



Students Who Are Blind or Visually Impaired

Biannual Report to the Legislature: 2020

As required by Minnesota Statutes, section 125A.63

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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.

BVI advisory committee members (2019–20)

- Melissa Brateng (Chair): School Administrator, Assistant Director of Student Services in ISD 287 (2021)
- John Davis: Director, Minnesota State Academy for the Blind (2023)
- Bradley Johnson: Parent Representative (2022)
- Jennifer Kennedy: Agency Representative, National Federation of the Blind (2022)
- Sheila Koenig: State Services for the Blind Representative (2022)
- Barb Lhotka: Higher Education Representative, Low Incidence Project Metro ECSU (2022)
- Sara Stack: Administrator Representative, Minneapolis Public Schools (2022)
- Erin Toninato: Administrator Representative, South Central Service Cooperative (2022)

Executive Summary

This report includes summaries of student demographics, child count, enrollment counts, graduation rates, and assessment results for the 2017–18 and 2018–19 school years. The trend data reflects the achievements, milestones, and areas of concern for students with the primary disability classification of blind or visually

impaired (BVI)¹ at the statewide and regional levels. Also included are the needs, recommendations, and statewide resources specific to BVI.

It is important to note that the data from this report does not accurately reflect the overall status and scope of services for students who are BVI served by teachers of the blind or visually impaired (TBVI) and certified orientation and mobility specialists (COMS). Students who are not primarily identified as BVI, which includes students with multiple impairments or low vision, are not identified in this data. The Minnesota Department of Education (MDE) does not require or have systematic access to data for all services provided by TBVI.

The number of students who receive vision services is increasing, while the number of TBVI and COMS is decreasing.² An estimated one-third of TBVI and COMS are near retirement age. Further compounding the problem, Minnesota has no university program to instruct more TBVI or COMS to lessen the shortage. Additionally, general education teachers are not trained to provide specialized BVI instruction or the expanded core curriculum (ECC). Also, students may not have timely access to accessible educational materials (AEM) in formats such as braille, audio, digital, and large print. Students cannot receive specialized instruction in the areas of assistive technology, orientation, and mobility (training students to travel independently) if there is no one to provide instruction. If teachers cannot be secured, then positive outcomes for students who are BVI will most likely suffer.

Recommended solutions include making all educational materials accessible, establishing a university program in Minnesota to educate and certify new TBVI and COMS, and increasing awareness of the ECC. It is crucial that students who are BVI in Minnesota receive the education necessary to reach their postsecondary educational, personal, and employment goals. With a quality education, students will be empowered to become contributing members and future leaders in the state.

More information is included in the appendices on the ECC ([Appendix A](#)); collaborative statewide resources ([Appendix B](#)); guidelines for determining workloads for TBVI and COMS ([Appendix C](#)); and outcomes for students who are deafblind ([Appendix D](#)).

Introduction

This report summarizes educational outcomes for students with the primary disability classification of BVI for the 2017–18 and 2018–19 school years. The outcomes are based on Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) results by state, region, and district, when possible.³ The

¹ This report also uses “BVI students” in the charts and figures to save space.

² United States Department of Education Office of Postsecondary Education Teacher Shortage Areas Nationwide Listing: [Teacher Shortage Areas](#).

³ To avoid identifying individuals, groupings with fewer than 10 students are not reported.

report also includes summaries of student demographics, child count, enrollment counts, and graduation rates. The outcomes reflect the achievements, milestones, and areas of need for students who are BVI. To address the areas of need and improve outcomes for students who are BVI, the BVI Advisory Committee has reviewed and approved a set of recommendations.

Data sources

MDE collected information from multiple data sources to produce and present the information for this report. The charts and tables describe demographics and academic outcomes using the following sources:

- Minnesota Automated Reporting Student System (MARSS).
- MDE Assessment Data.
- Minnesota Post-School Outcome Survey.

Throughout this report, results are reported only on population groups greater than 10 to protect individual privacy. Six of the 11 regions and nearly all the school districts had fewer than 10 students who were BVI, so no results are reported in those cases.

Data challenges

It is important to note that the assessment data from this report does not accurately reflect the overall status and scope of services for students who are BVI served by TBVI and COMS. Students who are not primarily identified as BVI (which includes students with multiple impairments or low vision) are not identified in this data. MDE does not require or have systematic access to data for all services provided by TBVI. TBVI are required to provide services to this uncounted population that are not represented in this report.

Additionally, there are several testing challenges students who are BVI encounter:

- **Accessibility:** Existing adaptive online tests are not accessible to students who are blind. Instead, they receive a hard copy test in braille.
- **Fatigue:** Students who are BVI often spend twice as much time testing as their peers.
- **Assessment validity with tactile graphics:** Issues with the tactile graphics provided in test materials have put into question whether a student is being assessed for their math skills or their tactile graphics skills. The existing tests do not always provide good data regarding learned skills.
- **Test appropriateness:** Many students who are BVI may be given the MTAS in error—data indicates that the appropriateness of the test provided may not be correct.⁴

⁴ Ferrell, Bruce and Luckner (2014).

Recommendations for improving student outcomes

Based on the educational assessment results described in this report and additional research by the BVI Advisory Committee members, the advisory committee presents the following recommendations for improving outcomes for students who are BVI. The recommendations are focused on three areas of need: limited access to accessible educational materials, shortages in educated and licensed TBVI and COMS, and the awareness of time needed to teach the ECC.

Accessible educational materials

Recommendation 1: Make curricula accessible for all students

For students who are BVI to succeed with their peers, they must also have equal access to educational materials. The current trend for school districts is to use digital curricula and teacher-developed materials on digital learning systems. This often creates accessibility issues for students who require alternative accessible formats (e.g., braille, audio, digital, and large print). Software purchased by local education agencies (LEA) and current curricula materials developed by general education teachers are often not in accordance with Web Content Accessibility Guidelines (WCAG 2 AA).⁵ The digital learning systems may not allow the student to easily enter the system or navigate seamlessly from section to section or page to page using braille, an electronic note taker, or a screen reader.

MDE should:

- **Provide LEAs with updated guidance on accessible curriculum basics and WCAG 2 AA standards** in order to purchase or create accessible materials, software, and digital learning platforms. The advisory committee also strongly recommends that LEAs ensure all staff create learning materials that are accessible from the start rather than retroactively.
- **Gather information on the requirements to create a statewide Accessible Education Materials (AEM) Center** to provide access to quality educational material in a timely manner for all students. Combining statewide resources will increase the efficiency and cost effectiveness of providing AEM to students. More time is required to determine the costs for creating an AEM Center.

⁵ More information about WCAG 2 AA can be found at <http://www.w3.org/TR/WCAG20/>

TBVI and COMS shortages

Recommendation 2: Increase the number of educated and licensed TBVI and COMS

The number of students who receive vision services in Minnesota is increasing, while the number of TBVI and COMS is decreasing. An estimated one-third of TBVI and COMS are at or near retirement age.⁶ Further compounding the problem, Minnesota has no university program to prepare more TBVI or COMS to address the shortage. Additionally, general education teachers are not trained to provide specialized BVI instruction or the expanded core curriculum (ECC). As a result, students may not have timely access to AEM⁷ in formats such as braille,⁸ large print,⁹ audio files,¹⁰ or digital materials.¹¹ Students cannot receive specialized instruction in the areas of assistive technology and orientation and mobility (i.e., teaching students to travel independently) if there is no one qualified to provide instruction. If the number of qualified teachers does not increase, outcomes for students who are BVI will be negatively affected.

The Legislature should:

- **Fund the creation of a university program to educate TBVI and COMS** to address the emergency-level need for qualified instructors of students who are BVI. Because the most appropriate structure and service delivery model is not known at this point, a feasibility study should be funded first. The estimated cost for a feasibility study is \$50,000.
- **The BVI advisory committee also strongly encourages LEAs to expand recruitment efforts to fill open TBVI and COMS positions** from within the school districts and from out of state. The LEAs should explore creative hiring incentives such as covering moving costs and providing a vehicle for TBVI and COMS to travel between schools. In order to retain existing staff, LEAs should determine appropriate

⁶ More information can be found in the Teacher of Special Education Licensure Report to the Minnesota Legislature from November 2018: <https://www.leg.state.mn.us/docs/2018/mandated/181136.pdf>

⁷ For information on accessible educational materials, go to <http://aem.cast.org/about/what-are-aem-accessible-technologies.html>.

⁸ The National Center on Education Outcomes (NCEO) has additional guidance for providing materials in braille. Go to <https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief19.pdf>.

⁹ For more information on print document design from the American Printing House for the Blind (APH), go to <https://www.aph.org/aph-guidelines-for-print-document-design/>.

¹⁰ For more information on audio-supported reading files, go to <http://aem.cast.org/navigating/audio-supported-reading.html>.

¹¹ For more information on access to digital materials for students with text-related disabilities, go to <http://aem.cast.org/about/publications/2014/access-digital-materials-disabilities-idea-karger.html>.

workload analyses to account for TBVI and COMS instruction, travel, and material preparation. See [Appendix C](#) for a workload analysis sample.

Awareness of the ECC

Recommendation 3: Increase awareness of the expanded core curriculum

The ECC areas include educational needs that result from the visual impairment to enable the student “to be involved in and make progress in the general education curriculum” and “other educational needs that result from the child’s disability” as required by IDEA (34 CFR § 300.324). The presence of a visual impairment requires that teachers with specialized expertise thoroughly evaluate and systematically teach the skills listed below. Without specialized instruction, children with vision loss may not be aware of the activities of their peers or acquire other critical information about their surroundings (NASDSE, 1999, p. 70).

- Compensatory Skills.
- Orientation and Mobility.
- Social Interaction.
- Career Education and Planning.
- Assistive Technology, including Optical Devices.
- Independent Living.
- Recreation and Leisure.
- Self-Determination.
- Sensory Efficiency.

See [Appendix A](#) for more detailed information on the ECC.

MDE should:

- **Disseminate information about the ECC to LEAs** to increase awareness of the need for specialized instruction specific to students who are BVI. LEAs need to allow the instruction of these skills to happen in their natural environments before learning how to transfer skills to other, unfamiliar environments.
- **Continue to collaborate with other stakeholders** in Minnesota to offer a variety of opportunities and resources in each area of the ECC. See [Appendix B](#) for collaborative efforts in Minnesota.

Student enrollment and demographics data

The demographic data presented, unless otherwise noted, are based on student data from the 2018–19 school year. The tables and figures include summaries of student enrollment, child count, age, gender, race and ethnicity, home languages, and graduation rates.

The number of students on individual TBVI workloads can vary significantly due to individual student need, school district size, district sparsity, travel distance between schools, and travel times in rural and metropolitan areas.

Table 1: BVI students, TBVI, and COMS by region

Region name	Number of students on 2018 Unduplicated Child Count (ages 0 to 21)	Number of students on 2019 APH Federal Quota Count	Estimated number of students on TBVI caseloads (blind, low vision, deafblind, and multiple needs)	Number of TBVI	Estimated number of students on each TBVI caseload	Number of COMS
Regions 1 and 2	21	39	63	10	7	3
Region 3	18	42	54	4	14	0
Region 4	27	50	81	4	21	2
Regions 5 and 7	80	148	240	17	15	7
Regions 6 and 8	26	52	78	6	13	1
Region 9	21	32	63	4	16	1
Region 10	82	86	246	MSAB (6) ¹² 17	15	MSAB (1) 5
Region 11	227	762	681	50	14	18
Statewide total	502	1,211	1,506	112	14	37

Enrollment summary

Table 2 shows how enrollment for students who are BVI compares with other student populations in 2018–19. At the statewide level, students whose primary disability was BVI made up 0.05 percent of the overall student population and 0.34 percent of the population of students receiving special education services in 2018–19. The largest number of students who are BVI are located in Region 11, while the largest percentage within a single region is found in Region 10.

¹² MSAB: Minnesota State Academy for the Blind located in Faribault, Minnesota.

Figure 1. Map of Minnesota’s regional development commissions

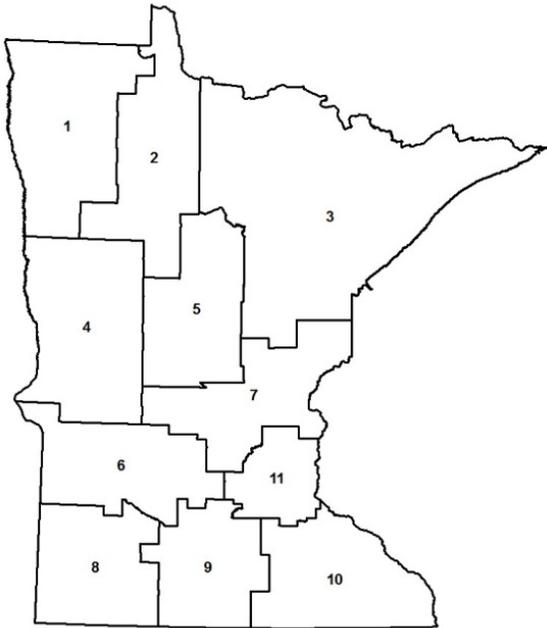


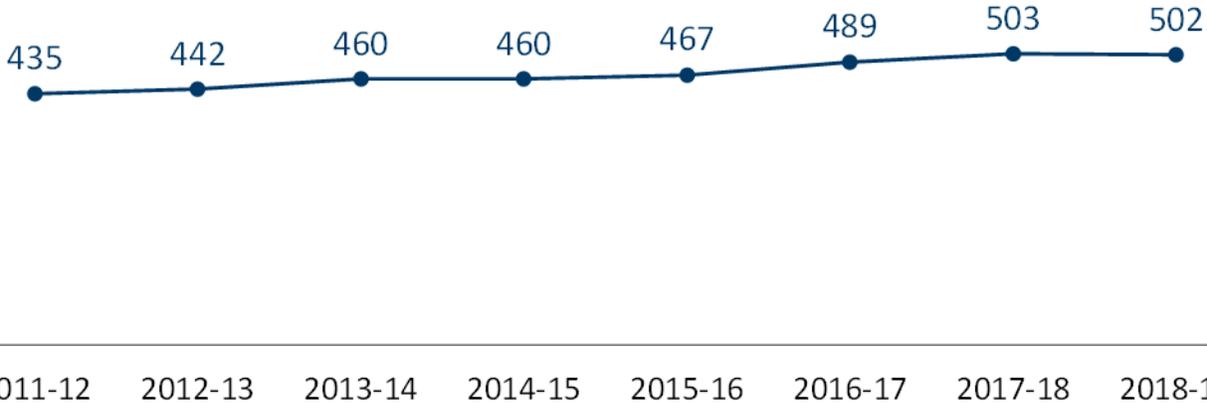
Table 2. K–12 enrollment of student categories by region 2018–19

Region name	All students K–12			K–12 special education	
	fall enrollment	BVI K–12	Percent BVI	enrollment	Percent BVI
Regions 1 and 2	27,846	20	0.07%	4,743	0.42%
Region 3	42,518	18	0.04%	7,365	0.24%
Region 4	34,490	23	0.07%	5,541	0.42%
Region 5	25,777	10	0.04%	4,783	0.21%
Regions 6 and 8	43,535	20	0.05%	6,801	0.29%
Region 7	104,251	56	0.05%	15,549	0.36%
Region 9	33,457	18	0.05%	5,135	0.35%
Region 10	76,620	66	0.09%	11,503	0.57%
Region 11	477,056	194	0.04%	65,199	0.30%
Statewide total	865,573	425	0.05%	126,642	0.34%

Child count

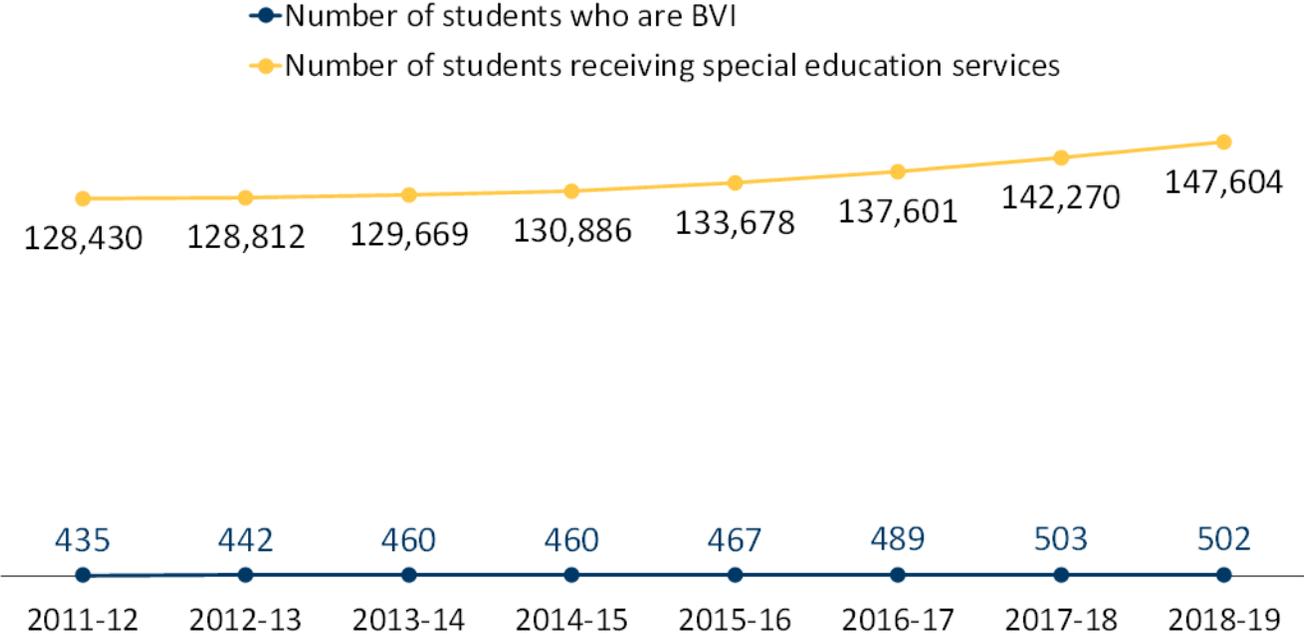
Enrollment numbers are based on the number of students enrolled in grades K–12 in the fall of the school year. Child count data is broader and includes all students in the school system, ages 0 through 21. The number of students who are BVI based on child count data has increased slightly over the last several years, but it was relatively stable from 503 students in 2017–18 to 502 students in 2018–19 (Figure 2).

Figure 2. Statewide BVI counts, ages 0–21, 2011–12 to 2018–19



During this same period, the total number of students across Minnesota receiving special education services has increased by almost 20,000 students, including an increase in over 5,000 students from 2017–18 to 2018–19 (Figure 3).

Figure 3. Statewide special education and BVI counts, ages 0–21, 2009–10 to 2018–19

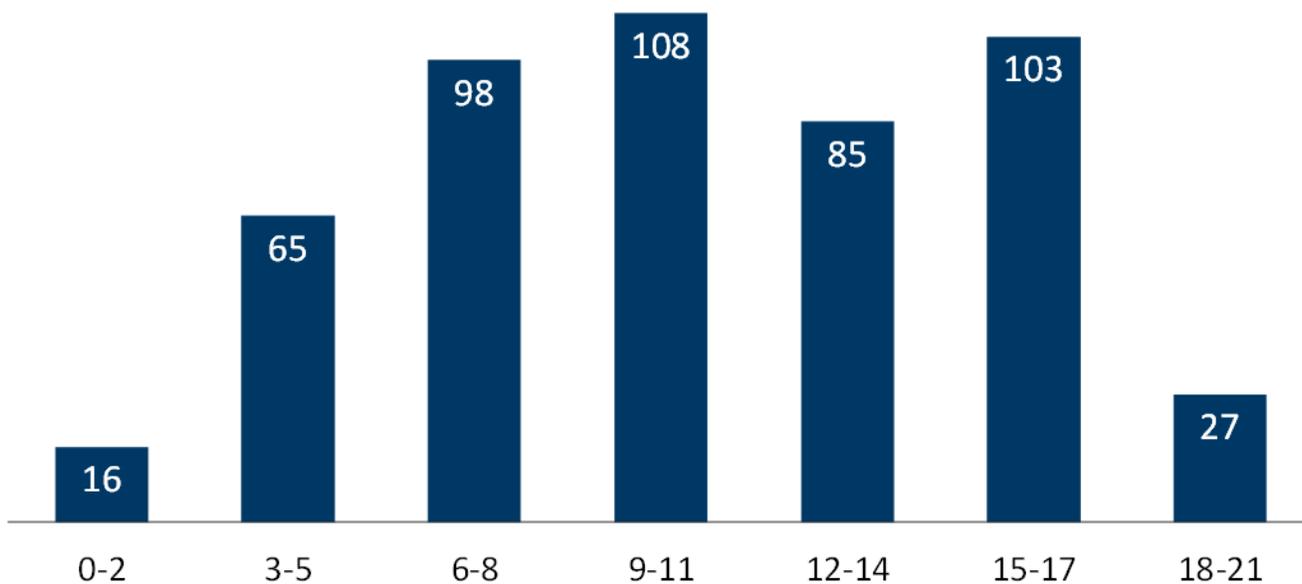


Demographics

The demographic data is presented here to help understand the student populations that make up the group of students who are BVI. The demographic breakdowns are based on child count data from the 2018–19 school year, which includes students ages 0–21 who are enrolled in the school system. A total of 502 students were counted as BVI that school year.

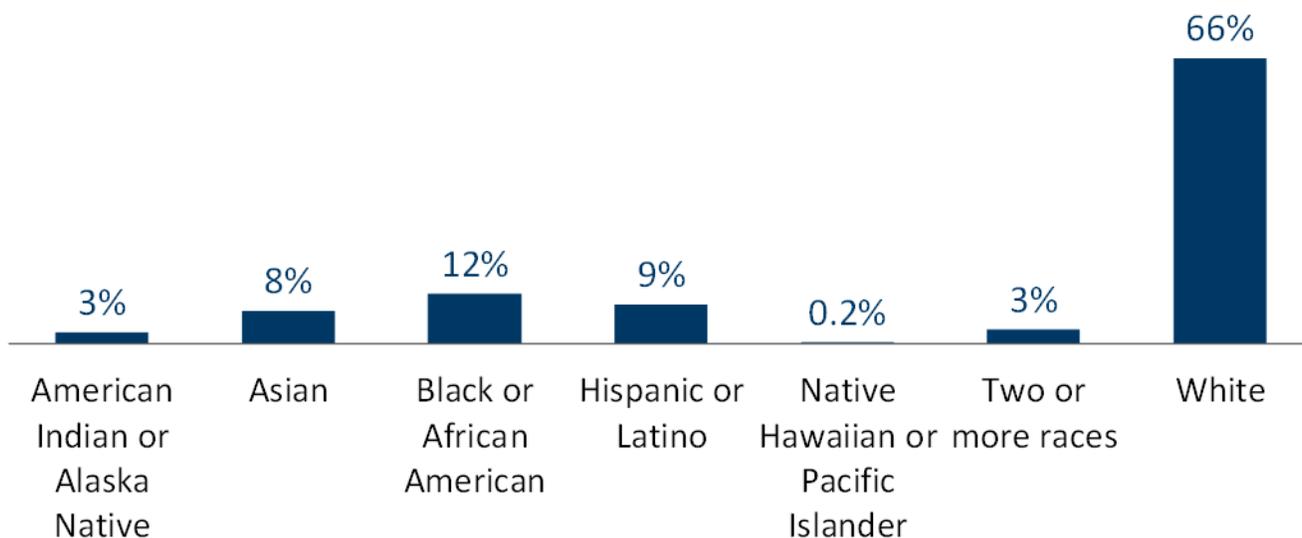
The highest concentrations of students who are BVI are ages 9–11 and ages 15–17 (Figure 4). The lowest concentrations are in the youngest and oldest age groups.

Figure 4. Child count by age distribution of BVI students, 2018–19



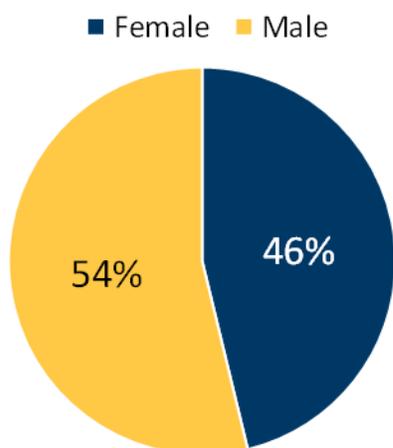
The majority of students (66 percent) who are BVI are white (Figure 5).

Figure 5. Race and ethnicity of students who are BVI, 2018–19



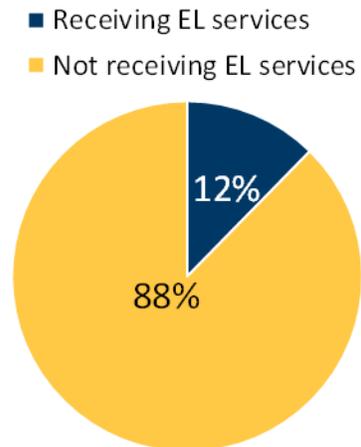
Students who are BVI were slightly more likely to be male (54 percent) than female (46 percent) (Figure 6).

Figure 6. Gender of students who are BVI, 2018–19



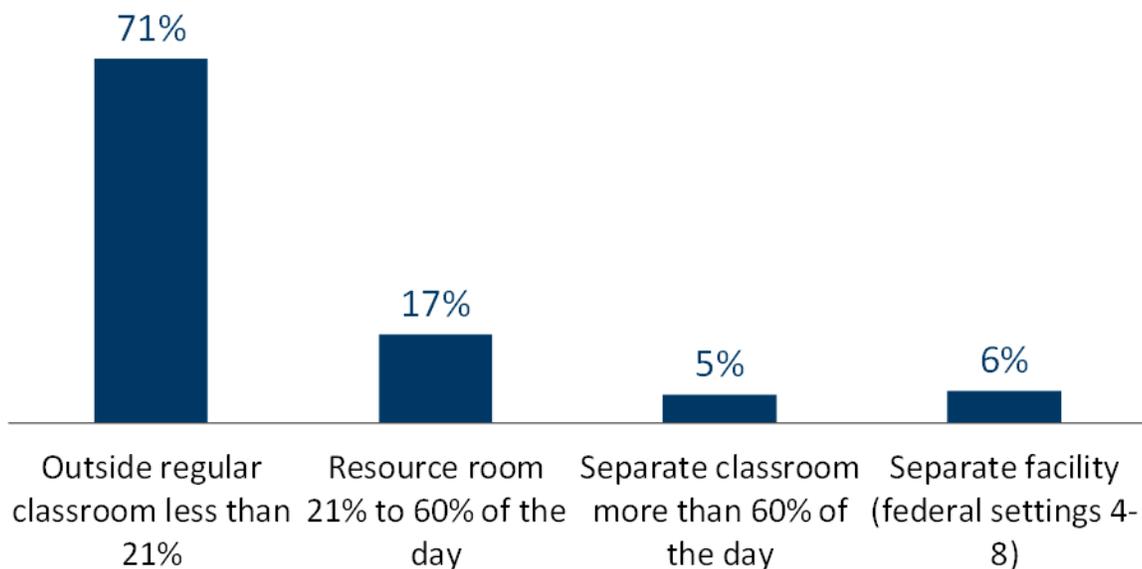
The majority of students who are BVI do not receive English Learner (EL) services. In 2018–19, 12 percent of students who are BVI were also receiving EL services (Figure 7).

Figure 7. Percent of students who are BVI who are receiving English Learner (EL) services, 2018–19



The majority of students who are BVI (71 percent) are in the least restrictive federal special education setting, spending less than 21 percent of their school day outside of a regular (i.e., general education) classroom (Figure 8).

Figure 8. Federal instructional settings for BVI students, 2018–19

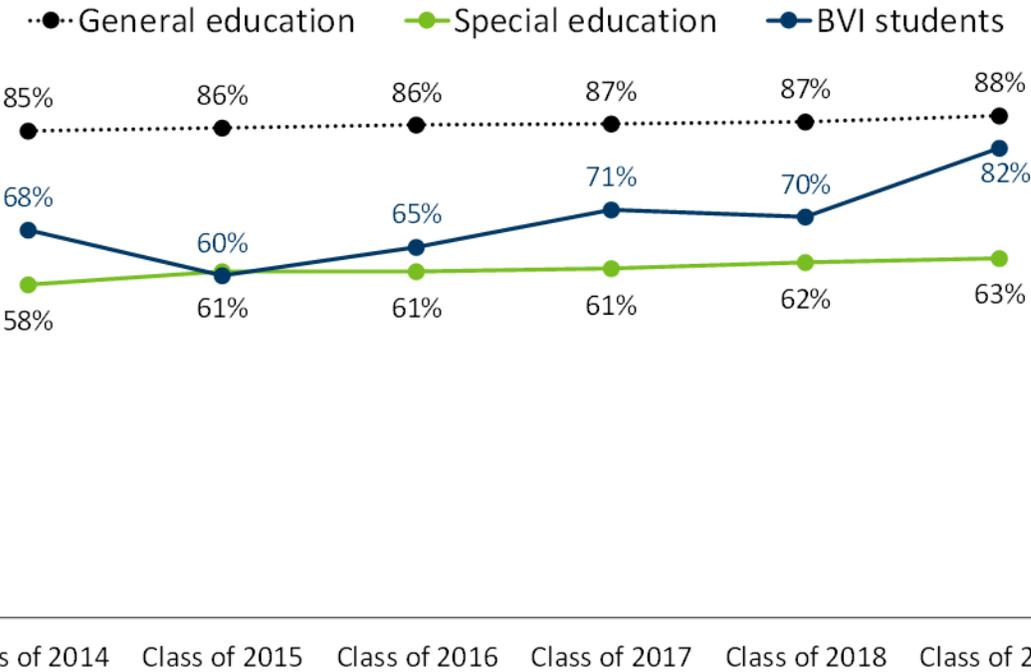


Graduation rates

The four-year graduation rate¹³ for students who are BVI has increased over the last five years (Figure 9). Students who are BVI are a smaller group within the group of all students who receive special education services, but students who are BVI have had increases in the four-year graduation rate for the last several years, while the rate for all students receiving special education services has remained relatively flat. The four-year graduation rate for students who are BVI is lower than for general education students, but students who are BVI have made progress in closing the gap over the last several years.

Students are counted in the graduation rate as BVI only if their primary disability category was BVI in their last known enrollment record found by MDE.

Figure 9. Four-year graduation rate comparison, Class of 2014 to Class of 2019



¹³ From the MDE Report Card description of how graduation rates are calculated: “Starting in 2012, Minnesota began using the federally-required ‘adjusted cohort graduation rate’ model. This model follows students in a group, or a ‘cohort,’ throughout high school and determines if they graduate within four, five, six or seven years. The four-year graduation rate shows the number of students graduating from high school within four years after entering grade nine. To determine this rate, we identify all students who entered ninth grade four years ago. The next step is to add in any students who moved into the school and subtract out any students who moved away. This adjusted number represents the total number of students who are eligible to graduate. The actual graduation rate is determined by dividing the total number of students who actually graduated by the number of those eligible to graduate.”

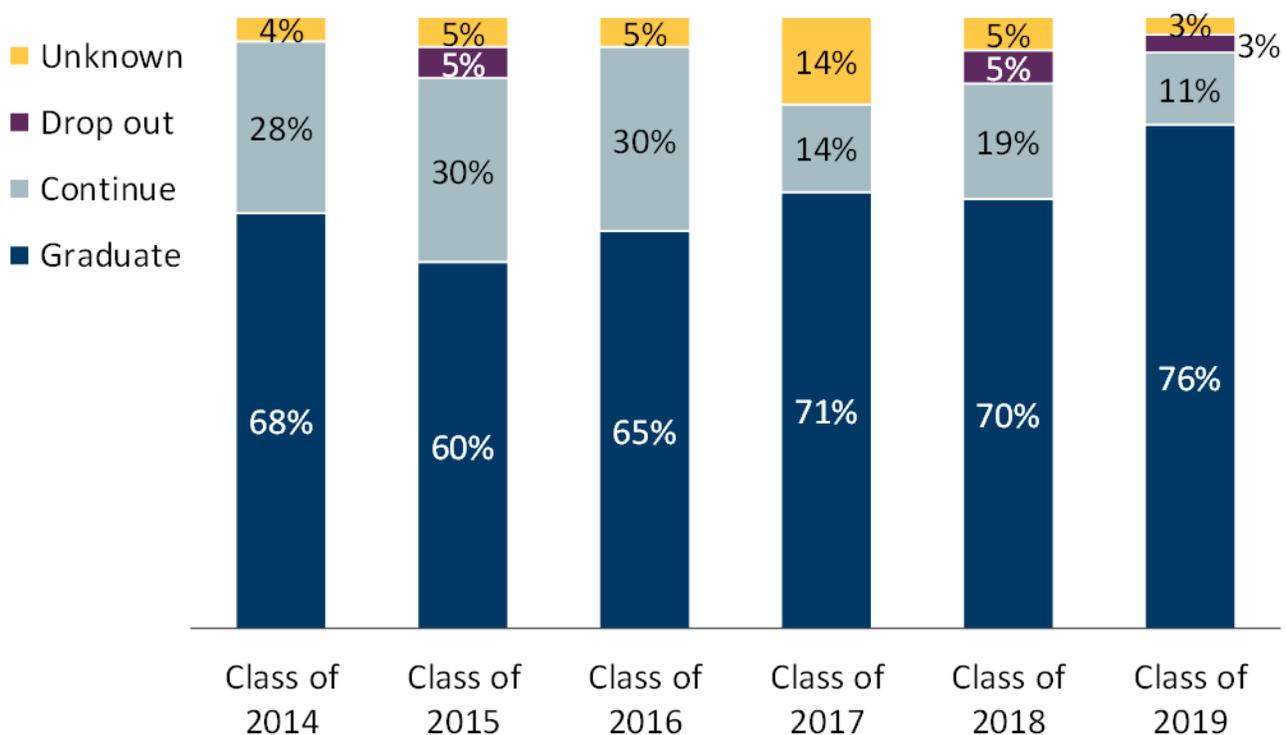
There are four possible outcomes for a student within a graduation cohort:

- **Graduate**—the student received a diploma.
- **Continue**—the student is found to be enrolled in public education in Minnesota the next school year; if a student enrolls in a transition program, or has a second senior year, they are counted as “continuing.”
- **Drop out**—the student’s last confirmed code indicating why they unenrolled from school is a “drop out” code; this includes students who are automatically counted, by law, as dropouts if they do not attend school for at least 15 consecutive days.
- **Unknown**—the student’s last enrollment or unenrollment code cannot be verified by MDE; for example, a school may report to MDE that a student transferred, but if MDE cannot find an enrollment record anywhere else in the state, then that student is counted as “unknown.”

Some students remain enrolled in school until they are 21 years old, as allowed by law, including students who are eligible to receive special education services and who enroll in transition programs. As noted above, these students are in the “continue” category.

Figure 10 provides a breakdown of the four outcomes within the four-year graduation rate for students who are BVI. Since the total group of students who are BVI in any one graduating class is small, fluctuations of several percentage points can be the result of just one student.

Figure 10. Four-year graduation outcomes for students who are BVI, Class of 2014 to Class of 2019



As noted above, students who continue their education after four years of high school are not captured in the four-year graduation rate, even if they technically have enough credits to graduate in four years.¹⁴ They are more likely to be captured in the seven-year graduation rate.¹⁵

The seven-year graduation rate¹⁶ for students who are BVI has been fairly consistent with the rate for students in the general education program for the last few years (Figure 11). The seven-year rate for students who are BVI has been consistently higher than the seven-year rate for all students who receive special education services.

¹⁴ Schools cannot receive funding for the education of a student if that student has already graduated. So, if a student who has enough credits, or who met their Individualized Education Program (IEP) goals for graduation, received a diploma from their high school at the end of four years, they would not be eligible to enroll in a transition program.

¹⁵ Some students, depending on how old they are when they start high school, may be in high school or a transition program for more than seven years. For example, if a student in the Class of 2016 is 17 years old at the end of four years of high school and enrolls in a transition program until they turn 21, they may stay in school until 2020 and would not be counted as graduating in the seven-year graduation rate of the Class of 2016, since they are continuing in school beyond seven years.

¹⁶ From the MDE Report Card description of how graduation rates are calculated: “The five-, six- and seven-year graduation rates show the number of students who graduated in four years added to the number of students who took additional time to earn sufficient credits or meet other graduation requirements and to receive a high school diploma from their district. These three extended year graduation rates are calculated in the same way as the four-year rate but instead determine the percentage of students graduating in five, six and seven years.”

Figure 11. Seven-year graduation rate comparison

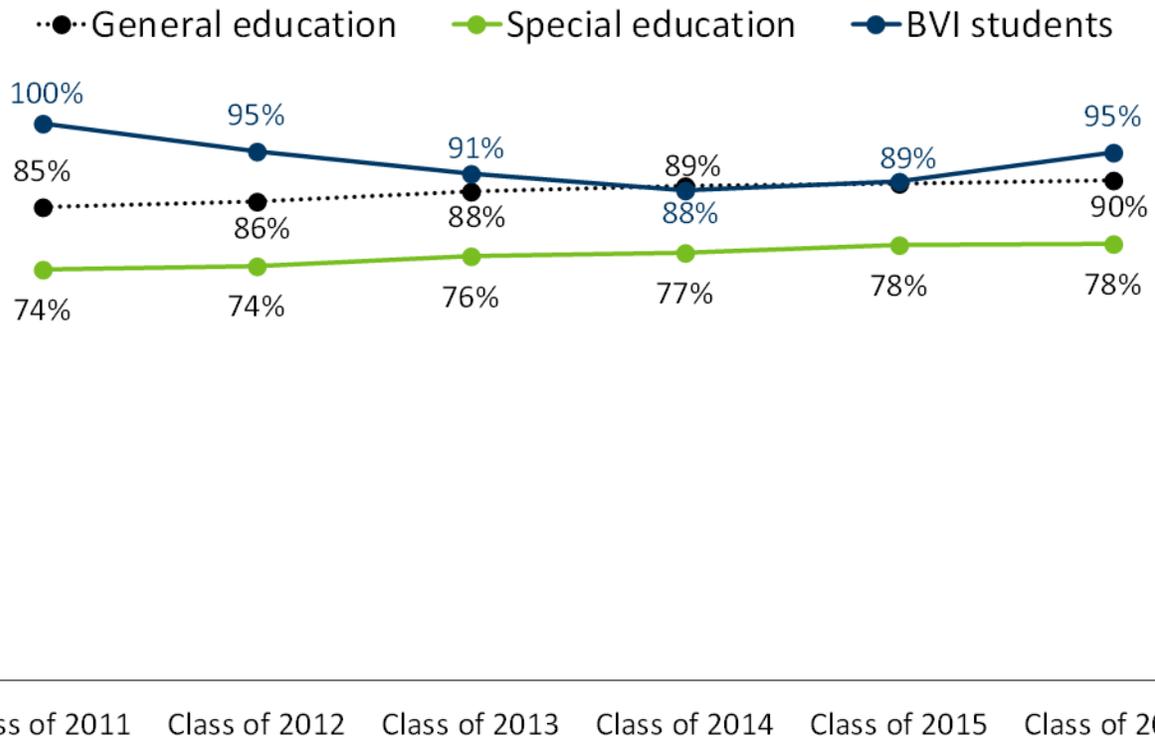
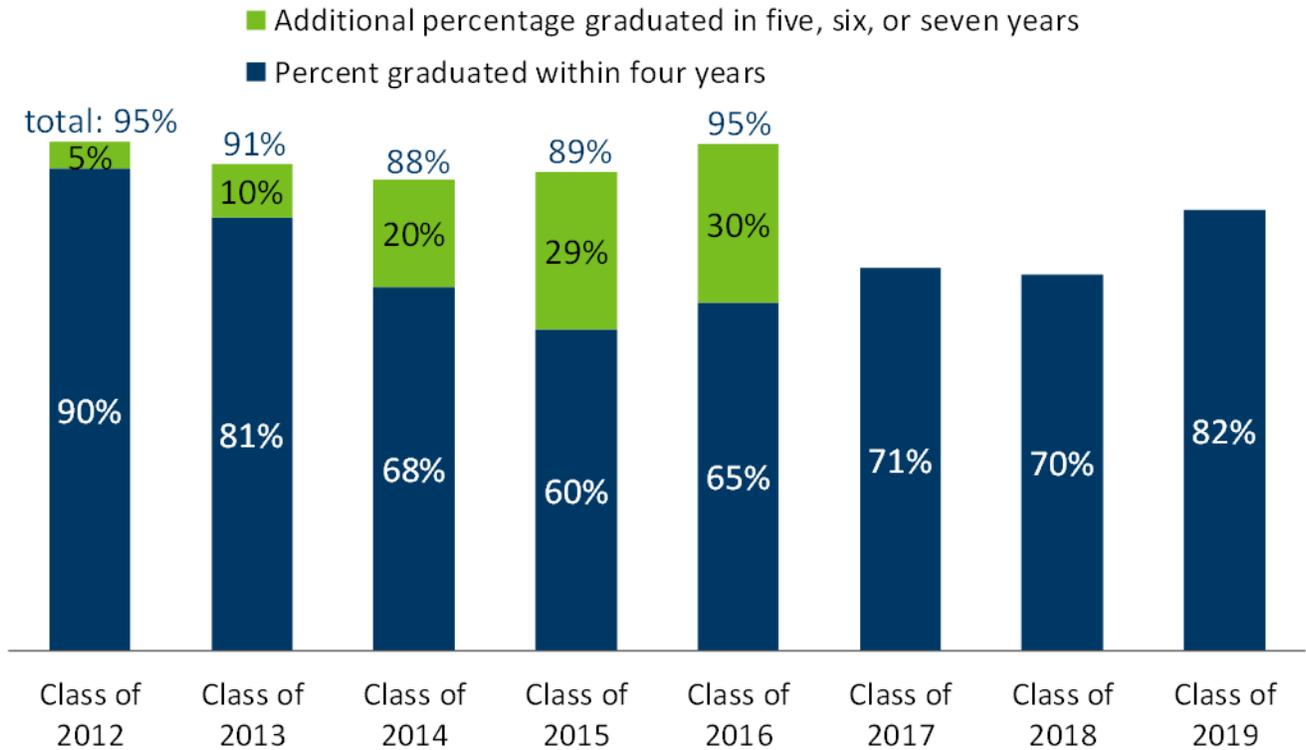


Figure 12 combines the four-year and seven-year graduation rates for students who are BVI, from the Class of 2012 through the Class of 2019. Seven-year graduation rates are not yet available for the Class of 2017 through the Class of 2019. Even in years when the four-year graduation rate was lower, such as the Class of 2015 when 60 percent of students who are BVI graduated, the additional percentage who graduated within five, six, or seven years has kept the seven-year graduation rate for students who are BVI close to or above 90 percent for several years (Figure 12).

Figure 12. Four-year and seven-year graduation rates for students who are BVI, Class of 2012 to Class of 2019



Statewide student assessment data trends

Minnesota Statutes, section 125A.63, subdivision 4(b), requires that this report include aggregated, data-based education outcomes consistent with the commissioner’s school performance report cards. Math and reading proficiency, as demonstrated on the math and reading MCA and MTAS, are major elements of MDE performance report cards. These tests are intended to measure whether students have achieved proficiency on the state standards for their grade level in math and reading.

Consistent with the commissioner’s school performance report cards, this section reports on aggregate math and reading assessment data at the state, regional, and district levels, comparing proficiency rates in math and reading for students who were identified as BVI with all students who receive special education services and with all students generally.

Assessment results are reported here as “proficient” and “not proficient.” Students are considered proficient if they meet or exceed the state proficiency standards for their grade level, while students are considered not proficient if they only partially meet or do not meet the standards. The MCA and MTAS are only given in grades 3 through 8, and either grade 10 (reading) or grade 11 (math).

The MTAS is an adapted test for students with the most significant cognitive disabilities and must be required by a student’s IEP; the MTAS assesses proficiency in the same way as the MCA, so the results are presented in this section using similar terminology and visualizations.

When applicable, student assessment data for the 2017–18 and 2018–19 school years are compared with the previous two school years (2015–16 and 2016–17).

It should be noted that there are several challenges students who are BVI encounter on the MCA and MTAS assessments, which should be considered when interpreting the results:

- **Accessibility:** Existing adaptive online tests are not accessible to students who are blind. Instead, these students receive a hard copy test in braille.
- **Fatigue:** Students who are BVI often spend twice as much time testing as their peers.
- **Assessment validity with tactile graphics:** Issues with the tactile graphics provided in test materials put into question whether a student is being assessed for their math skills or their tactile graphics skills. The existing tests do not always provide good data regarding learned skills.
- **Test appropriateness:** Many students who are BVI may be given the MTAS in error—data indicates that the appropriateness of the test provided may not be correct.¹⁷

Throughout this report, results are reported only for groups with 10 or more students to protect individual privacy. The note “not enough data” or “cell too small to report” means the number of students was too small to report, or that there were fewer than 10 students in that group. Some regions and all but one school district had fewer than 10 students identified as BVI, so no results were reported for those areas.

MCA math

The percent of students who are BVI who are proficient on the MCA math assessment has decreased slightly each year for the last four years, from 45 percent in 2016 to 34 percent in 2019 (Figure 13). Math proficiency rates for students who are BVI are higher than for all students who receive special education services (Figure 14) but are slightly lower than rates for all students in the state (Figure 15). Similar to students who are BVI, math proficiency rates on the MCA have decreased slightly over the last few years for all students in Minnesota.

¹⁷ Ferrell, Bruce & Luckner (2014)

Figure 13. Percent of **students who are BVI** who are proficient and not proficient on the MCA math assessment

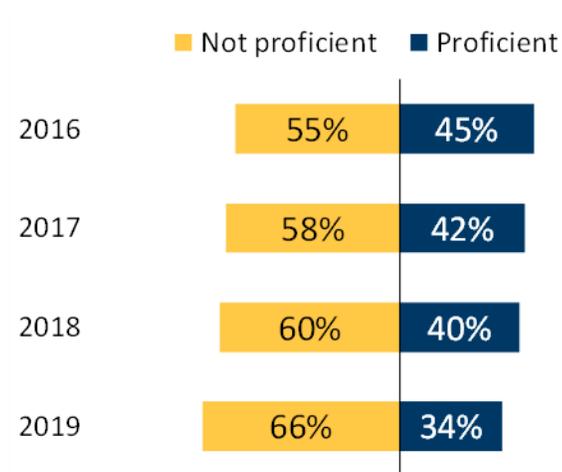


Figure 14. Percent of **all students who receive special education services** who are proficient and not proficient on the MCA math assessment

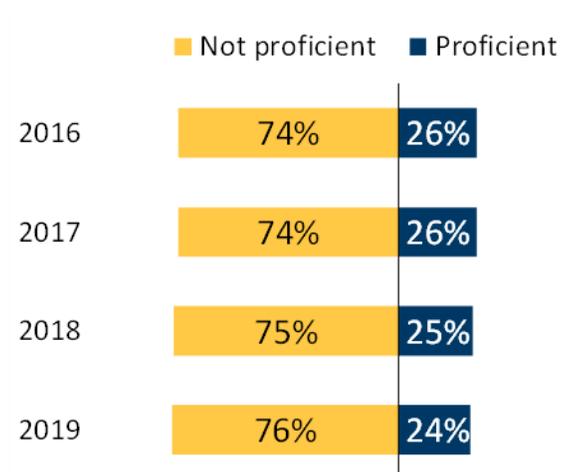
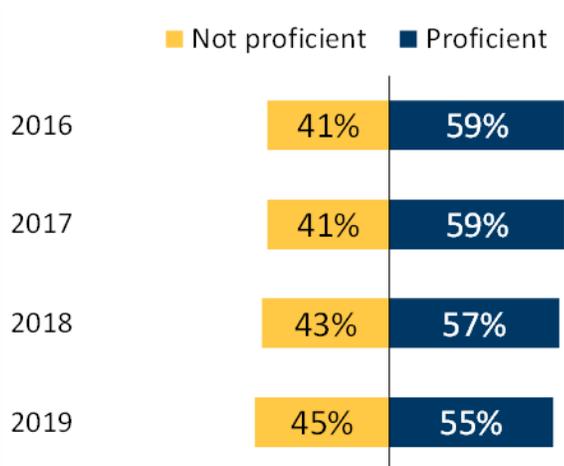
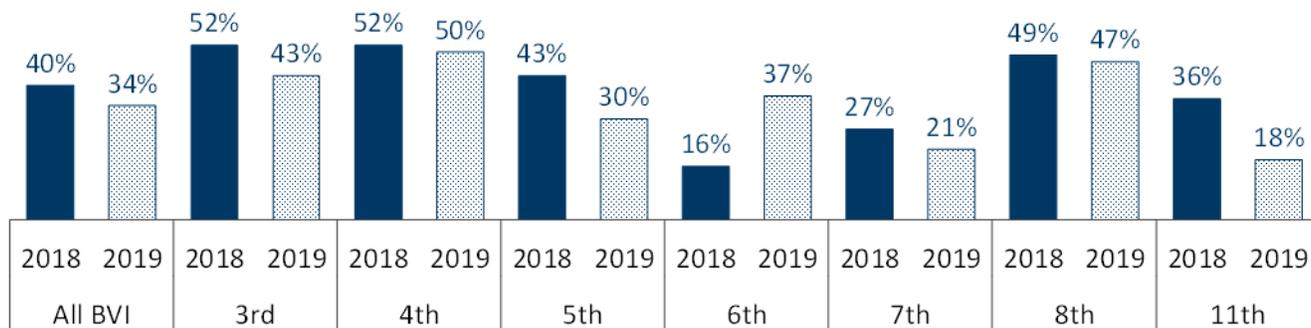


Figure 15. Percent of **all students in Minnesota** who are proficient and not proficient on the MCA math assessment



Among students who are BVI, proficiency rates on the MCA math assessment differed greatly within some grade levels from 2018 to 2019 and across grade levels (Figure 16). In total, there were about 200 students who are BVI who took the MCA, and within any grade level across the state, there were between 15 and 35 students. With numbers of this size, small changes can have a large impact on the overall proficiency rate, resulting in more drastic fluctuation from year to year.

Figure 16. Percent of **students who are BVI** who are proficient on the MCA math assessment by grade



MTAS math

Similar to the MCA, proficiency rates on the MTAS math assessment declined somewhat from 2018 to 2019 for students who are BVI (Figure 17). However, the number of students who are BVI who take the MTAS is very small. Only 10 students who are BVI took the MTAS math assessment in 2018 and only 11 took it in 2019. MTAS

math proficiency rates are higher for students who are BVI than for all students who receive special education services (Figure 18). Only students who receive special education services are eligible to take the MTAS, so there is no comparison on the MTAS with all students in the state.

Figure 17. Percent of **students who are BVI** who are proficient and not proficient on the MTAS math assessment

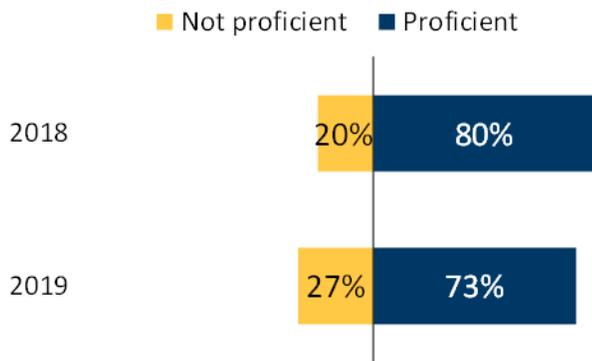
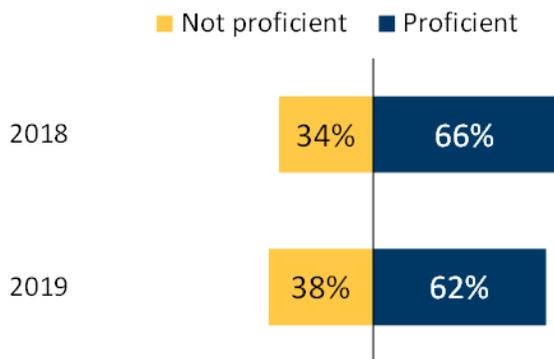


Figure 18. Percent of **all students who receive special education services** who are proficient and not proficient on the MTAS math assessment



There are not enough students in any one grade level who are BVI who took the MTAS, so proficiency rates on the MTAS are not disaggregated by grade in this report.

MCA reading

The percentage of students who are BVI who are proficient on the MCA reading assessment has stayed relatively flat for the last several years, other than a slight increase in 2017 (Figure 19). Similar to the MCA math assessment, proficiency rates in reading for students who are BVI were higher than for all students who receive special education services (Figure 20), but lower than for all students in the state (Figure 21).

Figure 19. Percentage of **students who are BVI** who are proficient and not proficient on the MCA reading assessment

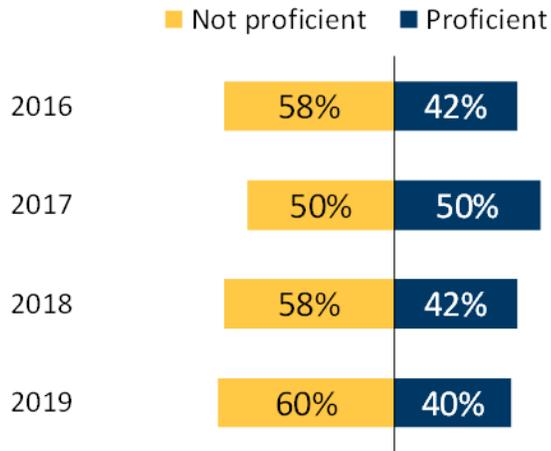


Figure 20. Percentage of **all students who receive special education services** who are proficient and not proficient on the MCA reading assessment

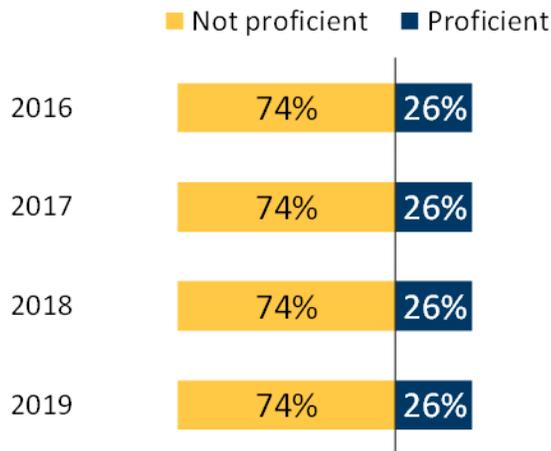
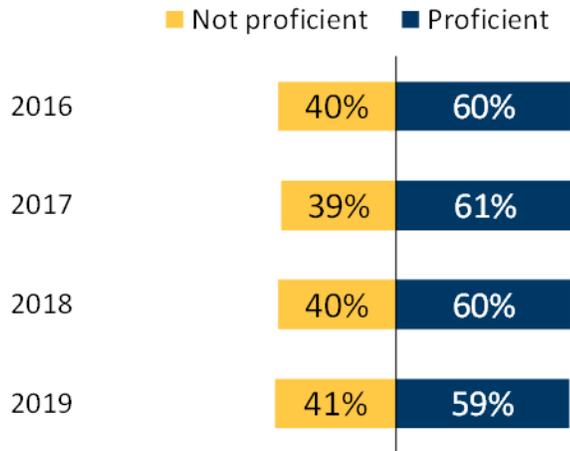
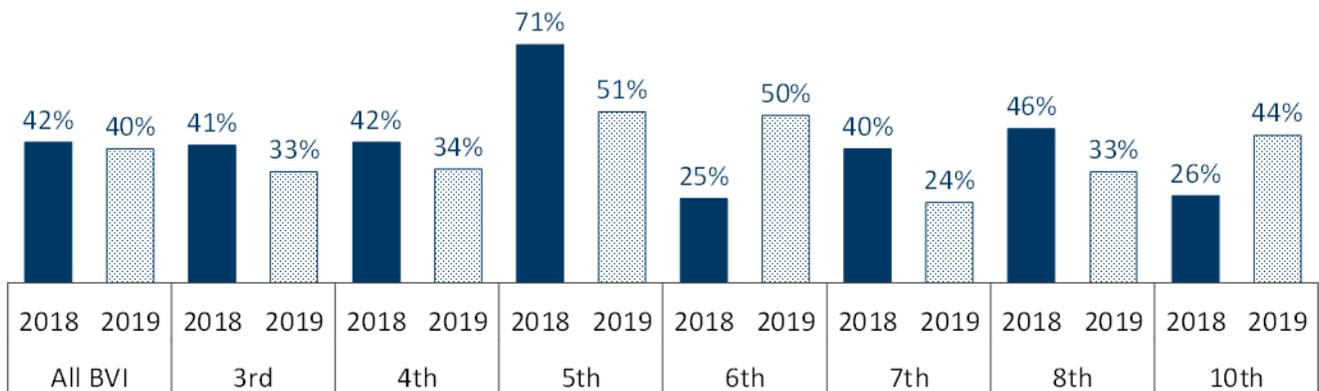


Figure 21. Percentage of **all students in Minnesota** who are proficient and not proficient on the MCA reading assessment



Similar to the math results, proficiency rates on the MCA reading assessment for students who are BVI differed greatly within certain grade levels and across all grade levels from 2018 to 2019 (Figure 22). These fluctuations are expected for small groups because there are fewer than 40 students in any one grade level across the state who are BVI being tested on the MCA reading assessment.

Figure 22. Percentage of **students who are BVI** who are proficient on the MCA reading assessment by grade



MTAS reading

The percentage of students who are BVI who are proficient on the MTAS reading assessment increased significantly from 58 percent in 2018 to 82 percent in 2019 (Figure 23), while the proficiency rate in reading on the MTAS stayed flat for all students who receive special education services at 67 percent (Figure 24). Again, the

number of students who are BVI who take the MTAS reading test is very small, with 12 students who are BVI testing in 2018 and 11 testing in 2019.

Figure 23. Percentage of **students who are BVI** who are proficient and not proficient on the MTAS reading assessment

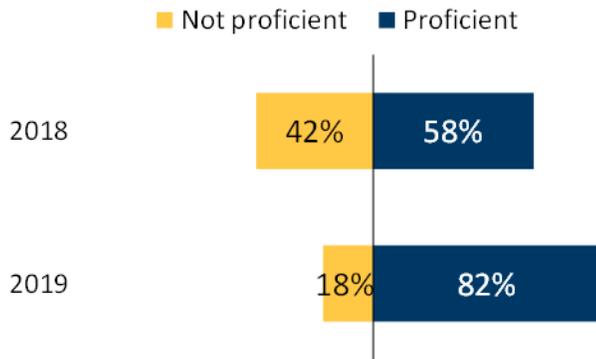
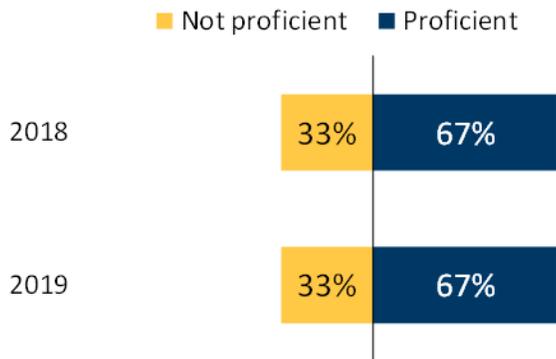


Figure 24. Percentage of **all students who receive special education services** who are proficient and not proficient on the MTAS reading assessment



Regional assessment data trends

Some regions in Minnesota had fewer than 10 students who are BVI take the MCA math or reading assessments. For the districts that did have at least 10 students test, MCA math and reading results are presented below.

Region 3

Figure 25: Shaded map of Region 3

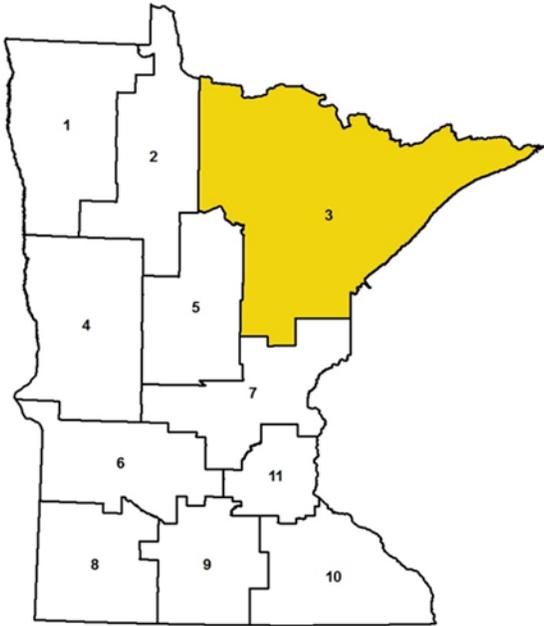


Table 3 includes the number of K–12 students enrolled in Region 3 from 2012–13 to 2018–19.

Table 3: Number of BVI students enrolled in Region 3 by year, 2012–13 through 2018–19

Year	BVI enrolled
2012–13	20
2013–14	19
2014–15	16
2015–16	15
2016–17	14
2017–18	15
2018–19	18

MCA math

There were 10 students in Region 3 who are BVI who took the MCA math assessment in 2018 and 2019. The percentage of BVI students who are proficient on the MCA math assessment increased from 10 percent to 20 percent during this time (Figure 26). Math proficiency rates were similar for all students in Region 3 who receive special education services at 21 percent in 2018 and 19 percent in 2019 (Figure 27). All students in Region 3 had much higher proficiency rates in math (55 percent in 2018 and 53 percent in 2019) than students who are BVI or all students who receive special education services (Figure 28).

Figure 26. Percentage of **students in Region 3 who are BVI** who are proficient and not proficient on the MCA math assessment

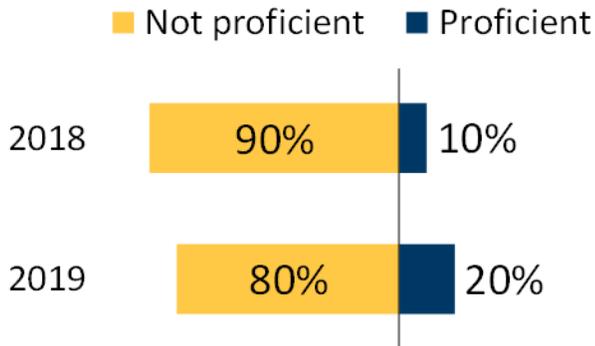


Figure 27. Percentage of **all students in Region 3 who receive special education services** who are proficient and not proficient on the MCA math assessment

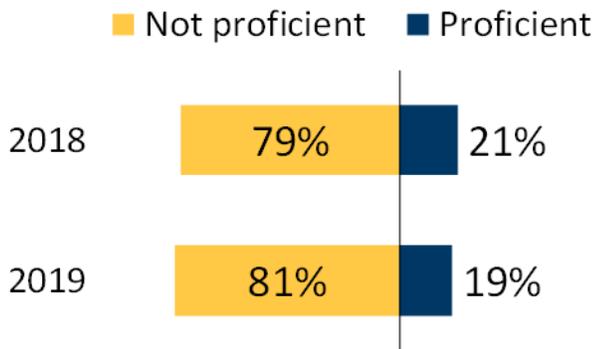
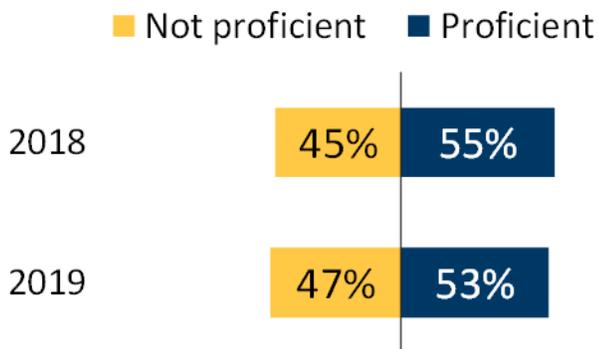


Figure 28. Percentage of **all students in Region 3** who are proficient and not proficient on the MCA math assessment



MCA reading

Only nine students in Region 3 who are BVI took the MCA reading assessment in 2018, so the data is not presented. Ten students who are BVI took the MCA reading assessment in 2019, and 50 percent of them were proficient (Figure 29). Reading proficiency rates were the same year-to-year for all students in Region 3 who receive special education services, at 24 percent (Figure 30). At 61 percent in both 2018 and 2019, all students in Region 3 had higher proficiency rates in reading than students who are BVI or all students who receive special education services (Figure 31).

Figure 29. Percentage of **students in Region 3 who are BVI** who are proficient and not proficient on the MCA reading assessment

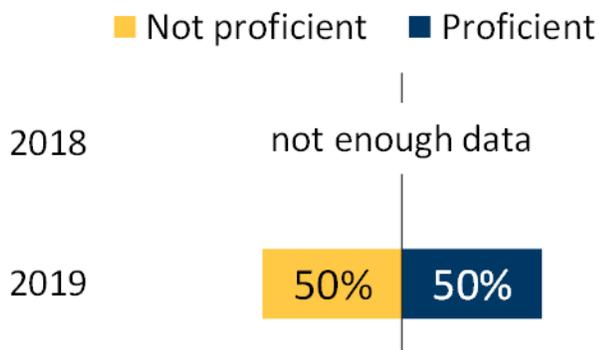


Figure 30. Percentage of **all students in Region 3 who receive special education services** who are proficient and not proficient on the MCA reading assessment

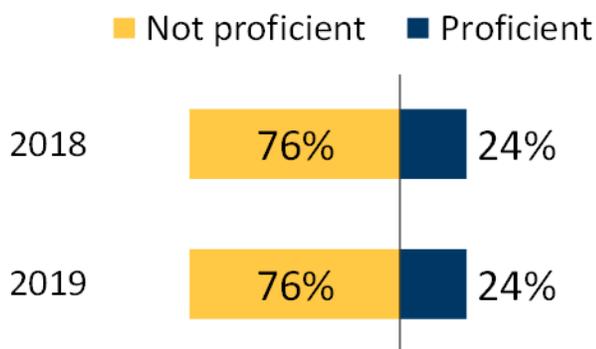
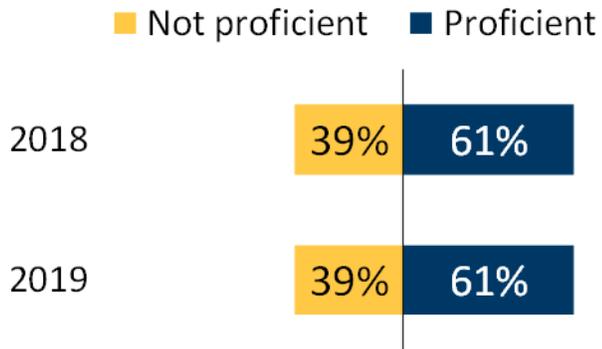


Figure 31. Percent of all students in Region 3 who are proficient and not proficient on the MCA reading assessment



Region 4

Figure 32. Shaded map of Region 4

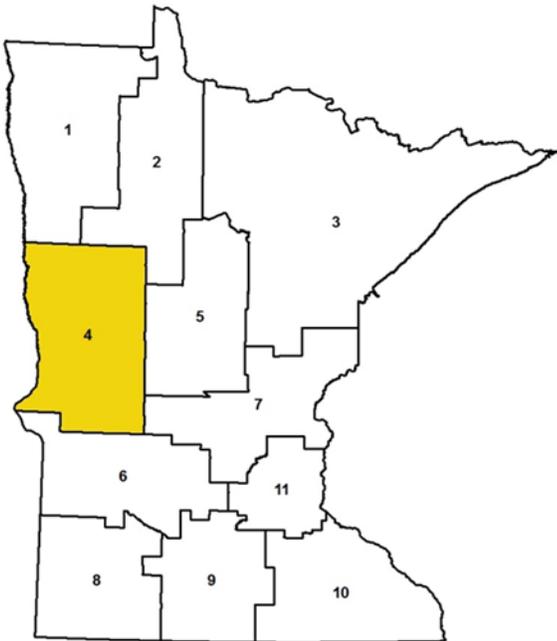


Table 4 includes the number of K–12 students enrolled in Region 4 from 2012–13 to 2018–19.

Table 4: Number of BVI students enrolled in Region 4 by year, 2012-13 through 2018-19

Year	BVI enrolled
2012–13	17
2013–14	19
2014–15	21
2015–16	21
2016–17	24
2017–18	26
2018–19	23

MCA math

Fewer than 15 students in Region 4 who are BVI took the MCA math assessment in 2018 and 2019. The percentage of students who are BVI who are proficient on the MCA math assessment decreased slightly during this time from 46 percent in 2018 to 43 percent in 2019 (Figure 33). The percentage of students in Region 4 who receive special education services who are proficient on the MCA math assessment changed only a small amount, with about a quarter of students proficient each year (Figure 34). The proficiency rate in math was much higher for all students in Region 4 than students who are BVI or all students who receive special education services, at 60 percent in 2018 and 58 percent in 2019 (Figure 35).

Figure 33. Percentage of **students in Region 4 who are blind or visually impaired** who are proficient and not proficient on the MCA math assessment

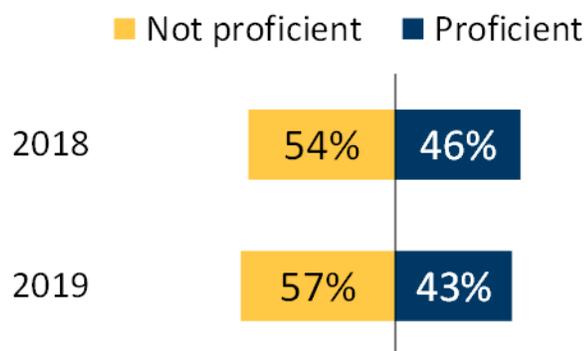


Figure 34. Percentage of **all students in Region 4 who receive special education services** who are proficient and not proficient on the MCA math assessment

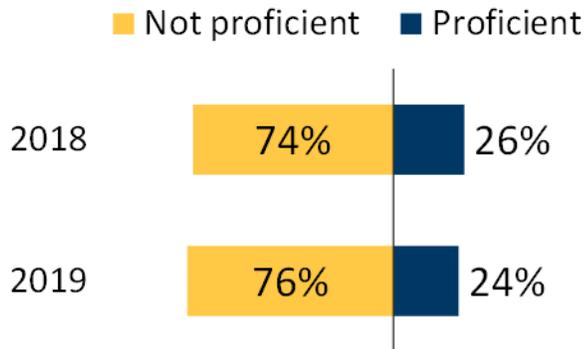
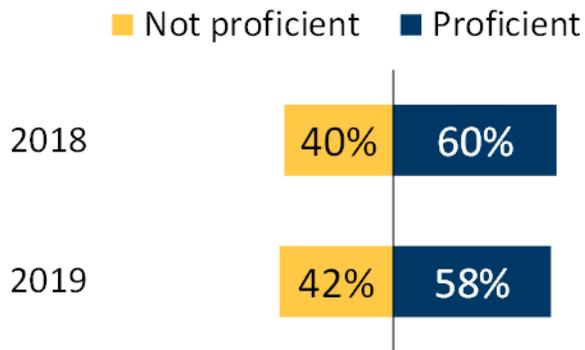


Figure 35. Percentage of **all students in Region 4** who are proficient and not proficient on the MCA math assessment



MCA reading

Sixteen students in Region 4 who are BVI took the MCA reading assessment in 2018 and 11 took the test in 2019. While 50 percent of students who are BVI were proficient in reading in 2018, this rate decreased to 36 percent in 2019 (Figure 36). Twenty-six percent of all students who receive special education services in Region 4 were proficient on the MCA reading assessment in both 2018 and 2019 (Figure 37). The rate of reading proficiency among all students in Region 4 was over 60 percent both years, which is significantly higher than for students who are BVI or all students who receive special education services (Figure 38).

Figure 36. Percentage of **students in Region 4 who are BVI** who are proficient and not proficient on the MCA reading assessment

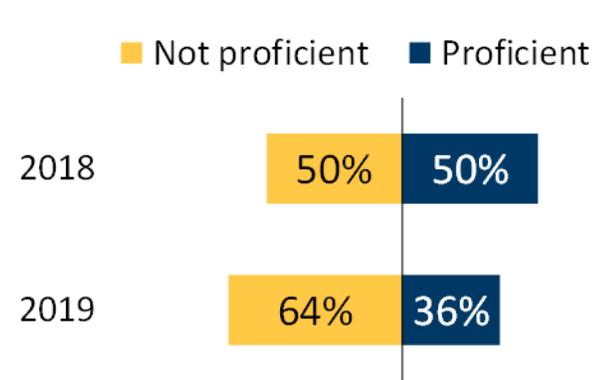


Figure 37. Percentage of **all students in Region 4 who receive special education services** who are proficient and not proficient on the MCA reading assessment

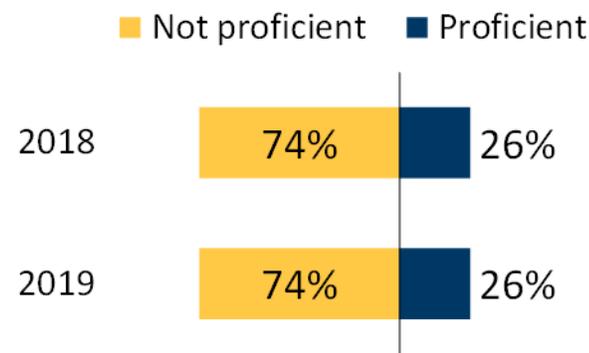
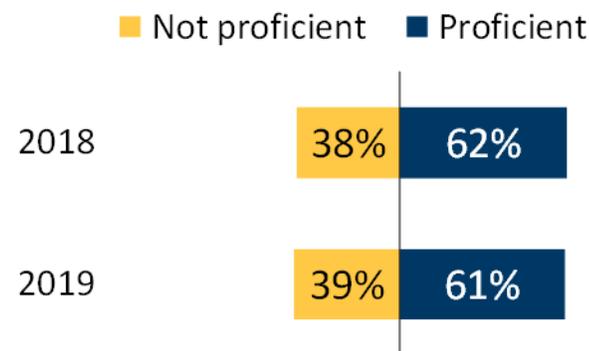


Figure 38. Percentage of **all students in Region 4** who are proficient and not proficient on the MCA reading assessment



Region 7

Figure 39. Shaded map of Region 7

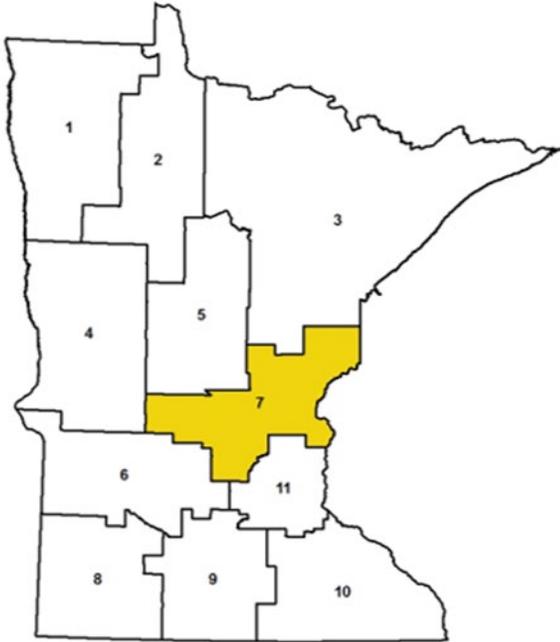


Table 5 includes the number of K–12 students enrolled in Region 7 from 2012–13 to 2018–19. Data from years previous to 2017–18 had been combined with Region 5.

Table 5: Number of BVI students enrolled in Region 7 by year, 2017–18 and 2018–19

<u>Year</u>	<u>BVI enrolled</u>
2017–18	52
2018–19	56

MCA math

Thirty-three students who are BVI in Region 7 took the MCA math assessment in 2018 and 26 tested in 2019. The percentage of students who are BVI who are proficient in math decreased from 45 percent in 2018 to 23 percent in 2019 (Figure 40). Less than 30 percent of students in Region 7 who receive special education services were proficient in 2018 or 2019 in math (Figure 41). Over 60 percent of all students in Region 7 were proficient in math in 2018 and 2019, although the rate declined slightly (Figure 42).

Figure 40. Percentage of **students in Region 7 who are BVI** who are proficient and not proficient on the MCA math assessment

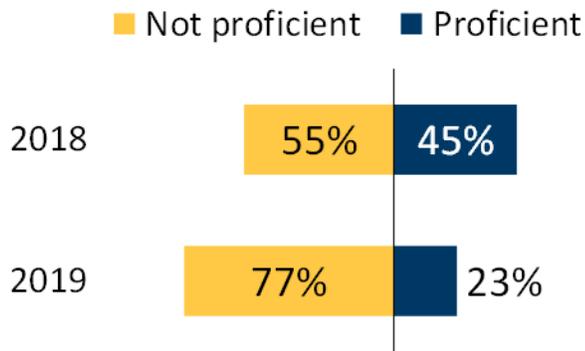


Figure 41. Percentage of **all students in Region 7 who receive special education services** who are proficient and not proficient on the MCA math assessment

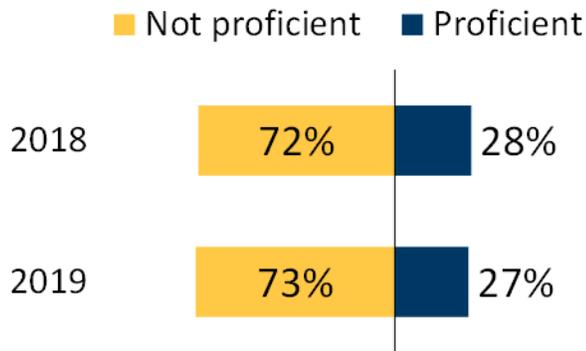
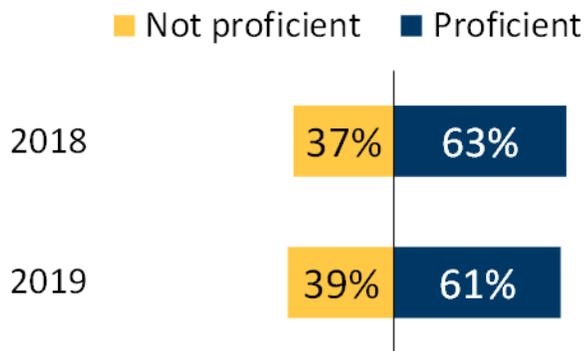


Figure 42. Percentage of **all students in Region 7** who are proficient and not proficient on the MCA math assessment



MCA reading

Twenty-eight students in Region 7 who are BVI took the MCA reading assessment in 2018 and 25 took the test in 2019. The proficiency rate in reading declined slightly from 2018 to 2019 for students in Region 7 who are BVI, from 39 percent to 36 percent (Figure 43). This is somewhat higher than the rate for all students in Region 7 who receive special education services, which remained flat at 28 percent (Figure 44). Similar to the math results, over 60 percent of all students in Region 7 were proficient in reading on the MCA in both 2018 and 2019 (Figure 45).

Figure 43. Percentage of **students in Region 7 who are BVI** who are proficient and not proficient on the MCA reading assessment

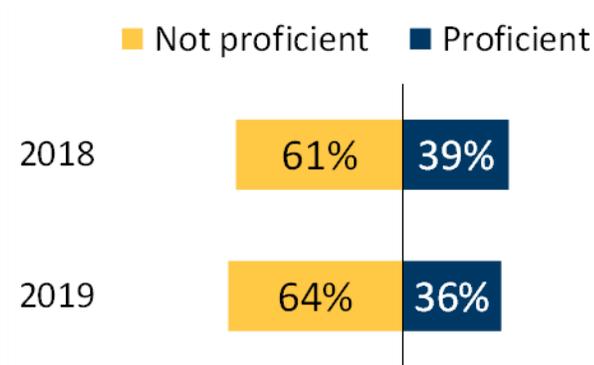


Figure 44. Percentage of **all students in Region 7 who receive special education services** who are proficient and not proficient on the MCA reading assessment

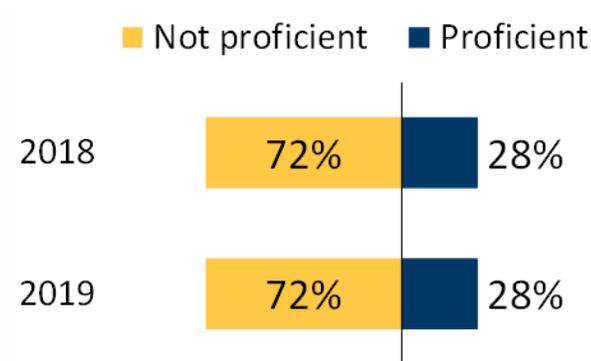
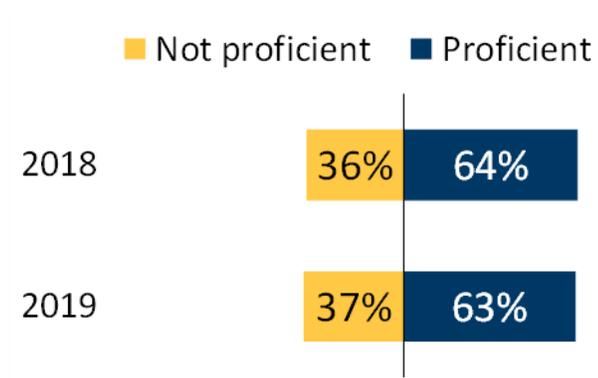


Figure 45. Percentage of **all students in Region 7** who are proficient and not proficient on the MCA reading assessment



Region 10

Figure 46. Shaded map of Region 10

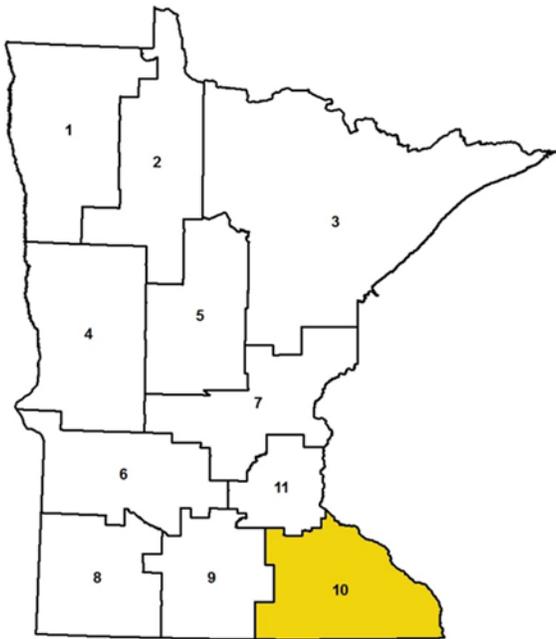


Table 6 includes the number of K–12 students enrolled in Region 10 from 2012–13 to 2018–19.

Table 6: Number of BVI students enrolled in Region 10 by year, 2012–13 through 2018–19

Year	BVI enrolled
2012–13	50
2013–14	56
2014–15	60
2015–16	65
2016–17	71
2017–18	72
2018–19	66

MCA math

Fewer than 25 students who are BVI in Region 10 took the MCA math assessment in 2018 and 2019. Less than 30 percent of students who are BVI were proficient in math either year, with a decrease from 29 percent proficient in 2018 to 26 percent in 2019 (Figure 47). Just over 20 percent of students in Region 10 who receive special education services were proficient on the MCA math assessment in 2018 or 2019 (Figure 48). Over 50 percent of all students in Region 10 were proficient in math both years, with a small decline from 2018 to 2019 (Figure 49).

Figure 47. Percentage of **students in Region 10 who are BVI** who are proficient and not proficient on the MCA math assessment

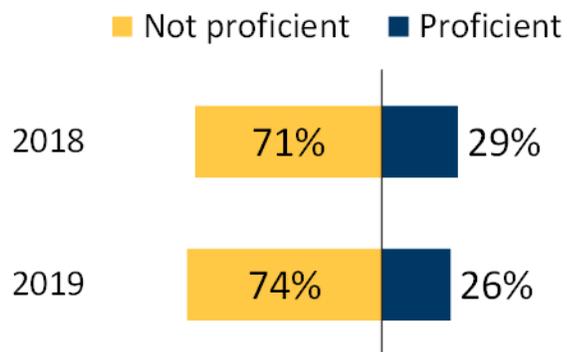


Figure 48. Percent of **all students in Region 10 who receive special education services** who are proficient and not proficient on the MCA math assessment

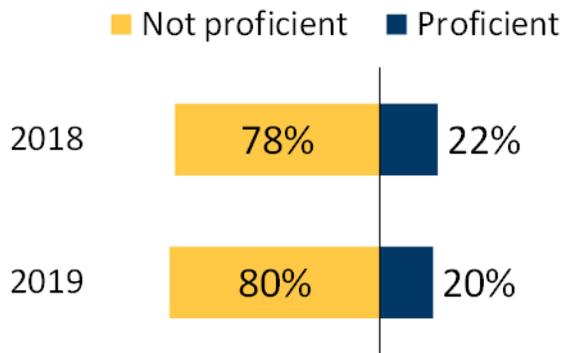
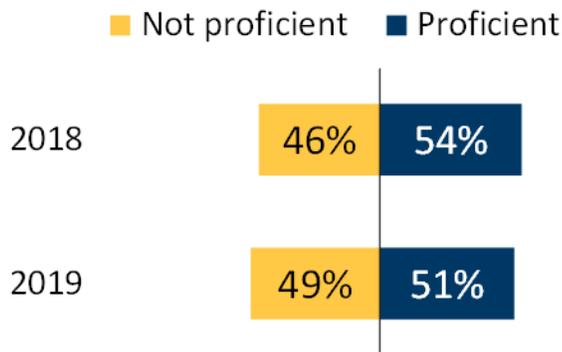


Figure 49. Percentage of **all students in Region 10** who are proficient and not proficient on the MCA math assessment



MCA reading

Twenty-eight students in Region 10 who are BVI took the MCA reading assessment in 2018 and 24 took the test in 2019. The reading proficiency rate for students who are BVI in Region 10 decreased from 28 percent in 2018 to 21 percent in 2019 (Figure 50). The rate was slightly lower for all students in Region 10 who receive special education services, at 24 percent in 2018 and 23 percent in 2019 (Figure 51). Over 55 percent of all students in Region 10 were proficient in both 2018 and 2019, decreasing slightly from 58 percent to 56 percent (Figure 52).

Figure 50. Percentage of **students in Region 10 who are BVI** who are proficient and not proficient on the MCA reading assessment

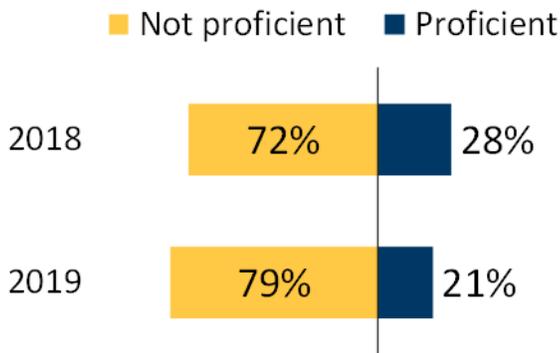


Figure 51. Percentage of **all students in Region 10 who receive special education services** who are proficient and not proficient on the MCA reading assessment

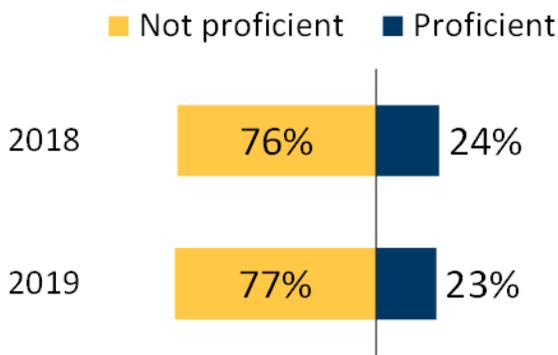
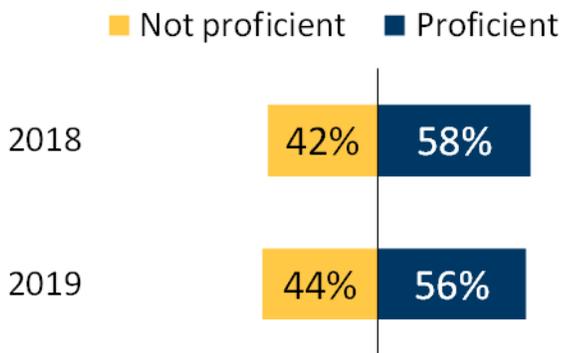


Figure 52. Percentage of **all students in Region 10** who are proficient and not proficient on the MCA reading assessment



Region 11

Figure 53. Shaded map of Region 11

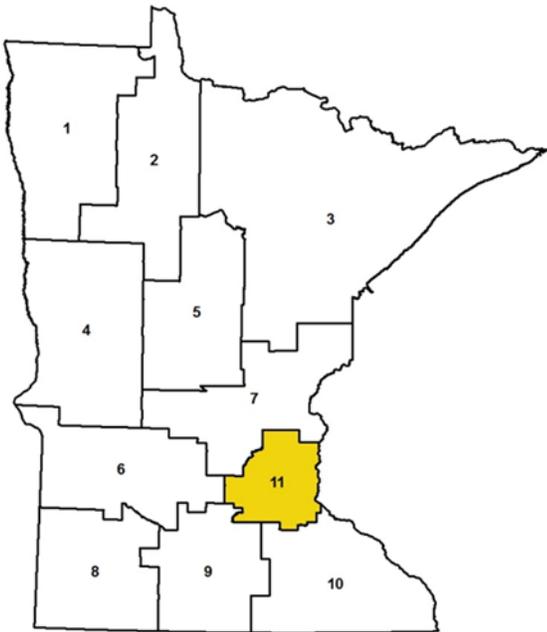


Table 7 includes the number of K–12 students enrolled in Region 11 from 2012–13 to 2018–19.

Table 7: Number of BVI students enrolled in Region 11 by year, 2012–13 through 2018–19

Year	BVI enrolled
2012–13	157
2013–14	163
2014–15	173
2015–16	176
2016–17	182
2017–18	186
2018–19	194

MCA math

Ninety-five students who are BVI in Region 11 took the MCA math assessment in 2018 and 87 students took the test in 2019. Forty-three percent of students who are BVI in Region 11 were proficient on the MCA math test in 2018, which declined to 37 percent in 2019 (Figure 54). About a quarter of all students in Region 11 who receive special education services were proficient on the math MCA in both 2018 and 2019 (Figure 55). The proficiency rate for all students in Region 11 was 57 percent in 2018 and 55 percent in 2019 (Figure 56).

Figure 54. Percentage of **students in Region 11 who are BVI** who are proficient and not proficient on the MCA math assessment

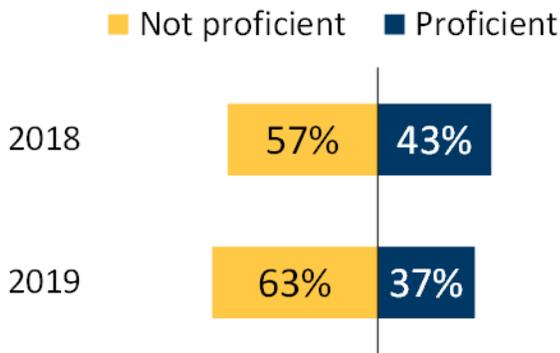


Figure 55. Percentage of **all students in Region 11 who receive special education services** who are proficient and not proficient on the MCA math assessment

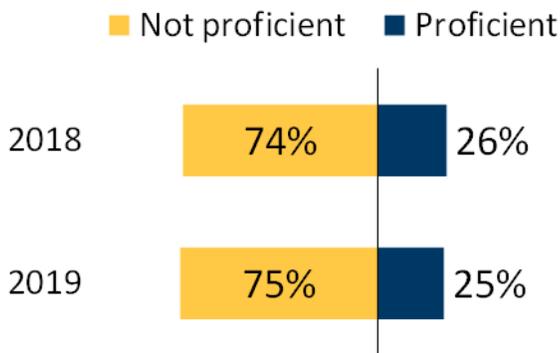
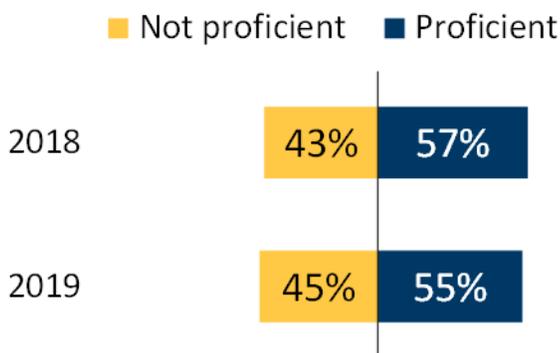


Figure 56. Percentage of **all students in Region 11** who are proficient and not proficient on the MCA math assessment



MCA reading

Over 90 students in Region 11 who are BVI took the MCA reading assessment in 2018 and 2019. The reading proficiency rate for students who are BVI in Region 11 increased slightly from 45 percent in 2018 to 47 percent in 2019 (Figure 57). The reading proficiency rate on the MCA for all students who receive special education services remained at 27 percent in 2018 and 2019 (Figure 58). Sixty percent of all students in Region 11 were proficient on the reading MCA in 2018 and 59 percent were proficient in 2018 (Figure 59).

Figure 57. Percentage of **students in Region 11 who are BVI** who are proficient and not proficient on the MCA reading assessment

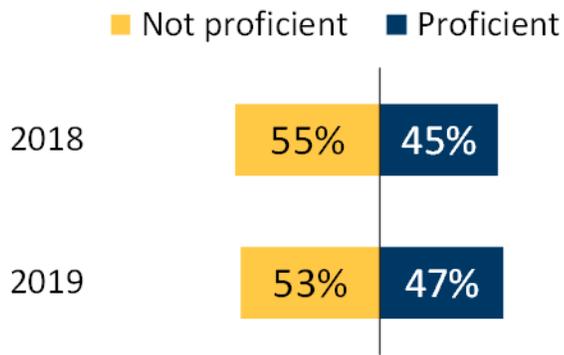


Figure 58. Percentage of **all students in Region 11 who receive special education services** who are proficient and not proficient on the MCA reading assessment

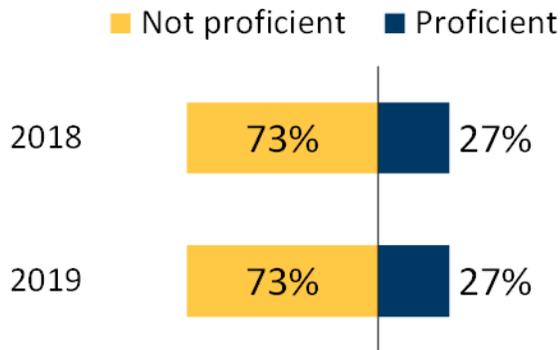
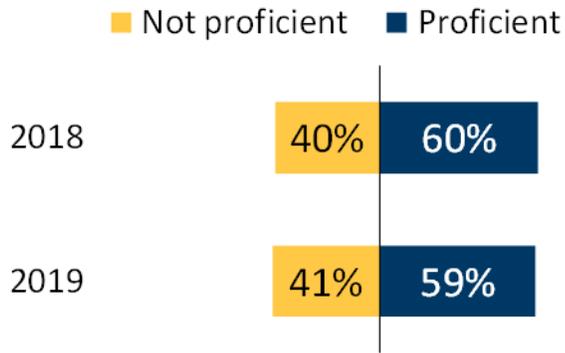


Figure 59. Percentage of **all students in Region 11** who are proficient and not proficient on the MCA math assessment



District assessment data trends

Only one school district in Minnesota, Minneapolis Public Schools, had at least 10 students who are BVI take the MCA math and reading assessments in 2018. No district in Minnesota had at least 10 students who are BVI take the MCA math or reading assessments in 2019. Math and reading proficiency rates in 2018 for students who are BVI in Minneapolis Public Schools are presented below (Figure 60 and Figure 61).

Figure 60. Percentage of **students in Minneapolis Public Schools who are BVI** who are proficient on the MCA math assessment

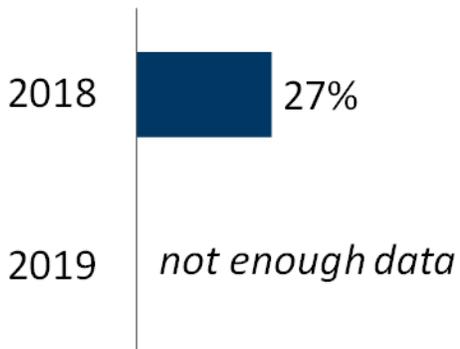
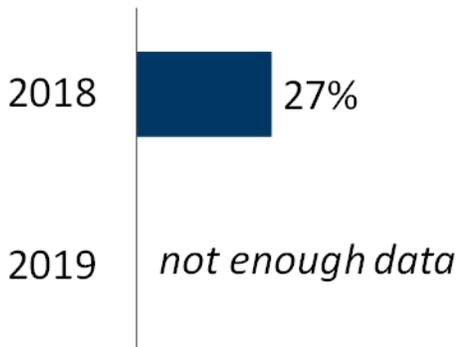


Figure 61. Percentage of **students in Minneapolis Public Schools who are BVI** who are proficient on the MCA reading assessment



Conclusion

Generally, students who were BVI and were assessed by MCA testing for math or reading scored higher than their peers in special education, but not at the same level as their peers in general education.

In order to maintain proficiency levels in reading and math and increase graduation rates, the BVI Advisory Committee believes the most effective way to increase outcomes for students who are BVI is to:

- **Make curricula accessible for all students.**
 - Provide LEAs with updated guidance on accessible curriculum basics and WCAG 2 AA standards.
 - Gather information on the requirements to create a statewide AEM Center.
 - Expect general education staff to provide accessible learning materials.
- **Increase the number of educated and licensed TBVI and COMS.**
 - Fund the creation of a university program to educate TBVI and COMS.
 - Encourage LEAs to expand recruitment efforts to fill open TBVI and COMS positions.
- **Increase awareness of the expanded core curriculum.**
 - Disseminate information about the ECC to LEAs.
 - Continue to collaborate with other stakeholders.

Thank you for taking the time to read and consider this report. Please feel free to contact [Kristin Oien](mailto:kristin.oien@state.mn.us) (kristin.oien@state.mn.us) with questions.

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<http://cedar.education.ufl.edu/tools/innovation-configurations/>

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Appendix A: Expanded Core Curriculum

The Expanded Core Curriculum (ECC) areas include educational needs that result from the visual impairment to enable the student “to be involved in and make progress in the general education curriculum” and “other educational needs that result from the child’s disability” as required by IDEA (34 CFR § 300.324). The presence of a visual impairment requires that teachers with specialized expertise thoroughly evaluate and systematically teach the skills listed below. Without specialized instruction, children with vision loss may not be aware of the activities of their peers or acquire other critical information about their surroundings (NASDSE, 1999, p. 70).

A. Compensatory Skills needed to access the general curriculum, including:

- Access to literacy and mathematics through braille (including UEB and Nemeth Codes) or print, handwriting skills, and auditory skills. Students have a variety of needs and utilize a combination of tools to access literacy and mathematics.
- Communication needs that will vary depending on degree of functional vision, effects of additional disabilities (including deafblindness), and the task to be done. Communication systems include unique low- to high-tech levels of access.
- Specialized tactile and hands-on instruction in concept development, sequential experiences, and abstract images and theories that may be significantly affected when visual observation is limited.

A child with little or no vision may have fragmented understanding of the world without systematic tactile exploration and clear verbal explanations for concepts that are not visual or too large or delicate to touch. Fragmented concepts can impede social, academic, and vocational development (Ferrell, K. A., Bruce, S., and Luckner, J. L., 2014).

B. Orientation and Mobility (O&M): Safe and efficient travel through the environment is a critical component in the education of students with visual impairments. O&M evaluation and instruction should begin in infancy with basic spatial concepts, purposeful and exploratory movement, and progress through more independent age-appropriate motor and travel skills in increasingly complex environments. Vision provides the primary motivation for infants to begin to move their bodies: to raise their heads to see people, to reach toward objects, to move through the environment, and to begin to play. Significant delays and differences in meeting motor milestones can affect overall development. A child who is blind needs to know how classrooms or other environments are arranged in order to independently move with confidence. Systematic orientation to a space may be needed before the placement and function of furniture and objects are understood. As the student gets older, they need more advanced age-appropriate travel skills such as street crossings, bus travel, and community experiences. Students with multiple impairments benefit from O&M instruction that facilitates purposeful movement and increases independence to the greatest degree possible.

C. Social Interaction Skills: Visual impairments can socially isolate students, impede typical social interactions, or limit social skill development. Students with visual impairments may not be able to see facial expressions and subtle body language to participate in conversations and activities. They may not recognize the voice of a person who speaks to them or even realize they are being addressed. An additional disability, such as autism, can

amplify social challenges for a child with visual impairment. Social skills that sighted children can observe and imitate may need to be taught to a child with a visual impairment.

D. Career Education and Planning: Students with visual impairments need to be taught about the variety of work and career options that are available since they cannot casually observe people in different job roles. They need opportunities to explore their strengths and interests in a systematic, well-planned manner. This training may include the acquisition of specialized skills and equipment to compete in the job market. Students must be prepared for a wide range of vocational choices and the adaptations, including technological devices, which make them attainable. It is important to have opportunities to job shadow for concrete experience of different career choices and to learn about other persons with visual impairments who have successful vocational outcomes.

E. Assistive Technology, Including Optical Devices: Technology (including assistive technology devices and assistive technology services) permits students with visual impairments to access the general curriculum, increase literacy options, and enhance communication. There are a variety of high- and low-tech assistive technology tools designed specifically for students with visual impairments who require specialized instruction. These devices include, but are not limited to, electronic braille note takers, colored transparencies, tactile symbols, calendar systems, video magnifiers, screen reader software, screen enlarging software, and hand-held optical devices.

F. Independent Living Skills: Personal hygiene, dressing, food preparation, money management, housekeeping, and organization skills are critical skills for successful transition from school to independent living. Young children begin learning basic skills in independent living from visual observation and imitation. Most students with visual impairments, however, will need specific instruction and adaptations to standard equipment, such as modifications to read oven markings and to cook independently and safely. Depending on the level of vision, cognition, and other individual characteristics of a student, adaptations may range from minor highlighting to tactile clues for matching clothing. Students can learn to apply makeup and perform other grooming activities with magnifying lenses, specially marked containers, and highlighted dials on electric shavers. General education settings typically do not evaluate or teach these skills in a sequential and systematic basis. Family members may require assistance and guidance to implement the proper adaptations that will permit independent practice and mastery of new skills within the home.

G. Recreation and Leisure Skills: Students who are blind or have visual impairments need to be exposed to and taught recreation and leisure activities they can enjoy as children and throughout their lives. Recreation skills requiring physical activity enable students to learn about and practice a healthier lifestyle. They are often not aware of the options or the possible adaptations that would allow them to participate in these activities. Such skills include both individual and organized group activities for students at all ages and levels.

H. Self-Determination: Self-determination includes personal decision-making, self-advocacy, problem solving, and assertiveness. These skills lead to competence, as opposed to learned helplessness, and are important components of positive self-esteem. Generally, people who are blind can overcome low societal expectations with specialized instruction in developing self-determination skills. Students can then meaningfully participate in their educational and transition planning and make positive adult lifestyle, job, and other life choices upon

graduation. Students will be responsible for their own accessibility needs once they leave the public education system.

I. Sensory Efficiency (Includes Visual, Tactual, and Auditory Skills): Students who are blind and students with low vision need systematic instruction to learn efficient use of their senses.

- Instruction in visual efficiency must be individually designed and may include using visual gaze to make choices, tracking car movements when crossing the street, responding to visual cues in the environment, and using optical devices such as magnifiers and telescopes.
- For students who are blind and functionally blind, an increased reliance upon tactual skills is essential to learning. These skills should be considered as part of the Individual Family Service Plan (IFSP) and Individualized Education Program (IEP) development. It takes more detailed “hands-on” interaction and repetition to understand a concept tactually, such as relative size, which may be readily captured with a glance.
- Systematic instruction in auditory skills is critical for successful mobility and learning. Students must learn to use their hearing effectively to respond appropriately to social cues, travel safely in schools and across streets, learn from recorded media, and use echolocation for orientation.

Appendix B: Collaborative statewide resources

Table 8 and Table 9 show which collaborative agency supports and MDE initiatives align with ECC learning opportunities across Minnesota. This is not an exhaustive list of resources and supports available. There are other activities and groups that are specific to regions within Minnesota that are not highlighted in this report. For questions regarding what resources might be available in your area, contact [Kristin Oien](mailto:kristin.oien@state.mn.us) (kristin.oien@state.mn.us).

A brief description of each collaborative agency is included after the tables.

Table 8: MDE initiatives and collaborative agency supports

ECC Skills	Compensatory	O&M	Social Interaction	Career Education and Planning	AT and Optical Devices	Independent Living	Recreation and Leisure	Self-Determination	Sensory Efficiency
American Printing House for the Blind (APH)	X	X	X	X	X	X	X	X	X
AEM IA with SSB CC	X		X	X		X	X	X	X
Electronic Lists	X	X	X	X	X	X	X	X	X
BVI									
Communities of Practice	X			X	X				
District 917 ECC	X	X	X	X	X	X	X	X	X
Low Vision Clinics	X	X	X	X	X	X	X	X	X
Minnesota Mentoring Program	X	X	X	X	X	X	X	X	X
Minnesota Resource Libraries	X	X	X	X	X	X	X	X	X
Parent Child Institute	X	X	X	X	X	X	X	X	X
State Services for the Blind	X	X	X	X	X	X	X	X	X
Statewide Vision Professional Development	X	X	X	X	X	X	X	X	X
Summer Transition Program (STP)	X	X	X	X	X	X	X	X	X

Table 9: Collaborative non-profit agencies

ECC Skills	Compensatory	O&M	Social Interaction	Career Education & Planning	AT & Optical Devices	Independent Living	Recreation & Leisure	Self-Determination	Sensory Efficiency
American Council of the Blind (ACB) of Minnesota	X	X	X	X	X	X	X	X	X
American Foundation for the Blind (AFB)	X	X	X	X	X	X	X	X	X
BLIND, Inc.	X	X	X	X	X	X	X	X	X
Camp Butterscotch	X	X	X	X	X	X	X	X	X
Minnesota DeafBlind Project	X	X	X	X	X	X	X	X	X
DeafBlind Services of Minnesota	X	X	X	X	X	X	X	X	X
Lighthouse Center for Vision Loss	X	X	X	X	X	X	X	X	X
Minnesota Division on Vision Impairments (MDVI)	X	X	X	X	X	X	X	X	X
Minnesota National Association of Parents of Children with Visual Impairments (MNAPVI)	X	X	X	X	X	X	X	X	X
National Federation of the Blind (NFB) of Minnesota	X	X	X	X	X	X	X	X	X
Vision Loss Resources (VLR)	X	X	X	X	X	X	X	X	X

Accessible Educational Material/State Services for the Blind Interagency Agreement: This interagency agreement between MDE and State Services for the Blind (SSB) supports individual school districts with the provision of Accessible Educational Material (AEM) in the form of braille and audio materials. School districts in Minnesota who agree to participate in the special education assurances are provided with certain braille and audio materials at no cost.

American Printing House for the Blind (APH): The American Printing House for the Blind (APH) is the world's largest nonprofit organization creating educational, workplace, and independent living products and services for people who are visually impaired. Founded in 1858 under the 1879 federal Act to Promote the Education of the Blind, APH is the official supplier of educational materials for visually impaired students in the U.S. who are working at less than college level. APH provides products, services, resources, and field services to students who are BVI.

BVI Electronic List: MDE sponsors three BVI-specific electronic lists through the Statewide Low-Incidence Projects dedicated solely to the education of children and youth who are BVI in Minnesota. The lists are a public place where anyone interested in this field can post a question or an answer, share a BVI specific announcement, or stimulate discussion related to the education or service delivery of children and youth who are BVI.

Communities of Practice: MDE facilitates communities of practice (CoP) which include TBVI, COMS, and collaborative partners from other state, local, and nonprofit agencies who provide services to students who are BVI. The CoPs change as needs fluctuate throughout the state. The current CoPs are American Printing House and Tactile Graphics Producers, Low Vision, Assistive Technology, and BVI Mentoring.

District 917 Extended School Year/ECC: Intermediate School District 917 Vision Program offers an extended school year (ESY) ECC program for students in grade 6-10. This is a day program that focuses on the nine areas of the ECC. Instruction is individualized to meet each student's specific needs.

Low Vision Clinics: A Low Vision Community of Practice Group composed of TBVI, COMS, and Mayo/St. Cloud Clinic Optometrists have provided input to determine a process of providing low-vision clinic services to students with the highest low-vision needs around the state. Low Vision Clinics provided from 2005 to 2019 have served over 800 students from every region in Minnesota. They provide a unique and specific educational service to students who have low vision. Along with written reports and recommendations provided by the eye care specialists, low-vision devices, and training is provided for the recipients, parents, and educators.

Minnesota Mentoring Program: The BVI Mentoring CoP collaborated to build a research-based mentoring program that supports teachers in BVI higher education programs, newly licensed TBVI, and experienced TBVI who may need specific topic assistance throughout their career. The Minnesota Mentoring Program (MMP) has grown to include professionals in other low incidence disability categories through the MN Low Incidence Project. For more information regarding the MMP, contact [Kayna Plaisted](mailto:kayna.plaisted@metroecu.org) (kayna.plaisted@metroecu.org).

Minnesota Resource Libraries (MNRL): Minnesota Resource Libraries is a statewide library operated by the MN State Academies providing information and resources to help families and educators meet the educational needs of Minnesota children and youth who have a hearing or vision loss.

MSAB Parent Child Institute (PCI): The Parent Child Institute (PCI) is an interagency program between MDE, MSAB, and SSB. PCI addresses family BVI-specific needs for children who are age 5 and under.

State Services for the Blind (SSB): SSB is a Minnesota state agency under the Department of Employment and Economic Development (DEED). SSB provides tools and training for employment, living independently, and accessing print. They assist Minnesotans who are blind, deafblind, experiencing vision loss, or have difficulty accessing the printed word. SSB provides a variety of supports and programs for students who are BVI including: Transition Supports, Individualized Plan for Employment, Communication Center, Summer Opportunities Fair, Career Expo, Personal Budgeting, Assistive Technology Evaluations, BLIND Incorporated Transition Program, Duluth Lighthouse Transition Program, Helen Keller National Center Youth Programs, and features in “The Spectacle” newsletter.

Statewide Vision Professional Development: The Minnesota Statewide Vision Community of Practice provides a forum to gather and share pertinent information and evidence-based practices TBVI and COMS in the field to build teacher capacity to increase student outcomes. Outcomes of the statewide CoP include professional sharing of information and knowledge specific to BVI and O&M, provision of in-service training and resources specific to teachers of children and youth with visual impairments, opportunities to increase awareness of new research, and data on teaching strategies and program trends for BVI.

Summer Transition Program (STP): STP provides experiences to address the specific transition needs of students who are BVI or DeafBlind. STP complements each student’s core curriculum at their local school by providing individualized opportunities in the three transition areas identified in their IEP. These unique transition activities, as part of the ECC, give each student the opportunity to increase independence in their school home, community, and work environments.

Appendix C: Guidelines for determining workloads for TBVI and COMS

Note: This document was created from a variety of online sources, including the “APSEA Guidelines for Determining Caseload Size for Teachers of Students with Visual Impairments,” “Connecticut Plan for Determining Caseload Size for Teachers of the Visually Impaired,” and “Michigan State Severity of Needs Rating Scale.”

Introduction

Children and young adults with visual impairments served by Minnesota’s TBVI and COMS are an extremely heterogeneous group. They vary in age (birth to 21 years), degree of vision loss, grade placement, cognitive ability, presence of additional disabilities, and degree of independence and motivation. TBVI and COMS must develop schedules to accommodate an array of responsibilities, such as: direct instruction of compensatory skills; adaptation of materials; assessment; programming; planning; consultation with parents, teachers, and medical personnel; creating, ordering, and distributing adapted materials; teaching orientation and mobility skills; intersection analysis; and bus route planning (COMS only).

In addition, these professionals must travel from school to school. When assigning caseloads to itinerant teachers and mobility specialists, their supervisors must attend to all these considerations along with those associated with environmental factors (e.g., weather conditions, road conditions, distance between schools, school policies, and practices relevant to inclusion). The inclusion of these factors means the following suggested service levels function as guidelines in developing TBVI or COMS workloads.

Rating Scale: Based on a student’s IEP, a rating of 0 to 4 is assigned in each of the following areas: medical, reading medium, compensatory skill needs, environmental/instructional adjustments, O&M, and travel time. The total points offer a baseline in the amount of vision- and mobility-related service that the TBVI or COMS should provide.

Medical

0 Points:

- Visual acuity between 20/20 and 20/60 with full visual field.
- No significant pathology.

1 Point:

- Possible progressive disease, but one eye still within normal limits.
- Mild nystagmus.
- Bilateral strabismus, which cannot be corrected: pre/post eye surgery.
- Other severe temporary eye treatments, such as patching; significant bilateral field loss.

2 Points:

- Acuity 20/70 to 20/200 in best eye after correction.
- A visual field of more than 20 degrees.
- Cortical visual impairment.

3 Points:

- Acuity 20/200 to object perception in best eye after correction.
- A visual field of 20 degrees or less.

4 Points:

- Object perception to total blindness.
- A visual field of 10 degrees or less.

Primary Reading Medium

0 Points:

- Regular print with no modifications.
- Nonreader.
- Uncontracted braille reader mastery level.

1 Point: (one to five times per year)

- Regular print with occasional magnification (i.e., video magnifier, handheld magnification) in addition to correction.

2 Points: (one to two times per month)

- Regular print with consistent use of magnification in addition to correction.
- Contracted braille reader mastery level.
- Audio or large print.

3 Points: (one to two times per week)

- Uncontracted braille reader instructional level.

4 Points: (three or more times per week)

- Contracted braille reader instructional level.

Compensatory Needs and Adaptive or Developmental Skills Instruction

0 Points:

- Needs no compensatory skills instruction.

1 Point: (one to five times per year)

- Needs compensatory skills instruction in fine and gross motor areas, physical education and recreational activities, basic concepts, developmental and sensory awareness, augmentative communication devices, and/or functional life skills for supported living and work environment.

2 Points: (one to two times per month)

- Needs compensatory skill consultation and/or instruction in use of remaining vision and low-vision aids, calculator usage, pre-vocational skills, adaptive equipment, and/or assistive technology.
- Auditory computer user, mastery level.

3 Points: (one to two times per week)

- Needs compensatory skill consultation and/or instruction in computer and keyboarding, map reading, geographical and science concepts, and/or career and vocational training.
- Auditory computer user, instructional level.

4 Points: (three or more times per week)

- Needs compensatory skill instruction in tactual development, abacus, slate and stylus, and/or independent daily living skills.
- Auditory computer user, introductory level.
- Electronic note taker instruction.
- Tactile development: raised line drawing, abacus.

Environmental and Instructional Adjustments

0 Points:

- Needs no adaptations of educational materials or presentations.

1 Point: (one to five times per year)

- Needs some adapted written materials, special seating, some magnification, and/or adaptive lighting.
- Consultation regarding best vision use with assistive technology and/or positioning.

2 Points: (one to two times per month)

- Classroom teacher needs some consultation and support in materials modifications.
- Needs some adaptation of maps and graphs, frequent magnification.

3 Points: (one to two times per week)

- Needs minimal tactile modifications and enlargement, adaptation of maps and graphs, pictures, and braille production.
- Tactile communication and calendar box system.

4 Points: (three or more times per week)

- Needs all curricular materials in braille and/or tactile format.

Orientation and Mobility (O&M)

0 Points:

- Needs no further O&M instruction.

1 Point: (one to five times per year)

- Needs O&M monitoring and consultation.
- Orientation to new environments.
- On campus routes and mobility.

2 Points: (one to two times per month)

- Needs O&M supportive instruction.
- O&M concept instruction.
- Wheelchair mobility.

3 Points: (one to two times per week)

- Needs intensive O&M instruction.
- Emerging O&M and white cane skills.
- White cane for identification purposes, low-vision safe street crossing skills.
- Beginning bus travel, exploring taxi, paratransit use.

4 Points: (three or more times per week)

- Needs comprehensive O&M instruction.
- Nonvisual traveler learning to become a safe and independent traveler.
- Street crossings, bus routes, route planning, business travel.

Travel Time

Travel points measure distance in miles (one way) from TBVI and COMS office and portal to student instructional site (home, school, business, or neighborhood):

0 Points:

- Full-time resource room based at school.
- Students within a 0–10-mile radius.

1 Point:

- Students within a 10–20-mile radius.

2 Points:

- Students within a 20–30-mile radius.

3 Points:

- Students within a 30–40-mile radius.

4 Points:

- Students within a 40-plus-mile radius.

Interpretations:

Once the rating scale has been applied to each student on the TBVI's and or COMS's caseload, the following applies:

- 2.5 points = 1 hour of teacher time per week.
- Half-time teacher: no more than 45 total points.
- Full-time teacher: no more than 90 total points.

There should not be more than three academic braille students assigned to one itinerant TBVI.

Figure 62. Workload rating worksheet example

Student	Medical	Primary Reading Medium	Compensatory Skill / Adaptive Instruction	Environmental Instructional Adjustments	O&M	Travel Time	Totals
Teacher Total:							

Appendix D: Outcomes for students who are deafblind

Deafblindness is defined under the Individuals with Disabilities Education Act (IDEA) as “concomitant (simultaneous) hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.”

Under Minnesota Administrative Rules 3525.1327, a student is eligible for special education services under the deafblind category if she has medically verified visual loss coupled with medically verified hearing loss that, together, interfere with acquiring information or interacting with the environment.

Minnesota Statutes, section 125A.63 requires the Minnesota Department of Education (MDE) to establish advisory committees for deaf and hard of hearing (DHH) and blind and visually impaired (BVI). Each committee must submit separate biennial reports on education outcomes for students whose primary disability is DHH or BVI and describe a data-based plan for improving outcomes of those students.

Although students who are deafblind (DB) are not mentioned in the statute, they must be identified and meet criteria for both DHH and BVI, by nature of eligibility for special education services. Therefore, the staff who serve students who are DHH and BVI are the same staff who support and serve students who are deafblind, and recommendations made in this report could have a positive impact on students who are DB. However, it is important to note that deafblindness is a separate disability with a multiplicative impact with a high degree of heterogeneity due to the exponential number of possible combinations of hearing and vision loss.

Provided below is more information on the enrollment and demographics of students whose primary disability is identified as DB. In the data provided below, this number is around 100, although approximately 250 more students in Minnesota have met eligibility for both DHH and BVI, but do not have DB as the primary disability. Also provided below are reading and math assessment outcomes for students whose primary disability is identified as DB. In 2018–19 there were 118 students from birth to age 21 whose primary disability category was DB in MDE’s child count data. Some data on the educational outcomes of students who are DB cannot be reported, as data is suppressed for groups smaller than 10.

Students who are deafblind enrollment and demographics

Enrollment summary

Table 10 shows how enrollment for K–12 students who are DB compared with other student populations in 2018–19. At the statewide level, students whose primary disability was DB made up 0.01 percent of the overall K–12 enrollment and 0.08 percent of the K–12 enrollment of students receiving special education services in 2018–19. The largest number students who are DB are located in Region 11 (62 students), while the largest percentage of overall students within a single region is in Region 10 (0.13 percent).

Figure 63. Map of Minnesota’s regional development commissions

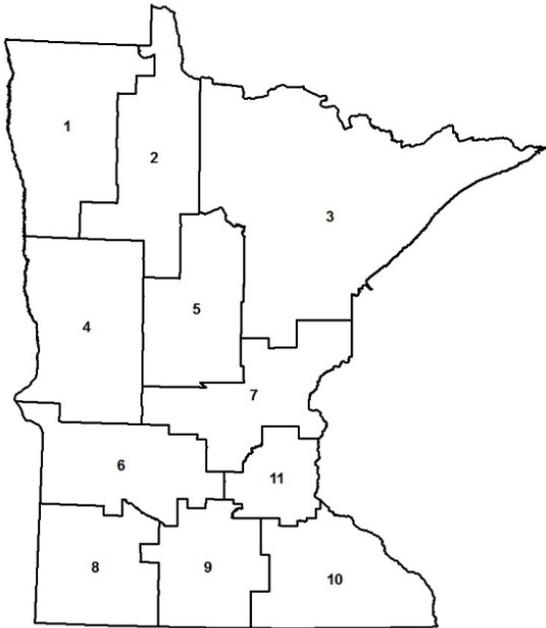


Table 10. Enrollment of K–12 student categories by region 2018–19

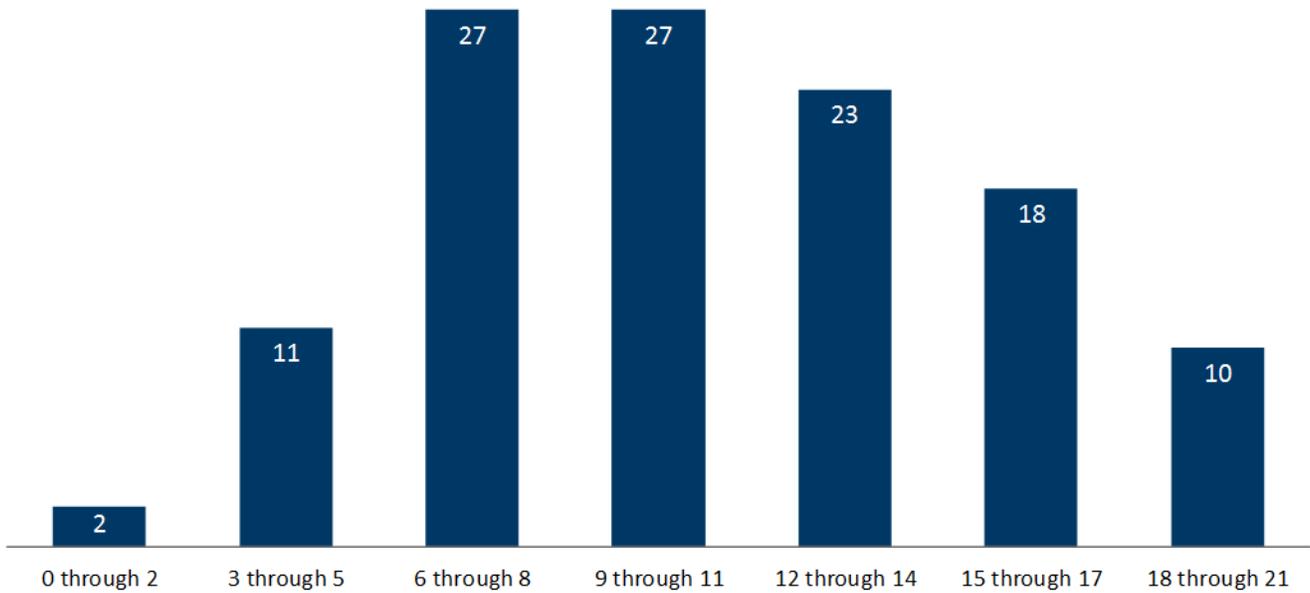
Region name	All students K–12 fall enrollment	DB K–12	Percent DB	K–12 special education enrollment	Percent DB
Regions 1 and 2	27,846	4	0.01%	4,743	0.08%
Region 3	42,518	2	0.00%	7,365	0.03%
Region 4	34,490	4	0.01%	5,541	0.07%
Region 5	25,777	2	0.01%	4,783	0.04%
Regions 6 and 8	43,535	2	0.00%	6,801	0.03%
Region 7	104,251	10	0.01%	15,549	0.06%
Region 9	33,457	2	0.01%	5,135	0.04%
Region 10	76,620	15	0.02%	11,503	0.13%
Region 11	477,056	62	0.01%	65,199	0.10%
Statewide total	865,573	103	0.01%	126,642	0.08%

Demographics

The demographic data presented here to help understand the student populations that make up the group of students who are DB are based on child count data from the 2018–19 school year, which includes students aged birth to 21 years old who are enrolled in the school system. A total of 118 students were DB that school year, according to child count data.

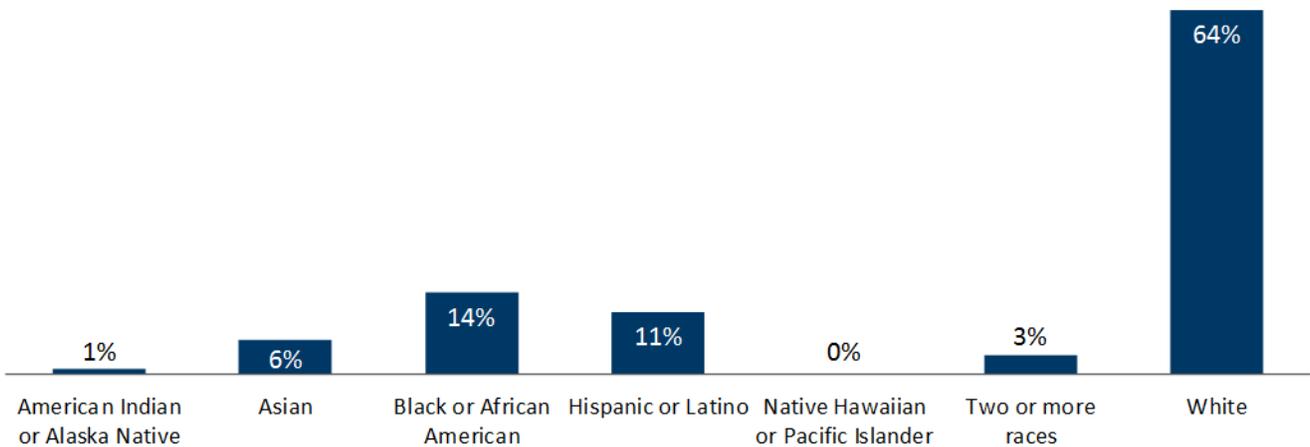
The highest concentrations of students who are DB are found in ages 6 to 8 and ages 9 to 11 (Figure 64). The lowest concentrations are found in the youngest and oldest age groups.

Figure 64. Child count by age distribution of DB students, 2018–19



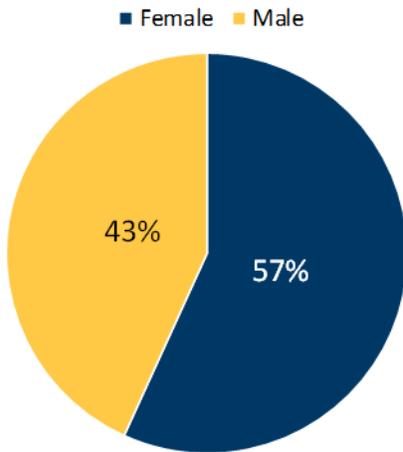
Over 60 percent of students who are DB are white (Figure 65). The next largest group is students who are Black or African American (14 percent), followed by Hispanic or Latino (11 percent).

Figure 65. Race/ethnicity of students who are DB, 2018–19



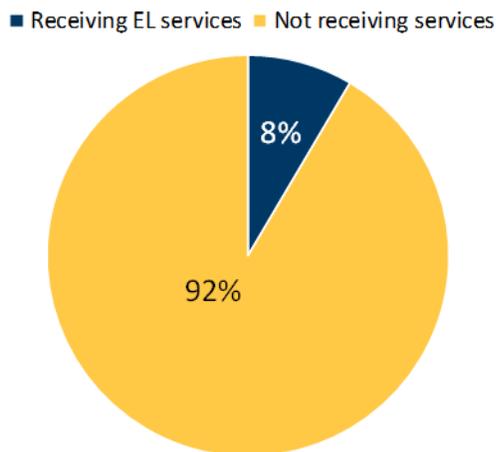
Just slightly more than half of students who are DB are female (57 percent), and 43 percent are male (Figure 66).

Figure 66. Gender of students who are DB, 2018–19



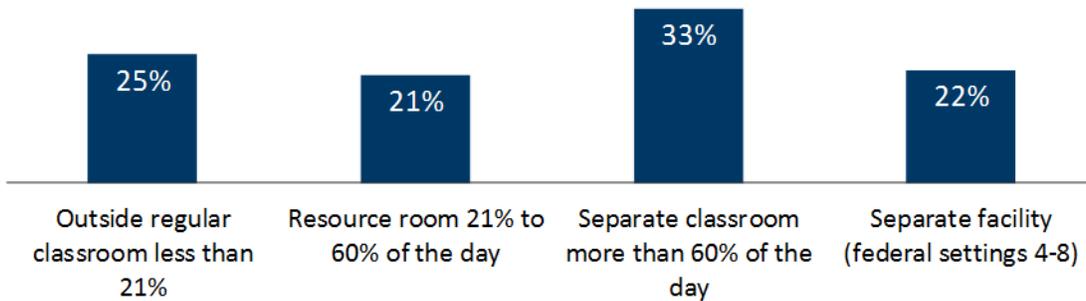
Eight percent of students who are DB also receive services for English Learners (EL) (Figure 67).

Figure 67. Percentage of students who are DB who are receiving EL services, 2018–19



In 2018–19, three-quarters of students who are DB were placed in a special education federal setting that had them in a separate classroom or facility (i.e., outside of a general education classroom) 21 percent or more of the day (Figure 68). One-quarter of students who are DB were in the least restrictive federal setting, outside of a regular education classroom less than 21 percent of the day.

Figure 68. Federal instructional settings for DH students, 2018–19



Students who are deafblind assessment analysis

Consistent with the commissioner’s school performance report cards, this section reports on aggregate math and reading assessment data at the state and regional levels for students who are DB. It is important to note the high degree of heterogeneity in the population of students who are DB. Approximately 80 percent of students who have combined hearing and vision loss have additional disabilities and are emergent communicators (i.e., nonverbal) with variation in instructional placement for the remaining 20 percent who are receiving instruction in an academic setting have a wide degree of variability as well. In addition, the length of time for processing the test questions may be extraordinary for students who are DB, due to the demands on short-term memory to comprehend and remember test options in multiple choice format as well as the intent of questions.

Assessment results are reported here as “proficient” and “not proficient.” Students are considered proficient if they meet or exceed the state proficiency standards for their grade level, while students are considered not proficient if they only partially meet or do not meet the standards. The MCA and MTAS tests are only given in grades 3 through 8, and either grade 10 (reading) or grade 11 (math).

The MTAS is an adapted test for students with the most significant cognitive disabilities and must be required by a student’s IEP; the MTAS assesses proficiency in the same way as the MCA, so the results are presented in this section using similar terminology and visualizations.

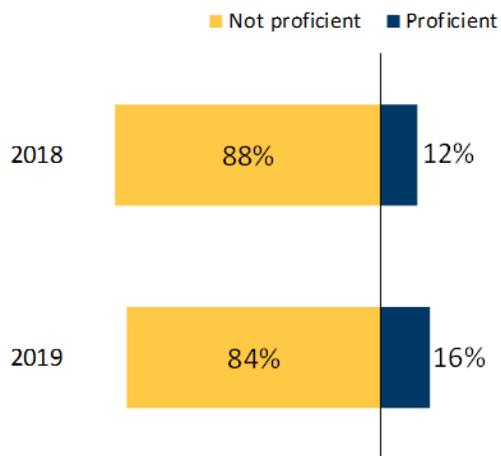
Throughout this report, results are only reported for groups with 10 or more students to protect individual privacy. The note “not enough data” or “CTSTR” means the number of students was too small to report, or that there were fewer than ten students in that group.

Statewide assessment trends

Math

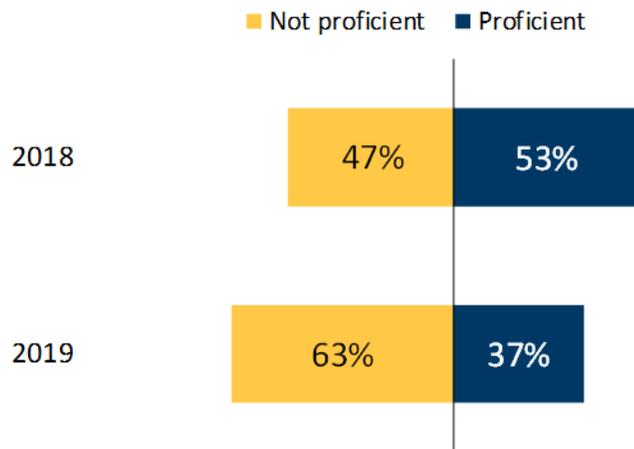
Seventeen students who are DB took the MCA math assessment in 2018 and 19 tested in 2019. The percentage of students who are DB who are proficient on the MCA math assessment was 12 percent in 2018 and 16 percent in 2019 (Figure 69).

Figure 69. Percentage of **students who are DB** who are proficient and not proficient on the MCA math assessment



Fifteen students who are DB took the MTAS math assessment in 2018 and 19 students took the test in 2019. The percent of students who are DB who are proficient on the MTAS math was 53 percent in 2018 and 37 percent in 2019 (Figure 70).

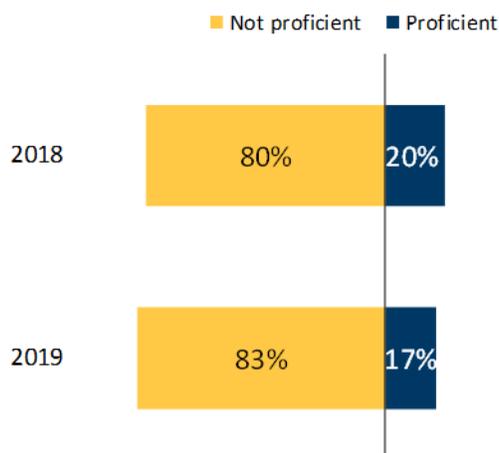
Figure 70. Percentage of **students who are DB** who are proficient and not proficient on the MTAS math assessment



Reading

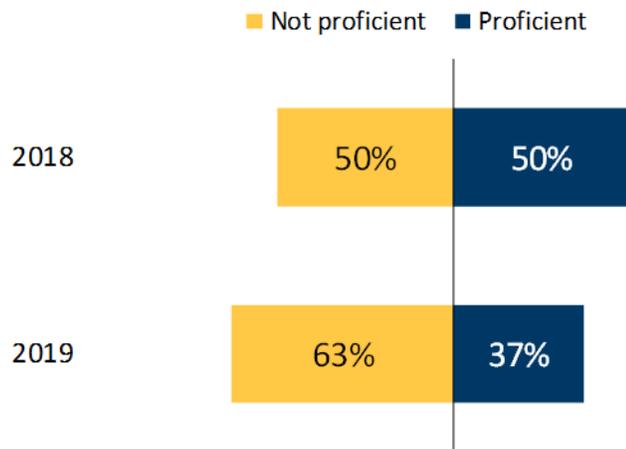
Twenty students who are DB took the MCA reading assessment in 2018 and 18 took the MCA reading in 2019. The percentage of students who are DB who are proficient on the MCA math assessment was 20 percent in 2018 and 17 percent in 2019 (Figure 71).

Figure 71. Percentage of **students who are DB** who are proficient and not proficient on the MCA reading assessment



Sixteen students who are DB took the MTAS math assessment in both 2018 and 2019. The percentage of students who are DB who are proficient on the MTAS math was 50 percent in 2018 and 37 percent in 2019 (Figure 72).

Figure 72. Percentage of **students who are DB** who are proficient and not proficient on the MTAS reading assessment

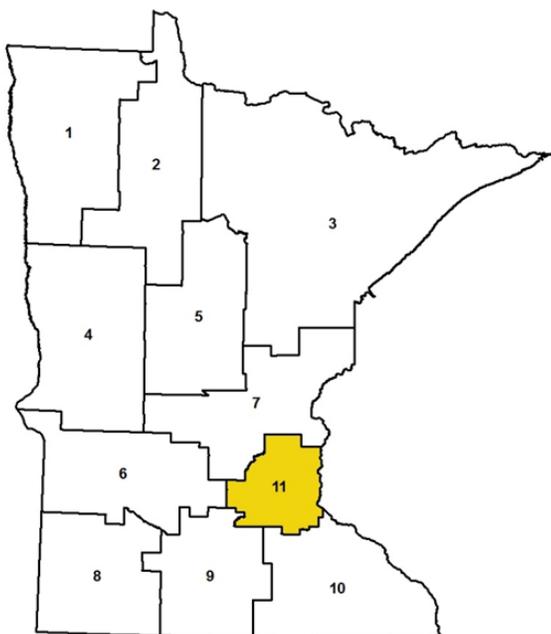


Regional assessment trends

Only one region in Minnesota, Region 11, had more than 10 students take the MCA math and reading assessments in 2018 and 2019. These results are provided below.

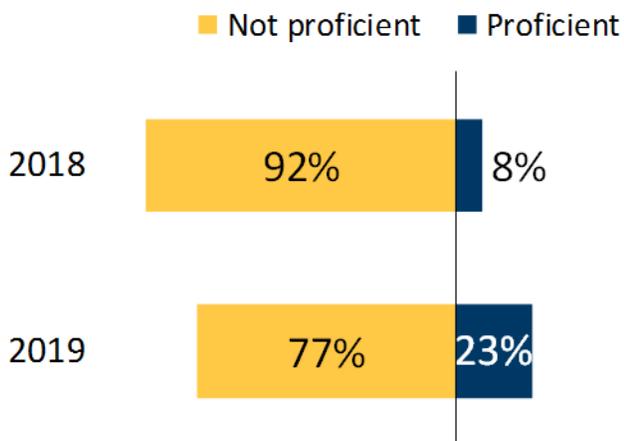
Region 11

Figure 73. Map of Minnesota regions with Region 11 highlighted



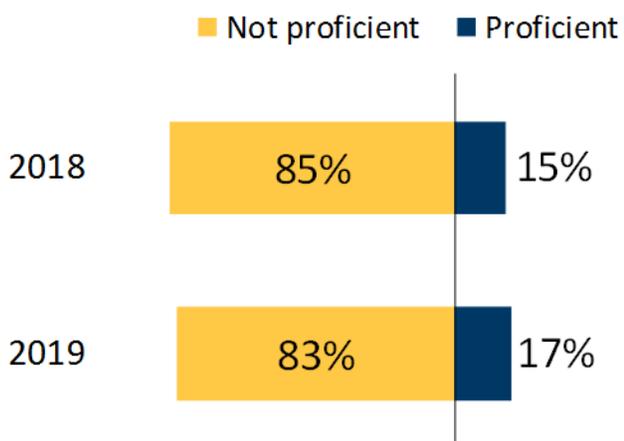
Twelve students in Region 11 who are DB took the MCA math assessment in 2018 and 13 students took the test in 2019. In 2018, 8 percent of students who are DB in Region 11 were proficient in math and 23 percent were proficient in 2019 (Figure 74).

Figure 74. Percentage of students in **Region 11 who are DB** who are proficient and not proficient on the MCA math assessment



Thirteen students in Region 11 who are DB took the MCA reading assessment in 2018 and 12 took the test in 2019. In 2018, 15 percent of students in Region 11 who are DB were proficient in reading and 17 percent were proficient in 2019 (Figure 75).

Figure 75. Percentage of students in **Region 11 who are DB** who are proficient and not proficient on the MCA reading assessment



Appendix E: Data tables for report figures

Enrollment and demographic data

Table 11. Child count from 2007–08 to 2018–19

School year	Number of students who are BVI	Number of students receiving special education services
2007–08	443	123,241
2008–09	438	124,560
2009–10	427	126,091
2010–11	415	127,863
2011–12	435	128,430
2012–13	442	128,812
2013–14	460	129,669
2014–15	460	130,886
2015–16	467	133,678
2016–17	489	137,601
2017–18	503	142,270
2018–19	502	147,604

Table 12. Child count age distribution of students who are BVI, 2018–19

Age group	Number of students who are BVI in that category
0 through 2	16
3 through 5	65
6 through 8	98
9 through 11	108
12 through 14	85
15 through 17	103
18 through 21	27
Total	502

Table 13. Child count race and ethnicity of students who are BVI, 2018–19

Race and ethnicity	Number of students who are BVI in that category
American Indian or Alaska Native	13
Asian	38
Black or African American	58
Hispanic or Latino	45

Race and ethnicity	Number of students who are BVI in that category
Native Hawaiian or Pacific Islander	1
Two or more races	16
White	331
Total	502

Table 14. Child count gender of students who are BVI, 2018–19

Gender	Number of students who are BVI in that category
Female	232
Male	270
Total	502

Table 15. Child count participation in English Learner (EL) services of students who are BVI, 2018–19

EL participation status	Number of students who are BVI in that category
Receiving EL services	62
Not receiving services	440
Total	502

Table 16. Child count federal instructional setting for students who are BVI, 2018–19

Federal instructional setting	Number of students who are BVI in that category
Outside regular classroom less than 21%	290
Resource room 21% to 60% of the day	70
Separate classroom more than 60% of the day	22
Separate facility (federal settings 4–8)	25
Total	407

Graduation rates

Table 17. Four-year graduation outcomes for general education students, Class of 2012 to Class of 2019

Graduation outcome	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Continue	4,543	3,855	3,808	3,735	3,608	3,439	3,389	3,242
Drop out	2,027	2,045	1,944	2,011	2,099	2,248	2,215	2,181
Graduate	48,049	48,213	47,819	48,193	48,210	48,723	49,471	50,486
Unknown	3,818	3,082	2,478	2,220	1,957	1,916	1,803	1,796
Total	58,437	57,195	56,049	56,159	55,874	56,326	56,878	57,705

Table 18. Four-year graduation rate outcomes for special education students, Class of 2012 to Class of 2019

Graduation outcome	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Continue	2,674	2,623	2,576	2,526	2,427	2,372	2,436	2,501
Drop out	757	713	698	718	742	862	849	829
Graduate	5,564	5,652	5,614	5,957	5,861	6,120	6,398	6,685
Unknown	937	789	738	609	623	650	587	594
Total	9,932	9,777	9,626	9,810	9,653	10,004	10,270	10,609

Table 19. Four-year graduation rate outcomes for students who are BVI, Class of 2012 to Class of 2019

Graduation outcome	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Continue	2	4	7	6	6	3	7	4
Drop out	0	0	0	1	0	0	2	1
Graduate	18	17	17	12	13	15	26	28
Unknown	0	0	1	1	1	3	2	1
Total	20	21	25	20	20	21	37	34

Table 20. Seven-year graduation rate outcomes for general education students, Class of 2009 to Class of 2016

Graduation outcome	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Continue	15	16	13	9	12	6	7	18
Drop out	3,963	3,630	3,369	3,412	3,404	3,315	3,433	3,496
Graduate	52,110	51,703	51,133	50,070	50,037	49,556	49,971	50,026
Unknown	7,329	6,606	5,654	4,692	3,544	2,995	2,626	2,211
Total	63,417	61,955	60,169	58,183	56,997	55,872	56,037	55,751

Table 21. Seven-year graduation rate outcomes for special education students, Class of 2009 to Class of 2016

Graduation outcome	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Continue	39	39	44	41	42	38	40	43
Drop out	1,318	1,261	1,261	1,248	1,312	1,281	1,308	1,294
Graduate	7,300	7,326	7,440	7,342	7,386	7,320	7,641	7,531
Unknown	1,629	1,524	1,342	1,239	963	900	790	737
Total	10,286	10,150	10,087	9,870	9,703	9,539	9,779	9,605

Table 22. Seven-year graduation rate outcomes for students who are BVI, Class of 2009 to Class of 2016

Graduation outcome	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Continue	0	0	0	0	0	0	0	0
Drop out	2	1	0	0	1	1	1	0
Graduate	25	34	21	19	20	22	17	18
Unknown	4	3	0	1	1	2	1	1
Total	31	38	21	20	22	25	19	19

Statewide student assessment data

Math

Table 23. MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	445,434	24%	33%	21%	22%
Students receiving special education services	58,669	8%	16%	19%	57%
<i>Students who are blind or visually impaired</i>	200	12%	28%	21%	40%
3rd grade	31	13%	39%	10%	39%
4th grade	31	13%	39%	13%	35%
5th grade	28	7%	36%	36%	21%
6th grade	32	9%	6%	16%	69%
7th grade	15	20%	7%	40%	33%
8th grade	35	14%	34%	23%	29%
11th grade	28	11%	25%	18%	46%

Table 24. MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	442,758	23%	32%	21%	24%
Students receiving special education services	59,708	8%	16%	18%	58%
<i>Students who are blind or visually impaired</i>	184	13%	22%	23%	42%
3rd grade	21	19%	24%	14%	43%
4th grade	30	23%	27%	7%	43%
5th grade	40	3%	28%	35%	35%
6th grade	27	11%	26%	26%	37%
7th grade	29	10%	10%	21%	59%
8th grade	15	27%	20%	20%	33%
11th grade	22	5%	14%	36%	45%

Table 25. MTAS math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Students receiving special education services	6,211	18%	48%	23%	11%
<i>Students who are blind or visually impaired</i>	10	30%	50%	10%	10%
3rd grade	3				
4th grade	0				
5th grade	3				
6th grade	2				
7th grade	1				
8th grade	1				
11th grade	0				

Table 26. MTAS math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Students receiving special education services	6,254	19%	43%	26%	12%
<i>Students who are blind or visually impaired</i>	11	27%	45%	18%	9%
3rd grade	2				
4th grade	3				
5th grade	0				
6th grade	3				
7th grade	2				
8th grade	0				
11th grade	1				

Reading

Table 27. MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	449,209	19%	40%	18%	22%
Students receiving special education services	59,264	6%	20%	17%	57%
<i>Students who are blind or visually impaired</i>	197	13%	29%	18%	40%
3rd grade	29	10%	31%	10%	48%
4th grade	31	3%	39%	19%	39%
5th grade	28	25%	46%	11%	18%
6th grade	32	9%	16%	25%	50%
7th grade	15	7%	33%	20%	40%
8th grade	35	26%	20%	14%	40%
10th grade	27	4%	22%	30%	44%

Table 28. MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	448,930	19%	40%	19%	22%
Students receiving special education services	60,509	6%	20%	17%	57%
<i>Students who are blind or visually impaired</i>	186	12%	28%	19%	41%
3rd grade	21	10%	24%	0%	67%
4th grade	29	7%	28%	17%	48%
5th grade	39	3%	49%	23%	26%
6th grade	26	27%	23%	23%	27%
7th grade	29	10%	14%	24%	52%
8th grade	15	20%	13%	20%	47%
10th grade	27	15%	30%	19%	37%

Table 29. MTAS reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Students receiving special education services	6,235	34%	33%	20%	13%
<i>Students who are blind or visually impaired</i>	12	42%	17%	25%	17%
3rd grade	3				
4th grade	0				
5th grade	4				
6th grade	2				
7th grade	1				
8th grade	1				
10th grade	1				

Table 30. MTAS reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Students receiving special education services	6,298	31%	36%	19%	15%
<i>Students who are blind or visually impaired</i>	11	36%	45%	9%	9%
3rd grade	2				
4th grade	3				
5th grade	0				
6th grade	3				
7th grade	3				
8th grade	0				
10th grade	1				

Regional student assessment data

Region 3

Table 31. Region 3 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	22,321	20%	35%	24%	21%
Students receiving special education services	3,431	6%	15%	21%	59%
<i>Students who are blind or visually impaired</i>	10	0%	10%	50%	40%

Table 32. Region 3 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	21,878	19%	34%	24%	23%
Students receiving special education services	3,434	5%	14%	20%	61%
<i>Students who are blind or visually impaired</i>	10	0%	20%	40%	40%

Table 33. Region 3 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	22,458	18%	43%	19%	20%
Students receiving special education services	3,465	4%	19%	19%	57%
<i>Students who are blind or visually impaired</i>	9				

Table 34. Region 3 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	22,284	18%	43%	19%	20%
Students receiving special education services	3,482	4%	20%	19%	57%
<i>Students who are blind or visually impaired</i>	10	10%	40%	10%	40%

Region 4

Table 35. Region 4 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	17,996	23%	37%	22%	19%
Students receiving special education services	2,577	7%	18%	20%	54%
<i>Students who are blind or visually impaired</i>	13	15%	31%	0%	54%

Table 36. Region 4 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	18,231	22%	36%	23%	20%
Students receiving special education services	2,703	7%	17%	21%	54%
<i>Students who are blind or visually impaired</i>	14	7%	36%	21%	36%

Table 37. Region 4 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	18,157	18%	44%	19%	19%
Students receiving special education services	2,602	6%	20%	20%	54%
<i>Students who are blind or visually impaired</i>	16	6%	44%	19%	31%

Table 38. Region 4 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	18,493	18%	43%	20%	19%
Students receiving special education services	2,731	5%	21%	19%	55%
<i>Students who are blind or visually impaired</i>	11	0%	36%	27%	36%

Region 7

Table 39. Region 7 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	54,596	27%	36%	20%	17%
Students receiving special education services	7,259	9%	19%	21%	51%
<i>Students who are blind or visually impaired</i>	33	12%	33%	30%	24%

Table 40. Region 7 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	54,456	25%	36%	21%	19%
Students receiving special education services	7,359	8%	18%	21%	52%
<i>Students who are blind or visually impaired</i>	26	8%	15%	35%	42%

Table 41. Region 7 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	54,951	20%	44%	18%	18%
Students receiving special education services	7,325	6%	22%	19%	53%
<i>Students who are blind or visually impaired</i>	28	14%	25%	18%	43%

Table 42. Region 7 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	55,136	19%	44%	19%	18%
Students receiving special education services	7,427	6%	22%	19%	53%
<i>Students who are blind or visually impaired</i>	25	8%	28%	16%	48%

Region 10

Table 43. Region 10 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	39,571	21%	33%	23%	23%
Students receiving special education services	5,279	6%	16%	18%	59%
<i>Students who are blind or visually impaired</i>	24	8%	21%	29%	42%

Table 44. Region 10 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	39,191	20%	32%	23%	26%
Students receiving special education services	5,334	6%	14%	18%	62%
<i>Students who are blind or visually impaired</i>	23	13%	13%	22%	52%

Table 45. Region 10 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	39,839	18%	40%	19%	23%
Students receiving special education services	5,375	6%	19%	17%	59%
<i>Students who are blind or visually impaired</i>	28	11%	18%	21%	50%

Table 46. Region 10 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	39,897	17%	39%	20%	23%
Students receiving special education services	5,433	5%	18%	17%	60%
<i>Students who are blind or visually impaired</i>	24	8%	13%	25%	54%

Region 11

Table 47. Region 11 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	242,979	25%	32%	20%	24%
Students receiving special education services	29,950	10%	16%	17%	57%
Students who are blind or visually impaired	95	13%	31%	17%	40%

Table 48. Region 11 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	241,383	24%	31%	20%	25%
Students receiving special education services	30,449	10%	16%	17%	58%
Students who are blind or visually impaired	87	17%	20%	21%	43%

Table 49. Region 11 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	245,133	21%	39%	17%	23%
Students receiving special education services	30,109	7%	20%	16%	57%
Students who are blind or visually impaired	92	13%	32%	16%	39%

Table 50. Region 11 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	244,871	20%	38%	18%	23%
Students receiving special education services	30,856	8%	20%	16%	57%
Students who are blind or visually impaired	94	16%	31%	15%	38%

District student assessment data

Minneapolis Public Schools

Table 51. Minneapolis Public Schools MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	16,066	20%	22%	18%	40%
Students receiving special education services	2,176	5%	8%	10%	77%
Students who are blind or visually impaired	11	0%	27%	0%	73%

Table 52. Minneapolis Public Schools MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	15,564	20%	22%	18%	40%
Students receiving special education services	2,097	6%	8%	9%	77%
Students who are blind or visually impaired	8				

Table 53. Minneapolis Public Schools MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	16,413	17%	28%	16%	39%
Students receiving special education services	2,195	4%	12%	10%	74%
<i>Students who are blind or visually impaired</i>	11	0%	27%	0%	73%

Table 54. Minneapolis Public Schools MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
All students	15,740	18%	29%	17%	37%
Students receiving special education services	2,107	5%	11%	10%	74%
<i>Students who are blind or visually impaired</i>	8				