



Students Who Are Deaf or Hard of Hearing

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.

2019–20 DHH Advisory Committee members

- Sunny Brysch: Parent
- Mary Cashman-Bakken: Minnesota Department of Education DHH State Specialist
- Anne Grace Donatucci: Director of the Minnesota State Academy for the Deaf
- Jay Fehrman (Committee Chair): Supervisor
- Kristin Ganyo-Larson: Teacher
- Katie Huttemier: Teacher
- Michele Isham: Teacher
- Elise Knopf: State Agency Representative (DEED-VRS)
- Dr. Susan Lane-Outlaw: Executive Director of the Metro Deaf School
- Allison Mehlhorn: Parent
- Rebecca Schmidt: Parent
- Taylor Thomas: Teacher
- Paula Wagner: Parent
- Terry Wilding: Superintendent, Minnesota State Academies
- Kerry Witherell: Higher Ed-Related Services

Executive summary

Students who are deaf or hard-of-hearing (DHH) are a diverse group with a wide range of language and educational needs. Based on current measures of academic success, students who are DHH are not having their needs met. While students who are DHH outperform students who receive special education services as a whole on the Minnesota Comprehensive Assessments (MCAs), their proficiency rates in math and reading lag behind those of all students in Minnesota. Students who are DHH also have lower four-year graduation rates than general education students.

In this report, the DHH Advisory Committee puts forward practical and necessary recommendations to the Legislature that will help close these persistent achievement gaps. These recommendations are based on input from Minnesota teachers who work every day with students who are DHH. The Committee's recommendations include requiring that students who are DHH receive direct instruction from DHH licensed teachers and ensuring students who are DHH get the accommodations they need. The DHH Advisory Committee also recommends expanding the eligibility criteria for receiving DHH services, as more students in Minnesota need access to these essential supports and services.

Introduction

This report contains recommendations for improving educational outcomes for students who are DHH in Minnesota. These recommendations have been approved by the DHH Advisory Committee. This report also summarizes education outcomes for students who are DHH, including Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) results by state, region, and district, when possible.¹

Data sources

Minnesota Department of Education (MDE) specialists extracted data from multiple sources for students whose primary disability is identified as DHH to produce the information presented in this report. The data includes student enrollment, child count, demographics, graduation rates, assessment results, and post-secondary outcomes. The trend data reflects the achievements, milestones, and areas of concern for students who were DHH. The data sources are:

- MDE Assessment Data.
- Minnesota Automated Reporting Student System (MARSS).
- Minnesota Post-School Outcome Survey.
- Early Childhood Child Outcome Survey Form Data (COSF)—[Appendix B](#) on page 84.

¹ To avoid identifying individuals, data is not reported for groups with fewer than 10 students.

Data challenges

The data in this report reflects only those students who have DHH listed as their primary disability. However, students who are DHH are a diverse group with a wide range of language and educational needs. An estimated 35 to 50 percent of students who are DHH have additional disabilities that have an impact on language development and access.² About 25 percent of students who are DHH in the United States are multilingual, and many have a home language other than English.³ These facts are particularly challenging for the majority of children who are DHH who are born into families that primarily use spoken languages and do not know sign language. By age five, most children have basically mastered all major parts of their native language(s), without needing formal instruction or therapy. However, for children who are DHH, language acquisition is often delayed or incomplete by age five, which means in contrast to most peers, they enter school without the language foundation necessary for success in the classroom and beyond.⁴

MDE collects data based on federal requirements, which does not allow for a detailed description of the type of hearing loss. Students who are DHH are taught in a variety of educational settings. Although the majority of students who are DHH attend schools in their neighborhoods with supports from special educators with expertise in DHH, including providing direct or consultative services, some attend schools whose only purpose is to provide DHH education. It was not possible to disaggregate data collected for this report based on a range of factors that affects educational outcomes.

Those factors included:

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

² Holden-Pitt & Diaz, 1988; Mitchell & Karchmer, 2006.

³ Howerton-Fox & Falk, 2019.

⁴ Hall, Hall & Caselli, 2019.

Other updates

In 2018, the National Association of State Directors of Special Education (NASDSE) published the third edition of educational guidelines for supporting students who are DHH.⁵ The NADSE Optimizing Outcomes document has 10 considerations that should be considered for each student who is DHH.

- Each student is unique.
- High expectations drive educational programming.
- Families are critical partners.
- Early language development is critical to cognition, literacy, and academic achievement.
- Specially designed instruction is individualized.
- Least restrictive environment (LRE) is student based.
- Educational progress must be carefully monitored.
- Access to peers and adults who are DHH is critical.
- Qualified providers are critical to a child's success.
- State leadership and collaboration are essential.

In 2019, the MDE DHH Specialist and the Minnesota Low Incidence Projects Early Hearing Detection and Intervention (EHDI) Specialist went to each region of the state to give an overview of the NADSE Optimizing Outcomes document and gather concerns from the Special Education Directors. The Special Education Directors were also asked to perform self-reviews of each district's DHH program (using NASDE documentation). Because the regions have until June 2020 to complete their self-reviews, the results are not available in time for this report. The DHH Advisory Committee is looking forward to the results from the self-reviews. Once the self-review results have been compiled, MDE staff and the DHH Advisory Committee will identify areas of need and will assist MDE staff and Special Education Directors across the state with professional development and possible program supports.

Recommendations for improving student outcomes

The MDE DHH Specialist conducts a survey of licensed DHH teachers every three years to identify the challenges faced by these teachers and their students. The DHH Advisory Committee uses the concerns expressed by DHH teachers to help identify the areas of focus. In past surveys, for example, DHH teachers expressed concerns

⁵ NASDSE, 2018.

about discontinuing the following: direct disability-specific instruction in academics, the Minnesota Resource Libraries (MNRL),⁶ and the Pathway to Life Program.⁷

Based on results from the most recent survey, the DHH Advisory Committee presents recommendations in this report regarding: service delivery, educational interpreters, and eligibility for services. Several recommendations would require revising or developing statute language. For recommendations that would require convening stakeholders, MDE has included estimated costs associated with providing interpreters for DHH participants.

Service delivery

Recommendation 1: Require direct instruction from licensed DHH teachers for all students who are DHH

Research shows that students who are DHH have unique needs not covered in the general education curriculum or through instruction provided by staff who are untrained in working with DHH students. Hearing differences add a dimension to learning that often requires explicit teaching of information that is usually gained by hearing students through incidental learning.

It is estimated that for people without a hearing loss, 80 percent of information is acquired incidentally. In order to have equitable instruction, this type of information must be delivered to students who are DHH by explicit teaching. Most teachers without specialized training related to hearing loss do not have the expertise to address these unique needs.⁸ Currently many school districts use a consultation service delivery model, in which licensed DHH teachers consult with general education teachers on how to work with students who are DHH.

The Legislature should:

- **Make changes requiring districts to provide direct instruction to students who are DHH by licensed DHH teachers**, based on the research cited above. Direct or explicit instruction from licensed DHH staff is needed to address academic and communication gaps. The achievement gap between general education students and students who are DHH cannot be closed if students who are DHH are missing 80 percent of the information.

This recommendation may appear to conflict with efforts to ensure that students receiving special education services are placed in the least restrictive environment. However, the DHH Advisory Committee believes

⁶ Minnesota Resource Libraries (MNRL) is a statewide library providing information and resources to help families and educators meet the educational needs of Minnesota children and youth who have hearing or vision loss. More information about MNRL can be found at <https://www.msa.state.mn.us/Content2/mn-resource-libraries>.

⁷ The Pathways to Life Program provides experiences to address the specific transition needs of students who are DHH or DeafBlind. More information about Pathways to Life can be found at <https://www.msa.state.mn.us/1/Content2/summer-transition-program>.

⁸ Luckner and Denzin, 1988.

ensuring that students who are DHH receive direct instruction from licensed DHH teachers is necessary because the ultimate goal is to provide the appropriate level of service in the appropriate setting, so that each student gets what they need to achieve success.

Minnesota is experiencing a teacher shortage in the area of DHH. In the 2018–19 school year, for example, there were 194 DHH teachers statewide and 2,554 students eligible for DHH instruction and assistance. Implementing this recommendation will require improving the teacher recruitment and preparation for licensed DHH teachers.

Educational interpreters

Recommendation 2: Update the statutory rules for hiring interpreters for students who are DHH

Interpreting is complex and multifaceted. The complexity increases when the task involves interpreting for students in the educational setting. Oftentimes an interpreter is the only person in the educational setting with whom a student who is DHH can easily communicate. Due to language deprivation, students who are DHH may not be on the same language level as their peers.

Interpreting is one of 11 related services identified in the Individuals with Disabilities Education Act (IDEA).⁹ Related services are a professional service that typically has four requirements in common:¹⁰

1. A rigorous pre-service program.
2. Demonstration and documentation of professional competencies to include both knowledge and skills before entering the workforce.
3. Specific continuing education requirements.
4. A supervised accountability system that holds the related services provider responsible for the quality of their services.

Educational interpreters are critical to the success of students who are DHH. Therefore, the DHH Advisory Committee has several recommendations related to educational interpreters, including proposed revisions to statute.

Minnesota Statutes, section 122A.31, describes the responsibilities for school districts when hiring interpreters for students who are DHH.¹¹ Based on the DHH Advisory Committee’s review of “Professional Guidelines for

⁹ For more information on the Individuals with Disabilities Act, visit the U.S. Department of Education’s website: <https://sites.ed.gov/idea/>.

¹⁰ Johnson, Taylor, Schick, Brown, and Bolster, 2018.

¹¹ Go to the Minnesota Legislature’s Office of the Revisor of Statutes for the full text: <https://www.revisor.mn.gov/statutes/cite/122A.31>.

Interpreters in Educational Settings,” published in 2019 by the National Association of Interpreters in Education,¹² the Legislature should:

- **Remove references to the National Association of the Deaf (NAD) in subdivision 1(1) and subdivision (2)(c) and replace them with the Educational Interpreter Performance Assessment (EIPA) certification.** In subdivision (2)(c) specifically, an EIPA certification of 4.0 would replace the NAD level IV or V certification. Following testing and certification changes at the national level in 2008, the NAD certification was folded into the Registry of Interpreters for Deaf (RID) certification. The EIPA provides interpreters with another testing option for national certification.
- **Remove the text “comparable state certification from the commissioner of education” in subdivision 1(1).** Standards for interpreter certificates are set nationally by RID and NAD. Allowing a state certification in place of those nationally recognized standards means there is increased potential for variability in interpreter standards and could diminish the quality of services provided to students who are DHH.
- **Remove the text “a representative from the regional service center of the deaf and hard-of-hearing” in subdivision 2(d)(1).** According to the statute, new graduates of interpreter or transliterator programs from accredited education institutions are granted two-year provisional certificates by the Commissioner of Education. Provisional license holders can apply for a one-time, limited extension beyond the two years. Subdivision 2(d)(1) lists the letters of support required for documentation. Removing “a representative from the regional service center of the deaf and hard-of-hearing” from the letters of support list will help avoid delays. The regional service centers are part of the Minnesota Department of Human Services (DHS). Because the DHS staff does not interact with the provisional license holders and is not familiar with their work, additional time is needed to create relationships and coordinate receipt of the information.

In order to assess the need for further statutory changes, the DHH Advisory Committee also recommends that MDE convene a workgroup to examine:

- Using the Board for Evaluation of Interpreters Certification Program (BEI)¹³ and the Certified Deaf Interpreter (CDI) certification¹⁴ as possible testing options for educational interpreters.
- Deafblind interpreter requirements.

¹² The full set of guidelines can be found on the National Association of Interpreters in Education website: <https://naiedu.org/guidelines/>.

¹³ For more information, go to the Board for Evaluation of Interpreters Certification Program website: <https://hhs.texas.gov/doing-business-hhs/provider-portals/assistive-services-providers/board-evaluation-interpreters-certification-program>.

¹⁴ For more information, go to the Certified Deaf Interpreter page on the Registry of Interpreters for the Deaf, Inc., website: <https://rid.org/rid-certification-overview/available-certification/cdi-certification/>.

The estimated cost to convene the workgroup is \$20,000 (cost for four interpreters to provide interpretation services at four meetings, plus mileage reimbursement and costs for substitutes).

Recommendation 3: Establish a database for certified DHH interpreters

School districts currently struggle with meeting the requirements for certified educational interpreters, often because they do not know how to find them. There have been cases in which districts had to reimburse funds for interpreters because the personnel they hired did not meet minimum requirements.

To help school districts more quickly find educational interpreters, the Legislature should:

- **Fund and collaborate with PELSB to establish a database of interpreters working in public schools in Minnesota who are certified to interpret for students who are DHH.** Preferably, this would be managed by the Professional Educator Licensing Standards Board (PELSB). The database should include:
 - Date(s) of graduation from an interpreter training program or Bachelor of Arts degree program.
 - Provisional dates.
 - Extension dates.
 - Certification dates.
 - Renewal dates with CEU responsibilities attached.

The estimated costs for creating the database are not known at this time. Requirements should be gathered first to determine the size and scope of the project.

Eligibility for services

Recommendation 4: Update the statutory rules for determining eligibility for DHH services

Currently 2,554 students are eligible to receive DHH instruction and related services. There are likely more students who could benefit from these supports but are excluded based on the current eligibility criteria, which are established in statute. By expanding the criteria, more students in Minnesota will have the opportunity to receive the resources necessary to help them improve and succeed academically.

Minnesota Rules, part 3525.1331 describes the eligibility criteria for students to receive DHH instruction and related services.¹⁵ The DHH Advisory Committee recommends that the Legislature make the following changes to the text:

- **Subpart 2(A)(3):** Reduce the unilateral sensorineural or persistent conductive loss with an unaided pure tone average or speech threshold from 45 decibels hearing level to 35 decibels. The hearing level reduction will include more students who are affected by unilateral hearing loss.

¹⁵ Go to the Minnesota Legislature's Office of the Revisor of Statutes for the full text of the rules: <https://www.revisor.mn.gov/rules/3525.1331>.

- **Subpart 2(A)(4):** Add 3,000 hertz to the list of adjacent frequencies. Adding 3,000 hertz will include more students with high-frequency hearing loss.
- **Subpart 2(C):** Replace the phrase “spoken English” with “spoken language.” The change will help acknowledge and support the diverse population of languages spoken by students in Minnesota.
- **Subpart 2(D):** Add the phrase “social and emotional functioning or self-advocacy skills” so the text says “The pupil’s hearing loss affects the adaptive behavior required for social and emotional functioning self-advocacy skills as supported by...”

The DHH Advisory Committee also recommends that MDE convene a workgroup to further examine student assessments described in Subpart 2(B). Specifically, the workgroup should examine:

- Pre-academic socialization assessments for children ages 3 to 5 years old
- How to incorporate math skills into current eligibility requirements

The estimated cost to convene the workgroup is \$12,000 (cost for two interpreters to provide interpretation services at four meetings, plus mileage reimbursement and costs for substitutes).

Enrollment and demographic data

Enrollment summary

Table 1 shows how enrollment for students who are DHH compares with other student populations in 2018–19. At the statewide level, students whose primary disability was DHH was 0.24 percent of the overall student population and 1.66 percent of the total population of students receiving special education services in 2018–19. In 2018–19, the largest number of students who are DHH were located in Region 11, while the largest percentage within a single region was Region 10.

Figure 1: Map of Minnesota's regional development commissions

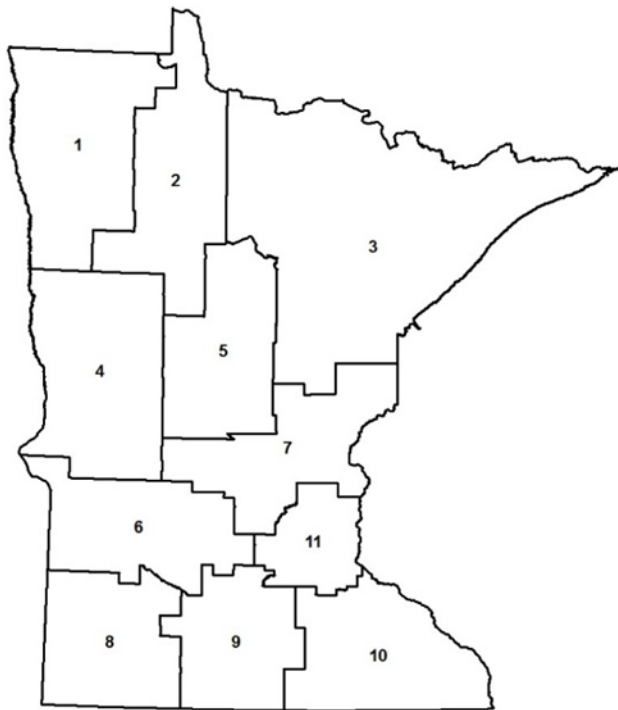


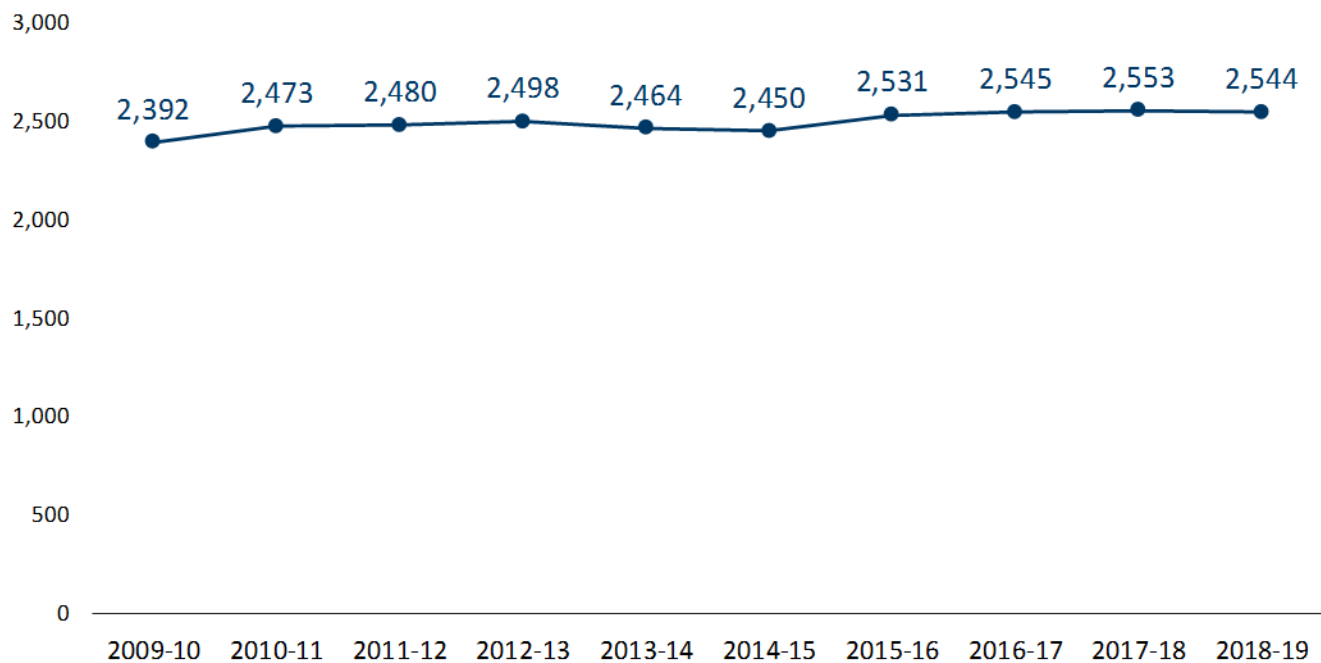
Table 1. Enrollment counts of student categories by region, 2018–19

Region name	All students K–12 fall enrollment	DHH K–12	Percent DHH	K–12 special education enrollment	Percent DHH
Regions 1 and 2	27,846	50	0.18%	4,743	1.05%
Region 3	42,518	93	0.22%	7,365	1.26%
Region 4	34,490	69	0.20%	5,541	1.25%
Region 5	25,777	51	0.20%	4,783	1.07%
Regions 6 and 8	43,535	120	0.28%	6,801	1.76%
Region 7	104,251	191	0.18%	15,549	1.23%
Region 9	33,457	66	0.20%	5,135	1.29%
Region 10	76,620	299	0.39%	11,503	2.60%
Region 11	477,056	1,164	0.24%	65,199	1.79%
Statewide total	865,573	2,103	0.24%	126,642	1.66%

Child count

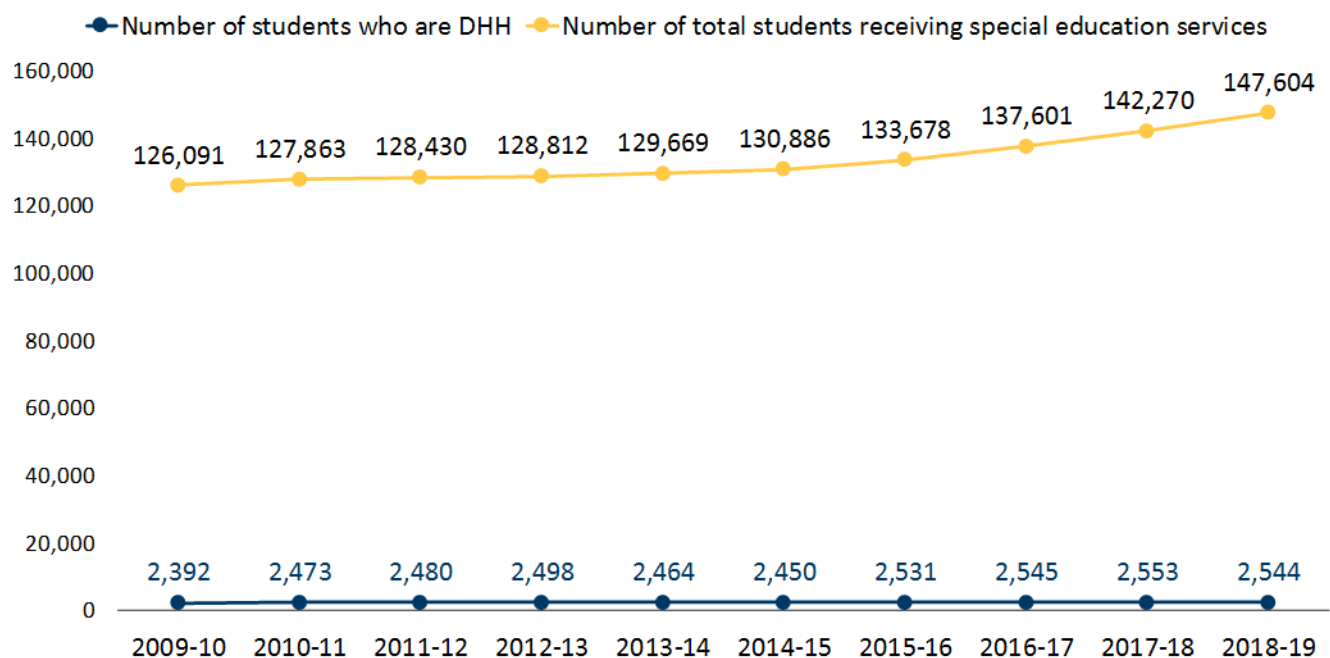
Enrollment numbers are based on the number of students enrolled in grades K–12 in the fall of the school year. Child count data is broader and includes all students in the school system, ages 0 through 21. The number of students who are DHH based on child count data (ages 0 to 21) has remained relatively stable for the last several years, with an overall slight increase from 2009–2010 to 2018–2019 (Figure 2).

Figure 2. Statewide DHH counts, ages 0–21, 2009–10 to 2018–19



During this same period, the total number of students across Minnesota receiving special education services has increased by over 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 DHH counts, ages 0–21, 2009–10 to 2018–19

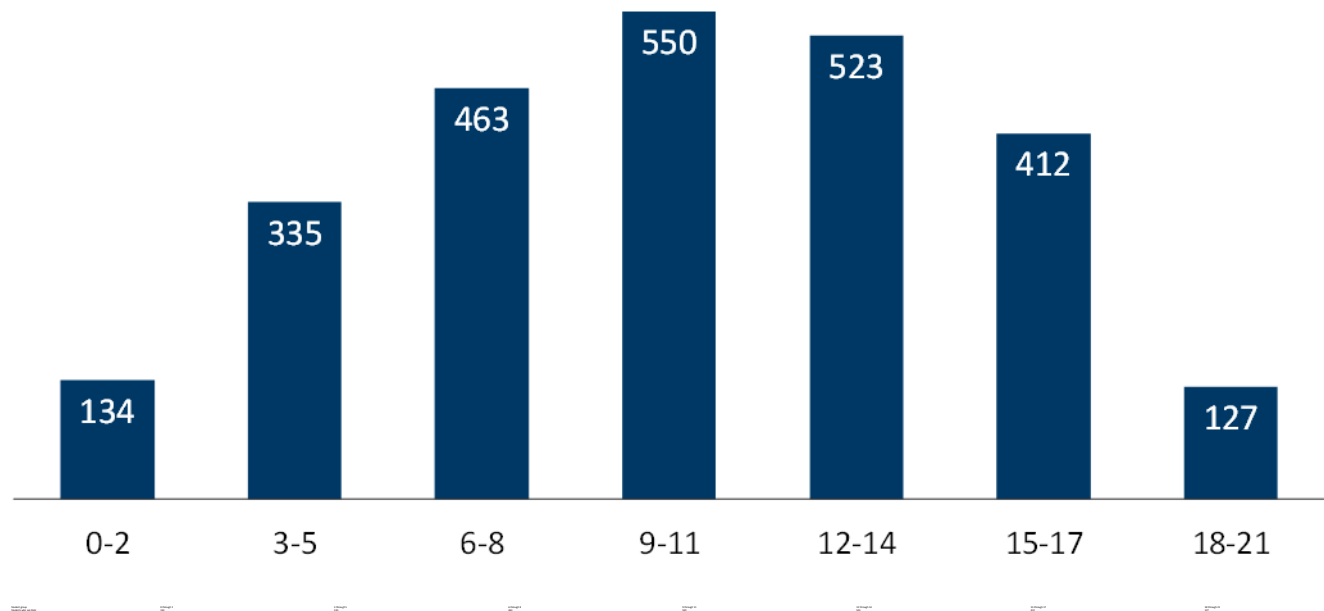


Demographics

Demographic data is presented here to help understand the student populations that make up the group of students who are DHH. Demographic breakdowns use child count data from the 2018–19 school year, which includes students ages 0 to 21 enrolled in the school system. A total of 2,544 students were identified in child count data as DHH that school year.

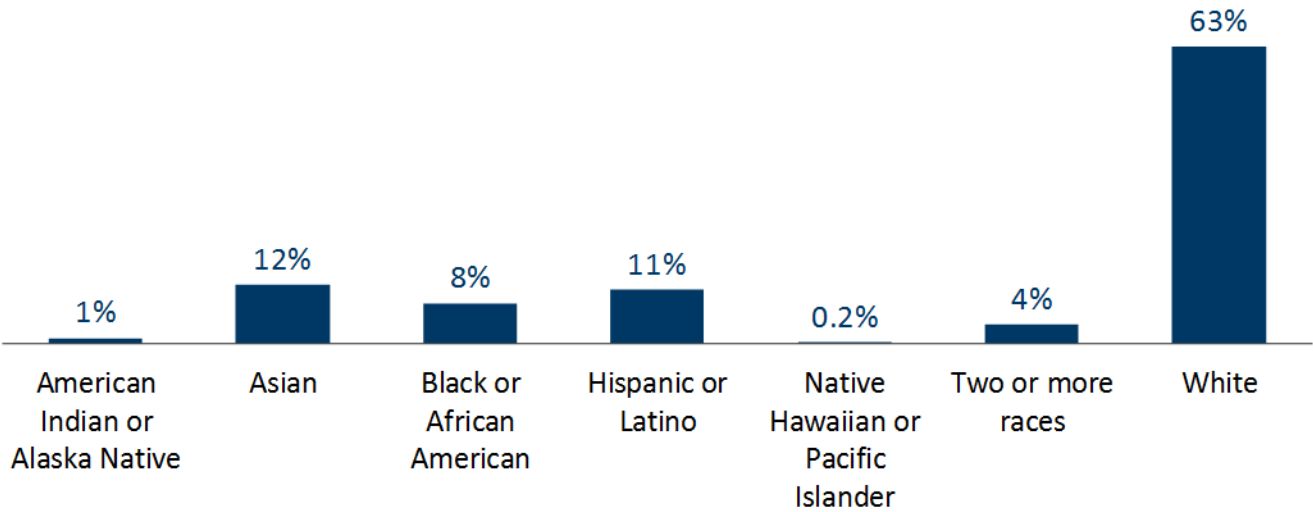
The highest concentrations of students who are DHH are found in ages 9 to 11 and ages 12 to 14 (Figure 4). The lowest concentrations are found in the youngest and oldest age groups.

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



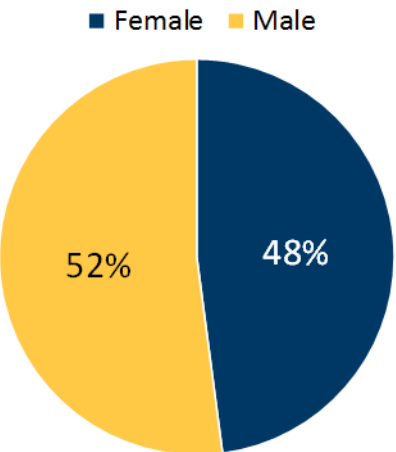
Over 60 percent of students who are DHH are white (Figure 5). The next largest group is students who are Asian (12 percent), followed by Hispanic or Latino (11 percent).

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



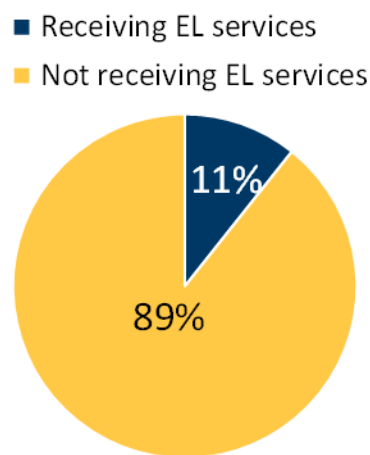
Just slightly more than half of students who are DHH are male (52 percent) and 48 percent are female (Figure 6).

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



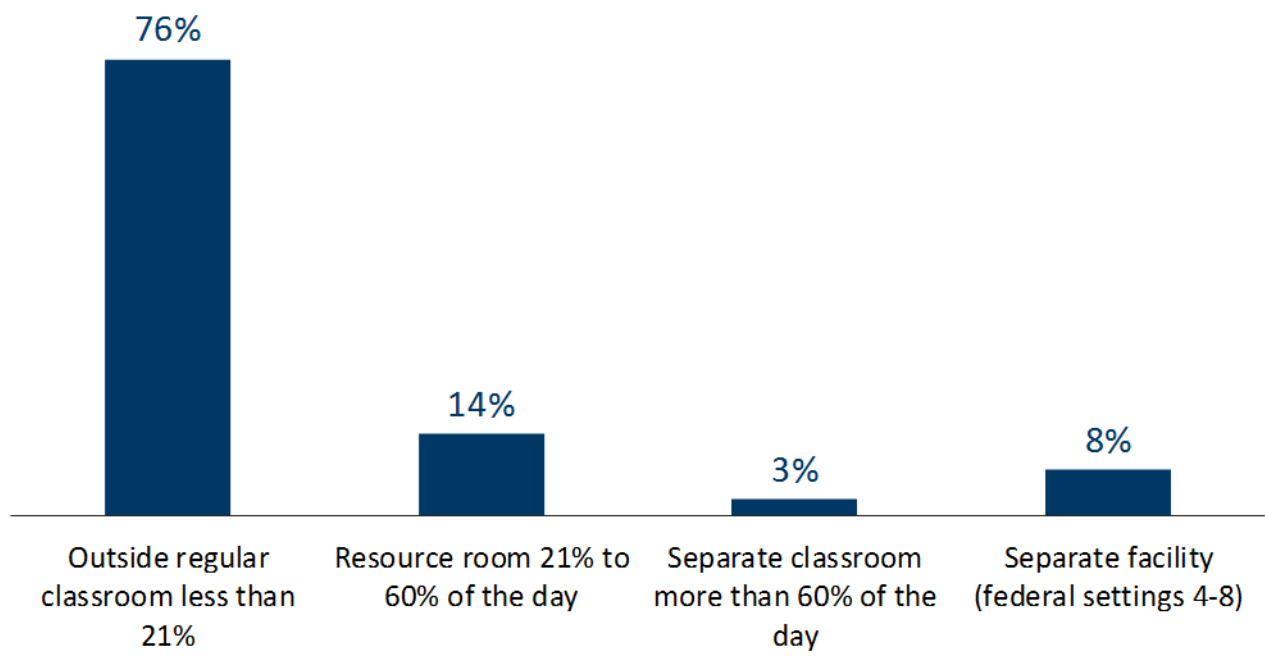
Eleven percent of students who are DHH also receive services for English Learners (EL) (Figure 7).

Figure 7. Percentage of students who are DHH who are receiving EL services, 2018–19



Over three-quarters of students who are DHH are in the least restrictive federal special education setting, spending less than 21 percent of their school day outside of the regular classroom (Figure 8).

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

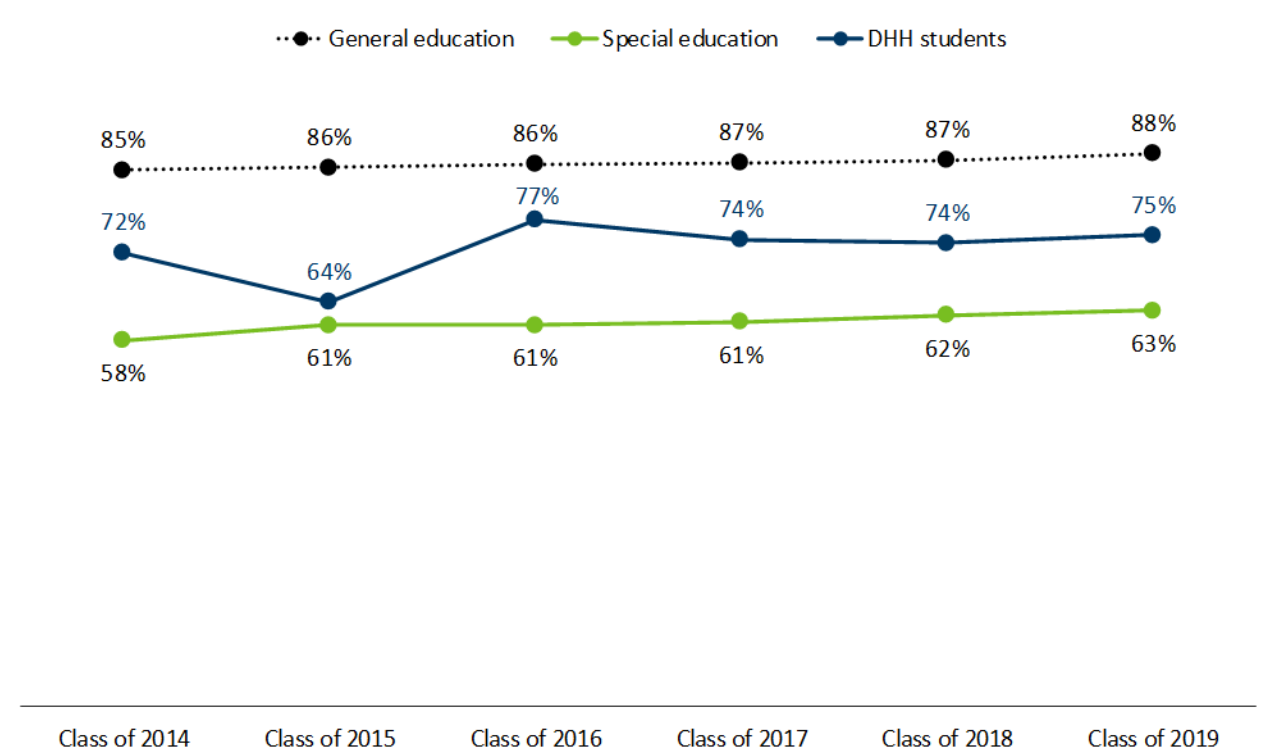


Graduation rates

The four-year graduation rate¹⁶ for students who are DHH has remained at 74 or 75 percent for the last three years (Figure 9). Students who are DHH are a smaller group within the group of all students who receive special education services, but students who are DHH have consistently higher four-year graduation rates than all students in special education. The four-year graduation rate for students who are DHH is lower than for general education students.

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

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



¹⁶ 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.”

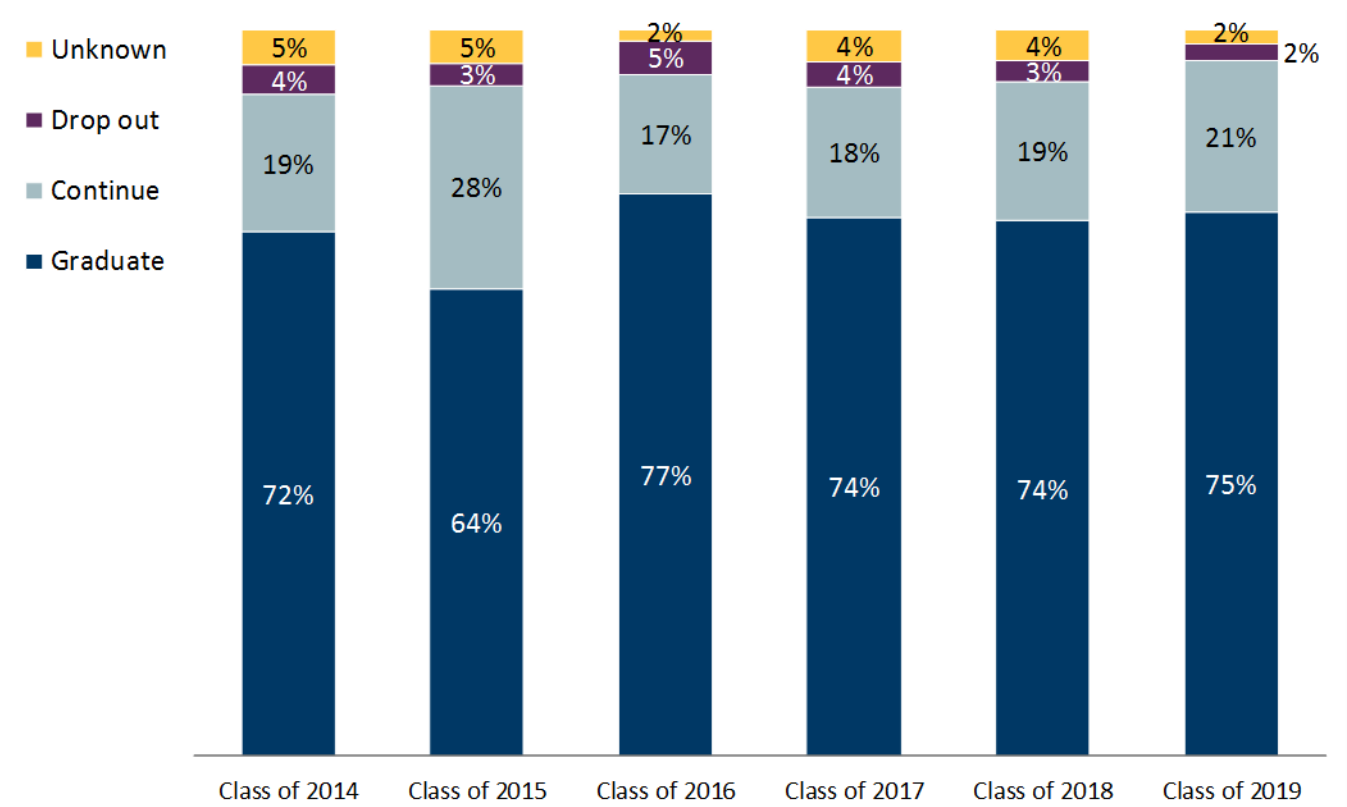
There are four possible outcomes for a student with a graduation cohort:

- **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 DHH. The unknown and dropout rates are relatively low and have not changed significantly over the last several years (Figure 10). Differences in the graduation rate from year to year can instead be attributed to larger or smaller percentages of students who are DHH continuing in school beyond four years. Looking specifically at the Class of 2015, the noticeable dip in the four-year graduation rate can be attributed to a larger percentage of students who are DHH continuing in school after four years than the previous or following year.

Figure 10. Four-year graduation outcomes for students who are DHH, 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.¹⁷ They are more likely to be captured in the seven-year graduation rate.¹⁸

The seven-year graduation rate¹⁹ for students who are DHH has been consistent with the rate for students in the general education program for the last several years (Figure 11). The seven-year rate for students who are DHH has been consistently higher than the seven-year rate for all students who receive special education services.

¹⁷ 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.

¹⁸ 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.

¹⁹ 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

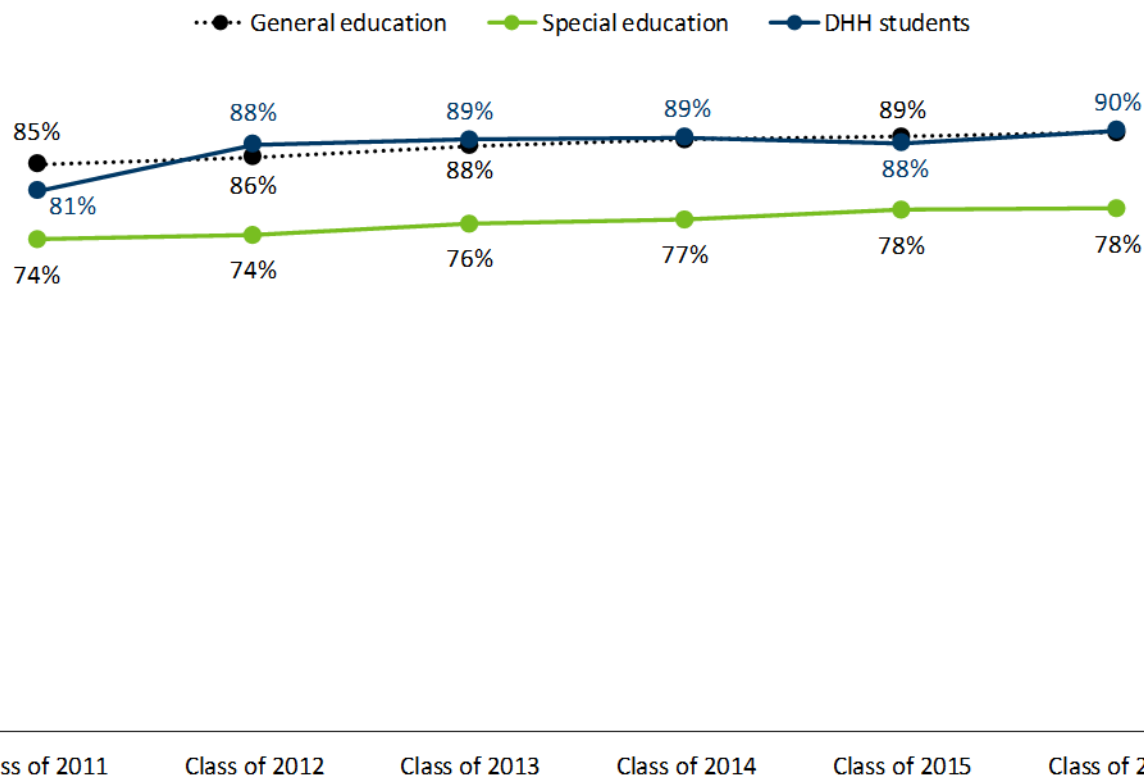
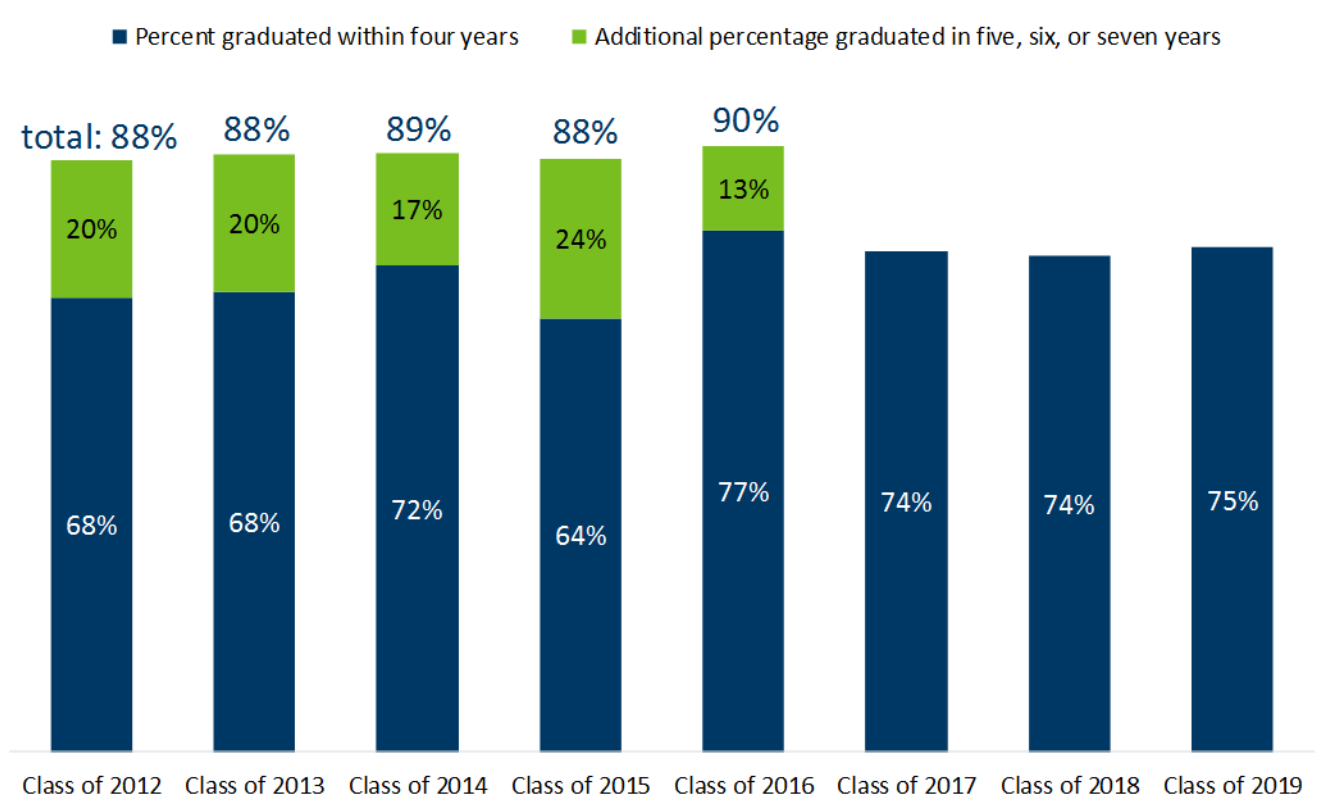


Figure 12 combines the four-year and seven-year graduation rates for students who are DHH, from the Class of 2012 through the Class of 2019. Seven-year graduation rates are not yet available for the Class of 2017 through the Class of 2019. Even in years when the four-year graduation rate was lower, such as the Class of 2015 when 64 percent of students who are DHH graduated, the additional percentage who graduated within five, six, or seven years has kept the seven-year graduation rate for students who are DHH close to or at 90 percent for several years (Figure 12).

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



The MDE-DHH specialist also conducts an annual post-school outcome survey of graduated students who are DHH. The summary results for the most recent year available are in [Appendix A](#) on page 72.

Statewide student assessment data trends

Minnesota Statutes, section 125A.63, subdivision 4, part 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 DHH 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 MCA and MTAS test data may not be sensitive enough to reflect challenges and trends within the field. These and many more factors affect educational outcomes. Possible relevant questions not considered in this report include:

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

Throughout this report, results are reported only 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 10 students in that group.

MCA math

The percentage of students who are DHH who are proficient on the MCA math assessment has remained about the same for the last four years, fluctuating between 38 percent and 40 percent since 2016 (Figure 13). Math proficiency rates for students who are DHH are higher than for all students who receive special education services (Figure 14) but are lower than rates for all students in the state (Figure 15).

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

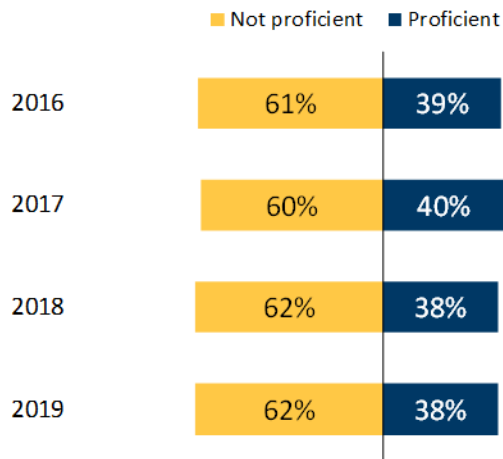


Figure 14. Percentage of **all students who receive special education services** who are proficient and not proficient on the MCA math assessment

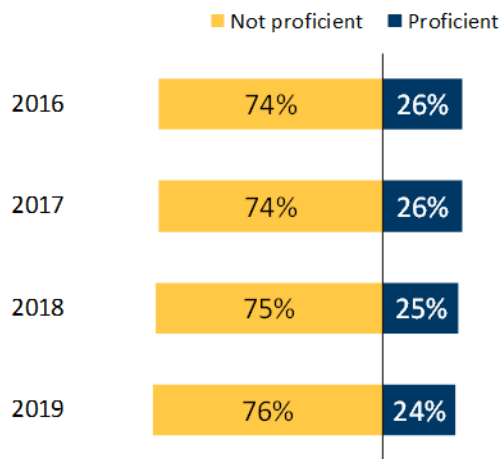
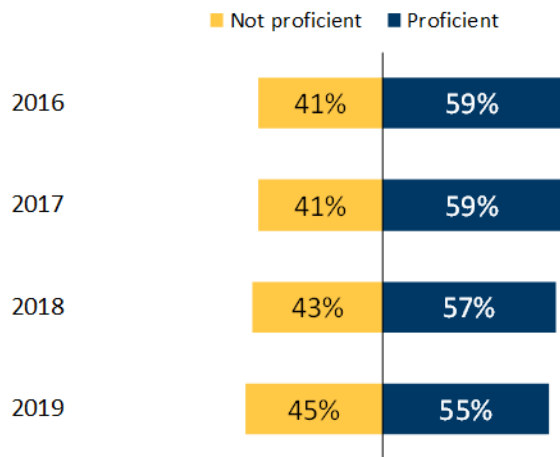
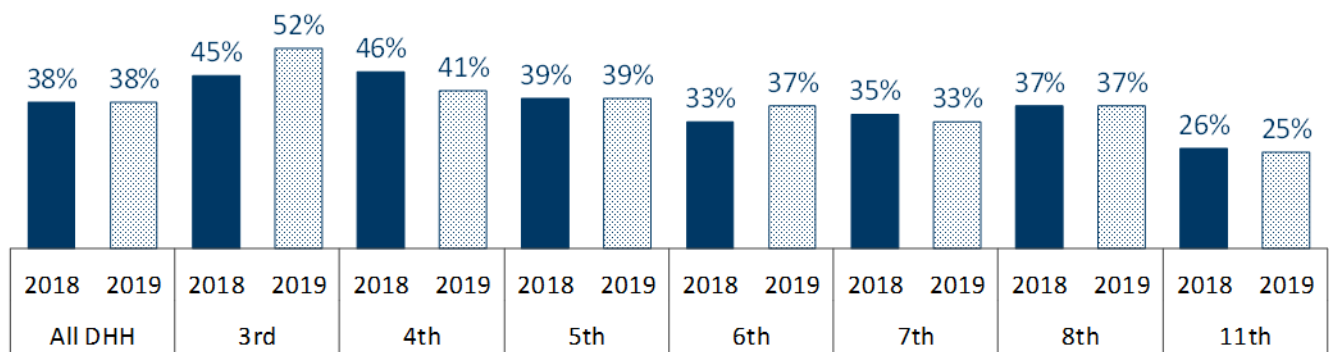


Figure 15. Percentage of **all students in Minnesota** who are proficient and not proficient on the MCA math assessment



Among students who are DHH, proficiency rates on the MCA math assessment remained about the same for most grade levels from 2018 to 2019, with most grade levels changing less than a few percentage points (Figure 16). The only exceptions are third grade, for which there was an increase in math proficiency from 45 percent in 2018 to 52 percent in 2019, and fourth grade, for which the proficiency rate fell from 46 percent in 2018 to 41 percent in 2019.

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



MTAS math

Thirty-one students who are DHH took the MTAS math assessment in 2018, and 24 took the MTAS in 2019. The proficiency rate for DHH students on the MTAS was 81 percent in 2018 and 71 percent in 2019 (Figure 17). The

math proficiency rate on the MTAS for all students who receive special education services was lower than for students who are DHH, at 66 percent in 2018 and 62 percent in 2019 (Figure 18).

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

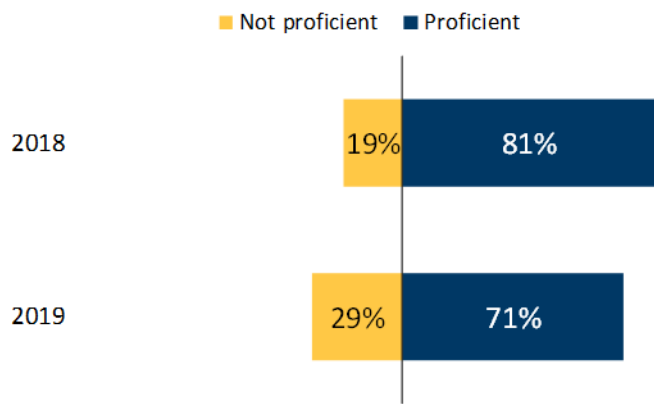
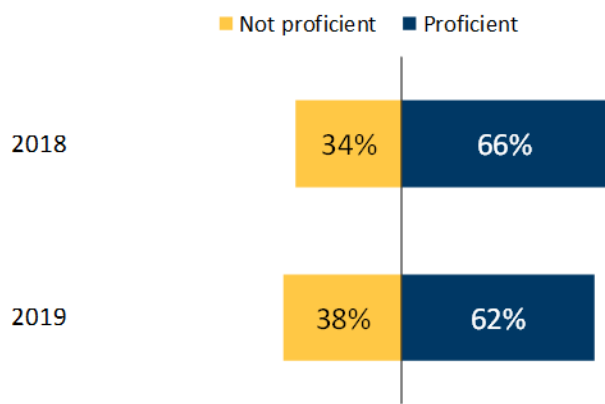


Figure 18. Percentage of **all students who receive special education services** who are proficient and not proficient on the MTAS math assessment



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

MCA reading

The proficiency rate on the MCA reading assessment for students who are DHH did not change more than one percentage point between 2016 and 2019, at 39 percent in 2016 and 40 percent in 2019 (Figure 19). During this same period, the reading proficiency rate for all students who receive special education remained at 26 percent (Figure 20), and the proficiency rate for all students in the state decreased one percentage point, from 60 percent in 2016 to 59 percent in 2019 (Figure 21).

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

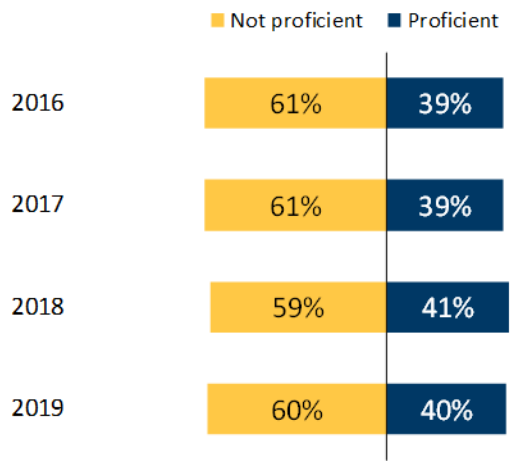


Figure 20. Percentage of **all students who receive special education services** who are proficient and not proficient on the MCA reading assessment

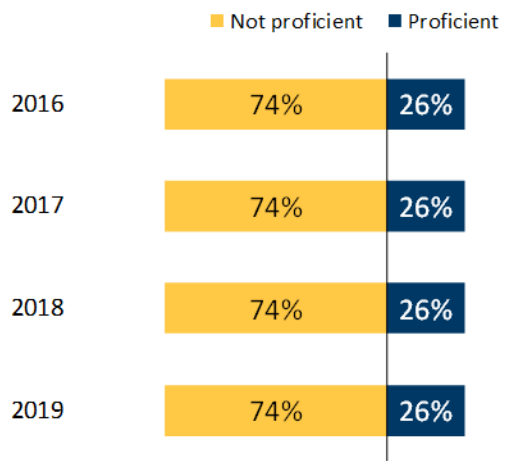
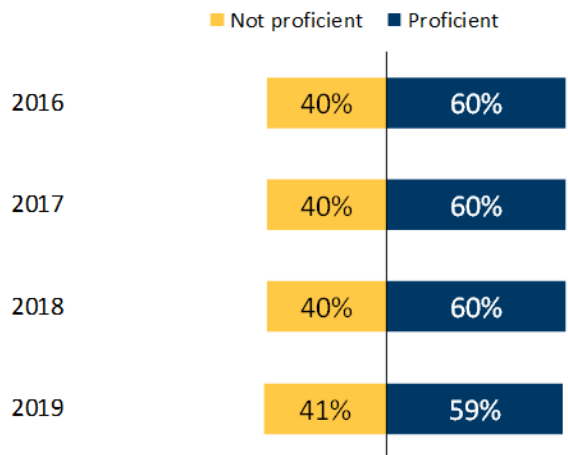
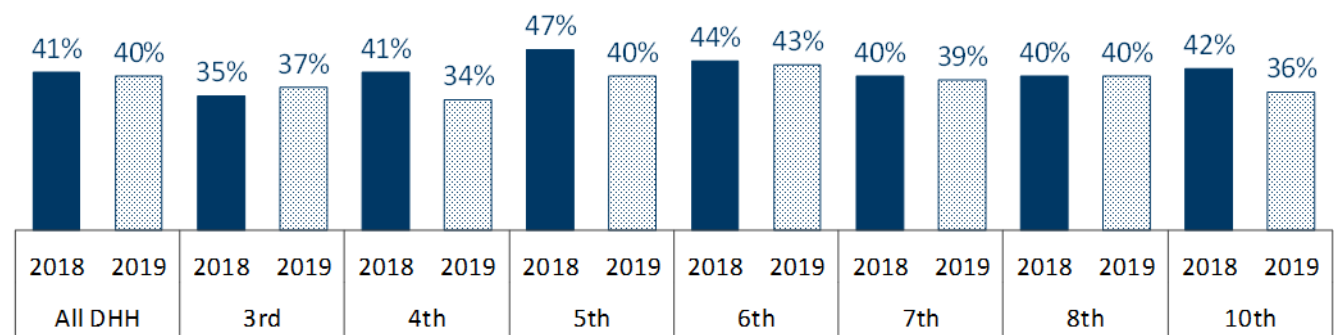


Figure 21. Percentage of **all students in Minnesota** who are proficient and not proficient on the MCA reading assessment



Across most grade levels, the proficiency rate on the MCA reading assessment for students who are DHH changed less than two percentage points from 2018 to 2019 (Figure 22). Only fourth, fifth, and tenth grades had declines in reading proficiency from 2018 to 2019 of at least six percentage points.

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



The reading proficiency rate for students who are DHH increased on the MTAS reading assessment from 79 percent in 2018 to 83 percent in 2019 (Figure 23). Twenty-four students who are DHH took the reading MTAS in 2018 and 34 took it in 2019. From 2018 to 2019, the MTAS reading proficiency rate remained at 67 percent for all students who receive special education services (Figure 24).

MTAS reading

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

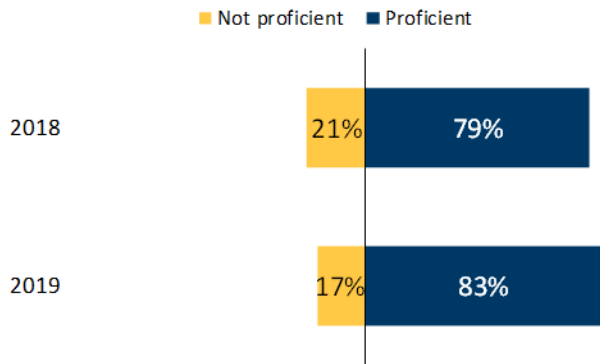
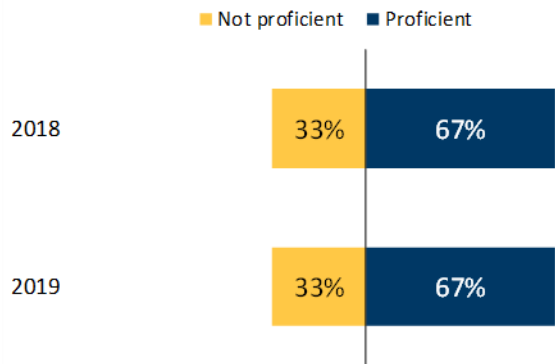


Figure 24. Percentage of **all students who receive special education services** who are proficient and not proficient on the MTAS reading assessment

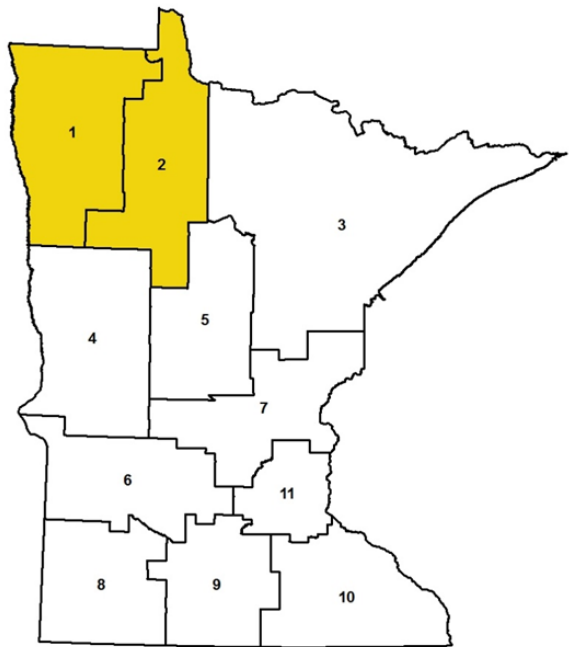


Regional assessment data trends

The following regional charts reflect data through the 2018–19 school year, the most recent year for which data is available.

Regions 1 and 2

Figure 25: Shaded map of Regions 1 and 2



In Regions 1 and 2, enrollment for students who are DHH has increased steadily over a five-year period, with the largest count in the most recent school year (Table 2).

Table 2: Number of DHH students enrolled in Regions 1 and 2 by year, 2014–15 through 2018–19

Year	Number enrolled
2014–15	37
2015–16	33
2016–17	41
2017–18	48
2018–19	50

MCA math

Twenty-three students in Regions 1 and 2 who are DHH took the MCA math assessment in 2018 and 23 took it in 2019. Their proficiency rate declined from 31 percent in 2018 to 26 percent in 2019 (Figure 26). The math proficiency rate for all students in Regions 1 and 2 who receive special education services declined from 22 percent in 2018 to 21 percent in 2019 (Figure 27). The math proficiency rate for all students in Regions 1 and 2 declined from 51 percent to 49 percent during the same period (Figure 28).

Figure 26. Percentage of **students in Regions 1 and 2 who are DHH** who are proficient and not proficient on the MCA math assessment

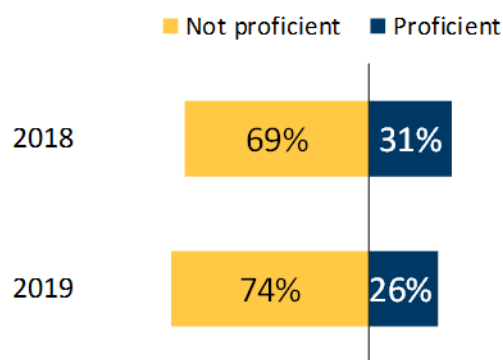


Figure 27. Percentage of **all students in Regions 1 and 2 who receive special education services** who are proficient and not proficient on the MCA math assessment

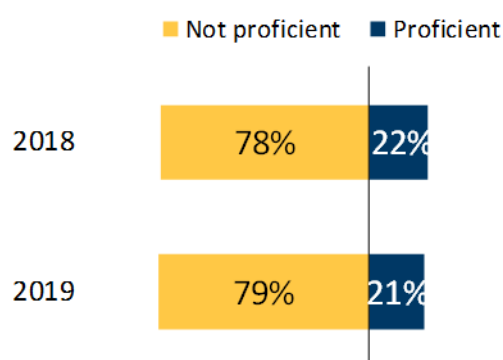
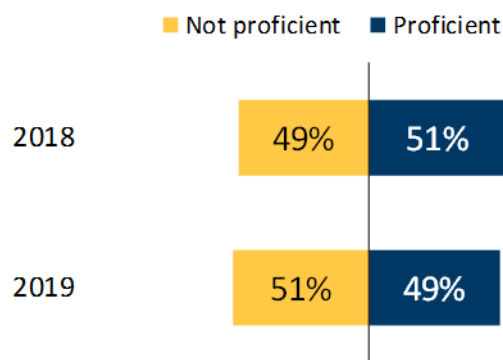


Figure 28. Percentage of **all students in Regions 1 and 2** who are proficient and not proficient on the MCA math assessment



MCA reading

Twenty-three students in Regions 1 and 2 who are DHH took the MCA reading assessment in 2018 and 25 took it in 2019. The reading proficiency rate for students who are DHH in Regions 1 and 2 increased from 22 percent in

2018 to 36 percent in 2019 (Figure 29). The reading proficiency rate for all students who receive special education services in Regions 1 and 2 was 23 percent in 2018 and 24 percent in 2019 (Figure 30). The proficiency rate in reading for all students in Regions 1 and 2 remained at 54 percent from 2018 to 2019 (Figure 31).

Figure 29. Percentage of **students in Regions 1 and 2 who are DHH** who are proficient and not proficient on the MCA reading assessment

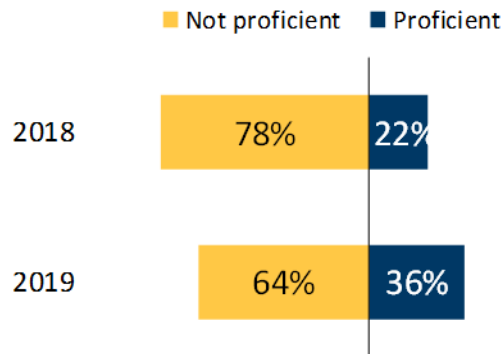


Figure 30. Percentage of **all students in Regions 1 and 2 who receive special education services** who are proficient and not proficient on the MCA reading assessment

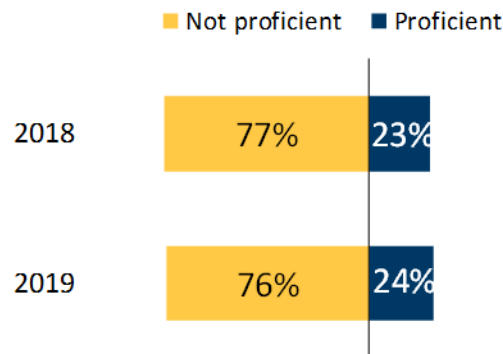
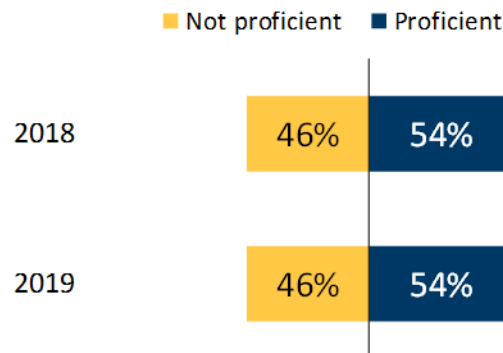
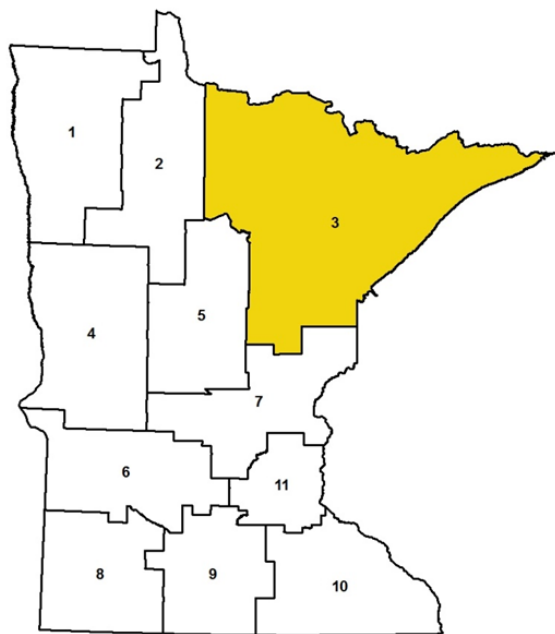


Figure 31. Percentage of **all students in Regions 1 and 2** who are proficient and not proficient on the MCA reading assessment



Region 3

Figure 32: Shaded map of Region 3



As illustrated in Table 3, the number of students who were DHH in Region 3 has been relatively constant until the two most recent years when the number enrolled increased.

Table 3: Number of DHH students enrolled in Region 3 by year, 2014–15 through 2018–19

Year	DHH enrolled
2014–15	70
2015–16	70
2016–17	69
2017–18	78
2018–19	93

MCA math

Eleven students in Region 3 who are DHH took the MCA math assessment in 2018 and 12 students took the test in 2019. The math proficiency rate for students in Region 3 who are DHH declined from 36 percent in 2018 to 32 percent in 2019 (Figure 33). The math proficiency rate for all students in Region 3 who receive special education services declined from 21 percent in 2018 to 19 percent in 2019 (Figure 34). The math proficiency rate also declined for all students in Region 3 from 55 percent in 2018 to 53 percent in 2019 (Figure 35).

Figure 33. Percentage of **students in Region 3 who are DHH** who are proficient and not proficient on the MCA math assessment

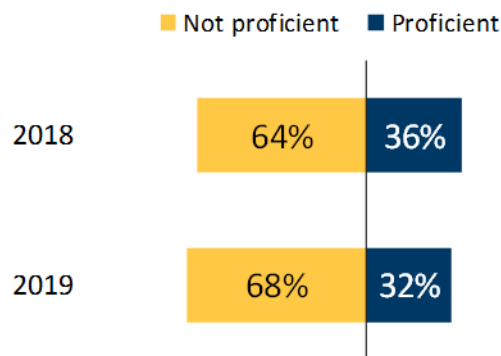


Figure 34. Percentage of **all students in Region 3 who receive special education services** who are proficient and not proficient on the MCA math assessment

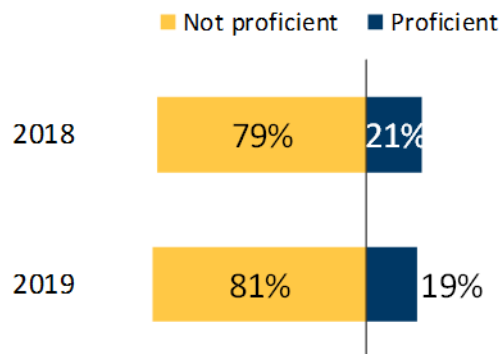
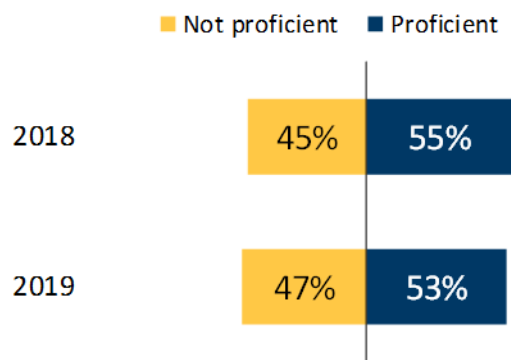


Figure 35. Percentage of **all students in Region 3** who are proficient and not proficient on the MCA math assessment



MCA reading

Over 40 students who are DHH took the MCA reading assessment in Region 3 in both 2018 and 2019. The proficiency rate in reading for students who are DHH declined from 40 percent in 2018 to 37 percent in 2019 (Figure 36). The percentage of all students in Region 3 who receive special education services who were proficient on the reading MCA remained at 24 percent across the two years (Figure 37). The percent of all students in Region 3 who are proficient in reading also stayed the same from 2018 to 2019 at 61 percent (Figure 38).

Figure 36. Percentage of **students in Region 3 who are DHH** who are proficient and not proficient on the MCA reading assessment

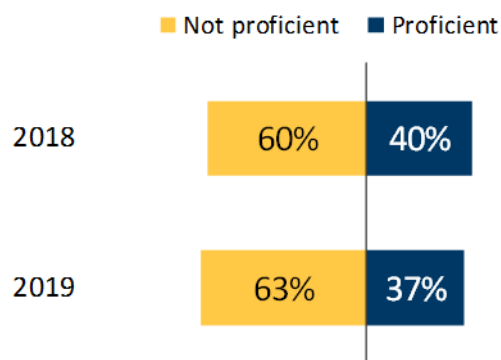


Figure 37. Percentage of **all students in Region 3 who receive special education services** who are proficient and not proficient on the MCA reading assessment

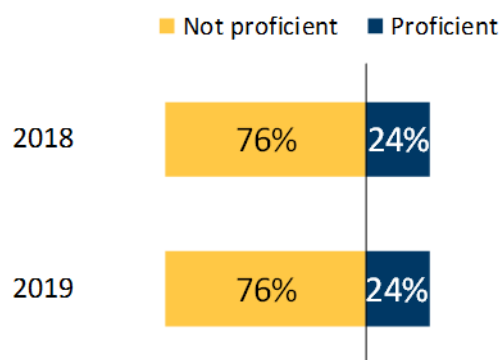
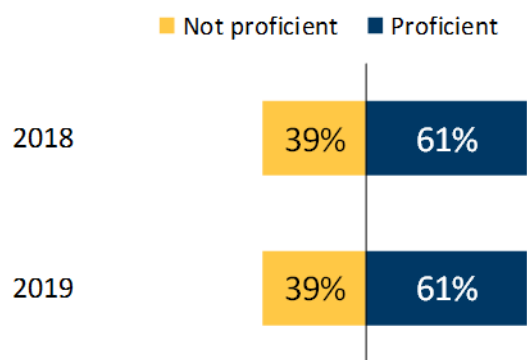
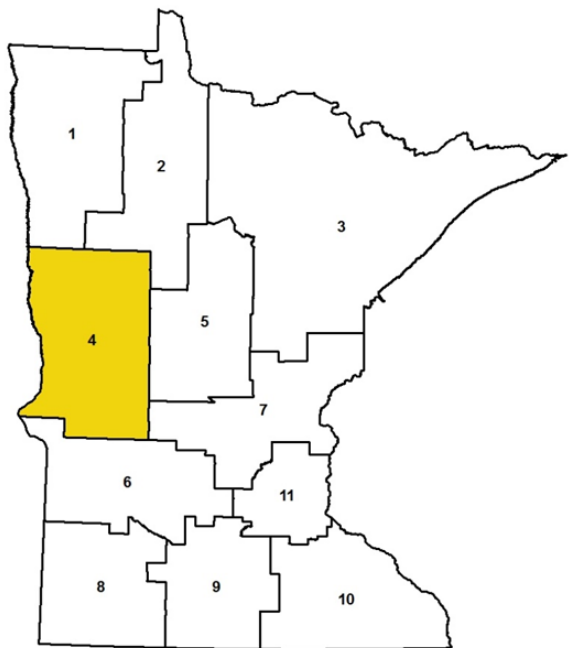


Figure 38. Percentage of **all students in Region 3** who are proficient and not proficient on the MCA reading assessment



Region 4

Figure 39: Shaded map of Region 4



The number of students who were DHH has remained relatively stable over a five-year period (Table 4).

Table 4: Number of DHH students enrolled in Region 4 by year, 2014–15 through 2018–19

Year	DHH enrolled
2014–15	68
2015–16	65
2016–17	63
2017–18	69
2018–19	69

MCA math

Thirty-eight students who are DHH in Region 4 took the MCA math assessment in 2018 and 39 tested in 2019. Half of students who are DHH were proficient on the math MCA in 2018 and 41 percent were proficient in 2019 (Figure 40). Twenty-six percent of all students who receive special education services in Region 4 were proficient in math in 2018 and 24 percent were proficient in 2019 (Figure 41). Overall, 60 percent of all students in Region 4 were proficient in math in 2018 and 58 percent were proficient in 2019 (Figure 42).

Figure 40. Percentage of **students in Region 4 who are DHH** who are proficient and not proficient on the MCA math assessment

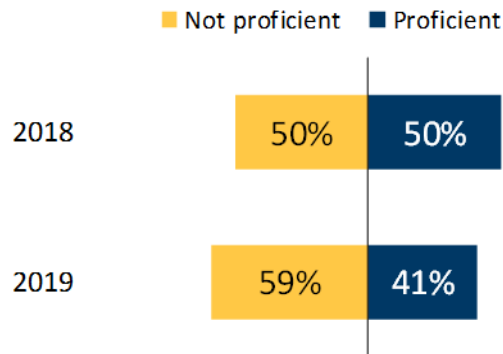


Figure 41. Percentage of **all students in Region 4 who receive special education services** who are proficient and not proficient on the MCA math assessment

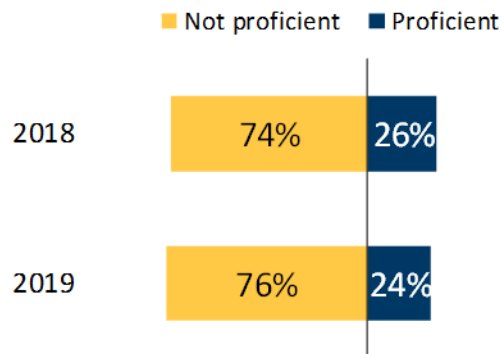
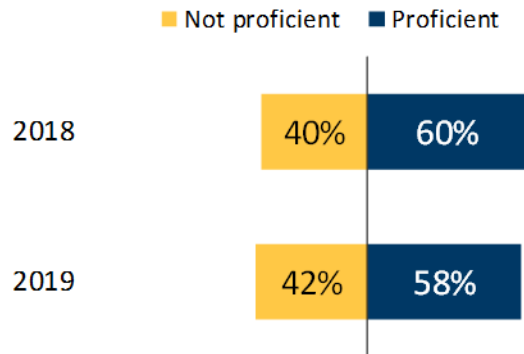


Figure 42. Percentage of **all students in Region 4** who are proficient and not proficient on the MCA math assessment



MCA reading

Thirty-nine students who are DHH in Region 4 took the MCA reading assessment in 2018 and 35 took the test in 2019. The proficiency rate in reading for DHH students increased from 46 percent in 2018 to 54 percent in 2019

(Figure 43). The proficiency rate in reading for all students who receive special education services in Region 4 was 26 percent in both 2018 and 2019 (Figure 44). For all students in Region 4, the proficiency rate on the MCA reading test was 62 percent in 2018 and 61 percent in 2019 (Figure 45).

Figure 43. Percentage of **students in Region 4 who are DHH** who are proficient and not proficient on the MCA reading assessment

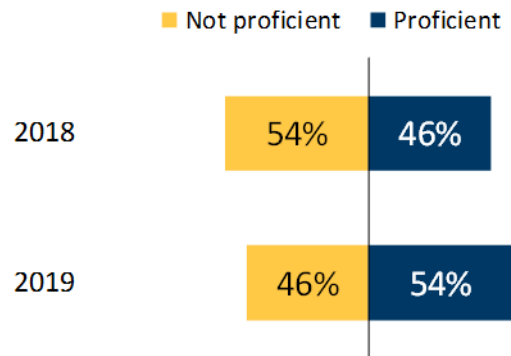


Figure 44. Percentage of **all students in Region 4 who receive special education services** who are proficient and not proficient on the MCA reading assessment

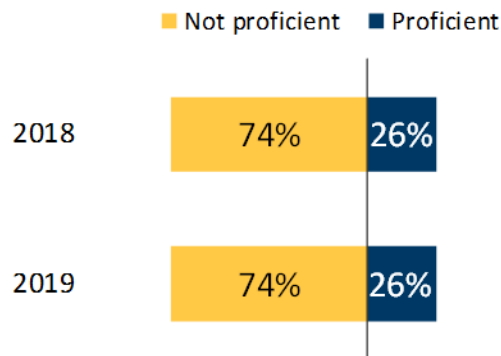
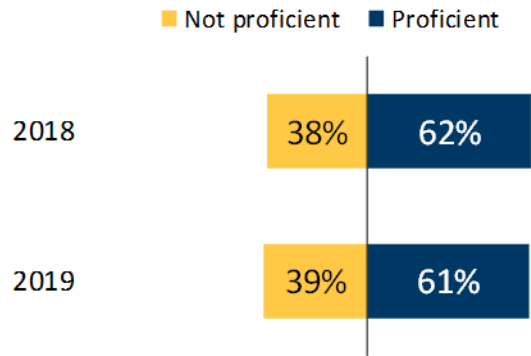
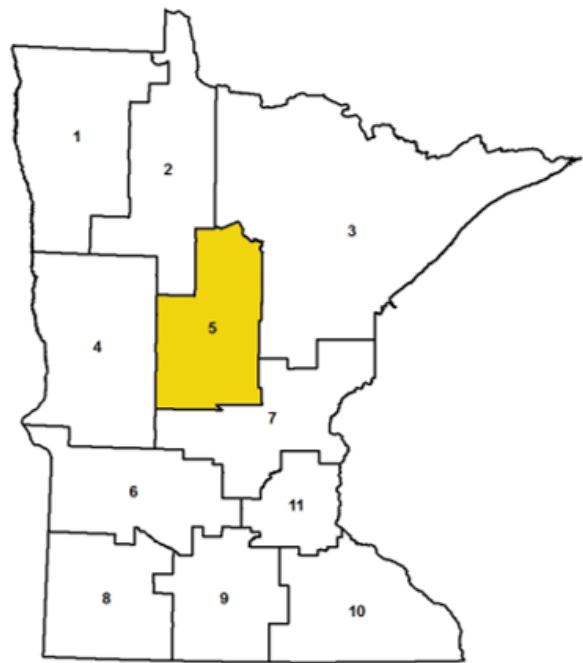


Figure 45. Percentage of **all students in Region 4** who are proficient and not proficient on the MCA reading assessment



Region 5

Figure 46: Shaded map of Region 5



The number of students who were DHH has remained relatively stable over a five-year period (Table 5).

Table 5: Number of DHH students enrolled in Region 5 by year, 2015–16 through 2018–19

Year	DHH enrolled
2015–16	51
2016–17	48
2017–18	46
2018–19	51

MCA math

Twenty-seven students who are DHH in Region 5 took the MCA math assessment in 2018 and 23 students who are DHH tested in 2019. From 2018 to 2019, the math proficiency rate for DHH students in Region 5 declined from 19 percent in 2018 to 9 percent in 2019 (Figure 47). The math proficiency rate for all students who receive special education services in Region 5 was 21 percent in 2018 and 20 percent in 2019 (Figure 48). The math proficiency rate for all students in Region 5 declined from 53 percent in 2018 to 49 percent in 2019 (Figure 49).

Figure 47. Percentage of **students in Region 5 who are DHH** who are proficient and not proficient on the MCA math assessment

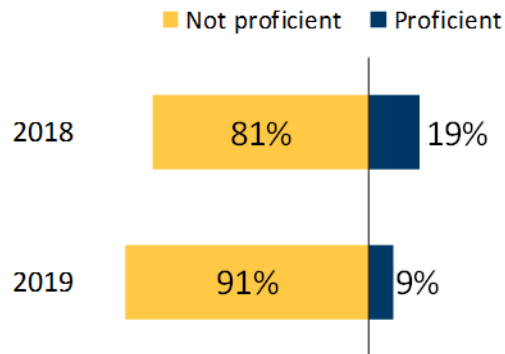


Figure 48. Percentage of **all students in Region 5 who receive special education services** who are proficient and not proficient on the MCA math assessment

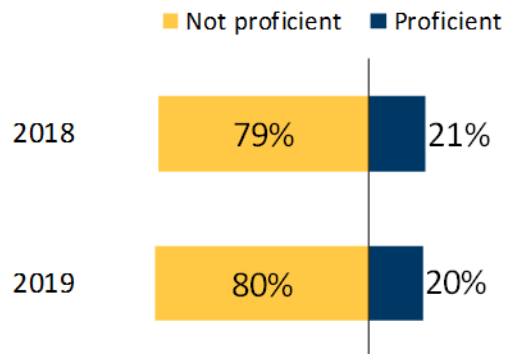
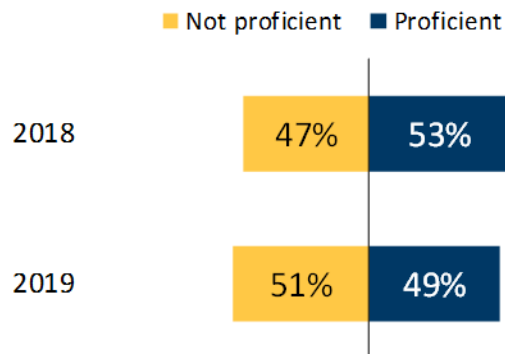


Figure 49. Percentage of **all students in Region 5** who are proficient and not proficient on the MCA math assessment



MCA reading

Twenty-eight students who are DHH in Region 5 took the MCA reading assessment in 2018 and 20 took the test in 2019. From 2018 to 2019, the reading proficiency rate for DHH students in Region 5 stayed the same at 25

percent (Figure 50). For all students who receive special education services in Region 5 the reading proficiency rate was 22 percent in 2018 and 23 percent in 2019 (Figure 51). The reading proficiency rate for all students in Region 5 remained at 57 percent in both 2018 and 2019 (Figure 52).

Figure 50. Percentage of **students in Region 5 who are DHH** who are proficient and not proficient on the MCA reading assessment

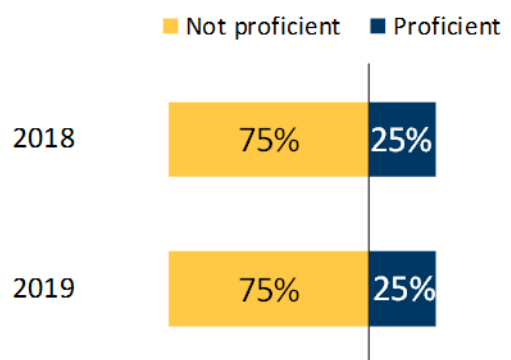


Figure 51. Percentage of **all students in Region 5 who receive special education services** who are proficient and not proficient on the MCA reading assessment

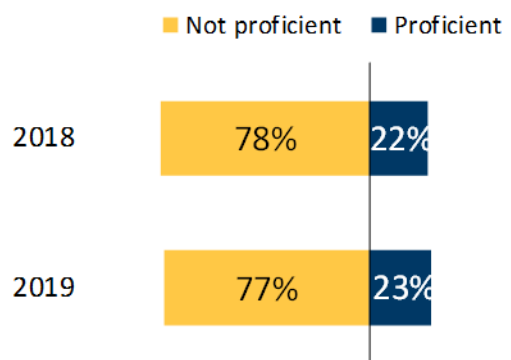
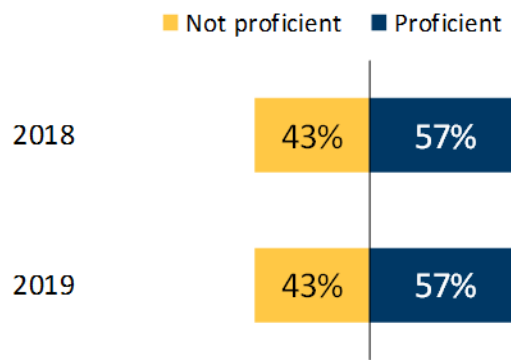
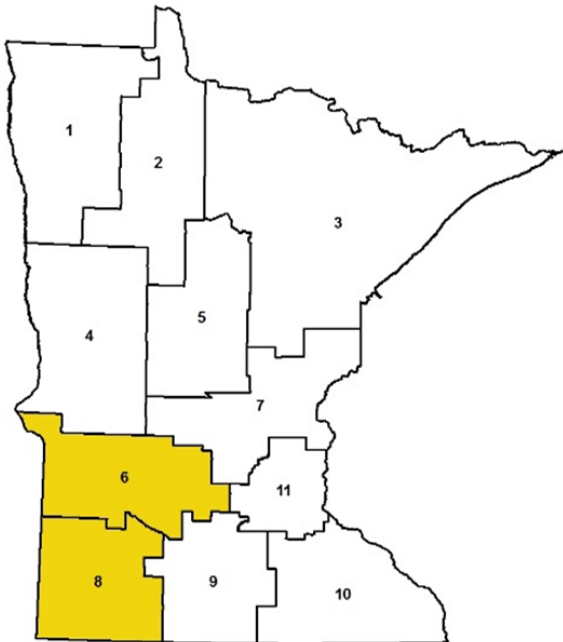


Figure 52. Percent of **all students in Region 5** who are proficient and not proficient on the MCA reading assessment



Regions 6 and 8

Figure 53: Shaded map of Regions 6 and 8



Enrollment for students who are DHH in Regions 6 and 8 has been decreasing over a five-year period. The 2018–19 school year had the lowest enrollment total (Table 6).

Table 6: Number of DHH students enrolled in Regions 6 and 8 by year, 2014–15 through 2018–19

Year	DHH enrolled
2014–15	138
2015–16	144
2016–17	140
2017–18	135
2018–19	120

MCA math

In Regions 6 and 8, 70 students who are DHH took the MCA math assessment in 2018 and 63 students tested in 2019. The math proficiency rate for students who are DHH increased from 36 percent in 2018 to 38 percent in 2019 (Figure 54). The math proficiency rate for all students who receive special education services in Regions 6 and 8 remained at 22 percent in both 2018 and 2019 (Figure 55). For all students in Regions 6 and 8, the math proficiency rate declined from 56 percent in 2018 to 53 percent in 2019 (Figure 56).

Figure 54. Percentage of **students in Regions 6 and 8 who are DHH** who are proficient and not proficient on the MCA math assessment

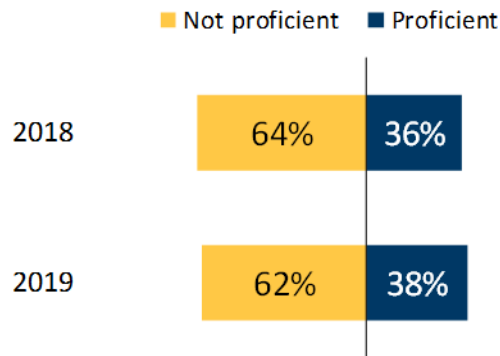


Figure 55. Percentage of **all students in Regions 6 and 8 who receive special education services** who are proficient and not proficient on the MCA math assessment

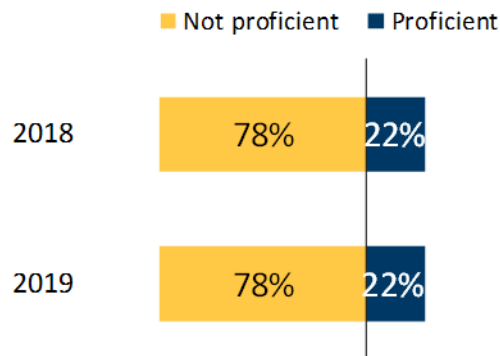
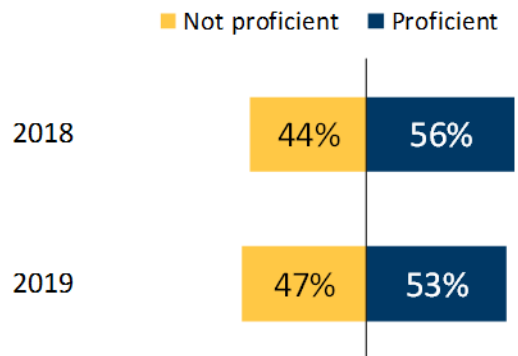


Figure 56. Percentage of **all students in Regions 6 and 8** who are proficient and not proficient on the MCA math assessment



MCA reading

In Regions 6 and 8, 63 students who are DHH took the MCA reading assessment in 2018 and 66 students took the test in 2019. The proficiency rate on the reading test for DHH students declined from 43 percent in 2018 to

39 percent in 2019 (Figure 57). The reading proficiency rate for all students in Regions 6 and 8 who receive special education services was 22 percent in 2018 and 23 percent in 2019 (Figure 58). The reading proficiency rate for all students in Regions 6 and 8 remained at 57 percent in both 2018 and 2019 (Figure 59).

Figure 57. Percentage of **students in Regions 6 and 8 who are DHH** who are proficient and not proficient on the MCA reading assessment

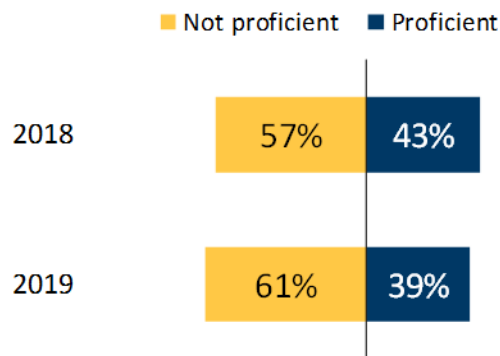


Figure 58. Percentage of **all students in Regions 6 and 8 who receive special education services** who are proficient and not proficient on the MCA reading assessment

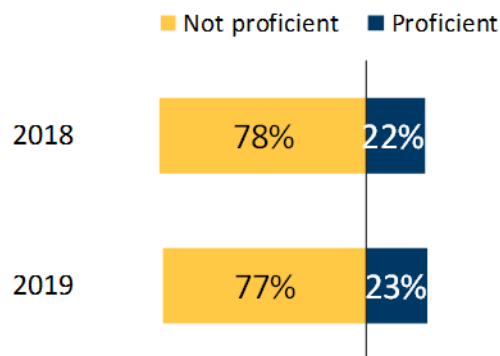
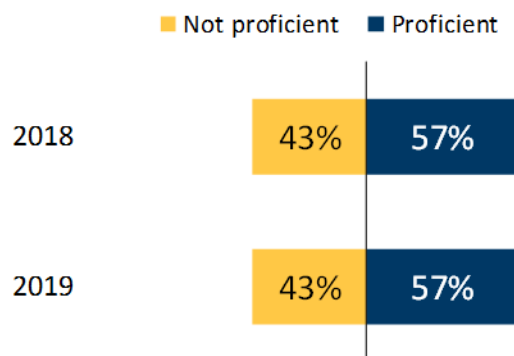
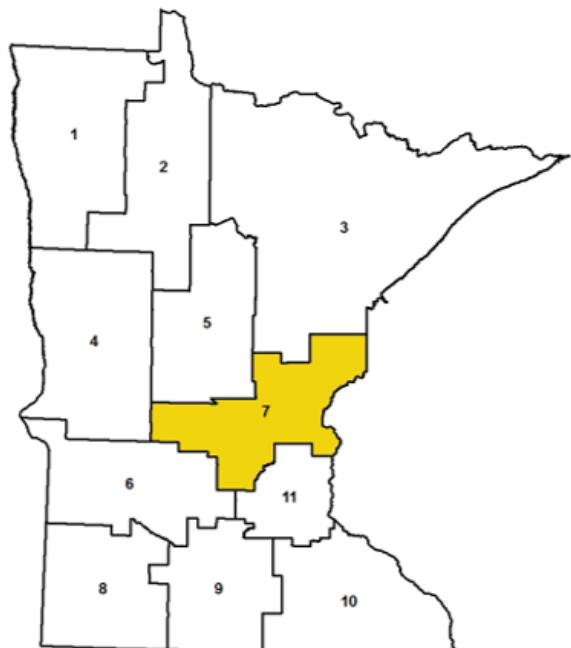


Figure 59. Percentage of **all students in Regions 6 and 8** who are proficient and not proficient on the MCA reading assessment



Region 7

Figure 60: Shaded map of Region 7



Enrollment has increased each year over the five-year period with the 2018–19 having the highest count (Table 7).

Table 7: Number of DHH students enrolled in Region 7 by year, 2015–16 through 2018–19

Year	DHH enrolled
2015–16	171
2016–17	174
2017–18	176
2018–19	191

MCA math

Ninety-one students who are DHH in Region 7 took the MCA math assessment in 2018 and 100 tested in 2019. The proficiency rate for DHH students in math increased from 35 percent in 2018 to 42 percent in 2019 (Figure 61). The proficiency rate for all students who receive special education services in Region 7 was 28 percent in 2018 and 27 percent in 2019 (Figure 62). For all students in Region 7 the math proficiency rate declined from 63 percent in 2018 to 61 percent in 2019 (Figure 63).

Figure 61. Percentage of **students in Region 7 who are DHH** who are proficient and not proficient on the MCA math assessment

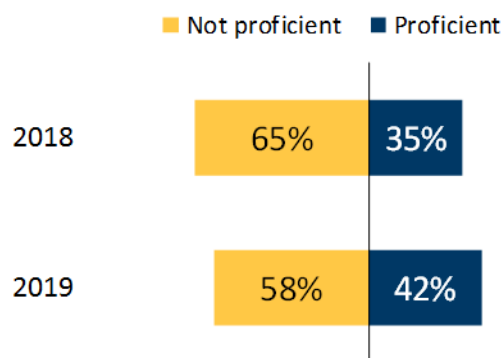


Figure 62. Percentage of **all students in Region 7 who receive special education services** who are proficient and not proficient on the MCA math assessment

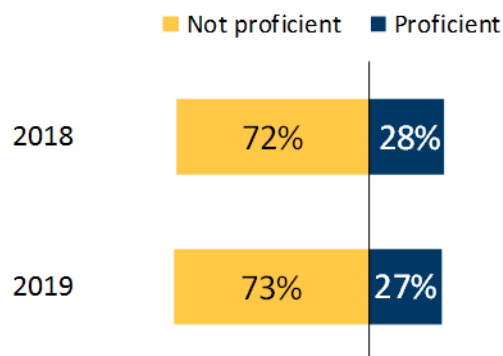
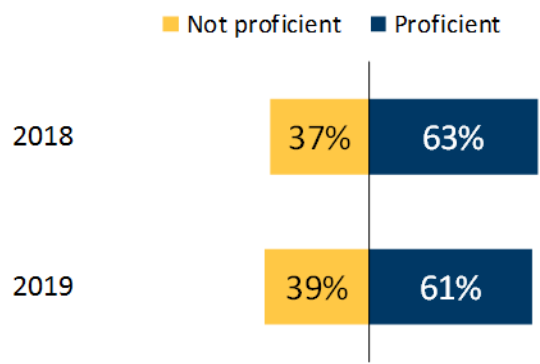


Figure 63. Percentage of **all students in Region 7** who are proficient and not proficient on the MCA math assessment



MCA reading

Eighty-nine students in Region 7 who are DHH took the MCA reading assessment in 2018 and 98 students who are DHH took the reading test in 2019. The reading proficiency rate for students who are DHH declined from 47 percent in 2018 to 42 percent in 2019 (Figure 64). The proficiency rate for all students who receive special education services in Region 7 remained at 28 percent in both 2018 and 2019 (Figure 65). The reading proficiency rate for all students in Region 7 was 64 percent in 2018 and 63 percent in 2019 (Figure 66).

Figure 64. Percentage of **students in Region 7 who are DHH** who are proficient and not proficient on the MCA reading assessment

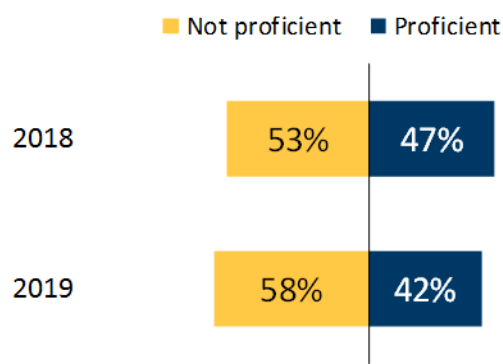


Figure 65. Percentage of **all students in Region 7 who receive special education services** who are proficient and not proficient on the MCA reading assessment

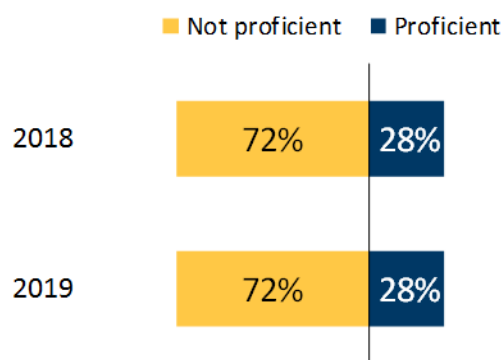
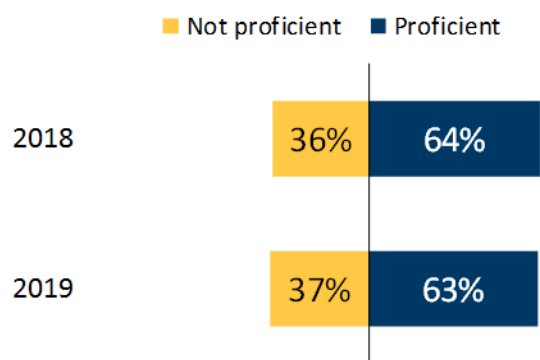
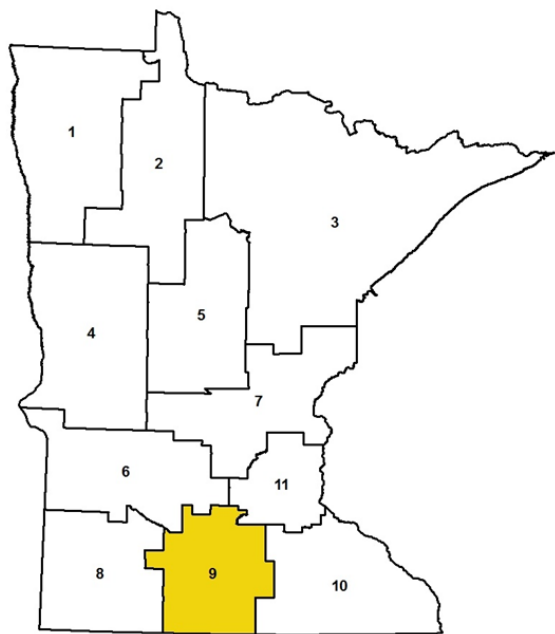


Figure 66. Percentage of **all students in Region 7** who are proficient and not proficient on the MCA reading assessment



Region 9

Figure 67: Shaded map of Region 9



Enrollment for students who are DHH declined from 2017–2018 to 2018–2019, and is lower overall than in the 2014–15 school year (Table 8).

Table 8: Number of DHH students enrolled in Region 9 by year, 2014–15 through 2018–19

Year	DHH enrolled
2014–15	80
2015–16	69
2016–17	67
2017–18	73
2018–19	66

MCA math

Forty-four students who are DHH in Region 9 took the MCA math assessment in 2018 and 32 students took the test in 2019. The proficiency rate in math for students who are DHH declined from 43 percent in 2018 to 28 percent in 2019 (Figure 68). The math proficiency rate for all students in Region 9 who receive special education services remained at 22 percent in both 2018 and 2019 (Figure 69). For all students in Region 9, the math proficiency rate was 56 percent in 2018 and 54 percent in 2019 (Figure 70).

Figure 68. Percentage of **students in Region 9 who are DHH** who are proficient and not proficient on the MCA math assessment

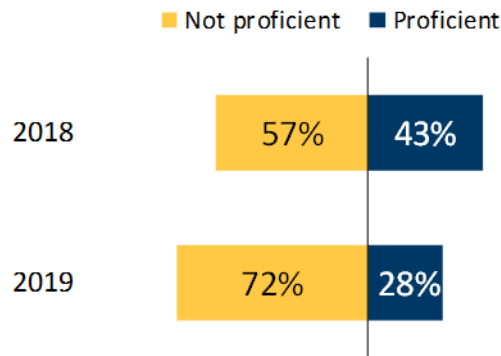


Figure 69. Percentage of **all students in Region 9 who receive special education services** who are proficient and not proficient on the MCA math assessment

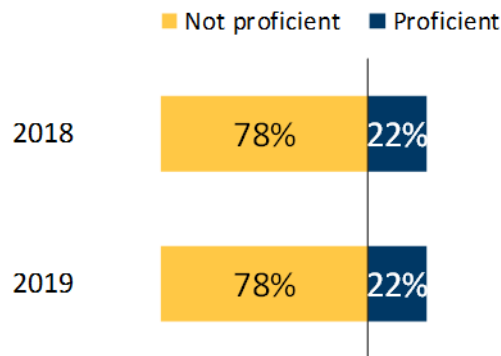
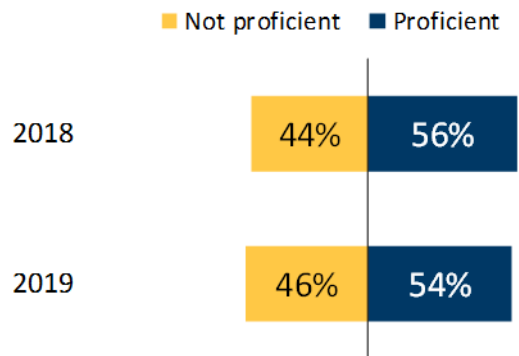


Figure 70. Percentage of **all students in Region 9** who are proficient and not proficient on the MCA math assessment



MCA reading

Forty-three students who are DHH in Region 9 took the MCA reading assessment in 2018 and 31 tested in 2019. The reading proficiency rate for DHH students increased from 33 percent in 2018 to 42 percent in 2019 (Figure

71). The reading proficiency rate for all students in Region 9 who receive special education services was 22 percent in 2018 and 24 percent in 2019 (Figure 72). The reading proficiency rate for all students in Region 9 was 59 percent in both 2018 and 2019 (Figure 73).

Figure 71. Percentage of **students in Region 9 who are DHH** who are proficient and not proficient on the MCA reading assessment

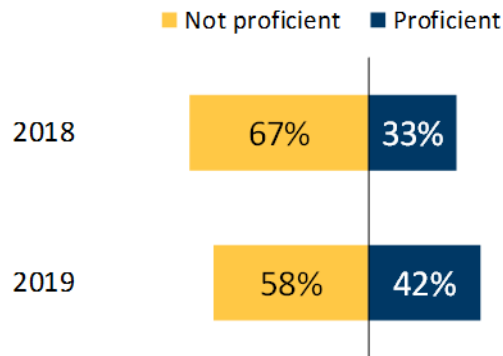


Figure 72. Percentage of **all students in Region 9 who receive special education services** who are proficient and not proficient on the MCA reading assessment

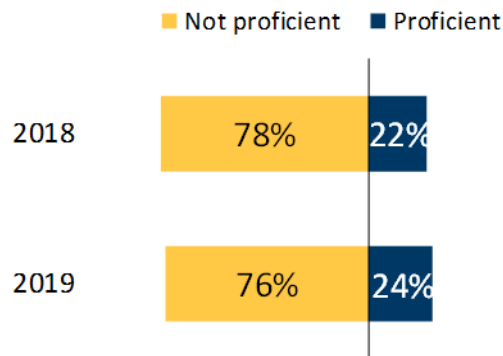
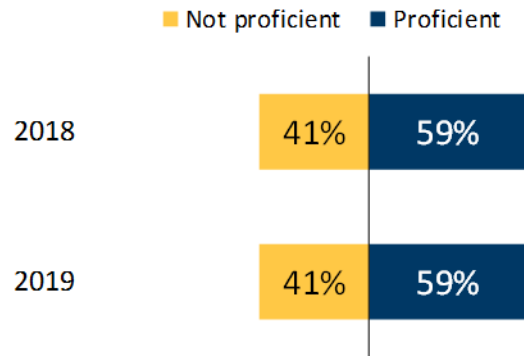
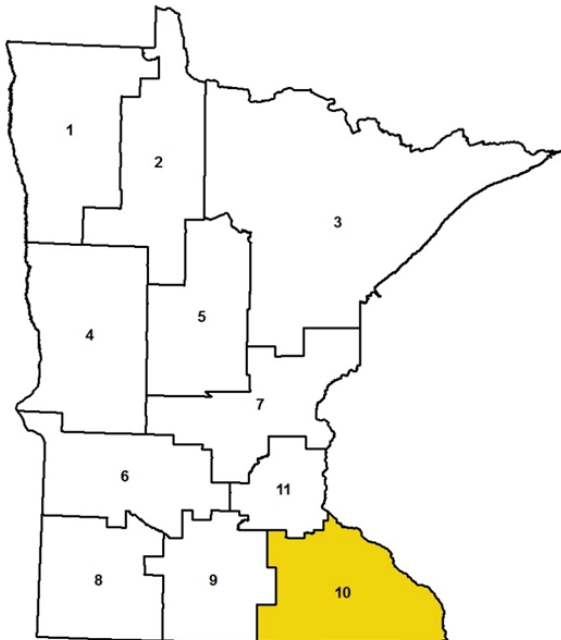


Figure 73. Percentage of **all students in Region 9** who are proficient and not proficient on the MCA reading assessment



Region 10

Figure 74: Shaded map of Region 10



The number of students who are DHH in Region 10 has fluctuated over the last several years and is higher overall in the most recent year compared with the 2014–15 school year (Table 9).

Table 9: Number of DHH students enrolled in Region 10 by year, 2014–15 through 2018–19

Year	DHH enrolled
2014–15	288
2015–16	287
2016–17	269
2017–18	284
2018–19	299

MCA math

In Region 10, 161 students who are DHH took the MCA math assessment in 2018 and 148 students who are DHH tested in 2019. From 2018 to 2019, the math proficiency rate for students who are DHH in Region 10 remained at 30 percent (Figure 75). The proficiency rate in math for all students in Region 10 who receive special education services was 22 percent in 2018 to 20 percent in 2019 (Figure 76). The proficiency rate in math for all students Region 10 was 54 percent in 2018 and 51 percent in 2019 (Figure 77).

Figure 75. Percentage of **students in Region 10 who are DHH** who are proficient and not proficient on the MCA math assessment

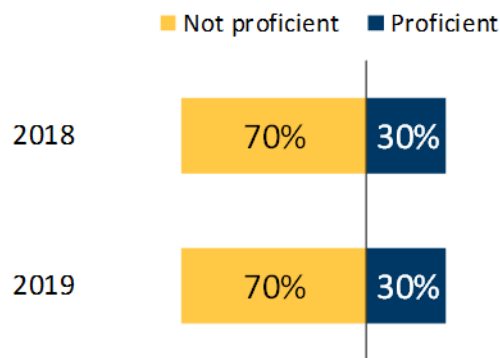


Figure 76. Percentage of **all students in Region 10 who receive special education services** who are proficient and not proficient on the MCA math assessment

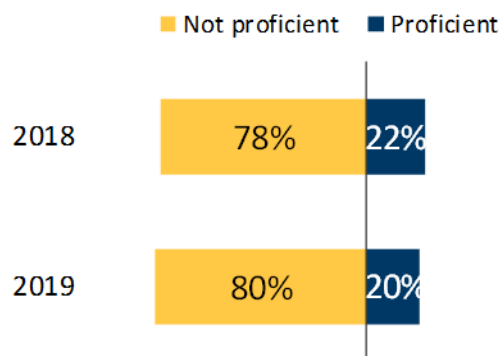
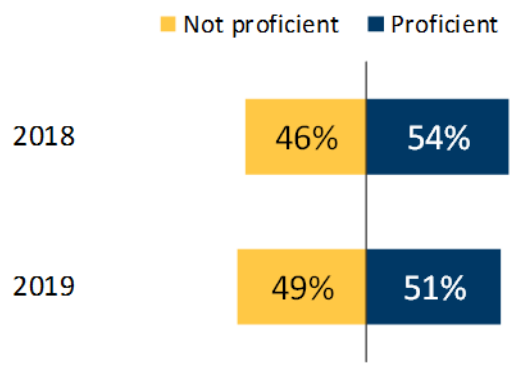


Figure 77. Percentage of **all students in Region 10** who are proficient and not proficient on the MCA math assessment



MCA reading

In Region 10, 156 students who are DHH took the MCA reading assessment in 2018 and 159 took the test in 2019. The reading proficiency rate for students who are DHH declined from 40 percent in 2018 to 34 percent in 2019 (Figure 78). The proficiency rate for all students receiving special education services in Region 10 was 24 percent in 2018 and 23 percent in 2019 (Figure 79). Among all students in Region 10, 58 percent were proficient in reading in 2018 and 56 percent were proficient in 2019 (Figure 80).

Figure 78. Percentage of **students in Region 10 who are DHH** who are proficient and not proficient on the MCA reading assessment

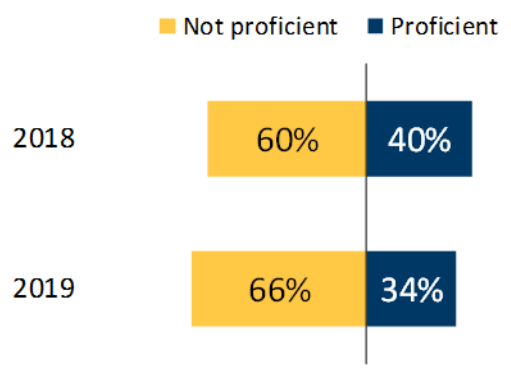


Figure 79. Percentage of **all students in Region 10 who receive special education services** who are proficient and not proficient on the MCA reading assessment

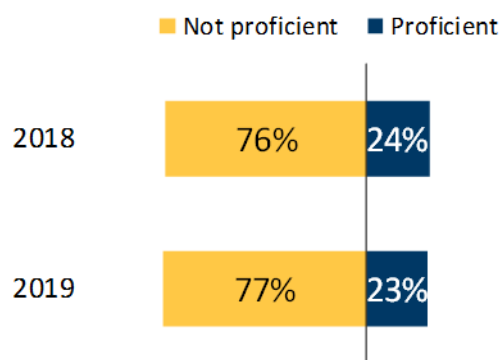
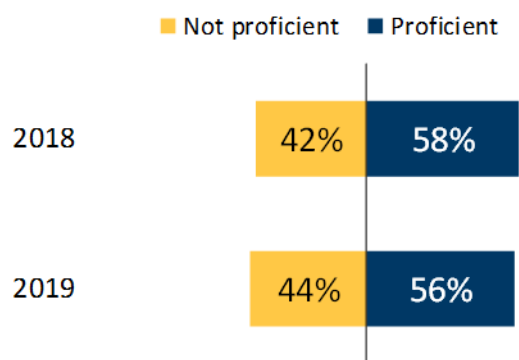
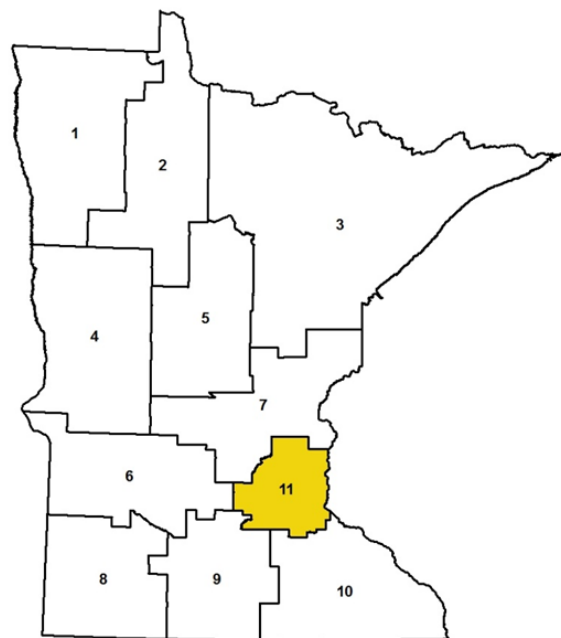


Figure 80. Percentage of **all students in Region 10** who are proficient and not proficient on the MCA reading assessment



Region 11

Figure 81: Shaded map of Region 11



The number of students who are DHH has increased overall since the 2014–15 school year (Table 10).

Table 10: Number of DHH students enrolled in Region 11 by year, 2014–15 through 2018–19

Year	DHH enrolled
2014–15	1,105
2015–16	1,156
2016–17	1,165
2017–18	1,155
2018–19	1,164

MCA math

Over 600 students who are DHH took the MCA math assessment in Region 11 in 2018 and 2019. Forty percent of students who are DHH were proficient in math in 2018 and 42 percent were proficient in 2019 (Figure 82). The math proficiency rate for all students who receive special education services in Region 11 was 26 percent in 2018 and 25 percent in 2019 (Figure 83). For all students in Region 11, the proficiency rate in math was 57 percent in 2018 and 55 percent in 2019 (Figure 84).

Figure 82. Percentage of **students in Region 11 who are DHH** who are proficient and not proficient on the MCA math assessment

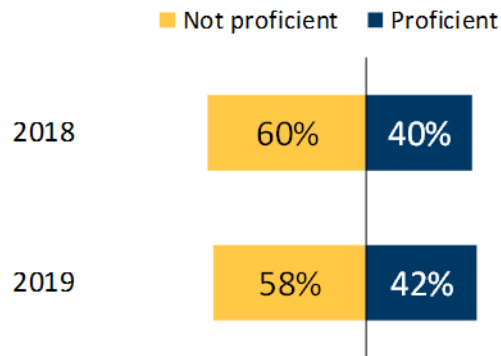


Figure 83. Percentage of **all students in Region 11 who receive special education services** who are proficient and not proficient on the MCA math assessment

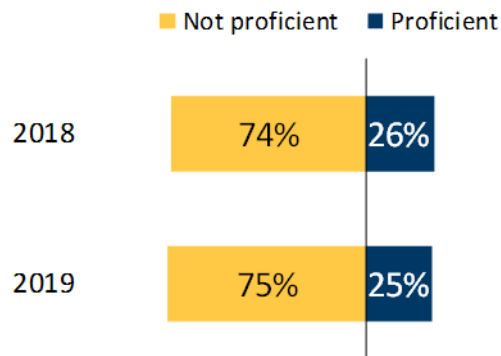
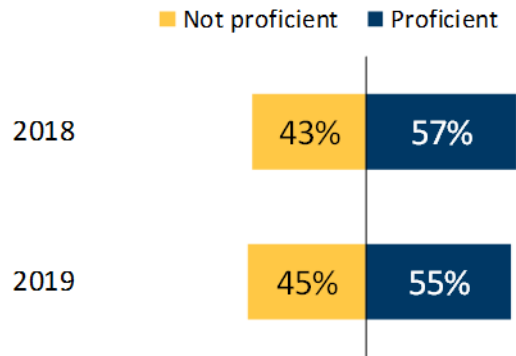


Figure 84. Percentage of **all students in Region 11** who are proficient and not proficient on the MCA math assessment



MCA reading

Over 600 students who are DHH took the MCA reading assessment in Region 11 in both 2018 and 2019. The reading proficiency rate for students in Region 11 who are DHH was 43 percent in 2018 and 42 percent in 2019

(Figure 85). The reading proficiency rate for all students in Region 11 who receive special education services was 27 percent in both 2018 and 2019 (Figure 86). The reading proficiency rate for all students in Region 11 was 60 percent in 2018 and 59 percent in 2019 (Figure 87).

Figure 85. Percentage of **students in Region 11 who are DHH** who are proficient and not proficient on the MCA reading assessment

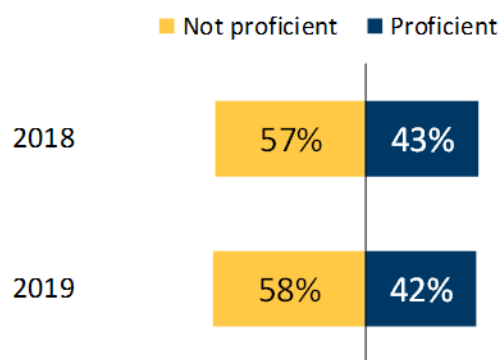


Figure 86. Percentage of **all students in Region 11 who receive special education services** who are proficient and not proficient on the MCA reading assessment

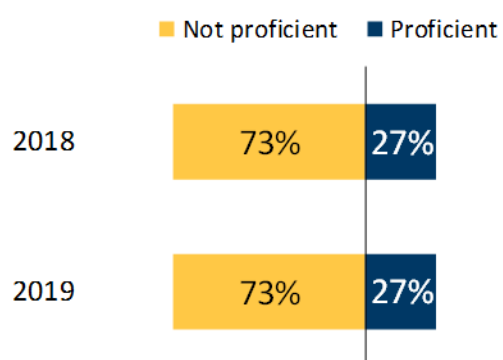
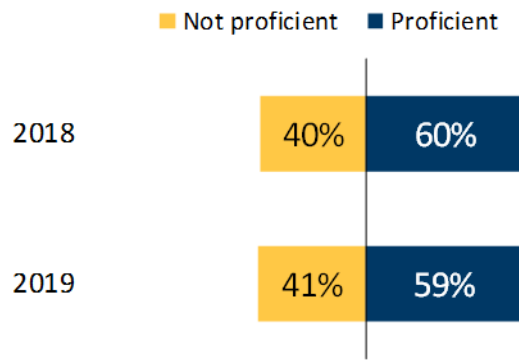


Figure 87. Percentage of **all students in Region 11** who are proficient and not proficient on the MCA reading assessment



District assessment data trends

Most districts in Minnesota had fewer than 10 students who are DHH take the MCA math or reading assessments in 2018 or 2019, so results could not be reported for all. For districts that did have results for at least 10 students who are DHH, proficiency rates on the MCA in math and reading for students who are DHH vary widely from year to year and district to district (Figure 88 and Figure 89).

Figure 88. Percentage of **students who are DHH** who are proficient on the MCA math assessment by district

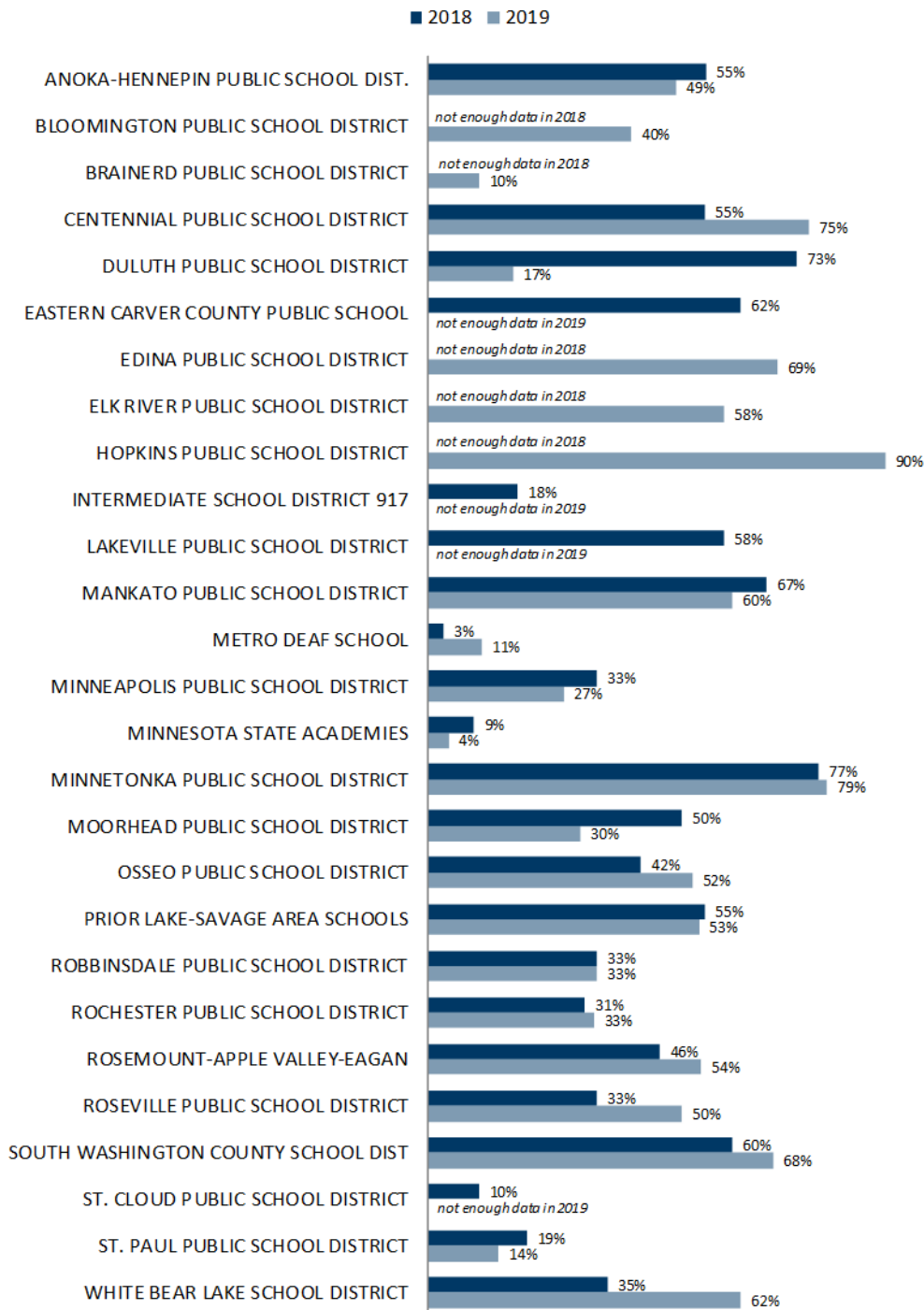
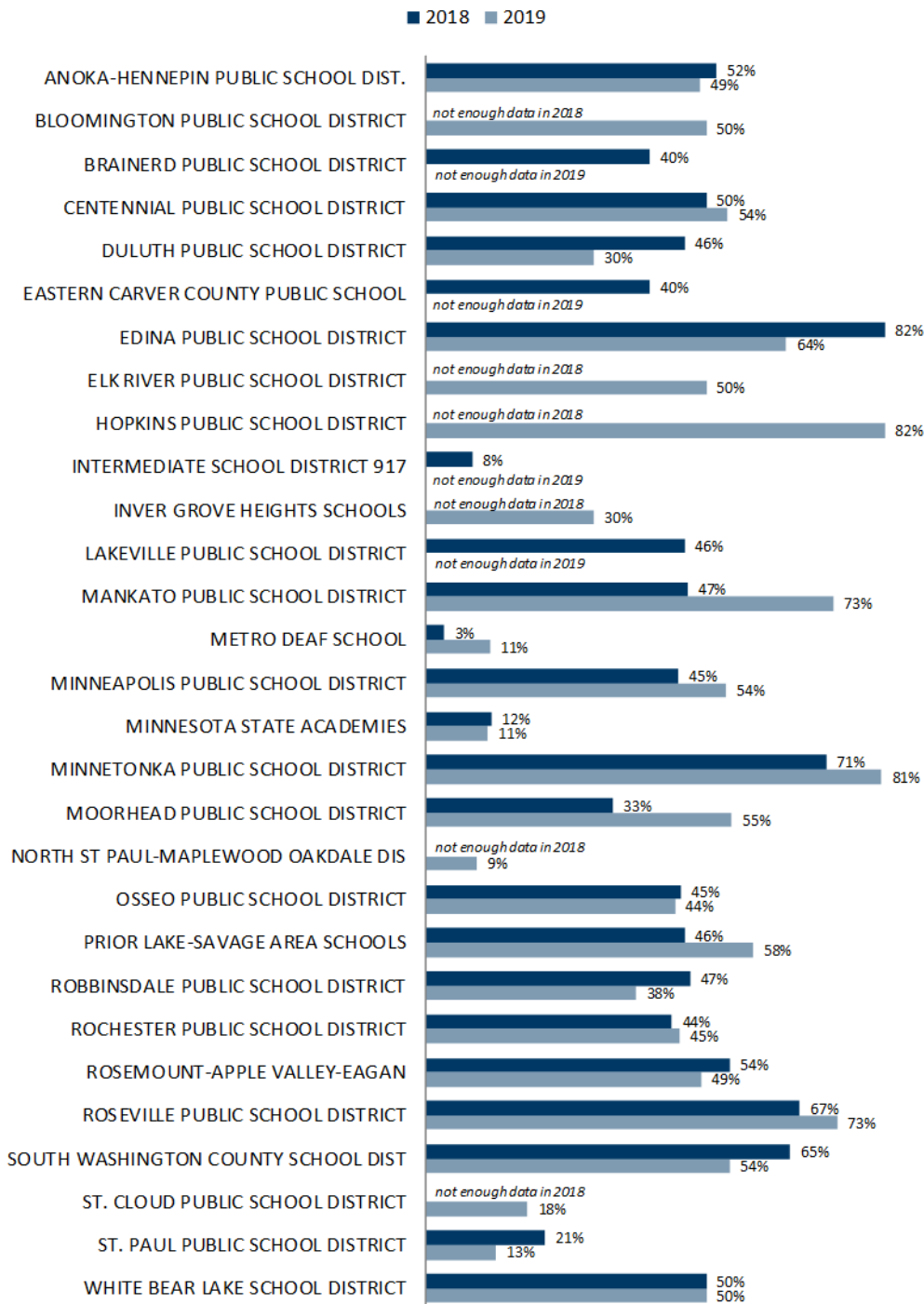


Figure 89. Percentage of **students who are DHH** who are proficient on the MCA reading assessment by district



Conclusion

The DHH Advisory Committee strongly recommends that the Legislature move forward with the recommendations presented in this report to support the increased achievement of students who are DHH and those who could benefit from DHH services. These recommendations will help close the educational opportunity gap highlighted in this report, which currently exists between students who are DHH and their peers in general education.

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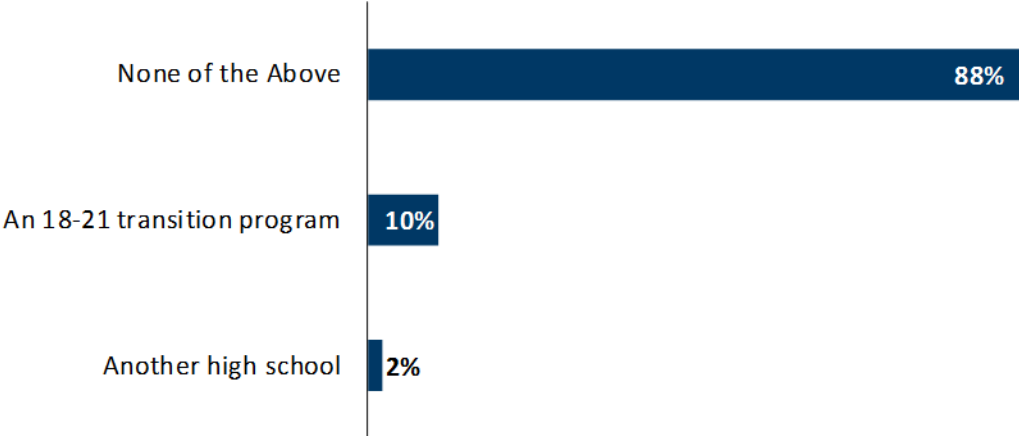
Appendix A: Summary results for the post-school outcome survey

The summarized results come from the post-school outcome survey of students who are Deaf, Hard of Hearing, or DeafBlind. The survey was administered by MDE and sent to former students who graduated or who had aged out of school as of June 2018. There were 52 responses to the survey. Because the number of responses varies by question, the total responses are noted for each question with “n =”. To maintain the privacy of individuals or to aid in readability, MDE redacted potentially identifying information (noted with []). Totals may not add up to 100 percent due to rounding.

Question 1: Is the student (respondent) currently enrolled in or attending any of the following programs?

- Another high school.
- A charter school.
- An alternative school.
- An 18–21 transition program.

Figure 90: Proportion of responses to Question 1 (n=52)



Question 2: Does the respondent agree to take part in the survey?

Table 11: Proportion of responses to Question 2 (n = 52)

Response	Percent
Yes	75%
No	25%

Question 3: What is the reason why the respondent did not agree to take part in the survey?

Reasons provided by respondents (n = 12):

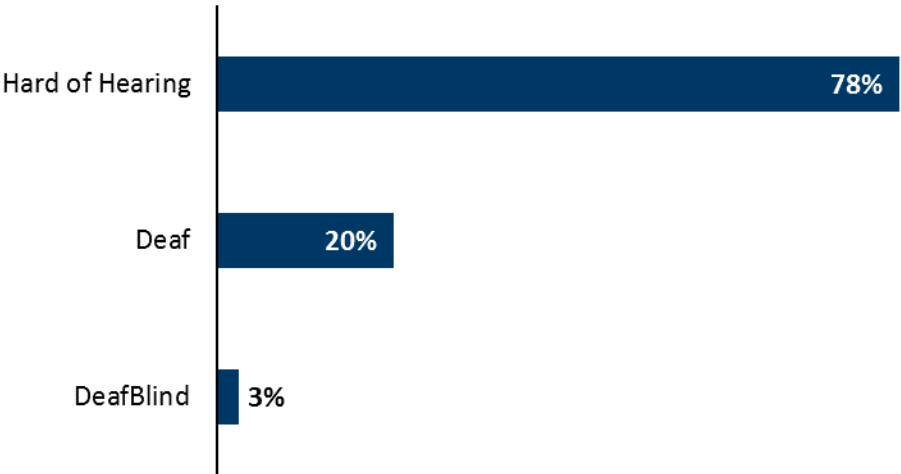
- Low functioning Deaf.
- Don't know.
- Unavailable.
- The student does not have language.
- Student got married at Thanksgiving and left the state.
- Not interested.
- I cannot contact due to information being outdated. The student contacted [their] old teacher that is where I gathered data from.
- Not interested.
- [They] aged out.
- Unable to contact [them].
- Unreachable.

About the student

Question 4: First, are you?

- Deaf.
- Hard of Hearing.
- DeafBlind.

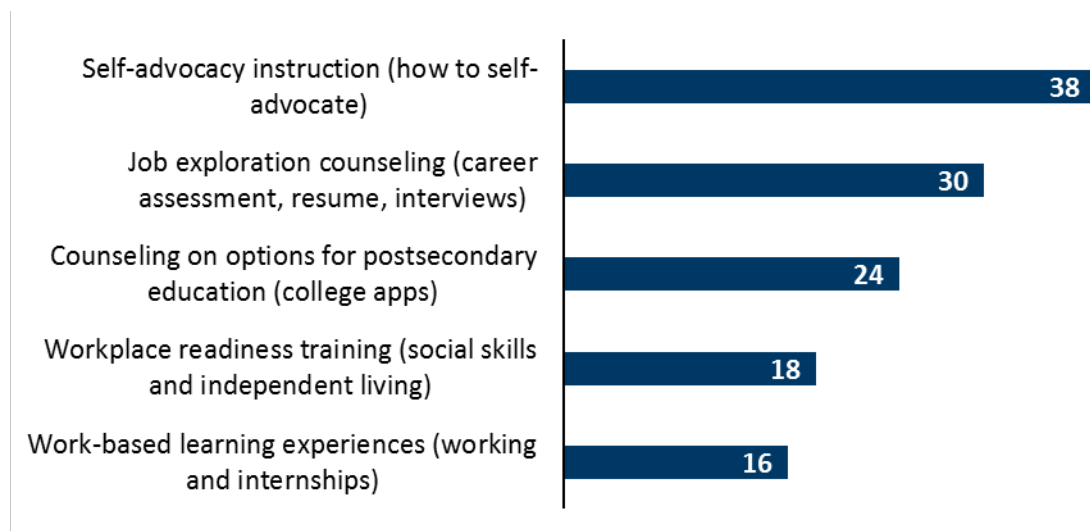
Figure 91: Proportion of responses to Question 4 (n = 40)



Question 5: Did you receive any of these transition services (check all that apply)

- Job exploration counseling (career assessment, resume, interviews).
- Work-based learning experiences (working and internships).
- Counseling on options for postsecondary education (college apps).
- Workplace readiness training (social skills and independent living).
- Self-advocacy instruction (how to self-advocate).

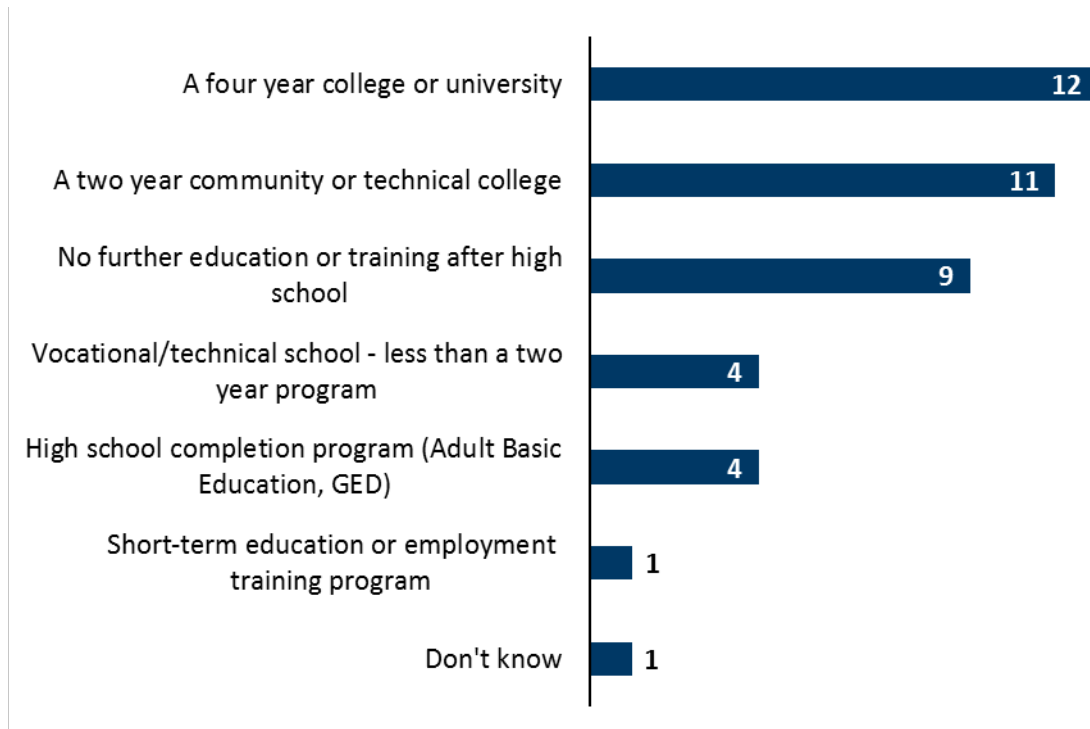
Figure 92: Count of responses to Question 5 (n = 40)



Question 6: Describe the kind of school or training program you attended (respondents could select more than one option).

- High school completion program (Adult Basic Education, GED).
- Short-term education or employment training program (Job Corp, short term job training or apprenticeship program).
- Vocational/technical school—less than a two-year program.
- A two-year community or technical college.
- A four-year college or university.
- No further education or training after high school.
- Don't know.

Figure 93: Count of responses to Question 6 (n = 40)



Question 7: Did you complete an entire term (i.e., semester, quarter, etc.)?

- Yes.
- No.
- Don't know.

Table 12: Proportion of responses to Question 7 (n = 40)

Response	Percent
Yes	73%
No	23%
Don't know	5%

Question 8: Are you registered for or planning to attend a new term (i.e., semester, quarter, etc.)?

- Yes.
- No.
- Don't know.

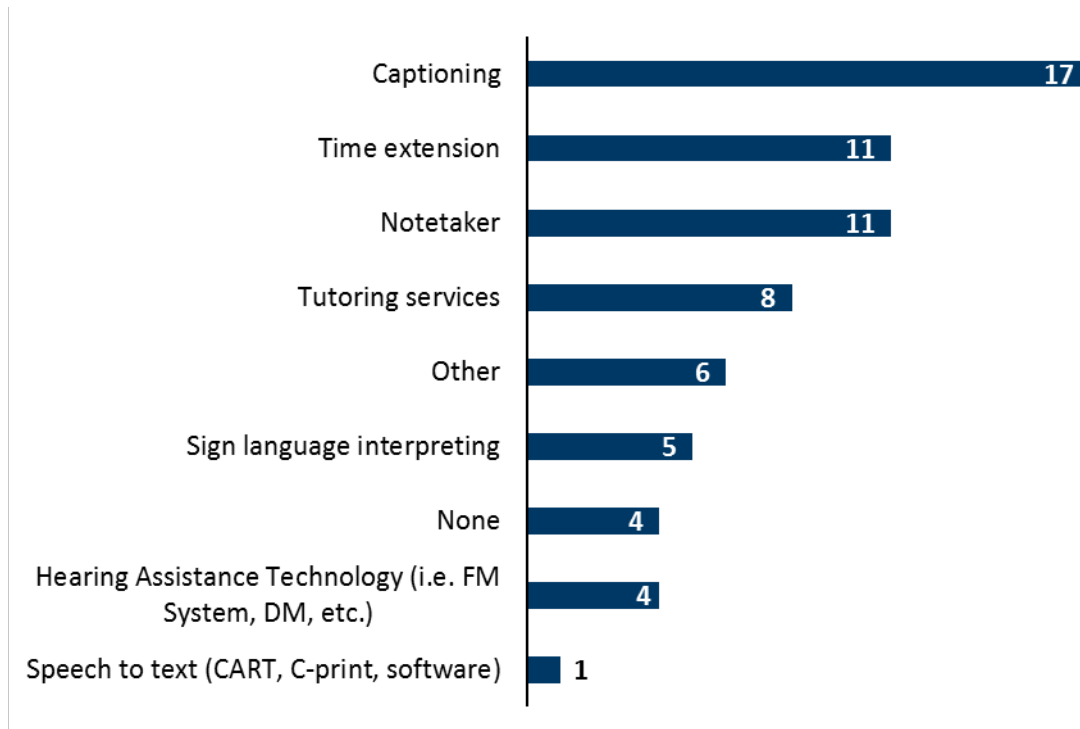
Table 13: Proportion of responses to Question 8 (n = 30)

Response	Percent
Yes	83%
No	13%
Don't know	3%

Question 9: What accommodations do you use? (Check all that apply)

- Captioning.
- Sign language interpreting.
- Notetaker.
- Hearing Assistance Technology (i.e., FM System, DM, etc.).
- Tactile.
- Cued speech.
- Tutoring services.
- Time extension.
- Speech to text (CART, C-print, software).
- None.
- Don't know.
- Other—please specify.

Figure 94: Count of responses to Question 9 (n = 30)



Question 10: During high school, did you have paid work experience?

Table 14: Proportion of responses to Question 10 (n = 40)

Response	Percent
Yes	68%
No	30%
Don't know	3%

Question 11: After leaving high school or a transition program, have you ever worked or had a paid job (Do not include high school or transition program work experience)?

Table 15: Proportion of responses to Question 11 (n = 39)

Response	Percent
Yes	90%
No	10%

Question 12: Since leaving high school, have you worked at any time for a total of 3 months (about 90 days)?

Table 16: Proportion of responses to Question 12 (n = 39)

Response	Percent
Yes	85%
No	15%

Question 13: Did you work on average 20 or more hours per week?

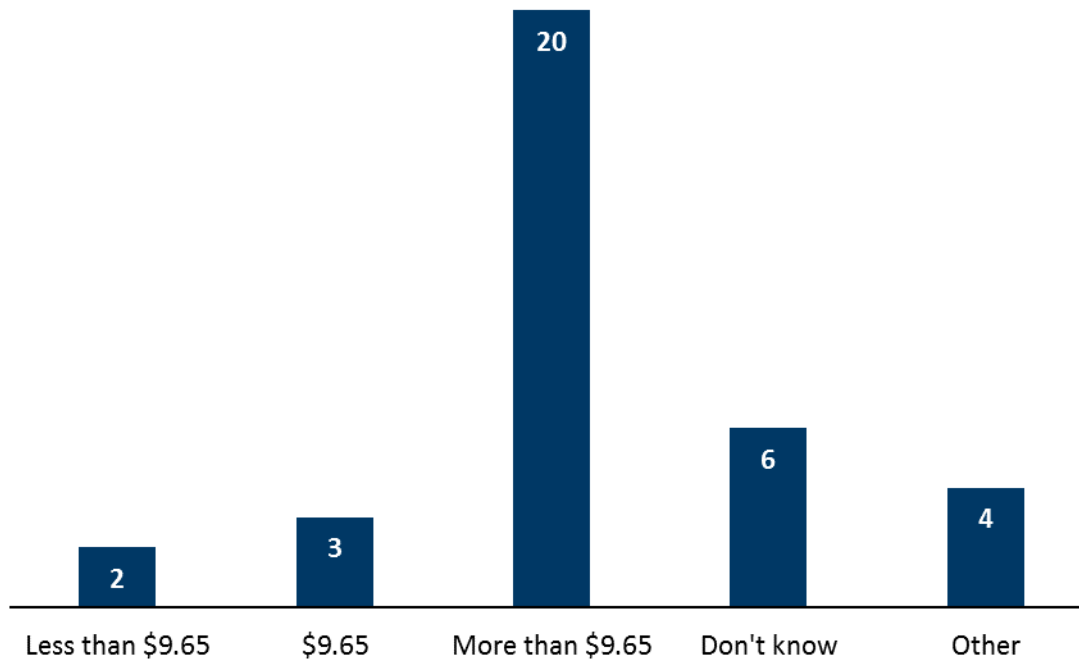
Table 17: Proportion of responses to Question 13 (n = 39)

Response	Percent
Yes	62%
No	38%

Question 14: At your current (or most recent) job, how much money per hour did you make?

- Less than \$9.65.
- \$9.65.
- More than \$9.65.
- Don't know.

Figure 95: Count of responses to Question 14 (n = 33)



Other responses

- \$11.25.
- \$10.00.
- \$17.00.
- \$18.00 per hour.

Question 15: Where is your current (or most recent) job?

- In a company, or business where there are employees with and without disabilities.
- In a supported employment site (paid work, with people with disabilities, with services such as a job coach or specialized job training to assist with your job).
- In a work site for employees only with disabilities.
- In your family’s business.
- In the military.
- Work release program in prison.
- Self-employed.

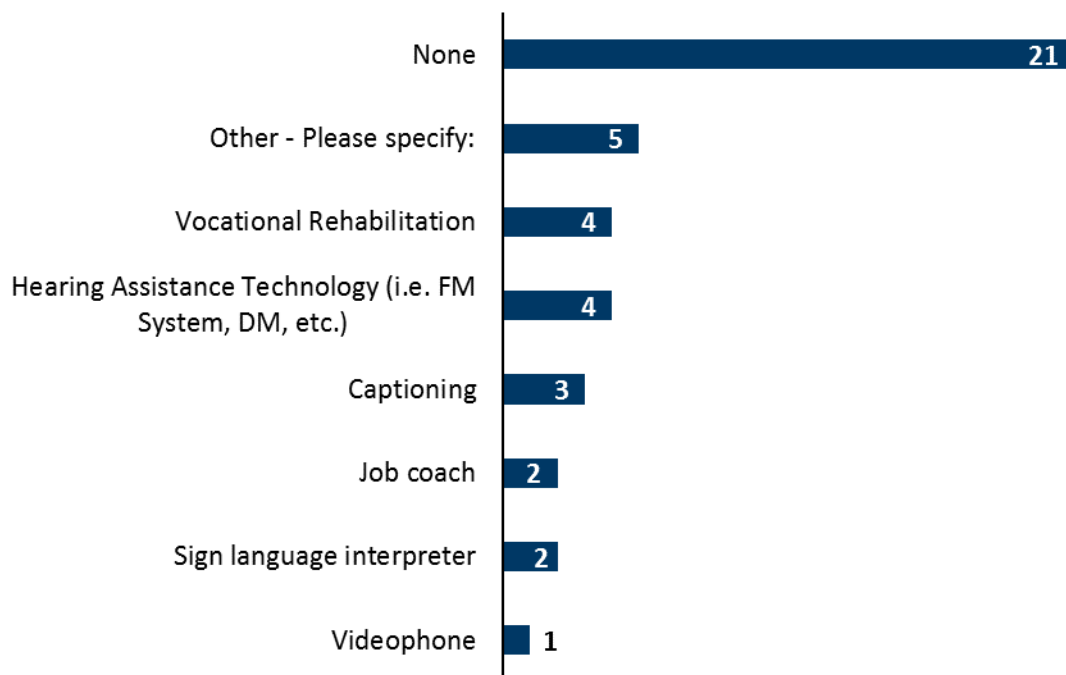
Figure 96: Count of responses to Question 15 (n = 35)



Question 16: What accommodations do you use? (Check all that apply)

- Captioning.
- Sign language interpreter.
- Videophone.
- Hearing Assistance Technology (i.e., FM System, DM, etc.).
- Job coach.
- Vocational Rehabilitation.
- Individual living.
- Mental health counseling.
- Other—Please specify.
- None.

Figure 97: Count of responses to Question 16 (n = 35)



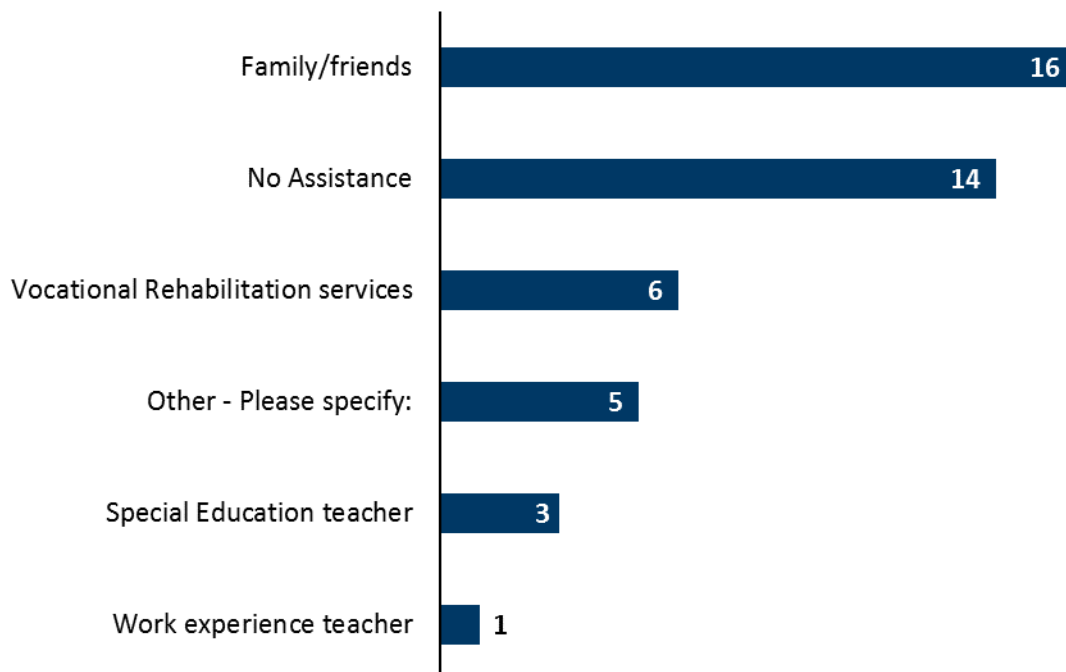
Other—Please specify:

- Being close and lipreading.
- Close to clients, reading lips.
- Manager teaching job skills.
- My boss understands what I need and aware the environment where i am working. He's 100% supportive of me.
- Tutoring, extended time.

Question 17: What accommodations do you use? (Check all that apply)

- No Assistance.
- Family/friends.
- Vocational Rehabilitation services.
- State Services for the Blind.
- Work experience teacher.
- County case manager.
- Special Education teacher.
- Other—Please specify.

Figure 98: Count of responses to Question 17 (n = 24)



Other—Please specify:

- College Advisors.
- College Professor.
- College work study program.
- Moved from a Boy Scout to a Scout leader.
- My sister-in-law recommend her job where she work so I work with her at same job.

Additional Information

Additional information to be completed by the interviewer to finish the survey.

Question 18: Are you a Vocational Rehabilitation (VR) client?

- Yes, I am currently a VR client.
- No, not currently, but I was a VR client in the past.
- No, I have never been a VR client.
- Don't know

Table 18: Proportion of responses to Question 18 (n = 39)

Response	Percent
No, I have never been a VR client	51%
Yes, I am currently a VR client	21%
No, not currently, but I was a VR client in the past	18%
Don't know	10%

Question 19: Are you a State Services for the Blind (SSB) client?

- Yes, I am currently an SSB client.
- No, not currently, but I was an SSB client in the past.
- No, I have never been an SSB client.
- Don't know.

Table 19: Proportion of responses to Question 19 (n = 39)

Response	Percent
No, I have never been an SSB client	90%
Don't know	8%
Yes, I am currently an SSB client	3%

Question 20: Is being Deaf or Hard of Hearing this student's primary disability?

- Yes, it is primary.
- No, it is not primary.

Table 20: Proportion of responses to Question 20 (n = 39)

Response	Percent
Yes, it is primary	90%
No, it is not primary	10%

Appendix B: Early childhood outcomes

Information in this summary provides an overview of the language and learning outcomes reported to the Minnesota Department of Education (MDE) during the fall 2019 data collection period for young children who were identified as Deaf/Hard of Hearing (DHH) or identified with another primary disability and hearing loss who exited Part C Infant and Toddler Intervention or Part B Preschool Special Education services between July 1, 2018, and June 30, 2019. During this time, 93 children with hearing loss exited Part C Infant and Toddler Intervention services; 113 children with hearing loss exited Part B Preschool Special Education services.

Districts report child outcome data to MDE as developmental ratings that derive from the Child Outcome Summary Form (COSF). Additional questions specific to young children who are DHH or who have another disability and an identified hearing loss are also reported. In this report, the COSF rating summaries below at Part C exit are based on data submitted for 92 of the 93 children with hearing loss; one child exiting Part C did not have sufficient data submitted to calculate all three COSF outcome ratings. Similarly, four students exiting Part B Preschool Special Education did not have sufficient data submitted to calculate all three COSF outcome ratings. One student exiting Part B preschool services had enough data submitted to calculate Outcome A and Outcome B, but not Outcome C. Thus, the COSF rating summaries below at Part B Preschool Special Education exit are based on data submitted for 109 of 113 children with hearing loss.

The outcomes summary of the additional language and early literacy and numeracy reporting questions includes data reported for all 93 of the children with hearing loss who exited Part C Infant and Toddler Intervention and all 113 of the children with hearing loss who exited Part B Preschool Special Education services.

The Child Outcome Summary Form (COSF) process requires Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) teams to document age-anchored assessment data and information from observations made by families or other caregivers. The COSF uses a decision tree to convert this information to a rating scale for each of three required outcomes. COSF ratings for each of the three outcome areas are currently reported annually for children who experience:

1. Entrance to Part C.
2. Exit from Part C.
3. Entrance to Part B.
4. Exit from Part B Preschool Special Education.

For each child served for at least six months, the entry rating is combined with the exit rating to determine which of five progress categories best describes the progress made during the period of participation in Part C or Preschool Special Education.

For more information on the COSF, please contact MDE Early Childhood Special Education staff.

The tables below report on the combined COSF outcomes for children identified as DHH and children who have another primary disability and hearing loss who exited Part C and Part B services. The COSF outcomes are:

Outcome A: Positive Social Emotional Skills (including social relationships). Refers to the way children relate to and get along with other children and adults, solve social problems, interact in group situations, express emotions, and learn social rules and expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language and communication and early literacy). Refers to young children’s abilities to think, reason, remember, problem solve, and use symbols and language plus knowledge and understanding of the world around them, early concepts.

Outcome C: Use of appropriate behaviors to meet their needs. Refers to children’s abilities to take care of themselves in different settings. It also addresses children’s integration of motor abilities to complete tasks and interact with their world.

COSF outcomes for children identified as DHH or have another primary disability and hearing loss at exit from Part C Infant and Toddler Intervention

Outcome A: Positive social-emotional skills

Table 21. Percent of infants and toddlers identified as DHH or have another primary disability and hearing loss who exited Part C in each progress category

Outcome A category	Number of children	Percentage of children
Children who did not improve functioning	1	1.09%
Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	25	27.17%
Children who improved functioning to a level nearer to same-aged peers but did not reach it	3	3.26%
Children who improved functioning to reach a level comparable to same-aged peers	9	9.78%
Children who maintained functioning at a level comparable to same-aged peers	54	58.70%
Total	92	100%

Of the children identified as DHH or have another primary disability and hearing loss who entered or exited Part C services below age expectations in Outcome A, 32 percent substantially increased their rate of growth by the time they turned three years of age or exited the program, which is lower than the state rate of 50.4 percent for all young children with disabilities exiting Part C.

Sixty-eight percent of preschool children identified as DHH or have another primary disability and hearing loss were functioning within age expectations in Outcome A by the time they turned three years of age or exited the program, which is greater than the 48.4 percent for all young children with disabilities exiting Part C.

Outcome B: Acquisition and use of knowledge and skills

Table 22. Percent of infants and toddlers identified as DHH or have another primary disability and hearing loss in each progress category

Outcome B category	Number of children	Percentage of children
Children who did not improve functioning	1	1.09%
Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	32	34.78%
Children who improved functioning to a level nearer to same-aged peers but did not reach it	10	10.87%
Children who improved functioning to reach a level comparable to same-aged peers	16	17.39%
Children who maintained functioning at a level comparable to same-aged peers	33	35.87%
Total	92	100%

Of the children identified as DHH or have another primary disability and hearing loss who entered or exited Part C services below age expectations in Outcome B, 44 percent substantially increased their rate of growth by the time they turned three years of age or exited the program, which is lower than the state rate for all young children with disabilities exiting Part C (55.8 percent).

Fifty-three percent of preschool children identified as DHH or have another primary disability and hearing loss were functioning within age expectations in Outcome B by the time they turned three years of age or exited the program, which is greater than the state rate for all young children with disabilities exiting Part C (41.7 percent).

Outcome C: Use of appropriate behaviors to meet their needs

Table 23. Percent of infants and toddlers identified as DHH or have another primary disability and hearing loss who exited Part C in each progress category

Outcome C category	Number of children	Percentage of children
Children who did not improve functioning	1	1.09%
Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	26	28.26%
Children who improved functioning to a level nearer to same-aged peers but did not reach it	5	5.43%
Children who improved functioning to reach a level comparable to same-aged peers	14	15.22%
Preschool children who maintained functioning at a level comparable to same-aged peers	46	50.00%
Total	92	100%

Of the children identified as DHH or have another primary disability and hearing loss who entered or exited Part C services below age expectations in Outcome C, 41 percent substantially increased their rate of growth by the time they turned three years of age or exited the program, which is lower than the state rate for all young children with disabilities exiting Part C (57.7 percent).

Sixty-five percent of preschool children identified as DHH or have another primary disability and hearing loss were functioning within age expectations in Outcome C by the time they turned three years of age or exited the program, which is greater than the state rate for all young children with disabilities exiting Part C (50 percent).

COSF outcomes for children identified as DHH or have another primary disability and hearing loss at exit from Part B Preschool Special Education

Outcome A: Positive social-emotional skills

Table 24. Percent of children identified as DHH or have another primary disability and hearing loss in each category for Outcome A at exit from preschool special education.

Outcome A category	Number of children	Percentage of children
Preschool children who did not improve functioning	1	0.92%
Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	32	29.36%
Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	21	19.27%
Preschool children who improved functioning to reach a level comparable to same-aged peers	16	14.68%
Preschool children who maintained functioning at a level comparable to same-aged peers	39	35.78%
Total	109	100%

Of the children identified as DHH or have another primary disability and hearing loss who entered or exited Part B services below age expectations in Outcome A, 53 percent substantially increased their rate of growth by the time they turned six years of age or exited the program, which is lower than the state rate for all preschool children with disabilities (65.9 percent).

Fifty percent of preschool children identified as D/HH or have another primary disability and hearing loss were functioning within age expectations in Outcome A by the time they turned six years of age or exited the program, which is lower than the state rate for all preschool children with disabilities (51.4 percent).

Outcome B: Acquisition and use of knowledge and skills

Table 25. Percent of children identified as D/HH or have another primary disability and hearing loss in each category for Outcome B at exit from Part B

Outcome B category	Number of children	Percentage of children
Preschool children who did not improve functioning	1	0.92%
Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	32	29.36%
Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	21	19.27%
Preschool children who improved functioning to reach a level comparable to same-aged peers	22	20.18%
Preschool children who maintained functioning at a level comparable to same-aged peers	33	30.28%
Total	109	100%

Of the children identified as DHH or have another primary disability and hearing loss who entered or exited Part B services below age expectations in Outcome B, 57 percent substantially increased their rate of growth by the time they turned six years of age or exited the program, which is lower than the state rate for all preschool children with disabilities (67.8 percent).

Fifty percent of preschool children with hearing loss were functioning within age expectations in Outcome B by the time they turned six years of age or exited the program, which is greater than the state rate for all preschool children with disabilities (49.6 percent).

Outcome C: Use of appropriate behaviors to meet their needs

Table 26. Percent of children identified as DHH or have another primary disability and hearing loss in each category for Outcome C at exit from Part B

Outcome C category	Number of children	Percentage of children
Preschool children who did not improve functioning	0	0.00%
Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	31	28.7%
Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	19	17.59%
Preschool children who improved functioning to reach a level comparable to same-aged peers	16	14.81%
Preschool children who maintained functioning at a level comparable to same-aged peers	42	38.89%
Total	108	100%

Of the children identified as DHH or have another primary disability and hearing loss who entered or exited Part B services below age expectations in Outcome C, 53 percent substantially increased their rate of growth by the

time they turned six years of age or exited the program, which is lower than the state rate for all preschool children with disabilities (67.6 percent).

Fifty-four percent of preschool children identified as DHH or have another primary disability and hearing loss were functioning within age expectations in Outcome C by the time they turned six years of age or exited the program, which is lower than the state rate for all preschool children with disabilities (61.7 percent).

COSF Ratings for Children with Hearing Loss, no known cognitive delay or disability; Percent of Children reported with COSF Ratings of 6 or 7

MDE has provided the aggregate statewide Child Outcome Summary ratings for:

- (1) All young children reported with hearing loss, as summarized in the previous section, and
- (2) Children with hearing loss who were reported to have no known cognitive delay or disability, as summarized below. This included 68 of 93 children with hearing loss exiting Part C services and 66 of 113 children with hearing loss exiting Part B Preschool Special Education/ECSE services.

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

- COSF Outcome 1: Positive Social Emotional Skills (including social relationships):
 - At exit from Part C: 58 of 68 children (85.29 percent).
 - At exit from Part B Preschool Special Education: 51 of 66 children (77.27 percent).
- COSF Outcome 2: Acquisition and use of knowledge and skills (including early language/communication and early literacy):
 - At exit from Part C: 47 of 68 children (69.12 percent).
 - At exit from Part B Preschool Special Education: 50 of 66 children (75.76 percent).
- Outcome 3: Use of appropriate behaviors to meet their needs:
 - At exit from Part C: 57 of 68 children (83.82 percent).
 - At exit from Part B Preschool Special Education: 51 of 66 children (77.27 percent).

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

In order to more fully review the statewide aggregate language and early learning outcomes for young Minnesota children who have hearing loss, additional questions specific to aspects of language development, (including vocabulary, syntax and word and sentence forms, pragmatics and social language understanding and use, school readiness concepts), early literacy and numeracy skills have been added to MDE's outcome reporting process. The data reported to MDE by children's IFSP and IEP teams through these additional questions expands on information provided by the COSF ratings process.

Provided below is a summary of the additional language and early learning outcomes reported by IFSP and IEP teams for children who have hearing loss, with no known cognitive delay or disability, and who exited Part C or Part B Preschool Special Education services between July 1, 2018, and June 30, 2019. This summary shares the percentage of children who were reported to have demonstrated language development and early learning skills that were within an expected range of development for their chronological age at the time of exit from Part C or Part B preschool services. The outcomes of children who have any type and degree of hearing loss and who communicate with others using a variety of home languages and modes of communication were included in the aggregate data. Differences in reported outcomes have been noted for children who have bilateral versus unilateral hearing loss, for children whose family's primary home language is spoken English versus a different home language, and for different aspects of receptive and expressive language development. More detailed information for specific groups of children and targeted aspects of language development will be provided to the MDE State Specialist: DHH through a summary provided by the MN Statewide EHDI Specialist, Minnesota Low-Incidence Projects.

Statewide Aggregate Data at Part C exit—All children who have hearing loss and no reported cognitive delay/disability: (68 of 93 children)

Percent of children reported to demonstrate receptive language development within age expectations:

- Receptive Vocabulary: 73.5 percent.
- Receptive Syntax and Grammatical Word and Sentence Forms: 72.1 percent.
- Receptive Pragmatics and Social Language: 70.6 percent.
- Receptive School Readiness Concepts: 77.9 percent.

Percent of children reported to demonstrate expressive language development within age expectations:

- Expressive Vocabulary: 66.2 percent.
- Expressive Syntax and Grammatical Word and Sentence Forms: 72.1 percent.
- Expressive Pragmatics and Use of Social Language: 63.2 percent.
- Expressive School Readiness Concepts: 67.6 percent.

Percent of children reported to demonstrate early literacy and early numeracy skills within age expectations:

- Early Literacy Skills: 83.8 percent.
- Early Numeracy Skills: 85.3 percent.

Statewide Aggregate Data at Part B Preschool Special Education services exit—All children who have hearing loss and no reported cognitive delay or disability: (66 of 113 children)

Percent of children reported to demonstrate receptive language development within age expectations:

- Receptive Vocabulary: 83.3 percent.
- Receptive Syntax and Grammatical Word and Sentence Forms: 84.8 percent.
- Receptive Pragmatics and Social Language: 80.3 percent.
- Receptive School Readiness Concepts: 80.3 percent.

Percent of children reported to demonstrate expressive language development within age expectations:

- Expressive Vocabulary: 75.75 percent.
- Expressive Syntax and Grammatical Word and Sentence Forms: 84.8 percent.
- Expressive Pragmatics and Use of Social Language: 77.3 percent.
- Expressive School Readiness Concepts: 75.75 percent,

Percent of children reported to demonstrate early literacy and early numeracy skills within age expectations:

- Early Literacy Skills: 83.3 percent.
- Early Numeracy Skills: 86.4 percent.

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

Appendix C: 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 Rules, part 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 27 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 99. Map of Minnesota's regional development commissions

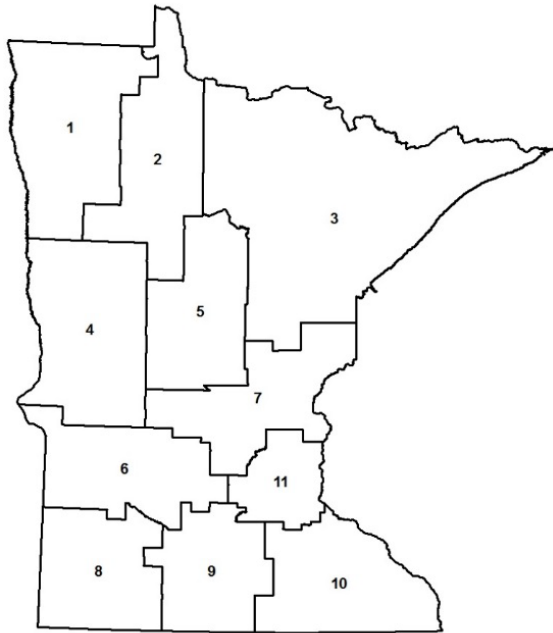


Table 27. Enrollment of K–12 student categories by region 2018–19

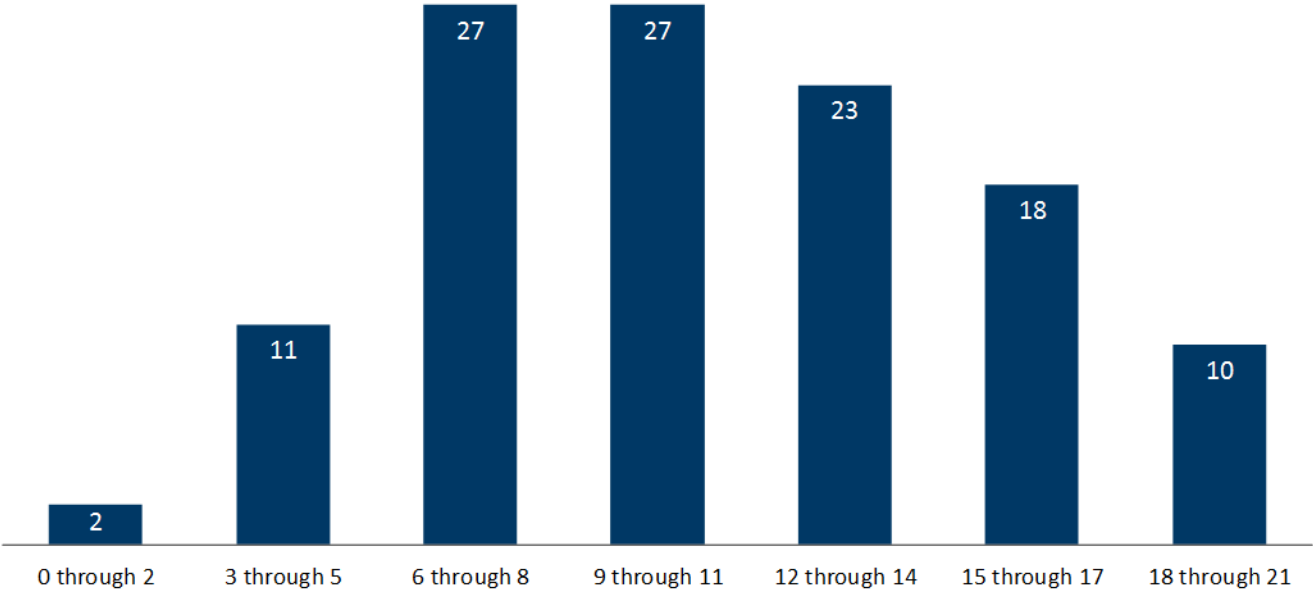
Region name	All students K–12 fall enrollment	DB K–12	Percent DB	K–12 special education enrollment	Percent DB
Regions 1 and 2	27,846	4	0.01%	4,743	0.08%
Region 3	42,518	2	0.00%	7,365	0.03%
Region 4	34,490	4	0.01%	5,541	0.07%
Region 5	25,777	2	0.01%	4,783	0.04%
Regions 6 and 8	43,535	2	0.00%	6,801	0.03%
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.

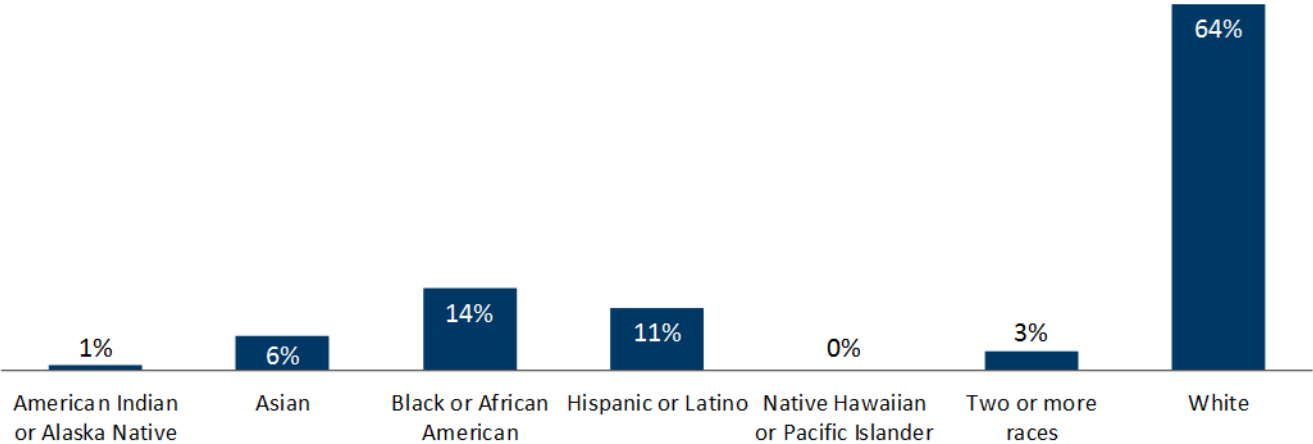
The highest concentrations of students who are DB are found in ages 6 to 8 and ages 9 to 11 (Figure 100). The lowest concentrations are found in the youngest and oldest age groups.

Figure 100. Child count by age distribution of DB students, 2018–19



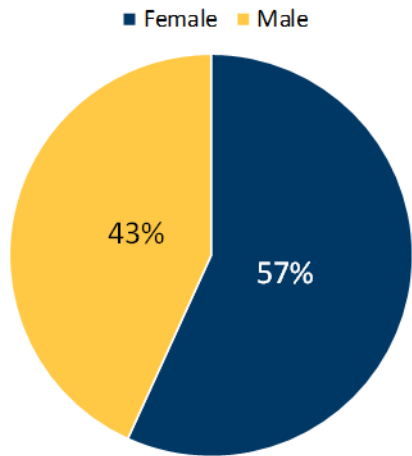
Over 60 percent of students who are DB are white (Figure 101). The next largest group is students who are Black or African American (14 percent), followed by Hispanic or Latino (11 percent).

Figure 101. Race/ethnicity of students who are DB, 2018–19



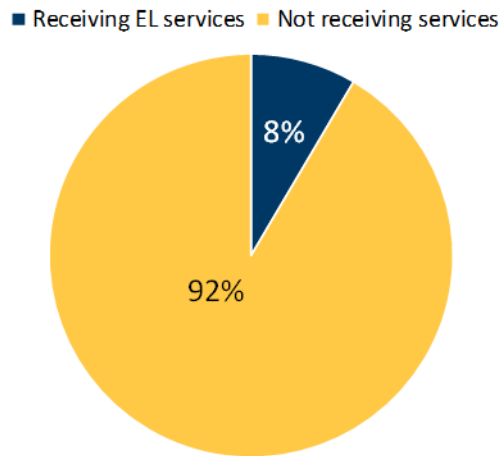
Just slightly more than half of students who are DB are female (57 percent), and 43 percent are male (Figure 102).

Figure 102. Gender of students who are DB, 2018–19



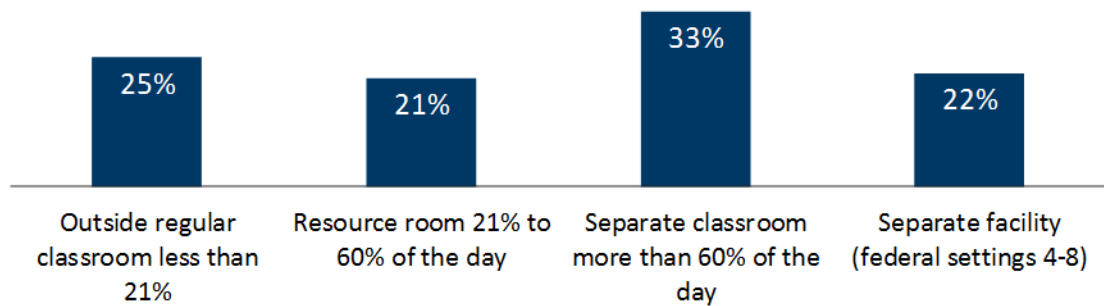
Eight percent of students who are DB also receive services for English Learners (EL) (Figure 103).

Figure 103. 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 104). 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 104. 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.

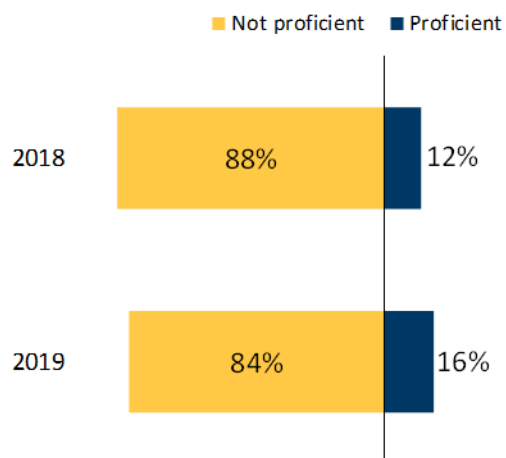
Throughout this report, results are only reported for groups with 10 or more students to protect individual privacy. The note “not enough data” or “CTSTR” means the number of students was too small to report, or that there were fewer than ten students in that group.

Statewide assessment trends

Math

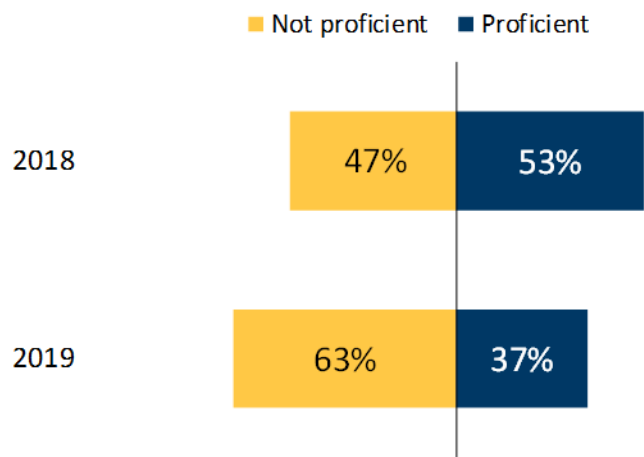
Seventeen students who are DB took the MCA math assessment in 2018 and 19 tested in 2019. The percentage of students who are DB who are proficient on the MCA math assessment was 12 percent in 2018 and 16 percent in 2019 (Figure 105).

Figure 105. 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 106).

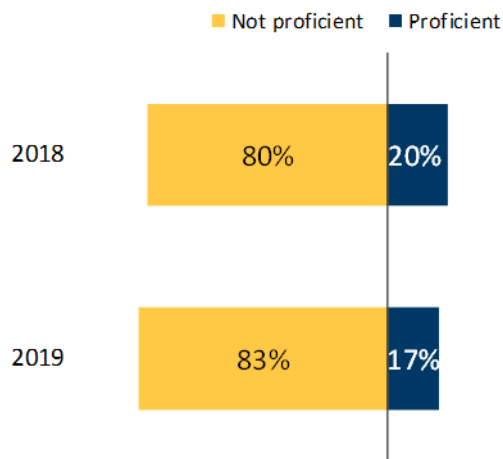
Figure 106. Percentage of **students who are DB** who are proficient and not proficient on the MTAS math assessment



Reading

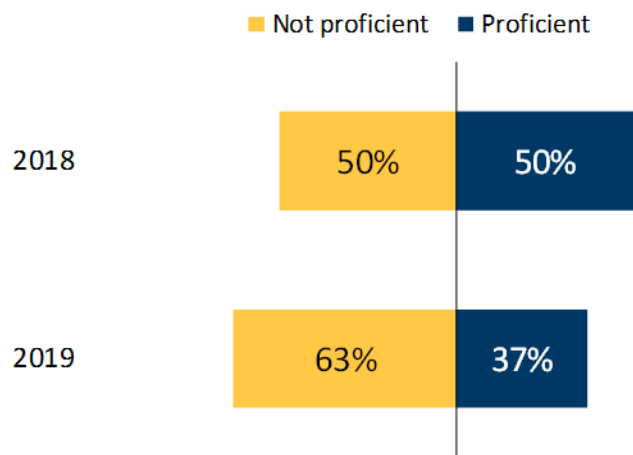
Twenty students who are DB took the MCA reading assessment in 2018 and 18 took the MCA reading in 2019. The percentage of students who are DB who are proficient on the MCA math assessment was 20 percent in 2018 and 17 percent in 2019 (Figure 107).

Figure 107. 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 108).

Figure 108. Percentage of **students who are DB** who are proficient and not proficient on the MTAS reading assessment

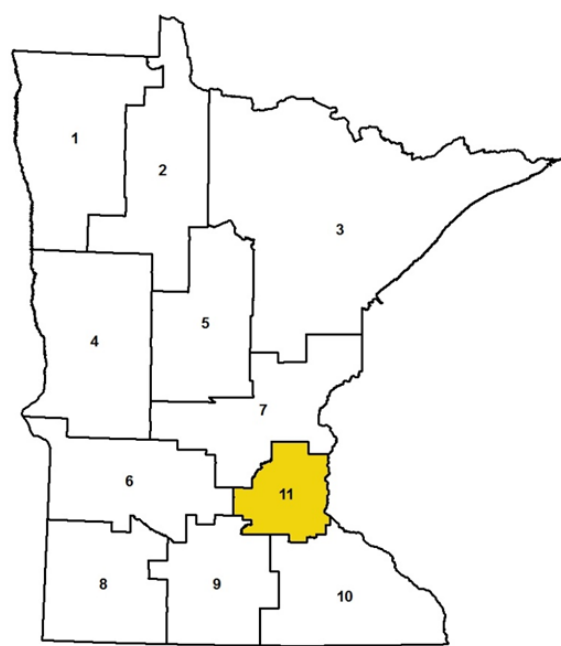


Regional assessment trends

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.

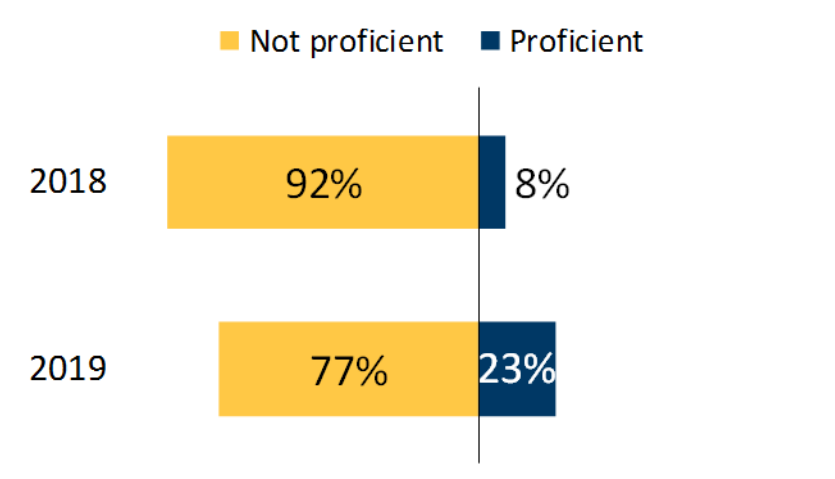
Region 11

Figure 109. Map of Minnesota regions with Region 11 highlighted



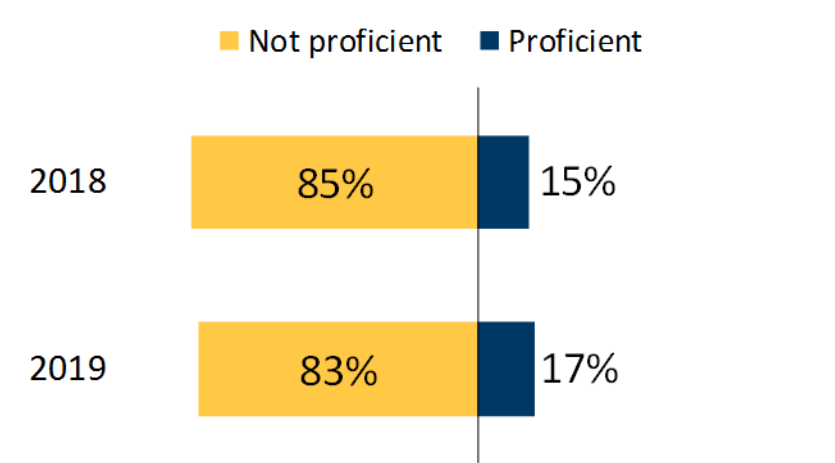
Twelve students in Region 11 who are DB took the MCA math assessment in 2018 and 13 students took the test in 2019. In 2018, 8 percent of students who are DB in Region 11 were proficient in math and 23 percent were proficient in 2019 (Figure 110).

Figure 110. 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 111).

Figure 111. Percentage of students in **Region 11 who are DB** who are proficient and not proficient on the MCA reading assessment



Appendix D: Data tables for report figures

Enrollment and demographic data

Table 28. Child count from 2007–08 to 2018–19

School year	Number of students who are DHH	Number of total students receiving special education services
2007–08	2,386	123,241
2008–09	2,359	124,560
2009–10	2,392	126,091
2010–11	2,473	127,863
2011–12	2,480	128,430
2012–13	2,498	128,812
2013–14	2,464	129,669
2014–15	2,450	130,886
2015–16	2,531	133,678
2016–17	2,545	137,601
2017–18	2,553	142,270
2018–19	2,544	147,604

Table 29. Child count age distribution of students who are DHH, 2018–19

Age group	Number of students who are DHH
0–2	134
3–5	335
6–8	463
9–11	550
12–4	523
15–17	412
18–21	127
Total	2,544

Table 30. Child count race and ethnicity of students who are DHH, 2018–19

Race and ethnicity	Number of students who are DHH in that category
American Indian or Alaska Native	27
Asian	313
Black or African American	216
Hispanic or Latino	288
Native Hawaiian or Pacific Islander	5
Two or more races	101
White	1,594
Total	2,544

Table 31. Child count gender of students who are DHH, 2018–19

Gender	Number of students who are DHH in that category
Female	1,219
Male	1,325
Total	2,544

Table 32. Child count participation in EL services of students who are DHH, 2018–19

EL participation status	Number of students who are DHH in that category
Receiving EL services	272
Not receiving EL services	2,272
Total	2,544

Table 33. Child count federal instructional setting for students who are DHH, 2018–

Federal instructional setting	Number of students who are DHH in that category
Outside regular classroom less than 21%	1,533
Resource room 21% to 60% of the day	274
Separate classroom more than 60% of the day	55
Separate facility (federal settings 4–8)	153
Total	2,015

Graduation rates

Table 34. 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 35. Four-year graduation 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 36. Four-year graduation outcomes for students who are DHH, 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	38	38	32	37	22	25	27	35
Drop out	8	2	7	4	6	5	4	4
Graduate	104	106	122	85	103	104	104	126
Unknown	4	9	8	6	2	6	6	3
Total	154	155	169	132	133	140	141	168

Table 37. Seven-year graduation 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 38. Seven-year graduation 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 39. Seven-year graduation outcomes for students who are DHH, 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	1	1	1	0	0	1	0	0
Drop out	10	5	13	13	8	9	5	10
Graduate	129	128	115	132	134	146	112	118
Unknown	13	20	13	5	9	8	10	3
Total	153	154	142	150	151	164	127	131

Statewide student assessment data

Math

Table 40. 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 deaf or hard of hearing</i>	1,113	14%	23%	22%	40%
3rd grade	148	16%	29%	22%	34%
4th grade	188	23%	22%	20%	34%
5th grade	171	8%	30%	20%	41%
6th grade	168	15%	18%	25%	42%
7th grade	155	14%	21%	28%	36%
8th grade	145	16%	21%	21%	42%
11th grade	138	6%	20%	18%	56%

Table 41. 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 deaf or hard of hearing</i>	1,098	13%	26%	20%	41%
3rd grade	158	16%	35%	18%	30%
4th grade	155	12%	29%	21%	38%
5th grade	188	10%	29%	19%	42%
6th grade	169	12%	25%	14%	49%
7th grade	171	11%	22%	29%	39%
8th grade	149	17%	19%	23%	40%
11th grade	108	11%	14%	19%	56%

Table 42. 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 deaf or hard of hearing</i>	31	23%	58%	16%	3%
3rd grade	3				
4th grade	3				
5th grade	2				
6th grade	3				
7th grade	6				
8th grade	8				
11th grade	6				

Table 43. 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 deaf or hard of hearing</i>	24	38%	33%	29%	0%
3rd grade	4				
4th grade	3				
5th grade	1				
6th grade	4				
7th grade	2				
8th grade	5				
11th grade	5				

Reading

Table 44. 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 deaf or hard of hearing</i>	1,097	12%	30%	17%	42%
3rd grade	148	7%	27%	17%	49%
4th grade	188	9%	32%	18%	41%
5th grade	171	14%	34%	14%	38%
6th grade	168	18%	26%	17%	39%
7th grade	155	14%	26%	17%	42%
8th grade	145	10%	30%	15%	45%
10th grade	138	10%	33%	21%	37%

Table 45. 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 deaf or hard of hearing</i>	1,101	11%	29%	20%	40%
3rd grade	158	9%	28%	17%	46%
4th grade	155	7%	27%	28%	38%
5th grade	188	13%	37%	17%	34%
6th grade	169	17%	26%	16%	41%
7th grade	171	9%	30%	20%	41%
8th grade	149	13%	27%	18%	42%
10th grade	108	9%	27%	23%	41%

Table 46. 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 deaf or hard of hearing</i>	34	35%	44%	9%	12%
3rd grade	3				
4th grade	3				
5th grade	2				
6th grade	3				
7th grade	6				
8th grade	8				
10th grade	6				

Table 47. 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 deaf or hard of hearing</i>	24	42%	42%	13%	4%
3rd grade	4				
4th grade	3				
5th grade	1				
6th grade	4				
7th grade	2				
8th grade	5				
10th grade	5				

Regional and district-level student assessment data

Regions 1 and 2

Table 48. Regions 1 and 2 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Regions 1 and 2					
All students	14,472	17%	34%	24%	25%
Students receiving special education services	2,276	5%	17%	20%	57%
<i>Students who are deaf or hard of hearing</i>	26	0%	31%	15%	54%

Table 49. Regions 1 and 2 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Regions 1 and 2					
All students	14,493	15%	33%	25%	26%
Students receiving special education services	2,288	5%	16%	19%	60%
<i>Students who are deaf or hard of hearing</i>	23	13%	13%	22%	52%

Table 50. Regions 1 and 2 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Regions 1 and 2					
All students	14,570	14%	40%	22%	24%
Students receiving special education services	2,280	4%	19%	20%	56%
<i>Students who are deaf or hard of hearing</i>	23	9%	13%	17%	61%

Table 51. Regions 1 and 2 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Regions 1 and 2					
All students	14,647	13%	41%	22%	24%
Students receiving special education services	2,338	4%	20%	20%	57%
<i>Students who are deaf or hard of hearing</i>	25	8%	28%	8%	56%

Region 3

Table 52. Region 3 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 3					
All students	22,321	20%	35%	24%	21%
Students receiving special education services	3,431	6%	15%	21%	59%
<i>Students who are deaf or hard of hearing</i>	45	11%	24%	20%	44%
DULUTH PUBLIC SCHOOL DISTRICT					
All students	885	22%	36%	22%	19%
Students receiving special education services	615	5%	11%	12%	71%
<i>Students who are deaf or hard of hearing</i>	11	27%	45%	0%	27%

Table 53. Region 3 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 3					
All students	21,878	19%	34%	24%	23%
Students receiving special education services	3,434	5%	14%	20%	61%
<i>Students who are deaf or hard of hearing</i>	47	6%	26%	26%	43%
DULUTH PUBLIC SCHOOL DISTRICT					
All students	824	19%	34%	24%	23%
Students receiving special education services	620	4%	9%	16%	70%
<i>Students who are deaf or hard of hearing</i>	12	0%	17%	33%	50%

Table 54. Region 3 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 3					
All students	22,458	18%	43%	19%	20%
Students receiving special education services	3,465	4%	19%	19%	57%
<i>Students who are deaf or hard of hearing</i>	45	7%	33%	9%	51%
DULUTH PUBLIC SCHOOL DISTRICT					
All students	4,132	24%	38%	16%	22%
Students receiving special education services	640	4%	14%	15%	66%
<i>Students who are deaf or hard of hearing</i>	13	15%	31%	0%	54%

Table 55. Region 3 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 3					
All students	22,284	18%	43%	19%	20%
Students receiving special education services	3,482	4%	20%	19%	57%
<i>Students who are deaf or hard of hearing</i>	43	7%	30%	16%	47%
DULUTH PUBLIC SCHOOL DISTRICT					
All students	4,125	23%	38%	16%	23%
Students receiving special education services	629	4%	13%	16%	66%
<i>Students who are deaf or hard of hearing</i>	10	10%	20%	20%	50%

Region 4

Table 56. Region 4 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 4					
All students	17,996	23%	37%	22%	19%
Students receiving special education services	2,577	7%	18%	20%	54%
<i>Students who are deaf or hard of hearing</i>	38	13%	37%	24%	26%
MOORHEAD PUBLIC SCHOOL DISTRICT					
All students	3,403	18%	31%	23%	29%
Students receiving special education services	489	8%	13%	13%	66%
<i>Students who are deaf or hard of hearing</i>	14	7%	43%	7%	43%

Table 57. Region 4 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 4					
All students	18,231	22%	36%	23%	20%
Students receiving special education services	2,703	7%	17%	21%	54%
<i>Students who are deaf or hard of hearing</i>	39	13%	28%	26%	33%
MOORHEAD PUBLIC SCHOOL DISTRICT					
All students	3,520	16%	31%	24%	29%
Students receiving special education services	537	5%	14%	15%	66%
<i>Students who are deaf or hard of hearing</i>	10	10%	20%	30%	40%

Table 58. Region 4 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 4					
All students	18,157	18%	44%	19%	19%
Students receiving special education services	2,602	6%	20%	20%	54%
<i>Students who are deaf or hard of hearing</i>	39	10%	36%	28%	26%
MOORHEAD PUBLIC SCHOOL DISTRICT					
All students	3,417	15%	39%	20%	26%
Students receiving special education services	493	6%	17%	16%	62%
<i>Students who are deaf or hard of hearing</i>	12	8%	25%	25%	42%

Table 59. Region 4 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 4					
All students	18,493	18%	43%	20%	19%
Students receiving special education services	2,731	5%	21%	19%	55%
<i>Students who are deaf or hard of hearing</i>	35	17%	37%	23%	23%
MOORHEAD PUBLIC SCHOOL DISTRICT					
All students	3,584	14%	38%	20%	27%
Students receiving special education services	545	4%	17%	15%	64%
<i>Students who are deaf or hard of hearing</i>	11	9%	45%	9%	36%

Region 5

Table 60. Region 5 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 5					
All students	13,440	18%	35%	24%	23%
Students receiving special education services	2,237	5%	16%	21%	58%
<i>Students who are deaf or hard of hearing</i>	27	4%	15%	30%	52%
BRAINERD PUBLIC SCHOOL DISTRICT					
All students	3,383	26%	39%	20%	15%
Students receiving special education services	588	9%	21%	23%	46%
<i>Students who are deaf or hard of hearing</i>	9				

Table 61. Region 5 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 5					
All students	13,099	17%	33%	25%	26%
Students receiving special education services	2,273	6%	14%	20%	60%
<i>Students who are deaf or hard of hearing</i>	23	0%	9%	26%	65%
BRAINERD PUBLIC SCHOOL DISTRICT					
All students	3,420	25%	37%	20%	18%
Students receiving special education services	643	9%	20%	19%	52%
<i>Students who are deaf or hard of hearing</i>	10	0%	10%	30%	60%

Table 62. Region 5 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 5					
All students	13,646	16%	41%	20%	23%
Students receiving special education services	2,300	4%	19%	19%	59%
<i>Students who are deaf or hard of hearing</i>	28	0%	25%	11%	64%
BRAINERD PUBLIC SCHOOL DISTRICT					
All students	3,482	22%	45%	18%	15%
Students receiving special education services	605	6%	26%	20%	48%
<i>Students who are deaf or hard of hearing</i>	10	0%	40%	0%	60%

Table 63. Region 5 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 5					
All students	13,216	16%	40%	20%	23%
Students receiving special education services	2,279	5%	19%	18%	59%
<i>Students who are deaf or hard of hearing</i>	20	0%	25%	20%	55%
BRAINERD PUBLIC SCHOOL DISTRICT					
All students	3,448	22%	45%	17%	16%
Students receiving special education services	618	8%	24%	17%	51%
<i>Students who are deaf or hard of hearing</i>	9				

Regions 6 and 8

Table 64. Regions 6 and 8 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Regions 6 and 8					
All students	22,357	20%	36%	23%	21%
Students receiving special education services	3,187	6%	16%	21%	57%
<i>Students who are deaf or hard of hearing</i>	70	17%	19%	34%	30%

Table 65. Regions 6 and 8 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Regions 6 and 8					
All students	22,374	18%	35%	24%	23%
Students receiving special education services	3,348	5%	17%	21%	57%
<i>Students who are deaf or hard of hearing</i>	63	13%	25%	24%	38%

Table 66. Regions 6 and 8 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Regions 6 and 8					
All students	22,589	16%	42%	20%	23%
Students receiving special education services	3,276	4%	19%	19%	59%
<i>Students who are deaf or hard of hearing</i>	63	5%	38%	17%	40%

Table 67. Regions 6 and 8 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Regions 6 and 8					
All students	22,652	15%	42%	20%	23%
Students receiving special education services	3,421	4%	19%	18%	59%
<i>Students who are deaf or hard of hearing</i>	66	5%	35%	20%	41%

Region 7

Table 68. Region 7 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 7					
All students	54,596	27%	36%	20%	17%
Students receiving special education services	7,259	9%	19%	21%	51%
<i>Students who are deaf or hard of hearing</i>	91	13%	22%	24%	41%
ELK RIVER PUBLIC SCHOOL DISTRICT					
All students	7,030	34%	38%	17%	11%
Students receiving special education services	925	12%	22%	25%	41%
<i>Students who are deaf or hard of hearing</i>	9				
ST. CLOUD PUBLIC SCHOOL DISTRICT					
All students	4,871	15%	24%	20%	41%
Students receiving special education services	831	5%	12%	16%	68%
<i>Students who are deaf or hard of hearing</i>	10	0%	10%	20%	70%

Table 69. Region 7 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 7					
All students	54,456	25%	36%	21%	19%
Students receiving special education services	7,359	8%	18%	21%	52%
<i>Students who are deaf or hard of hearing</i>	100	16%	26%	14%	44%
ELK RIVER PUBLIC SCHOOL DISTRICT					
All students	7,022	32%	39%	18%	11%
Students receiving special education services	908	10%	23%	22%	44%
<i>Students who are deaf or hard of hearing</i>	12	8%	50%	17%	25%
ST. CLOUD PUBLIC SCHOOL DISTRICT					
All students	4,813	13%	23%	20%	44%
Students receiving special education services	802	5%	9%	14%	71%
<i>Students who are deaf or hard of hearing</i>	9				

Table 70. Region 7 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 7					
All students	54,951	20%	44%	18%	18%
Students receiving special education services	7,325	6%	22%	19%	53%
<i>Students who are deaf or hard of hearing</i>	89	11%	36%	19%	34%
ELK RIVER PUBLIC SCHOOL DISTRICT					
All students	7,104	22%	48%	18%	13%
Students receiving special education services	921	7%	26%	22%	45%
<i>Students who are deaf or hard of hearing</i>	8				
ST. CLOUD PUBLIC SCHOOL DISTRICT					
All students	4,954	13%	31%	18%	38%
Students receiving special education services	852	4%	15%	17%	64%
<i>Students who are deaf or hard of hearing</i>	8				

Table 71. Region 7 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 7					
All students	55,136	19%	44%	19%	18%
Students receiving special education services	7,427	6%	22%	19%	53%
<i>Students who are deaf or hard of hearing</i>	98	14%	28%	21%	37%
ELK RIVER PUBLIC SCHOOL DISTRICT					
All students	7,068	23%	48%	17%	13%
Students receiving special education services	918	6%	26%	21%	46%
<i>Students who are deaf or hard of hearing</i>	10	20%	30%	10%	40%
ST. CLOUD PUBLIC SCHOOL DISTRICT					
All students	4,768	12%	31%	19%	38%
Students receiving special education services	814	4%	15%	13%	68%
<i>Students who are deaf or hard of hearing</i>	11	9%	9%	9%	73%

Region 9

Table 72. Region 9 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 9					
All students	17,702	21%	35%	23%	21%
Students receiving special education services	2,473	7%	15%	21%	57%
<i>Students who are deaf or hard of hearing</i>	44	16%	27%	11%	45%
MANKATO PUBLIC SCHOOL DISTRICT					
All students	4,491	29%	34%	20%	17%
Students receiving special education services	583	12%	16%	20%	51%
<i>Students who are deaf or hard of hearing</i>	15	40%	27%	7%	27%

Table 73. Region 9 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 9					
All students	17,653	20%	34%	23%	23%
Students receiving special education services	2,520	6%	16%	20%	58%
<i>Students who are deaf or hard of hearing</i>	32	3%	25%	22%	50%
MANKATO PUBLIC SCHOOL DISTRICT					
All students	4,522	26%	33%	20%	21%
Students receiving special education services	602	10%	18%	20%	53%
<i>Students who are deaf or hard of hearing</i>	10	10%	50%	10%	30%

Table 74. Region 9 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 9					
All students	17,866	17%	42%	20%	21%
Students receiving special education services	2,532	5%	17%	20%	58%
<i>Students who are deaf or hard of hearing</i>	43	14%	19%	28%	40%
MANKATO PUBLIC SCHOOL DISTRICT					
All students	4,522	22%	43%	17%	19%
Students receiving special education services	589	7%	23%	18%	51%
<i>Students who are deaf or hard of hearing</i>	15	13%	33%	27%	27%

Table 75. Region 9 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 9					
All students	17,734	17%	42%	20%	21%
Students receiving special education services	2,542	4%	19%	18%	58%
<i>Students who are deaf or hard of hearing</i>	31	10%	32%	19%	39%
MANKATO PUBLIC SCHOOL DISTRICT					
All students	4,531	22%	42%	17%	19%
Students receiving special education services	609	6%	22%	19%	53%
<i>Students who are deaf or hard of hearing</i>	11	18%	55%	9%	18%

Region 10

Table 76. Region 10 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 10					
All students	39,571	21%	33%	23%	23%
Students receiving special education services	5,279	6%	16%	18%	59%
<i>Students who are deaf or hard of hearing</i>	161	12%	17%	25%	45%
MINNESOTA STATE ACADEMIES					
All students	27	0%	7%	15%	78%
Students receiving special education services	27	0%	7%	15%	78%
<i>Students who are deaf or hard of hearing</i>	22	0%	9%	14%	77%
ROCHESTER PUBLIC SCHOOL DISTRICT					
All students	8,715	24%	29%	21%	26%
Students receiving special education services	1,168	8%	14%	17%	61%
<i>Students who are deaf or hard of hearing</i>	55	18%	13%	25%	44%

Table 77. Region 10 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 10					
All students	39,191	20%	32%	23%	26%
Students receiving special education services	5,334	6%	14%	18%	62%
<i>Students who are deaf or hard of hearing</i>	148	7%	23%	20%	50%
MINNESOTA STATE ACADEMIES					
All students	34	0%	3%	15%	82%
Students receiving special education services	34	0%	3%	15%	82%
<i>Students who are deaf or hard of hearing</i>	25	0%	4%	12%	84%

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
ROCHESTER PUBLIC SCHOOL DISTRICT					
All students	8,734	22%	28%	21%	29%
Students receiving special education services	1,218	8%	13%	14%	65%
<i>Students who are deaf or hard of hearing</i>	49	12%	20%	22%	45%

Table 78. Region 10 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 10					
All students	39,839	18%	40%	19%	23%
Students receiving special education services	5,375	6%	19%	17%	59%
<i>Students who are deaf or hard of hearing</i>	156	9%	31%	18%	42%
MINNESOTA STATE ACADEMIES					
All students	26	8%	8%	12%	73%
Students receiving special education services	26	8%	8%	12%	73%
<i>Students who are deaf or hard of hearing</i>	17	6%	6%	12%	76%
ROCHESTER PUBLIC SCHOOL DISTRICT					
All students	8,873	20%	37%	18%	25%
Students receiving special education services	1,208	7%	19%	15%	59%
<i>Students who are deaf or hard of hearing</i>	57	7%	37%	26%	30%

Table 79. Region 10 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 10					
All students	39,897	17%	39%	20%	23%
Students receiving special education services	5,433	5%	18%	17%	60%
<i>Students who are deaf or hard of hearing</i>	159	9%	25%	21%	45%
MINNESOTA STATE ACADEMIES					
All students	35	0%	11%	20%	69%
Students receiving special education services	35	0%	11%	20%	69%
<i>Students who are deaf or hard of hearing</i>	27	0%	11%	15%	74%
ROCHESTER PUBLIC SCHOOL DISTRICT					
All students	8,973	19%	36%	19%	26%
Students receiving special education services	1,254	5%	19%	16%	59%
<i>Students who are deaf or hard of hearing</i>	53	6%	40%	23%	32%

Region 11

Table 80. Region 11 MCA math assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 11					
All students	242,979	25%	32%	20%	24%
Students receiving special education services	29,950	10%	16%	17%	57%
<i>Students who are deaf or hard of hearing</i>	611	16%	24%	20%	39%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.					
All students	19,967	28%	36%	19%	16%
Students receiving special education services	2,647	12%	20%	19%	49%
<i>Students who are deaf or hard of hearing</i>	53	23%	32%	19%	26%
BLOOMINGTON PUBLIC SCHOOL DISTRICT					
All students	5,262	21%	29%	22%	28%
Students receiving special education services	660	10%	13%	15%	61%
<i>Students who are deaf or hard of hearing</i>	7				
CENTENNIAL PUBLIC SCHOOL DISTRICT					
All students	3,503	34%	38%	16%	11%
Students receiving special education services	549	13%	29%	21%	37%
<i>Students who are deaf or hard of hearing</i>	11	27%	27%	36%	9%
EASTERN CARVER COUNTY PUBLIC SCHOOL					
All students	5,001	28%	35%	20%	17%
Students receiving special education services	573	11%	17%	20%	52%
<i>Students who are deaf or hard of hearing</i>	13	8%	54%	23%	15%
EDINA PUBLIC SCHOOL DISTRICT					
All students	4,494	39%	37%	15%	9%
Students receiving special education services	389	23%	27%	20%	30%
<i>Students who are deaf or hard of hearing</i>	9				
HOPKINS PUBLIC SCHOOL DISTRICT					
All students	3,227	28%	33%	19%	21%
Students receiving special education services	412	12%	21%	17%	50%
<i>Students who are deaf or hard of hearing</i>	8				
INTERMEDIATE SCHOOL DISTRICT 917					
All students	169	2%	3%	11%	83%
Students receiving special education services	126	2%	2%	10%	87%
<i>Students who are deaf or hard of hearing</i>	17	12%	6%	35%	47%
LAKEVILLE PUBLIC SCHOOL DISTRICT					
All students	5,800	33%	38%	17%	11%
Students receiving special education services	712	16%	23%	24%	38%
<i>Students who are deaf or hard of hearing</i>	12	17%	42%	17%	25%

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
METRO DEAF SCHOOL					
All students	40	0%	3%	15%	83%
Students receiving special education services	40	0%	3%	15%	83%
<i>Students who are deaf or hard of hearing</i>	33	0%	3%	15%	82%
MINNEAPOLIS PUBLIC SCHOOL DISTRICT					
All students	16,066	20%	22%	18%	40%
Students receiving special education services	2,176	5%	8%	10%	77%
<i>Students who are deaf or hard of hearing</i>	36	14%	19%	14%	53%
MINNETONKA PUBLIC SCHOOL DISTRICT					
All students	5,652	47%	34%	12%	7%
Students receiving special education services	653	25%	29%	21%	25%
<i>Students who are deaf or hard of hearing</i>	13	38%	38%	15%	8%
OSSEO PUBLIC SCHOOL DISTRICT					
All students	10,507	22%	31%	21%	26%
Students receiving special education services	1,212	9%	15%	16%	61%
<i>Students who are deaf or hard of hearing</i>	31	23%	19%	10%	48%
PRIOR LAKE-SAVAGE AREA SCHOOLS					
All students	4,461	36%	38%	16%	10%
Students receiving special education services	464	16%	22%	19%	44%
<i>Students who are deaf or hard of hearing</i>	11	36%	18%	18%	27%
ROBBINSDALE PUBLIC SCHOOL DISTRICT					
All students	6,177	13%	25%	23%	40%
Students receiving special education services	736	4%	8%	13%	74%
<i>Students who are deaf or hard of hearing</i>	15	13%	20%	40%	27%
ROSEMOUNT-APPLE VALLEY-EAGAN					
All students	14,830	32%	34%	19%	16%
Students receiving special education services	1,772	10%	18%	22%	50%
<i>Students who are deaf or hard of hearing</i>	46	26%	20%	26%	28%
ROSEVILLE PUBLIC SCHOOL DISTRICT					
All students	3,951	22%	28%	21%	30%
Students receiving special education services	495	11%	12%	20%	57%
<i>Students who are deaf or hard of hearing</i>	12	25%	8%	42%	25%
SOUTH WASHINGTON COUNTY SCHOOL DIST					
All students	9,789	30%	37%	19%	14%
Students receiving special education services	1,168	11%	19%	22%	49%
<i>Students who are deaf or hard of hearing</i>	20	35%	25%	20%	20%
ST. PAUL PUBLIC SCHOOL DISTRICT					
All students	17,167	11%	22%	21%	46%
Students receiving special education services	2,117	4%	8%	10%	78%
<i>Students who are deaf or hard of hearing</i>	72	0%	19%	17%	64%

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
WHITE BEAR LAKE SCHOOL DISTRICT					
All students	4,398	28%	36%	20%	17%
Students receiving special education services	543	14%	21%	20%	45%
<i>Students who are deaf or hard of hearing</i>	17	24%	12%	35%	29%

Table 81. Region 11 MCA math assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 11					
All students	241,383	24%	31%	20%	25%
Students receiving special education services	30,449	10%	16%	17%	58%
<i>Students who are deaf or hard of hearing</i>	623	15%	27%	20%	38%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.					
All students	19,642	28%	36%	20%	17%
Students receiving special education services	2,636	12%	20%	20%	48%
<i>Students who are deaf or hard of hearing</i>	43	21%	28%	30%	21%
BLOOMINGTON PUBLIC SCHOOL DISTRICT					
All students	5,140	19%	28%	23%	31%
Students receiving special education services	665	10%	14%	14%	63%
<i>Students who are deaf or hard of hearing</i>	10	10%	30%	20%	40%
CENTENNIAL PUBLIC SCHOOL DISTRICT					
All students	3,426	34%	37%	17%	12%
Students receiving special education services	523	14%	26%	23%	37%
<i>Students who are deaf or hard of hearing</i>	12	42%	33%	8%	17%
EASTERN CARVER COUNTY PUBLIC SCHOOL					
All students	4,886	27%	34%	21%	19%
Students receiving special education services	612	12%	17%	17%	54%
<i>Students who are deaf or hard of hearing</i>	8				
EDINA PUBLIC SCHOOL DISTRICT					
All students	4,348	40%	37%	15%	8%
Students receiving special education services	430	21%	26%	22%	30%
<i>Students who are deaf or hard of hearing</i>	16	44%	25%	25%	6%
HOPKINS PUBLIC SCHOOL DISTRICT					
All students	3,173	24%	31%	23%	23%
Students receiving special education services	406	8%	21%	20%	51%
<i>Students who are deaf or hard of hearing</i>	10	20%	70%	0%	10%

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
INTERMEDIATE SCHOOL DISTRICT 917					
All students	197	1%	6%	11%	83%
Students receiving special education services	125	0%	6%	7%	86%
<i>Students who are deaf or hard of hearing</i>	9				
LAKEVILLE PUBLIC SCHOOL DISTRICT					
All students	5,884	33%	37%	18%	13%
Students receiving special education services	771	19%	23%	22%	37%
<i>Students who are deaf or hard of hearing</i>	9				
METRO DEAF SCHOOL					
All students	44	0%	11%	14%	75%
Students receiving special education services	44	0%	11%	14%	75%
<i>Students who are deaf or hard of hearing</i>	38	0%	11%	16%	74%
MINNEAPOLIS PUBLIC SCHOOL DISTRICT					
All students	15,564	20%	22%	18%	40%
Students receiving special education services	2,097	6%	8%	9%	77%
<i>Students who are deaf or hard of hearing</i>	30	7%	20%	20%	53%
MINNETONKA PUBLIC SCHOOL DISTRICT					
All students	5,722	46%	34%	14%	7%
Students receiving special education services	634	26%	26%	23%	25%
<i>Students who are deaf or hard of hearing</i>	14	43%	36%	7%	14%
OSSEO PUBLIC SCHOOL DISTRICT					
All students	10,429	21%	29%	22%	29%
Students receiving special education services	1,238	9%	13%	16%	62%
<i>Students who are deaf or hard of hearing</i>	25	32%	20%	12%	36%
PRIOR LAKE-SAVAGE AREA SCHOOLS					
All students	4,410	33%	39%	18%	10%
Students receiving special education services	487	15%	21%	21%	44%
<i>Students who are deaf or hard of hearing</i>	15	13%	40%	27%	20%
ROBBINSDALE PUBLIC SCHOOL DISTRICT					
All students	6,010	12%	23%	23%	42%
Students receiving special education services	733	4%	9%	13%	74%
<i>Students who are deaf or hard of hearing</i>	18	11%	22%	33%	33%
ROSEMOUNT-APPLE VALLEY-EAGAN					
All students	14,742	31%	33%	19%	17%
Students receiving special education services	1,820	10%	18%	20%	52%
<i>Students who are deaf or hard of hearing</i>	52	23%	31%	13%	33%

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
ROSEVILLE PUBLIC SCHOOL DISTRICT					
All students	3,783	21%	27%	21%	30%
Students receiving special education services	480	10%	13%	16%	61%
<i>Students who are deaf or hard of hearing</i>	14	29%	21%	29%	21%
SOUTH WASHINGTON COUNTY SCHOOL DIST					
All students	9,669	29%	36%	20%	15%
Students receiving special education services	1,205	11%	20%	20%	48%
<i>Students who are deaf or hard of hearing</i>	25	28%	40%	12%	20%
ST. PAUL PUBLIC SCHOOL DISTRICT					
All students	16,708	11%	21%	21%	47%
Students receiving special education services	2,090	4%	6%	11%	79%
<i>Students who are deaf or hard of hearing</i>	65	5%	9%	25%	62%
WHITE BEAR LAKE SCHOOL DISTRICT					
All students	4,455	25%	37%	21%	17%
Students receiving special education services	542	13%	22%	19%	45%
<i>Students who are deaf or hard of hearing</i>	13	31%	31%	23%	15%

Table 82. Region 11 MCA reading assessment results, 2018

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 11					
All students	245,133	21%	39%	17%	23%
Students receiving special education services	30,109	7%	20%	16%	57%
<i>Students who are deaf or hard of hearing</i>	611	14%	28%	16%	42%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.					
All students	20,006	22%	43%	17%	17%
Students receiving special education services	2,626	8%	22%	16%	54%
<i>Students who are deaf or hard of hearing</i>	54	15%	37%	13%	35%
BLOOMINGTON PUBLIC SCHOOL DISTRICT					
All students	5,316	20%	37%	18%	25%
Students receiving special education services	685	9%	20%	14%	57%
<i>Students who are deaf or hard of hearing</i>	7				
CENTENNIAL PUBLIC SCHOOL DISTRICT					
All students	3,513	23%	45%	19%	13%
Students receiving special education services	516	8%	29%	25%	37%
<i>Students who are deaf or hard of hearing</i>	10	40%	10%	10%	40%

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
EASTERN CARVER COUNTY PUBLIC SCHOOL					
All students	4,978	24%	45%	17%	15%
Students receiving special education services	567	9%	28%	15%	49%
<i>Students who are deaf or hard of hearing</i>	10	0%	40%	20%	40%
EDINA PUBLIC SCHOOL DISTRICT					
All students	4,503	35%	42%	13%	10%
Students receiving special education services	398	18%	28%	19%	35%
<i>Students who are deaf or hard of hearing</i>	11	18%	64%	18%	0%
HOPKINS PUBLIC SCHOOL DISTRICT					
All students	3,331	23%	40%	16%	21%
Students receiving special education services	429	10%	25%	16%	48%
<i>Students who are deaf or hard of hearing</i>	8				
INTERMEDIATE SCHOOL DISTRICT 917					
All students	141	3%	8%	14%	75%
Students receiving special education services	115	2%	7%	13%	78%
<i>Students who are deaf or hard of hearing</i>	12	0%	8%	25%	67%
INVER GROVE HEIGHTS SCHOOLS					
All students	1,944	17%	38%	21%	24%
Students receiving special education services	228	6%	18%	14%	62%
<i>Students who are deaf or hard of hearing</i>	9				
LAKEVILLE PUBLIC SCHOOL DISTRICT					
All students	5,909	27%	46%	16%	12%
Students receiving special education services	733	11%	27%	22%	40%
<i>Students who are deaf or hard of hearing</i>	13	15%	31%	31%	23%
METRO DEAF SCHOOL					
All students	36	3%	0%	3%	94%
Students receiving special education services	36	3%	0%	3%	94%
<i>Students who are deaf or hard of hearing</i>	30	3%	0%	0%	97%
MINNEAPOLIS PUBLIC SCHOOL DISTRICT					
All students	16,413	17%	28%	16%	39%
Students receiving special education services	2,195	4%	12%	10%	74%
<i>Students who are deaf or hard of hearing</i>	40	13%	33%	10%	45%
MINNETONKA PUBLIC SCHOOL DISTRICT					
All students	5,680	40%	42%	11%	7%
Students receiving special education services	655	23%	33%	15%	29%
<i>Students who are deaf or hard of hearing</i>	14	21%	50%	0%	29%

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
NORTH ST PAUL-MAPLEWOOD OAKDALE DIS					
All students	5,349	14%	40%	21%	25%
Students receiving special education services	747	2%	15%	17%	66%
<i>Students who are deaf or hard of hearing</i>	7				
OSSEO PUBLIC SCHOOL DISTRICT					
All students	10,637	18%	39%	20%	24%
Students receiving special education services	1,224	6%	18%	15%	61%
<i>Students who are deaf or hard of hearing</i>	33	27%	18%	21%	33%
PRIOR LAKE-SAVAGE AREA SCHOOLS					
All students	4,442	25%	46%	17%	13%
Students receiving special education services	480	10%	25%	20%	45%
<i>Students who are deaf or hard of hearing</i>	13	23%	23%	23%	31%
ROBBINSDALE PUBLIC SCHOOL DISTRICT					
All students	6,269	14%	35%	19%	32%
Students receiving special education services	749	3%	12%	15%	70%
<i>Students who are deaf or hard of hearing</i>	17	12%	35%	35%	18%
ROSEMOUNT-APPLE VALLEY-EAGAN					
All students	14,732	25%	42%	17%	16%
Students receiving special education services	1,782	8%	23%	21%	48%
<i>Students who are deaf or hard of hearing</i>	48	21%	33%	15%	31%
ROSEVILLE PUBLIC SCHOOL DISTRICT					
All students	3,944	21%	35%	18%	25%
Students receiving special education services	505	10%	21%	16%	53%
<i>Students who are deaf or hard of hearing</i>	12	25%	42%	0%	33%
SOUTH WASHINGTON COUNTY SCHOOL DIST					
All students	9,819	25%	45%	16%	14%
Students receiving special education services	1,150	8%	23%	22%	47%
<i>Students who are deaf or hard of hearing</i>	20	20%	45%	10%	25%
ST. PAUL PUBLIC SCHOOL DISTRICT					
All students	17,489	11%	27%	20%	42%
Students receiving special education services	2,137	4%	10%	10%	76%
<i>Students who are deaf or hard of hearing</i>	66	3%	18%	18%	61%
WHITE BEAR LAKE SCHOOL DISTRICT					
All students	4,427	21%	42%	19%	18%
Students receiving special education services	548	9%	26%	16%	49%
<i>Students who are deaf or hard of hearing</i>	16	31%	19%	13%	38%

Table 83. Region 11 MCA reading assessment results, 2019

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
Region 11					
All students	244,871	20%	38%	18%	23%
Students receiving special education services	30,856	8%	20%	16%	57%
<i>Students who are deaf or hard of hearing</i>	624	12%	29%	20%	39%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.					
All students	19,830	22%	43%	18%	17%
Students receiving special education services	2,702	8%	21%	18%	53%
<i>Students who are deaf or hard of hearing</i>	45	11%	38%	29%	22%
BLOOMINGTON PUBLIC SCHOOL DISTRICT					
All students	5,220	18%	36%	19%	28%
Students receiving special education services	675	6%	20%	13%	61%
<i>Students who are deaf or hard of hearing</i>	10	10%	40%	0%	50%
CENTENNIAL PUBLIC SCHOOL DISTRICT					
All students	3,468	24%	44%	18%	14%
Students receiving special education services	523	13%	24%	24%	39%
<i>Students who are deaf or hard of hearing</i>	13	38%	15%	8%	38%
EASTERN CARVER COUNTY PUBLIC SCHOOL					
All students	4,933	24%	43%	18%	15%
Students receiving special education services	609	9%	24%	21%	46%
<i>Students who are deaf or hard of hearing</i>	8				
EDINA PUBLIC SCHOOL DISTRICT					
All students	4,430	35%	43%	13%	9%
Students receiving special education services	427	17%	30%	19%	34%
<i>Students who are deaf or hard of hearing</i>	14	57%	7%	21%	14%
HOPKINS PUBLIC SCHOOL DISTRICT					
All students	3,344	20%	39%	18%	22%
Students receiving special education services	421	10%	23%	16%	52%
<i>Students who are deaf or hard of hearing</i>	11	27%	55%	0%	18%
INTERMEDIATE SCHOOL DISTRICT 917					
All students	154	2%	17%	14%	67%
Students receiving special education services	112	1%	10%	11%	79%
<i>Students who are deaf or hard of hearing</i>	9				
INVER GROVE HEIGHTS SCHOOLS					
All students	1,830	15%	37%	21%	28%
Students receiving special education services	213	6%	16%	17%	61%
<i>Students who are deaf or hard of hearing</i>	10	0%	30%	30%	40%

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
LAKEVILLE PUBLIC SCHOOL DISTRICT					
All students	5,931	27%	47%	16%	11%
Students receiving special education services	783	11%	33%	22%	34%
<i>Students who are deaf or hard of hearing</i>	9				
METRO DEAF SCHOOL					
All students	42	0%	10%	7%	83%
Students receiving special education services	42	0%	10%	7%	83%
<i>Students who are deaf or hard of hearing</i>	35	0%	11%	6%	83%
MINNEAPOLIS PUBLIC SCHOOL DISTRICT					
All students	15,740	18%	29%	17%	37%
Students receiving special education services	2,107	5%	11%	10%	74%
<i>Students who are deaf or hard of hearing</i>	28	7%	46%	11%	36%
MINNETONKA PUBLIC SCHOOL DISTRICT					
All students	5,814	38%	43%	11%	8%
Students receiving special education services	648	20%	33%	17%	30%
<i>Students who are deaf or hard of hearing</i>	16	13%	69%	0%	19%
NORTH ST PAUL-MAPLEWOOD OAKDALE DIS					
All students	5,193	13%	38%	22%	27%
Students receiving special education services	743	3%	13%	16%	68%
<i>Students who are deaf or hard of hearing</i>	11	0%	9%	36%	55%
OSSEO PUBLIC SCHOOL DISTRICT					
All students	10,524	17%	38%	20%	25%
Students receiving special education services	1,235	6%	17%	15%	62%
<i>Students who are deaf or hard of hearing</i>	27	19%	26%	15%	41%
PRIOR LAKE-SAVAGE AREA SCHOOLS					
All students	4,535	23%	45%	18%	13%
Students receiving special education services	480	10%	25%	17%	48%
<i>Students who are deaf or hard of hearing</i>	12	17%	42%	33%	8%
ROBBINSDALE PUBLIC SCHOOL DISTRICT					
All students	6,056	14%	35%	20%	31%
Students receiving special education services	720	4%	13%	13%	70%
<i>Students who are deaf or hard of hearing</i>	16	6%	31%	38%	25%
ROSEMOUNT-APPLE VALLEY-EAGAN					
All students	15,039	24%	42%	18%	17%
Students receiving special education services	1,881	8%	23%	19%	50%
<i>Students who are deaf or hard of hearing</i>	53	19%	30%	25%	26%
ROSEVILLE PUBLIC SCHOOL DISTRICT					
All students	3,850	20%	36%	18%	26%
Students receiving special education services	504	11%	16%	14%	60%
<i>Students who are deaf or hard of hearing</i>	15	27%	47%	7%	20%

Student group	Total	Exceeds	Meets	Partially Meets	Does Not Meet
SOUTH WASHINGTON COUNTY SCHOOL DIST					
All students	9,788	24%	44%	18%	14%
Students receiving special education services	1,223	8%	25%	20%	46%
<i>Students who are deaf or hard of hearing</i>	24	13%	42%	17%	29%
ST. PAUL PUBLIC SCHOOL DISTRICT					
All students	17,180	12%	28%	20%	41%
Students receiving special education services	2,152	4%	10%	11%	76%
<i>Students who are deaf or hard of hearing</i>	64	3%	9%	20%	67%
WHITE BEAR LAKE SCHOOL DISTRICT					
All students	4,553	22%	43%	19%	16%
Students receiving special education services	529	13%	23%	17%	47%
<i>Students who are deaf or hard of hearing</i>	14	29%	21%	21%	29%