging other language gaps. Students who attend MSAD often have complex needs. However, a larger proportion of students in MSAD who were D/HH partially met, met, or exceeded proficiency in math and reading in both school years compared to students in special education and were more similar to all students (refer

⁶ Minnesota State Academy for the Deaf (MSAD) is a residential school for students who are deaf. Classes are taught using American Sign Language and English.

to Figure 40 and Figure 41). The proportion of students in all three categories who did not meet proficiency in math or reading was much larger compared to results in the region and statewide.⁷

Figure 40: MSAD math proficiency by student category

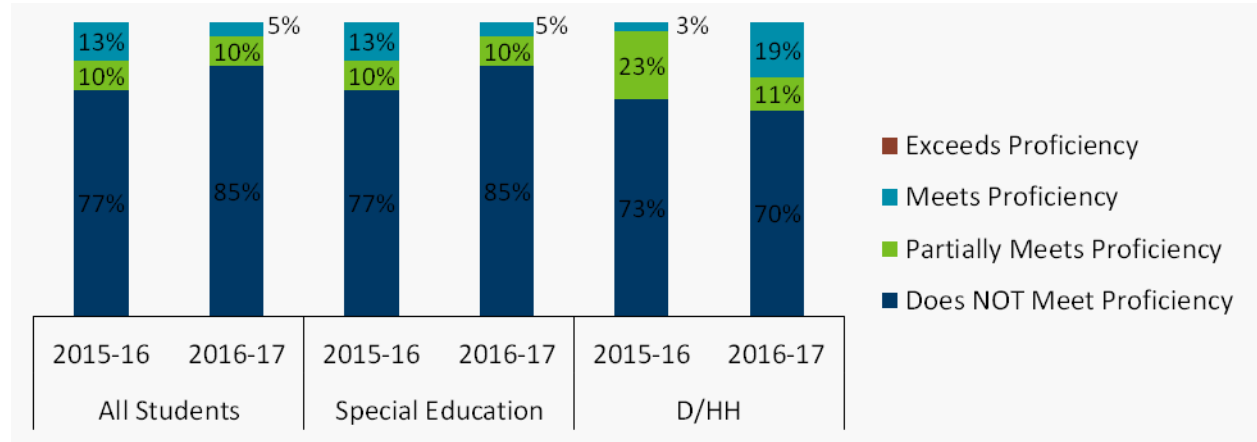
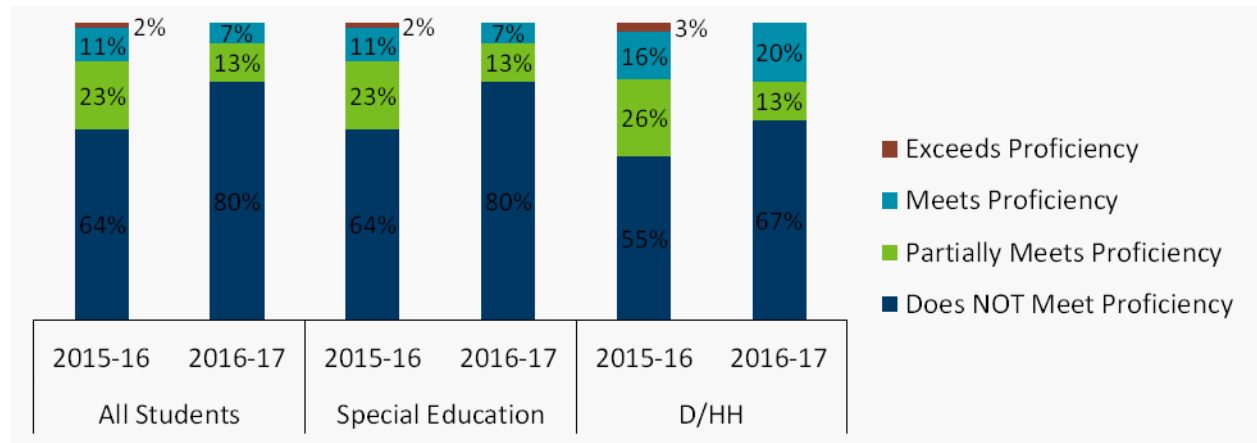


Figure 41: MSAD reading proficiency by student category



Owatonna School District

Figure 42 and Figure 43 illustrate the proficiencies in the Owatonna School District by student category. More students overall who were D/HH met or exceeded proficiency in math than students in special education in the district. While there math were results from 11 students in the 2015-16 school year,

⁷ The results for “all students” and students in special education were the same because, by definition, all students enrolled at MSAD are also in special education.

there were too few results in 2015-16. In reading, proportionately more students who were D/HH met proficiency compared to the students in special education (none exceeded proficiency in either student category). The reading results were based on 11 students who were D/HH in 2015-16 and 10 in 2016-17.

Figure 42: Owatonna School District math proficiency by student category

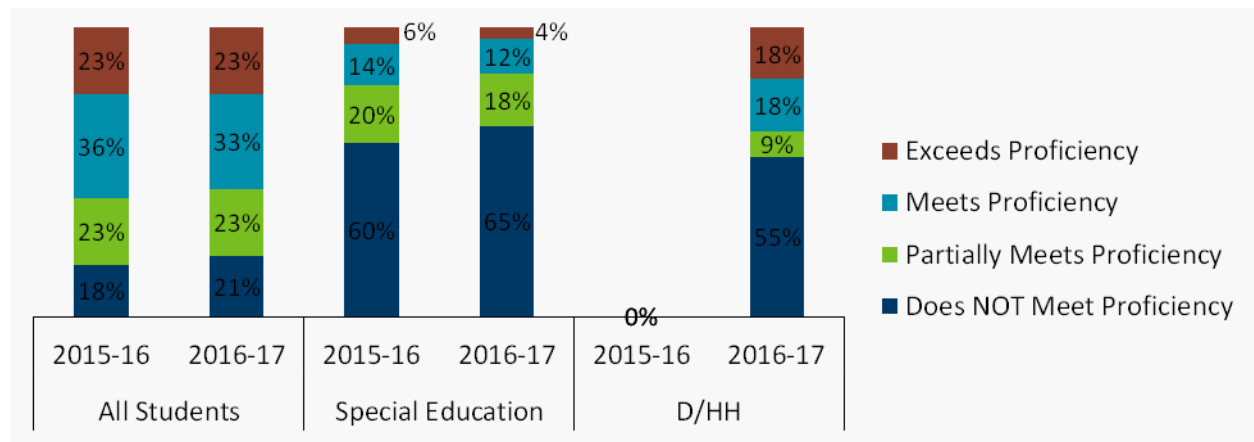
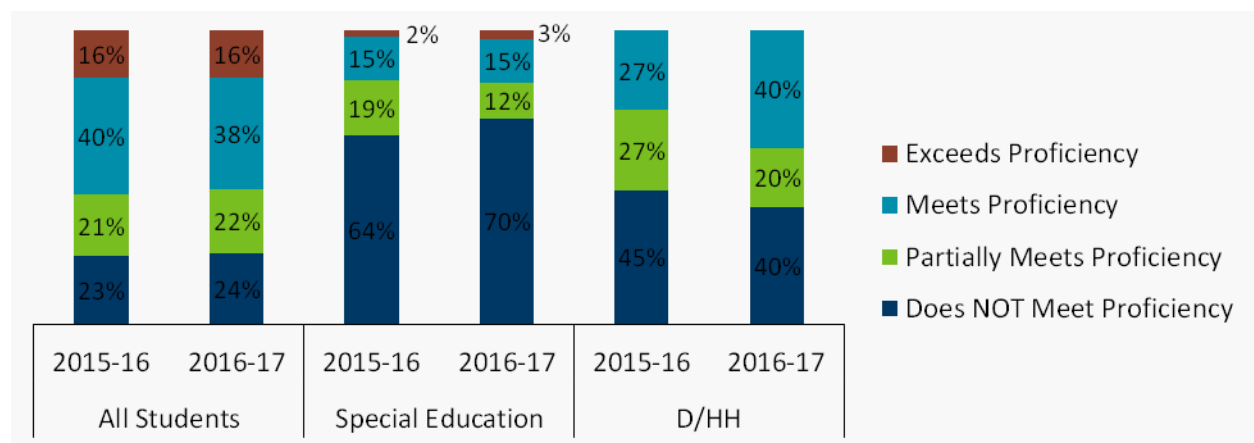


Figure 43: Owatonna School District reading proficiency by student category



Rochester School District

Figure 44 and Figure 45 illustrate that proportionately more students who are D/HH in the Rochester School District met or exceeded proficiency than those in special education, but these figures were smaller than those for all students. This is consistent with statewide figures. In math, the difference in results between students who were D/HH and all students was relatively small for both years. The math figures are based on results from 47 students who were D/HH in the 2015-16 school year and 49 from 2016-17. For reading, there were results from 41 students who were D/HH in the 2015-16 school year and 50 from 2016-17.

Figure 44: Rochester Public School District math proficiency by student category

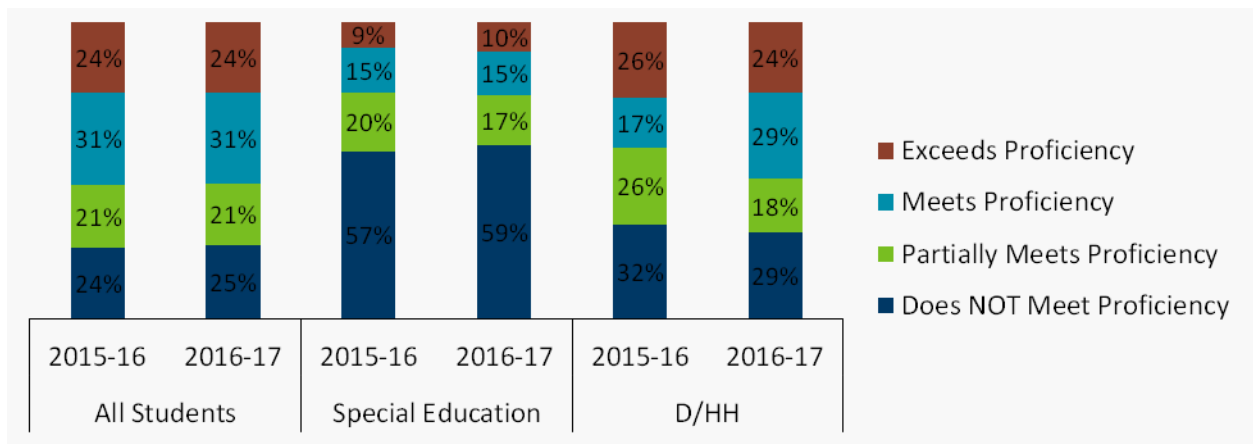
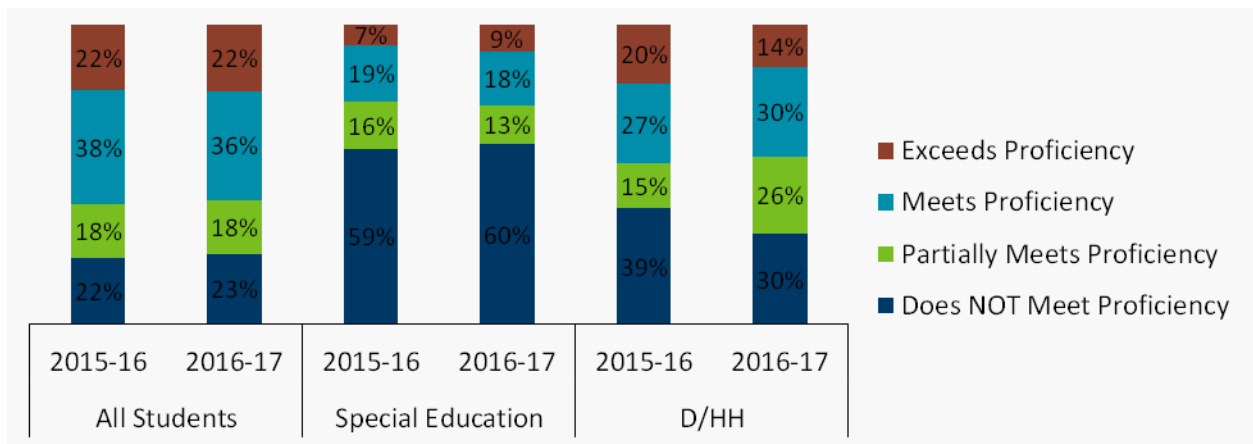
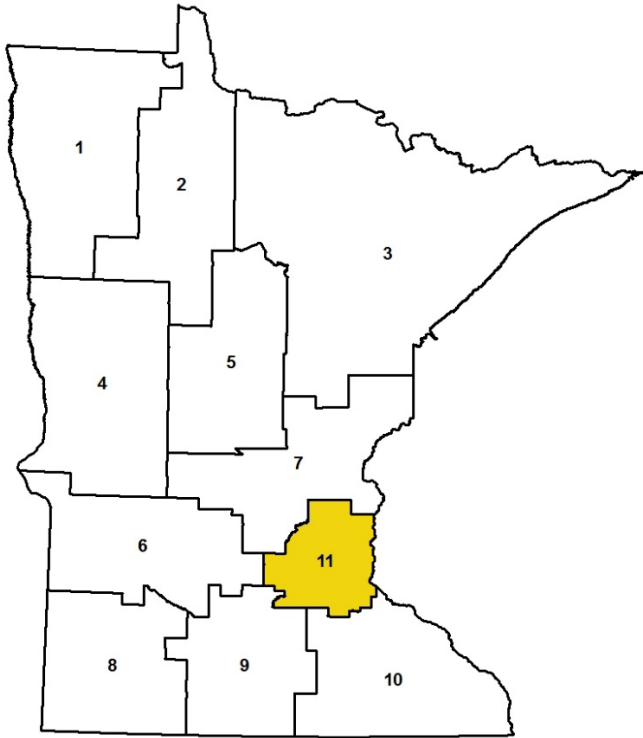


Figure 45: Rochester Public School District reading proficiency by student category



Region 11



As Table 9 illustrates, the number of students who were D/HH was declining, but began to increase in the 2015-16 school year.

Table 9: Number of D/HH students enrolled in Region 11 by year, 2012-13 through 2016-17

Year	Number enrolled
2012-13	1,153
2013-14	1,117
2014-15	1,105
2015-16	1,156
2016-17	1,165

Figure 46 and Figure 47 illustrate proficiencies consistent with statewide results, with students who were D/HH meeting or exceeding proficiency in higher proportions than students in special education but lower proportions than all students in both school years.

Figure 46: Region 11 math proficiency by student category

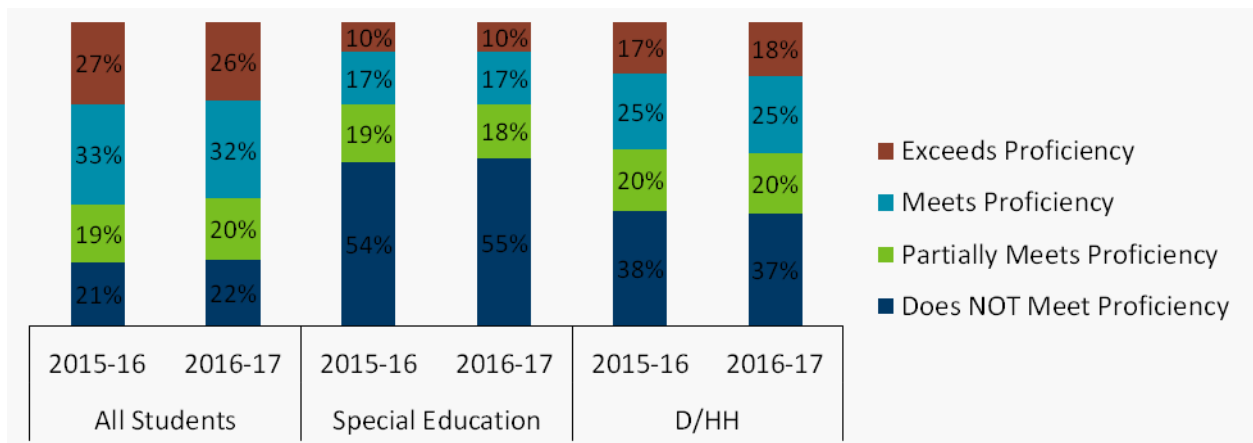
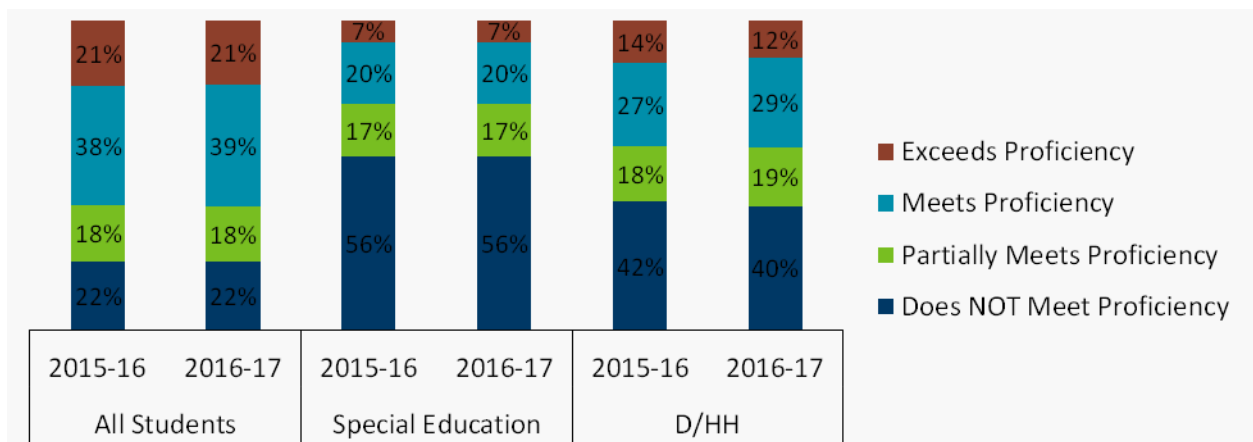


Figure 47: Region 11 reading proficiency by student category



Results for students who were D/HH increased in the 2015-16 and 2016-17 school years when compared to 2014-15. In the 2014-15 school year, 39 percent and 36 percent of students who were D/HH, respectively, met exceeded proficiency in math and reading.

Region 11 school districts

Figures 48-51 illustrate test results for students who were D/HH in Region 11 school districts in the 2015-16 and 2016-17 school years. Only districts that had results for 10 or more students in either school year were included. Proficiency varied widely by school. In math, the proportion of students who met or exceeded proficiency ranged from 9-90 percent. For reading, the proportions ranged from 9-80 percent.

Figure 48: Region 11 math proficiency for D/HH students by district

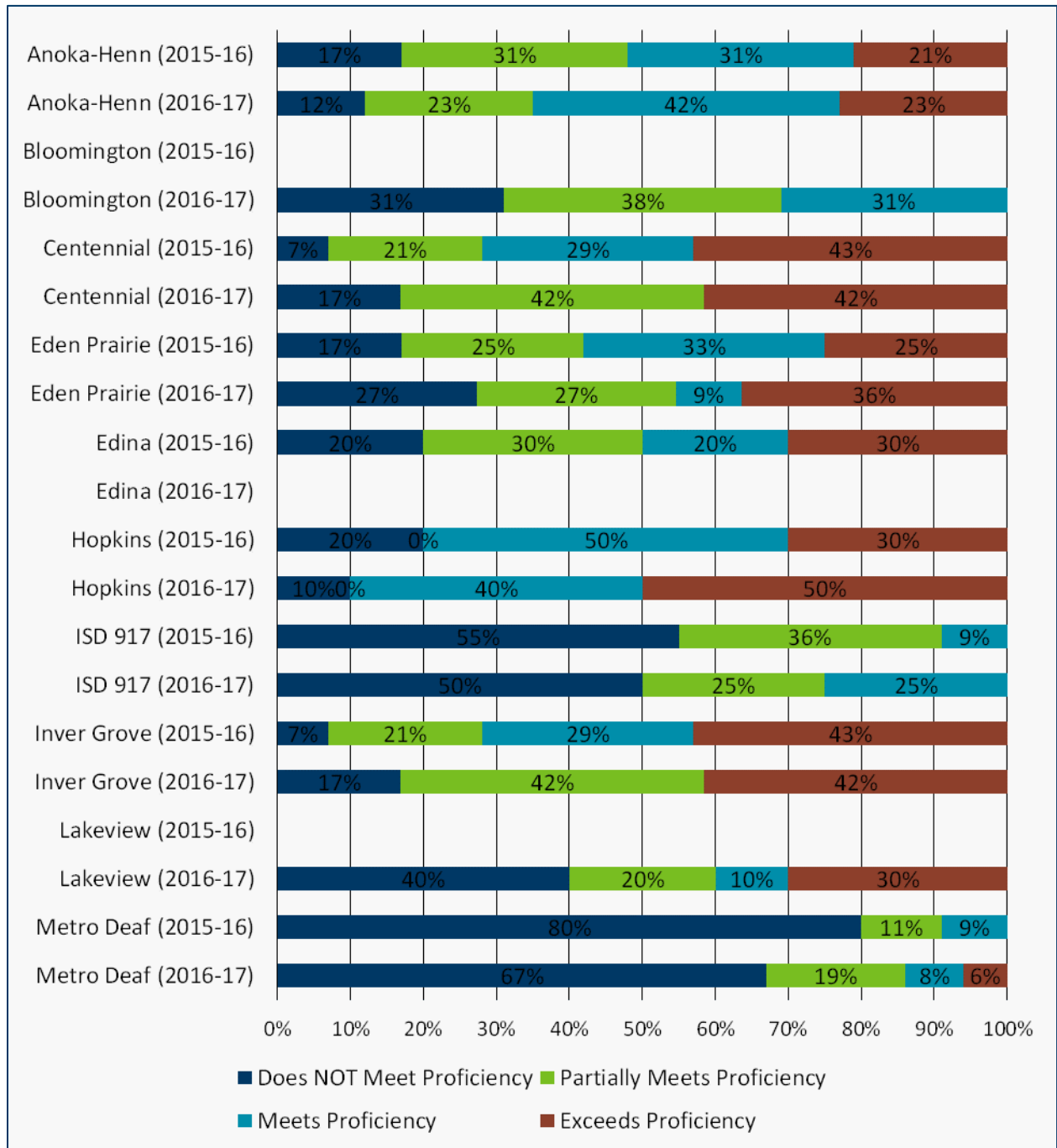


Figure 49: Region 11 math proficiency for D/HH students by district (continued)

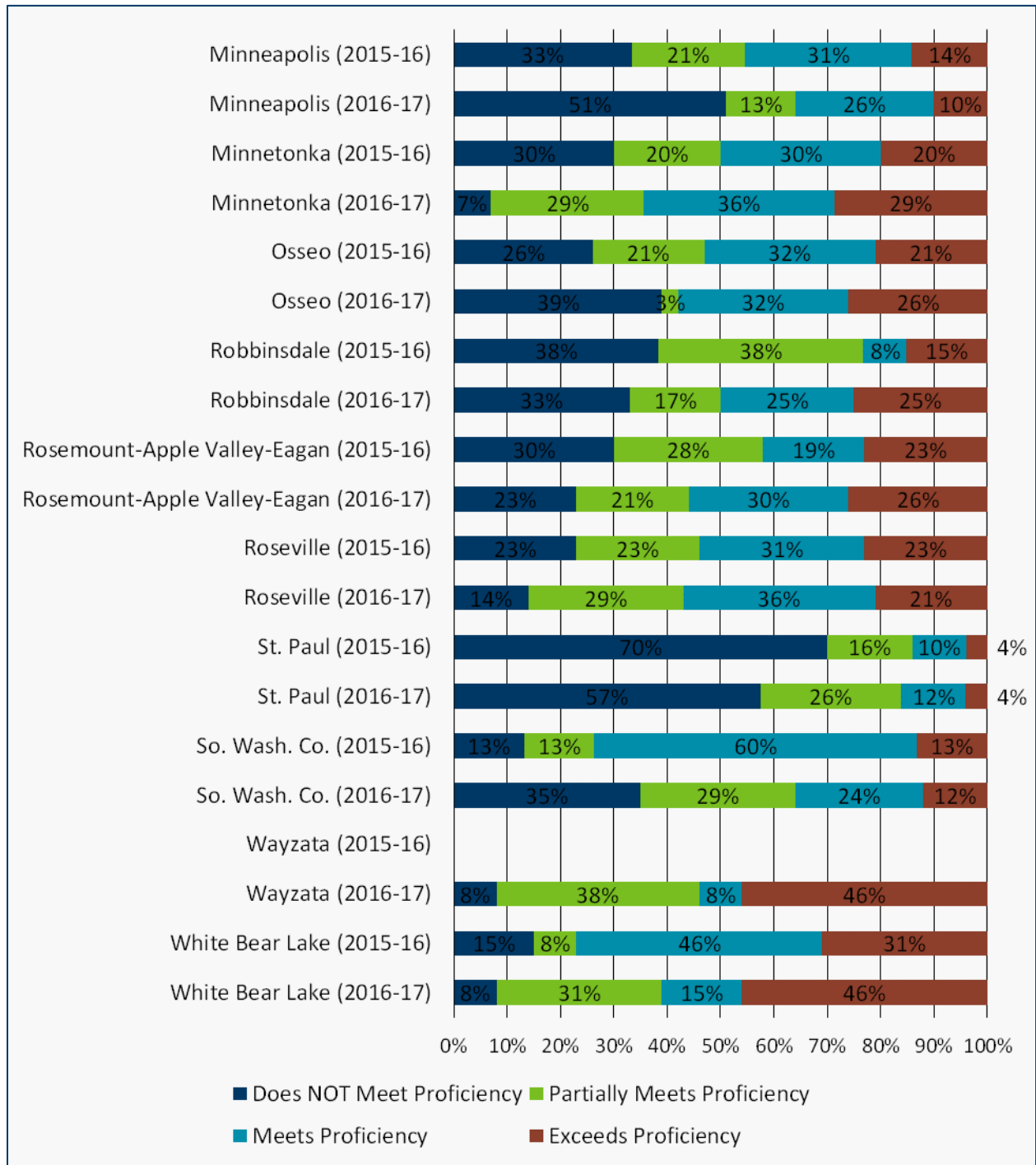


Figure 50: Region 11 reading proficiency for D/HH students by district

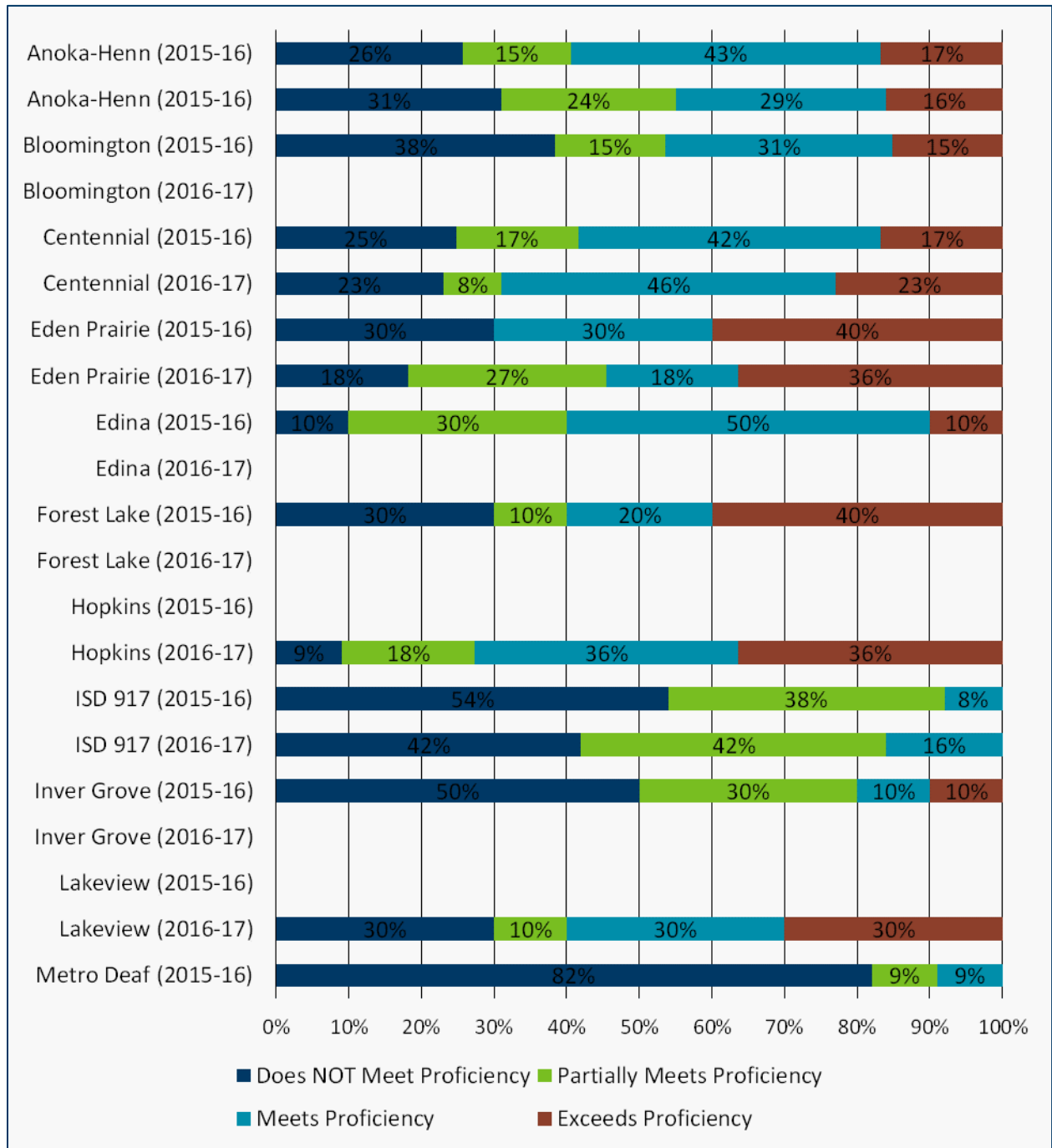
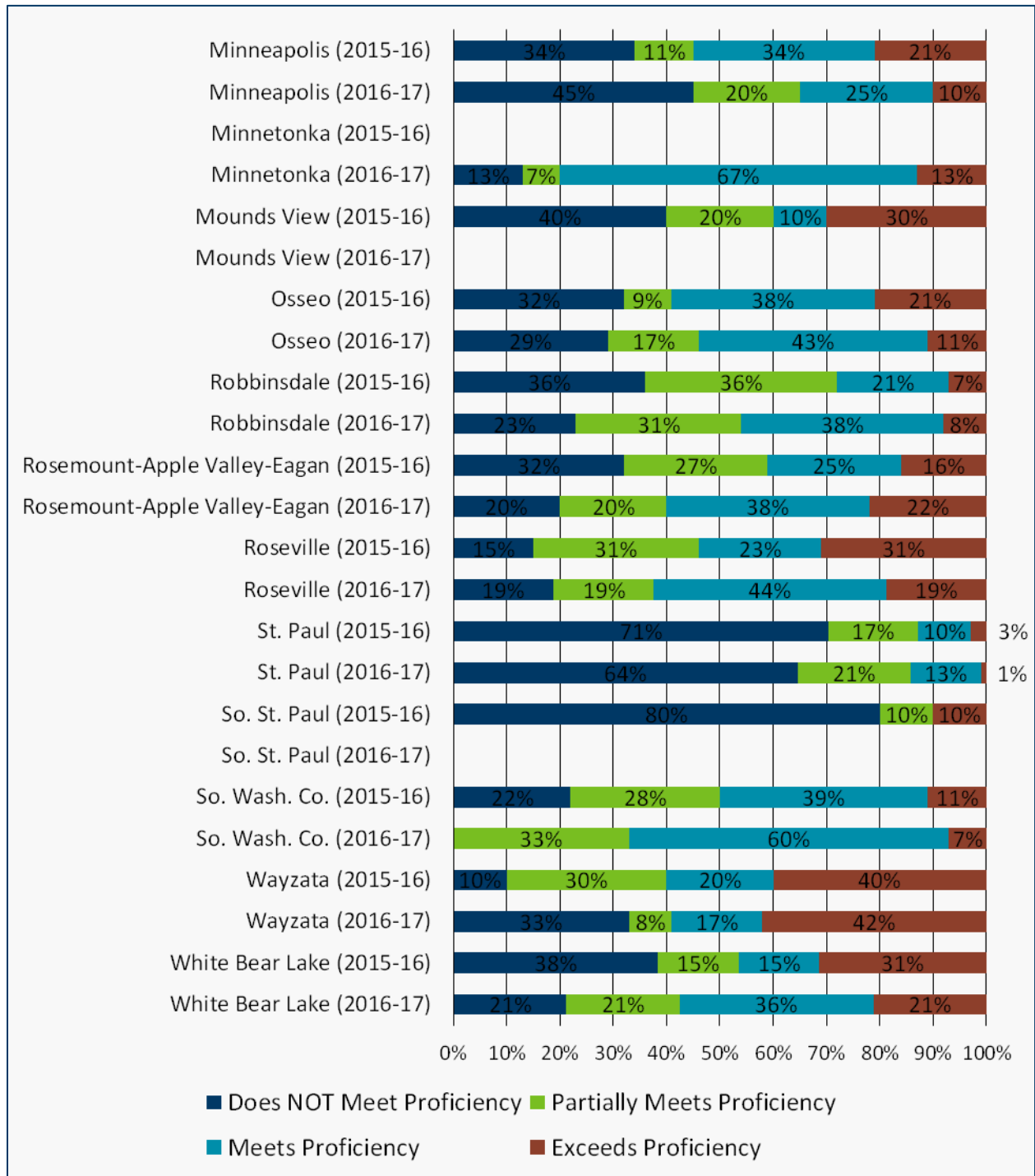


Figure 51: Region 11 reading proficiency for D/HH students by district (continued)



Recommendations

The MDE D/HH Advisory Committee recommends the following actions during the 2018-2019 and 2019-20 school years:

1. Support systematic changes to improve reading and other evidence-based practices for students who are D/HH statewide. (\$66,000)
2. Update the D/HH Assessment Manual and D/HH Compensatory Checklist and convert to forms that are accessible to Teachers of the Deaf and Hard of Hearing (TDHH). (\$12,000)
3. Establish an improved accountability system for educational interpreters that is modeled after the current teacher licensure system.
4. Support caveats that the D/HH Advisory Committee recommended to Professional Educator Licensing and Standards Board (PELSB) addressing concerns regarding tier-one licensure for D/HH. Those recommendations are: a one-time renewal, and mentoring and sign off of the IFSP/IEP by a licensed TDHH.
5. Monitor shortages for interpreters and restore the requirement of 4.0 on the Educational Interpreting Performance Assessment (EIPA).
6. Partner with and support the Deaf Mentor program as it pilots the Visual Communication and Sign Language checklist (VCSL) to nine families (two-year program).
7. Continue to provide mentoring to TDHH who request assistance.
8. Continue to support state and regional meetings that are disability specific.
9. Continue annual training to Early Hearing and Detection and Intervention (EHDI) teams and assist the districts as they evaluate their hearing screening practices.
10. Collect data on early childhood, postsecondary outcomes, Statewide Longitudinal Data Systems (SLEDs) data, and shortages of personnel.
11. Continue to partner on the Collaborative Plan and Collaborative Conference.
12. Begin to plan and implement a summer transition program for students who are D/HH. (\$89,1310)

Conclusion

This report includes information on Minnesota's Special Education Division, D/HH eligibility, D/HH demographics, enrollment counts, and graduation rates. Generally, students who were D/HH met or exceeded proficiency in the MCA math and reading tests at higher rates than other students in special education programs, but were lower compared to all students. As noted, however, the reported MCA results include only those students for whom D/HH is the primary disability eligibility category. The data reported does not include MCA scores for students for whom D/HH is a secondary disability eligibility category.

It is vital that Individualized Education Programs/IFSP teams for students who are D/HH carefully determine the most appropriate placement possible. Minnesota is fortunate to have a range of options for students who are D/HH. MCA test results are not meeting educational standards set for Minnesota

students (for state standards, [go to MDE's academic standards page](#)).⁸ Therefore, it is critical to examine the educational environment, including teacher, paraprofessional, and interpreter quality. Students must also have systematic monitoring using assessments that compare levels of performance to academic standards so interventions, adjustments, or new placement decisions can be implemented.

Professional development of all members of the IEP/IFSP team is critical. There is now a new higher standard for special education. According to the U.S. Supreme Court in *Endrew F. v. Douglas County School District RE-1*, 580 U.S. (2017), it is "An education that is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances."⁹ This provides an opportunity to impact change because achievement gaps do not close without hard work and commitment. MDE Commissioner Brenda Cassellius has said, "Under Every Students Succeeds Act (ESSA) and the World's Best Work Force (WBWF), Minnesota will double down efforts to support schools and districts in reducing disparities in student outcomes." A new accountability system will begin during the 2018-19 school year.

These words and the new higher standard provide hope for change. Students who are D/HH are not performing at standard levels in reading and math statewide. It is time to look at systematic changes and implement appropriate and repeatable reading and math practices. This includes additional time invested in reading instructional practices so students who are D/HH can make progress that will allow them to reach their potential.

⁸[MDE's academic standards](#).

⁹ [Endrew F. v. Douglas County School District](#). Oyez, 9 May. 2018.

Appendix A: Glossary of terms

- ASL - American Sign Language
- CDI - certified deaf interpreters
- COSF - Child Outcome Summary Forms
- D/HH - deaf or hard of hearing
- DB – Deafblind
- EIPA - Educational Interpreter Performance Assessment
- ESEA - Elementary and Secondary Education Act
- HL – hearing level
- IEP - Individual Education Program
- IFSP – Individual Family Service Plan
- JCIH - Joint Committee on Infant Hearing
- MARSS - Minnesota Automated Reporting Student System
- MCA - Minnesota Comprehensive Assessment
- MCTC - Minnesota Transition Collaborative Team
- MDE – Minnesota Department of Education
- MSAD - Minnesota State Academy for the Deaf
- MTAS - Minnesota Test of Academic Skills
- NDC - National Deaf Center
- PELSB - Professional Educator Licensing and Standards Board
- RID - Registry for Interpreters for the Deaf
- RLIF - Special Education Directors Regional Low-Incidence Facilitators
- TDHH - teachers of the deaf and hard of hearing
- VCSL - Visual Communication and Sign Language checklist
- VR – Vocational Rehabilitation

Appendix B: Summary report for the 2016 post-school outcome surveys

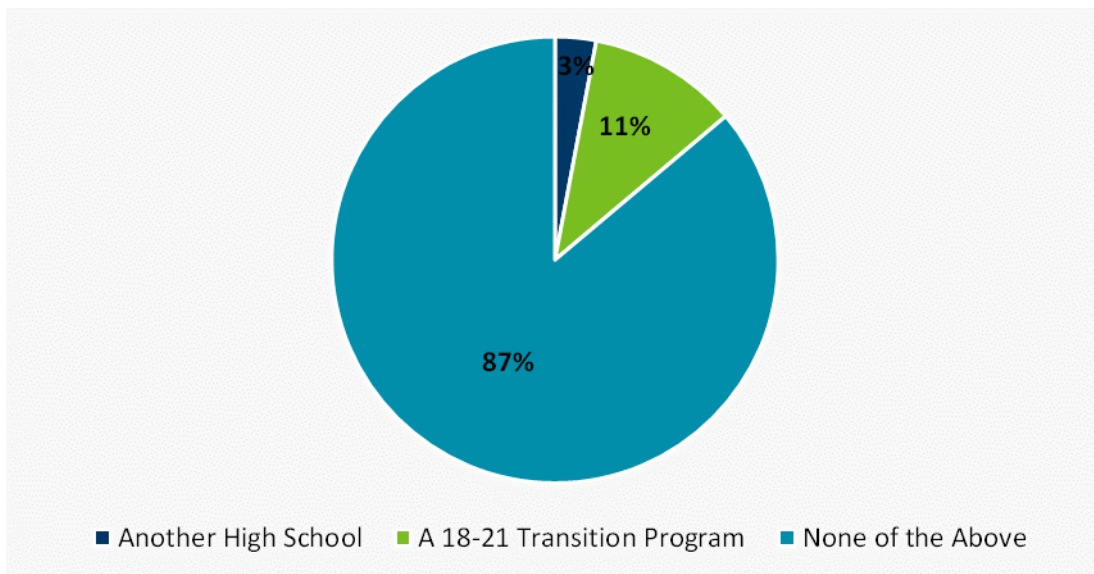
The results illustrated below come from the post-school outcome surveys of students who are deaf or hard of hearing or deafblind (June 2016 graduates).

Survey response rate

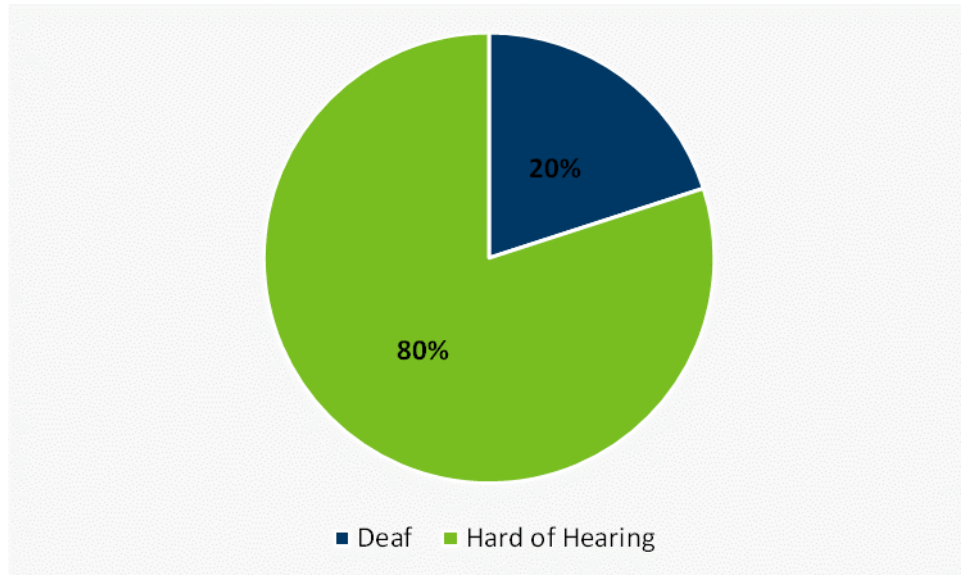
Response type	Percent	Count
Complete	58%	50
Partial	42%	36
Total	100%	86

Survey questions

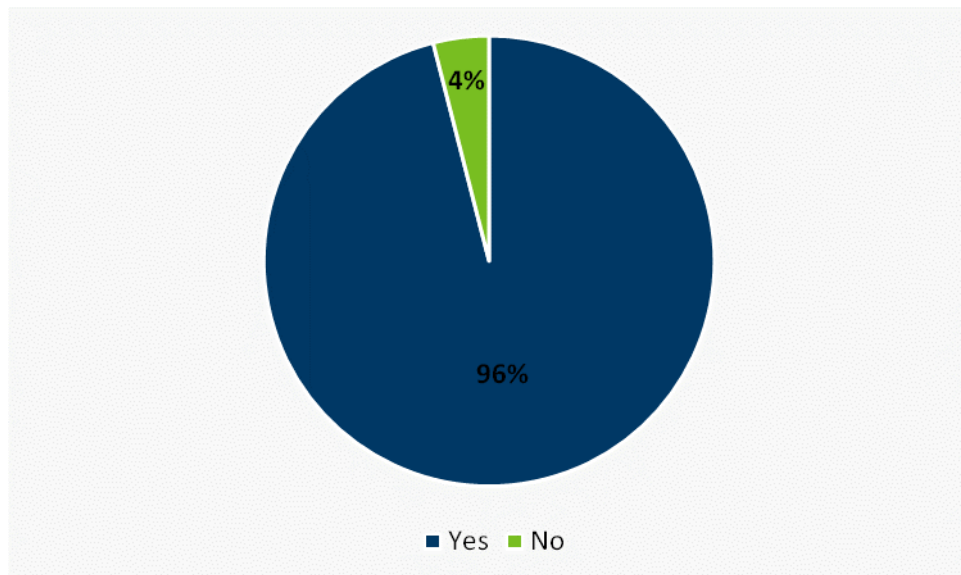
Is the student (respondent) currently enrolled in or attending any of the following programs?



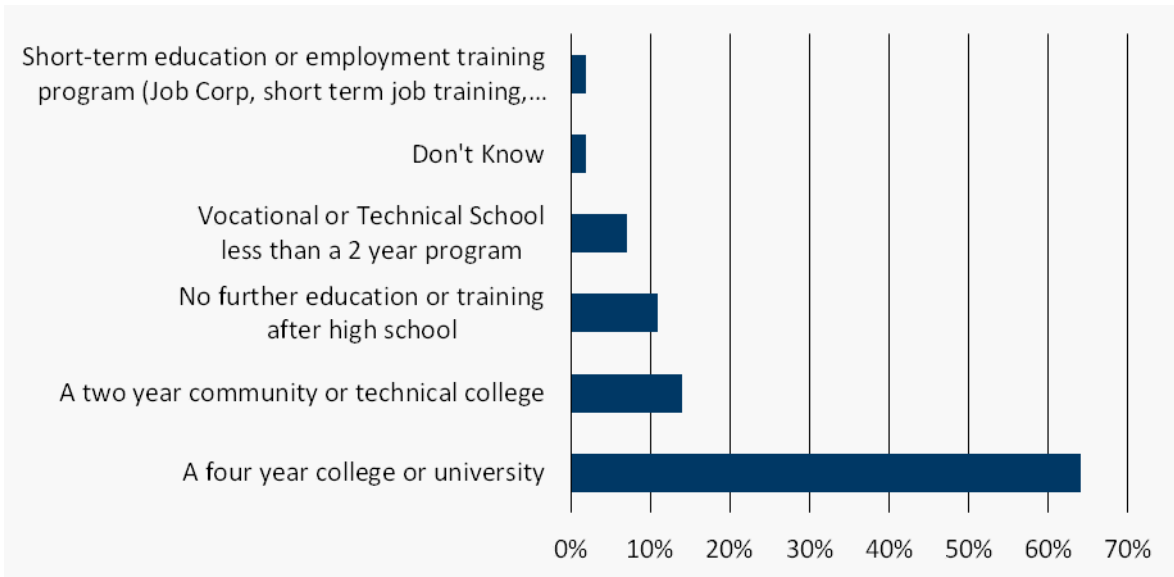
First, are you deaf or hard of hearing:



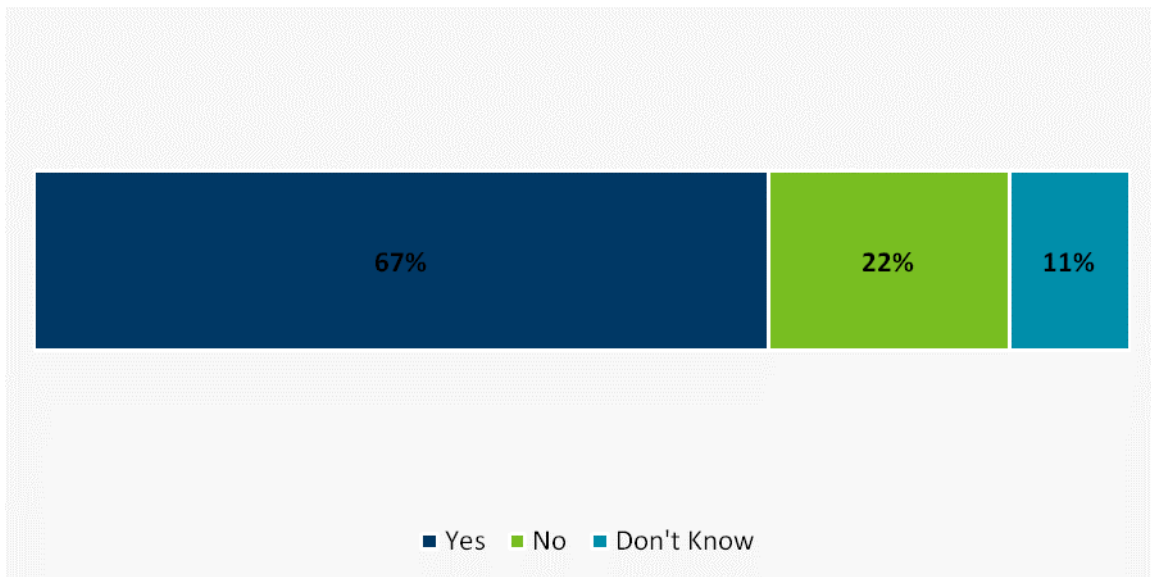
Did you graduate from high school?



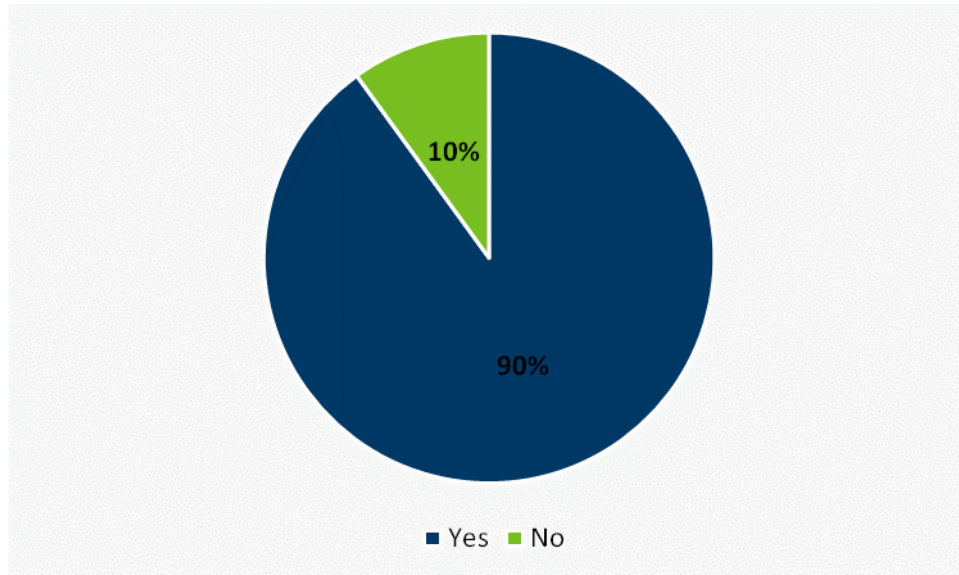
Describe the kind of school or training program you attend.



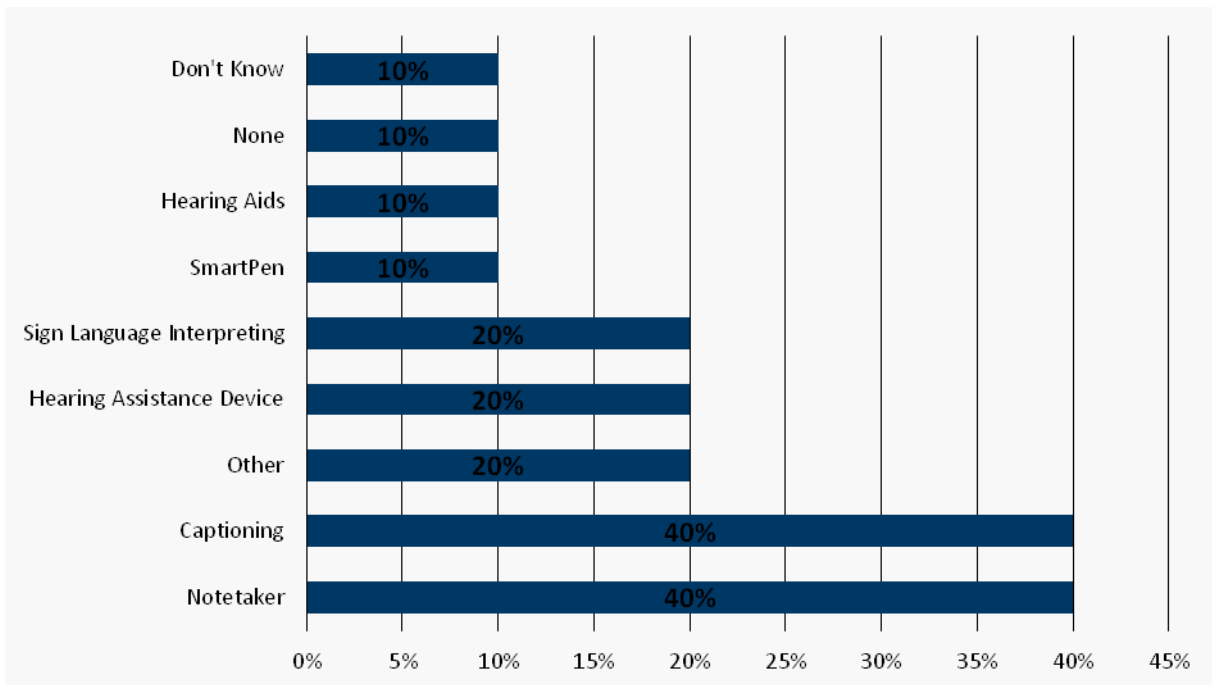
Did you complete an entire term (i.e., semester, quarter)?



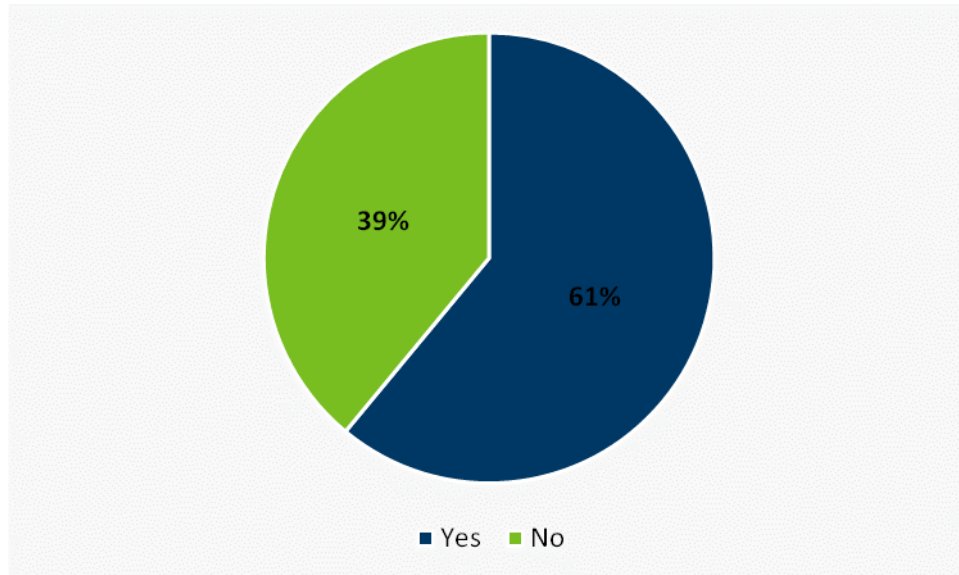
Are you registered for or planning to attend a new term (i.e., semester, quarter)?



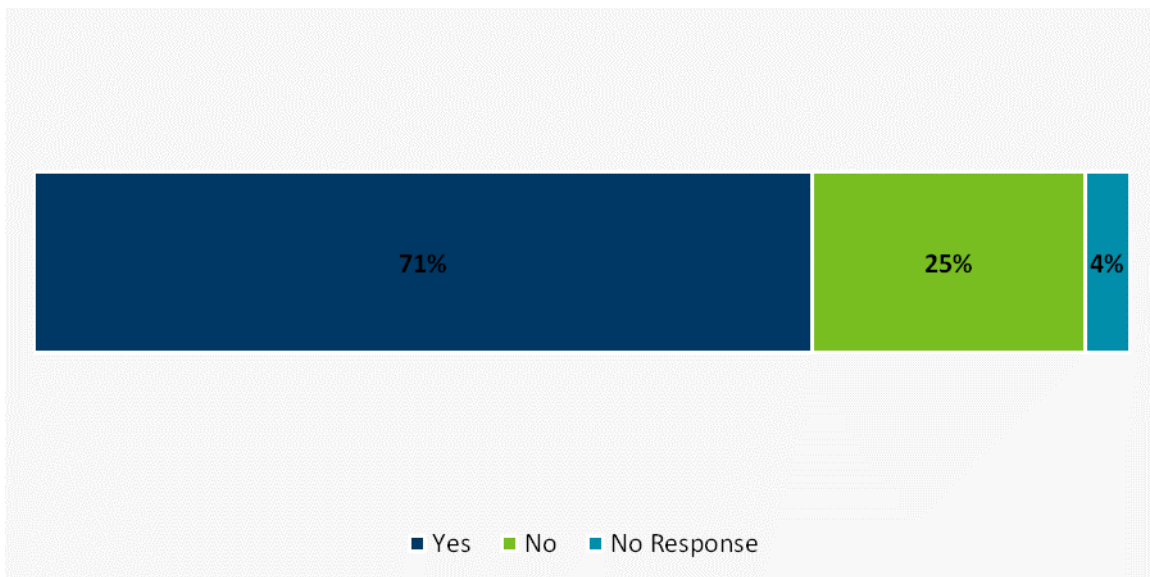
What accommodations do you use? (check all that apply)



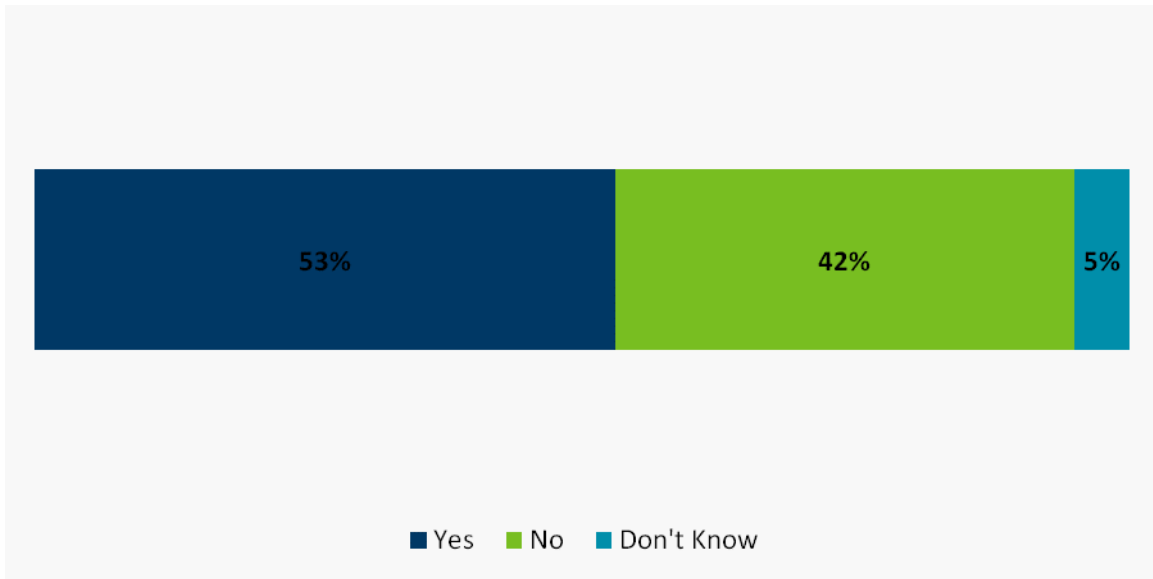
After leaving high school or a transition program, have you ever worked or had a job? Do not include high school or transition program work experience.



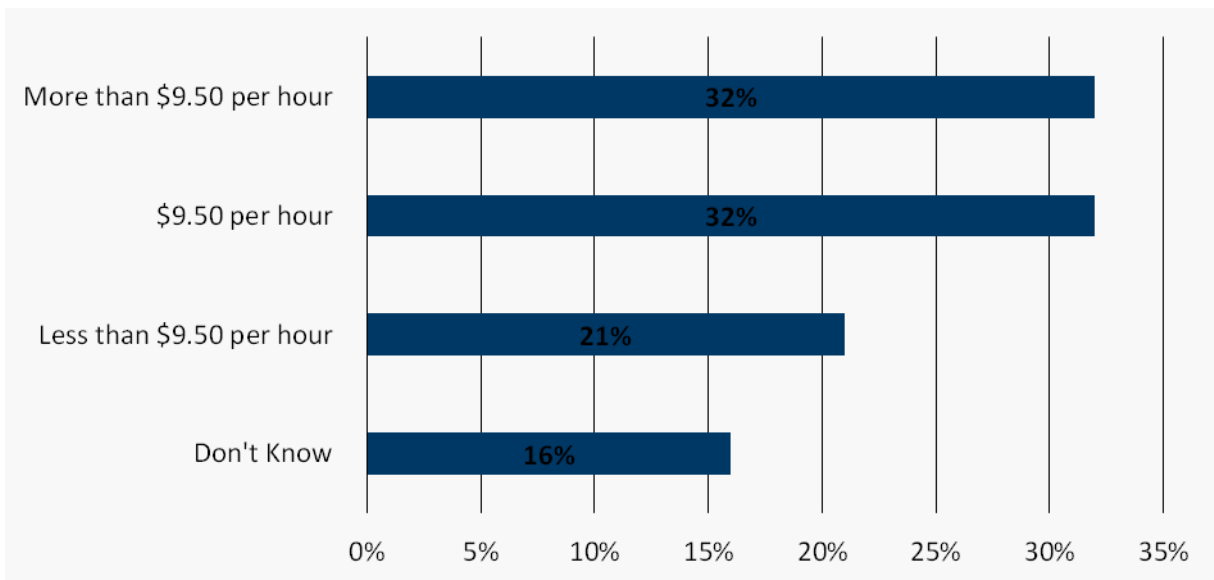
Since leaving high school, have you worked at any time for a total of three months (about 90 days)?



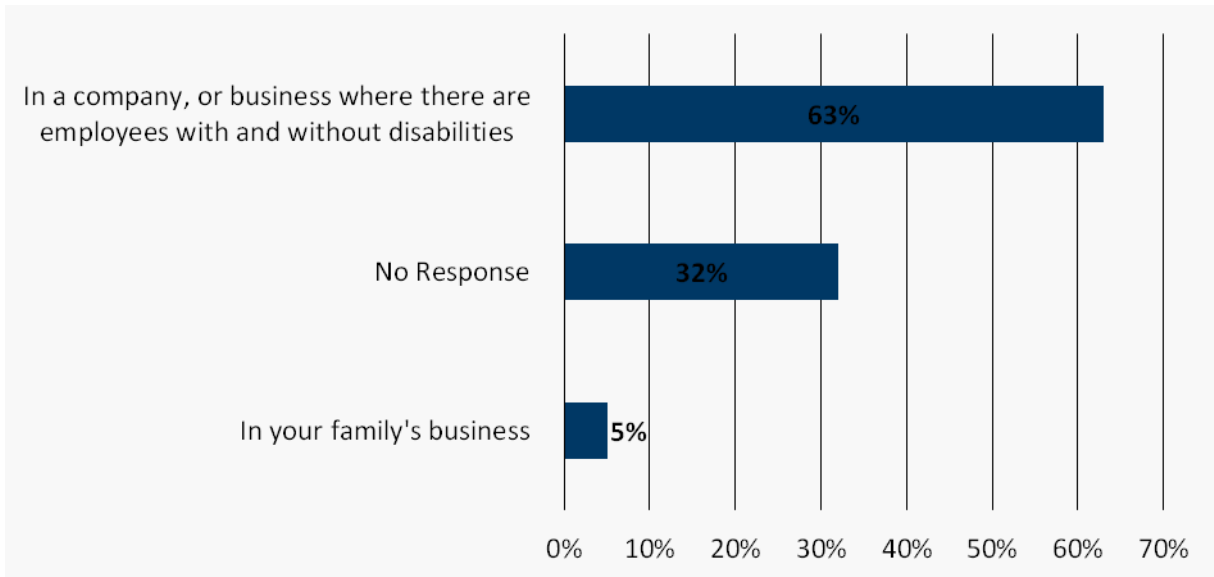
Did you work on average 20 or more hours per week?



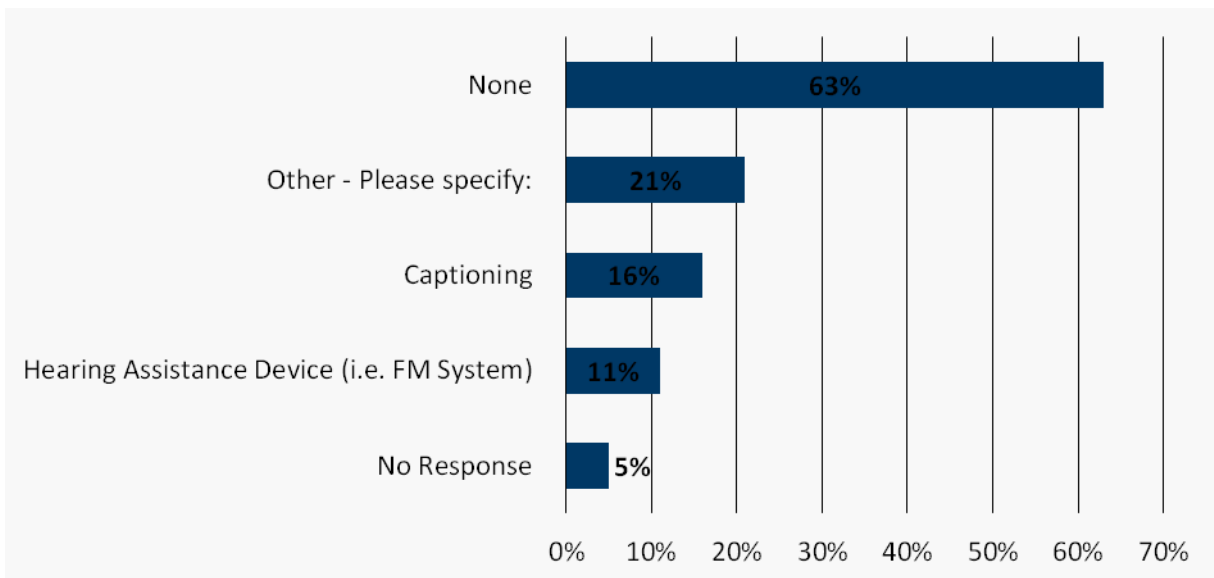
At your current (or most recent) job, how much money per hour did you make?



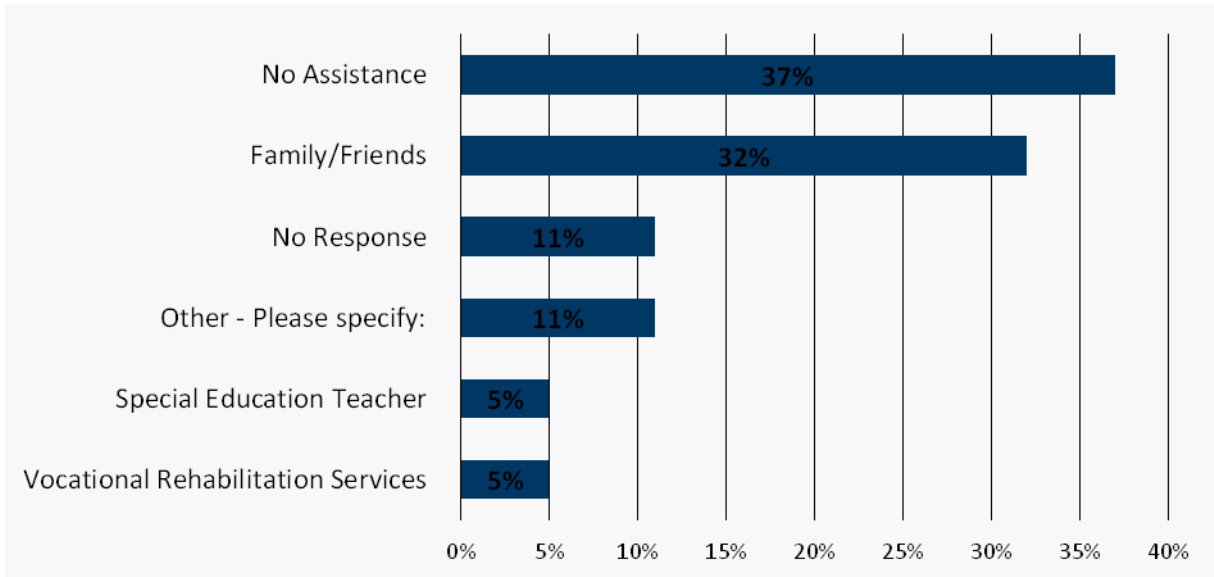
Where is your current (or most recent) job?



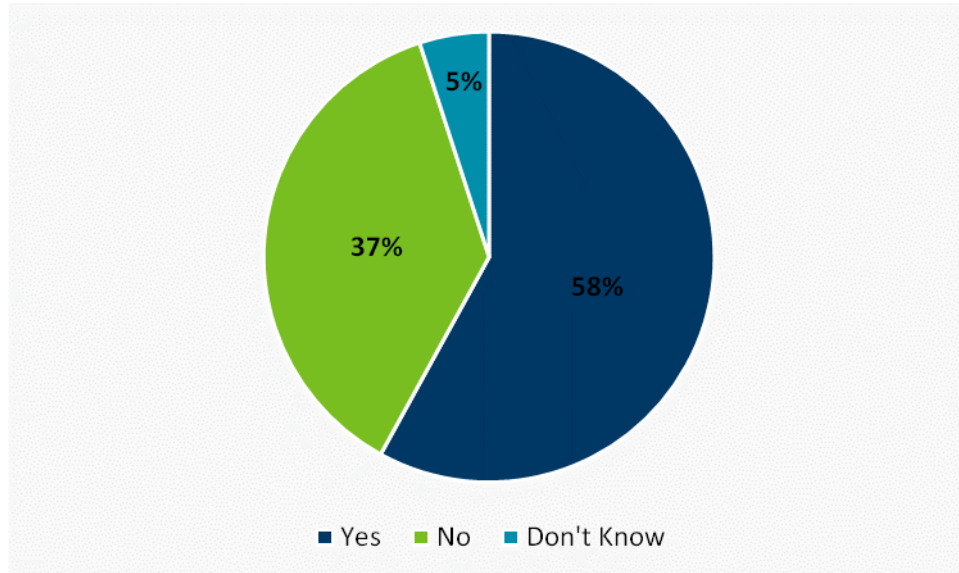
What accommodations do you use? (check all that apply)



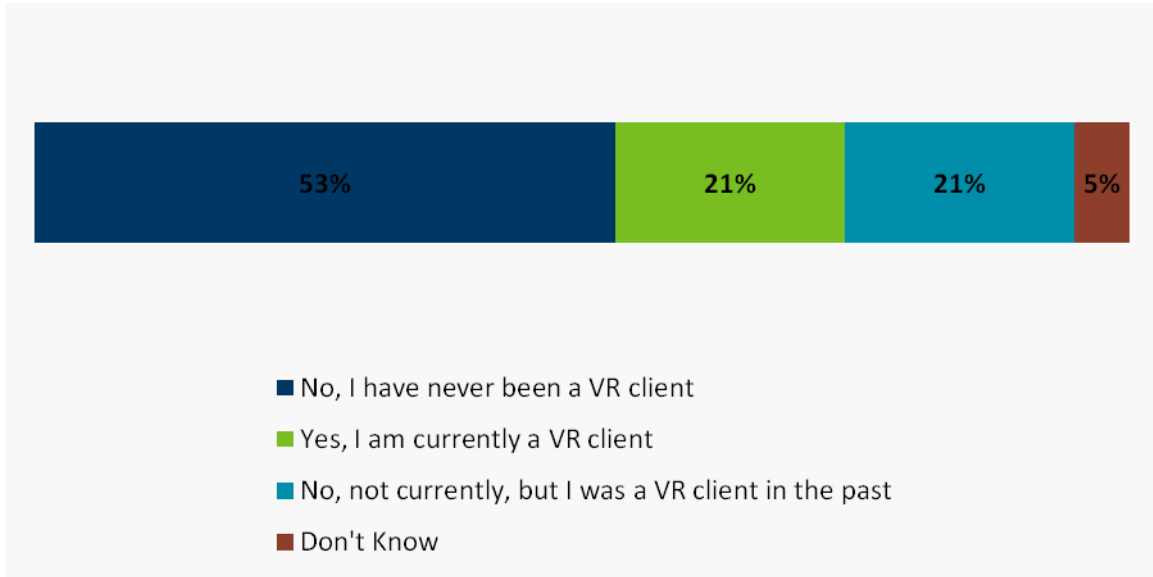
Who helped you in getting your job? (check all that apply)



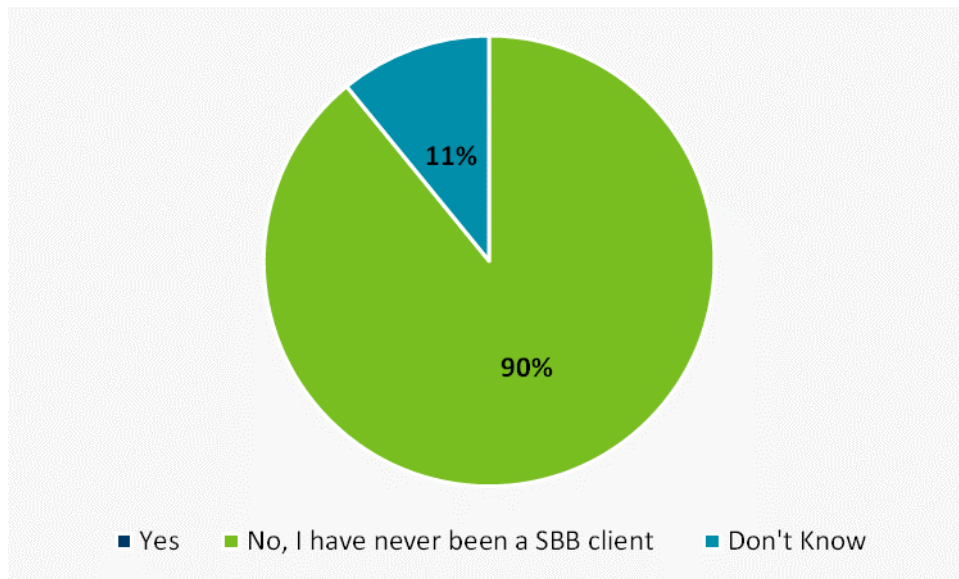
During high school, did you have a paid work experience?



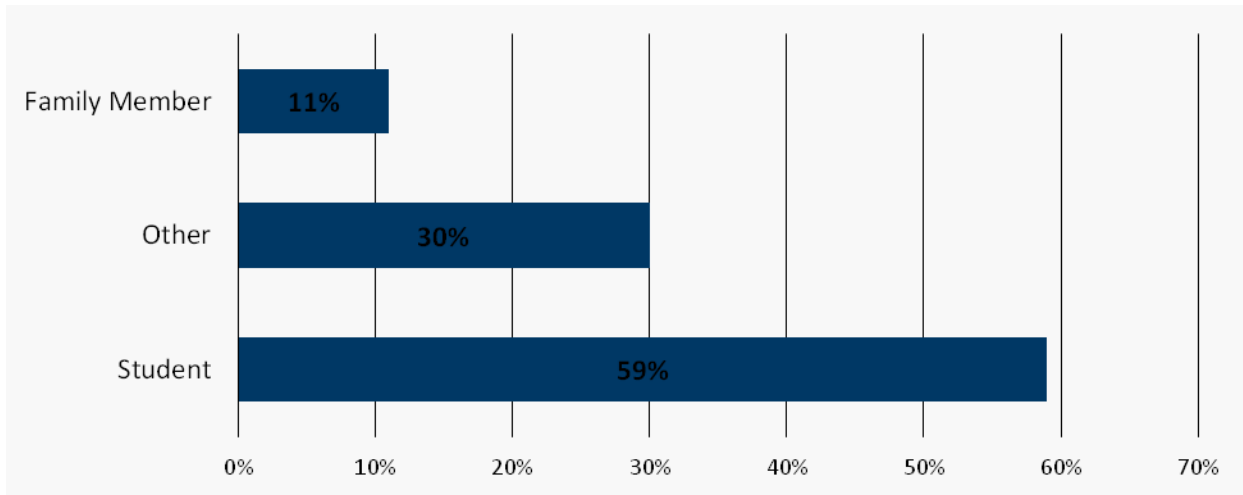
Are you a Vocational Rehabilitation (VR) client?



Are you a State Services for the Blind (SSB) client?

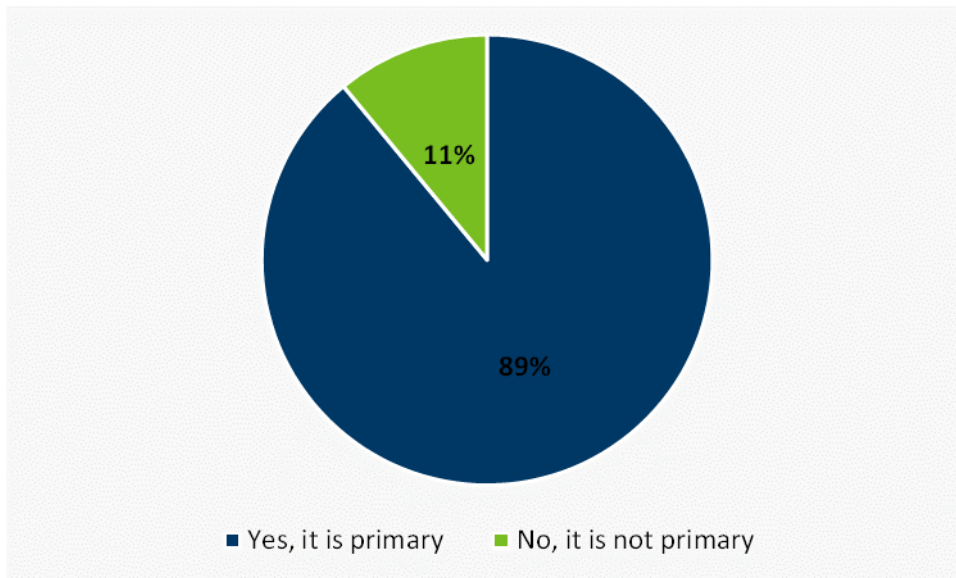


Person interviewed



Other - Please specify:	Count
Teacher	5
D/HH teacher	2
teacher	2
Mom	1
No one	1
School Counselor	1
Unable to contact	1
Total	13

Is being Deaf or Hard of Hearing this student's primary disability?



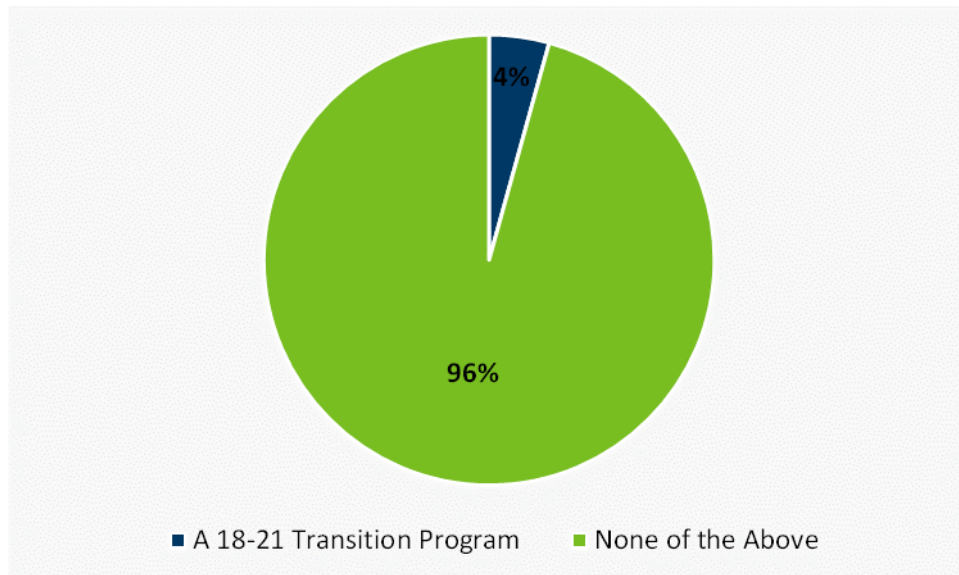
Appendix C: Summary report for the 2017 post-school outcome surveys

The results illustrated below come from the post-school outcome surveys of students who are deaf or hard of hearing or deafblind (June 2017 graduates).

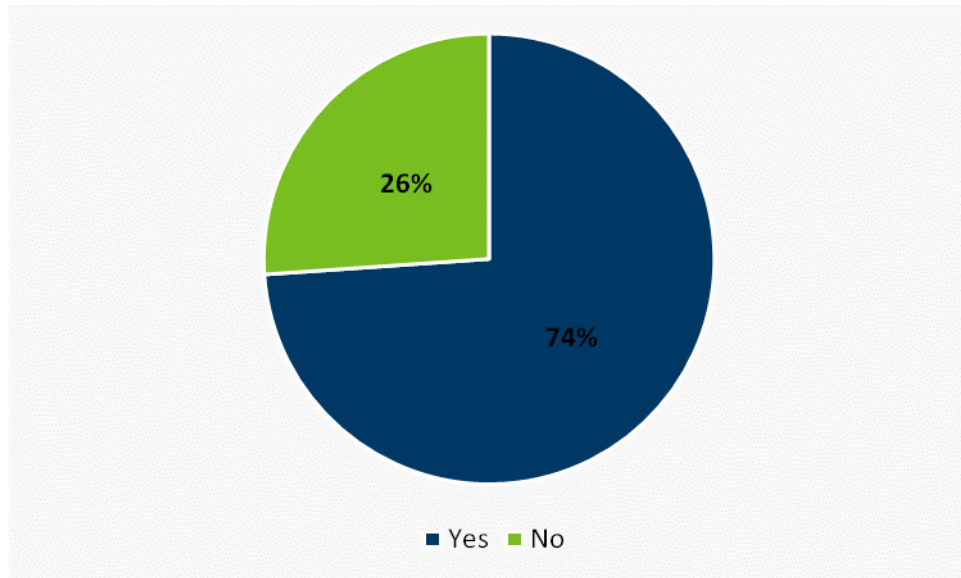
Survey response rate

Response type	Percent	Count
Complete	100%	23
Partial	0%	0
Total	100%	23

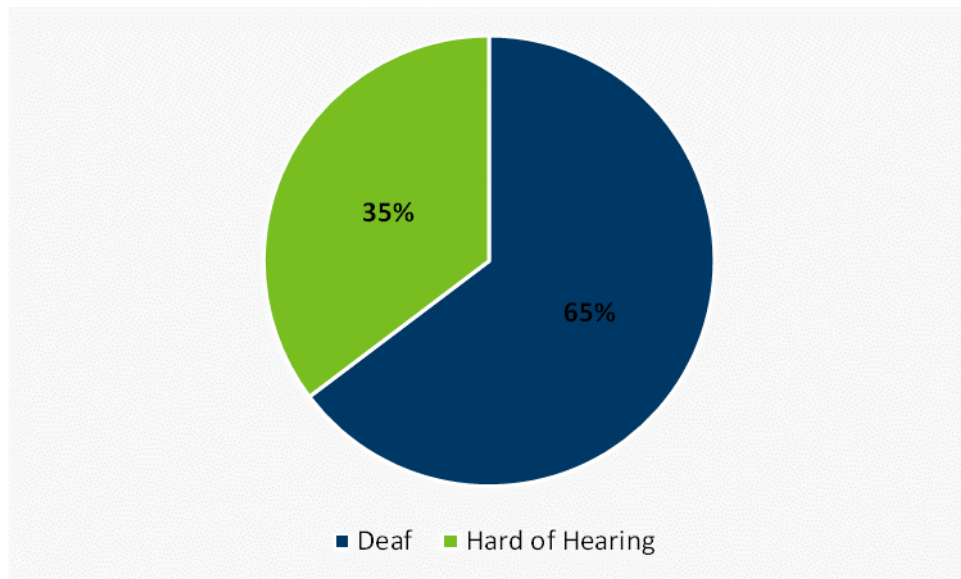
Is the student (respondent) currently enrolled in or attending any of the following programs?



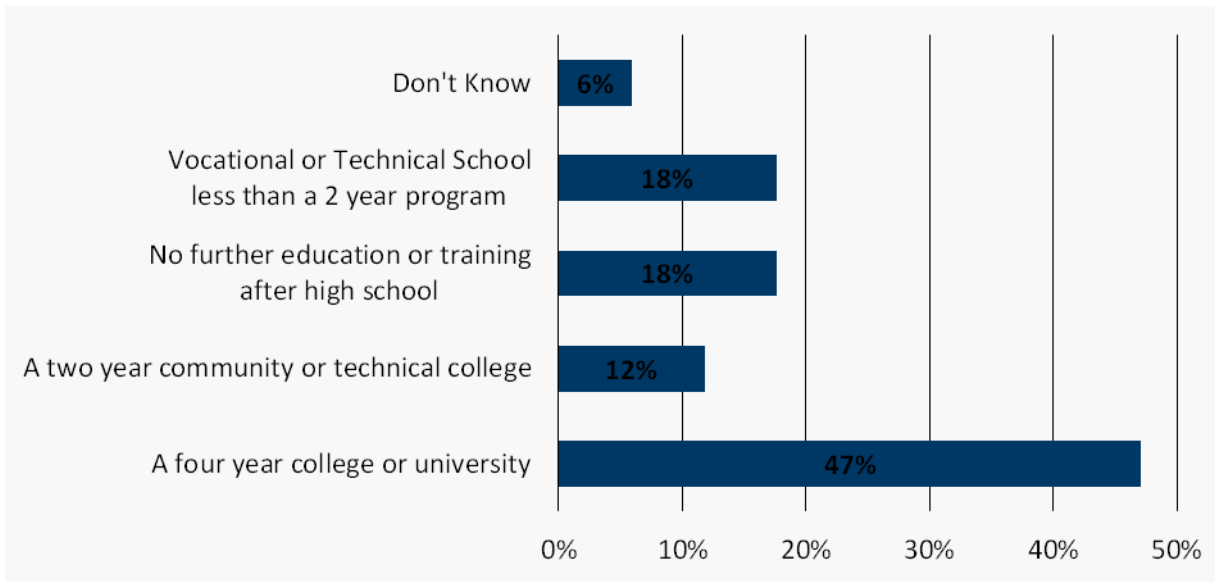
Does the respondent agree to take part in the survey?



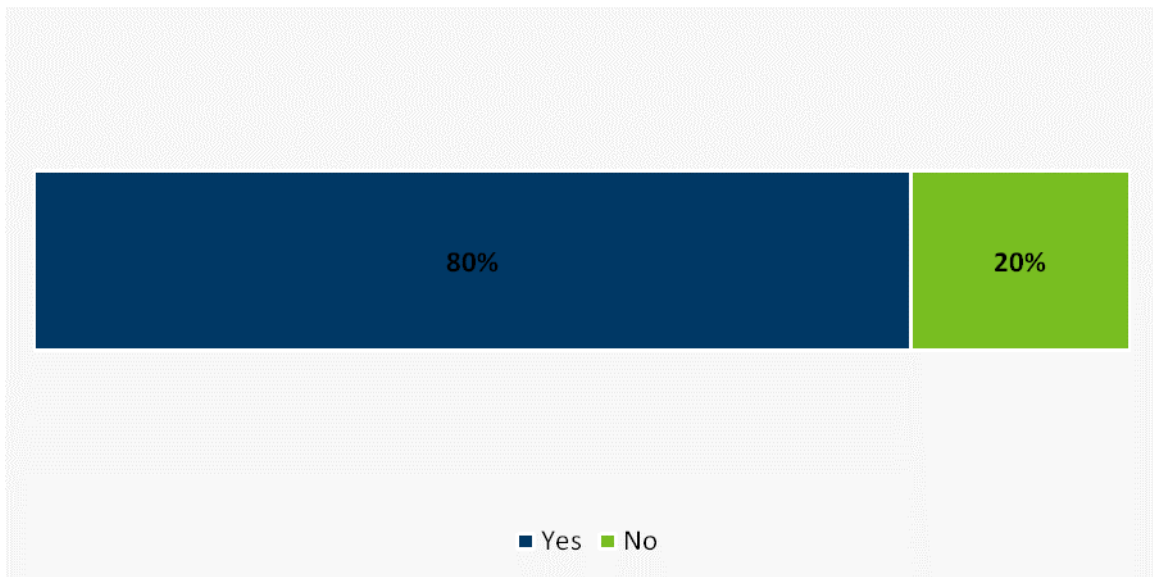
First, are you deaf or hard of hearing?



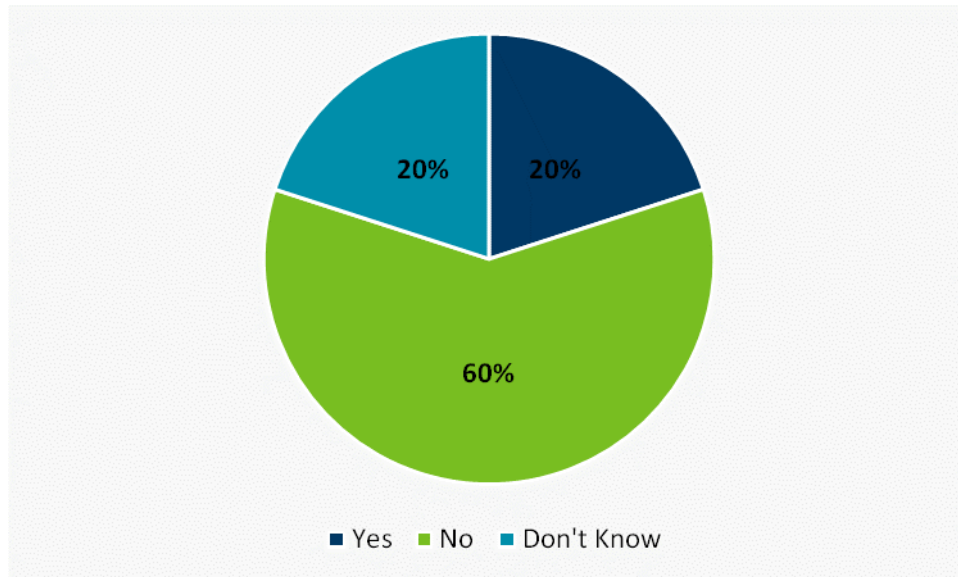
Describe the kind of school or training program you attended.



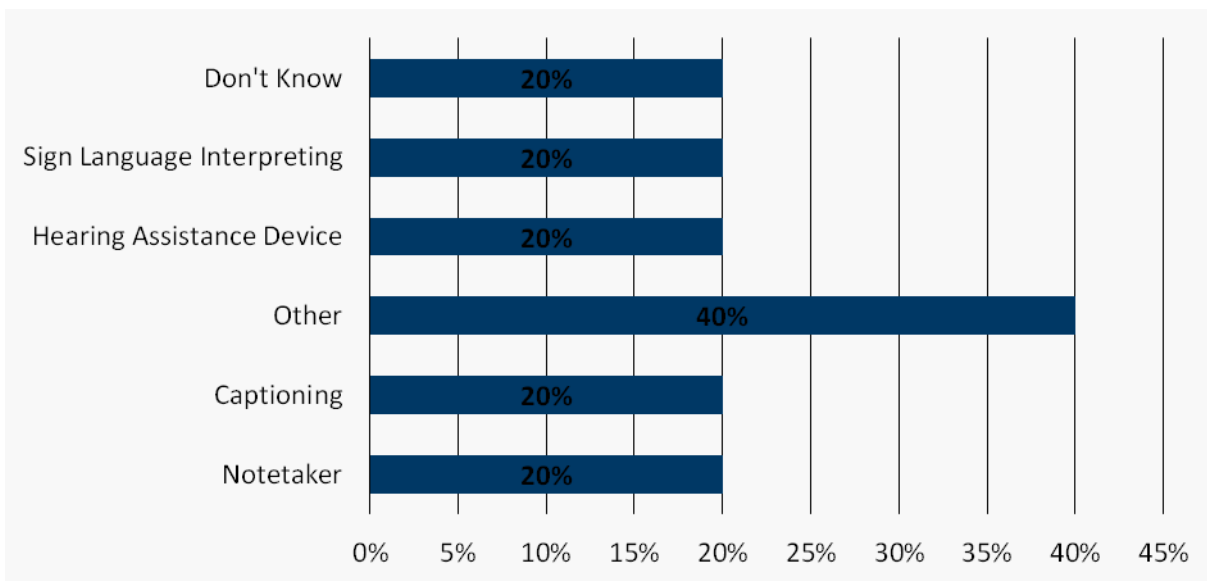
Did you complete an entire term (i.e., semester, quarter)?



Are you registered for or planning to attend a new term (i.e., semester, quarter)?

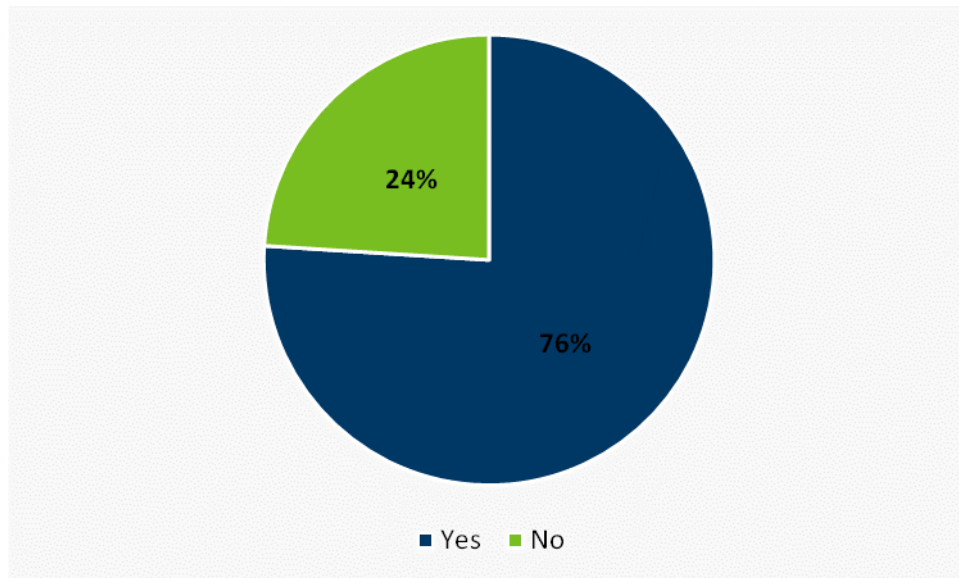


What accommodations do you use? (Check all that apply)

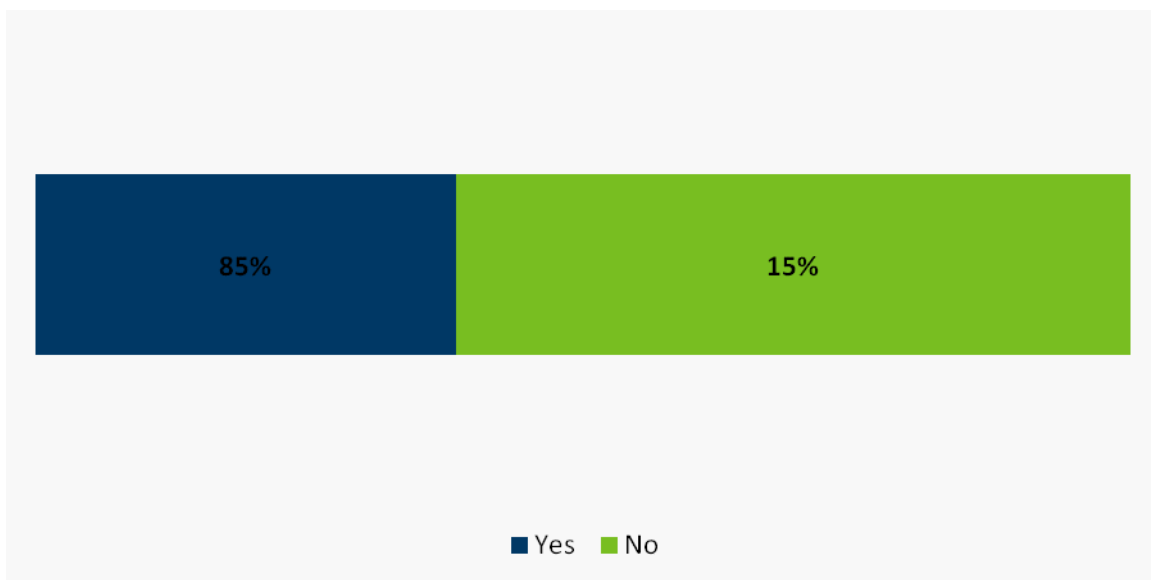


Other - Please Specify:	Count
Extended time for testing, testing in a quiet place	1
Online classes only	1
Totals	2

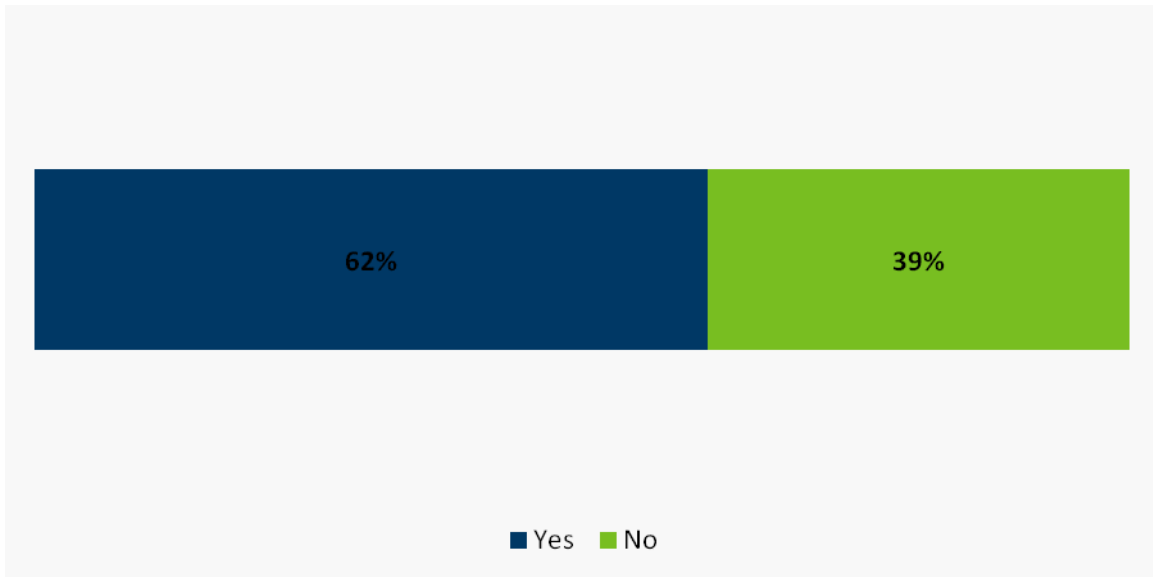
After leaving high school or a transition program have you ever worked or had a paid job? (Do not include high school or transition program work experience.)



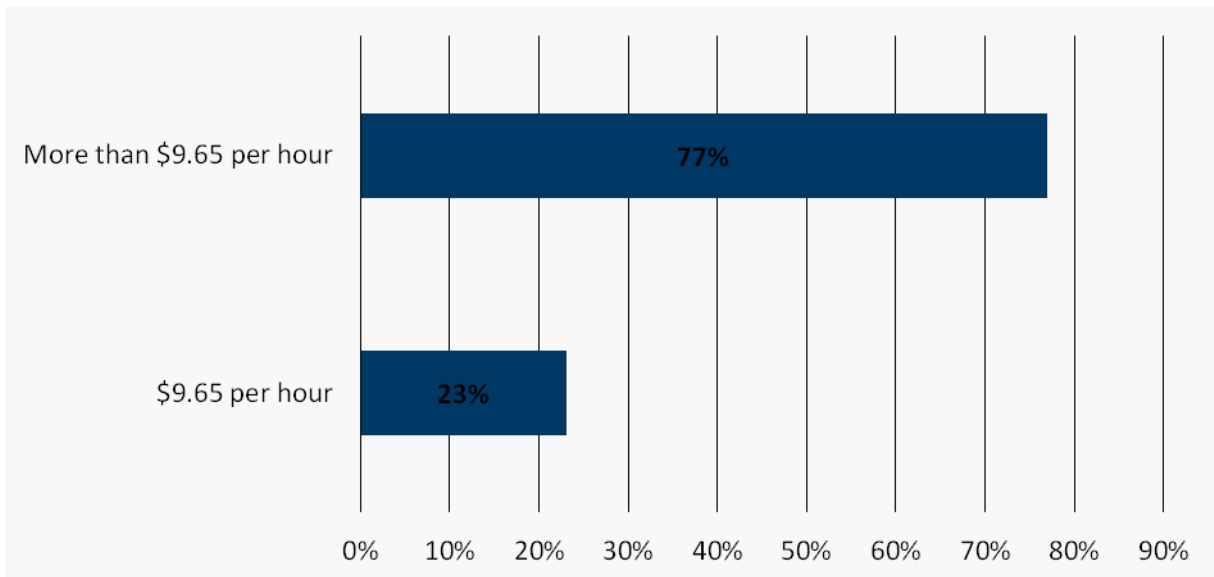
Since leaving high school, have you worked at any time for a total of three months (about 90 days)?



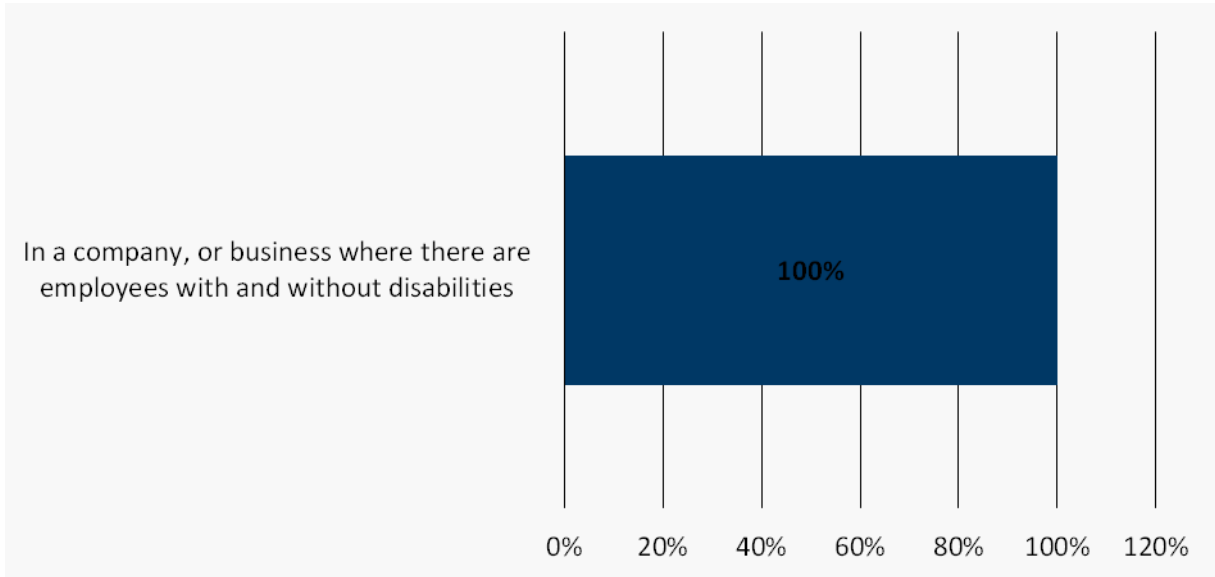
Did you work on average 20 or more hours per week?



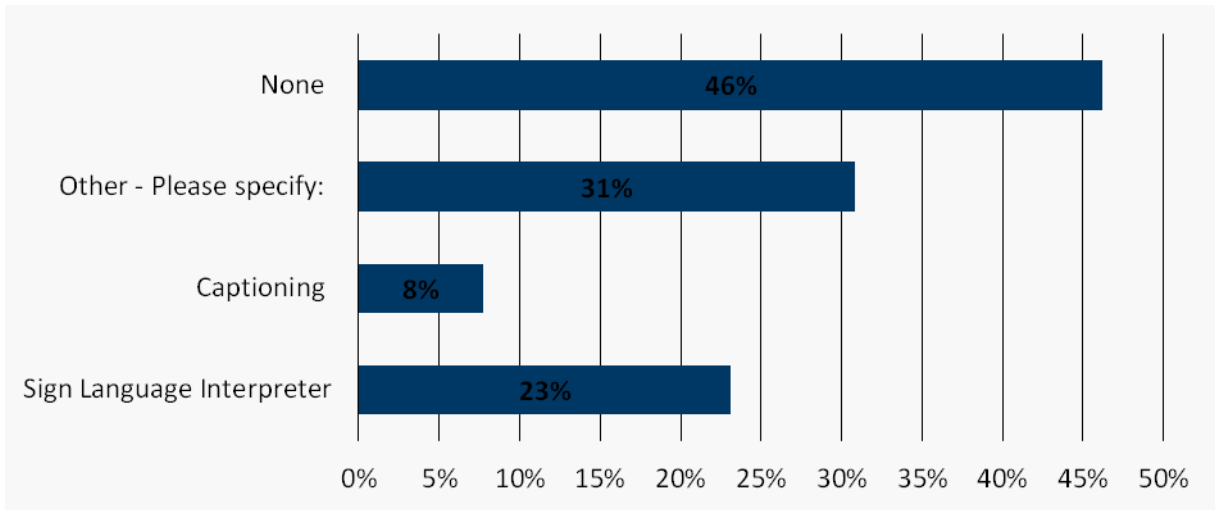
At your current (or most recent) job, how much money per hour did you make?



Where is your current (or most recent) job? (Read all choices)

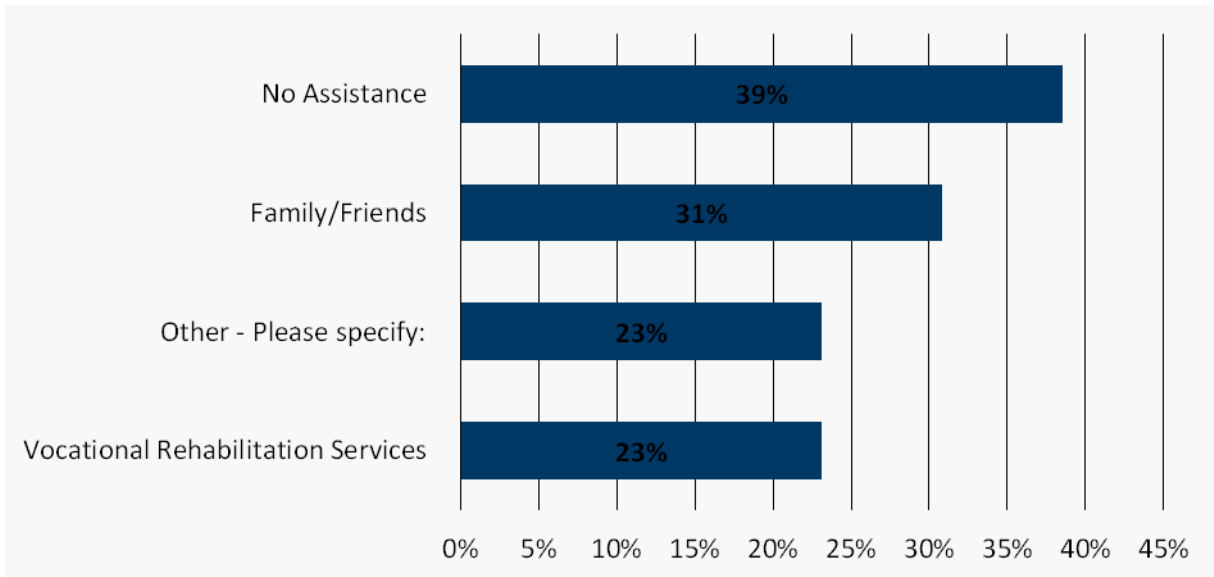


What accommodations do you use? (check all that apply)



Other - Please specify:	Count
Notes, talking, lip reading	1
Closed captioning on videos with scripts	1
Hearing aids and hand signals around the payload	1
Write/gesture	1
Totals	4

Who helped you in getting your job? (check all that apply)

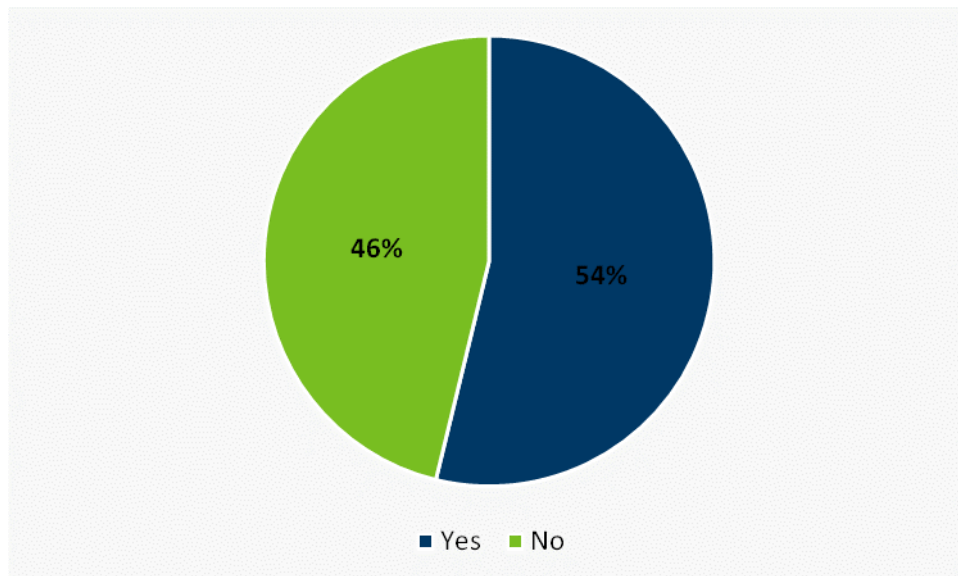


Other - Please specify:

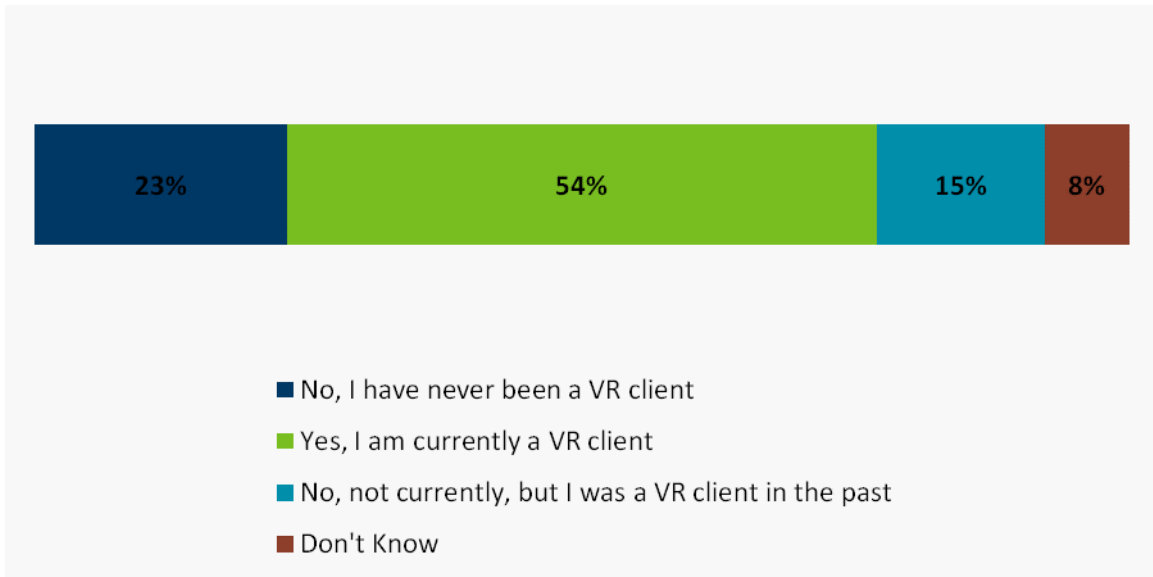
Count

Minnesota Employment Center	1
Minnesota employment center	1
Was mailed information about the job- unsure who it came from	1
Totals	3

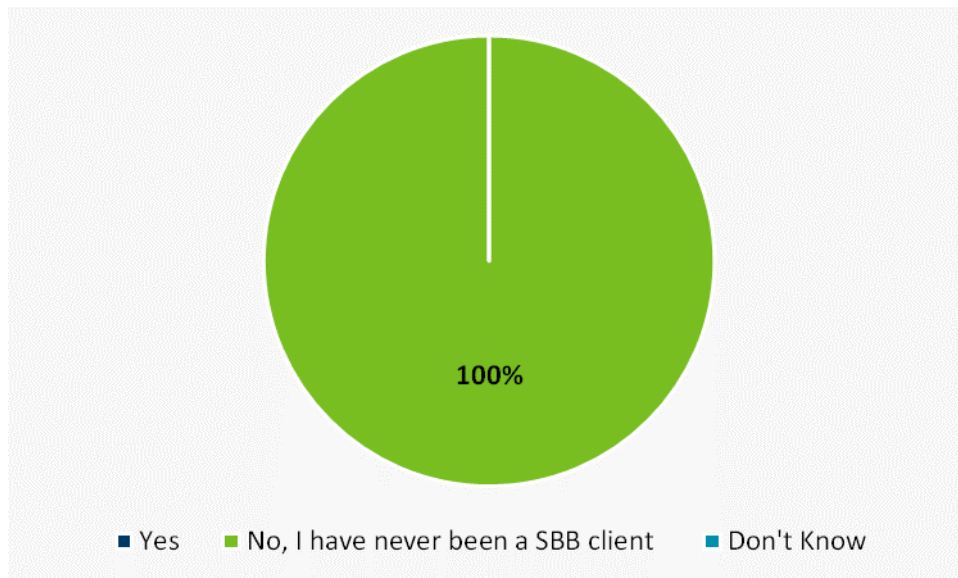
During high school, did you have a paid work experience?



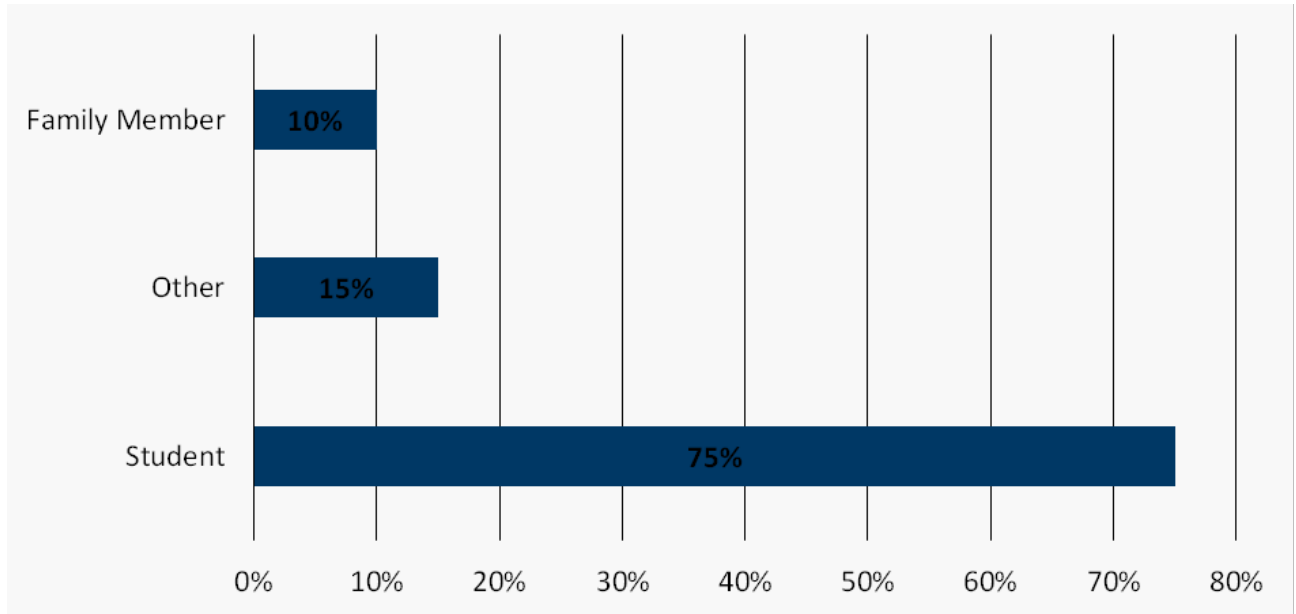
Are you a Vocational Rehabilitation (VR) client?



Are you a State Services for the Blind (SSB) client?

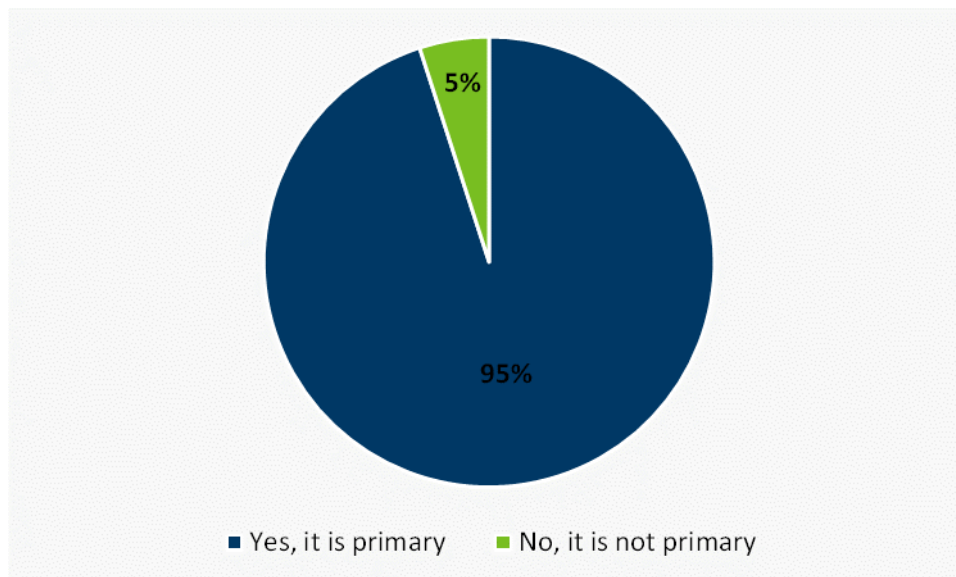


Person interviewed:



Other - Please specify:	Count
MEC/OCS	1
Nobody	1
Former teacher	1
Totals	3

Is being Deaf or Hard of Hearing this student's primary disability?



Appendix D: Early Childhood Outcomes Reporting for Children who are Deaf or Hard of Hearing, Fall 2017

Information in this summary provides an overview of the language and learning outcomes of children who have a hearing loss who exited Part C Infant and Toddler Intervention or Part B Preschool Special Education services between July 1, 2016 and June 30, 2017.

Children included in the Fall 2017 data reporting to MDE included 110 children who exited Part C services and 133 children who exited Part B Preschool Special Education services. This data collection included district reporting to MDE using the Child Outcome Summary Form (COSF) ratings process and additional reporting questions for young children who are deaf or hard of hearing.

A short summary of reported developmental and language outcomes is provided in the current report to the legislature. A complete data summary will be shared through the Minnesota Low-Incidence Projects/Early Hearing Detection and Intervention by August 2018.

The MDE reporting process is utilized by almost all states to report aggregate child outcome information to the federal Office of Special Education Programs (OSEP). At a school district and team level, this process includes IFSP and IEP teams using the Child Outcomes Summary Form and developmental ratings as a reporting tool to Minnesota Department of Education. Families and other Individualized Family Service Plan/Individualized Education Program team members use their observations, criterion-referenced assessment tools, standardized developmental inventories, and informed professional opinion to discuss three main outcome areas and report how young children are functioning, learning, and interacting with others as compared to typical child development milestones. The COSF ratings for each of the three outcome areas are currently completed for young children:

- (1) At entrance to Part C.
- (2) At exit from Part C/entrance to Part B.
- (3) At exit from Part B Preschool Special Education.

The COSF exit ratings maintained for individual students by districts are reported to MDE at scheduled intervals, currently during one reporting period each year for children who exited either Part C or Part B Preschool Special Education services. For more information, please contact MDE Early Childhood Special Education staff.

Child Outcome Summary Developmental Ratings and Reporting

The three Child Outcome Summary areas discussed by teams and reported for children at exit from Part C or Part B Preschool Special Education services are the following:

- COSF Outcome 1: Positive Social Emotional Skills (including social relationships).
- COSF Outcome 2: Acquisition and use of knowledge and skills (including early language/communication [and early literacy]).
- Outcome 3: Use of appropriate behaviors to meet their needs.

Children’s COSF ratings reported for each of the three outcome areas are based on a comparison of the child’s functioning to age-expected skills of typically developing children.

- COSF Ratings 1-4: the child is demonstrating skills that are “foundational” or “immediately foundational”; most skills are not within an expected range of development for the child’s age.
- COSF Rating 5: The child is making progress and demonstrates many age-typical skills, but some skills are not quite within age expectations.
- COSF Rating 6: The child is functioning within age expectations, with some *qualitative* concern(s) noted that need continued support.
- COSF Rating 7: The child is functioning fully within age expectations, with no concerns noted.

MDE shared the aggregate statewide Child Outcome Summary ratings for:

- (1) All children exiting Part C and Part B Preschool services.
- (2) Ratings for all children reported with hearing loss.
- (3) Ratings for children with hearing loss who are reported to have no cognitive delay or disability.

The percentages of children with hearing loss and no cognitive delay or disability who were reported with COSF ratings of 6 and 7, (i.e., demonstrating skills that are all within an expected range of development for their age), are as follows. These summary percentages include outcomes for children who have any type and degree of hearing loss and communicate with others using a variety of home languages and modes of communication.

- COSF Outcome 1: Positive Social Emotional Skills (including social relationships):
 - At exit from Part C: 68 percent
 - At exit from Part B Preschool Special Education: 70 percent
- COSF Outcome 2: Acquisition and use of knowledge and skills (including early language/communication [and early literacy]):
 - At exit from Part C: 58 percent
 - At exit from Part B Preschool Special Education: 68 percent
- Outcome 3: Use of appropriate behaviors to meet their needs:
 - At exit from Part C: 62 percent
 - At exit from Part B Preschool Special Education: 74 percent

Additional Language and Literacy Reporting Questions for Children who are Deaf or Hard of Hearing at Exit from Part C and Part B Preschool Special Education Services

In order to more fully study the statewide aggregate language and early learning outcomes for young Minnesota children who have hearing loss, additional questions specific to aspects of language development, early literacy and numeracy skills have been added to MDE’s outcome reporting process. The data reported through these

additional questions adds and expands on information provided by the COSF ratings process specific to children's receptive and expressive language development and early literacy and numeracy development.

A summary of the current outcomes reported by IFSP and IEP teams for children who have hearing loss with no cognitive delay/disability and who are exiting Part C or Part B Preschool Special Education services is provided below. As with the COSF information included in this report, these summary percentages include language outcomes for children who have any type and degree of hearing loss and communicate with others using a variety of home languages and modes of communication. Differences in reported outcomes have been noted for children who have bilateral vs. unilateral hearing loss, for children whose families' primary home language is spoken English versus a different home language, and for different aspects of receptive and expressive language development. More detailed information for specific groups of children and targeted aspects of language development will be provided through the summary provided by the Minnesota Low-Incidence Projects.

Statewide Aggregate Data at Part C exit – All children who have hearing loss and no reported cognitive delay/disability:

- 71-75 percent of children demonstrated receptive language skills within age expectations.
- 58-70 percent of children demonstrated expressive language skills within age expectations.
- 73 percent of children were reported to demonstrate early literacy skills within age expectations.
- 75.6 percent of children were reported to demonstrate early numeracy skills within age expectations.

Statewide Aggregate Data at Part B Preschool exit – All children who have hearing loss and no reported cognitive delay/disability, combined:

- 73-80 percent of children demonstrated receptive language skills within age expectations.
- 66-78 percent of children demonstrated expressive language skills within age expectations.
- 76.4 percent of children were reported to demonstrate early literacy skills within age expectations.
- 88.5 percent of children were reported to demonstrate early numeracy skills within age expectations

Educational teams are encouraged to consider evidence-based practices and supports to all children and families that will enable all young children with hearing loss to develop their communication and readiness skills to the best of their abilities. Interagency stakeholders may use the data in this legislative report and the additional information provided through the Minnesota Low-Incidence Projects/EHDI summary report to help inform discussions of system supports to families and providers. For all the children reported with hearing loss, social language (pragmatics) development is considered an area for additional targeted support. Professional development initiatives will continue through MDE and Minnesota Low-Incidence Projects initiatives to support needs identified by providers and families across Minnesota, with special considerations for increasing outcomes for children and families who communicate with a language other than spoken English.