DEPARTMENT OF EDUCATION

Students Who Are Deaf or Hard of Hearing

Biennial Report to the Legislature: 2022

As required by Minnesota Statutes, section 125A.63

June 15, 2022

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As requested by Minnesota Statutes, section 3.197: This report cost approximately $20,320.13 to prepare, including staff time, printing and mailing expenses.

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Legislative Charge

Minnesota Statutes 2021, 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.

2021–22 Deaf or Hard of Hearing (DHH) Advisory Committee members

- Krista Dillman: Parent
- Rhonda Jo Donatucci: Parent
- Jay Fehrman (Committee Chair): Supervisor
- Kristin Ganyo-Larson: Teacher
- Katie Huttemier: Teacher
- Michele Isham: Teacher
- Elise Knopf: State Agency Representative (Department of Employment and Economic Development-Vocational Rehabilitation Services (DEED-VRS))
- Gloria Nathanson: Parent
- Dr. Susan Lane-Outlaw: Executive Director of the Metro Deaf School
- Taylor Thomas: Teacher
- Paula Wagner: Parent
- Terry Wilding: Superintendent, Minnesota State Academies
- Kerry Witherell: Higher Ed-Related Services
- Mary Cashman-Bakken: Minnesota Department of Education DHH State Specialist

Executive Summary

Since the previous legislative report submitted in June 2020, most students who are deaf or hard of hearing (DHH) went from traditional eight-hour days in school buildings to online programs in their homes. Preliminary national research suggests students who are DHH along with all students with disabilities have been disproportionately affected. As students and teachers transition to a combination of in-person and remote settings, additional service delivery methods may be necessary. In the future, the newfound technology and accessibility resources will continue to be refined and improved upon to continue to help students who are DHH thrive.

Students who are 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 tend to 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 have lower four-year graduation rates than general education students, as well.

Due to the COVID-19 pandemic and the rapid shift to remote learning for almost all students in Minnesota for the last several months of the 2019–20 school year, the state received federal government waivers to suspend standardized exam testing. **Therefore, MCA and Minnesota Test of Academic Skills (MTAS) testing data is not available for 2020.** The trend data that is included reflects the achievements, milestones, and areas of concern for students with the primary disability classification of deaf or hard of hearing [1] at the statewide and regional levels.

The DHH Advisory Committee puts forward practical and necessary recommendations to the Minnesota Department of Education (MDE) and its stakeholders that prioritize student health and safety and that will also help close the persistent achievement gaps. These recommendations are based on input from Minnesota teachers or other staff who work every day with students who are DHH. The Committee's recommendations include approaches to increase recruitment of interpreters, teachers of the deaf or hard of hearing (TDHH), and other educational staff. The DHH Advisory Committee also recommends increased training for educational staff working with students who are using curriculums that are designed specifically for those students and the creation of an educational interpreter database.

[1] This report also uses "DHH students" in the charts and figures to save space.

Introduction

Since the previous legislative report submitted in June 2020, student education in Minnesota has changed dramatically due to the COVID-19 pandemic. Most students who are deaf or hard of hearing (DHH) went from traditional eight-hour days in school buildings to online programs in their homes. Additionally, the length of time students were engaged in school activities varied by individual and by school district. Examples of the factors affecting student engagement include a lack of reliable internet connectivity, proper assistive learning equipment, and experience using the assistive equipment (for both students and teachers). Positively during this period, full accessibility like captioning and interpreter usage became standard tools rather than an aspiration. Students who are DHH, their parents, teachers, and other educational professionals showed resilience and perseverance as they adapted to the changes.

While the long-term impacts of these and other factors on students who are DHH is not yet known, preliminary national research suggests students who are DHH along with all students with disabilities have been disproportionately affected. According to one study, "prolonged school closures, for example, separated many students with disabilities from the hands-on instructional supports and physical or cognitive therapies set forth by their Individualized Education Programs (IEPs)."[2] The study adds that, "Adapting online learning platforms to ensure accessibility by students with a range of disabilities proved challenging for many educators and districts, especially during the pandemic's early months. While nearly all students have struggled to keep pace in 2020 and 2021, those who rely on specialized supports during ordinary times were doubly disadvantaged."[3]

As students and teachers transition to a combination of in-person and remote settings, additional service delivery methods may be necessary. In the future, the newfound technology and accessibility resources will continue to be refined and improved upon to continue to help students who are DHH thrive.

This report contains recommendations for improving educational outcomes for Minnesota students with DHH listed as their primary disability. These recommendations have been discussed and approved by the DHH Advisory Committee. The recommendations are based on analysis of available education outcomes for Minnesota students who are DHH, including Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) results by state, region, and district, when possible.[4] The report also contains education outcomes for students who are deafblind (DB). Additionally, the report includes key early childhood outcomes for children who were identified as DHH or identified with another primary disability and hearing loss.

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[2] Lauren Morando-Rhim, Sumeyra Ekin, "How Has the Pandemic Affected Students with Disabilities? A Review of the Evidence to Date," CRPE, August 2021: page 4, https://crpe.org/how-has-the-pandemic-affected-students-with-disabilities-a-review-of-the-evidence-to-date/.

[3] Morando-Rhim and Ekin, "How Has the Pandemic Affected Students with Disabilities? A Review of the Evidence to Date," page 4.

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

Data Sources

Minnesota Department of Education 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 postsecondary 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 Statewide Longitudinal Education Data System (SLEDS)
- Early Childhood Child Outcome Survey data

Data Challenges

Impacts of COVID-19 on Assessment Data Reporting and Results

Due to the COVID-19 pandemic and the rapid shift to remote learning for almost all students in Minnesota for the last several months of the 2019–20 school year, the state received federal government waivers to suspend standardized exam testing. **Therefore, MCA and Minnesota Test of Academic Skills (MTAS) testing data is not available for 2020.** That is reflected in the statewide student assessment data trends section starting on page 23 of the report, where graphs and tables do not have test result data for 2020. Due to the inability to conduct in-person audiologic testing, school districts also experienced challenges and delays in the child find process (i.e., the process of finding students who might need special education services)[5] for identifying students with hearing loss. The effects of the testing delays may impact the student counts in this report (and future reports) by undercounting students who are DHH in the state.

Additionally, it may not be appropriate to compare math and reading assessment results from 2019 to 2021. Students in Minnesota spent most, if not all, of the 2020–21 school year learning remotely. Additionally, while the MCA and MTAS tests were administered in 2020–21, students in distance learning were not allowed to take the tests if there were COVID-19 health and safety concerns. Educators and researchers are still attempting to understand the impact of fully remote learning, and the other effects of the pandemic, on student academic achievement.

[5] More information about the child find process is available at: https://mn.gov/mnddc/resources/factsheets/Identifying_and_Evaluating.htm.

Other 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.[6] About 25 percent of students who are DHH in the United States are multilingual, and many have a home language other than English.[7] 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 5, 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 5, which means in contrast to most peers, they enter school without the language foundation necessary for success in the classroom and beyond.[8]

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

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[6] Ross E. Mitchell and Michael A. Karchmer, “Demographics of Deaf Education,” American Annals of the Deaf 151, no. 2 (2006): pages 95-104.

[7] Amanda Howerton-Fox and Jodi L. Falk. “Deaf Children as ‘English Learners’: The Psycholinguistic Turn in Deaf Education.” Education Sciences 9, no. 2 (2019): 133.

[8] Matthew L. Hall, Wyatte C. Hall, and Naomi K. Caselli. “Deaf Children Need Language, Not (Just) Speech.” First Language 39, no. 4 (August 2019): 367–95.

Updates on 2020 Report Recommendations for Improving Student Outcomes

The 2020 report made four recommendations for improving outcomes for students who are DHH:

- Require direct instruction from licensed DHH teachers for all students who are DHH.
- Update the statutory rules for hiring interpreters for students who are DHH.
- Establish a database for certified DHH interpreters.
- Update the statutory rules for determining eligibility for DHH services.

However, those recommendations were made prior to the COVID-19 pandemic. Since March 2020, the focus shifted to students, students' families, and staff health and safety by establishing a variety of alternative online education settings. The updates on the 2020 recommendations described in this section reflect the reprioritizing.

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

Following the start of the pandemic during the 2019–20 school year most efforts related to this recommendation were paused.

The state continues to experience severe shortages of DHH teachers. In fall 2021, regional Low Incidence Facilitators (RLIF) conducted an informal TDHH (with tier 1, 2, or 3 licenses) staffing check among the state's regions and estimated that there were statewide vacancies equaling 10.5 full time equivalent (FTE) positions. Based on the estimate, the projected vacancies for the 2022–23 school year are 18.5 FTEs. However, the estimate could be low because resignations and retirements are unknown at this point.

Update the statutory rules for hiring interpreters for students who are DHH

Part of the recommendation included a suggestion for MDE to convene a workgroup to assess the need for further statutory changes. Currently, a group is working with Idaho State University and the Professional Educator Licensing Standards Board (PELSB) to provide an online option for individuals seeking to become a TDHH. MDE is collaborating with St. Catherine University's Collaborative for the Advancement of Teaching Excellence (CATIE) Center to secure a federal grant to provide an online certification option in this area as well.[9]

Unfortunately, shortages continue for TDHH and interpreters in Minnesota. Minnesota does have an in-state TDHH certification program, but it does not offer an online option. The same is true for interpreters. Even with a list of identified online schools across the country offering TDHH certification, challenges continue to exist.

[9] More information about the CATIE Center can be found at: https://www.stkate.edu/academics/shas/asl-interpreting-department/catie-center.

Establish a database for certified DHH interpreters

Despite shifting time and resources to focus on establishing and improving online learning settings, a community of practice (COP) group was established for interpreters. This group has met several times beginning in spring 2020 to discuss how to interpret for tests and psychologists and how to better prepare for items in lesson plans such as the vocabulary words used.

The advisory committee and its MDE partners have continued to discuss alternative ways to track DHH interpreters.

Update the statutory rules for determining eligibility for DHH services

RLIFs, TDHH, and audiologists held monthly meetings in 2020 and 2021 to discuss audiological qualifications. In fall 2021, the DHH Advisory Committee revisited the topic with Educational Audiologists working in public schools to better understand the qualifications and build consensus. Currently, the advisory committee is working with MDE to develop statutory change recommendations. The goal is to have the recommendations ready for legislators to consider during the 2023–24 school year.

Recommendations for Improving Student Outcomes

Recommendation 1: Increase recruitment and retention of staff of the deaf or hard of hearing

Minnesota is experiencing significant shortages of interpreters, teachers for the deaf or hard of hearing, and other educational staff who work with students who are DHH. Recruitment and staff retention is a top priority of the DHH Advisory Committee.

MDE should:

- **Continue to support the teacher mentoring program called the Minnesota Mentoring Program.** The program pairs newer teachers, or any teachers having difficulty, with teachers who have content expertise in specific areas.
- **Continue to educate school districts about differences between licensed teachers for the deaf or hard of hearing and licensed oral/aural special education teachers.** Minnesota has two separate licensures for teachers working with students who are DHH: teachers of the deaf or hard of hearing (TDHH) and oral/aural special education teachers.[10] According to Minnesota Administrative Rules, oral/aural special education teachers do not need to use communication strategies and activities for promoting English and American Sign Language (ASL) literacy (Minnesota Administrative Rules, part 8710.5250).

[10] More information about the expectations for oral/aural special education teachers is available at: https://mn.gov/deaf-rights/a-z/?id=1097-289166.

- **Continue to support Regional Low Incidence Facilitators (RLIF) in encouraging members in their communities to go back to school to get licensed.** Additionally, MDE should work with the RLIFs to explore funding options to support teachers to obtain licensures.
- **Encourage the expansion of online coursework.** Online coursework options for teacher licensure should be expanded for interpreters, paraprofessionals, and TDHH to eliminate barriers to certifications and licensures.

No additional funding is required for the efforts described above.

Recommendation 2: Expand the use of curriculums and teaching strategies designed for students who are deaf or hard of hearing

While educators and researchers are still attempting to understand the impact of fully remote learning on the most recent and available standardized test scores, historical MCA math and reading scores for students who are DHH are much lower compared with all students. Most students who are DHH are served in the public schools and receive relatively little instruction time in reading from a licensed TDHH. Public schools also typically use general curriculums for all students and use their TDHH to teach other educators how to teach students who are DHH.

By comparison, the Metro Deaf School and Minnesota State Academy for the Deaf both provide 120 minutes per day in reading instructions from DHH teachers. The curriculums they use are designed by experts in the field of deafness and teaching students who are DHH. Some public schools are using Foundations for Literacy (a curriculum designed for preschool-aged children up to 5 years old who are DHH) with great success.[11] This curriculum designed for students who are DHH can also be used by general education students. Students using the curriculum are also receiving 120 minutes of direct explicit instruction with the goal that they will be reading by the time they enter kindergarten.

MDE should:

- **Collaborate to provide training on disability-specific curriculums and practices for educational staff working with students who are DHH.** The training could include summer professional development opportunities for staff working with students who are DHH in math and reading using curricula that is designed for those students specifically.
- **Collaborate with schools that are using the Foundations for Literacy curriculum to provide professional development for staff working with students who are DHH.**
- **Collaborate with RILF and Collaborative Conference planners to bring Executive Function training to more DHH teachers and general education teachers** to assist with social and mental health needs for students who are DHH.
- **Encourage school districts to offer the same staff training opportunities in reading and math curriculum development to both general education teachers and TDHH.**

[11] More information about Foundations for Literacy is available at: https://clad.education.gsu.edu/foundations-literacy-home/.

Based on the costs of prior professional development sessions, the estimated costs to provide the three types of disability-specific professional development sessions described above is $50,000 over the next two program years. However, actual costs will vary depending on whether the sessions are held in person or online.

Recommendation 3: Create an educational interpreter database

In addition to the shortages, school districts struggle with meeting the requirements for certified educational interpreters in many areas of the state. The DHH Advisory Committee identified this as a priority area prior to the pandemic, as well.

Once the Interpreter Licensure Task Force[12] begins meeting, it should assist school districts with finding educational interpreters by:

- **Pursuing the creation of a database of educational interpreters working in public schools in Minnesota who are certified to interpret for students who are DHH.** The database should at least 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.

[12] More information about the planning for Interpreter Licensure Task Force is available at: https://mn.gov/deaf-commission/news/?id=1063-521427.

Enrollment and Demographic Data

Enrollment Summary

Table 1 shows how enrollment for students who are DHH compares with other student populations in 2020–21. At the statewide level, there were 2,087 students whose primary disability was DHH. They were 0.25 percent of the overall student population and 1.61 percent of the total population of students receiving special education services in 2020–21. There were 449 TDHH and 101 teachers of oral/aural working with the students who are DHH. 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

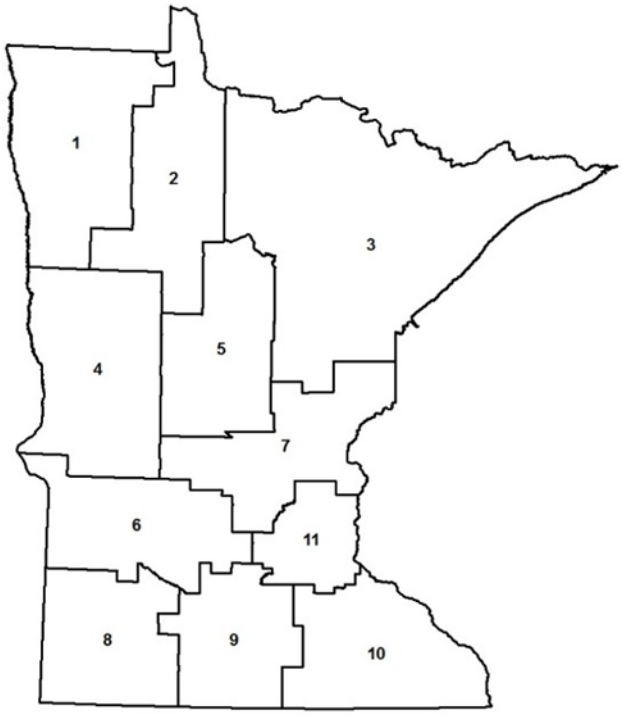


Table 1. Enrollment counts of student categories by region, 2020–21

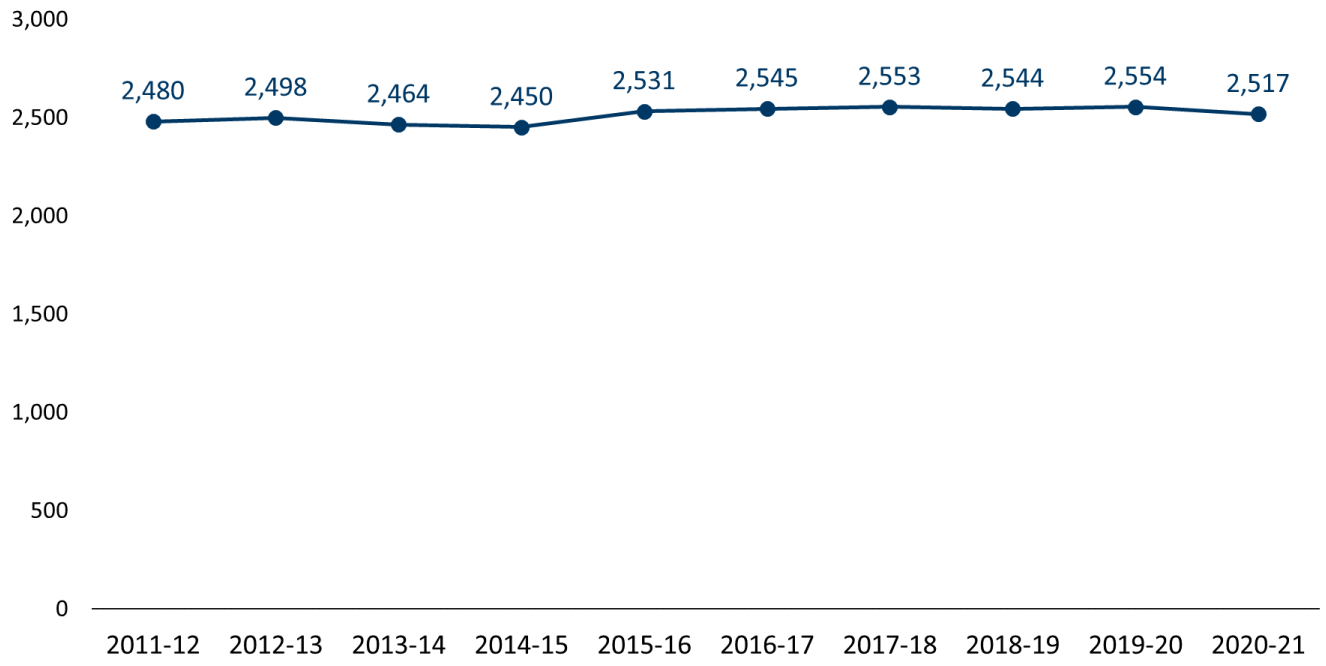
Region name	All students K–12 fall enrollment	DHH K–12	Percent DHH	K–12 special education enrollment	Percent DHH
Regions 1 and 2	27,172	51	0.19%	4,732	1.08%
Region 3	40,881	83	0.20%	7,480	1.11%
Region 4	34,283	67	0.20%	5,680	1.18%
Region 5	24,645	60	0.24%	4,781	1.25%
Regions 6 and 8	42,298	111	0.26%	6,959	1.60%

Region name	All students K–12 fall enrollment	DHH K–12	Percent DHH	K–12 special education enrollment	Percent DHH
Region 7	101,637	197	0.19%	15,881	1.24%
Region 9	32,715	59	0.18%	5,355	1.10%
Region 10	76,163	285	0.37%	12,027	2.37%
Region 11	471,647	1,174	0.25%	67,074	1.75%
Statewide total	851,441	2,087	0.25%	129,969	1.61%

Child Count

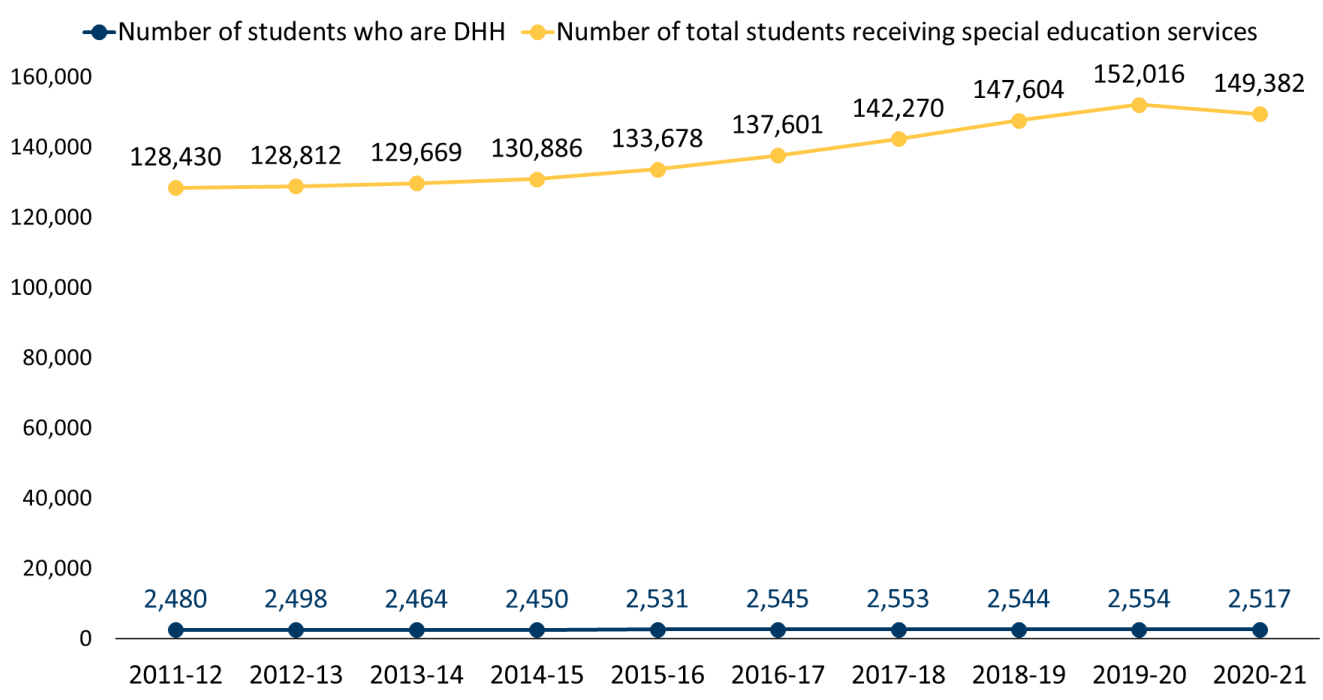
Enrollment numbers are based on the number of students enrolled in grades K–12 in the fall of the school year. Child count data is broader and includes all students in the school system, ages 0 through 21. The number of students who are DHH based on child count data (ages 0 to 21) has remained relatively stable for the last several years, with small increases from 2014–15 to 201–20 (Figure 2).

Figure 2. Statewide DHH counts, ages 0-21, 2011–12 to 2020–21



During this same period, the total number of students across Minnesota receiving special education services has increased by over 20,000 students. From 2018–19 to 2019–20, there was an increase of over 5,000 students, followed by a decrease of over 2,000 students between 2019–20 and 2020–21 (Figure 3).

Figure 3. Statewide special education and DHH counts, ages 0–21, 2011–12 to 2020–21

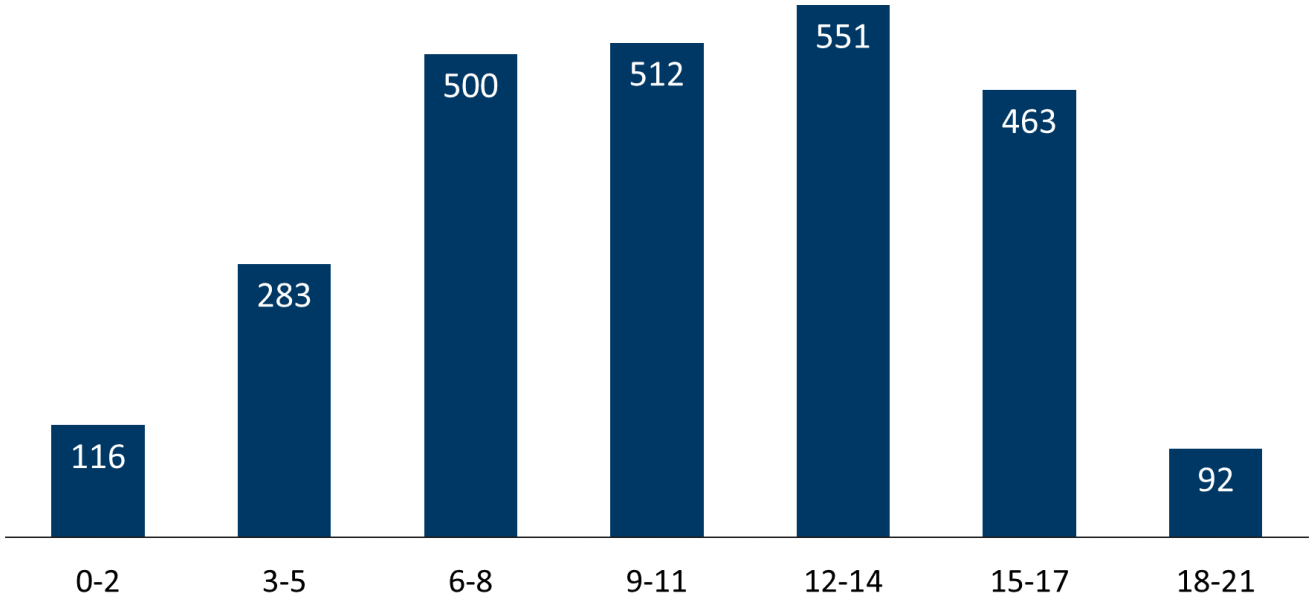


Demographics

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 2020–21 school year, which includes students ages 0 to 21 enrolled in the school system. A total of 2,517 students were identified in child count data as DHH that school year.

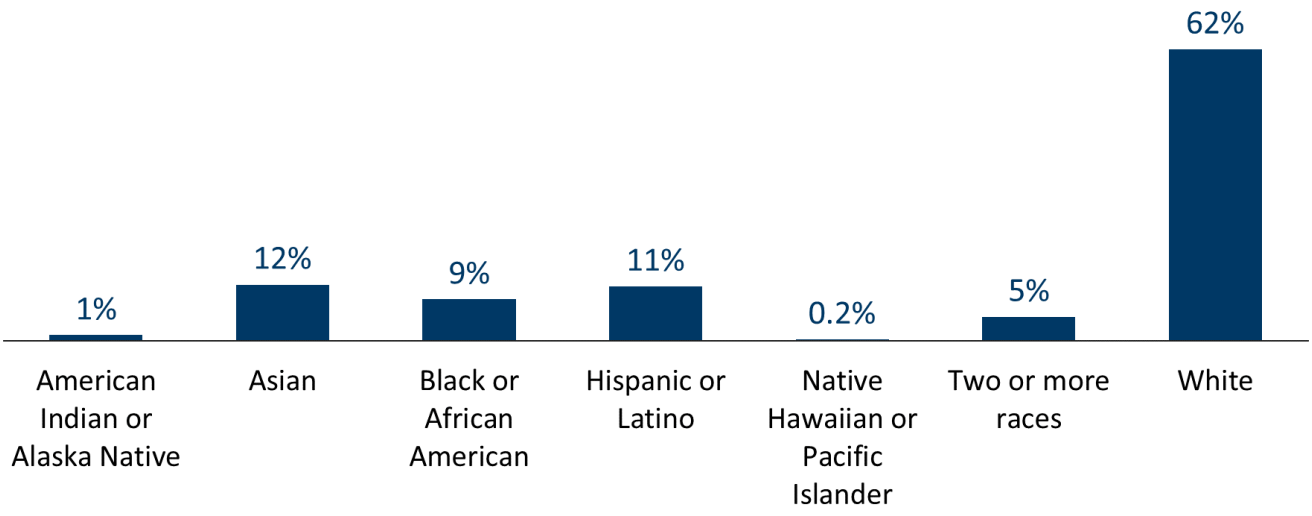
The highest concentrations of students who are DHH are found in ages 9 to 11 and ages 12 to 14 (Figure 4). The lowest concentrations are found in the youngest and oldest age groups.

Figure 4. Child count by age distribution of DHH students, 2020–21



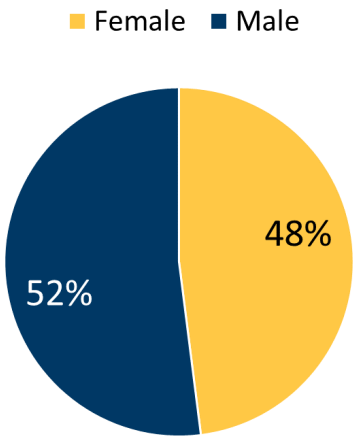
Over 60 percent of students who are DHH are white (Figure 5). The next largest group is students who are Asian (12 percent), followed by Hispanic or Latino (11 percent).

Figure 5. Race and ethnicity of students who are DHH, 2020–21



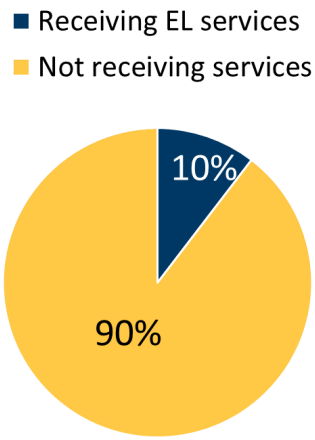
Slightly more than half of students who are DHH are male (52 percent), and 48 percent are female (Figure 6).

Figure 6. Gender of students who are DHH, 2020–21



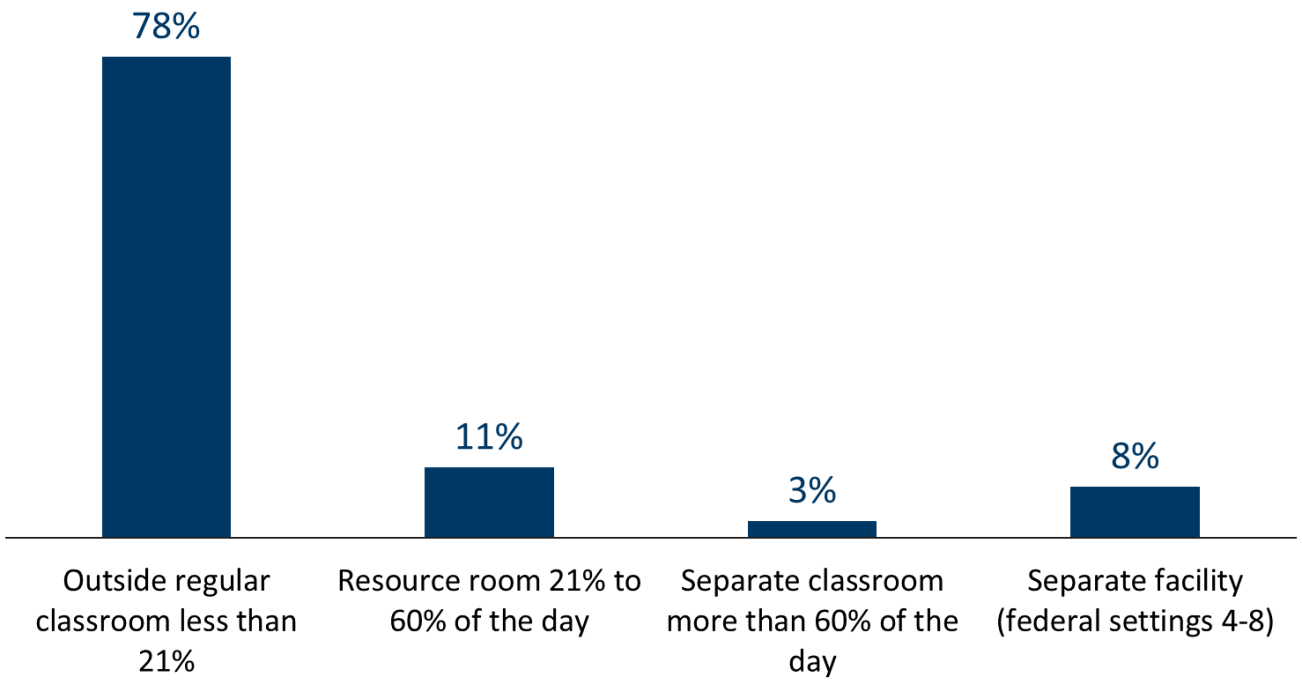
Ten percent of students who are DHH also receive services for English learners (EL) (Figure 7).

Figure 7. Percentage of students who are DHH who are receiving EL services, 2020–21



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 general education (regular) classroom (Figure 8).

Figure 8. Federal instructional settings for DHH students, 2020–21



Other Information Sources

Early Childhood Outcomes

Child Outcomes Summary (COS) Overview

School districts and local education providers that operate early childhood special education (ECSE) programs report back to MDE ratings on the Child Outcomes Summary (COS) assessment for infants, toddlers, and preschool children with disabilities they serve.

COS ratings are a tool used at the state level for assessing early childhood development for children with disabilities. COS was developed by the U.S. Department of Education and summarizes information on a child's functioning in three outcome areas using a seven-point scale. The three outcome areas are:

- Positive social-emotional skills;
- Acquisition and use of knowledge and skills; and
- Use of appropriate behaviors to meet needs.[13]

The seven-point scale in each of the three areas helps compare an individual child's development with the typical development of same-age peers, with a score of seven meaning a child shows functioning expected for their age in all or almost all situations.

The most recently available COS ratings data for children who have hearing loss is provided in Appendix A on page 82.

Many stakeholders are interested in knowing whether special education programs in early childhood are successfully preparing children with hearing loss for elementary school. However, MDE early childhood experts caution against using COS data to evaluate that question for reasons described further below. MDE early childhood experts also caution against focusing on whether children are ready for kindergarten, and instead recommend that kindergarten and elementary programs focus on being ready to meet the needs of all children, regardless of disability or how they perform on any particular assessment when exiting early childhood programming.

Limitations of Available Early Childhood Data Reported to MDE

At this time, COS ratings are the only standardized assessment for which early childhood outcomes can be reported by MDE for children with disabilities. While the ratings can provide helpful insights when used appropriately, MDE early childhood experts caution against using aggregated COS data for year-to-year

[13] More information about the three childhood outcomes can be found at: https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf.

comparisons, as the information cannot reasonably be used to understand the impact of early intervention programs, which are individualized by nature, over time.

Also, because the number of students in early childhood special education programs who are identified as having hearing loss is so small, variability from year to year, even with a different assessment tool, would make it challenging to interpret the results in a meaningful way.

An additional challenge of interpreting COS results is the variability among districts in how they derive a child's COS rating.

Use of Data for Decision-making in Early Childhood

The limitations of using COS ratings for policy decision-making does not mean that early childhood programs are not using data to make decisions regarding supports and instruction for children with disabilities on a day-to-day basis. On the contrary, early childhood special education programs, just like special education programs in elementary and secondary schools, collect and use data on a regular basis to monitor progress of individual students and adjust supports or accommodations.

Students are comprehensively evaluated by Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) teams, who set goals for an individual child, and then use many methods for data collection to monitor the child's progress toward their goals over time. Depending on a child's need, a practitioner may use a variety of methods to track progress, including criterion- or norm-referenced tools, checklists, observations, parent interviews, and reviews of student work. Most evaluations of child progress require both the use of a standardized tool and affirmation of those results from a criterion-referenced tool, observation, interview, or other method.

Outcomes for Students Who are Deafblind

Deafblindness is defined under the Individuals with Disabilities Education Act (IDEA) as "concomitant (simultaneous) hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness." Under Minnesota Administrative Rules 3525.1327, a student is eligible for special education services under the deafblind category if they have medically verified visual loss coupled with medically verified hearing loss that, together, interfere with acquiring information or interacting with the environment.

Although students who are deafblind (DB) are not mentioned in the statute describing this report (Minnesota Statute 125A.63), the staff who serve these students also serve students who are DHH and blind or visually impaired (BVI). Therefore, the recommendations for improving outcomes for students who are DHH could also have positive impacts 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.

Appendix B on page 90 contains a full summary of enrollment, demographics, and reading and math outcomes for students who are DB. In the 2020–21 school year, there were 129 children and students from birth to age 21 whose primary disability category was DB in MDE's child count. However, approximately 250 more students in Minnesota have met eligibility for both DHH and BVI but do not have DB as the primary disability. Some data on the educational outcomes of students who are DB cannot be reported, as data is suppressed for groups smaller than 10.

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.

Impacts of COVID-19 on Assessment Data Reporting and Results

Due to the COVID-19 pandemic and the rapid shift to remote learning for almost all students in Minnesota for the last several months of the 2019–20 school year, the state received federal government waivers to suspend standardized exam testing. **Therefore, MCA and Minnesota Test of Academic Skills (MTAS) testing data is not available for 2020.** That is reflected in this section of the report, where graphs and tables do not have test result data for 2020.

Additionally, it may not be appropriate to compare math and reading assessment results from 2019 to 2021. Students in Minnesota spent most, if not all, of the school year learning remotely during the 2020–21 school year. Additionally, while the MCA and MTAS tests were administered in 2020–21, students in distance learning were not allowed to take the tests if there were COVID-19 health and safety concerns. Educators and researchers are still attempting to understand the impact of fully remote learning, and the other effects of the pandemic, on student academic achievement.

Other Limitations

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” (which stands for “cell too small to report”) means 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 in 2021 was 29 percent. This represents a nearly 10 percentage point drop when compared with the same figure from 2016 to 2019, which hovered around 40 percent (Figure 9). Despite the drop, math proficiency rates for students who are DHH remain higher than those for all students who receive special education services (Figure 10) but are lower than the rates for all students in the state (Figure 11).

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

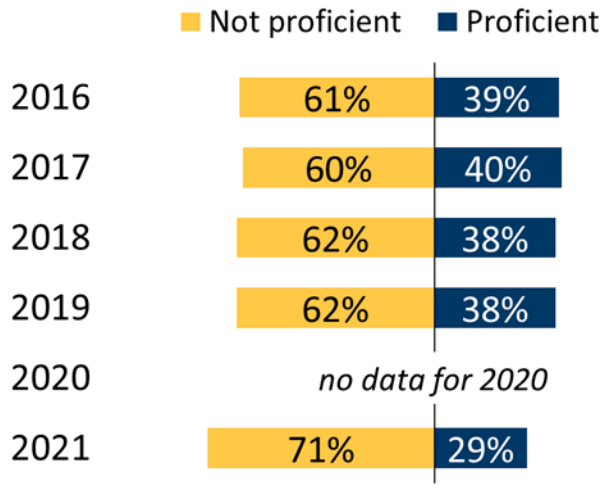


Figure 10. Percentage of **all students who receive special education services** who are proficient and not proficient on the MCA math assessment

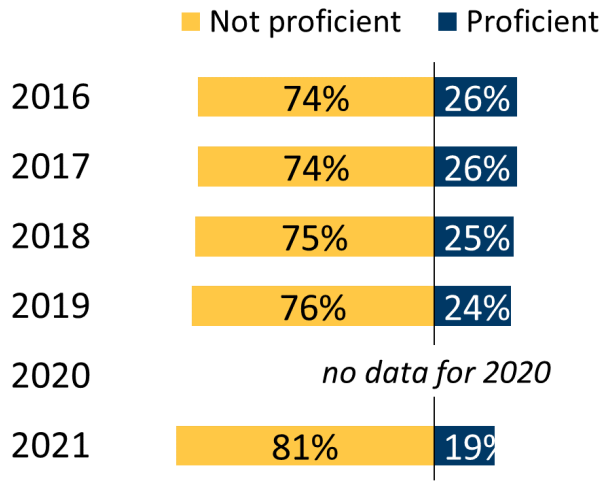
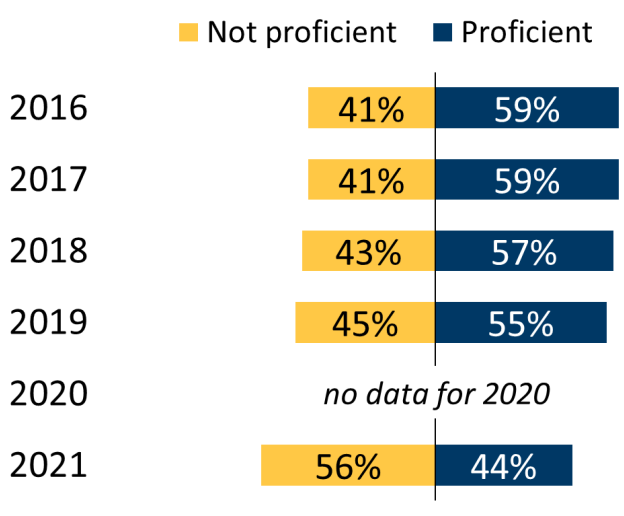


Figure 11. Percentage of **all students in Minnesota** who are proficient and not proficient on the MCA math assessment



When compared with 2018 and 2019, MCA math proficiency rates for students who are DHH declined for most grade levels in 2021. The declines range from 10 to 15 percentage points for most grades (Figures 12 and 13). The only exception is fourth grade, where the 2021 proficiency rate remained similar to 2018 and 2019.

Figure 12. Percentage of **students who are DHH** who are proficient on the MCA math assessment, grades 3–5

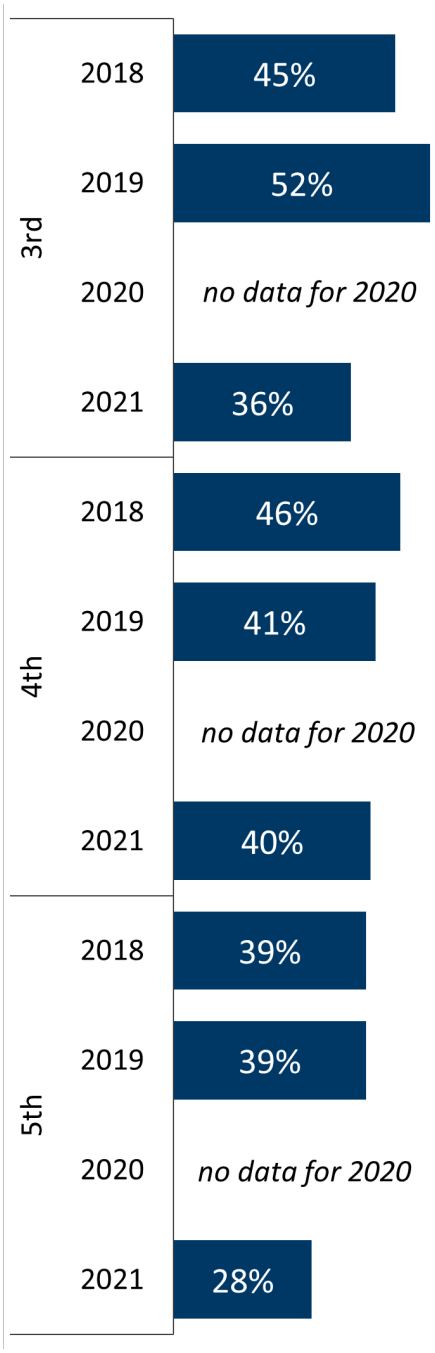
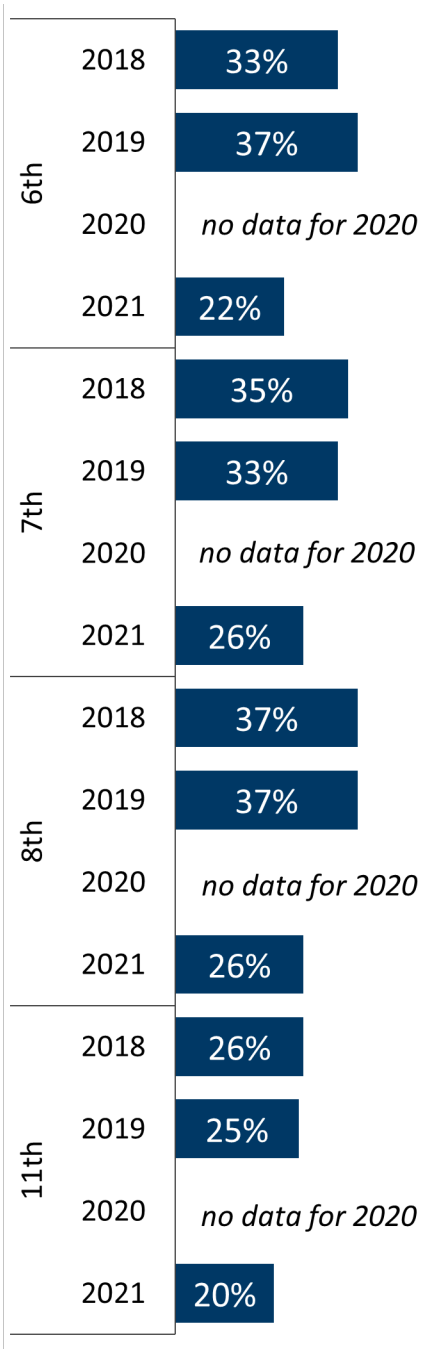


Figure 13. Percentage of **students who are DHH** who are proficient on the MCA math assessment, grades 6–11



MTAS Math

Only students who receive special education services take the MTAS math assessment, an adapted version of the MCA for students with significant intellectual disabilities. In 2021, the percentage of students who are DHH who are proficient on the MTAS math assessment was 79 percent. This represents an 8 percentage point

increase over the 2019 number but is slightly less than the 2018 figure (Figure 14). The math proficiency rates for students who are DHH are also higher than for all students who receive special education services (Figure 15).

Figure 14. Percentage of **students who are DHH** who are proficient and not proficient on the MTAS math assessment

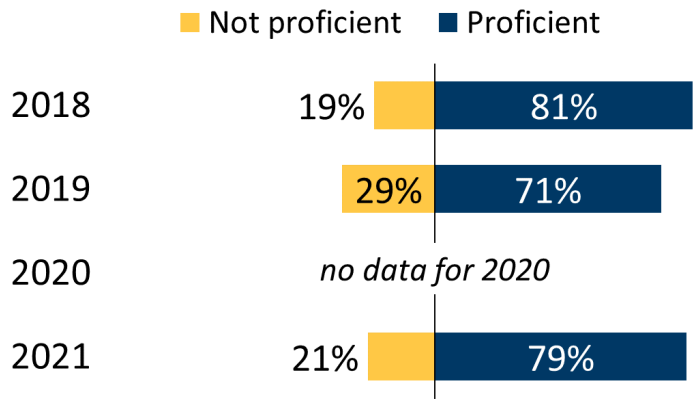
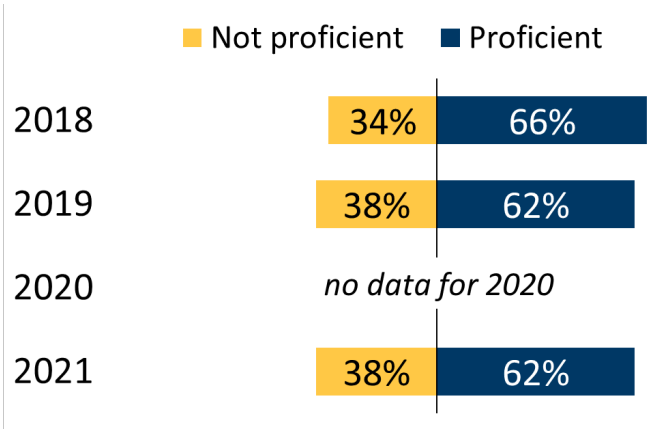


Figure 15. Percentage of **all students who receive special education services** who are proficient and not proficient on the MTAS math assessment



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

MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment decreased slightly to 36 percent in 2021, down from around 40 percent between 2016 and 2019 (Figure 16). Despite the decline, reading proficiency rates for students who are DHH remain higher than those of all students who receive special education services (Figure 17) but are lower than those of all students in the state (Figure 18).

Figure 16. Percentage of **students who are DHH** who are proficient and not proficient on the MCA reading assessment

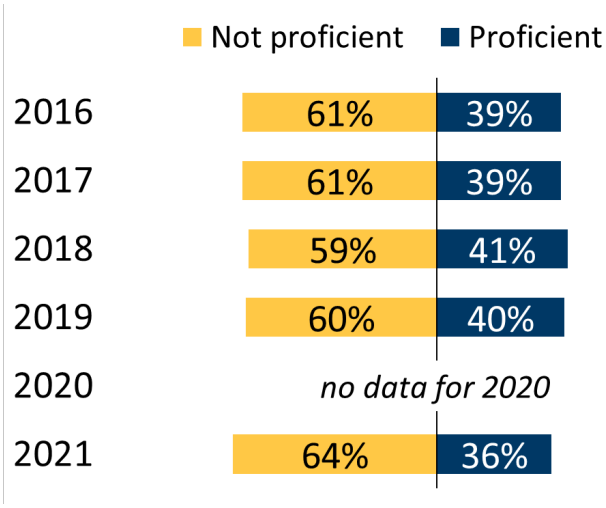


Figure 17. Percentage of **all students who receive special education services** who are proficient and not proficient on the MCA reading assessment

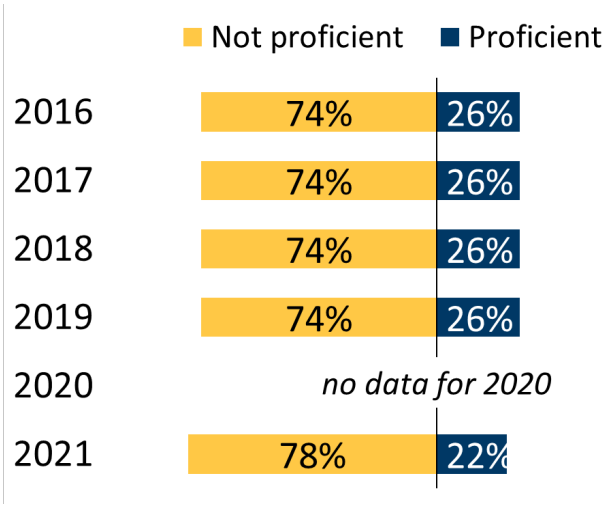
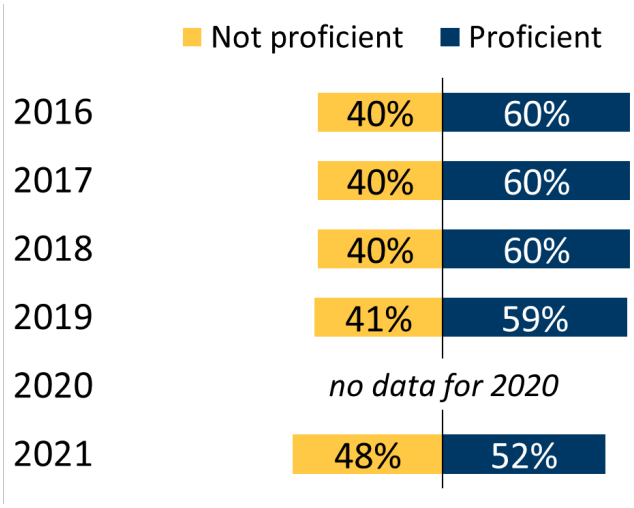


Figure 18. Percentage of **all students in Minnesota** who are proficient and not proficient on the MCA reading assessment



MCA reading proficiency rates for students who are DHH decreased slightly for many grade levels in 2021, compared with those for 2018 and 2019 (Figure 19 and Figure 20). The only exceptions are fourth and fifth grades, where the 2021 proficiency rates were slightly higher than those of 2019.

Figure 19. Percentage of **students who are DHH** who are proficient on the MCA reading assessment, grades 3–5

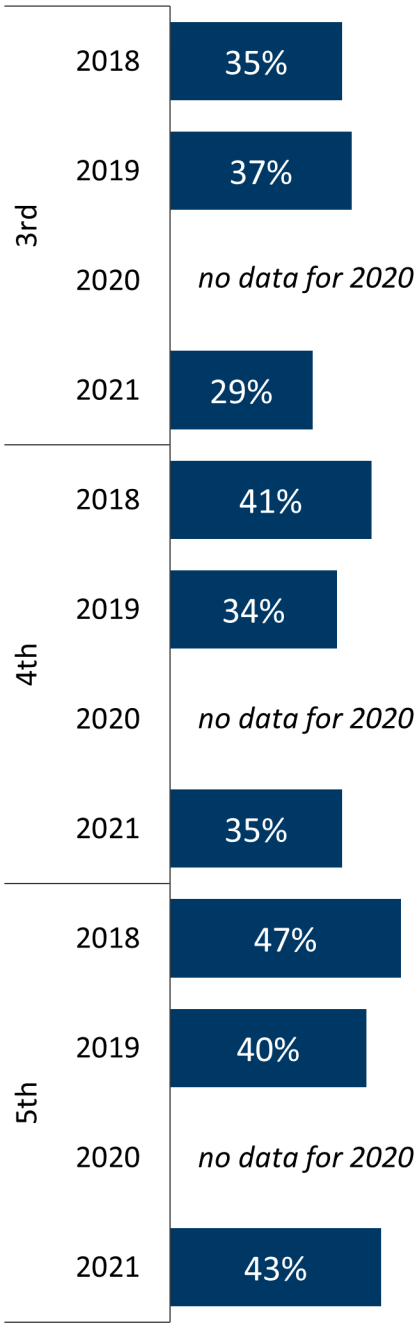
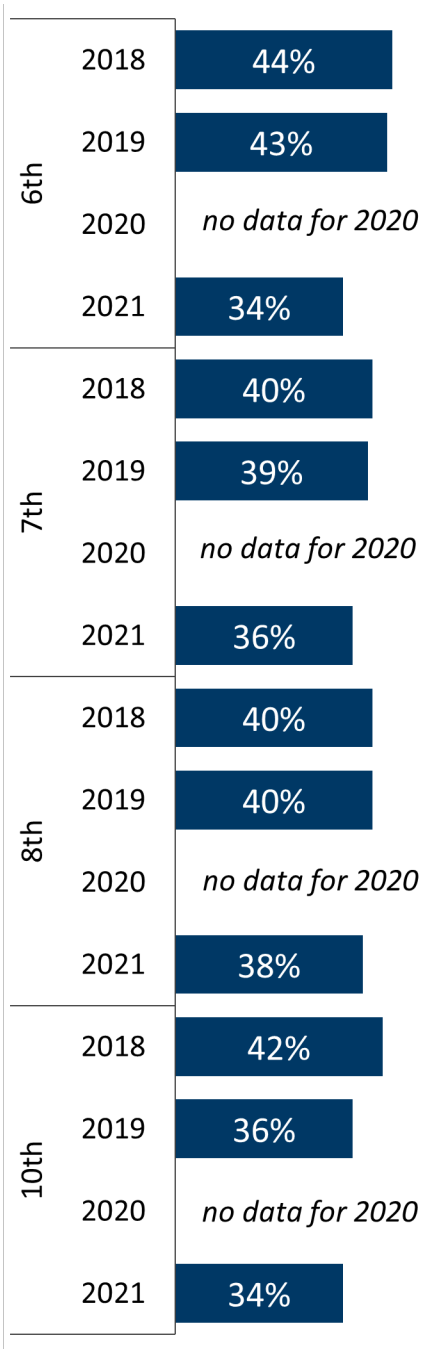


Figure 20. Percentage of **students who are DHH** who are proficient on the MCA reading assessment, grades 6–10



MTAS Reading

Only students who receive special education services take the MTAS reading assessment, an adapted version of the MCA for students with significant intellectual disabilities. The percentage of students who are DHH who are proficient on the MTAS reading assessment decreased significantly from 79 percent in 2018 and 2019 to 56 percent in 2021 (Figure 21). Their 2021 reading proficiency rate places them 10 percentage points lower than that of all students who receive special education services, who as a group had lower proficient rates than students who are DHH in previous years (Figure 22).

Figure 21. Percentage of **students who are DHH** who are proficient and not proficient on the MTAS reading assessment

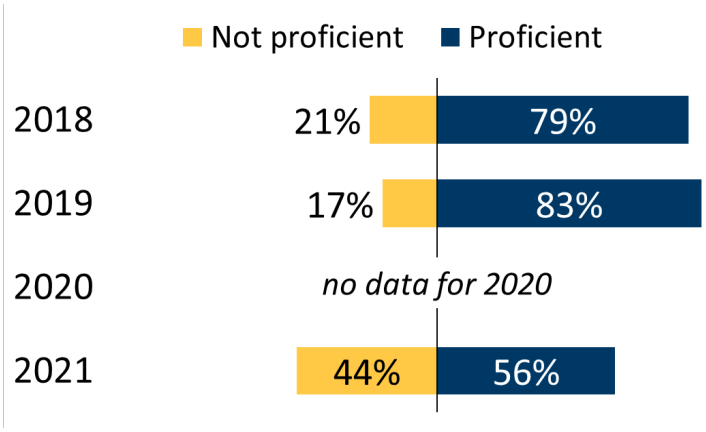
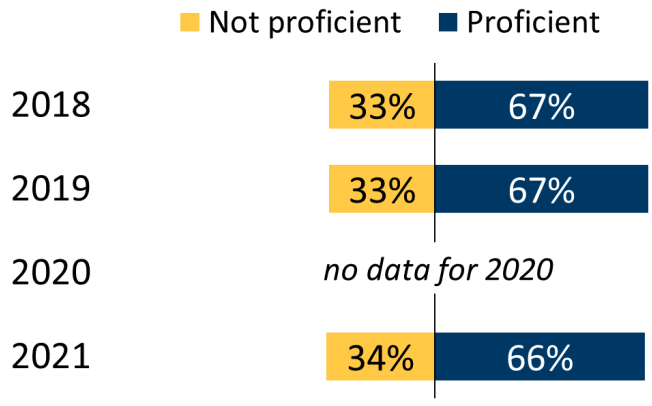


Figure 22. Percentage of **all students who receive special education services** who are proficient and not proficient on the MTAS reading assessment

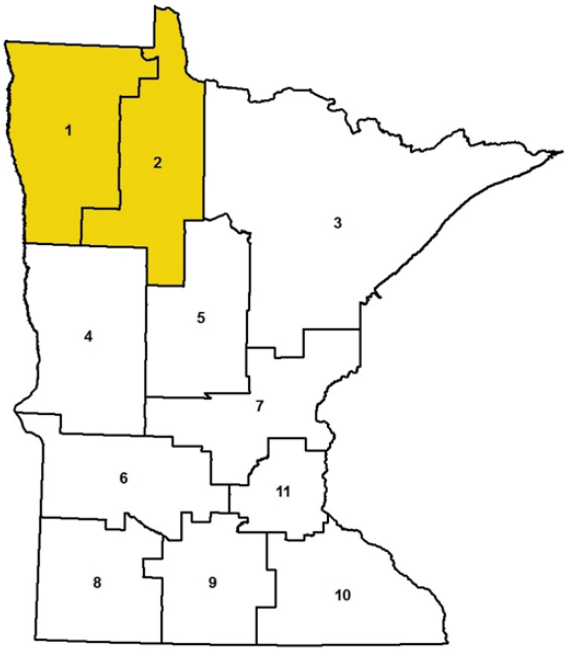


Not enough students in any one grade level who are DHH took the MTAS reading assessment, so proficiency rates on the MTAS are not disaggregated by grade in this report.

Regional Assessment Data Trends

Regions 1 and 2

Figure 23. 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. Five-year annual DHH student enrollment in Regions 1 and 2

Year	Number enrolled
2016–17	41
2017–18	48
2018–19	50
2019–20	47
2020–21	51

MCA Math

The percentage of students who are DHH who were proficient on the MCA math assessment in Regions 1 and 2 increased slightly from 26 percent in 2019 to 28 percent in 2021. This new proficiency rate, however, remains lower than the 2018 level (Figure 24). Math proficiency rates for students who are DHH in Regions 1 and 2 were

also higher than those for all students in the regions who receive special education services (Figure 25), but are lower than the rates for all students in both regions (Figure 26).

Figure 24. Percentage of **students in Regions 1 and 2 who are DHH** who are proficient and not proficient on the MCA math assessment

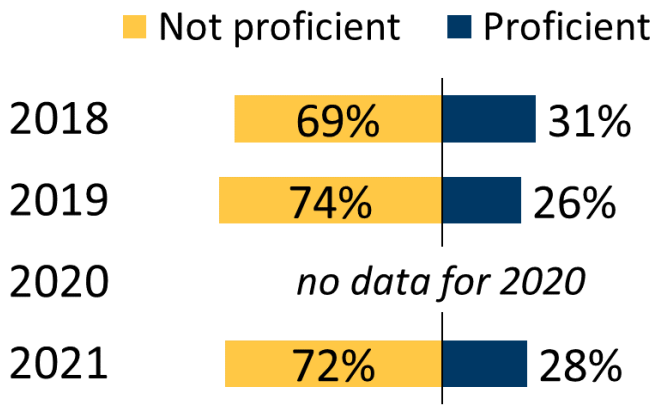


Figure 25. Percentage of **all students in Regions 1 and 2 who receive special education services** who are proficient and not proficient on the MCA math assessment

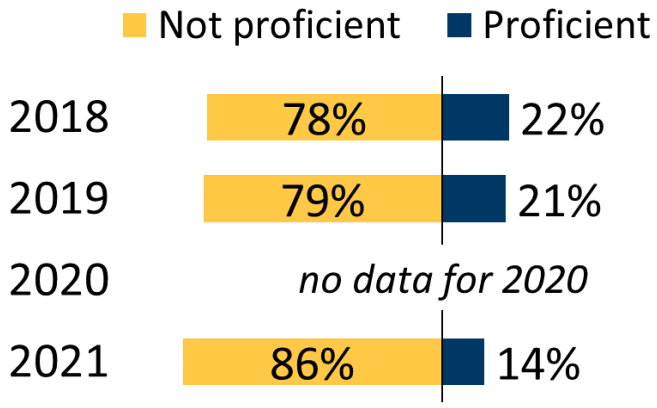
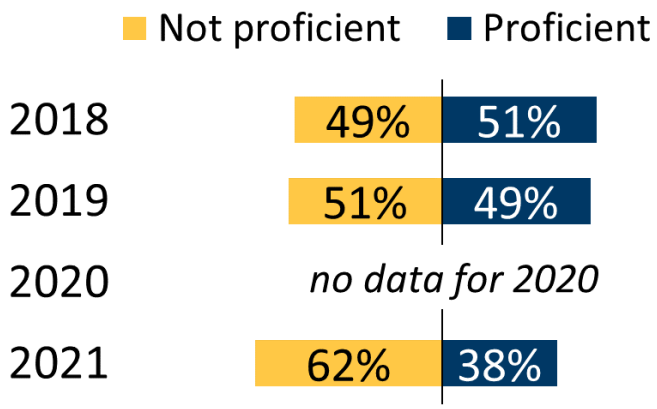


Figure 26. Percentage of **all students in Regions 1 and 2** who are proficient and not proficient on the MCA math assessment



MCA Reading

While higher than the 2018 level, the percentage of students who are DHH in Regions 1 and 2 who were proficient on the MCA reading assessment decreased from 36 percent in 2019 to 24 percent in 2021 (Figure 27). When compared with other groups, students who are DHH in these regions have higher math proficiency rates than all Regions 1 and 2 students who receive special education services (Figure 28) but are still lower than those of all students in both regions (Figure 29).

Figure 27. Percentage of **students in Regions 1 and 2 who are DHH** who are proficient and not proficient on the MCA reading assessment

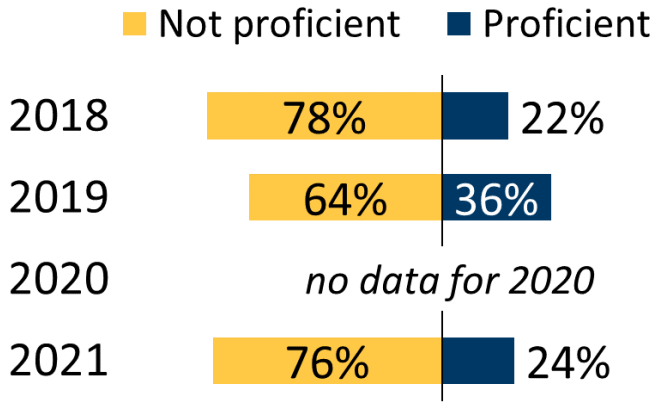


Figure 28. Percentage of **all students in Regions 1 and 2 who receive special education services** who are proficient and not proficient on the MCA reading assessment

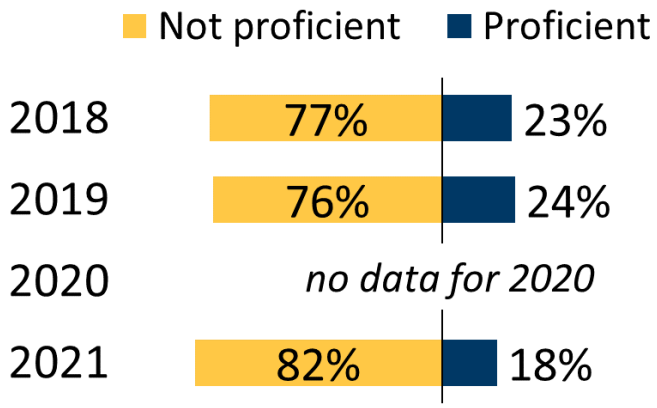
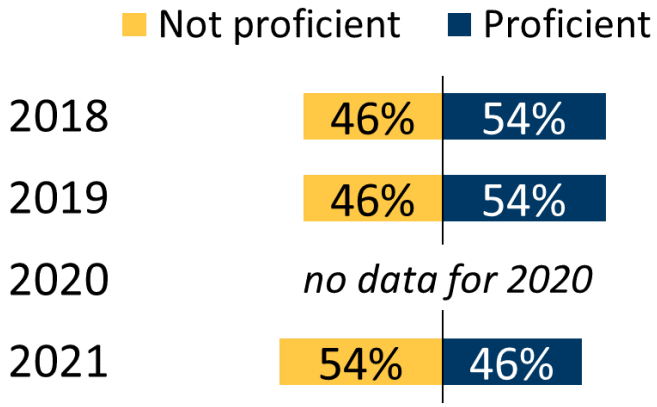
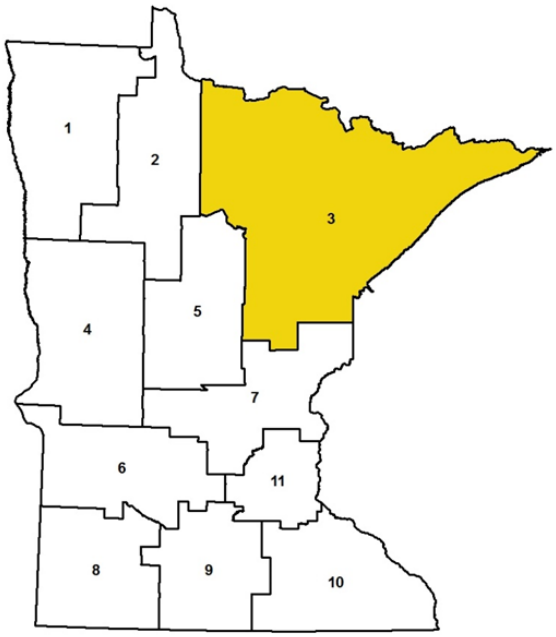


Figure 29. Percentage of **all students in Regions 1 and 2** who are proficient and not proficient on the MCA reading assessment



Region 3

Figure 30. Shaded map of Region 3



As illustrated in Table 3, the number of students who were DHH in Region 3 increased between 2016–17 and 2018-19 and then decreased in the two most recent years.

Table 3. Five-year annual DHH student enrollment in Region 3

Year	DHH enrolled
2016–17	69
2017–18	78
2018–19	93
2019–20	88
2020–21	83

MCA Math

The percentage of students who are DHH who were proficient on the MCA math assessment in Region 3 decreased from over 30 percent in 2018 and 2019 to 23 percent in 2021 (Figure 31). However, math proficiency rates for students who are DHH in this region remain higher than those for all Region 3 students who receive special education services (Figure 32), but they are lower than the rates for all students in the region (Figure 33).

Figure 31. Percentage of **students in Region 3 who are DHH** who are proficient and not proficient on the MCA math assessment

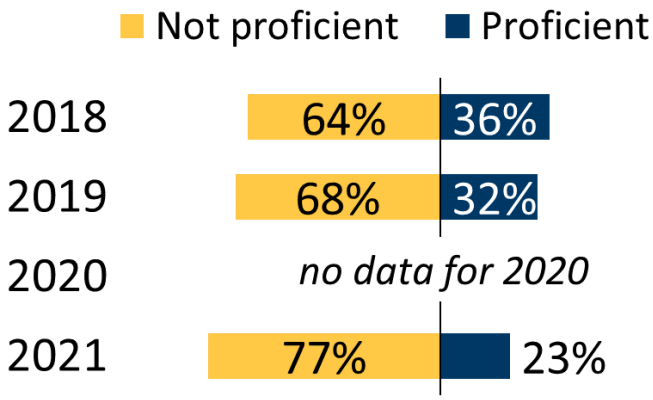


Figure 32. Percentage of **all students in Region 3 who receive special education** who are proficient and not proficient on the MCA math assessment

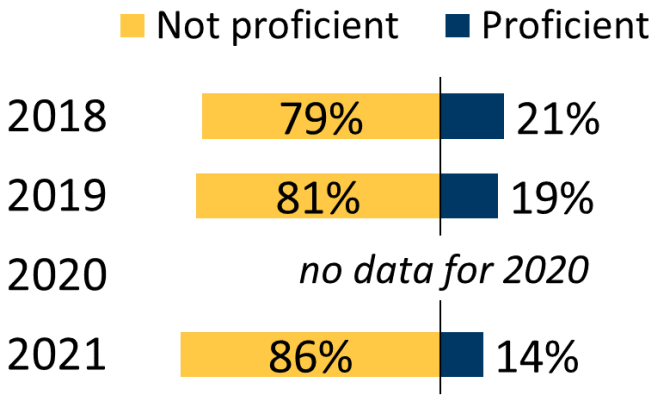
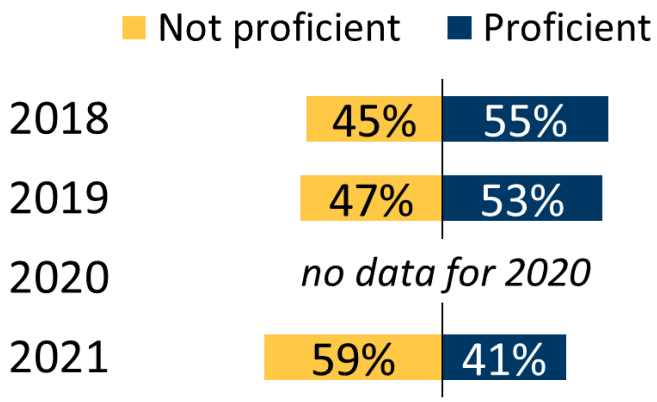


Figure 33. Percentage of **all students in Region 3** who are proficient and not proficient on the MCA math assessment



MCA Reading

The percentage of students who are DHH who were proficient on the MCA reading assessment in Region 3 decreased slightly from 40 percent in 2018 to 35 percent in 2021 (Figure 34). Despite that, reading proficiency rates for students who are DHH in this region remain higher than those for all Region 3 students who receive special education services (Figure 35), but are lower than the rates for all students in the region (Figure 36).

Figure 34. Percentage of **students in Region 3 who are DHH** who are proficient and not proficient on the MCA reading assessment

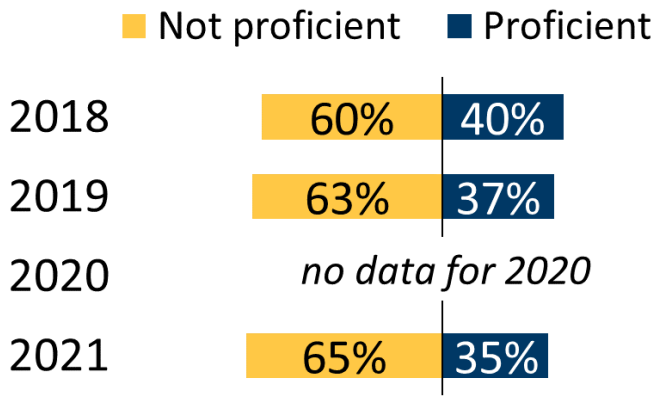


Figure 35. Percentage of **all students in Region 3 who receive special education services** who are proficient and not proficient on the MCA reading assessment

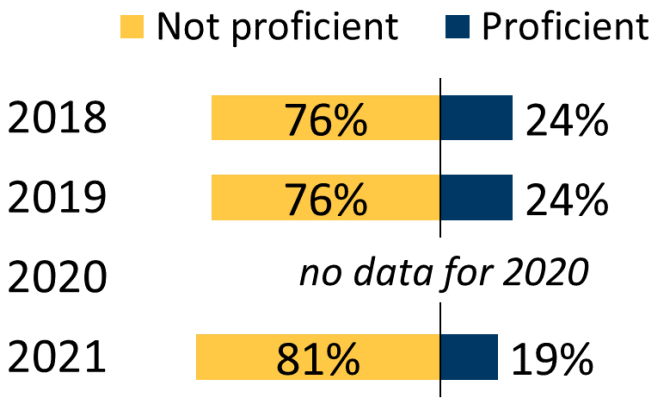
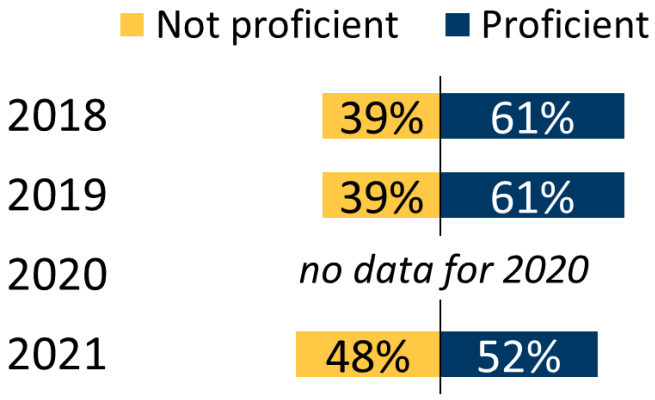
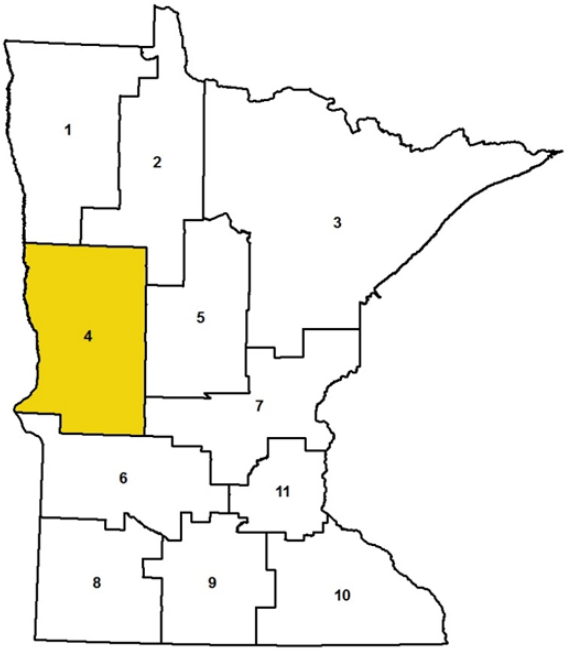


Figure 36. Percentage of **all students in Region 3** who are proficient and not proficient on the MCA reading assessment



Region 4

Figure 37. 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. Five-year annual DHH student enrollment in Region 4

Year	DHH enrolled
2016–17	63
2017–18	69
2018–19	69
2019–20	69
2020–21	67

MCA Math

After a drop in 2019, the percentage of students who are DHH who were proficient on the MCA math assessment in Region 4 returned to its 2018 level of 50 percent in 2021 (Figure 38). Their 2021 proficiency rate places them at 31 percentage points higher than that of all Region 4 students who receive special education services (Figure 39) and about 2 percentage points higher than all students in the region (Figure 40).

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

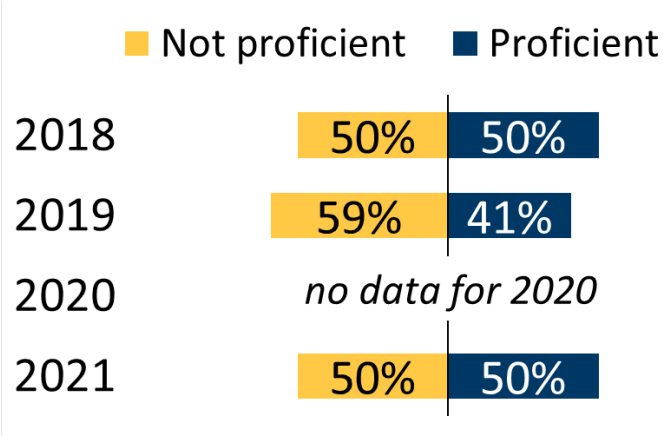


Figure 39. Percentage of **all students in Region 4 who receive special education services** who are proficient and not proficient on the MCA math assessment

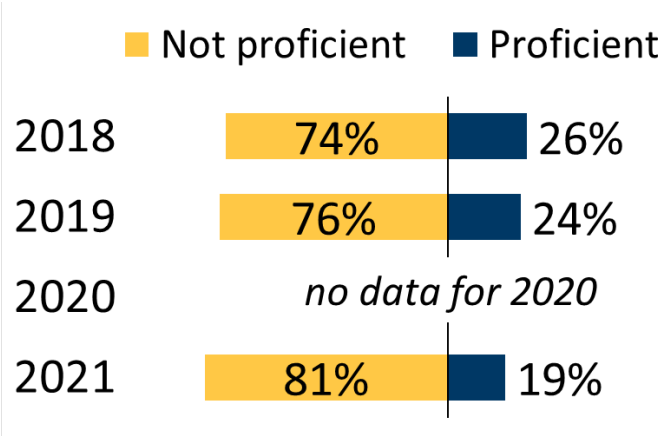
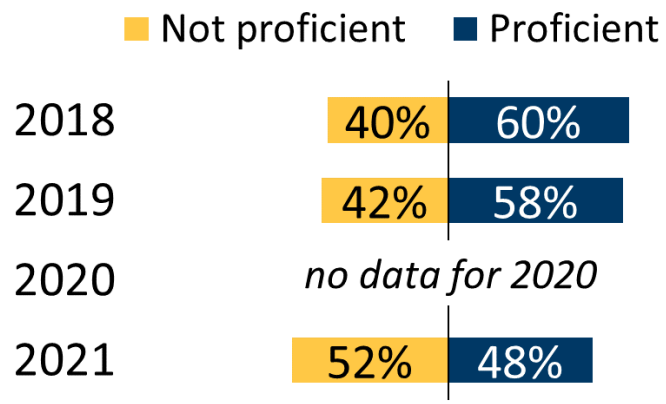


Figure 40. Percentage of **all students in Region 4** who are proficient and not proficient on the MCA math assessment



MCA Reading

Despite an increase in 2019, the percentage of students who are DHH who are proficient on the MCA reading assessment in Region 4 decreased to 40 percent in 2021, compared with 46 percent in 2018 and 54 percent in 2019 (Figure 41). The 2021 proficiency rate, however, remains higher than that of all Region 4 students who receive special education services (Figure 42) but is lower than that of all students in the region (Figure 43).

Figure 41. Percentage of **students in Region 4 who are DHH** who are proficient and not proficient on the MCA reading assessment

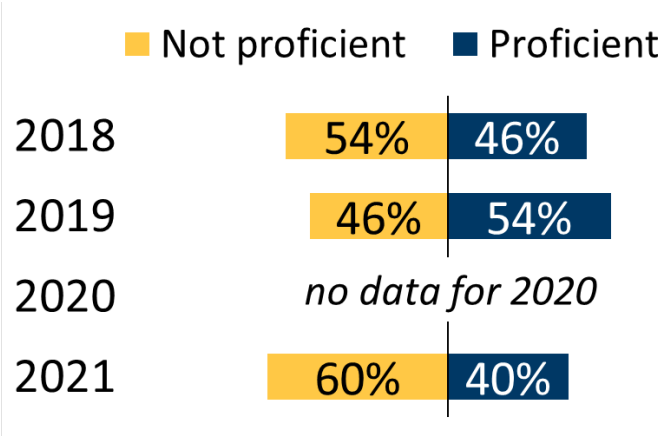


Figure 42. Percentage of **all students in Region 4 who receive special education services** who are proficient and not proficient on the MCA reading assessment

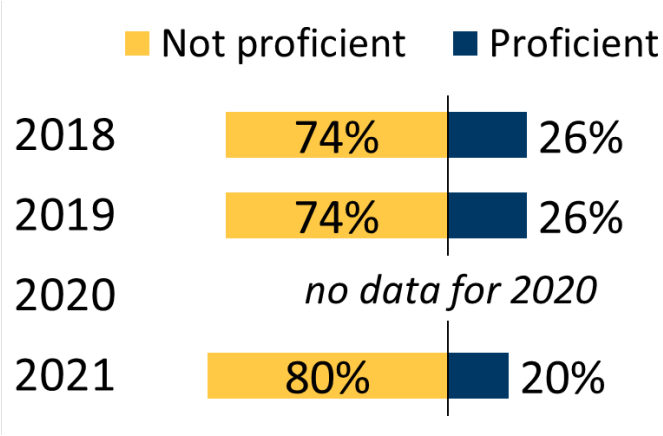
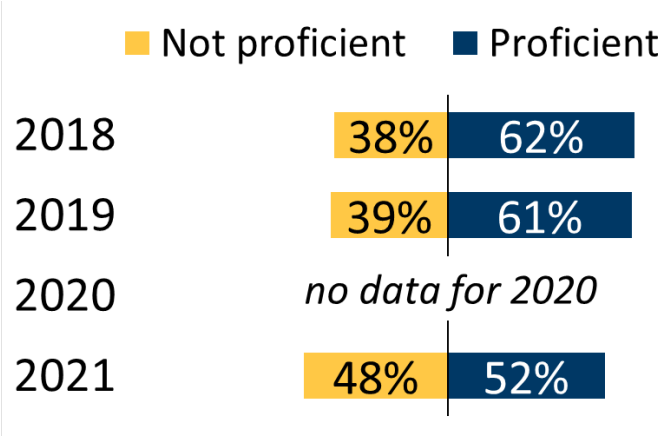
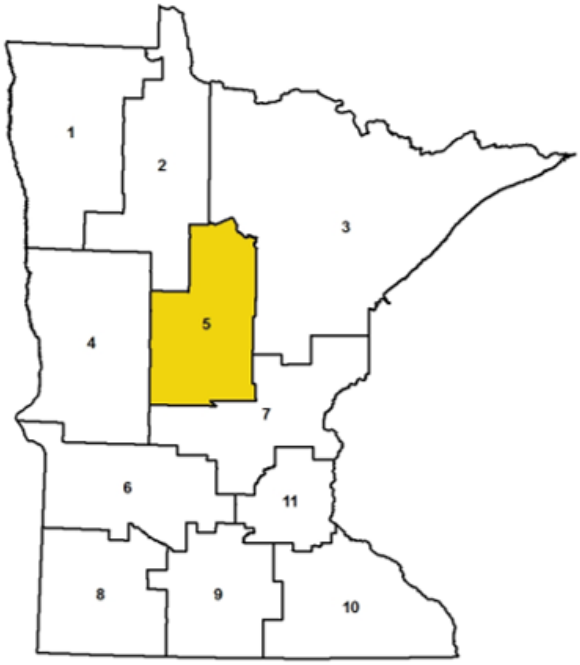


Figure 43. Percentage of **all students in Region 4** who are proficient and not proficient on the MCA reading assessment



Region 5

Figure 44. Shaded map of Region 5



The number of students who were DHH has increased overall during the last five-year period (Table 5).

Table 5. Five-year annual DHH student enrollment in Region 5

Year	DHH enrolled
2016–17	48
2017–18	46
2018–19	51
2019–20	50
2020–21	60

MCA Math

While the percentage of students who are DHH who are proficient on the MCA math assessment in Region 5 increased slightly in 2021, it was 4 percentage points below its 2018 level (Figure 45). The math proficiency rate also continues to lag behind that of all students who receive special education services (Figure 46) and all students in Region 5 (Figure 47), both of which also decreased in 2021.

Figure 45. Percentage of **students in Region 5 who are DHH** who are proficient and not proficient on the MCA math assessment

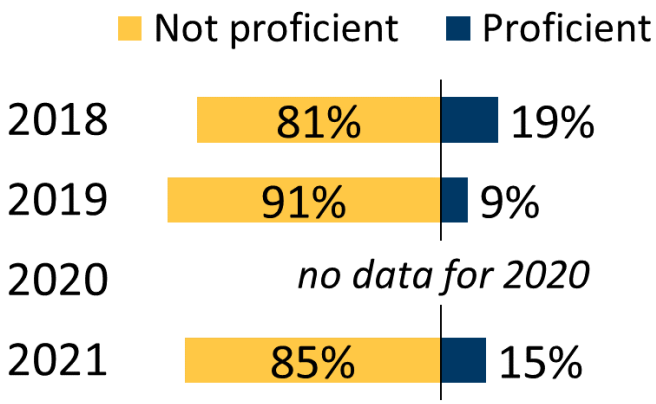


Figure 46. Percentage of **all students in Region 5 who receive special education services** who are proficient and not proficient on the MCA math assessment

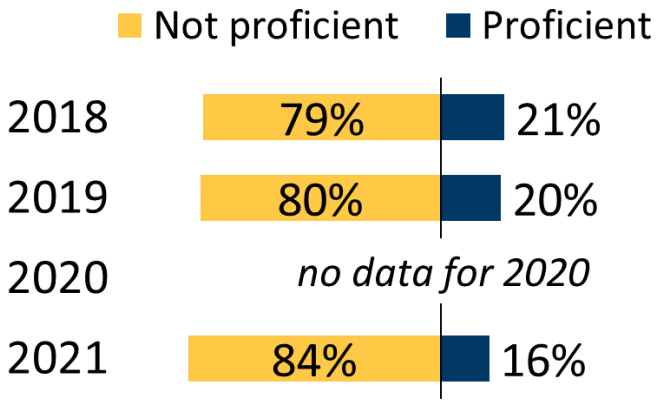
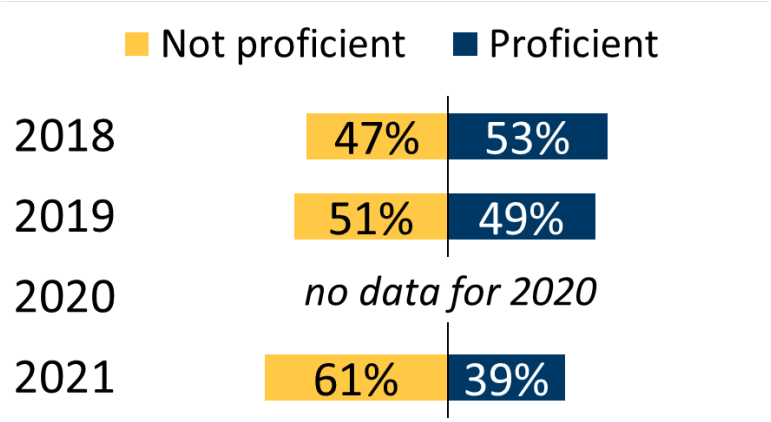


Figure 47. Percentage of **all students in Region 5** who are proficient and not proficient on the MCA math assessment



MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 5 was 20 percent in 2021, which was a decrease from 2018 and 2019 (both at 25 percent) (Figure 48). While proficiency rates for both students who are DHH and all Region 5 students who receive special education services have declined year-to-year since 2018, the proficiency rates for students who are DHH remained higher (Figure 49). However, both groups were less proficient than all students in Region 5 (Figure 50).

Figure 48. Percentage of **students in Region 5 who are DHH** who are proficient and not proficient on the MCA reading assessment

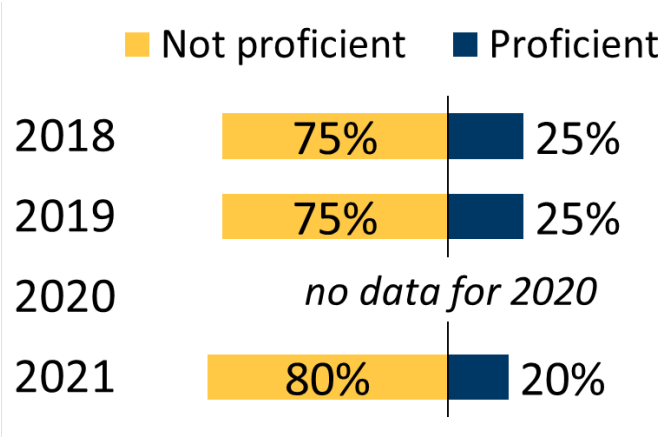


Figure 49. Percentage of **all students in Region 5 who receive special education services** who are proficient and not proficient on the MCA reading assessment

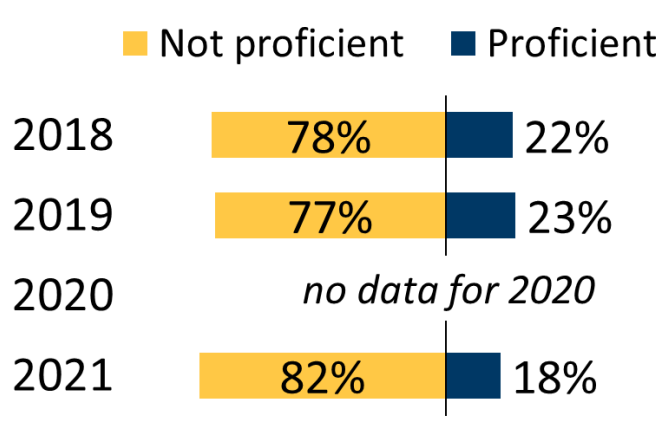
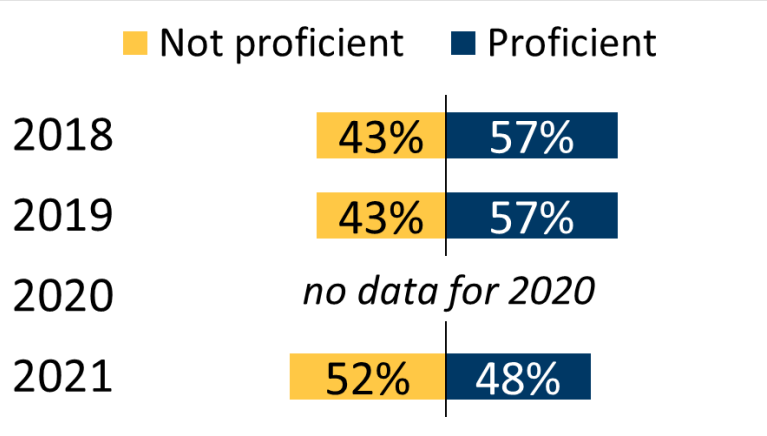
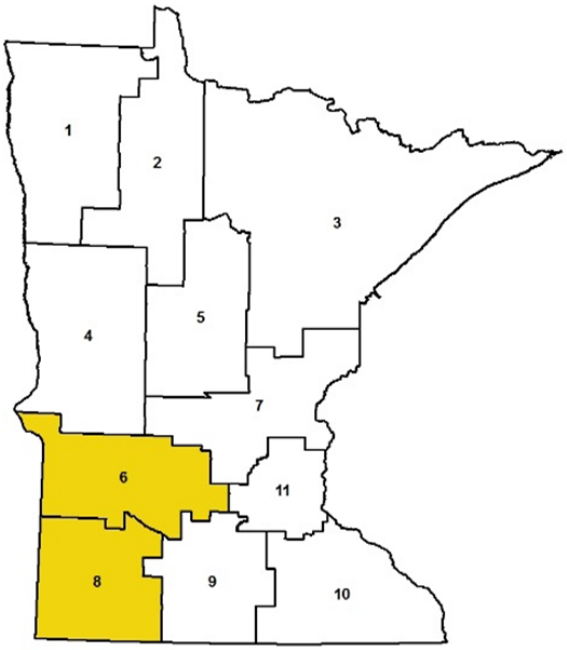


Figure 50. Percentage of **all students in Region 5** who are proficient and not proficient on the MCA reading assessment



Regions 6 and 8

Figure 51. Shaded map of Regions 6 and 8



Enrollment for students who are DHH in Regions 6 and 8 decreased each year between 2016–17 and 2020–21. Enrollment was at its lowest level in a five-year period in the 2020–21 school year (Table 6).

Table 6. Five-year annual DHH student enrollment in Regions 6 and 8

Year	DHH enrolled
2016–17	140
2017–18	135
2018–19	120
2019–20	112
2020–21	111

MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Regions 6 and 8 fluctuated slightly between 2018 and 2021 (Figure 52). The math proficiency rates continued to be higher than those of all students receiving special education services in Regions 6 and 8 (Figure 53) but lower than that of all students in both regions combined (Figure 54).

Figure 52. Percentage of **students in Regions 6 and 8 who are DHH** who are proficient and not proficient on the MCA math assessment

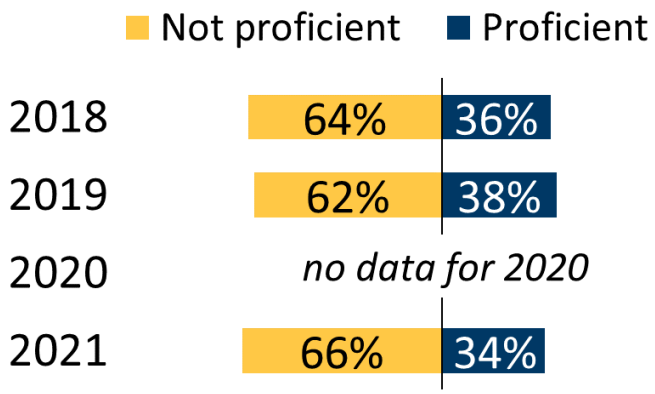


Figure 53. Percentage of **all students in Regions 6 and 8 who receive special education services** who are proficient and not proficient on the MCA math assessment

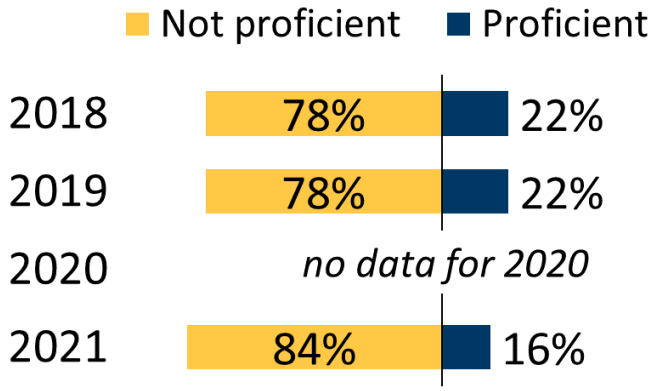
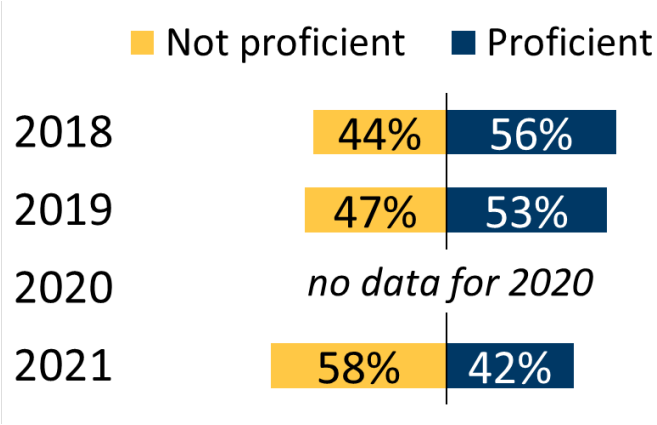


Figure 54. Percentage of **all students in Regions 6 and 8** who are proficient and not proficient on the MCA math assessment



MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Regions 6 and 8 continued to decrease from 43 percent in 2018 to 31 percent in 2021 (Figure 55). Despite the decline, the reading proficiency rate remained higher than that of all students who receive special education services (Figure 56), but lower than that of all students in both regions combined (Figure 57).

Figure 55. Percentage of **students in Regions 6 and 8 who are DHH** who are proficient and not proficient on the MCA reading assessment

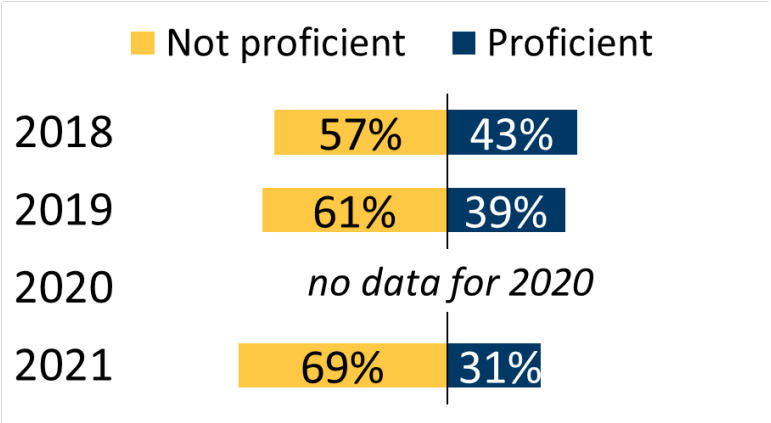


Figure 56. Percentage of **all students in Regions 6 and 8 who receive special education services** who are proficient and not proficient on the MCA reading assessment

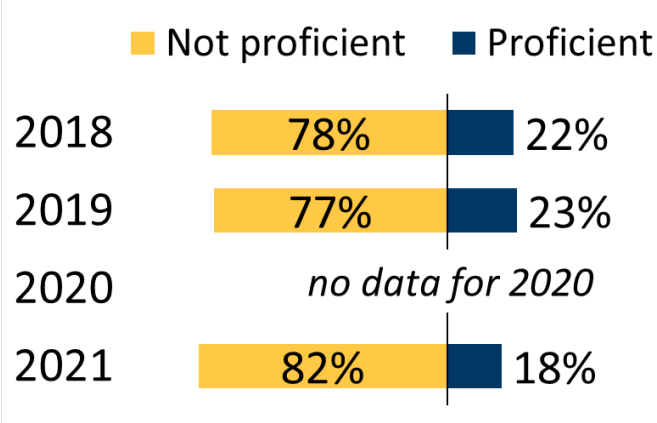
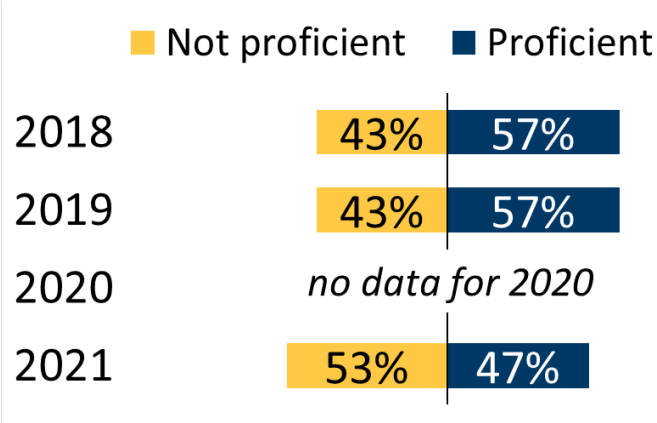
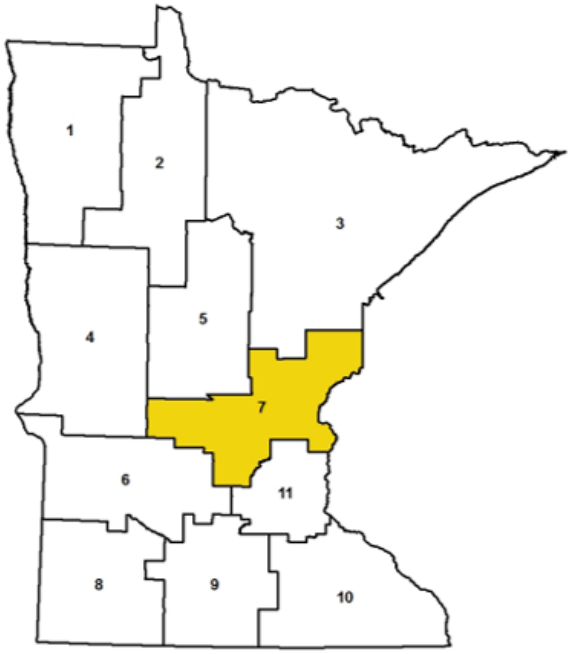


Figure 57. Percentage of **all students in Regions 6 and 8** who are proficient and not proficient on the MCA reading assessment



Region 7

Figure 58. Shaded map of Region 7



Enrollment for students who are DHH in Region 7 increased each year between 2016–17 and 2019–20, and then decreased slightly in 2020–21 (Table 7).

Table 7. Five-year annual DHH student enrollment in Region 7

Year	DHH enrolled
2016–17	174
2017–18	176
2018–19	191
2019–20	211
2020–21	197

MCA Math

In Region 7, the percentage of students who are DHH who are proficient on the MCA math assessment decreased to 30 percent in 2021, down from 35 percent and 42 percent in 2018 and 2019 respectively (Figure 59). Despite the decline, the math proficiency rate remains higher than that of all students who receive special education services (Figure 60) but lower than that of all students in Region 7 (Figure 61).

Figure 59. Percentage of **students in Region 7 who are DHH** who are proficient and not proficient on the MCA math assessment

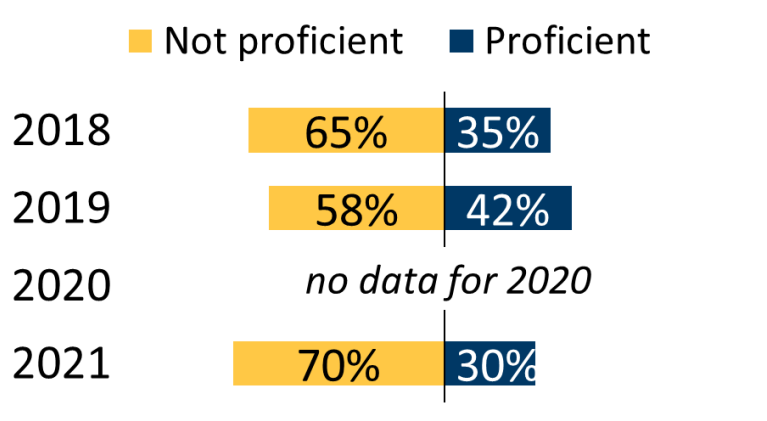


Figure 60. Percentage of **all students in Region 7 who receive special education services** who are proficient and not proficient on the MCA math assessment

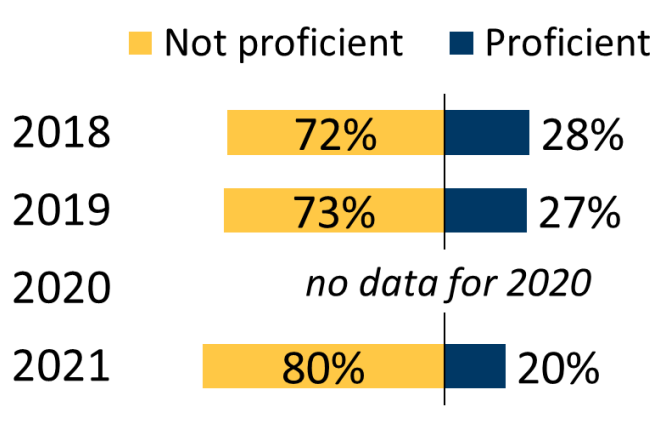
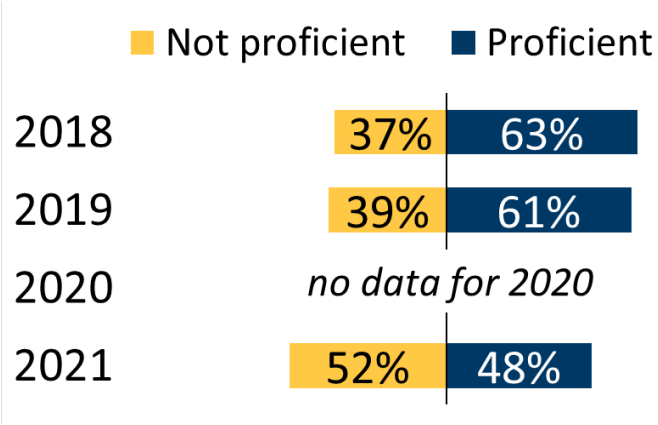


Figure 61. Percentage of **all students in Region 7** who are proficient and not proficient on the MCA math assessment



MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 7 decreased to 34 percent in 2021, down from over 40 percent in 2018 and 2019 (Figure 62). Despite the decline, the reading proficiency rate remains higher than that of all students who receive special education services (Figure 63) but lower than that of all students in Region 7 (Figure 64).

Figure 62. Percentage of **students in Region 7 who are DHH** who are proficient and not proficient on the MCA reading assessment

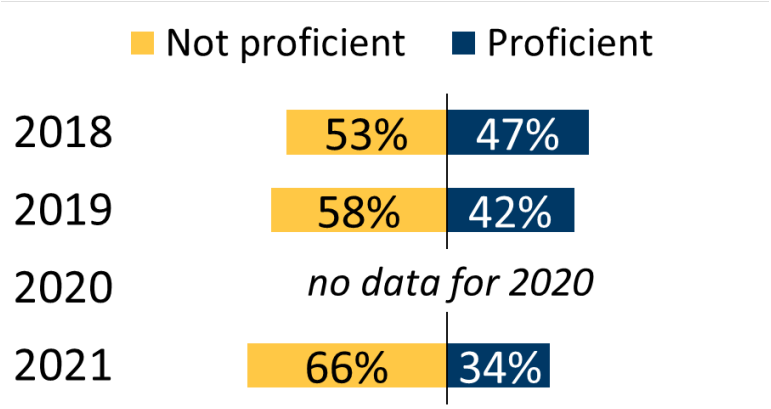


Figure 63. Percentage of **all students in Region 7 who receive special education services** who are proficient and not proficient on the MCA reading assessment

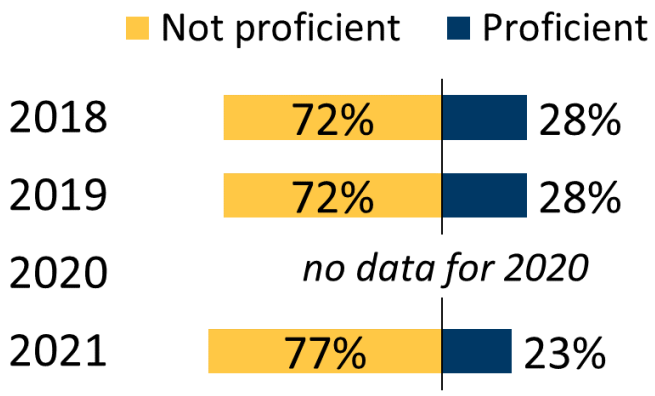
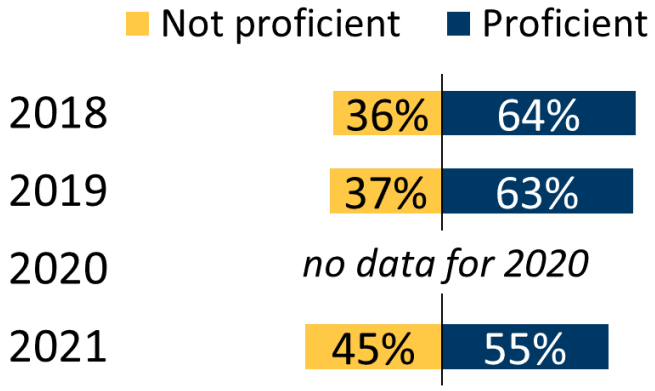
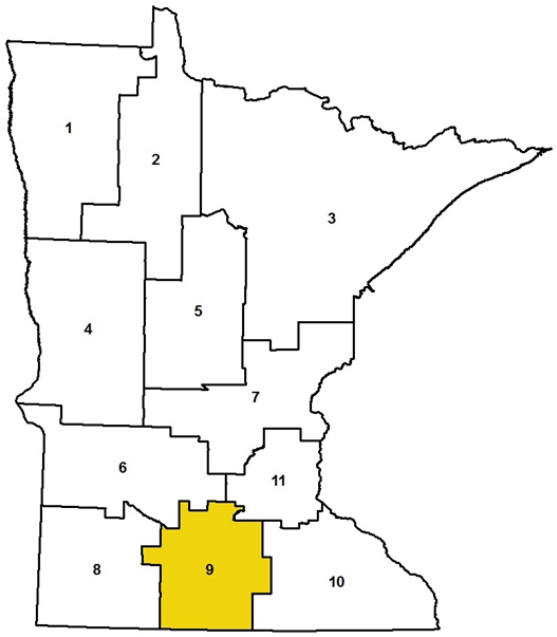


Figure 64. Percentage of **all students in Region 7** who are proficient and not proficient on the MCA reading assessment



Region 9

Figure 65. Shaded map of Region 9



Enrollment for students who are DHH declined from 2017–18 to 2020–21, and is lower overall than in the 2016–17 school year (Table 9).

Table 8. Five-year annual DHH student enrollment in Region 9

Year	DHH enrolled
2016–17	67
2017–18	73
2018–19	66
2019–20	60
2020–21	59

MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Region 9 increased slightly in 2021 to 30 percent, following a large decrease from 43 percent in 2018 to 28 percent in 2019 (Figure 66). Despite the fluctuation, the math proficiency rate remains higher than that of all students who receive special education services (Figure 67) but is still lower than that of all students in Region 9 (Figure 68).

Figure 66. Percentage of **students in Region 9 who are DHH** who are proficient and not proficient on the MCA math assessment

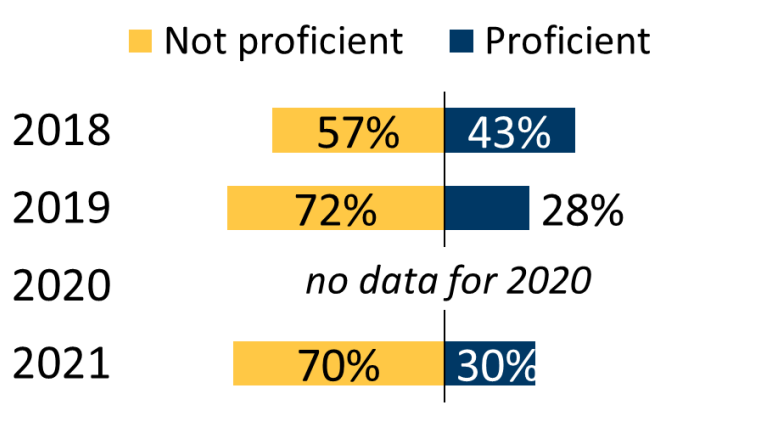


Figure 67. Percentage of **all students in Region 9 who receive special education services** who are proficient and not proficient on the MCA math assessment

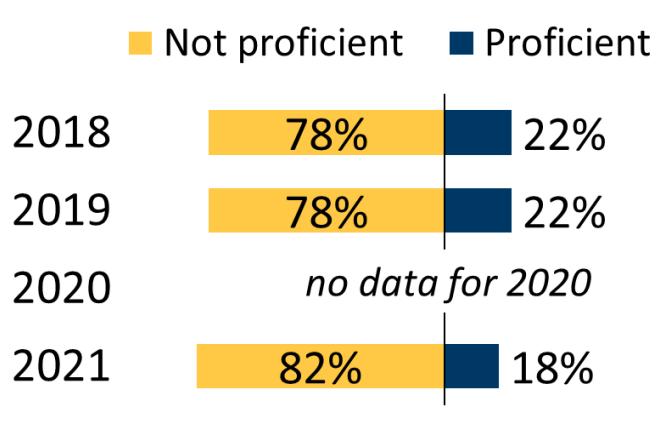
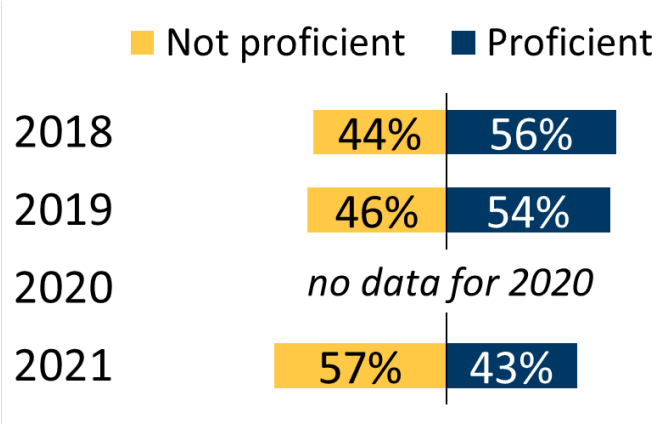


Figure 68. Percentage of **all students in Region 9** who are proficient and not proficient on the MCA math assessment



MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 9 increased steadily from 33 percent in 2018 to 43 percent in 2021 (Figure 69). The reading proficiency rate is higher than that of all students who receive special education services (Figure 70) but lower than that of all students in Region 9 (Figure 71).

Figure 69. Percentage of **students in Region 9 who are DHH** who are proficient and not proficient on the MCA reading assessment

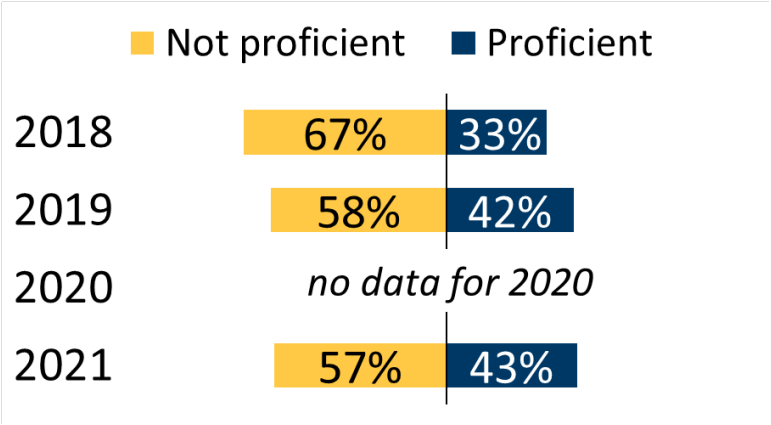


Figure 70. Percentage of **all students in Region 9 who receive special education services** who are proficient and not proficient on the MCA reading assessment

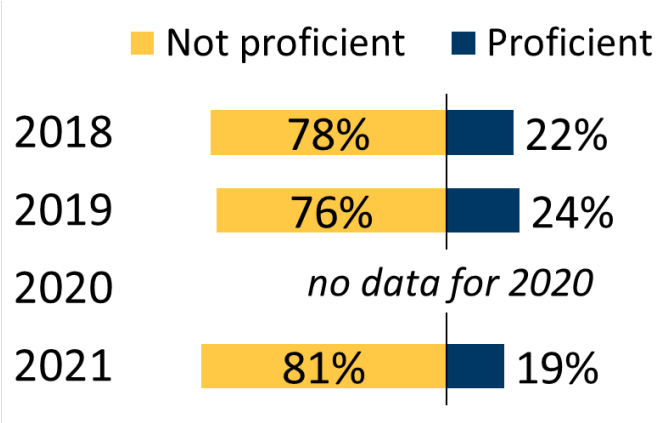
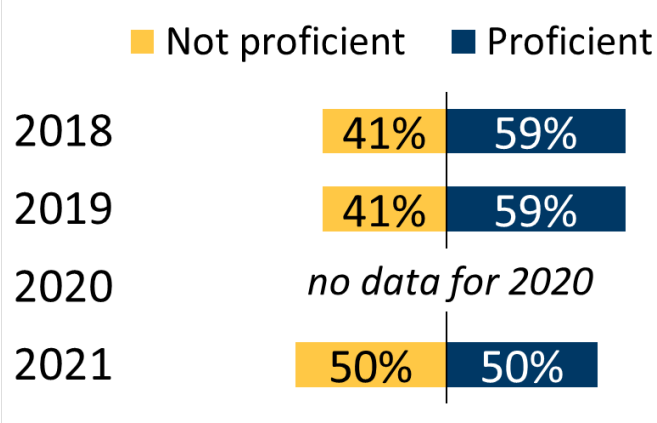
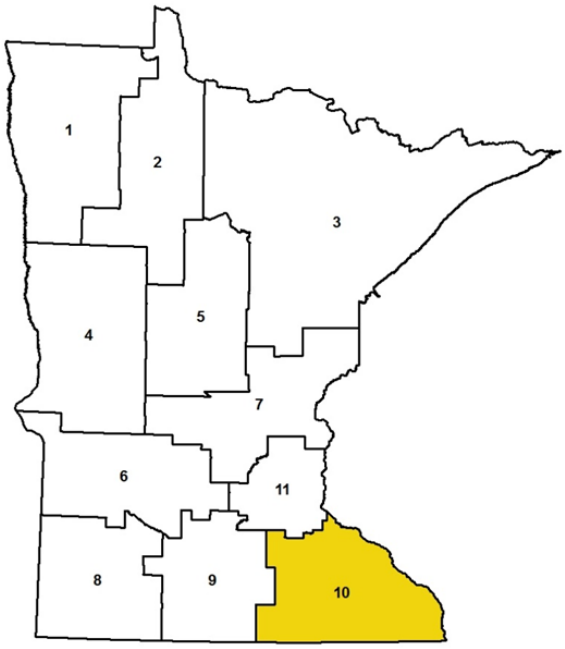


Figure 71. Percentage of **all students in Region 9** who are proficient and not proficient on the MCA reading assessment



Region 10

Figure 72. Shaded map of Region 10



The number of students who are DHH in Region 10 has fluctuated over the last several years, but it is higher overall in the most recent year compared with the 2016–17 school year (Table 9).

Table 9. Five-year annual DHH student enrollment in Region 10

Year	DHH enrolled
2016–17	269
2017–18	284
2018–19	299
2019–20	299
2020–21	285

MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Region 10 declined sharply from 30 percent in 2018 and 2019 to 13 percent in 2021 (Figure 73). The 2021 math proficiency rate was 3 percentage points lower than that of students who receive special education services in the same region, who they historically tended to outperform (Figure 74), and markedly lower than that of all students in Region 10 (Figure 75).

Figure 73. Percentage of **students in Region 10 who are DHH** who are proficient and not proficient on the MCA math assessment

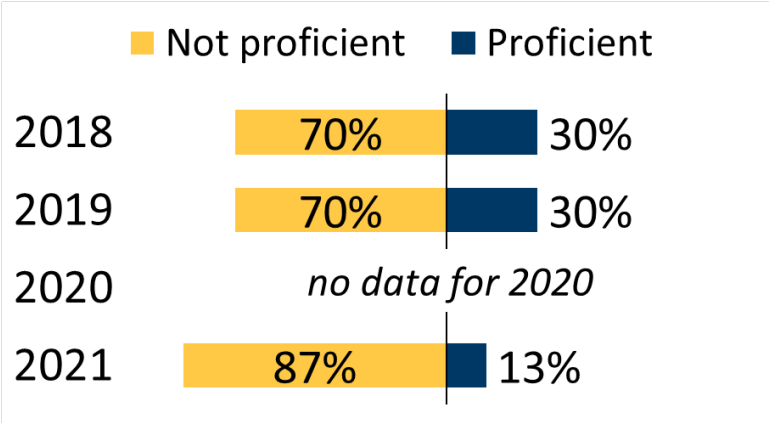


Figure 74. Percentage of **all students in Region 10 who receive special education services** who are proficient and not proficient on the MCA math assessment

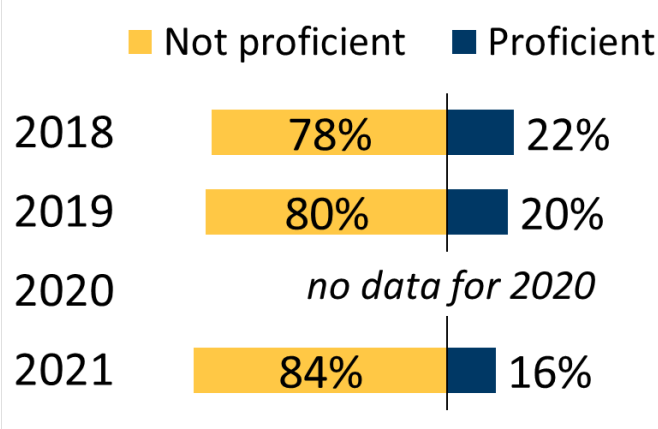
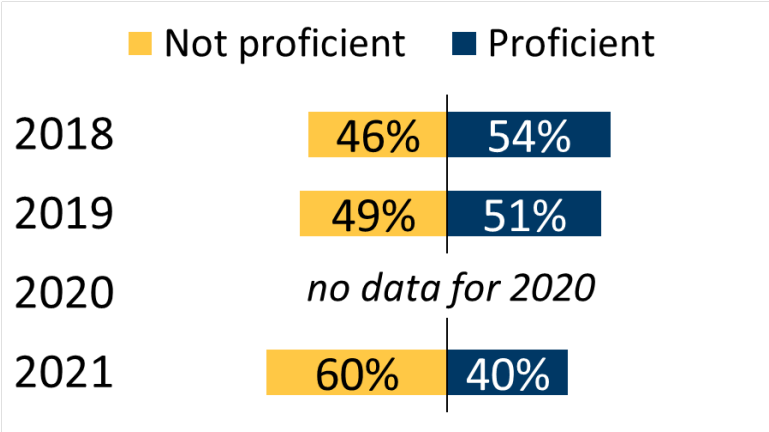


Figure 75. Percentage of **all students in Region 10** who are proficient and not proficient on the MCA math assessment



MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 10 continued to decline steadily from 40 percent in 2018 to 25 percent in 2021 (Figure 76). Despite the decline, the reading proficiency rate was higher than that of all students who receive special education services (Figure 77) but was lower than that of all students in Region 10 (Figure 78).

Figure 76. Percentage of **students in Region 10 who are DHH** who are proficient and not proficient on the MCA reading assessment

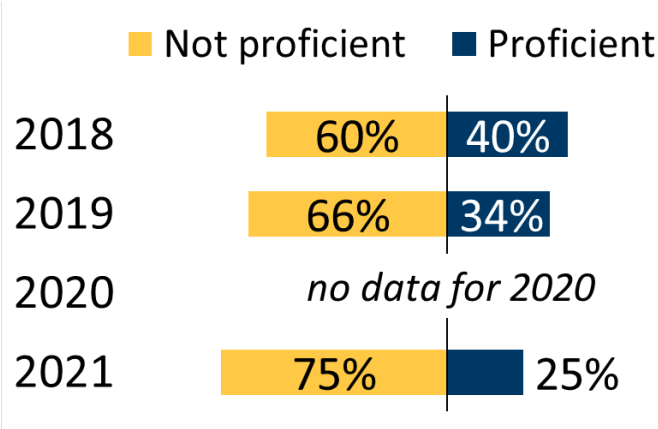


Figure 77. Percentage of **all students in Region 10 who receive special education services** who are proficient and not proficient on the MCA reading assessment

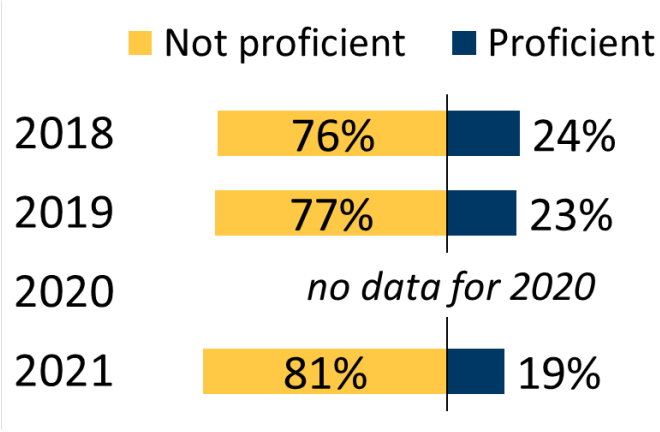
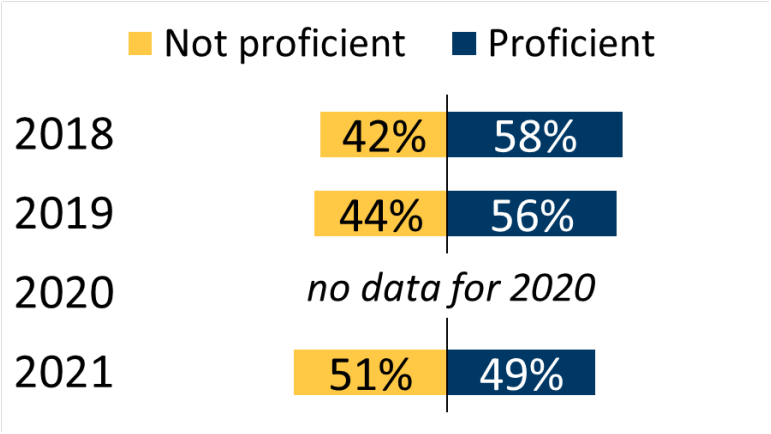
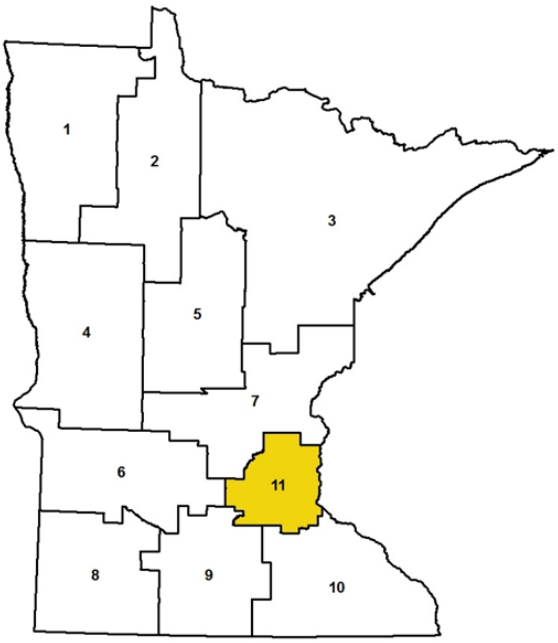


Figure 78. Percentage of **all students in Region 10** who are proficient and not proficient on the MCA reading assessment



Region 11

Figure 79. Shaded map of Region 11



The number of students who are DHH has increased overall since the 2016–17 school year.

Table 10. Five-year annual DHH student enrollment in Region 11

Year	DHH enrolled
2016–17	1,165
2017–18	1,155
2018–19	1,164
2019–20	1,184
2020–21	1,174

MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Region 11 declined by nearly 10 percentage points from 42 percent in 2019 to 33 percent in 2021 (Figure 80). Despite the decline, the math proficiency rate was higher than that of all students who receive special education services (Figure 81), but lower than that of all students in Region 11 (Figure 82).

Figure 80. Percentage of **students in Region 11 who are DHH** who are proficient and not proficient on the MCA math assessment

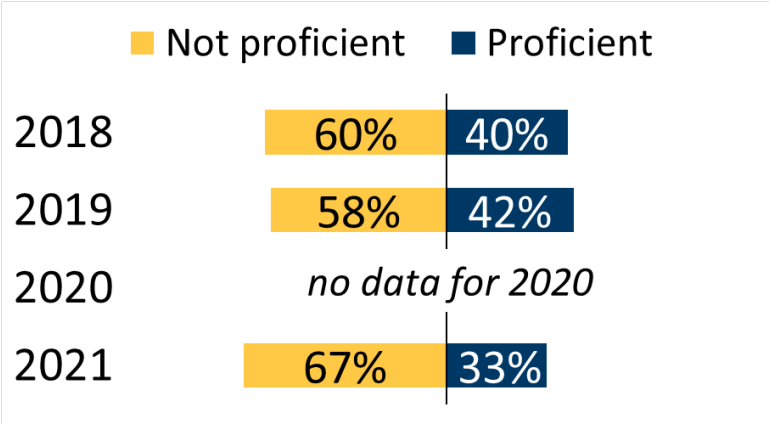


Figure 81. Percentage of **all students in Region 11 who receive special education services** who are proficient and not proficient on the MCA math assessment

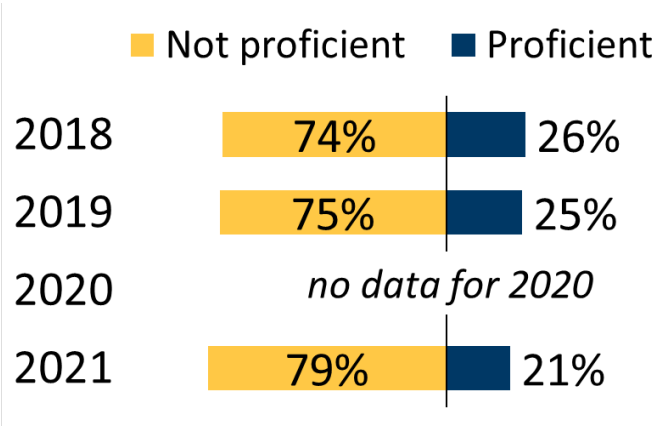
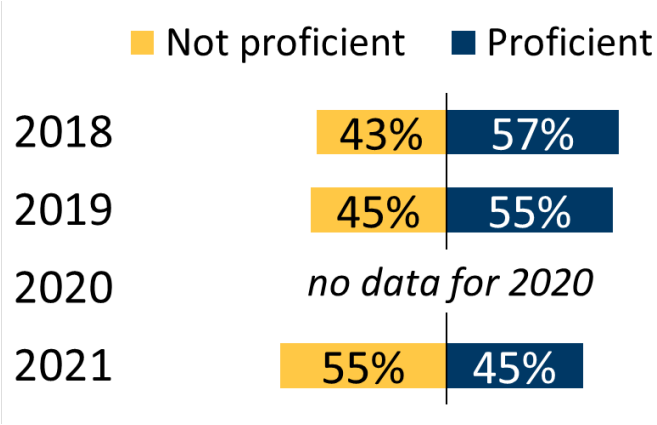


Figure 82. Percentage of **all students in Region 11** who are proficient and not proficient on the MCA math assessment



MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 11 remained relatively stable between 2018 and 2021 (Figure 83). The reading proficiency rate remained higher than that of all students who receive special education services in the same region (Figure 84), but lower than that of all students in Region 11 (Figure 85).

Figure 83. Percentage of **students in Region 11 who are DHH** who are proficient and not proficient on the MCA reading assessment

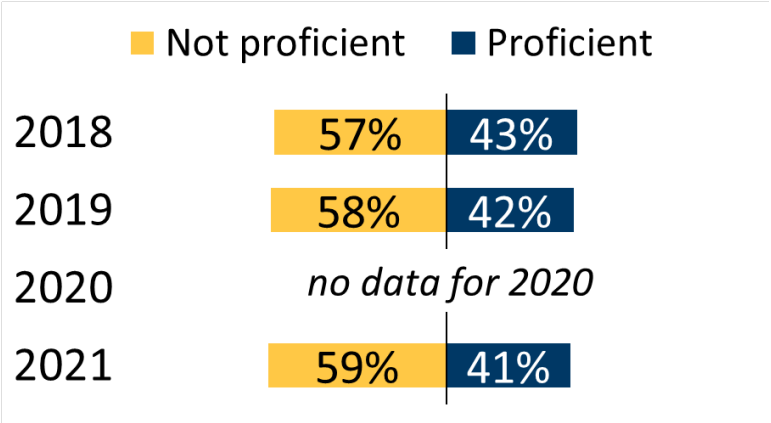


Figure 84. Percentage of **all students in Region 11 who receive special education services** who are proficient and not proficient on the MCA reading assessment

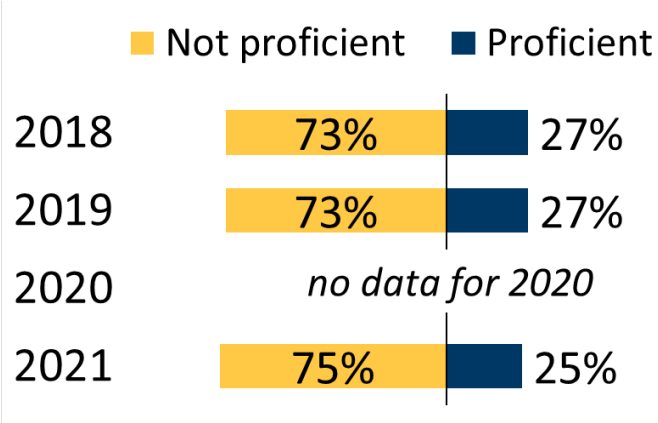
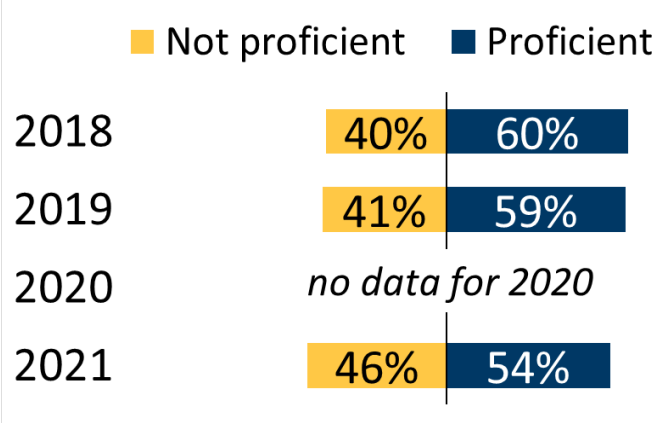


Figure 85. Percentage of **all students in Region 11** who are proficient and not proficient on the MCA reading assessment



District Assessment Data Trends

Most districts in Minnesota had fewer than 10 students who are DHH take the MCA math or reading assessments in 2021, so results cannot 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 district to district (Figures 86 and 87).

Figure 86. Percentage of **students who are DHH** who are proficient on the MCA math assessment by district

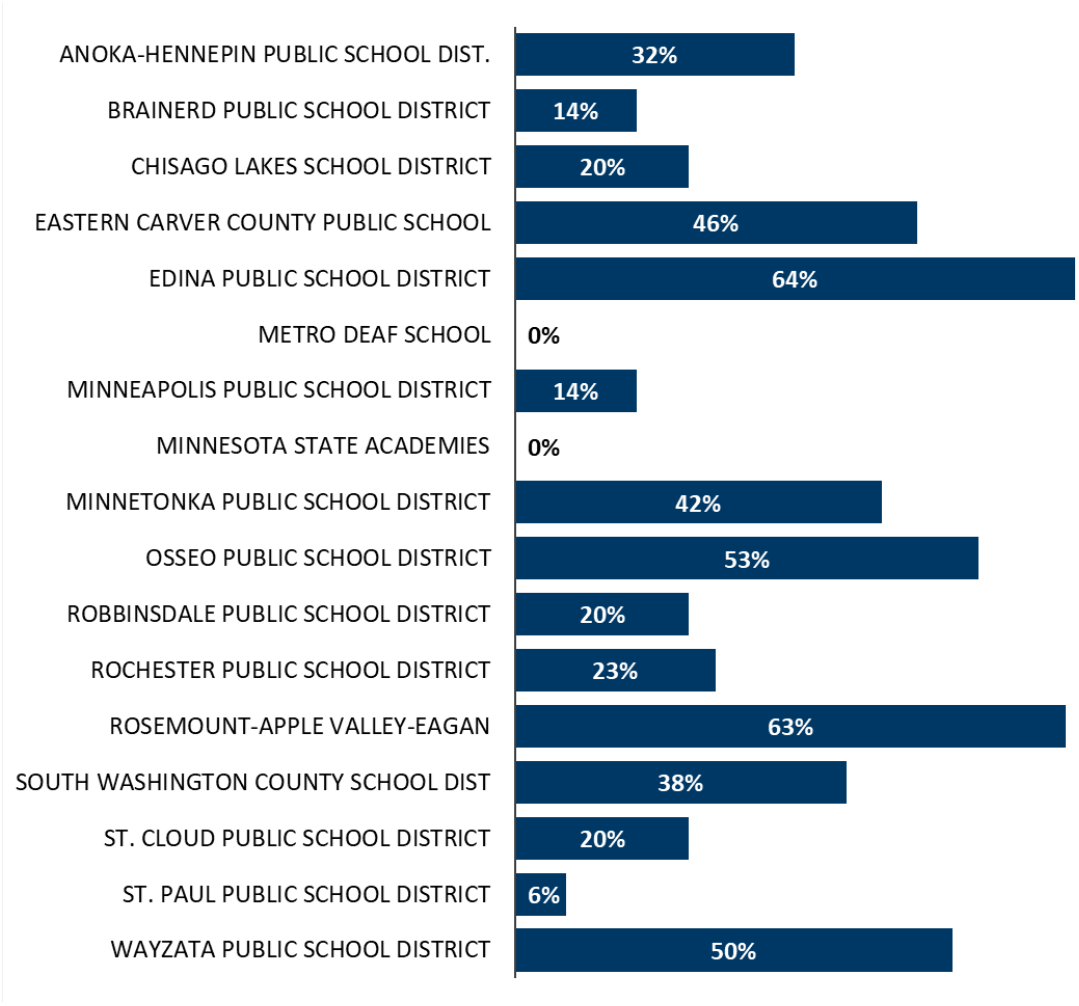
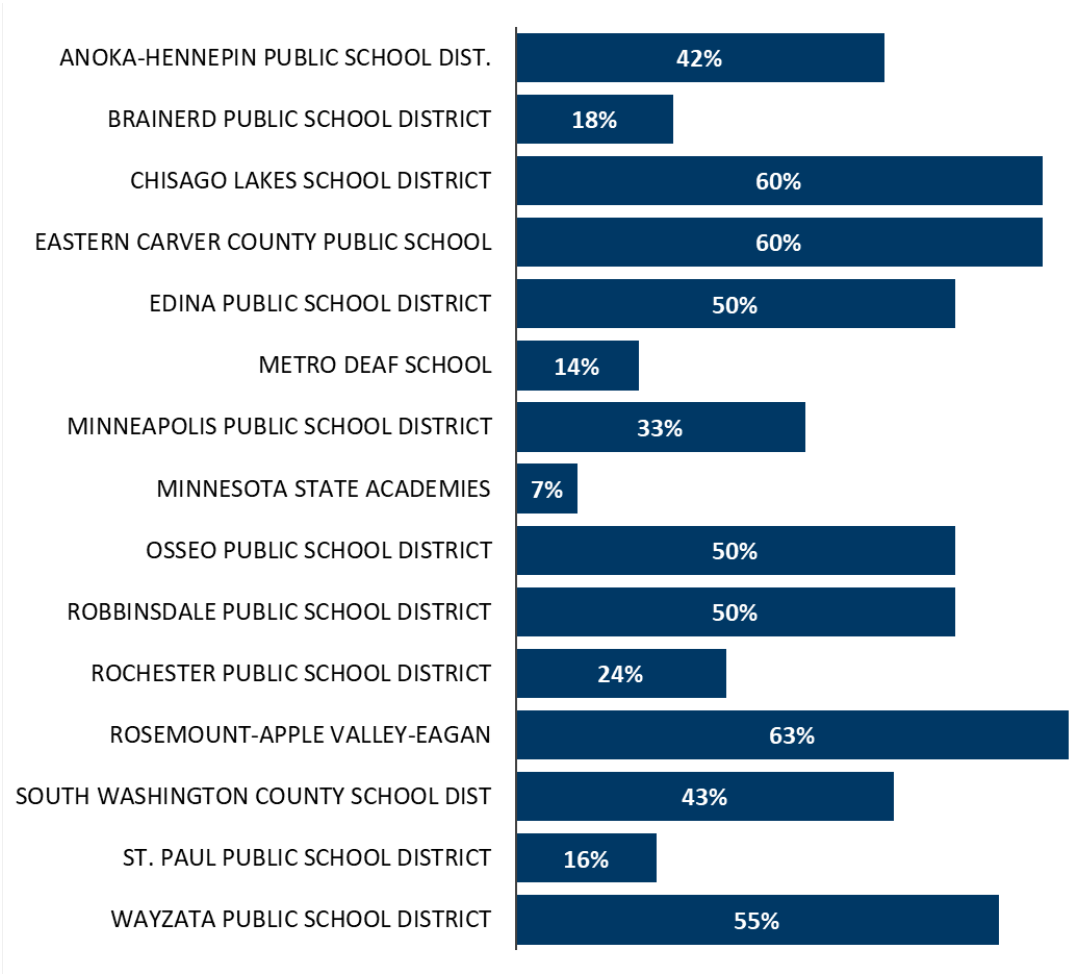


Figure 87. Percentage of **students who are DHH** who are proficient on the MCA reading assessment by district

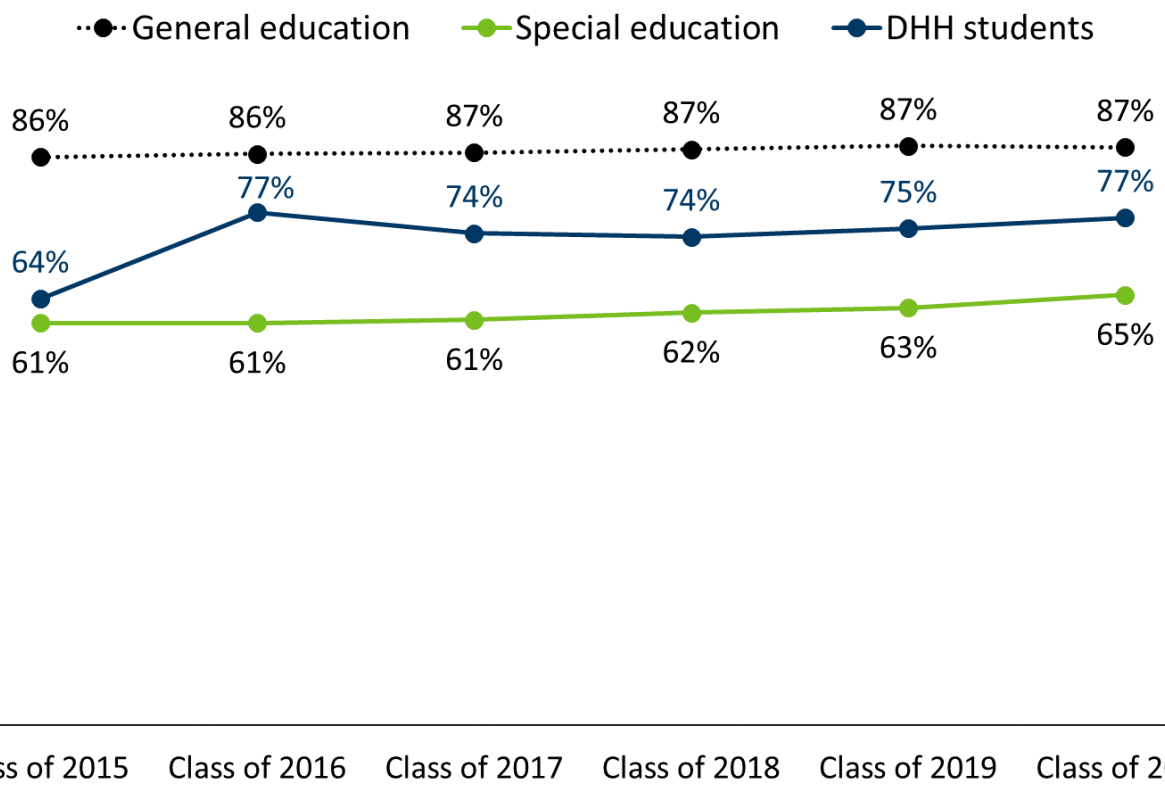


Graduation Rates

The most recent graduation rate data available at the time of writing this report is from 2020, which includes four-year graduation rate data for the class of 2020 and seven-year graduation rate data for the class of 2017. 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.

The four-year graduation rate[14] for students who are DHH increased from 75 percent in 2019 to 77 percent in 2020 (Figure 88). 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.

Figure 88. Four-year graduation rate comparison



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

- **Graduate** – the student received a diploma.

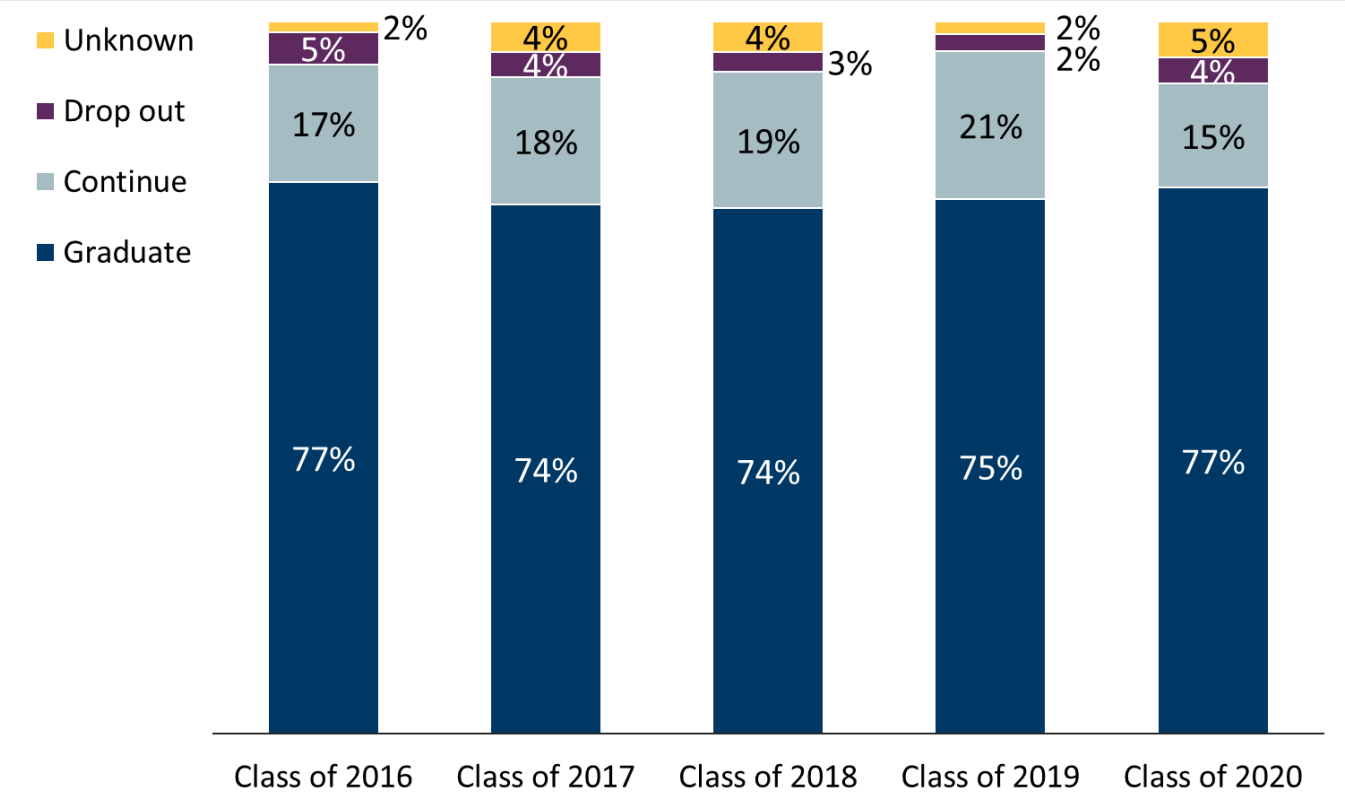
[14] From the MDE Report Card description of how graduation rates are calculated: "Starting in 2012, Minnesota began using the federally-required 'adjusted cohort graduation rate' model. This model follows students in a group, or a 'cohort,' throughout high school and determines if they graduate within 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."

- **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 89 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. 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.

Figure 89. Four-year graduation outcomes for students who are DHH



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.[15] They are more likely to be captured in the seven-year graduation rate.[16]

The seven-year graduation rate[17] for students who are DHH has been consistent with the rate for students in the general education program for the last several years (Figure 90). 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.

[15] 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.

[16] 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.

[17] 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 90. Seven-year graduation rate comparison

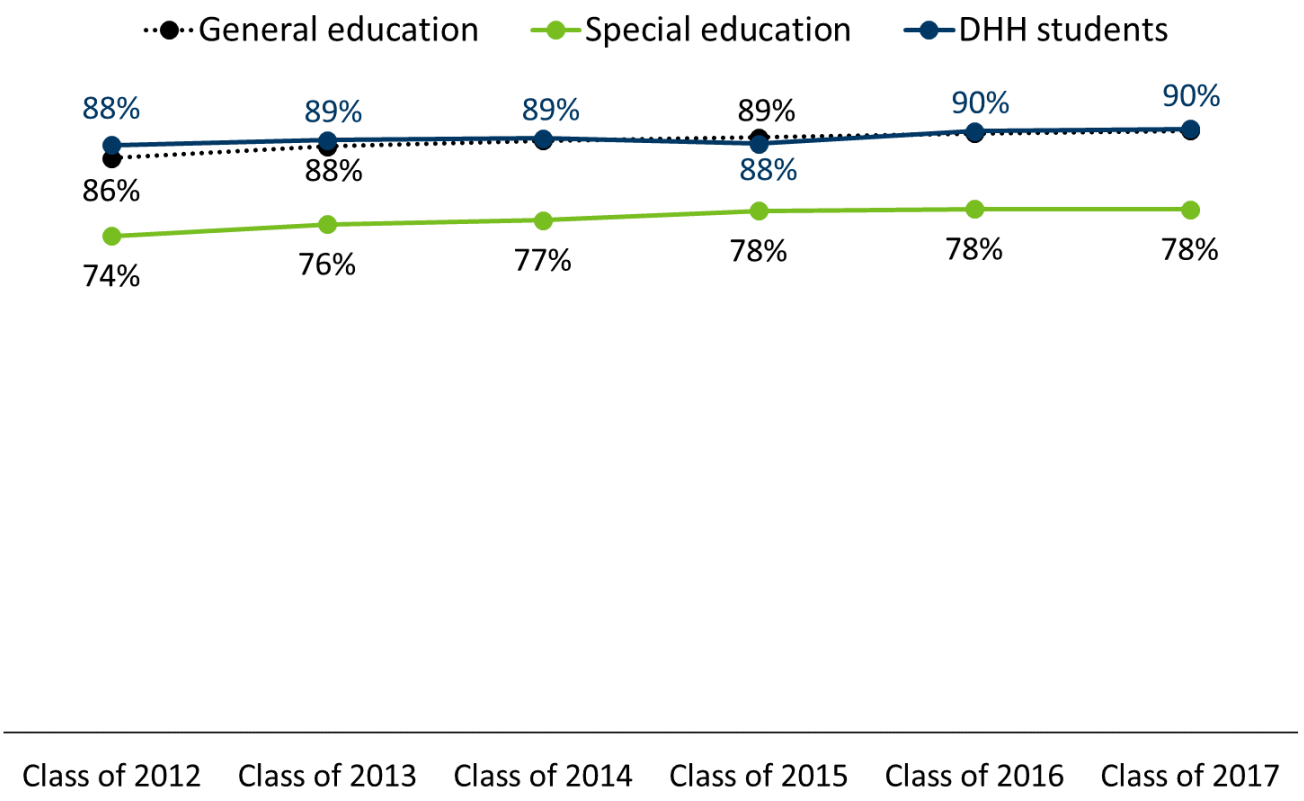
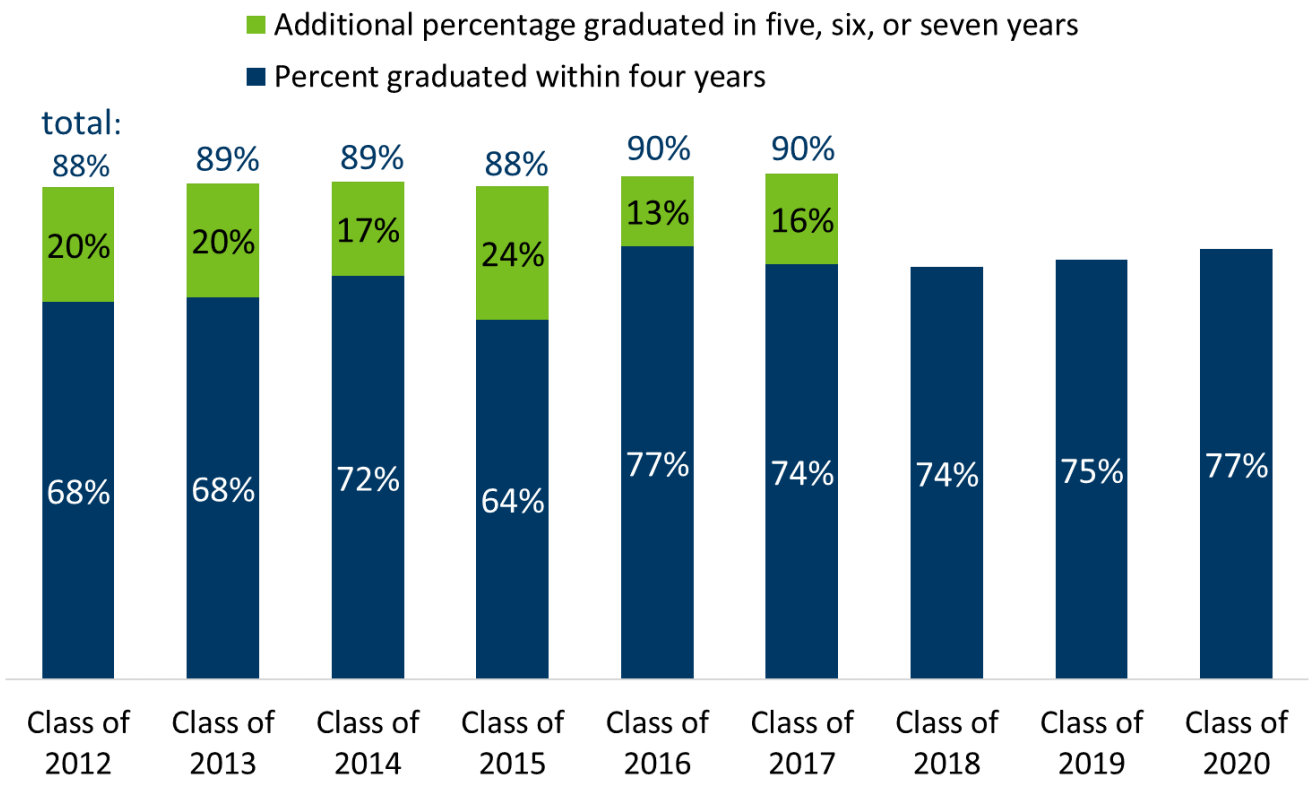


Figure 91 combines the four-year and seven-year graduation rates for students who are DHH, from the class of 2012 through the class of 2020. Seven-year graduation rates are not yet available for the class of 2018 through the class of 2020. Even in years when the four-year graduation rate was lower, such 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 91. Four-year and seven-year graduation rates for students who are DHH



Postsecondary Outcomes

In March 2021, the Office of Higher Education (OHE) released a report titled Pathways to College and Career for Students Identifying as Deaf, Hard of Hearing, or Deaf/Blind (Pathways), which was completed through a partnership between OHE and the Minnesota Statewide Longitudinal Education Data System (SLEDS).

In the study, five cohorts (or groupings) were created to increase the numbers of students included for comparison over time. In additional figures, students who are DHH or DB were used as a comparison group. Relevant information for students who are DHH or DB from the Pathways report is included in this section, specifically data from graphs on pages 16, 17, and 19.

Figure 92 shows the average ACT composite scores for students in Minnesota by primary disability category. The highest possible composite score on the ACT is a 36. Students with no reported disability had the highest average score, at 22.1 points. The average for students whose primary disability is DHH or DB was lower, at 18.8 points. For context, among the admitted freshman applicants to the University of Minnesota Twin Cities for fall 2021, the middle 50 percent of students scored between 28 and 33 on the ACT.

Figure 92. Average ACT composite scores for students in Minnesota by primary disability

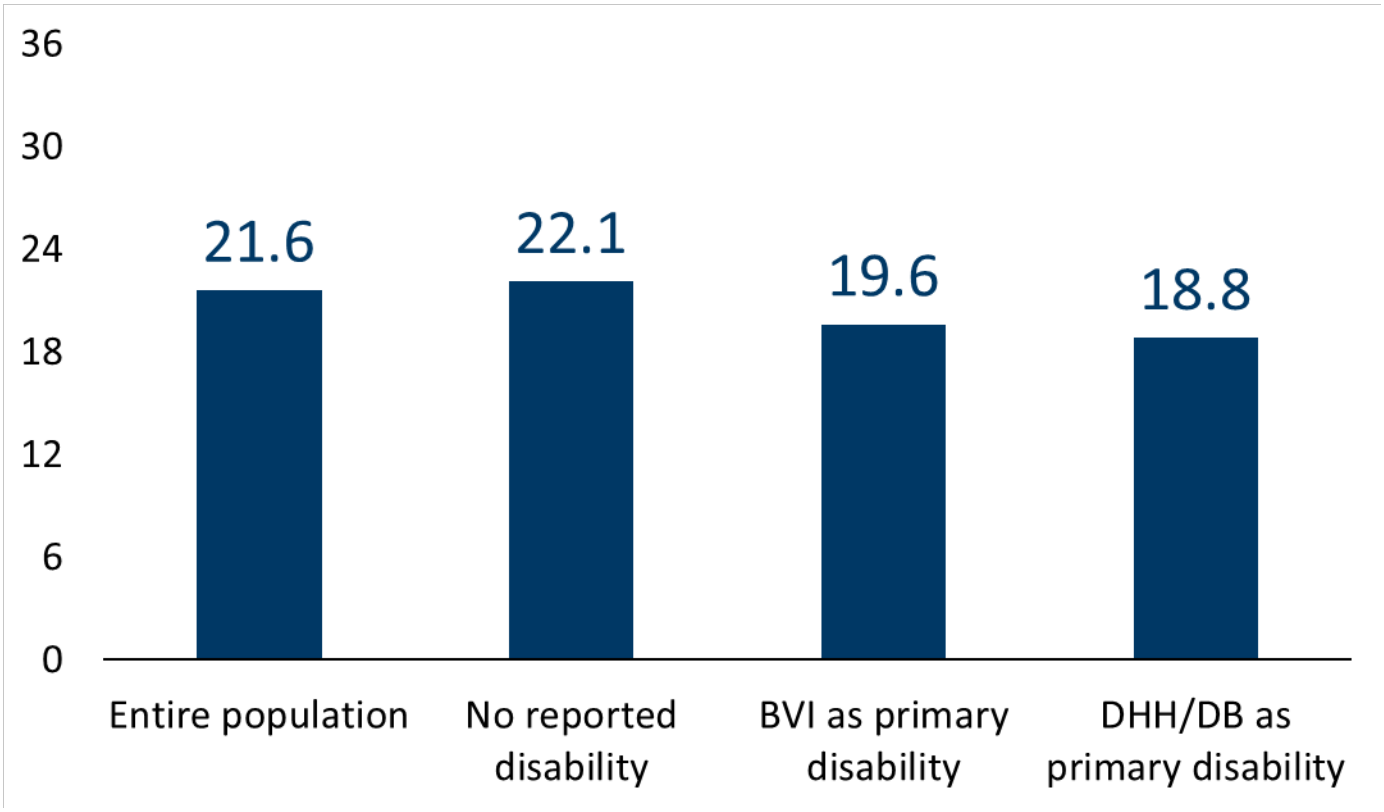


Figure 93 compares percent of high school graduates who enrolled in a postsecondary institution after high school. Cohort 3 includes students who entered 9th grade from 2010 to 2012, and Cohort 4 includes students who entered 9th grade from 2013 to 2015. Students who are DHH or DB had a lower rate of postsecondary enrollment than all students, as well as students with no reported disability.

Figure 93. Percentage of high school graduates in Minnesota that enrolled at a postsecondary institution by primary disability

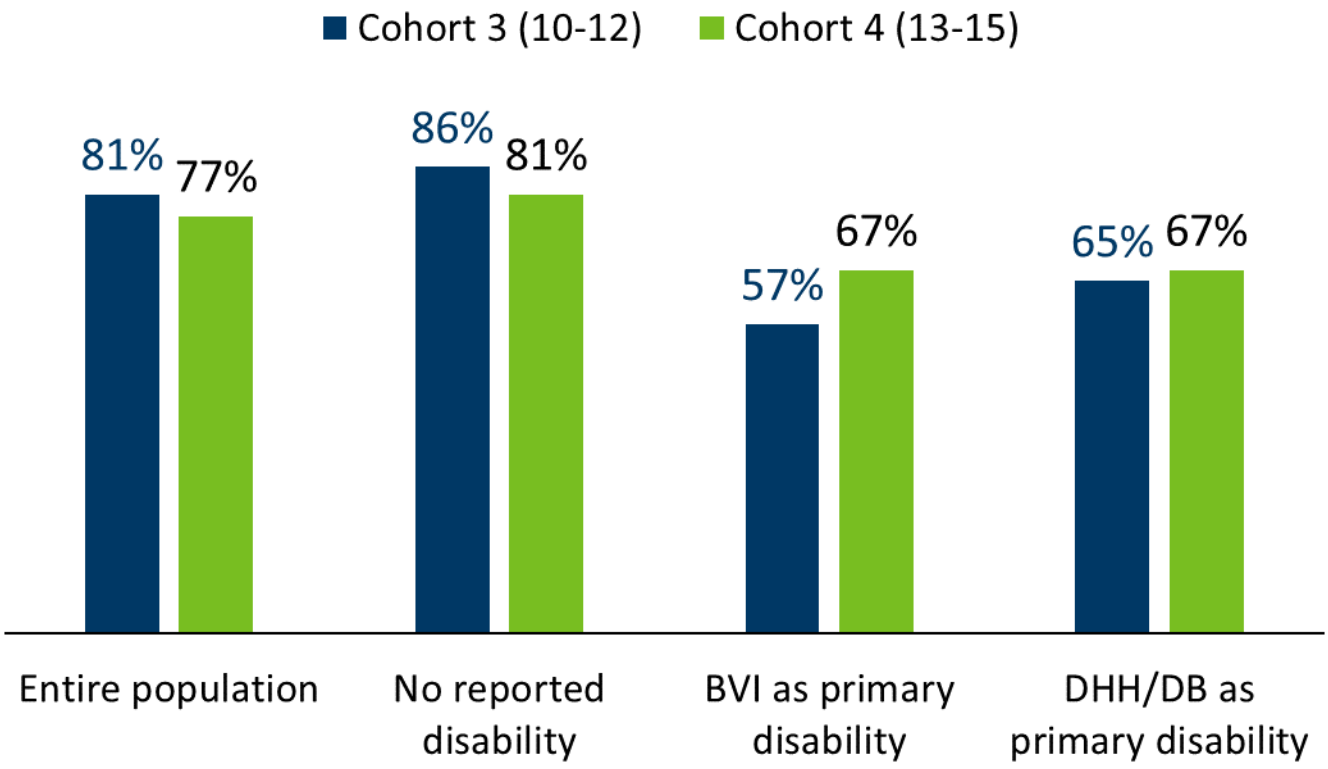
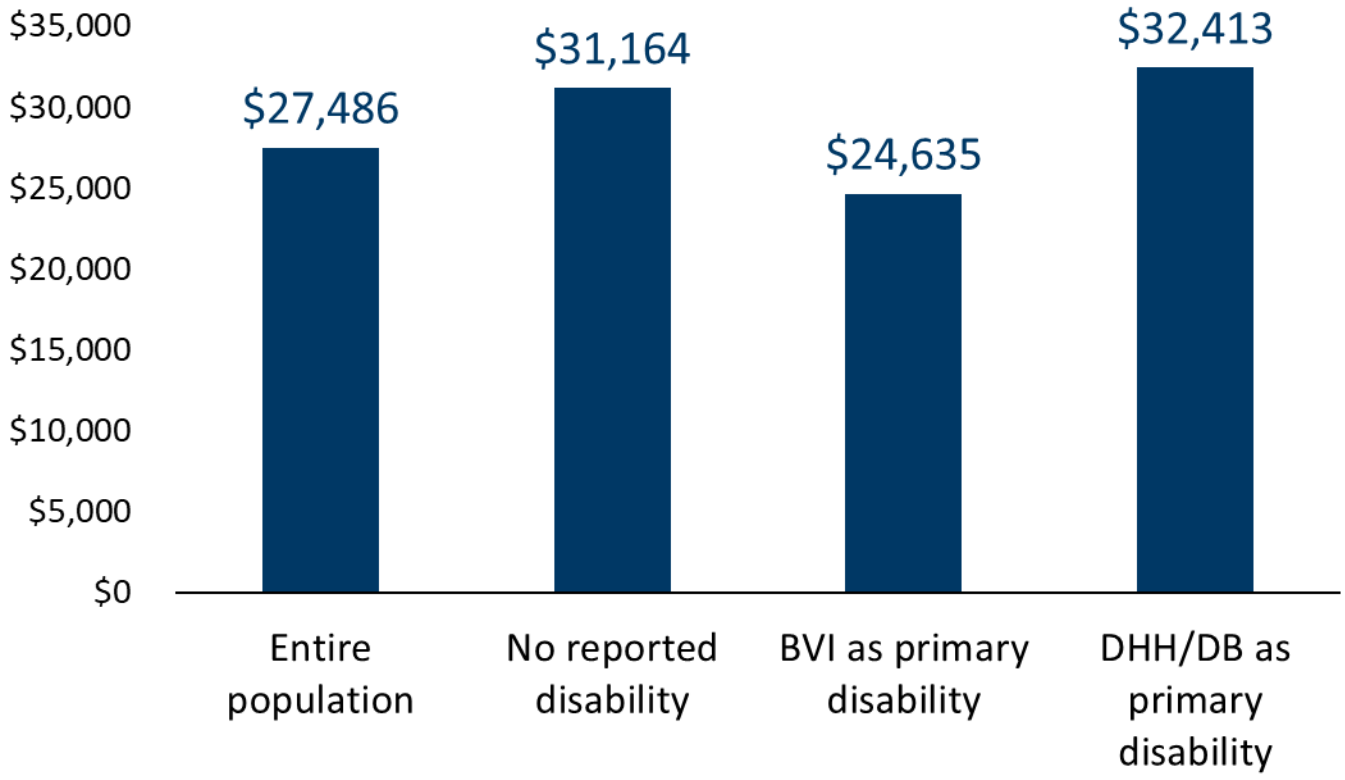


Figure 94 compares the average income of students in Minnesota by 10 years after exiting high school. Students who are DHH or DB have a higher average income after 10 years than all students, students with no primary disability, and students who are BVI.

Figure 94. Average income of the students in Minnesota employed 10 years after exit from high school by primary disability



Conclusion

The DHH Advisory Committee strongly recommends that MDE 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 while also maintaining the health and safety of students and staff. These recommendations will help close the educational opportunity gaps highlighted in this report by increasing recruitment and retention of staff who work with students who are DHH and expanding access to and use of resources designed for students who are DHH.

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Appendix A: Early Childhood Outcomes

School districts and local education providers that operate early childhood special education (ECSE) programs report back to the Minnesota Department of Education (MDE) ratings on the Child Outcomes Summary (COS) of development for infants, toddlers, and preschool children with disabilities they serve.

COS ratings are a tool used at the state level for reporting early childhood development for children with disabilities. COS was developed by the U.S. Department of Education and summarizes information on a child's functioning in three outcome areas using a seven-point scale. The three outcome areas are:[18]

- **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.

The seven-point scale in each of the three areas helps compare an individual child's development to the typical development of same-age peers, with a score of seven meaning a child shows functioning expected for their age in all or almost all situations.

COS ratings for each of the three outcome areas are currently reported annually for children who experience:

1. Entrance to Part C Infant and Toddler Intervention.
2. Exit from Part C Infant and Toddler Intervention.
3. Entrance to Part B Preschool Special Education.
4. Exit from Part B Preschool Special Education.

To further assess the development status of children while participating in ECSE programs, MDE compares COS scores at program entry to the outcomes COS scores at exit and summarizes the results into two statements:

- Of those children who entered an ECSE program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they exited the program.
- The percent of children who were functioning within age expectations in each outcome by the time they exited an ECSE program.

[18] More information about the three childhood outcomes can be found at: https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf.

Information in this summary provides an overview of the language and learning outcomes reported to MDE for young children who were identified as deaf or hard of hearing (DHH) or identified with another primary disability and hearing loss who received services for at least six months and exited Part C or Part B services between July 1, 2020, and June 30, 2021. During that period, 93 children with hearing loss exited Part C services, and 124 children with hearing loss exited Part B services.

The COS ratings summarized in this section include developmental outcomes reported for children with hearing loss combined with developmental outcomes reported for children with hearing loss and additional cognitive delays or disabilities. The results for Part C exit are based on data submitted for 91 of the 93 children with hearing loss because two children exiting did not have sufficient data submitted to calculate all three COS outcome ratings. Similarly, 13 students exiting Part B did not have sufficient data submitted to calculate all three COS outcome ratings. Additionally, one student exiting Part B services did not have enough data submitted to calculate Outcome A and Outcome B, but did have enough for Outcome C. As a result, the COS rating summaries at Part B exit for Outcome A and Outcome B are based on data submitted for 110 of 124 children with hearing loss while Outcome C is based on data submitted for 111 of 124 children with hearing loss.

For more information on the COS ratings, contact MDE Early Childhood Special Education staff at mde.ecse@state.mn.us.

COS 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 11. 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	0	0.00%
Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	31	34.07%
Children who improved functioning to a level nearer to same-aged peers but did not reach it	12	13.19%
Children who improved functioning to reach a level comparable to same-aged peers	12	13.19%
Children who maintained functioning at a level comparable to same-aged peers	36	39.56%
Total	**91**	**100%**

Outcome A summary statements

Of the children identified as DHH or had another primary disability and hearing loss who entered or exited Part C services below age expectations in Outcome A, 44 percent substantially increased their rate of growth by the

time they turned 3 years of age or exited the program, which is lower than the state rate of 50 percent for all young children with disabilities exiting Part C.

Fifty-three percent of preschool children identified as DHH or had another primary disability and hearing loss were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program, which is greater than the 49 percent for all young children with disabilities exiting Part C.

Outcome B: Acquisition and use of knowledge and skills

Table 12. 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	0	0.00%
Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	36	39.56%
Children who improved functioning to a level nearer to same-aged peers but did not reach it	12	13.19%
Children who improved functioning to reach a level comparable to same-aged peers	15	16.48%
Children who maintained functioning at a level comparable to same-aged peers	28	30.77%
Total	**91**	**100%**

Outcome B summary statements

Of the children identified as DHH or had another primary disability and hearing loss who entered or exited Part C services below age expectations in Outcome B, 43 percent substantially increased their rate of growth by the time they turned 3 years of age or exited the program, which is lower than the state rate for all young children with disabilities exiting Part C (56 percent).

Forty-seven percent of preschool children identified as DHH or had another primary disability and hearing loss were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program, which is greater than the state rate for all young children with disabilities exiting Part C (42 percent).

Outcome C: Use of appropriate behaviors to meet their needs

Table 13. 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	0	0.00%
Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	33	36.26%
Children who improved functioning to a level nearer to same-aged peers but did not reach it	9	9.89%
Children who improved functioning to reach a level comparable to same-aged peers	14	15.38%
Preschool children who maintained functioning at a level comparable to same-aged peers	35	38.46%
Total	**91**	**100%**

Outcome C summary statements

Of the children identified as DHH or had 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 3 years of age or exited the program, which is lower than the state rate for all young children with disabilities exiting Part C (59 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 3 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).

COS 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 14. 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	0	0.00%
Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	43	39.09%
Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	6	5.45%

Outcome A category	Number of children	Percentage of children
Preschool children who improved functioning to reach a level comparable to same-aged peers	17	15.45%
Preschool children who maintained functioning at a level comparable to same-aged peers	44	40.00%
Total	**110**	**100%**

Outcome A summary statements

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, 35 percent substantially increased their rate of growth by the time they turned 6 years of age or exited the program, which is lower than the state rate for all preschool children with disabilities (61 percent).

Fifty-five 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 6 years of age or exited the program, which is higher than the state rate for all preschool children with disabilities (48 percent).

Outcome B: Acquisition and use of knowledge and skills

Table 15. Percent of children identified as DHH 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	0	0.00%
Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	36	32.73%
Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	13	11.82%
Preschool children who improved functioning to reach a level comparable to same-aged peers	28	25.45%
Preschool children who maintained functioning at a level comparable to same-aged peers	33	30.00%
Total	**110**	**100%**

Outcome B summary statements

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, 53 percent substantially increased their rate of growth by the time they turned 6 years of age or exited the program, which is lower than the state rate for all preschool children with disabilities (63 percent).

Fifty-five 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 6 years of age or exited the program, which is higher than the state rate for all preschool children with disabilities (46 percent).

Outcome C: Use of appropriate behaviors to meet their needs

Table 16. 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	1	0.90%
Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	29	26.13%
Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	10	9.01%
Preschool children who improved functioning to reach a level comparable to same-aged peers	19	17.12%
Preschool children who maintained functioning at a level comparable to same-aged peers	52	46.85%
Total	**111**	**100%**

Outcome C summary statements

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, 49 percent substantially increased their rate of growth by the time they turned 6 years of age or exited the program, which is lower than the state rate for all preschool children with disabilities (62 percent).

Sixty-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 6 years of age or exited the program, which is higher than the state rate for all preschool children with disabilities (58 percent).

COS ratings for children with hearing loss, no known cognitive delay or disability; percent of children reported with COS ratings of 6 or 7

The percentages of children with hearing loss and no known cognitive delay or disability who were reported with COS 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 summarized below. The 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.

- Outcome 1: Positive Social Emotional Skills (including social relationships)
    - At exit from Part C: 78 percent (38 of 49 children)
    - At exit from Part B Preschool Special Education: 69 percent (56 of 81 children)
- COSF Outcome 2: Acquisition and use of knowledge and skills:
    - At exit from Part C: 67 percent (33 of 49 children)
    - At exit from Part B Preschool Special Education: 68 percent (55 of 81 children)
- Outcome 3: Use of appropriate behaviors to meet their needs:
    - At exit from Part C: 78 percent (38 of 49 children)
    - At exit from Part B Preschool Special Education: 74 percent (60 of 81 children)

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 COS 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 services between July 1, 2020, and June 30, 2021. 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. 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.

The outcomes summary of the additional language and early literacy and numeracy reporting questions includes data reported for 49 of the 91 children with hearing loss who exited Part C Infant and Toddler Intervention and 81 of the 111 children with hearing loss who exited Part B Preschool Special Education services.

Statewide Aggregate Data at Part C exit – All children who have hearing loss and no reported cognitive delay/disability: (49 of 91 children)

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

- Receptive Vocabulary: 71 percent
- Receptive Syntax and Grammatical Word and Sentence Forms: 67 percent
- Receptive Social Interactions: 69 percent
- Receptive School Readiness Concepts: 71 percent

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

- Expressive Vocabulary: 67 percent
- Expressive Syntax and Grammatical Word and Sentence Forms: 61 percent
- Expressive Social Interactions: 67 percent
- Expressive School Readiness Concepts: 67 percent

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

- Early Literacy Skills: 84 percent
- Early Numeracy Skills: 82 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: (81 of 111 children)

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

- Receptive Vocabulary: 88 percent
- Receptive Syntax and Grammatical Word and Sentence Forms: 82 percent
- Receptive Social Interactions: 86 percent
- Receptive School Readiness Concepts: 85 percent

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

- Expressive Vocabulary: 72 percent
- Expressive Syntax and Grammatical Word and Sentence Forms: 68 percent
- Expressive Social Interactions: 83 percent
- Expressive School Readiness Concepts: 83 percent

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

- Early Literacy Skills: 85 percent
- Early Numeracy Skills: 84 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 to help inform discussions of system supports for families and providers. For all the children reported with hearing loss, expressive language skills and social language (pragmatics) development are considered important areas 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 B: Outcomes for Students Who are Deafblind

Deafblindness is defined under the Individuals with Disabilities Education Act (IDEA) as "concomitant (simultaneous) hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness." Under Minnesota Administrative Rules 3525.1327, a student is eligible for special education services under the deafblind category if they have medically verified visual loss coupled with medically verified hearing loss that, together, interfere with acquiring information or interacting with the environment.

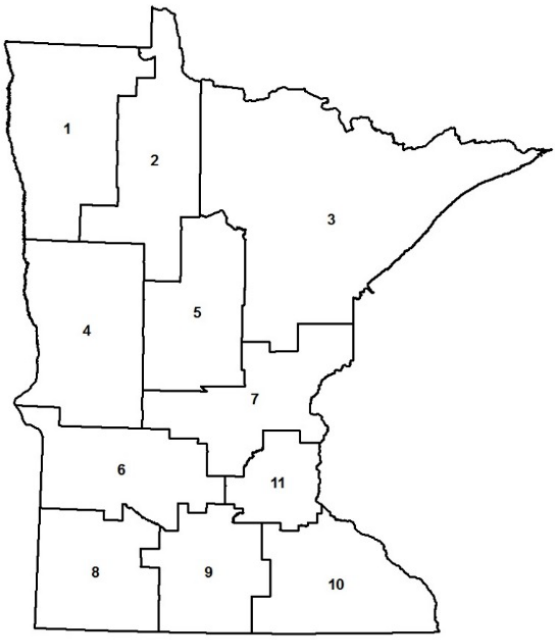
Minnesota Statutes, section 125A.63, requires the Minnesota Department of Education (MDE) to establish advisory committees for deaf and hard of hearing (DHH) and blind and visually impaired (BVI). Although students who are deafblind (DB) are not mentioned in the statute, they must be identified and meet 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, there were 129 children and students from birth to age 21 whose primary disability category was DB in MDE's child count data in the 2020–21 school year. However, 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. Please note that 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

The tables and figures include summaries of student enrollment, child count, age, gender, race and ethnicity, home languages, and graduation rates.

Figure 95. Map of Minnesota's regional development commissions



The number of students who are DB on individual TBVI workloads can vary significantly due to individual student need, school district size, district sparsity, travel distance between schools, and travel times in rural and metropolitan areas (Table 17).

Table 17. Students who are DB, TBVI and COMS by region

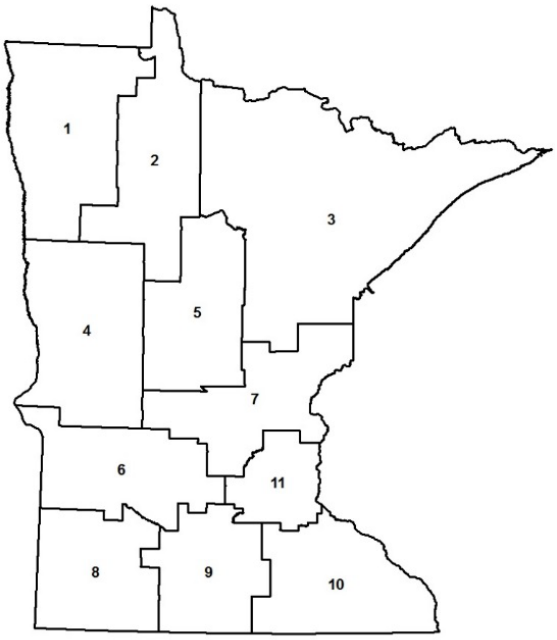
Region name	Number of students on 2021 Unduplicated Child Count (ages 0 to 21)	Number of students listed on 2020 federal DB census	Estimated number of students on TBVI caseloads (blind, low vision, deafblind, and multiple needs)	Number of TBVI	Estimated number of students on each TBVI caseload	Number of COMS
Regions 1 and 2	3	15	57	9	6	3
Region 3	1	12	91	3.5	30	3 (part-time contracted)
Region 4	5	13	77	4	19	1 (part-time)
Regions 5 and 7	14	51	243	15	16	7
Regions 6 and 8	2	12	61	4	17	2
Region 9	4	9	39	3	13	1

Region name	Number of students on 2021 Unduplicated Child Count (ages 0 to 21)	Number of students listed on 2020 federal DB census	Estimated number of students on TBVI caseloads (blind, low vision, deafblind, and multiple needs)	Number of TBVI	Estimated number of students on each TBVI caseload	Number of COMS
Region 10	19	31	216	MSAB (5)[19] 16	13	MSAB (1) 5
Region 11	81	208	681	52	14	19
Statewide total	129	351	1,445	106.5	16 (average)	41

Enrollment Summary

Table 18 shows how enrollment for K–12 students who are DB compared with other student populations in 2020–21. At the statewide level, students whose primary disability was DB made up 0.01 percent of the overall K–12 enrollment and 0.09 percent of the K–12 enrollment of students receiving special education services in 2020–21. The largest number of students who are DB are located in Region 11 (71 students), while the largest percentage of students who are DB within special education is in Region 10 (0.13 percent).

Figure 96. Map of Minnesota's regional development commissions



[19] MSAB: Minnesota State Academy for the Blind located in Faribault, Minnesota.

Table 18. Enrollment of K–12 student categories by region, 2020–21

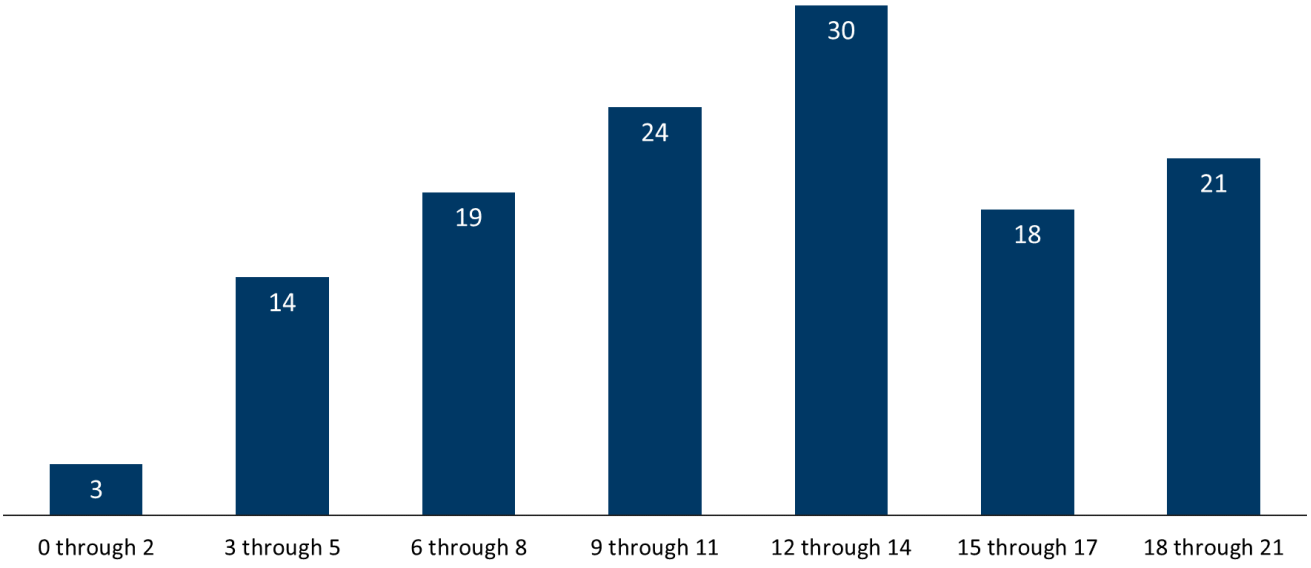
Region name	All students K–12 fall enrollment	DB K–12	Percent DB	K–12 special education enrollment	Percent DB
Regions 1 and 2	27,172	3	0.01%	4,732	0.06%
Region 3	40,881	0	0.00%	7,480	0.00%
Region 4	34,283	4	0.01%	5,680	0.07%
Region 5	24,645	2	0.01%	4,781	0.04%
Regions 6 and 8	42,298	2	0.00%	6,959	0.03%
Region 7	101,637	10	0.01%	15,881	0.06%
Region 9	32,715	3	0.01%	5,355	0.06%
Region 10	76,163	16	0.02%	12,027	0.13%
Region 11	471,647	71	0.02%	67,074	0.11%
Statewide total	851,441	111	0.01%	129,969	0.09%

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 2020–21 school year, which includes students aged birth to 21 years old who are enrolled in the school system. A total of 129 students were counted as DB that school year.

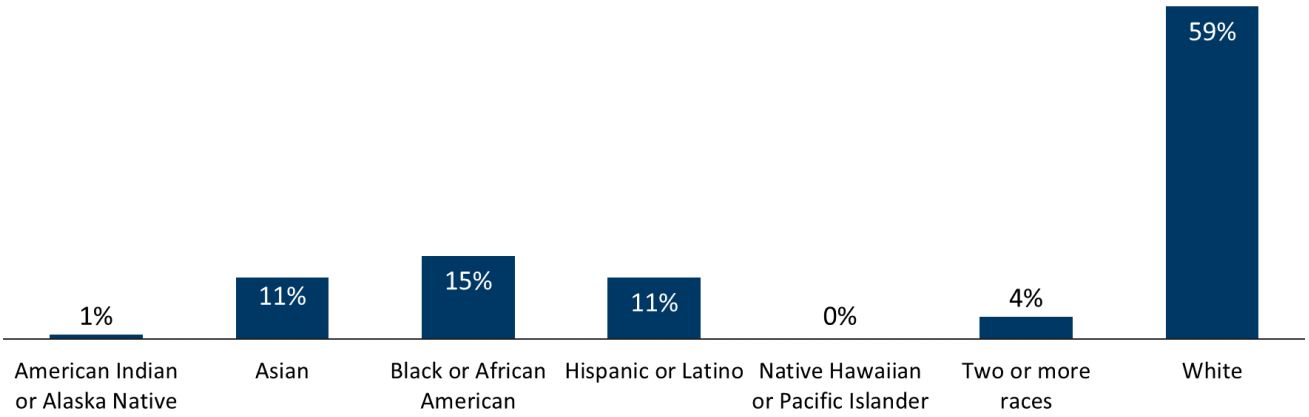
The highest concentrations of students who are DB are found in ages 9 through 11 and 12 through 14 (Figure 97). The lowest concentrations are found in the youngest age groups.

Figure 97. Child count by age distribution of DB students, 2020–21



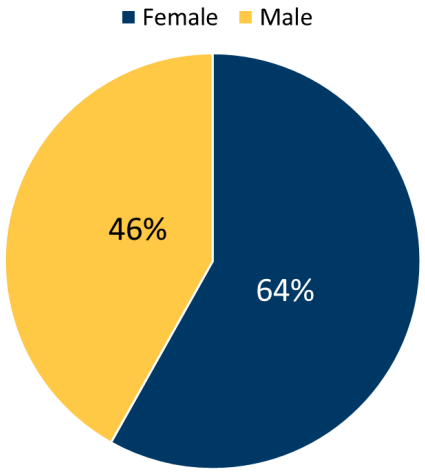
Nearly 60 percent of students who are DB are white (Figure 98). The next largest group is students who are Black or African American (15 percent), followed by Asian and Hispanic or Latino (each 11 percent).

Figure 98. Race/ethnicity of students who are DB, 2020–21



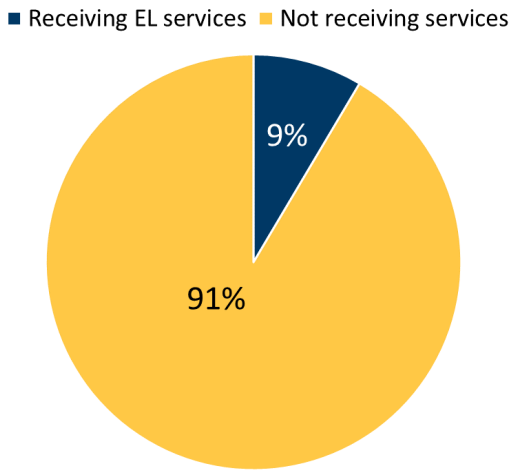
Nearly two-thirds of students who are DB are female (64 percent), and 46 percent are male (Figure 99).

Figure 99. Gender of students who are DB, 2020–21



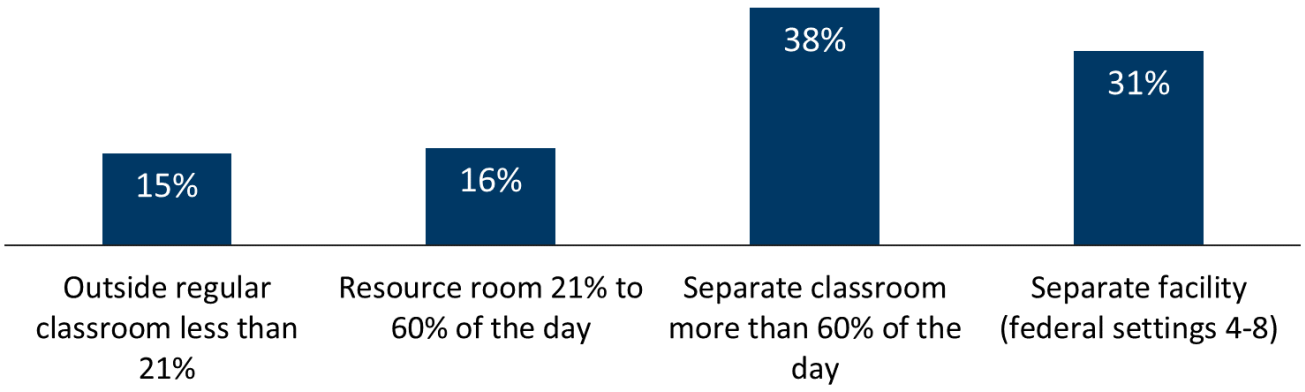
Nine percent of students who are DB also receive services for English learners (EL) (Figure 100).

Figure 100. Percentage of students who are DB who are receiving EL services, 2020–21



In 2020–21, over one-third 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) 60 percent or more of the day (Figure 101). Fifteen percent 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 101. Federal instructional settings for DB students, 2020–21



Student 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). 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 given only 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.

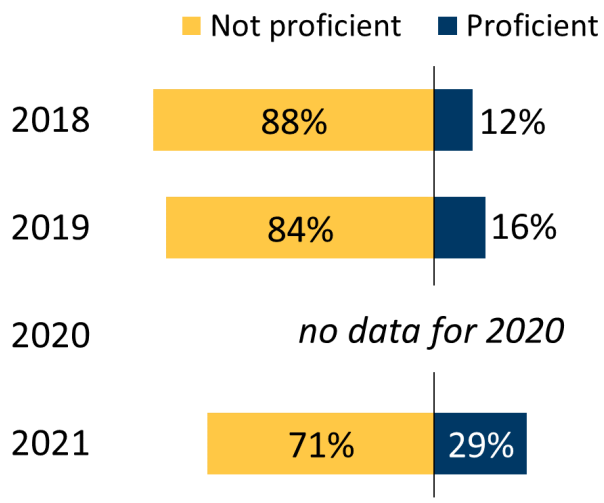
Throughout this report, results are reported only for groups with 10 or more students to protect individual privacy. The note “not enough data” or “CTSTR” means the number of students was too small to report, or that there were fewer than 10 students in that group.

Statewide Assessment Trends

Math

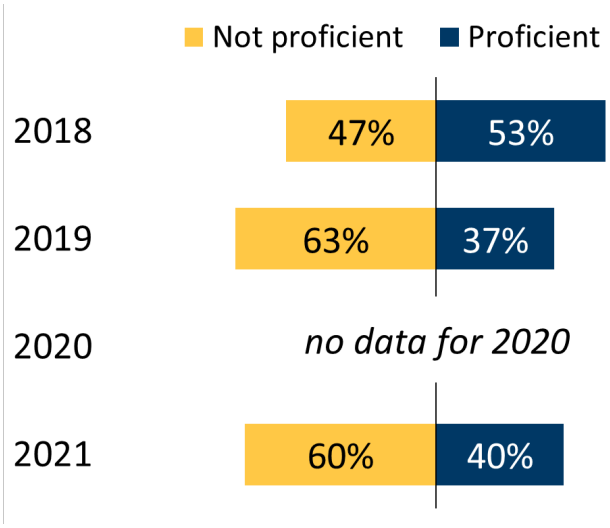
Fourteen students who are DB took the MCA math assessment in 2021. Twenty-nine percent of students who are DB are proficient on the MCA math assessment (Figure 102).

Figure 102. Percentage of students who are DB who are proficient and not proficient on the MCA math assessment



Ten students who are DB took the MTAS math assessment in 2021. Forty percent of students who are DB are proficient on the MTAS math assessment in 2021 (Figure 103).

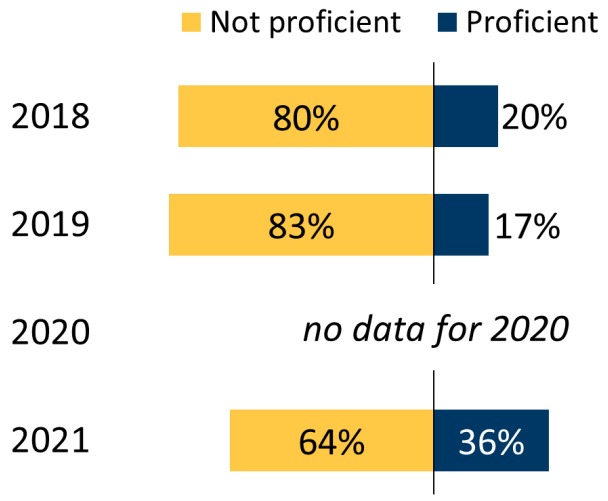
Figure 103. Percentage of students who are DB who are proficient and not proficient on the MTAS math assessment



Reading

Fourteen students who are DB took the MCA reading assessment in 2021. Thirty-six percent of them were proficient (Figure 104).

Figure 104. Percentage of students who are DB who are proficient and not proficient on the MCA reading assessment



Only eight students who are DB took the MTAS reading assessment in 2021, so those results are suppressed and not presented here.

Appendix C: Data Tables for Report Figures

Enrollment and Demographic Data

Table 19. Child count from 2011–12 to 2020–21

School year	Number of students who are DHH	Number of total students receiving special education services
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
2019-20	2,554	152,016
2020-21	2,517	149,382

Table 20. Child count age distribution of students who are DHH, 2020–21

Age group	Number of students DHH
0-2	116
3-5	283
6-8	500
9-11	512
12-14	551
15-17	463
18-21	92
Total	2,517

Table 21. Child count race and ethnicity of students who are DHH, 2020–21

Race/ethnicity	Number of students who are DHH in that category	Percent of students who are DHH in that category
American Indian or Alaska Native	28	1%
Asian	298	12%
Black or African American	219	9%
Hispanic or Latino	288	11%
Native Hawaiian or Pacific Islander	6	0.2%
Two or more races	126	5%
White	1,552	62%
Total	2,517	100%

Table 22. Child count gender of students who are DHH, 2020–21

Gender	Number of DHH students	Percent of DHH students
Female	1,208	48%
Male	1,309	52%
Total	2,517	100%

Table 23. Child count participation in EL services of students who are DHH, 2020–21

EL participation status	Number of DHH students	Percent of DHH students
Receiving EL services	262	10%
Not receiving EL services	2,255	90%
Total	2,517	100%

Table 24. Child count federal instructional setting for students who are DHH, 2020–21

Federal instructional setting	Number of DHH students	Percent of DHH students
Outside regular classroom less than 21%	1,700	78%
Resource room 21% to 60% of the day	265	11%
Separate classroom more than 60% of the day	44	3%
Separate facility (federal settings 4–8)	153	8%
Total	2,103	100%

Graduation Rates

Table 25. Four-year graduation rate outcomes for general education students, class of 2012 to class of 2020

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	Class of 2020
Continue	4,543	3,855	3,808	3,735	3,608	3,439	3,389	3,242	3,499
Drop out	2,027	2,045	1,944	2,011	2,099	2,248	2,215	2,181	1,841
Graduate	48,049	48,213	47,819	48,193	48,210	48,723	49,471	50,486	49,890
Unknown	3,818	3,082	2,478	2,220	1,957	1,916	1,803	1,796	1,931
Total	**58,437**	**57,195**	**56,049**	**56,159**	**55,874**	**56,326**	**56,878**	**57,705**	**57,161**

Table 26. Four-year graduation rate outcomes for special education students, class of 2012 to class of 2020

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	Class of 2020
Continue	2,674	2,623	2,576	2,526	2,427	2,372	2,436	2,501	2,378
Drop out	757	713	698	718	742	862	849	829	684
Graduate	5,564	5,652	5,614	5,957	5,861	6,120	6,398	6,685	6,794
Unknown	937	789	738	609	623	650	587	594	601
Total	**9,932**	**9,777**	**9,626**	**9,810**	**9,653**	**10,004**	**10,270**	**10,609**	**10,457**

Table 27. Four-year graduation rate outcomes for students who are DHH, class of 2012 to class of 2020

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	Class of 2020
Continue	38	38	32	37	22	25	27	35	20
Drop out	8	2	7	4	6	5	4	4	5
Graduate	104	106	122	85	103	104	104	126	105
Unknown	4	9	8	6	2	6	6	3	7
Total	**154**	**155**	**169**	**132**	**133**	**140**	**141**	**168**	**137**

Table 28. Seven-year graduation rate outcomes for general education students, class of 2009 to class of 2017

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	Class of 2017
Continue	15	16	13	9	12	6	7	18	10
Drop out	3,963	3,630	3,369	3,412	3,404	3,315	3,433	3,496	3,426
Graduate	52,110	51,703	51,133	50,070	50,037	49,556	49,971	50,026	50,691
Unknown	7,329	6,606	5,654	4,692	3,544	2,995	2,626	2,211	2,098
Total	**63,417**	**61,955**	**60,169**	**58,183**	**56,997**	**55,872**	**56,037**	**55,751**	**56,225**

Table 29. Seven-year graduation rate outcomes for special education students, class of 2009 to class of 2017

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	Class of 2017
Continue	39	39	44	41	42	38	40	43	60
Drop out	1,318	1,261	1,261	1,248	1,312	1,281	1,308	1,294	1,362
Graduate	7,300	7,326	7,440	7,342	7,386	7,320	7,641	7,531	7,822
Unknown	1,629	1,524	1,342	1,239	963	900	790	737	739
Total	**10,286**	**10,150**	**10,087**	**9,870**	**9,703**	**9,539**	**9,779**	**9,605**	**9,983**

Table 30. Seven-year graduation rate outcomes for students who are DHH, class of 2009 to class of 2017

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	Class of 2017
Continue	1	1	1	0	0	1	0	0	0
Drop out	10	5	13	13	8	9	5	10	8
Graduate	129	128	115	132	134	146	112	118	123
Unknown	13	20	13	5	9	8	10	3	5
Total	**153**	**154**	**142**	**150**	**151**	**164**	**127**	**131**	**136**

Statewide Student Assessment Data

Math

Table 31. Percent of students in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
	338,29				
All Students	3	15%	29%	24%	32%
Students receiving special education services	47,916	6%	13%	17%	65%
Students who are deaf or hard of hearing	***831***	***8%***	***21%***	***19%***	***52%***
3rd grade	120	13%	23%	15%	49%
4th grade	131	15%	25%	14%	46%
5th grade	139	5%	23%	18%	54%
6th grade	118	6%	16%	23%	55%
7th grade	136	7%	18%	21%	54%
8th grade	112	4%	21%	22%	52%
11th grade	75	3%	17%	23%	57%

Table 32. Percent of students in each proficiency category on the MTAS math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
Students receiving special education services	4,373	17%	45%	27%	11%
Students who are deaf or hard of hearing	***19***	***11%***	***68%***	***16%***	***5%***
3rd grade	4				
4th grade	2				
5th grade	3				
6th grade	2				
7th grade	1				
8th grade	3				
11th grade	4				

Reading

Table 33. Percent of students in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	348,959	15%	37%	20%	27%
Students receiving special education services	49,081	5%	17%	17%	61%
Students who are deaf or hard of hearing	***856***	**8%**	**28%**	**18%**	**46%**
3rd grade	123	6%	24%	10%	61%
4th grade	130	8%	27%	23%	42%
5th grade	138	9%	35%	20%	36%
6th grade	122	14%	20%	20%	45%
7th grade	143	6%	30%	14%	50%
8th grade	112	7%	30%	13%	50%
10th grade	88	9%	25%	27%	39%

Table 34. Percent of students in each proficiency category on the MTAS reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
Students receiving special education services	4,396	29%	37%	19%	15%
Students who are deaf or hard of hearing	***18***	***11%***	***44%***	***28%***	***17%***
3rd grade	3				
4th grade	2				
5th grade	3				
6th grade	1				
7th grade	1				
8th grade	3				
10th grade	5				

Regional-level Student Assessment Data

Regions 1 and 2

Table 35. Percent of students in Regions 1 and 2 in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	12,542	10%	28%	27%	35%
Students receiving special education services	2,005	3%	11%	17%	68%
Students who are deaf or hard of hearing	***25***	***0%***	***28%***	***12%***	***60%***

Table 36. Percent of students in Regions 1 and 2 in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	12,893	10%	36%	24%	30%
Students receiving special education services	2,055	3%	16%	18%	64%
Students who are deaf or hard of hearing	***25***	***8%***	***16%***	***12%***	***64%***

Region 3

Table 37. Percent of students in Region 3 in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	17,317	12%	29%	27%	32%
Students receiving special education services	2,863	3%	10%	17%	70%
Students who are deaf or hard of hearing	***39***	***8%***	***15%***	***15%***	***62%***

Table 38. Percent of students in Region 3 in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	17,848	14%	38%	21%	27%
Students receiving special education services	2,958	3%	16%	17%	63%
Students who are deaf or hard of hearing	***40***	***8%***	***28%***	***20%***	***45%***

Region 4

Table 39. Percent of students in Region 4 in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	16,202	15%	33%	26%	26%
Students receiving special education services	2,489	5%	14%	19%	61%
Students who are deaf or hard of hearing	***32***	***16%***	***34%***	***13%***	***38%***

Table 40. Percent of students in Region 4 in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	16,438	13%	40%	22%	25%
Students receiving special education services	2,506	3%	17%	19%	61%
Students who are deaf or hard of hearing	***35***	***14%***	***26%***	***20%***	***40%***

Region 5

Table 41. Percent of students in Region 5 in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	10,861	12%	27%	26%	35%
Students receiving special education services	1,964	4%	12%	14%	70%
Students who are deaf or hard of hearing	***26***	***4%***	***12%***	***15%***	***69%***

Table 42. Percent of students in Region 5 in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	11,153	12%	36%	21%	31%
Students receiving special education services	2,023	4%	15%	16%	66%
Students who are deaf or hard of hearing	***25***	***8%***	***12%***	***32%***	***48%***

Regions 6 and 8

Table 43. Percent of students in Regions 6 and 8 in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	20,754	12%	30%	26%	32%
Students receiving special education services	3,410	4%	13%	17%	66%
Students who are deaf or hard of hearing	***56***	***9%***	***25%***	***16%***	***50%***

Table 44. Percent of students in Regions 6 and 8 in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	21,066	11%	36%	23%	30%
Students receiving special education services	3,463	3%	15%	18%	65%
Students who are deaf or hard of hearing	***58***	***9%***	***22%***	***22%***	***47%***

Region 7

Table 45. Percent of students in Region 7 in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	46,241	16%	32%	25%	28%
Students receiving special education services	6,677	5%	15%	18%	62%
Students who are deaf or hard of hearing	***105***	***5%***	***25%***	***24%***	***47%***

Table 46. Percent of students in Region 7 in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	47,385	15%	40%	21%	25%
Students receiving special education services	6,841	4%	19%	17%	60%
Students who are deaf or hard of hearing	***107***	***5%***	***29%***	***19%***	***48%***

Region 9

Table 47. Percent of students in Region 9 in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	15,258	13%	30%	26%	32%
Students receiving special education services	2,283	5%	13%	16%	66%
Students who are deaf or hard of hearing	***23***	***9%***	***22%***	***22%***	***48%***

Table 48. Percent of students in Region 9 in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	15,589	12%	37%	22%	28%
Students receiving special education services	2,312	4%	14%	18%	64%
Students who are deaf or hard of hearing	***23***	***9%***	***35%***	***17%***	***39%***

Region 10

Table 49. Percent of students in Region 10 in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	32,794	13%	27%	25%	35%
Students receiving special education services	4,639	4%	11%	16%	68%
Students who are deaf or hard of hearing	***125***	***4%***	***9%***	***23%***	***64%***

Table 50. Percent of students in Region 10 in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	33,565	13%	36%	22%	29%
Students receiving special education services	4,681	4%	16%	15%	65%
Students who are deaf or hard of hearing	***122***	***3%***	***22%***	***20%***	***54%***

Region 11

Table 51. Percent of students in Region 11 in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	166,324	17%	28%	22%	33%
Students receiving special education services	21,586	7%	14%	16%	63%
Students who are deaf or hard of hearing	***400***	***10%***	***23%***	***18%***	***49%***

Table 52. Percent of students in Region 11 in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	173,022	17%	37%	19%	27%
Students receiving special education services	22,242	6%	19%	16%	59%
Students who are deaf or hard of hearing	***421***	***10%***	***31%***	***15%***	***43%***

District-level Student Assessment Data

Anoka-Hennepin Public School District

Table 53. Percent of students in Anoka-Hennepin Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	15,773	18%	31%	24%	28%
Students receiving special education services	2,304	7%	16%	18%	59%
Students who are deaf or hard of hearing	***25***	***12%***	***20%***	***20%***	***48%***

Table 54. Percent of students in Anoka-Hennepin Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	16,323	17%	39%	20%	24%
Students receiving special education services	2,305	4%	19%	18%	60%
Students who are deaf or hard of hearing	***26***	***12%***	***31%***	***19%***	***38%***

Brainerd Public School District

Table 55. Percent of students in Brainerd Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	2,624	18%	31%	24%	27%
Students receiving special education services	521	7%	16%	13%	64%
Students who are deaf or hard of hearing	***12***	***8%***	***8%***	***8%***	***75%***

Table 56. Percent of students in Brainerd Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	2,675	17%	41%	19%	23%
Students receiving special education services	527	6%	20%	15%	59%
Students who are deaf or hard of hearing	***11***	***9%***	***9%***	***27%***	***55%***

Chisago Lakes School District

Table 57. Percent of students in Chisago Lakes School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	1,673	13%	32%	28%	27%
Students receiving special education services	211	6%	17%	17%	61%
Students who are deaf or hard of hearing	***10***	***0%***	***20%***	***60%***	***20%***

Table 58. Percent of students in Chisago Lakes School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	1,685	15%	42%	22%	21%
Students receiving special education services	204	3%	24%	18%	55%
Students who are deaf or hard of hearing	***10***	***0%***	***60%***	***20%***	***20%***

Eastern Carver County Public School District

Table 59. Percent of students in Eastern Carver County Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	4,013	20%	32%	22%	25%
Students receiving special education services	532	11%	16%	14%	59%
Students who are deaf or hard of hearing	***13***	***8%***	***38%***	***31%***	***23%***

Table 60. Percent of students in Eastern Carver County Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	4,123	19%	42%	19%	20%
Students receiving special education services	550	7%	22%	17%	54%
Students who are deaf or hard of hearing	***10***	***20%***	***40%***	***40%***	***0%***

Edina Public School District

Table 61. Percent of students in Edina Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	2,928	32%	37%	20%	12%
Students receiving special education services	320	20%	23%	23%	34%
Students who are deaf or hard of hearing	***11***	***18%***	***45%***	***27%***	***9%***

Table 62. Percent of students in Edina Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	3,250	32%	43%	14%	11%
Students receiving special education services	332	17%	28%	19%	36%
Students who are deaf or hard of hearing	***10***	***40%***	***10%***	***40%***	***10%***

Metro Deaf School

Table 63. Percent of students in Metro Deaf School in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	32	0%	0%	19%	81%
Students receiving special education services	32	0%	0%	19%	81%
Students who are deaf or hard of hearing	***31***	***0%***	***0%***	***19%***	***81%***

Table 64. Percent of students in Metro Deaf School in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	37	0%	14%	8%	78%
Students receiving special education services	37	0%	14%	8%	78%
Students who are deaf or hard of hearing	***35***	***0%***	***14%***	***6%***	***80%***

Minneapolis Public School District

Table 65. Percent of students in Minneapolis Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	7,512	15%	20%	17%	48%
Students receiving special education services	1,063	5%	8%	8%	80%
Students who are deaf or hard of hearing	***14***	***0%***	***14%***	***7%***	***79%***

Table 66. Percent of students in Minneapolis Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	7,723	17%	29%	15%	39%
Students receiving special education services	1,094	4%	12%	9%	75%
Students who are deaf or hard of hearing	***15***	***0%***	***33%***	***13%***	***53%***

Minnesota State Academies

Table 67. Percent of students in Minnesota State Academies in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	34	0%	0%	9%	91%
Students receiving special education services	34	0%	0%	9%	91%
Students who are deaf or hard of hearing	***30***	***0%***	***0%***	***10%***	***90%***

Table 68. Percent of students in Minnesota State Academies in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	33	0%	12%	9%	79%
Students receiving special education services	33	0%	12%	9%	79%
Students who are deaf or hard of hearing	***27***	***0%***	***7%***	***11%***	***81%***

Minnetonka Public School District

Table 69. Percent of students in Minnetonka Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	5,076	34%	33%	20%	12%
Students receiving special education services	586	18%	22%	23%	37%
Students who are deaf or hard of hearing	***12***	***25%***	***17%***	***33%***	***25%***

Table 70. Percent of students in Minnetonka Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	5,143	30%	44%	15%	11%
Students receiving special education services	603	17%	26%	20%	38%
Students who are deaf or hard of hearing	***14***	***14%***	***36%***	***14%***	***36%***

Osseo Public School District

Table 71. Percent of students in Osseo Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	7,571	15%	27%	24%	35%
Students receiving special education services	905	7%	13%	13%	67%
Students who are deaf or hard of hearing	***17***	***24%***	***29%***	***18%***	***29%***

Table 72. Percent of students in Osseo Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	7,666	14%	37%	21%	28%
Students receiving special education services	928	5%	17%	14%	64%
Students who are deaf or hard of hearing	***16***	***31%***	***38%***	***0%***	***31%***

Robbinsdale Public School District

Table 73. Percent of students in Robbinsdale Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	3,467	7%	17%	21%	55%
Students receiving special education services	496	4%	5%	10%	81%
Students who are deaf or hard of hearing	***10***	***0%***	***20%***	***30%***	***50%***

Table 74. Percent of students in Robbinsdale Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	3,662	11%	33%	20%	36%
Students receiving special education services	502	4%	12%	15%	69%
Students who are deaf or hard of hearing	***12***	***8%***	***42%***	***17%***	***33%***

Rochester Public School District

Table 75. Percent of students in Rochester Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	5,136	19%	31%	19%	31%
Students receiving special education services	937	6%	11%	15%	68%
Students who are deaf or hard of hearing	***31***	***10%***	***13%***	***26%***	***52%***

Table 76. Percent of students in Rochester Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	6,660	16%	35%	19%	29%
Students receiving special education services	945	6%	18%	16%	60%
Students who are deaf or hard of hearing	***25***	***0%***	***24%***	***36%***	***40%***

Rosemount-Apple Valley-Eagan Public School District

Table 77. Percent of students in Rosemount-Apple Valley-Eagan Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	11,546	19%	30%	23%	27%
Students receiving special education services	1,466	6%	15%	16%	63%
Students who are deaf or hard of hearing	***32***	***22%***	***41%***	***13%***	***25%***

Table 78. Percent of students in Rosemount-Apple Valley-Eagan Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	11,925	18%	40%	20%	22%
Students receiving special education services	1,503	6%	19%	17%	58%
Students who are deaf or hard of hearing	***38***	***21%***	***42%***	***8%***	***29%***

South Washington County Public School District

Table 79. Percent of students in South Washington County Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	6,056	20%	32%	24%	24%
Students receiving special education services	821	9%	18%	17%	57%
Students who are deaf or hard of hearing	***13***	***0%***	***38%***	***15%***	***46%***

Table 80. Percent of students in South Washington County Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	6,543	19%	42%	21%	18%
Students receiving special education services	865	6%	23%	21%	50%
Students who are deaf or hard of hearing	***14***	***7%***	***36%***	***36%***	***21%***

St. Cloud Public School District

Table 81. Percent of students in St. Cloud Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	3,285	8%	18%	20%	54%
Students receiving special education services	595	3%	6%	10%	80%
Students who are deaf or hard of hearing	***10***	***10%***	***10%***	***10%***	***70%***

Less than 10 DHH students in St. Cloud Public School District took the MCA reading assessment in 2021.

St. Paul Public School District

Table 82. Percent of students in St. Paul Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	8,655	7%	14%	18%	61%
Students receiving special education services	994	3%	6%	6%	85%
Students who are deaf or hard of hearing	***35***	***3%***	***3%***	***11%***	***83%***

Table 83. Percent of students in St. Paul Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	8,979	9%	24%	18%	49%
Students receiving special education services	1,033	3%	9%	9%	78%
Students who are deaf or hard of hearing	***38***	***0%***	***16%***	***8%***	***76%***

Wayzata Public School District

Table 84. Percent of students in Wayzata Public School District in each proficiency category on the MCA math assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	5,426	41%	34%	14%	10%
Students receiving special education services	436	17%	24%	18%	40%
Students who are deaf or hard of hearing	***10***	***20%***	***30%***	***30%***	***20%***

Table 85. Percent of students in Wayzata Public School District in each proficiency category on the MCA reading assessment in 2021

	Total	Exceeds	Meets	Partially meets	Does not meet
All Students	5,468	34%	43%	13%	10%
Students receiving special education services	432	14%	26%	18%	42%
Students who are deaf or hard of hearing	***11***	***18%***	***36%***	***9%***	***36%***