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# Students Who Are Deaf or Hard of Hearing

Biennial Report to the Legislature

As required by Minnesota Statutes, section 125A.63

June 14, 2024

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As requested by Minnesota Statutes, section 3.197: This report cost approximately \$25,858.28 to prepare, including staff time, printing, and mailing expenses.

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## Table of Contents

Legislative Charge .....	13
Executive Summary .....	14
Introduction.....	15
Data Sources.....	15
Data Challenges .....	15
Updates on 2022 Report Recommendations for Improving Student Outcomes .....	16
Recommendations for Improving Student Outcomes .....	18
Recommendation 1: Continue recruitment and retention efforts of staff working with students who are DHH.....	18
Recommendation 2: Continue to expand the use of curricula and teaching strategies designed for students who are DHH. ....	19
Recommendation 3: Consider requiring all school districts to report child count data on all categorical disabilities for each student. ....	20
Recommendation 4: Consider requiring MDE to designate a standard place on all individual family service plans (IFSPs) and individual education plans (IEPs), in which it will document emergency preparedness plans. ....	20
Student Enrollment and Demographic Data .....	21
Enrollment Summary.....	21
Child Count .....	22
Demographics.....	23
Other Information Sources.....	26
Early Childhood Outcomes .....	26
Outcomes for Students Who Are Deafblind.....	28
Statewide Student Assessment Data Trends.....	29
Impacts of COVID-19 on Assessment Data Reporting and Results .....	29
Other Limitations.....	29

MCA Math .....	30
MTAS Math.....	34
MCA Reading .....	35
MTAS Reading.....	39
Regional Assessment Data Trends.....	40
Regions 1 and 2 .....	40
Region 3 .....	44
Region 4 .....	48
Region 5 .....	52
Regions 6 and 8 .....	56
Region 7 .....	60
Region 9 .....	64
Region 10.....	68
Region 11.....	72
District Assessment Data Trends.....	76
Graduation Rates.....	79
Postsecondary Outcomes.....	83
ACT Performance.....	83
Postsecondary Enrollment .....	84
Conclusion .....	87
Bibliography.....	88
Appendix A: Early Childhood Outcomes.....	89
COS Outcomes for Children Identified as DHH or Who Have Another Primary Disability and Hearing Loss at Exit from Part C Infant and Toddler Intervention.....	90
COS Outcomes for Children Identified as DHH or Have Another Primary Disability and Hearing Loss at Exit from Part B Preschool Special Education .....	93

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 ..... 97

Appendix B: Outcomes for Students Who Are Deafblind ..... 99

    Students Who Are Deafblind Enrollment and Demographics ..... 99

Appendix C: Data Tables for Report Figures ..... 108

    Enrollment and Demographic Data ..... 108

    Graduation Rates ..... 110

    Statewide Student Assessment Data ..... 111

    Regional-Level Student Assessment Data ..... 114

    District-Level Student Assessment Data ..... 121

## Table of Figures

Figure 1. Map of Minnesota’s regional development commissions .....	21
Figure 2. Statewide DHH counts, ages 0–21, 2013–14 to 2022–23 .....	22
Figure 3. Statewide special education and DHH counts, ages 0–21, 2013–14 to 2022–23 .....	23
Figure 4. Child count by age distribution of DHH students, 2022–23 (n=2,470).....	24
Figure 5. Race and ethnicity of students who are DHH, 2022–23 (n=2,470) .....	24
Figure 6. Gender of students who are DHH, 2023–23 (n=2,470) .....	25
Figure 7. Percentage of students who are DHH who are receiving EL services, 2022–23 (n=2,470).....	25
Figure 8. Federally defined instructional settings for DHH students, 2022–23 (n=2,470).....	26
Figure 9. Percentage of <b>students who are DHH</b> who are proficient and not proficient on the MCA math assessment .....	30
Figure 10. Percentage of <b>all students who receive special education services</b> who are proficient and not proficient on the MCA math assessment .....	31
Figure 11. Percentage of <b>all students in Minnesota</b> who are proficient and not proficient on the MCA math assessment .....	31
Figure 12. Percentage of <b>students who are DHH</b> who are proficient on the MCA math assessment, grades 3–5	32
Figure 13. Percentage of <b>students who are DHH</b> who are proficient on the MCA math assessment, grades 6–11 .....	33
Figure 14. Percentage of <b>students who are DHH</b> who are proficient and not proficient on the MTAS math assessment .....	34
Figure 15. Percentage of <b>all students who receive special education services</b> who are proficient and not proficient on the MTAS math assessment .....	35
Figure 16. Percentage of <b>students who are DHH</b> who are proficient and not proficient on the MCA reading assessment .....	35
Figure 17. Percentage of <b>all students who receive special education services</b> who are proficient and not proficient on the MCA reading assessment .....	36
Figure 18. Percentage of <b>all students in Minnesota</b> who are proficient and not proficient on the MCA reading assessment .....	36

Figure 19. Percentage of <b>students who are DHH</b> who are proficient on the MCA reading assessment, grades 3–5 .....	37
Figure 20. Percentage of <b>students who are DHH</b> who are proficient on the MCA reading assessment, grades 6–10 .....	38
Figure 21. Percentage of <b>students who are DHH</b> who are proficient and not proficient on the MTAS reading assessment .....	39
Figure 22. Percentage of <b>all students who receive special education services</b> who are proficient and not proficient on the MTAS reading assessment.....	40
Figure 23. Shaded map of Regions 1 and 2 .....	40
Figure 24. Percentage of <b>students in Regions 1 and 2 who are DHH</b> who are proficient and not proficient on the MCA math assessment .....	41
Figure 25. Percentage of <b>all students in Regions 1 and 2 who receive special education services</b> who are proficient and not proficient on the MCA math assessment .....	42
Figure 26. Percentage of <b>all students in Regions 1 and 2</b> who are proficient and not proficient on the MCA math assessment .....	42
Figure 27. Percentage of <b>students in Regions 1 and 2 who are DHH</b> who are proficient and not proficient on the MCA reading assessment .....	43
Figure 28. Percentage of <b>all students in Regions 1 and 2 who receive special education services</b> who are proficient and not proficient on the MCA reading assessment .....	43
Figure 29. Percentage of <b>all students in Regions 1 and 2</b> who are proficient and not proficient on the MCA reading assessment .....	44
Figure 30. Shaded map of Region 3.....	44
Figure 31. Percentage of <b>students in Region 3 who are DHH</b> who are proficient and not proficient on the MCA math assessment.....	45
Figure 32. Percentage of <b>all students in Region 3 who receive special education</b> who are proficient and not proficient on the MCA math assessment.....	46
Figure 33. Percentage of <b>all students in Region 3</b> who are proficient and not proficient on the MCA math assessment .....	46
Figure 34. Percentage of <b>students in Region 3 who are DHH</b> who are proficient and not proficient on the MCA reading assessment .....	47

Figure 35. Percentage of <b>all students in Region 3 who receive special education services</b> who are proficient and not proficient on the MCA reading assessment.....	47
Figure 36. Percentage of <b>all students in Region 3</b> who are proficient and not proficient on the MCA reading assessment .....	48
Figure 37. Shaded map of Region 4.....	48
Figure 38. Percentage of <b>students in Region 4 who are DHH</b> who are proficient and not proficient on the MCA math assessment.....	49
Figure 39. Percentage of <b>all students in Region 4 who receive special education services</b> who are proficient and not proficient on the MCA math assessment.....	50
Figure 40. Percentage of <b>all students in Region 4</b> who are proficient and not proficient on the MCA math assessment .....	50
Figure 41. Percentage of <b>students in Region 4 who are DHH</b> who are proficient and not proficient on the MCA reading assessment .....	51
Figure 42. Percentage of <b>all students in Region 4 who receive special education services</b> who are proficient and not proficient on the MCA reading assessment.....	51
Figure 43. Percentage of <b>all students in Region 4</b> who are proficient and not proficient on the MCA reading assessment .....	52
Figure 44. Shaded map of Region 5.....	52
Figure 45. Percentage of <b>students in Region 5 who are DHH</b> who are proficient and not proficient on the MCA math assessment.....	53
Figure 46. Percentage of <b>all students in Region 5 who receive special education services</b> who are proficient and not proficient on the MCA math assessment.....	54
Figure 47. Percentage of <b>all students in Region 5</b> who are proficient and not proficient on the MCA math assessment .....	54
Figure 48. Percentage of <b>students in Region 5 who are DHH</b> who are proficient and not proficient on the MCA reading assessment .....	55
Figure 49. Percentage of <b>all students in Region 5 who receive special education services</b> who are proficient and not proficient on the MCA reading assessment.....	55
Figure 50. Percentage of <b>all students in Region 5</b> who are proficient and not proficient on the MCA reading assessment .....	56
Figure 51. Shaded map of Regions 6 and 8 .....	56

Figure 52. Percentage of **students in Regions 6 and 8 who are DHH** who are proficient and not proficient on the MCA math assessment ..... 57

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 ..... 58

Figure 54. Percentage of **all students in Regions 6 and 8** who are proficient and not proficient on the MCA math assessment ..... 58

Figure 55. Percentage of **students in Regions 6 and 8 who are DHH** who are proficient and not proficient on the MCA reading assessment ..... 59

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 ..... 59

Figure 57. Percentage of **all students in Regions 6 and 8** who are proficient and not proficient on the MCA reading assessment ..... 60

Figure 58. Shaded map of Region 7 ..... 60

Figure 59. Percentage of **students in Region 7 who are DHH** who are proficient and not proficient on the MCA math assessment ..... 61

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 ..... 62

Figure 61. Percentage of **all students in Region 7** who are proficient and not proficient on the MCA math assessment ..... 62

Figure 62. Percentage of **students in Region 7 who are DHH** who are proficient and not proficient on the MCA reading assessment ..... 63

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 ..... 63

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

Figure 65. Shaded map of Region 9 ..... 64

Figure 66. Percentage of **students in Region 9 who are DHH** who are proficient and not proficient on the MCA math assessment ..... 65

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 ..... 66

Figure 68. Percentage of <b>all students in Region 9</b> who are proficient and not proficient on the MCA math assessment .....	66
Figure 69. Percentage of <b>students in Region 9 who are DHH</b> who are proficient and not proficient on the MCA reading assessment .....	67
Figure 70. Percentage of <b>all students in Region 9 who receive special education services</b> who are proficient and not proficient on the MCA reading assessment .....	67
Figure 71. Percentage of <b>all students in Region 9</b> who are proficient and not proficient on the MCA reading assessment .....	68
Figure 72. Shaded map of Region 10.....	68
Figure 73. Percentage of <b>students in Region 10 who are DHH</b> who are proficient and not proficient on the MCA math assessment.....	69
Figure 74. Percentage of <b>all students in Region 10 who receive special education services</b> who are proficient and not proficient on the MCA math assessment.....	70
Figure 75. Percentage of <b>all students in Region 10</b> who are proficient and not proficient on the MCA math assessment .....	70
Figure 76. Percentage of <b>students in Region 10 who are DHH</b> who are proficient and not proficient on the MCA reading assessment .....	71
Figure 77. Percentage of <b>all students in Region 10 who receive special education services</b> who are proficient and not proficient on the MCA reading assessment.....	71
Figure 78. Percentage of <b>all students in Region 10</b> who are proficient and not proficient on the MCA reading assessment .....	72
Figure 79. Shaded map of Region 11.....	72
Figure 80. Percentage of <b>students in Region 11 who are DHH</b> who are proficient and not proficient on the MCA math assessment.....	73
Figure 81. Percentage of <b>all students in Region 11 who receive special education services</b> who are proficient and not proficient on the MCA math assessment.....	74
Figure 82. Percentage of <b>all students in Region 11</b> who are proficient and not proficient on the MCA math assessment .....	74
Figure 83. Percentage of <b>students in Region 11 who are DHH</b> who are proficient and not proficient on the MCA reading assessment .....	75

Figure 84. Percentage of <b>all students in Region 11 who receive special education services</b> who are proficient and not proficient on the MCA reading assessment.....	75
Figure 85. Percentage of <b>all students in Region 11</b> who are proficient and not proficient on the MCA reading assessment .....	76
Figure 86. Percentage of students who are DHH who are proficient on the MCA math assessment by district ...	77
Figure 87. Percentage of <b>students who are DHH</b> who are proficient on the MCA reading assessment by district	78
Figure 88. Four-year graduation rate comparison .....	79
Figure 89. Four-year graduation outcomes for students who are DHH.....	80
Figure 90. Seven-year graduation rate comparison .....	82
Figure 91. Four-year and seven-year graduation rates for students who are DHH .....	83
Figure 92. Average ACT composite scores for students in Minnesota by primary disability .....	84
Figure 93. Percentage of high school graduates in Minnesota that enrolled in a postsecondary institution within one year of graduation by primary disability .....	85
Figure 94. Percent of high school graduates in each annual wage category 10 years after graduation, 2016 to 2020 combined.....	86
Figure 95. Percent of infants and toddlers identified as DHH or who have another primary disability and hearing loss who exited Part C in each progress category for all three outcomes (n=117).....	90
Figure 96. Percent of children who substantially increased or were functioning within age expectations <b>by the time they turned 3 years of age or exited Part C in Outcome A</b> .....	91
Figure 97. Percent of children who substantially increased or were functioning within age expectations <b>by the time they turned 3 years of age or exited Part C in Outcome B</b> .....	92
Figure 98. Percent of children who substantially increased or were functioning within age expectations <b>by the time they turned 3 years of age or exited Part C in Outcome C</b> .....	93
Figure 99. Percent of infants and toddlers identified as DHH or who have another primary disability and hearing loss who exited Part B in each progress category for all three outcome areas (n=120).....	94
Figure 100. Percent of preschool children who substantially increased or were functioning within age expectations <b>by the time they turned 6 years of age or exited Part B in Outcome A</b> .....	94
Figure 101. Percent of preschool children who substantially increased or were functioning within age expectations <b>by the time they turned 6 years of age or exited Part B in Outcome B</b> .....	95

Figure 102. Percent of preschool children who substantially increased or were functioning within age expectations <b>by the time they turned 6 years of age or exited Part B in Outcome C</b> .....	96
Figure 103. Map of Minnesota’s regional development commissions .....	100
Figure 104. Child count by age distribution of DB students, 2022–23 (n=118) .....	102
Figure 105. Race/ethnicity of students who are DB, 2022–23 (n=118) .....	103
Figure 106. Gender of students who are DB, 2022–23 (n=118).....	103
Figure 107. Percentage of students who are DB who are receiving EL services, 2022–23 (n=118) .....	104
Figure 108. Federal instructional settings for DH students, 2022–23 (n=107) .....	104
Figure 109. Percentage of students who are DB who are proficient and not proficient on the MCA math assessment .....	106
Figure 110. Percentage of students who are DB who are proficient and not proficient on the MTAS math assessment .....	106
Figure 111. Percentage of students who are DB who are proficient and not proficient on the MCA reading assessment .....	107
Figure 112. Percentage of students who are DB who are proficient and not proficient on the MTAS reading assessment .....	107

## 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.

### **2023–24 Deaf or Hard of Hearing Advisory Committee members**

- Milena Bates, Parent
- Ronda Jo Donatucci, Parent
- Kristin Ganyo-Larson, Teacher
- Katie Huttemier, Teacher
- Michelle Isham, Teacher
- Emily Kedrowski, Parent
- Elise Knopf, State Agency Representative (DEED, VRS)
- Taylor Lovin, Assistant Director of Special Education, Intermediate School District 917
- Emily Manson, Teacher
- Gloria Nathanson, Parent
- Susan Outlaw, Executive Director, Metro Deaf School
- Rebecca Thomas, Teacher
- Terry Wilding, Superintendent, Minnesota State Academies
- Mary Cashman-Bakken, Minnesota Department of Education DHH State Specialist

## Executive Summary

Students who are deaf or hard of hearing (DHH) are a diverse group with a wide range of language and educational needs. However, current measures of academic success indicate that they are not having their needs met. While they generally outperform students who receive special education services as a whole on the Minnesota Comprehensive Assessment (MCA), their proficiency rates in math and reading lag behind those of all students in Minnesota. Additionally, students who are DHH continue to have lower four-year graduation rates than their peers in general education. While higher than those for all students in the special education population, the rates of post-secondary enrollment within one year after high school graduation were also lower among DHH students than for all students.

This report includes summaries of student demographics, child count, enrollment counts, graduation rates, and assessment results for the 2022–23 school year. The trend data that is included reflects the achievements, milestones, and areas of concern for students with the primary disability classification of DHH at the statewide and regional levels.

The DHH Advisory Committee puts forward practical and necessary recommendations to the Legislature 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:

- Continue recruitment and retention efforts of staff working with students who are DHH.
- Continue to expand the use of curricula and teaching strategies designed for students who are DHH.
- Consider requiring all school districts to report child count data on all categorical disabilities for each student.
- Consider requiring MDE to designate a standard place on all individual family service plans (IFSPs) and individual education plans (IEPs), in which it will document emergency preparedness plans.

Additional information is also included in the appendices. They include information on the early childhood outcomes ([Appendix A](#)), outcomes for students who are deafblind ([Appendix B](#)), and data tables for report figures ([Appendix C](#)).

## Introduction

This report summarizes the educational outcomes for students with the primary disability classification of deaf or hard of hearing (DHH) for the 2022–23 school year. Educational outcomes are based on Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) results by state, region, and district, when possible.

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

## Data Sources

MDE specialists extracted data from multiple sources for students whose primary disability is identified as DHH to produce the information presented in this report. The data includes student enrollment, child count, demographics, graduation rates, assessment results, and postsecondary outcomes. The trend data reflects the achievements, milestones, and areas of concern for students who are 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 (COS)
- Minnesota Statewide Early Childhood Longitudinal Study (ECLS)

## Data Challenges

The data in this report reflects only those students who have DHH listed as their primary disability. However, students who are DHH are a diverse group with a wide range of language and educational needs. An estimated 35 to 50% of students who are DHH have additional disabilities that have an impact on language development and access.<sup>1</sup> About 25% of students who are DHH in the United States are multilingual, and many have a home language other than English.<sup>2</sup> 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

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<sup>1</sup> Ross E. Mitchell and Michael A. Karchmer, “Demographics of Deaf Education,” *American Annals of the Deaf* 151, no. 2 (2006): pages 95–104.

<sup>2</sup> 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.

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.<sup>3</sup>

Additionally, standardized tests like the MCA, whose results are highlighted in this report, are neither accessible nor normed for students who are DHH or BVI. Therefore, the results may not fully capture the capabilities and achievements of these specific student demographics.

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

## Updates on 2022 Report Recommendations for Improving Student Outcomes

The 2022 report made three recommendations for improving outcomes for students who are DHH:

- Increase recruitment and retention of staff of the deaf or hard of hearing.
- Expand the use of curricula and teaching strategies designed for students who are deaf or hard of hearing.

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<sup>3</sup> Matthew L. Hall, Wyatt C. Hall, and Naomi K. Caselli. "Deaf Children Need Language, Not (Just) Speech." *First Language* 39, no. 4 (August 2019): 367–95.

- Create an educational interpreter database.

This section describes updates since those recommendations were submitted to the Legislature.

***Increase recruitment and retention of staff of the deaf or hard of hearing.***

Between 2022 and 2024, MDE made concerted efforts to increase recruitment and retention of DHH low incidence staff, which are as follows:

- Through a grant funded by MDE, Regional Low Incidence Facilitators paid for teachers, interpreters, and other staff interested in obtaining a DHH license to return to school for disability-specific licensure.
- The Minnesota Professional Educator Licensing and Standards Board (PELSB) made alternative licensure options available (i.e., Licensure via Portfolio option and reduced testing requirements) to provide educators with more flexible pathways to licensure. This [update](#) was passed during the 2023 legislative session.
- MDE set up a booth called “Nest” at Charting the C’s, an MDE-funded annual special education conference, to provide new teachers with information and resources on various special education disability areas, alongside inspiring teacher stories about the profession.
- Speakers from MDE, Minnesota Administrators for Special Education (MASE), PELSB, and the Minnesota Commission of the Deaf, DeafBlind and Hard of Hearing (MNCDHH) attended the DHH State Community of Practice and MDE DHH advisory meetings to share their efforts in this area. As an example of these efforts, MNCDHH has been utilizing the Collaborative Plan<sup>4</sup> workgroups to discuss DHH teacher recruitment and retention issues. Their discussions covered a wide range of topics, including strategies to optimize available tuition for individuals from Greater Minnesota and from communities of color, as well as ways to enhance accessibility of the DHH Teacher Preparatory Program for teachers of these backgrounds—a goal they have achieved. Other discussions covered were related to the expansion of the number of teacher preparatory programs in Minnesota and the creation of apprenticeship opportunities for DHH educators.
- As a means of recruiting new teachers, Regional Low Incidence Facilitators also invited teachers to share their teaching experiences, personal stories, and motivations for working in the field via the low incidence mail lists.

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<sup>4</sup> The Collaborative Plan is a fifty-member network of agencies, schools, and organizations that work together to create positive, systemic changes to achieve better education and career outcomes for students who are deaf, deafblind, and hard of hearing.

***Expand the use of curricula and teaching strategies designed for students who are DHH.***

MDE DHH specialists, DHH practitioners, and others explained the Minnesota Reading to Ensure Academic Development (READ) Act<sup>5</sup> and its implications for DHH to the field. At this point, there are no approved curricula that do not rely on phonics, a sound-based approach for reading, nor are there approved assessments or screeners for DHH students. They have held several meetings with READ Act staff at MDE to discuss these areas of concern and are aware that there will be more discussion on the legislative agenda during this legislative session.

***Create an educational interpreter database.***

MNCDHH and MDE learned through a [2022 statewide survey](#) conducted by the Minnesota Registry of Interpreters for the Deaf (MRID) that nearly half of all working interpreters are contemplating working less, leaving the profession, or retiring in the next few years. Additionally, fewer new interpreters are entering the profession, which exacerbates the problem of replacing those who are leaving. This underscores the importance of increasing the quality and availability of professional interpreting services for our diverse and large DHH community in Minnesota. To address this issue, the Commission has enlisted Dendros, a consulting group, to analyze the issues, facilitate workgroup discussions, and find solutions. Meetings have been held across Minnesota to ensure transparency and gather input and solutions. This project is anticipated to be completed by the summer or fall of 2024.

Since the last report, members of the MDE DHH Advisory Committee have also participated in several of the workgroup meetings and expressed the desire for an interpreter database. They have indicated that they will wait for the Dendros report to determine the appropriate next steps.

## **Recommendations for Improving Student Outcomes**

Based on educational assessment results described in this report and input from the DHH Advisory Committee members, the advisory committee presents the following recommendations for improving outcomes for students who are DHH. The recommendations are focused on four areas:

### **Recommendation 1: Continue recruitment and retention efforts of staff working with students who are DHH.**

MNCDHH and MDE learned through a [2022 statewide survey](#) conducted by MRID that nearly half of all working interpreters are contemplating working less, leaving the profession, or retiring in the next few years.

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<sup>5</sup> The READ Act, signed into law by Governor Tim Walz on May 24, 2023, aims to ensure every Minnesota child is reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. It replaces the Read Well by Third Grade (RWBTG) Initiative and has been in effect since July 1, 2023.

Additionally, fewer new interpreters are entering the profession, which exacerbates the problem of replacing those who are leaving. This underscores the importance of increasing the quality and availability of professional interpreting services for our diverse and large community in Minnesota.

To address this issue, the legislature should fund the following initiatives:

- **Minnesota low incidence grants in support of tuition** for new or aspiring teachers of deaf and hard of hearing (TDHH), interpreters, captionists, cued language transliterators, interveners, and other professionals and support personnel working with students who are DHH.
- **Establishment of a DHH recruitment team composed of practicing educators** tasked with statewide recruitment efforts. These educators should be provided with a stipend, mileage reimbursement, and substitute teacher reimbursement to enable them to travel to schools, hiring fairs, teacher preparation programs, high school American Sign Language classes, and other relevant venues to recruit staff for deaf education.
- **Formation of a workgroup to examine teacher licensure programs** and to streamline and simplify licensure requirements for deaf education teachers, particularly those who are already fully licensed in another area.
- **Development of a teacher preparation program** in cooperation with PELSB and a sponsoring agency that is not a traditional college teacher preparation program.
- **Directing MDE to collect data on pay and incentives** for DHH teachers, audiologists, and interpreters to better inform legislators and school administrators about discrepancies within the state of Minnesota.

## **Recommendation 2: Continue to expand the use of curricula and teaching strategies designed for students who are DHH.**

As described above regarding the READ Act, at this point, there are no approved curricula that do not rely on phonics, a sound-based approach for reading, nor are there approved assessments and screeners for DHH students. All teachers, including all special education teachers, are required to take one of three options for basic reading skills training.

When approving all the above, the Legislature should:

- **Require that all instructional materials, assessments, and curricula purchased by school districts comply with the READ Act** and are accessible for all low incidence areas. The mandate should also stipulate that publishers do not offer cheaper versions of materials based on having fewer accessibility options, and that districts purchase materials that are fully accessible to all students. Accessible materials include, but are not limited to, captioning, braille, audio descriptions, materials compatible with screen readers, materials compatible with text-to-speech, and materials that do not contain only auditory output.

### **Recommendation 3: Consider requiring all school districts to report child count data on all categorical disabilities for each student.**

Currently, MDE collects and reports only primary disability data from school districts, which inhibits an accurate view of the actual number of students with hearing loss served. The actual count of students with hearing loss being served includes students with primary disabilities other than DHH, who are not reflected in the primary disability count. For example, students may list “severely multiply impaired” as their primary disability but are not included in the count of students who are DHH.

The Legislature should:

- **Consider requiring MDE to have all school districts report child count data on all categorical disabilities for each student.** This data should also include information on disabilities that allow for students to have a [Section 504 plan](#)<sup>6</sup>. School districts should report to MDE not only data on primary disabilities for child counts but also secondary, tertiary, and 504 students. Additionally, they should report these additional DHH data every two years via this legislative report.

### **Recommendation 4: Consider requiring MDE to designate a standard place on all individual family service plans (IFSPs) and individual education plans (IEPs), in which it will document emergency preparedness plans.**

Currently, not all school districts include emergency preparedness in their IFSPs and IEPs. There appear to be inconsistencies on how this information is being recorded and managed. If documented, it is often randomly inserted and hard to find in the plans, which makes it difficult for teachers and school districts to adequately prepare for a crisis. By establishing a standard location for these protocols, schools can ensure swift and effective responses to crises, safeguarding the well-being of all students with disabilities.

The Legislature should:

- **Consider requiring MDE to designate a standard place on all IFSPs and IEPs,** in which it will document how students with disabilities, in particular students with hearing loss, will be notified and supported during emergency preparedness drills and emergency situations.

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<sup>6</sup> Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Part 104) is a federal civil rights statute that ensures individuals will not be discriminated against based on their disability. All school districts that receive federal funding are responsible for the implementation of this law.

## Student Enrollment and Demographic Data

The demographic data presented, unless otherwise noted, are based on student data from the 2022–23 school year. The tables and figures include summaries of student enrollment, child count, age, gender, and race and ethnicity.

### Enrollment Summary

Table 1 shows how enrollment for students who are DHH compares with other student populations in 2022–23. At the statewide level, there were 2,084 students whose primary disability was DHH. They comprised 0.25% of the overall student population and 1.53% of the total population of students receiving special education services. There were 220 TDHH and 42 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

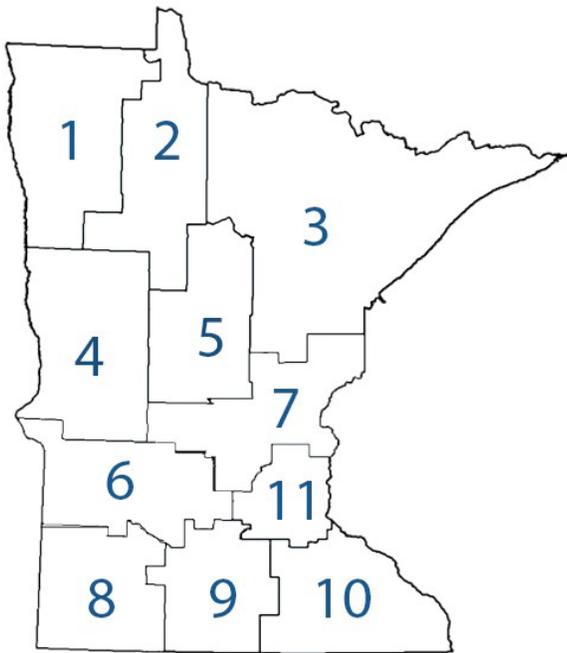


Table 1. Enrollment counts of student categories by region, 2022–23

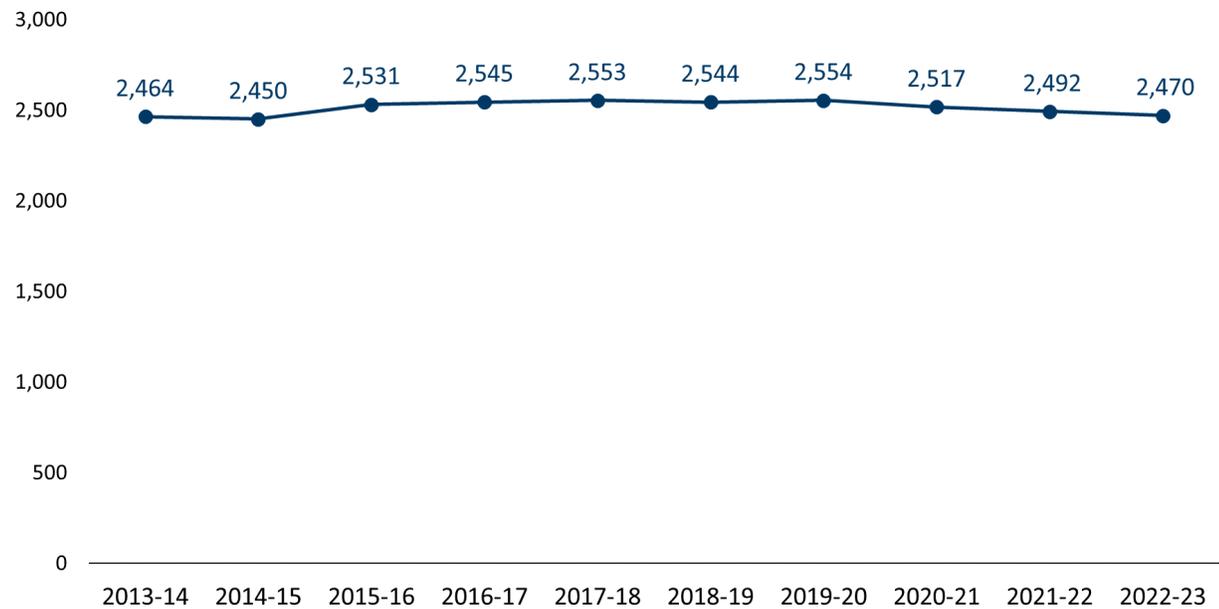
Region name	All students K–12 fall enrollment	DHH K–12	Percent DHH	K–12 special education enrollment	Percent DHH
Regions 1 and 2	26,946	53	0.20%	4,981	1.06%
Region 3	40,558	105	0.26%	7,835	1.34%

Region name	All students K-12 fall enrollment	DHH K-12	Percent DHH	K-12 special education enrollment	Percent DHH
Region 4	34,748	68	0.20%	6,033	1.13%
Region 5	25,030	61	0.24%	5,130	1.19%
Regions 6 and 8	42,499	110	0.26%	7,437	1.48%
Region 7	103,373	214	0.21%	17,378	1.23%
Region 9	32,863	59	0.18%	5,648	1.04%
Region 10	74,800	265	0.35%	12,323	2.15%
Region 11	466,049	1,149	0.25%	69,529	1.65%
<b>Statewide total</b>	<b>846,866</b>	<b>2,084</b>	<b>0.25%</b>	<b>136,294</b>	<b>1.53%</b>

## 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<sup>7</sup>. 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 decreases in the last few school years (Figure 2).

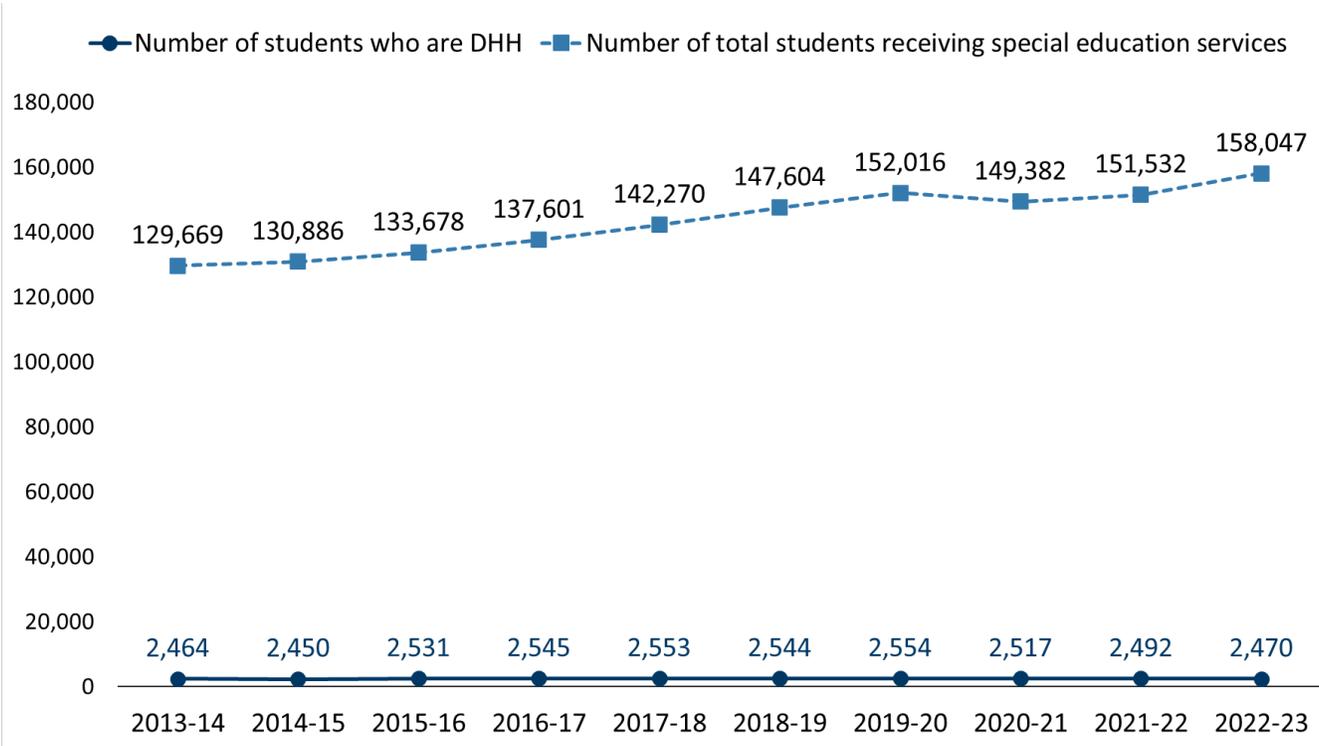
Figure 2. Statewide DHH counts, ages 0-21, 2013-14 to 2022-23



<sup>7</sup> In 2023, the Minnesota Legislature amended [Minnesota Statutes, section 125A.03\(b\)](#), to extend the provision of special instruction and services for children and youth with disabilities until the day before their 22nd birthday. This legislation went into effect on July 1, 2023.

During this same period, the total number of students across Minnesota receiving special education services has increased by over 28,000 students. Despite a decrease between 2019–20 and 2020–21, the number of students rebounded by over 2,000 students in 2021–22 and by an additional 6,500 in 2022–23 (Figure 3).

Figure 3. Statewide special education and DHH counts, ages 0–21, 2013–14 to 2022–23

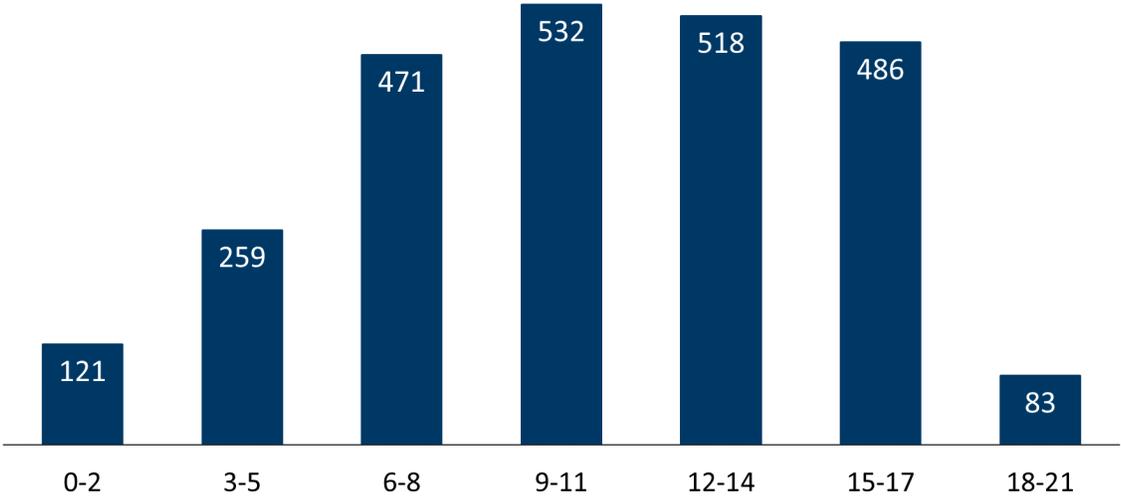


### Demographics

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 2022–23 school year, which includes students ages 0–21 enrolled in the school system. A total of 2,470 students were identified in child count data as DHH that school year.

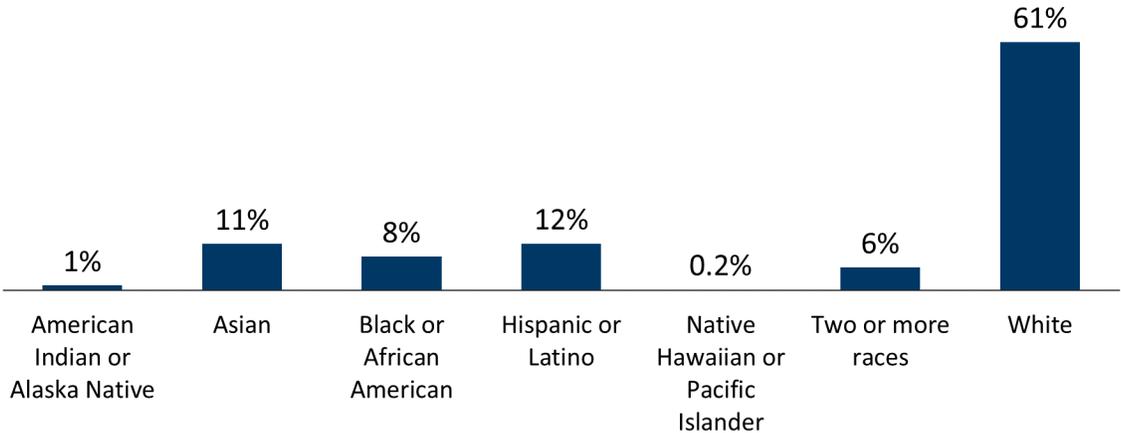
The highest concentrations of students who are DHH are found in ages 6–17 (Figure 4). The lowest concentrations are found in the youngest and oldest age groups.

Figure 4. Child count by age distribution of DHH students, 2022–23 (n=2,470)



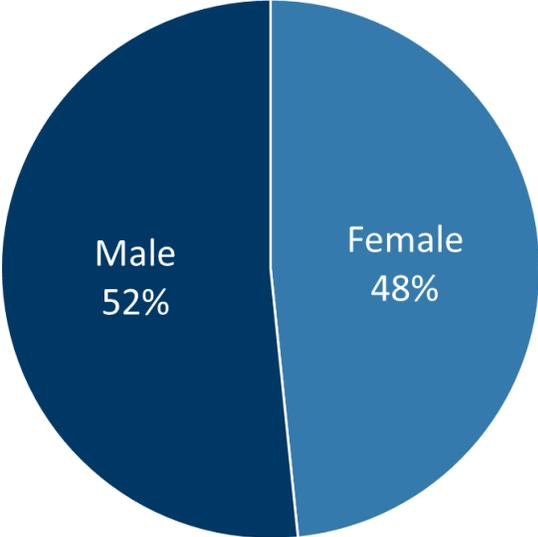
Over 60% of students who are DHH are white (Figure 5). The next largest groups are students who are Hispanic or Latino (12%) and Asian (11%).

Figure 5. Race and ethnicity of students who are DHH, 2022–23 (n=2,470)



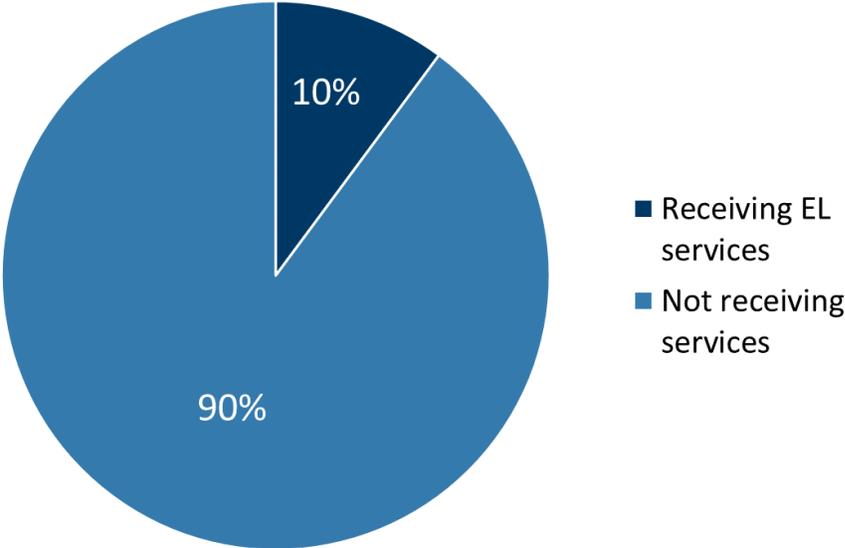
Slightly more than half of students who are DHH are male (52%), and 48% are female (Figure 6).

Figure 6. Gender of students who are DHH, 2023–23 (n=2,470)



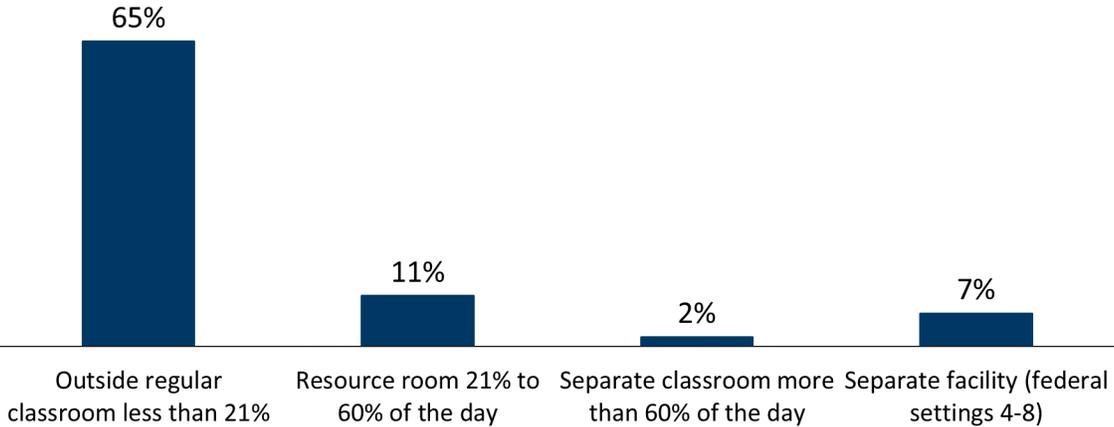
Ten percent of students who are DHH also receive services for English learners (EL) (Figure 7).

Figure 7. Percentage of students who are DHH who are receiving EL services, 2022–23 (n=2,470)



Sixty-five percent of students who are DHH are in the least restrictive federally defined special education setting, spending less than 21% of their school day outside of the general education (regular) classroom (Figure 8).

Figure 8. Federally defined instructional settings for DHH students, 2022–23 (n=2,470)



## 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
- Use of appropriate behaviors to meet needs<sup>8</sup>

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. A score of seven means 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](#).

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 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.

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<sup>8</sup> More information about the three childhood outcomes can be found at: [ECTA Center website \(https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf\)](https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf).

### *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, as with 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 discussed 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 needs, 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 standardized tools and affirmation of those results from a criterion-referenced tool, observation, interview, or other methods.

### **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 Statutes, section 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 and a high degree of heterogeneity due to the exponential number of possible combinations of hearing and vision loss.

[Appendix B](#) contains a full summary of enrollment, demographics, and reading and math outcomes for students who are DB. In the 2022–23 school year, there were 102 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 ten.

## 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. It compares 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 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.

### Impacts of COVID-19 on Assessment Data Reporting and Results

As a result of the COVID-19 pandemic and rapid shift to remote learning for almost all students in Minnesota for the last several months of the 2019–20 school year, MCA and MTAS testing was suspended in 2020. **Therefore, 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.

### 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 2023 was 33%. This represents a 5-percentage point drop when compared with the same figure from 2018 and 2019, which hovered around 38% (Figure 9), but a 4-percentage point increase from 2021. 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

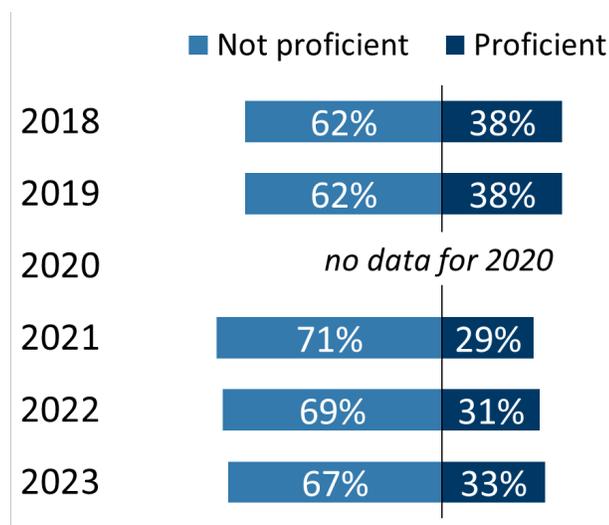


Figure 10. Percentage of **all students who receive special education services** who are proficient and not proficient on the MCA math assessment

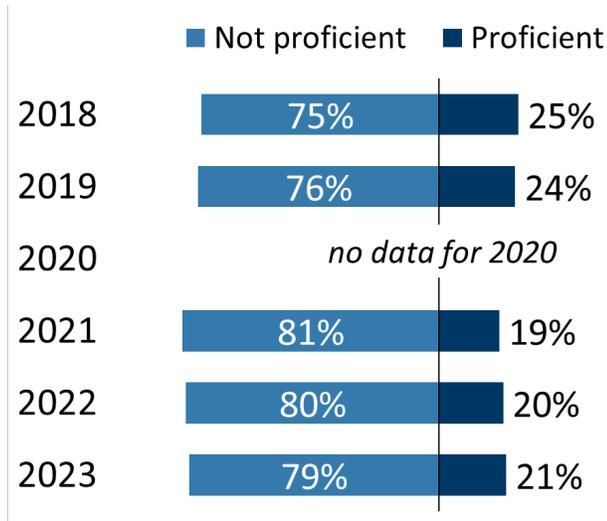
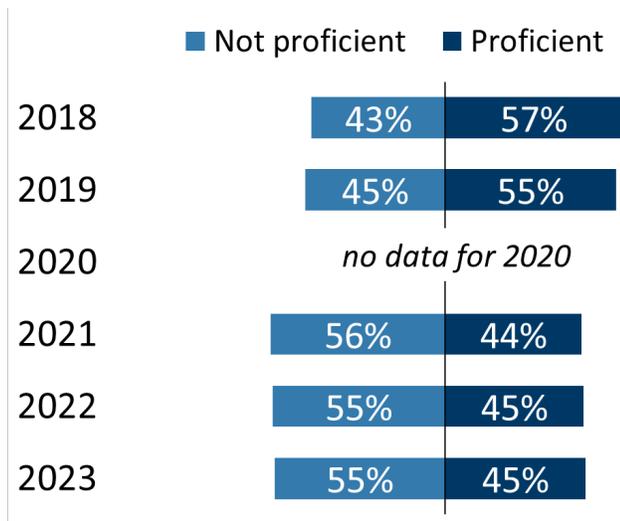


Figure 11. Percentage of **all students in Minnesota** who are proficient and not proficient on the MCA math assessment



When compared with 2021 and 2022, MCA math proficiency rates for students who are DHH increased for most grade levels in 2023. The increases range from 3 to 8 percentage points for most grades (Figure 12 and Figure 13). The only exceptions are 8th grade, where the 2021 proficiency rate declined by 3 percentage points from 2021 to 2023, and 11th grade, where the 2023 proficiency rate remained similar to those of 2021 and 2022.

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

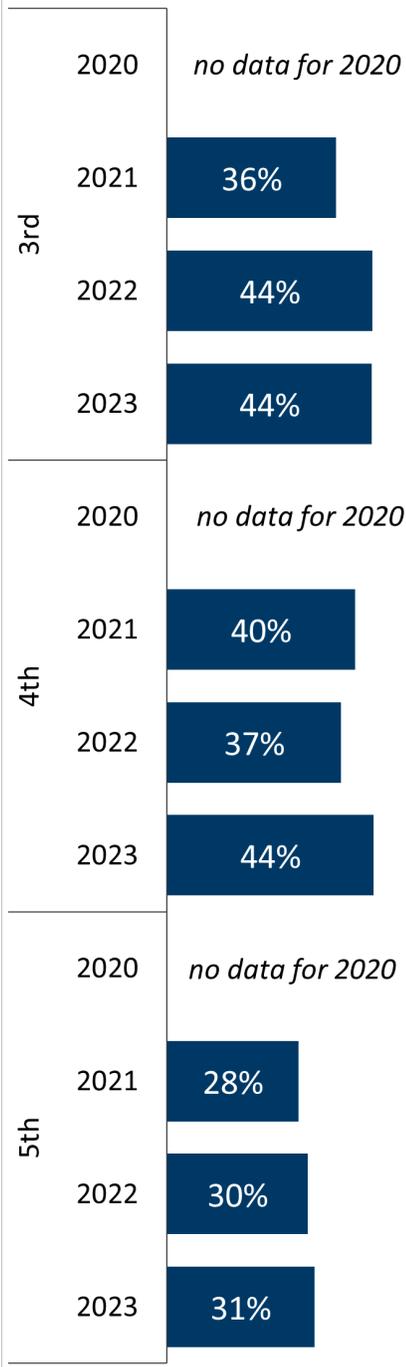
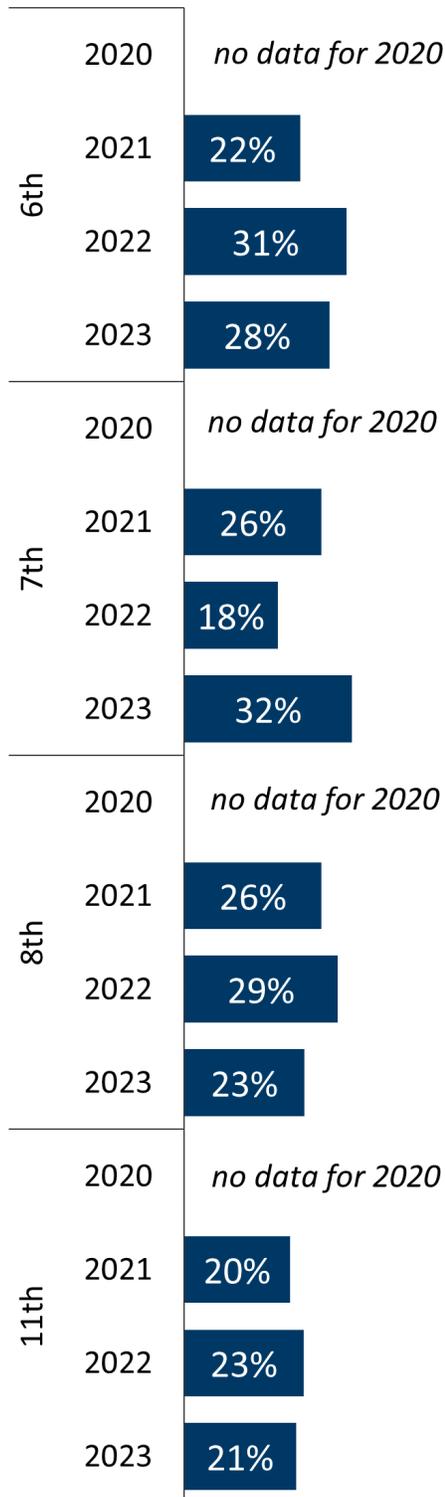


Figure 13. Percentage of **students who are DHH** who are proficient on the MCA math assessment, grades 6–11



## 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 2023, the percentage of students who are DHH who are proficient on the MTAS math assessment decreased notably to 58%. This represents over a 20-percentage point decrease from the 2021 number (Figure 14). Their 2023 math proficiency rates place them 2 percentage points lower than that of all students who receive special education services, who as a group had lower proficiency rates than students who are DHH in previous years (Figure 15).

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.

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

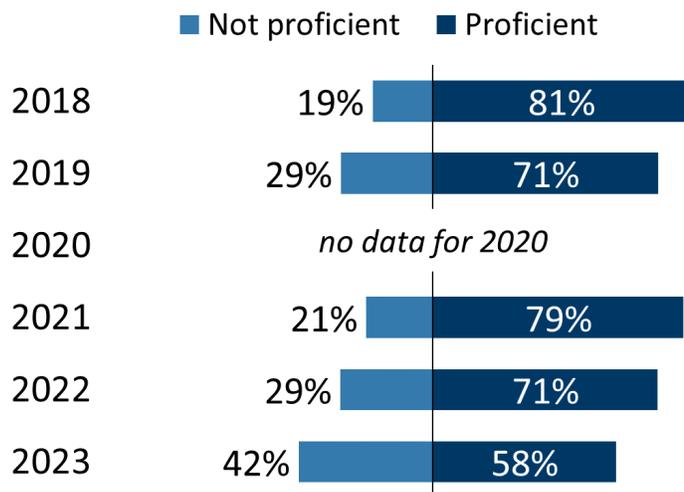
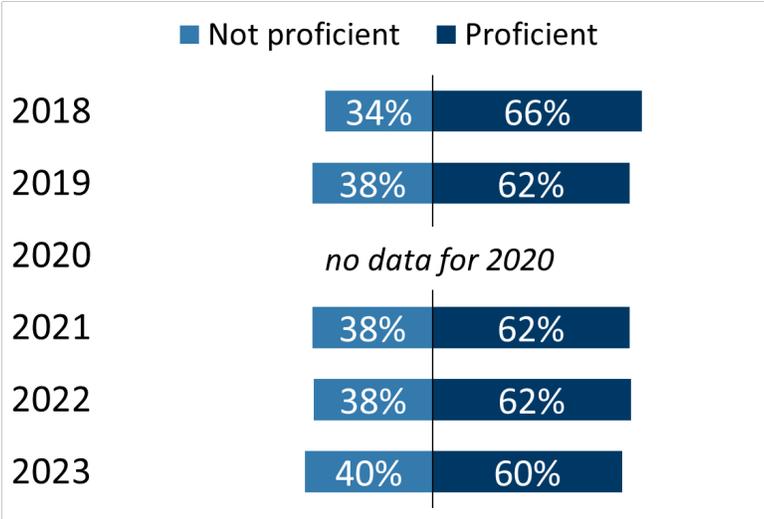


Figure 15. Percentage of **all students who receive special education services** who are proficient and not proficient on the MTAS math assessment



**MCA Reading**

The percentage of students who are DHH who are proficient on the MCA reading assessment increased slightly to 38% in 2023 from 36% in 2022; however, this was still slightly down from around 40% in 2018 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

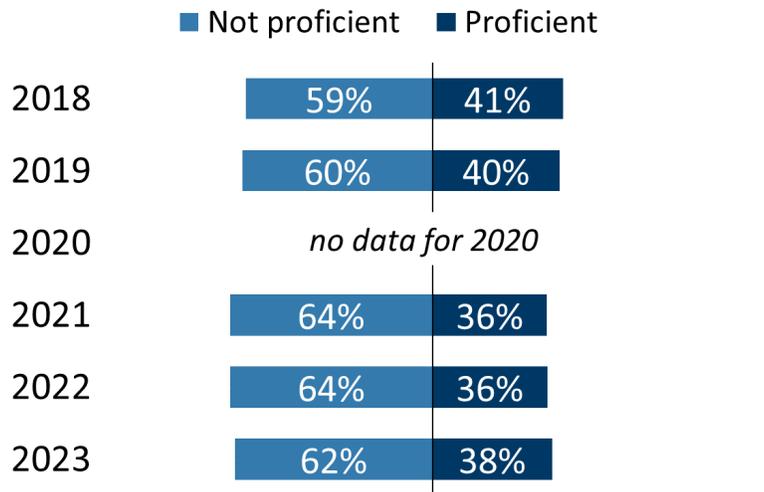


Figure 17. Percentage of **all students who receive special education services** who are proficient and not proficient on the MCA reading assessment

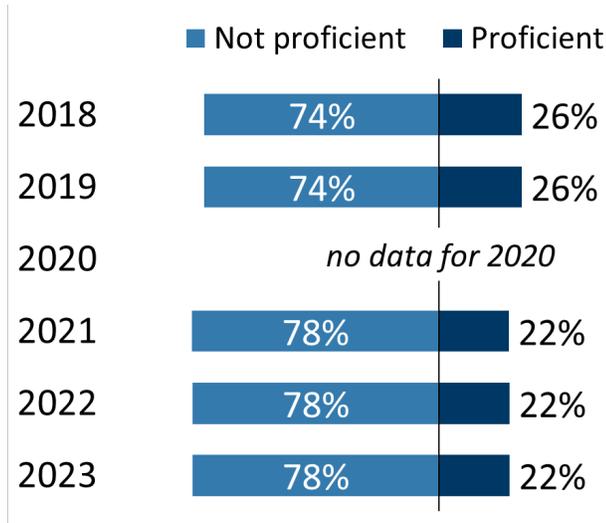
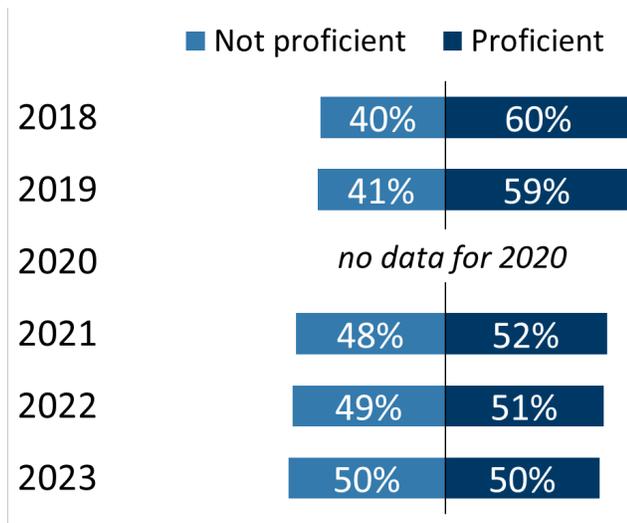


Figure 18. Percentage of **all students in Minnesota** who are proficient and not proficient on the MCA reading assessment



MCA reading proficiency rates for students who are DHH increased slightly for many grade levels in 2023, compared with those for 2021 and 2022 (Figure 19 and Figure 20). The only exceptions are 8th grade, where the 2021 proficiency rates were 12 percentage points higher than those of 2023, and 6th grade, where the 2023 proficiency ratings were 12 percentage points higher than those of 2021.

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

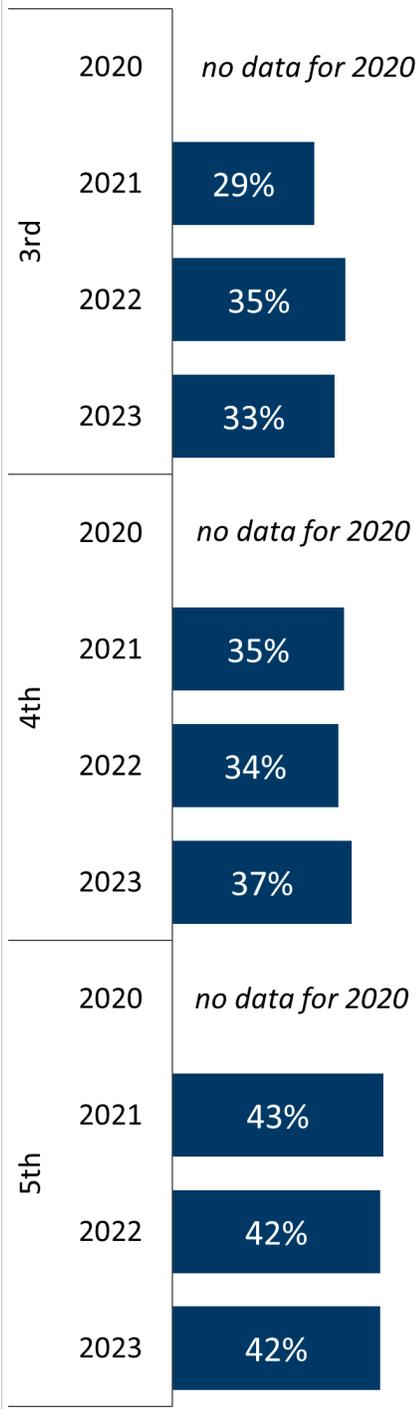
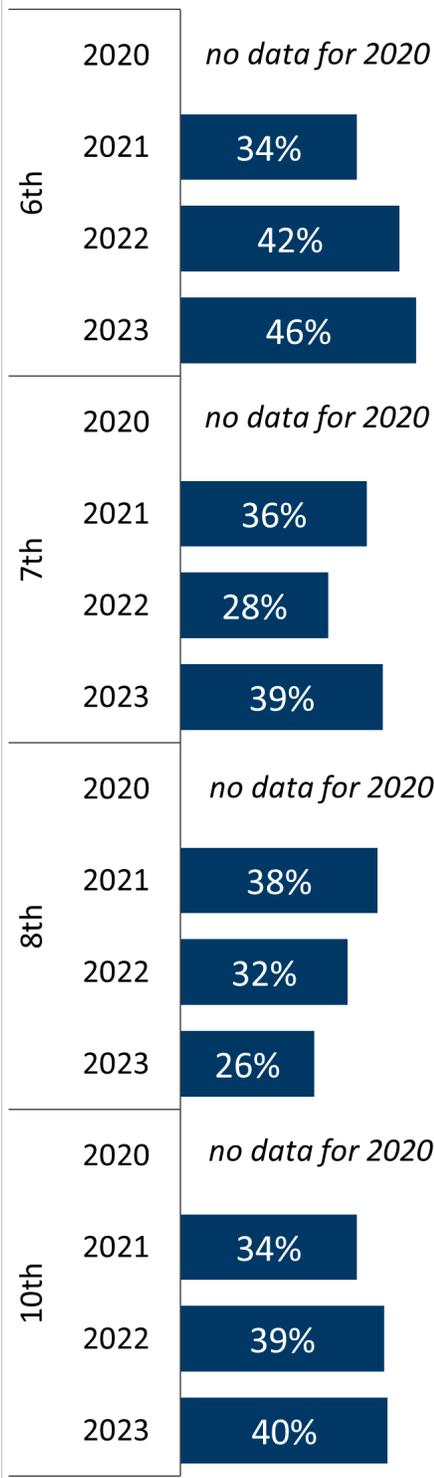


Figure 20. Percentage of **students who are DHH** who are proficient on the MCA reading assessment, grades 6–10



## 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 DHH students proficient on the MTAS reading assessment was around 80% in 2018 and 2019, before dropping to 56 and 57% in 2021 and 2022, respectively. The percentage of students who are DHH who are proficient on the MTAS reading assessment increased notably to 71% in 2023 (Figure 21). Their 2023 reading proficiency rate places them 8 percentage points higher than that of all students who receive special education services (Figure 22).

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.

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

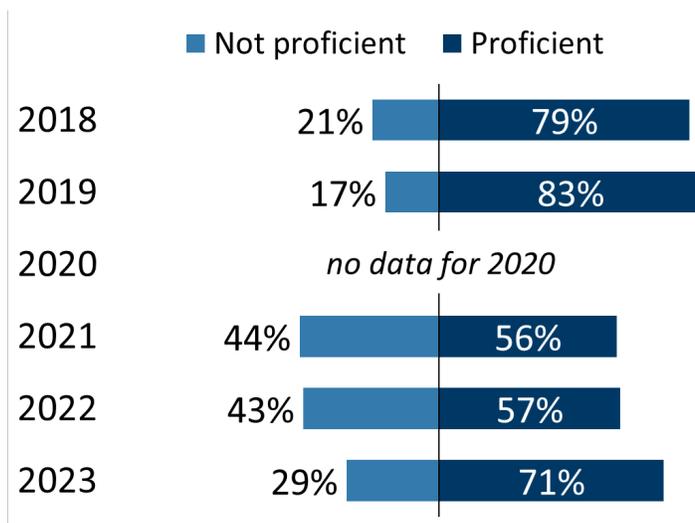
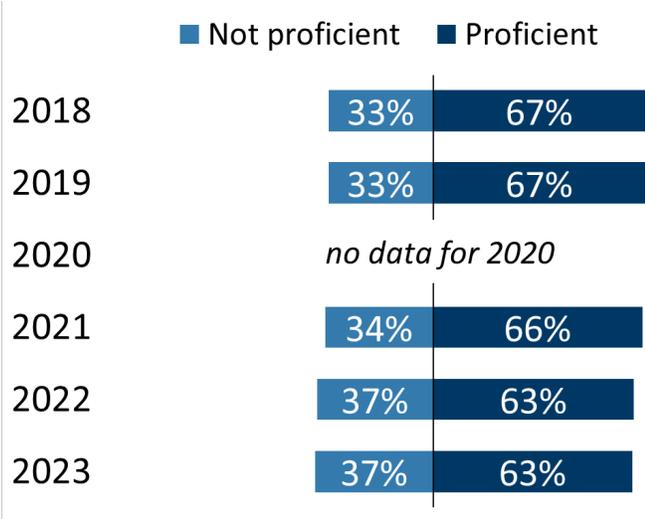


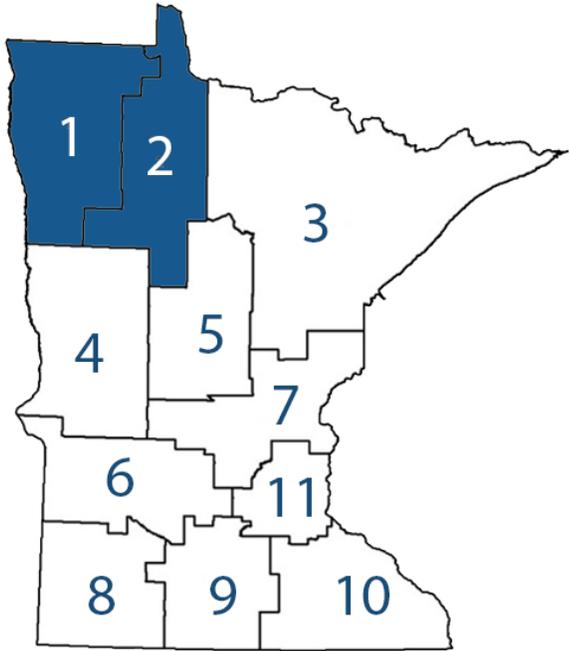
Figure 22. Percentage of **all students who receive special education services** who are proficient and not proficient on the MTAS reading assessment



## 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 fluctuated slightly over the last five years, with the largest count in 2021–22 before dropping again in 2022–23 (Table 2). Given the small number of DHH students in this region, MDE advises caution in interpreting percentage fluctuations in this report. A change for a small number of individuals within the group can appear as more noticeable fluctuations from year to year than those for all their peers in special education and all students.

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

Year	Number enrolled
2018–19	50
2019–20	47
2020–21	51
2021–22	59
2022–23	53

*MCA Math*

The percentage of students who are DHH who were proficient on the MCA math assessment in Regions 1 and 2 increased from 20% in 2022 to 44% in 2023. Math proficiency rates for students who are DHH in Regions 1 and 2 are 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), with the exception of 2023, for which they are higher.

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

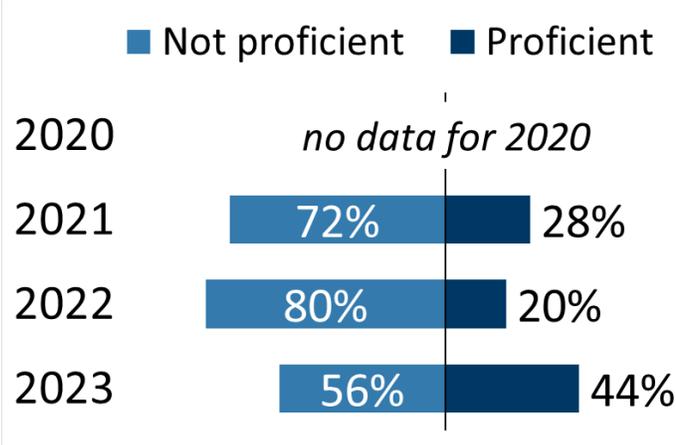


Figure 25. Percentage of **all students in Regions 1 and 2 who receive special education services** who are proficient and not proficient on the MCA math assessment

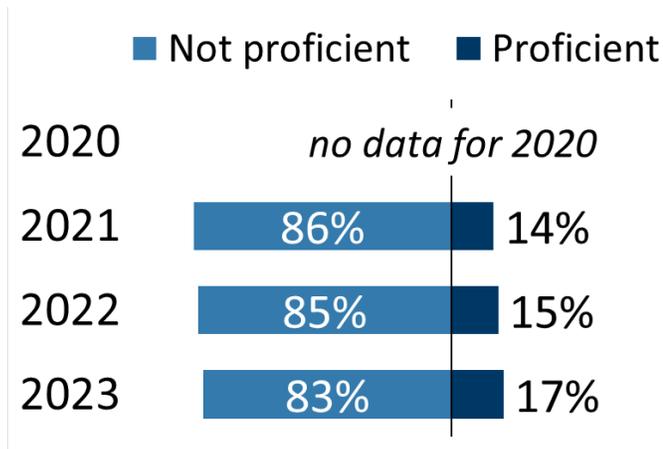
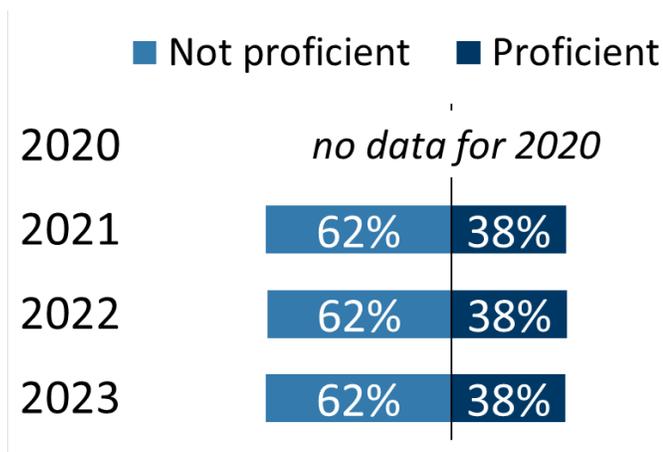


Figure 26. Percentage of **all students in Regions 1 and 2** who are proficient and not proficient on the MCA math assessment



*MCA Reading*

The percentage of students who are DHH in Regions 1 and 2 who were proficient on the MCA reading assessment increased from 16% in 2022 to 42% in 2023 (Figure 27). When compared with other groups, students who are DHH in these regions have generally 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

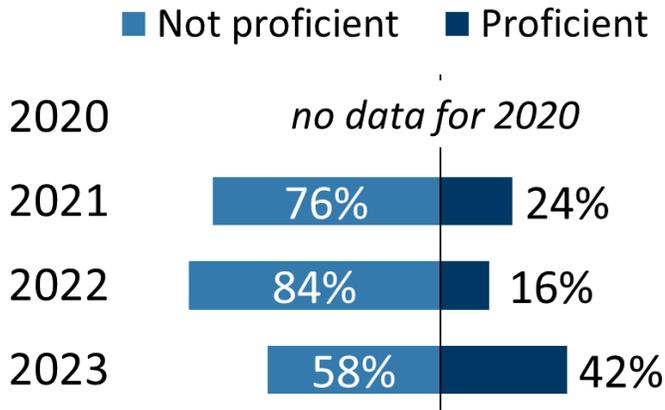


Figure 28. Percentage of **all students in Regions 1 and 2 who receive special education services** who are proficient and not proficient on the MCA reading assessment

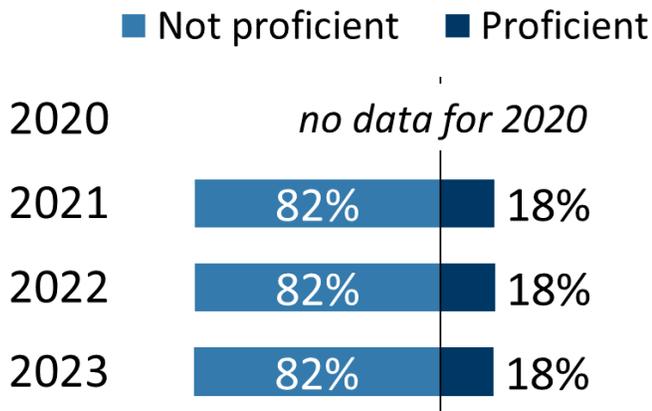
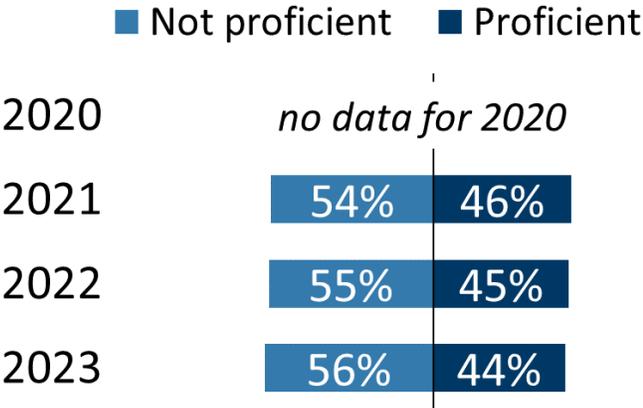
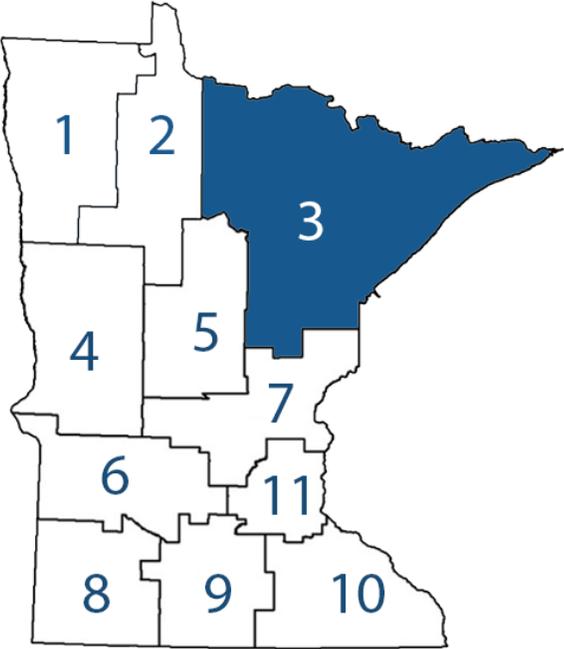


Figure 29. Percentage of all students in Regions 1 and 2 who are proficient and not proficient on the MCA reading assessment



**Region 3**

Figure 30. Shaded map of Region 3



As illustrated in Table 3, despite a decline between 2018–19 and 2020–21, the number of students who are DHH in Region 3 increased steadily in the two most recent years, reaching the highest count of 105 in 2022–23.

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

Year	DHH enrolled
2018–19	93
2019–20	88
2020–21	83
2021–22	96
2022–23	105

### MCA Math

The percentage of students who are DHH who were proficient on the MCA math assessment in Region 3 increased from 23% in 2021 to 27% in 2022 and 2023 (Figure 31). 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

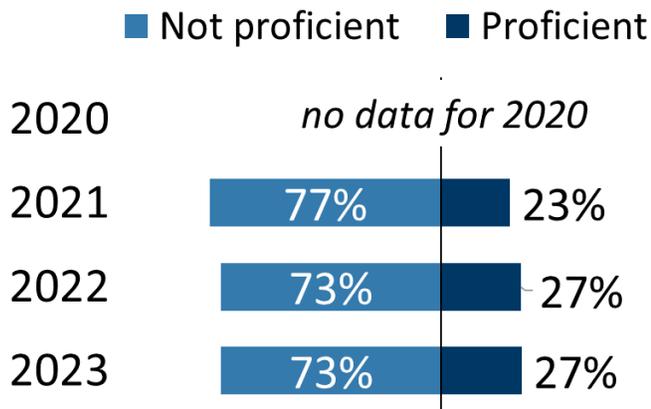


Figure 32. Percentage of **all students in Region 3 who receive special education** who are proficient and not proficient on the MCA math assessment

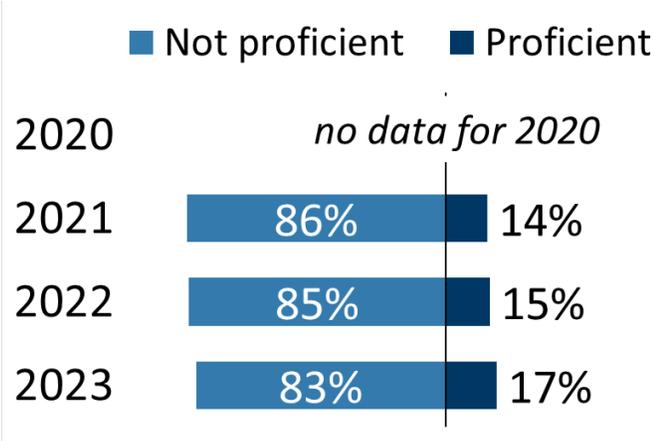
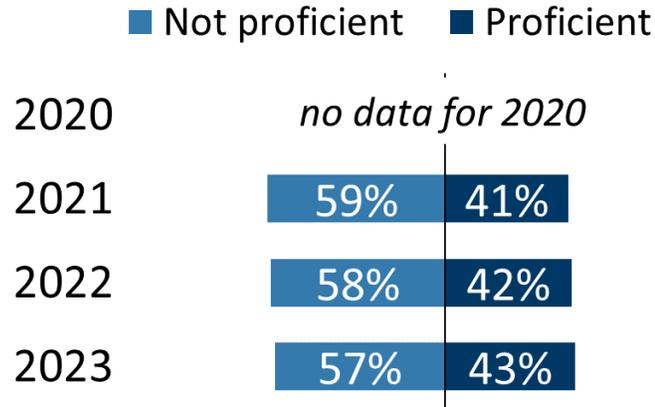


Figure 33. Percentage of **all students in Region 3** who are proficient and not proficient on the MCA math assessment



**MCA Reading**

The percentage of students who are DHH who were proficient on the MCA reading assessment in Region 3 decreased slightly from 37% in 2022 to 35% in 2023 (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

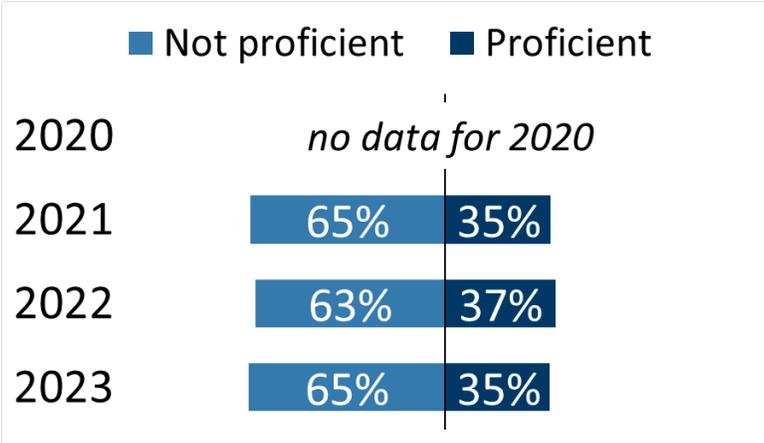


Figure 35. Percentage of **all students in Region 3 who receive special education services** who are proficient and not proficient on the MCA reading assessment

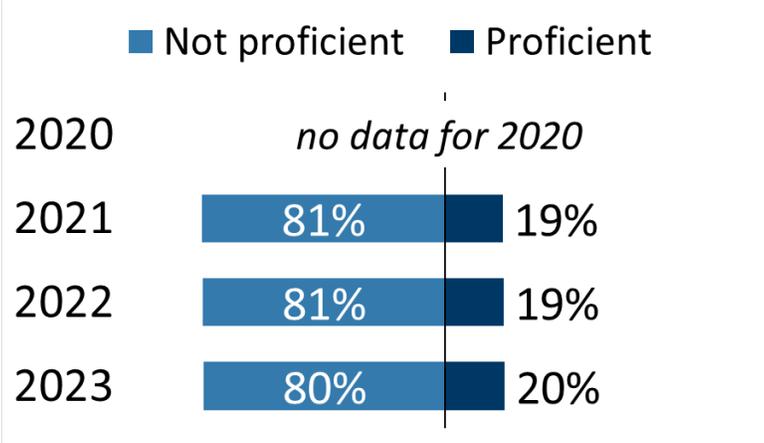
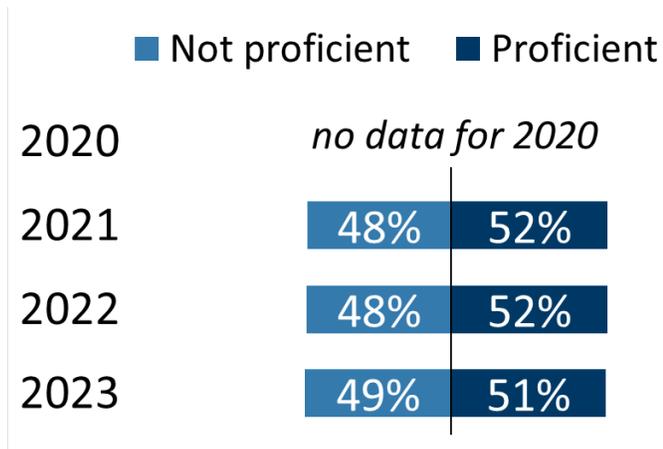
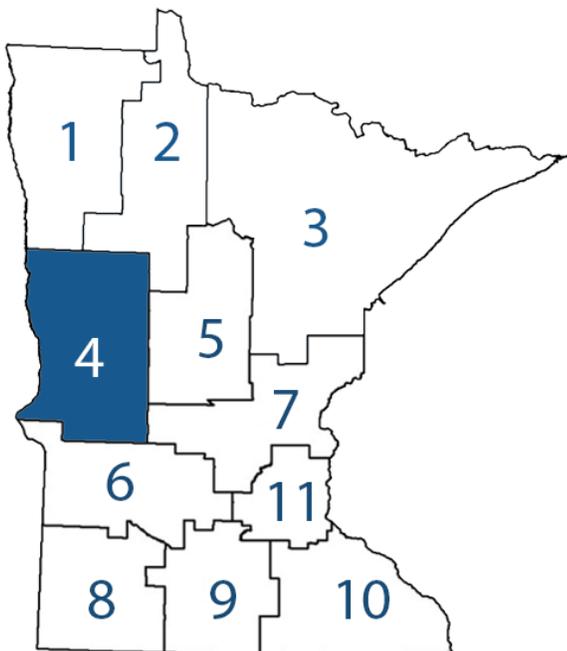


Figure 36. Percentage of **all students in Region 3** who are proficient and not proficient on the MCA reading assessment



### Region 4

Figure 37. Shaded map of Region 4



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

Table 4. Five-year annual DHH student enrollment in Region 4

Year	DHH enrolled
2018–19	69
2019–20	69
2020–21	67
2021–22	69
2022–23	68

### MCA Math

After a drop in 2022, the percentage of students who are DHH who were proficient on the MCA math assessment in Region 4 returned to its 2021 level of 50% in 2023 (Figure 38). Their 2023 proficiency rate places them at 30 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

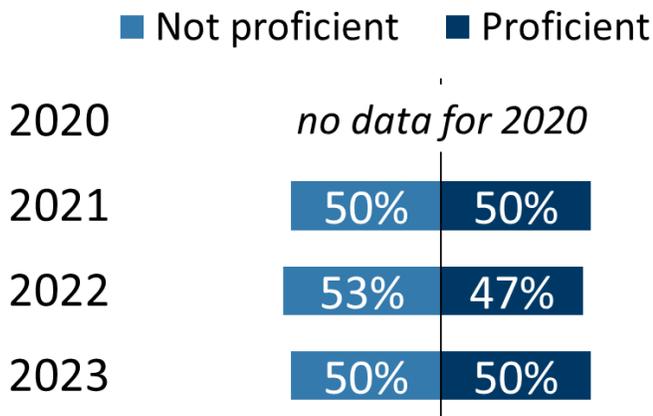


Figure 39. Percentage of **all students in Region 4 who receive special education services** who are proficient and not proficient on the MCA math assessment

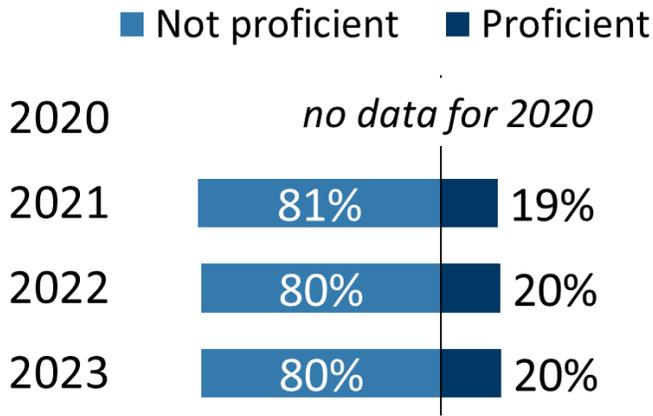
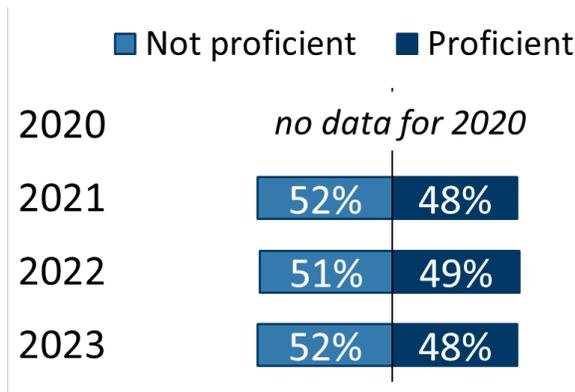


Figure 40. Percentage of **all students in Region 4** who are proficient and not proficient on the MCA math assessment



### MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 4 increased to 50% in 2023, compared with 40% in 2021 and 49% in 2022 (Figure 41). The 2023 proficiency rate remains higher than that of all Region 4 students who receive special education services (Figure 42) but is similar to 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

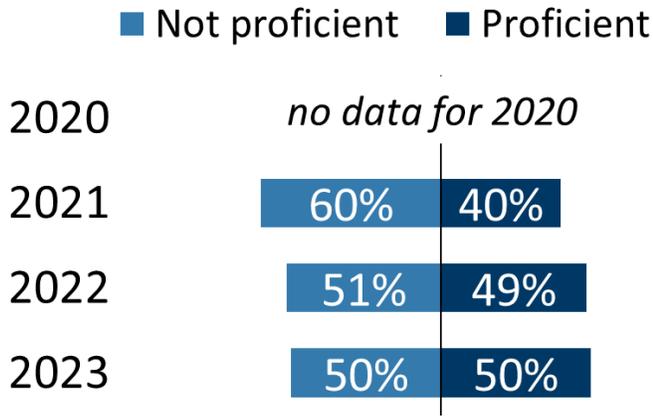


Figure 42. Percentage of **all students in Region 4 who receive special education services** who are proficient and not proficient on the MCA reading assessment

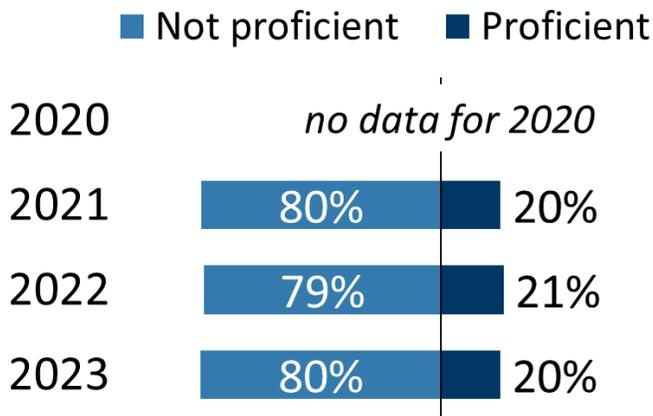
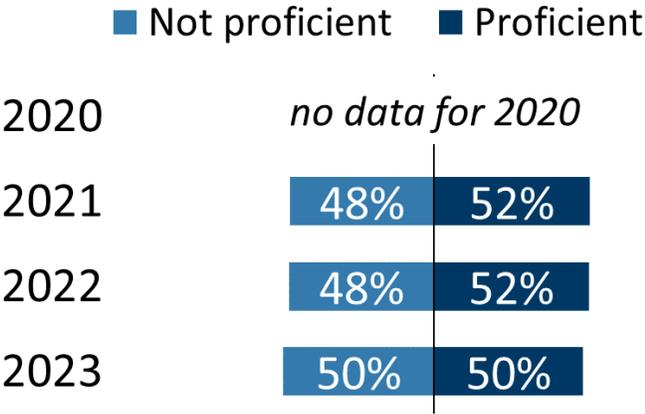
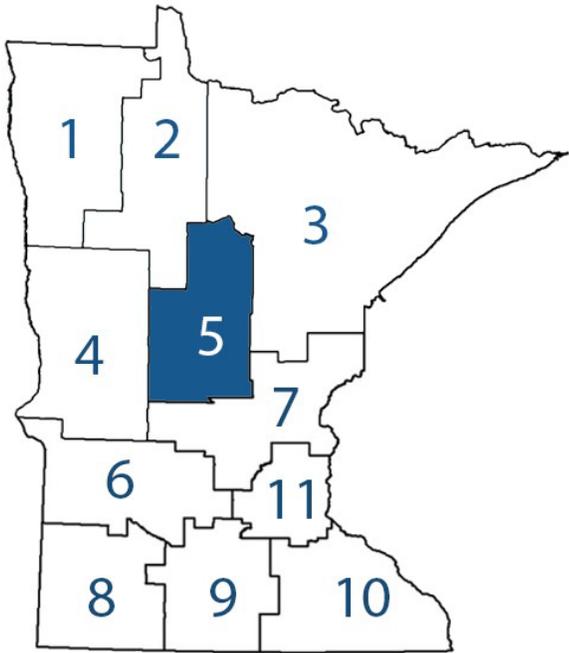


Figure 43. Percentage of **all students in Region 4** who are proficient and not proficient on the MCA reading assessment



**Region 5**

Figure 44. Shaded map of Region 5



After an increase in 2020–21, the number of students who were DHH in Region 5 remain stable during the last three school years (Table 5).

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

<b>Year</b>	<b>DHH enrolled</b>
2018–19	51
2019–20	50
2020–21	60
2021–22	59
2022–23	61

*MCA Math*

The percentage of students who are DHH who are proficient on the MCA math assessment in Region 5 remained at 23% in 2023, 8 percentage points above its 2021 level (Figure 45). Their 2023 proficiency rate remains generally higher than that of all students who receive special education services (Figure 46) but remains behind all students in Region 5 (Figure 47).

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

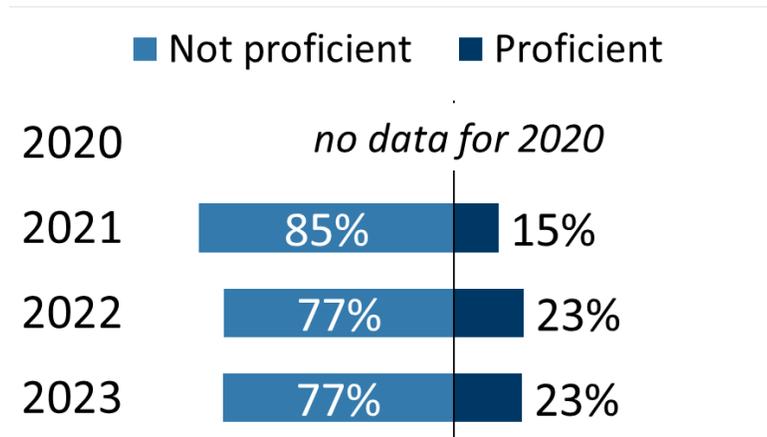


Figure 46. Percentage of **all students in Region 5 who receive special education services** who are proficient and not proficient on the MCA math assessment

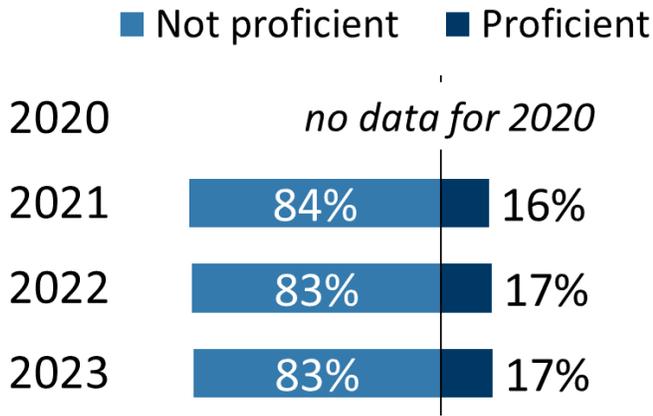
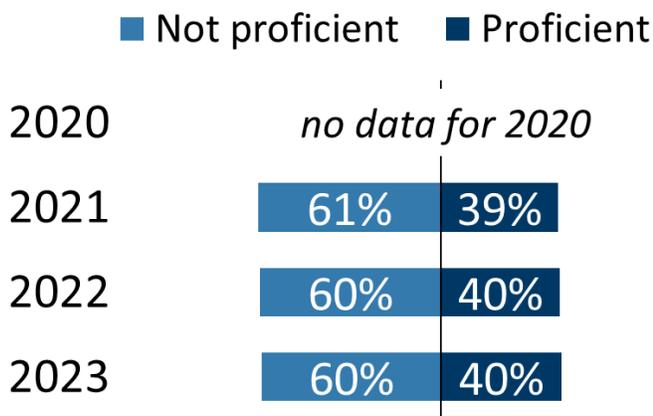


Figure 47. Percentage of **all students in Region 5** who are proficient and not proficient on the MCA math assessment



**MCA Reading**

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 5 was 31% in 2023 and 32% in 2022, which was an increase of over 10 percentage points from 2021 (Figure 48). The proficiency rates for students who are DHH remained higher than those who received special education services (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

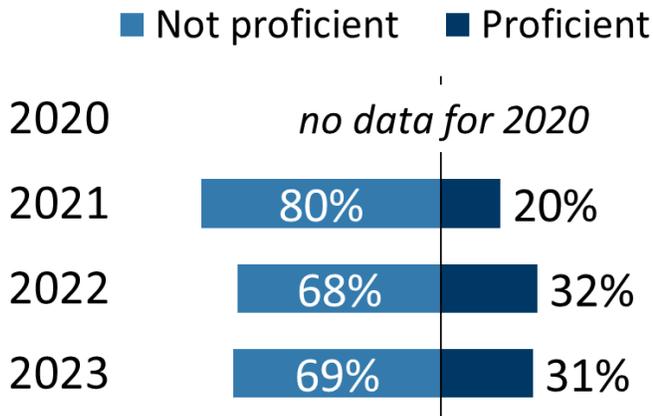


Figure 49. Percentage of **all students in Region 5 who receive special education services** who are proficient and not proficient on the MCA reading assessment

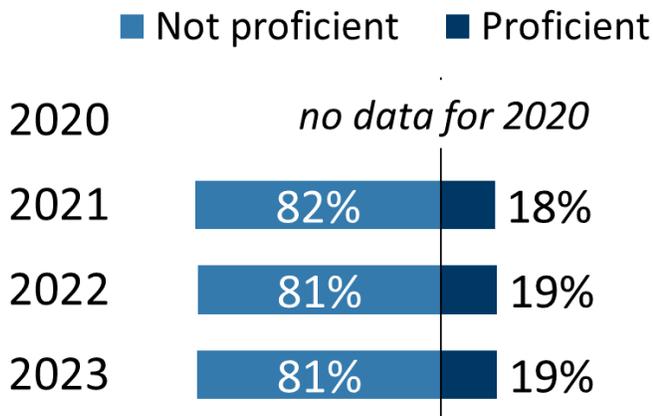
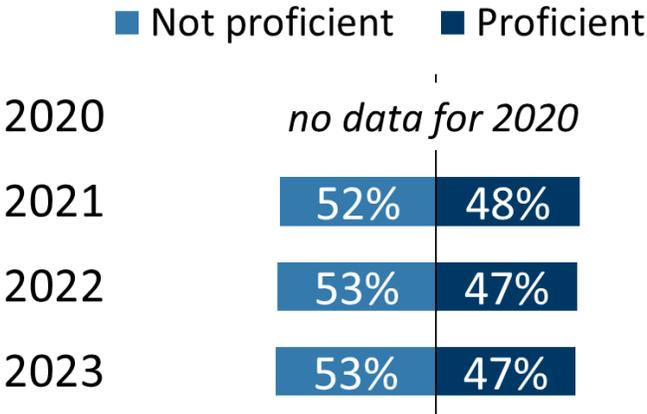
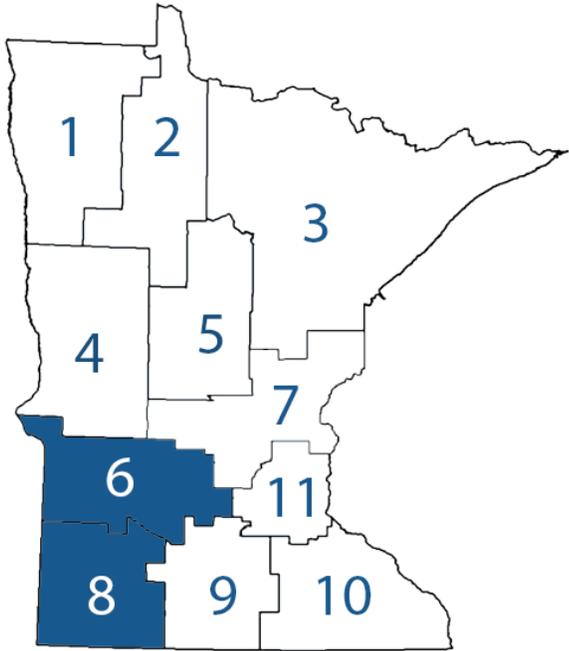


Figure 50. Percentage of **all students in Region 5** who are proficient and not proficient on the MCA reading assessment



**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 steadily between 2018–19 and 2022–23, with a slight bump in 2021–22. Enrollment was at its lowest level in the five-year period in 2022–23 (Table 6).

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

Year	DHH enrolled
2018–19	120
2019–20	112
2020–21	111
2021–22	118
2022–23	110

### MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Regions 6 and 8 fluctuated slightly from 2021 to 2023 (Figure 52). The math proficiency rates continue to be higher than those of all students receiving special education services in Regions 6 and 8 (Figure 53) but remain 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

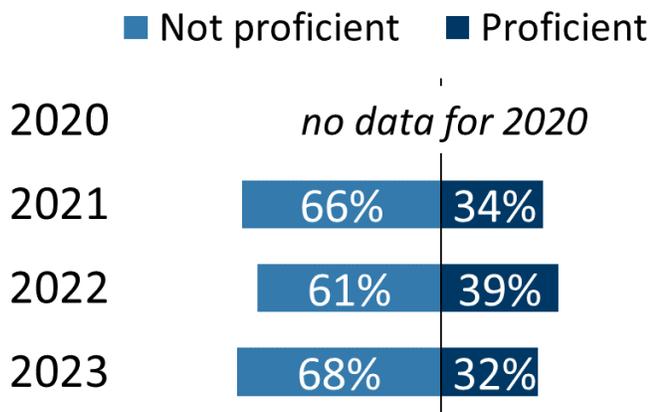


Figure 53. Percentage of **all students in Regions 6 and 8 who receive special education services** who are proficient and not proficient on the MCA math assessment

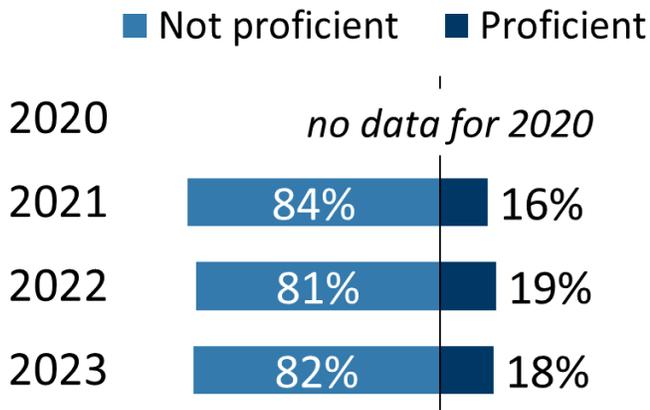
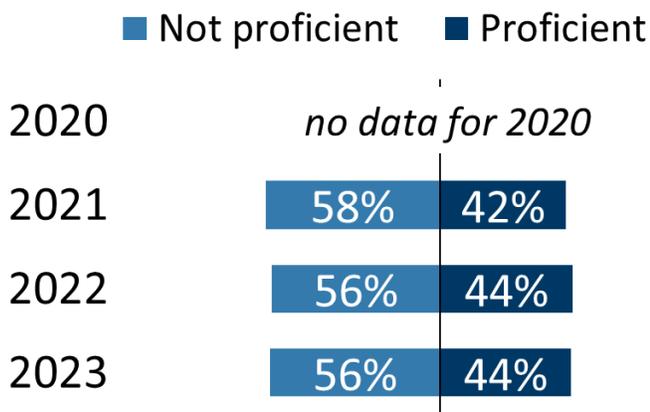


Figure 54. Percentage of **all students in Regions 6 and 8** who are proficient and not proficient on the MCA math assessment



**MCA Reading**

The percentage of students who are DHH who are proficient on the MCA reading assessment in Regions 6 and 8 increased from 31% in 2021 to 36% in 2023 (Figure 55). The reading proficiency rate remains higher than that of all students who receive special education services (Figure 56) but is 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

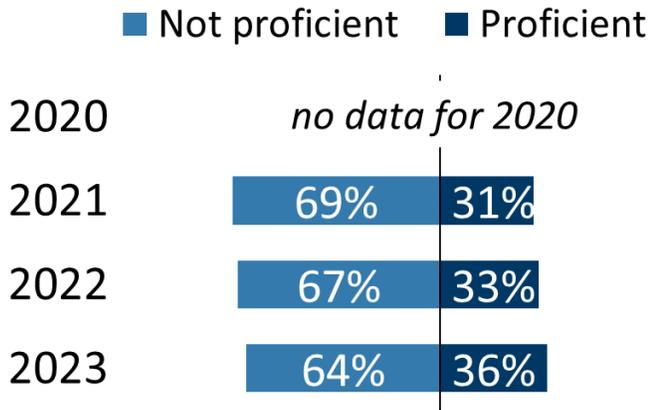


Figure 56. Percentage of **all students in Regions 6 and 8 who receive special education services** who are proficient and not proficient on the MCA reading assessment

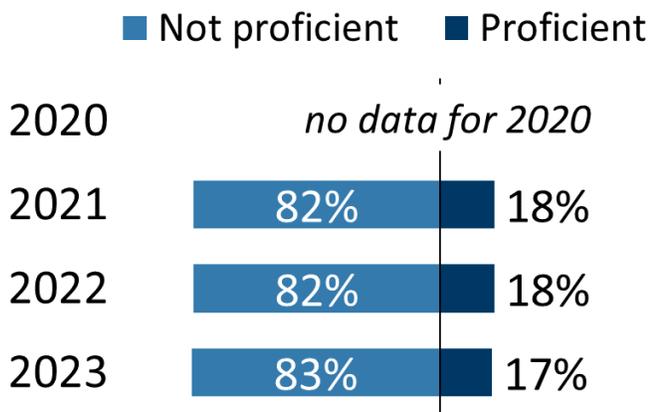
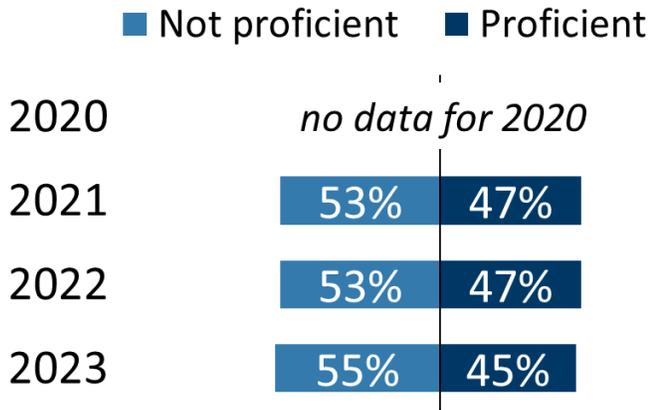
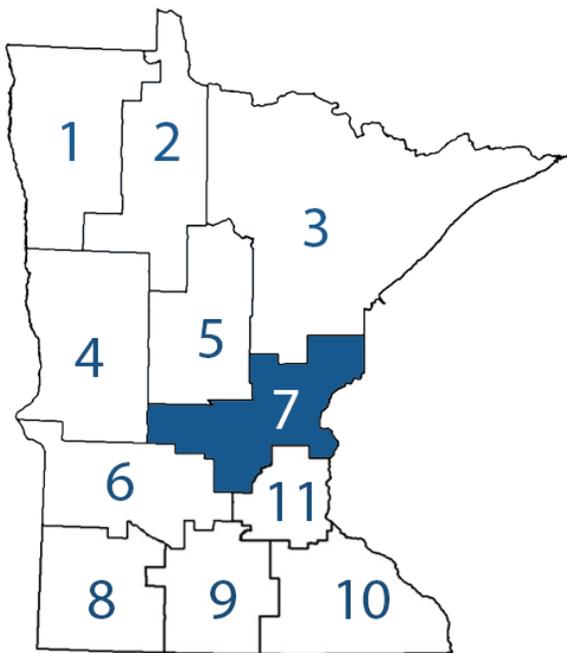


Figure 57. Percentage of **all students in Regions 6 and 8** who are proficient and not proficient on the MCA reading assessment



### Region 7

Figure 58. Shaded map of Region 7



With the exception of 2020–21, enrollment for students who are DHH in Region 7 increased each year between 2018–19 and 2022–23, reaching the highest count in the five-year period in 2022–23 (Table 7).

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

<b>Year</b>	<b>DHH enrolled</b>
2018–19	191
2019–20	211
2020–21	197
2021–22	211
2022–23	214

*MCA Math*

In Region 7, the percentage of students who are DHH who are proficient on the MCA math assessment increased to 35% in 2023, up from 30% and 31% in 2021 and 2022, respectively (Figure 59). 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

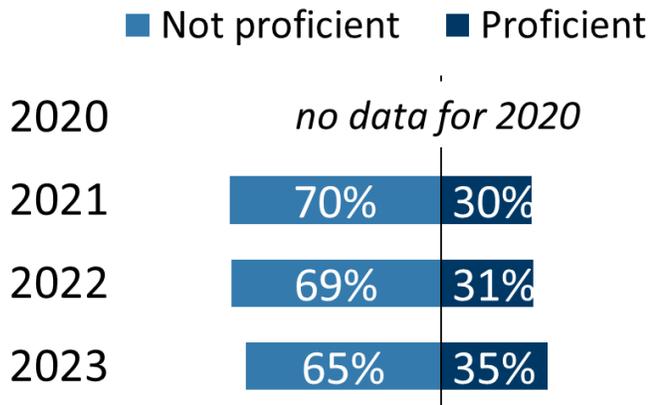


Figure 60. Percentage of **all students in Region 7 who receive special education services** who are proficient and not proficient on the MCA math assessment

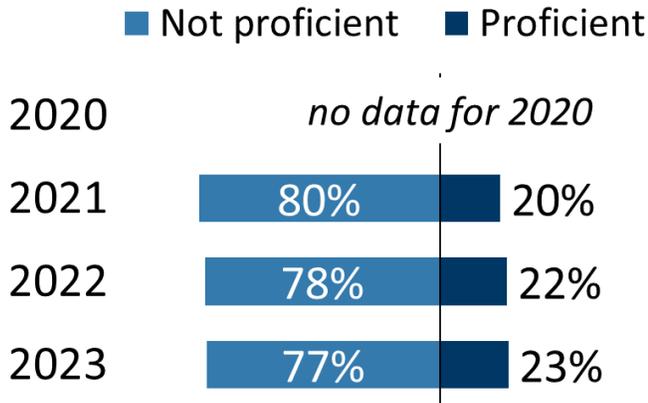
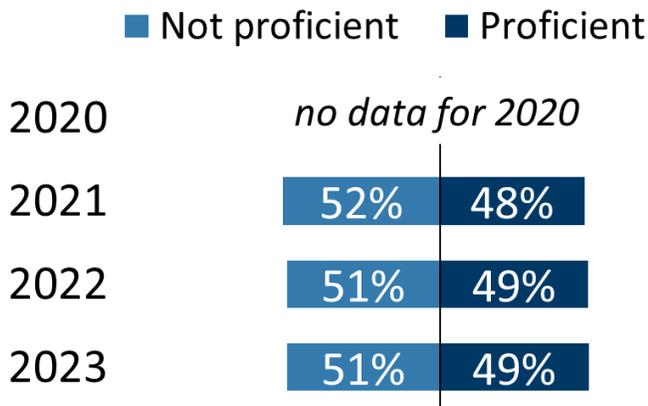


Figure 61. Percentage of **all students in Region 7** who are proficient and not proficient on the MCA math assessment



### MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 7 increased slightly from 34% in 2021 to 39 and 37%, respectively, in 2022 and 2023 (Figure 62). Despite the increase, the reading proficiency rate remains lower than that of all students in Region 7 (Figure 64) but higher than that of all students who receive special education services (Figure 63).

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

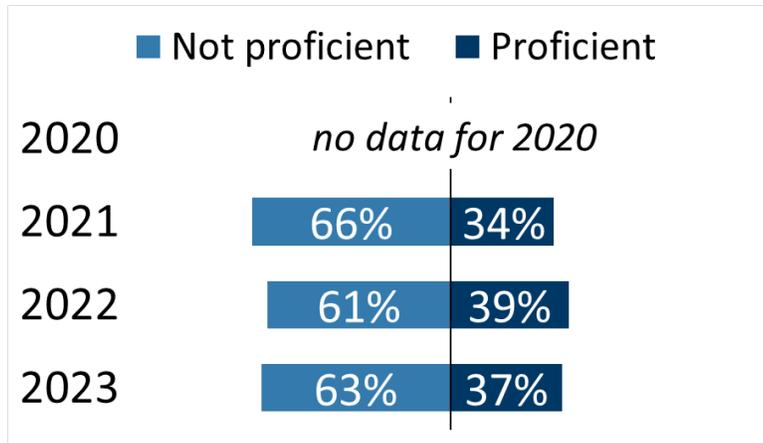


Figure 63. Percentage of **all students in Region 7 who receive special education services** who are proficient and not proficient on the MCA reading assessment

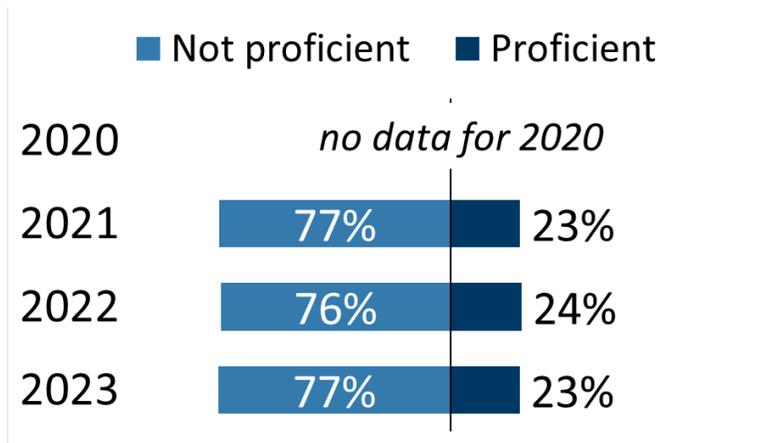
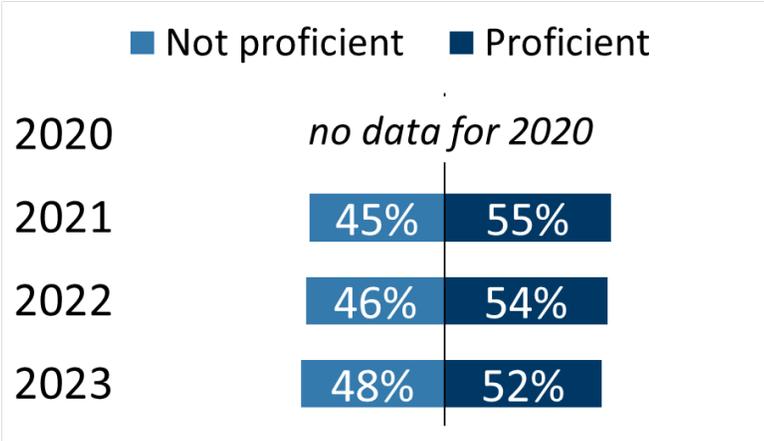
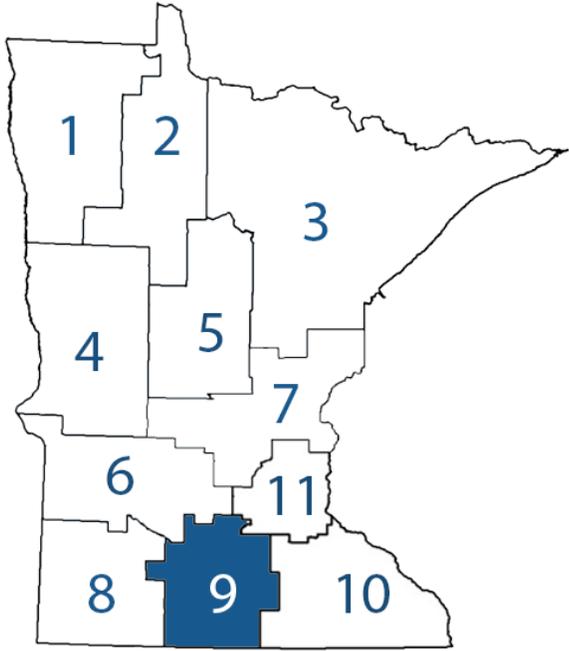


Figure 64. Percentage of **all students in Region 7** who are proficient and not proficient on the MCA reading assessment



**Region 9**

Figure 65. Shaded map of Region 9



Enrollment for students who are DHH declined from 2018–19 to 2021–22 but showed a slight rebound in the 2022–23 school year (Table 8).

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

<b>Year</b>	<b>DHH enrolled</b>
2018–19	66
2019–20	60
2020–21	59
2021–22	57
2022–23	59

### MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Region 9 decreased notably in 2023 to 19%, down from 30 and 28% in 2021 and 2022, respectively (Figure 66). With that decrease, their math proficiency rate is now slightly lower than that of all students who receive special education services (Figure 67), with both 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

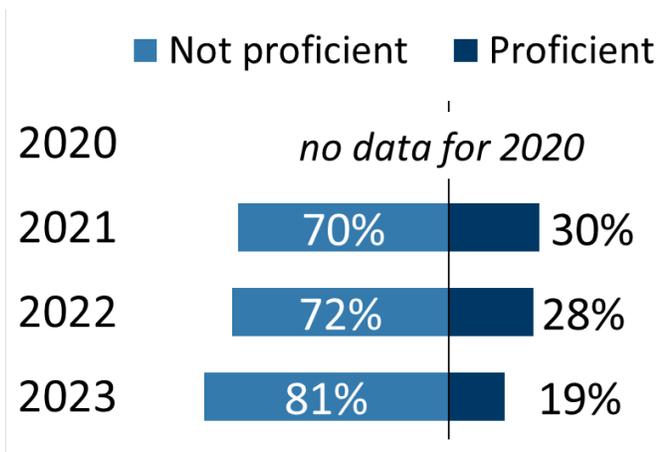


Figure 67. Percentage of **all students in Region 9 who receive special education services** who are proficient and not proficient on the MCA math assessment

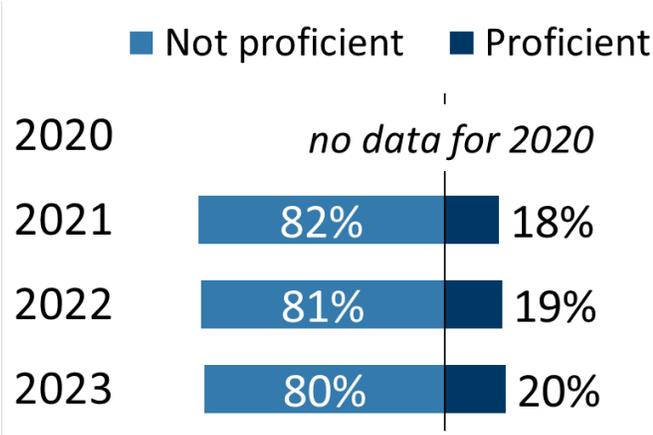
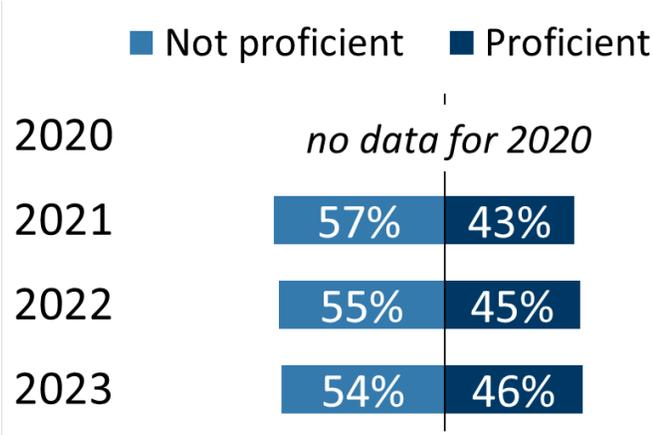


Figure 68. Percentage of **all students in Region 9** who are proficient and not proficient on the MCA math assessment



**MCA Reading**

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 9 decreased to 38% in 2023 from 43% and 46% in 2021 and 2022, respectively (Figure 69). Their 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

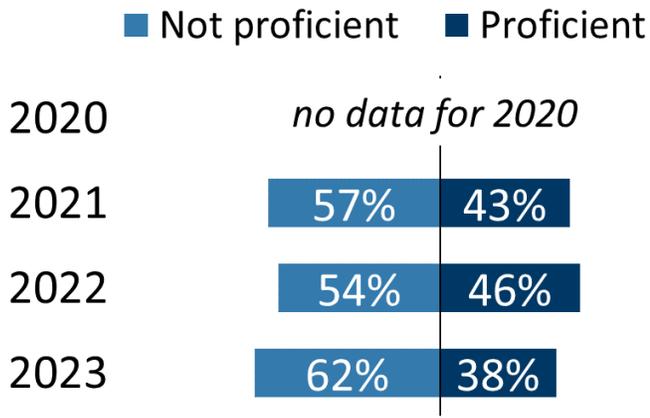


Figure 70. Percentage of **all students in Region 9 who receive special education services** who are proficient and not proficient on the MCA reading assessment

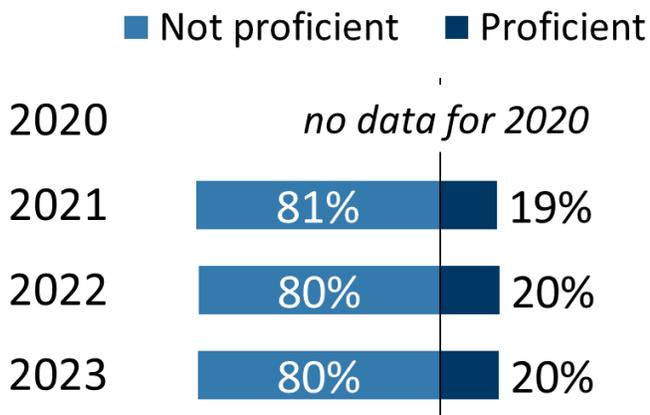
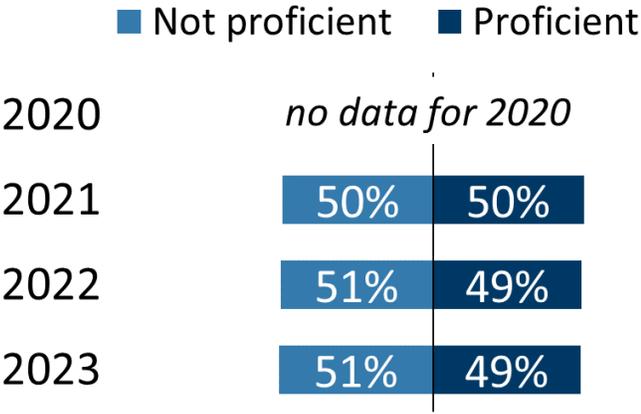
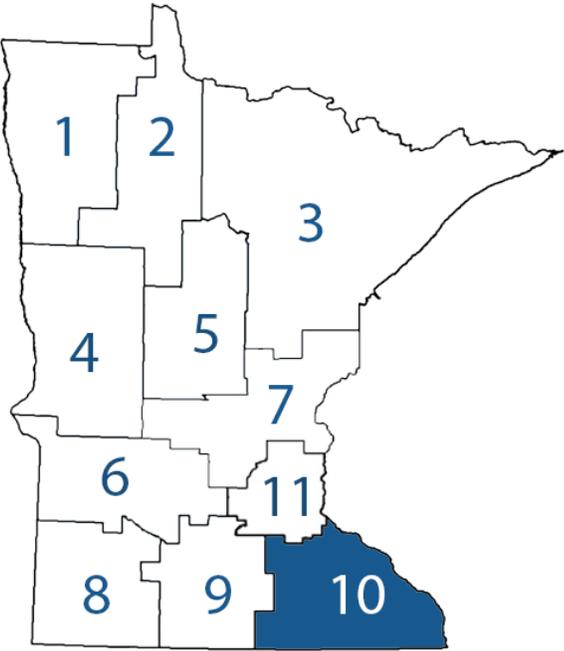


Figure 71. Percentage of **all students in Region 9** who are proficient and not proficient on the MCA reading assessment



**Region 10**

Figure 72. Shaded map of Region 10



The number of students who are DHH in Region 10 was relatively stable between 2018–19 and 2021–22 but dropped notably in the 2022–23 school year (Table 9).

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

Year	DHH enrolled
2018–19	299
2019–20	299
2020–21	285
2021–22	293
2022–23	265

### MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Region 10 increased 10 percentage points to 23% in 2022 and remained similar in 2023 (Figure 73). Their 2023 math proficiency rate was higher than that of students who receive special education services in the same region (Figure 74) but 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

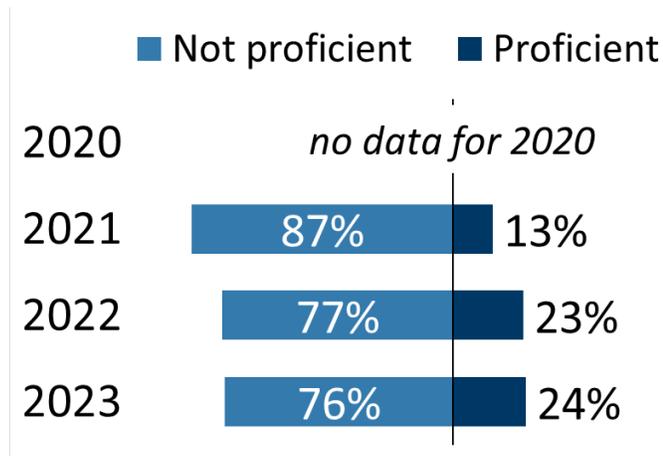


Figure 74. Percentage of **all students in Region 10 who receive special education services** who are proficient and not proficient on the MCA math assessment

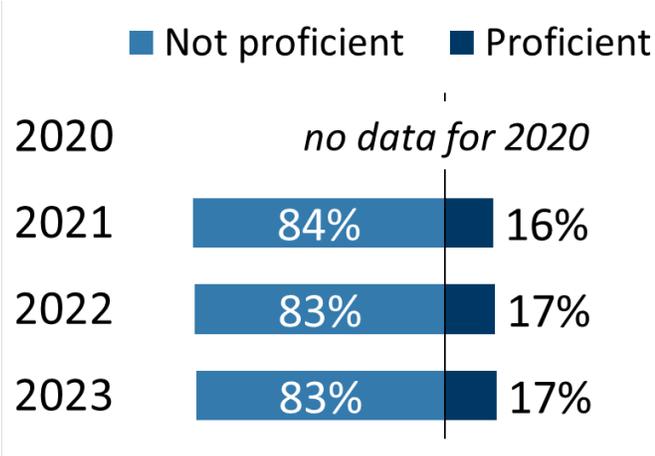
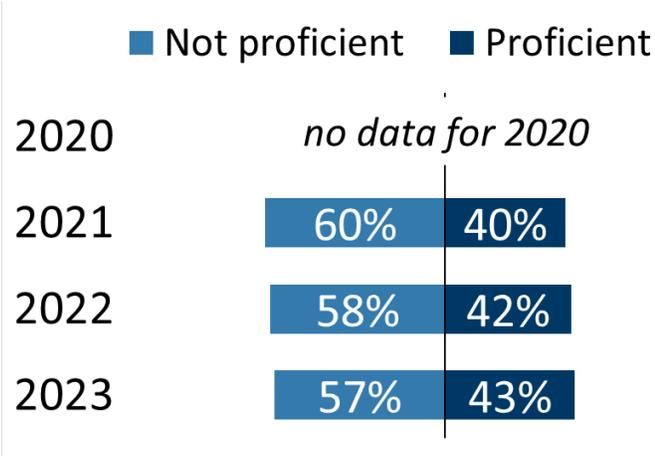


Figure 75. Percentage of **all students in Region 10** who are proficient and not proficient on the MCA math assessment



*MCA Reading*

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 10 increased slightly to 27% in 2023 (Figure 76). The reading proficiency rate continues to be higher than that of all students who receive special education services (Figure 77) but 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

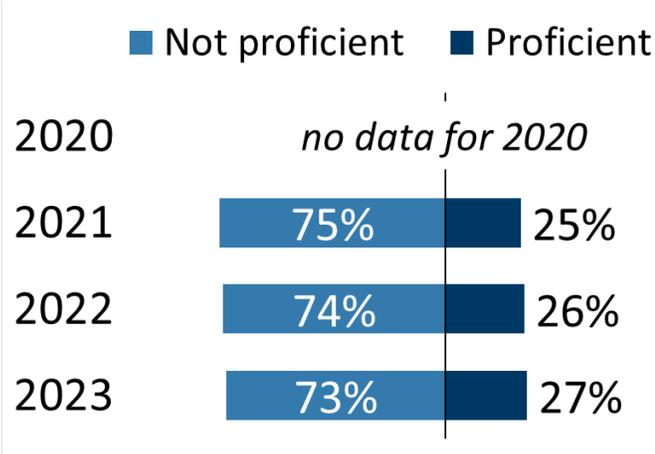


Figure 77. Percentage of **all students in Region 10 who receive special education services** who are proficient and not proficient on the MCA reading assessment

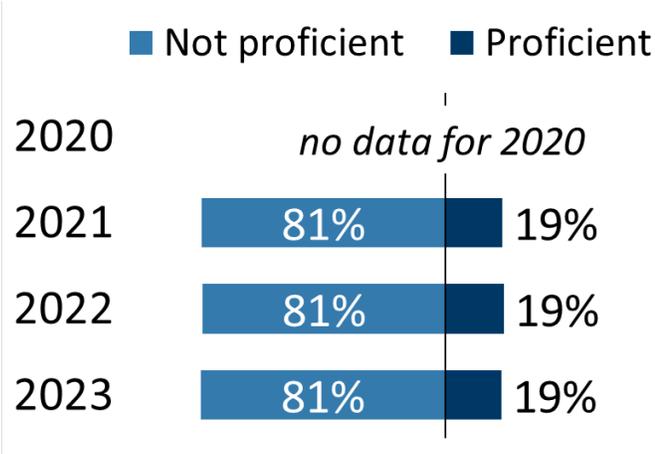
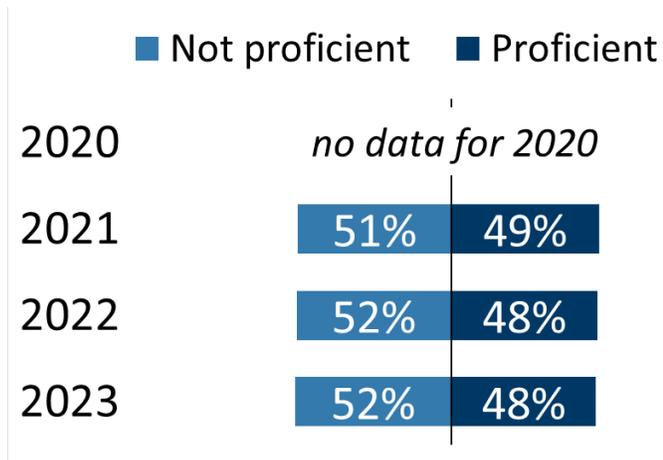
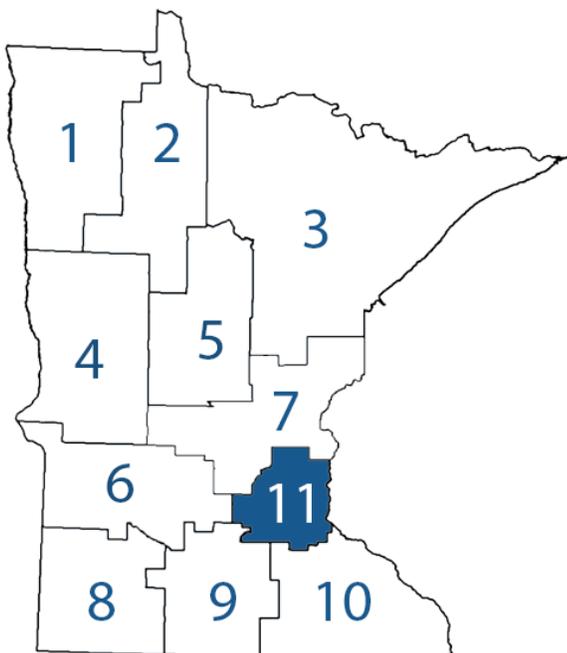


Figure 78. Percentage of **all students in Region 10** who are proficient and not proficient on the MCA reading assessment



### Region 11

Figure 79. Shaded map of Region 11



After an increase in 2019–20, the number of students who are DHH decreased steadily in the last three school years (Table 10).

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

Year	DHH enrolled
2018–19	1,164
2019–20	1,184
2020–21	1,174
2021–22	1,130
2022–23	1,149

### MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Region 11 remained relatively stable at around 33% from 2021 to 2023 (Figure 80). Their math proficiency rates remain 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

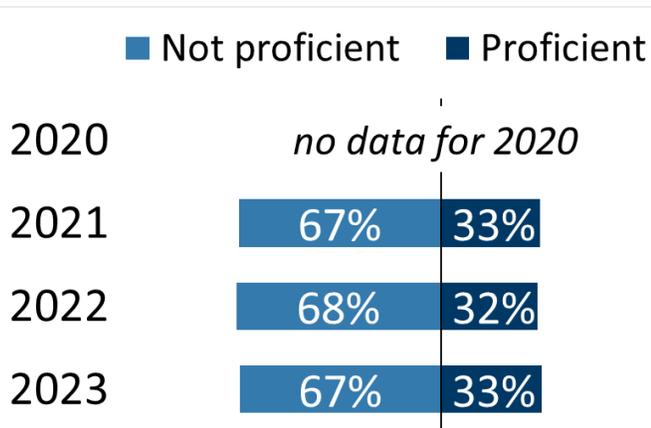


Figure 81. Percentage of **all students in Region 11 who receive special education services** who are proficient and not proficient on the MCA math assessment

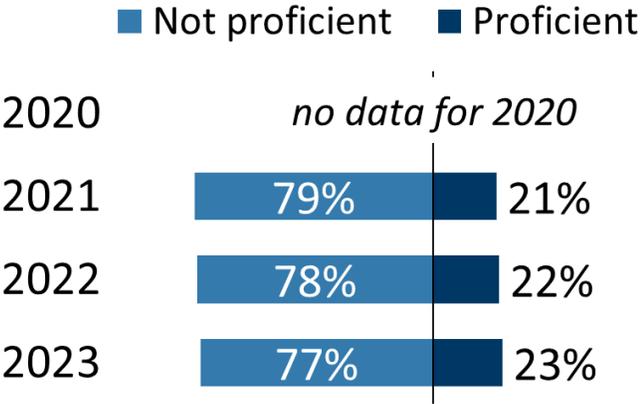
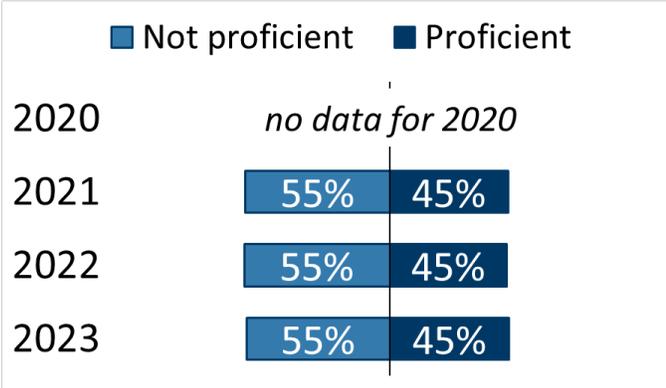


Figure 82. Percentage of **all students in Region 11** who are proficient and not proficient on the MCA math assessment



*MCA Reading*

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 11 decreased slightly between 2021 and 2023 (Figure 83). Their reading proficiency rates remain 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

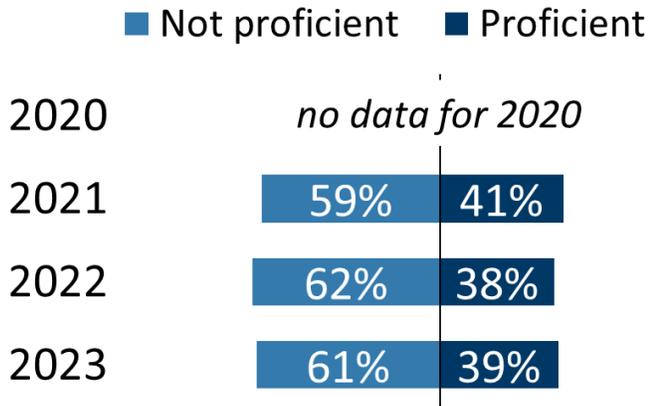


Figure 84. Percentage of **all students in Region 11 who receive special education services** who are proficient and not proficient on the MCA reading assessment

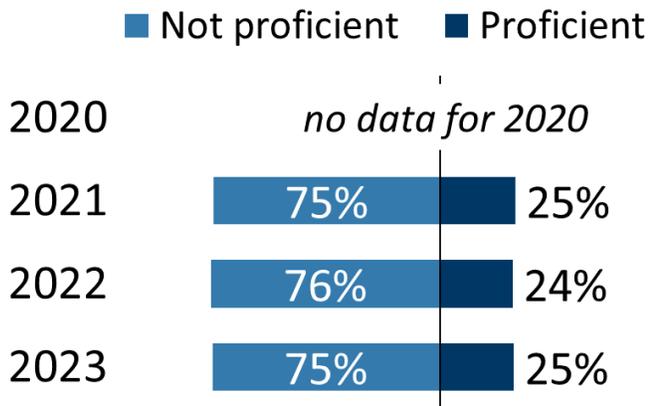
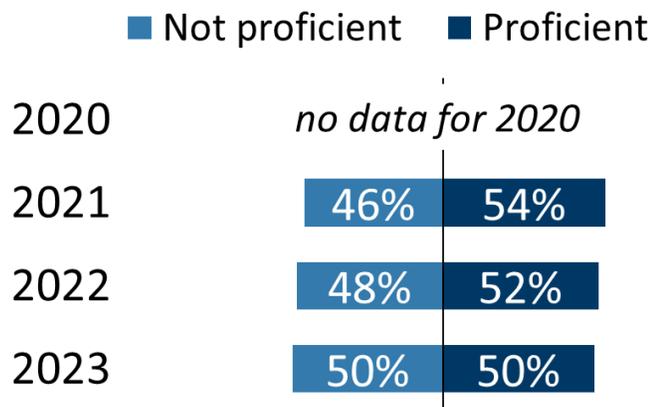


Figure 85. Percentage of **all students in Region 11** who are proficient and not proficient on the MCA reading assessment



### District Assessment Data Trends

Most districts in Minnesota had fewer than 10 students who are DHH take the MCA math or reading assessments in 2022 and 2023, so results cannot be reported for all. For districts that did have results for at least 10 students who are DHH for both 2022 and 2023 results are reported below. Proficiency rates on the MCA in math and reading for students who are DHH vary widely from district to district (Figure 86 and Figure 87).

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

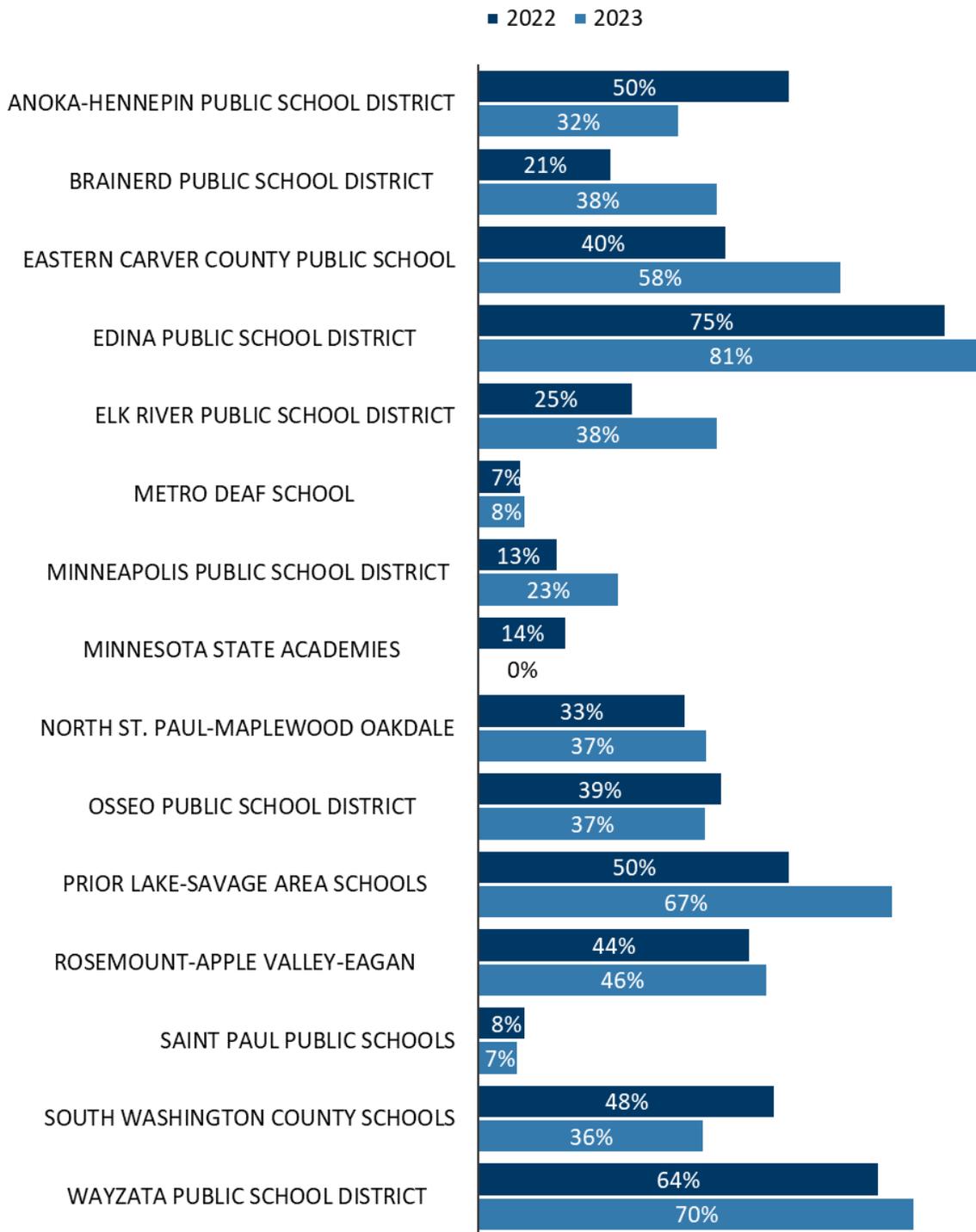
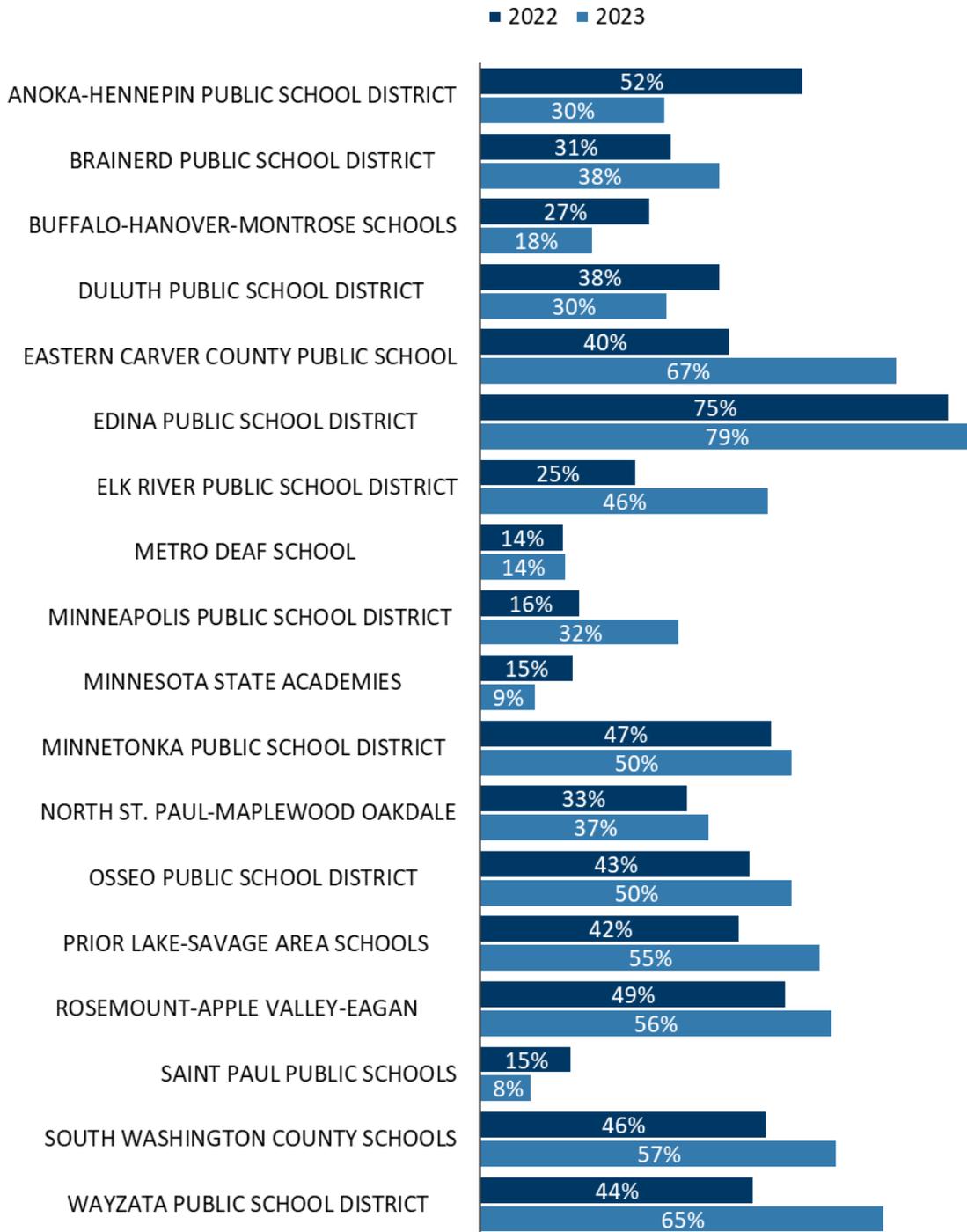


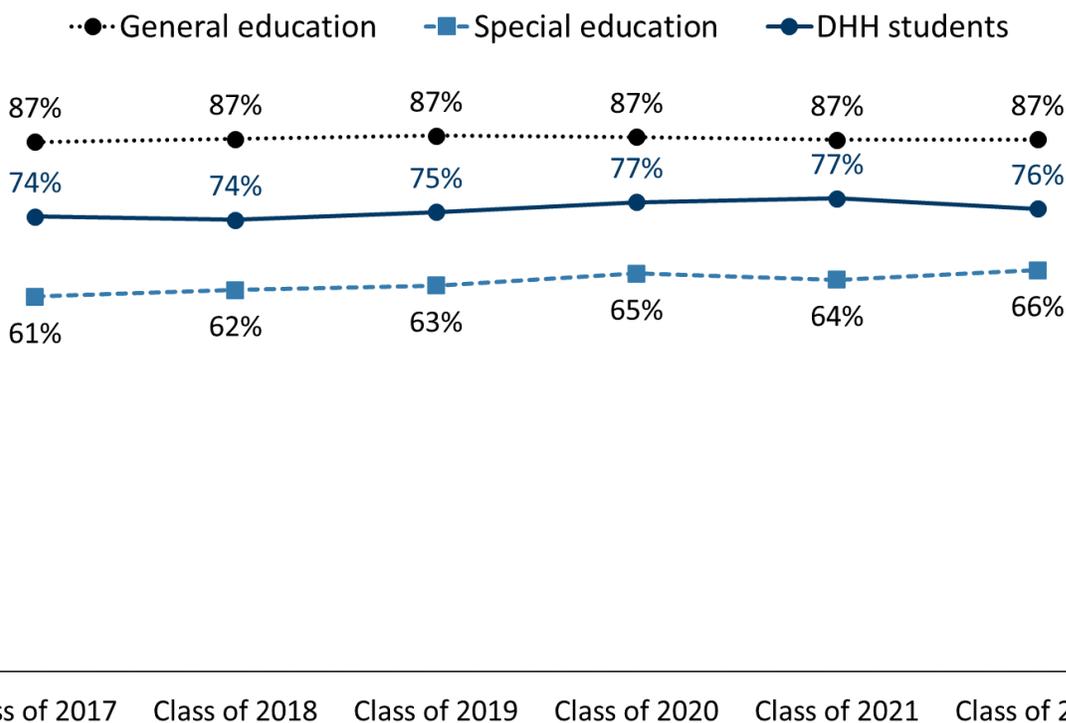
Figure 87. Percentage of **students who are DHH** who are proficient on the MCA reading assessment by district



## Graduation Rates

The most recent graduation rate data available at the time of writing this report is from 2022, which includes four-year graduation rate data for the class of 2022 and seven-year graduation rate data for the class of 2019. Students are counted in the graduation rate as DHH only if their primary disability category was DHH in their last known enrollment record found by MDE.

Figure 88. Four-year graduation rate comparison



The four-year graduation rate<sup>9</sup> for students who are DHH dropped 1 percentage point from 77% in 2021 to 76% in 2022 (Figure 88). While students who are DHH are a smaller group within the group of all students who receive special education services, they have consistently higher four-year graduation rates than all students in

<sup>9</sup> 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.”

special education. However, the four-year graduation rates for students who are DHH continue to be lower than those for general education students.

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

- **Graduate** – the student received a diploma.
- **Continue** – the student is found to be enrolled in public education in Minnesota the next school year; if a student enrolls in a transition program, or has a second senior year, they are counted as “continuing.”
- **Dropout** – the student’s last confirmed code indicating why they unenrolled from school is a “dropout” code; this includes students who are automatically counted, by law, as dropouts if they do not attend school for at least fifteen 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 twenty-one 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. Four-year graduation outcomes for students who are DHH

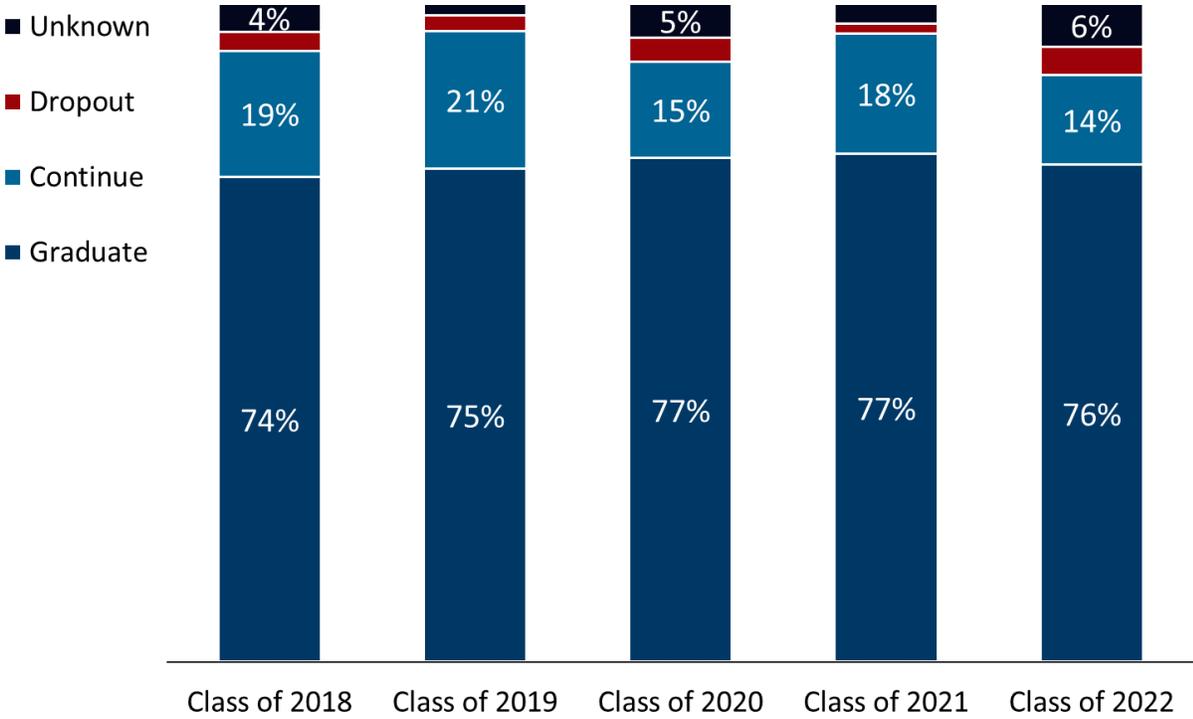


Figure 89 above provides a breakdown of the four outcomes within the four-year graduation rate for students who are DHH. While the unknown and dropout rates are relatively low and have not changed notably over the last several years, there appears to be a declining trend in the combined proportion of individuals graduating or continuing their education, alongside an increase in the combined proportion of unknowns and dropouts. 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.

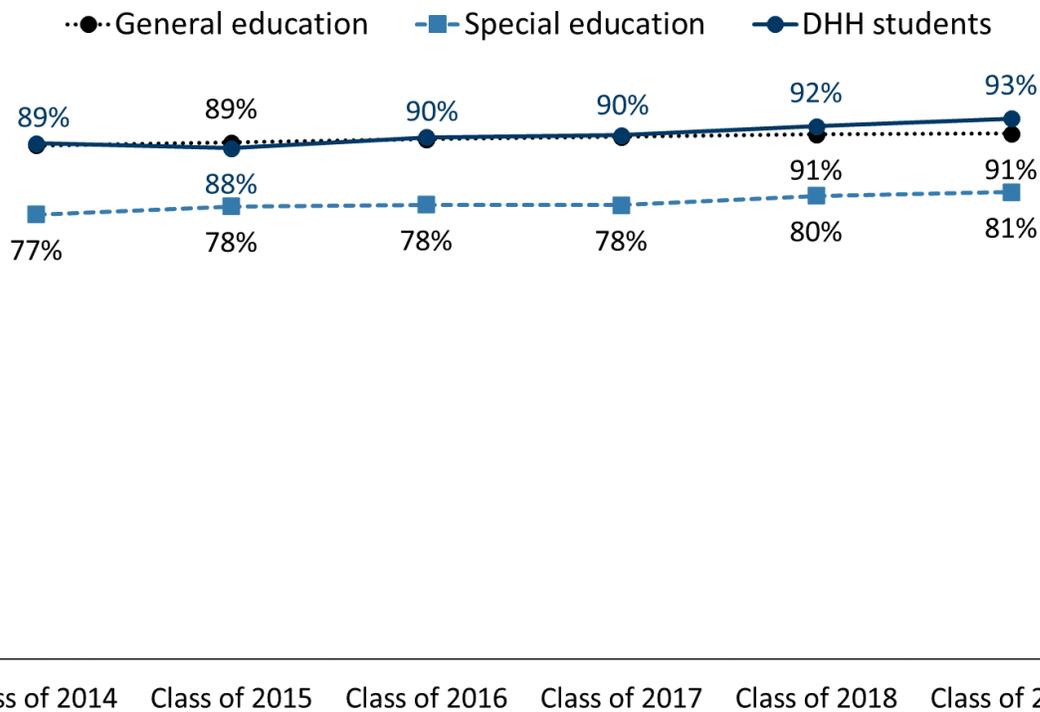
As noted above, students who continue their education after four years of high school are not captured in the four-year graduation rate, even if they technically have enough credits to graduate in four years.<sup>10</sup> They are more likely to be captured in the seven-year graduation rate.<sup>11</sup>

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<sup>10</sup> 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.

<sup>11</sup> 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 2024 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 2028 and would not be counted as graduating in the seven-year graduation rate of the class of 2024, since they are continuing in school beyond seven years.

Figure 90. Seven-year graduation rate comparison

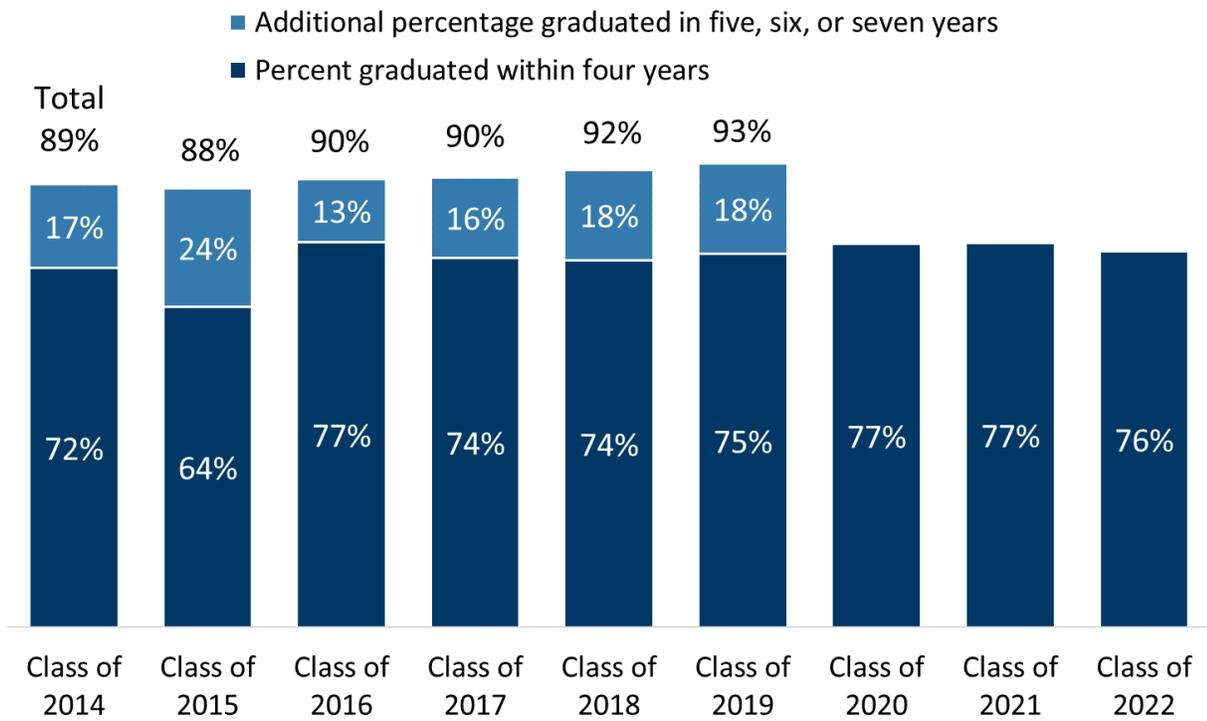


As shown in Figure 90 above, the seven-year graduation rate<sup>12</sup> for students who are DHH has been consistent with the rate for students in the general education program for the last six years. The seven-year rate for students who are DHH has been consistently higher than the seven-year rate for all students who receive special education services.

Figure 91 combines the four-year and seven-year graduation rates for students who are DHH, from the class of 2014 through the class of 2022. Seven-year graduation rates are not yet available for the class of 2020 through the class of 2022. Even in years when the four-year graduation rate was lower, such as the class of 2015 when 64% 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 at about 90% for several years.

<sup>12</sup> 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 91. Four-year and seven-year graduation rates for students who are DHH



## Postsecondary Outcomes

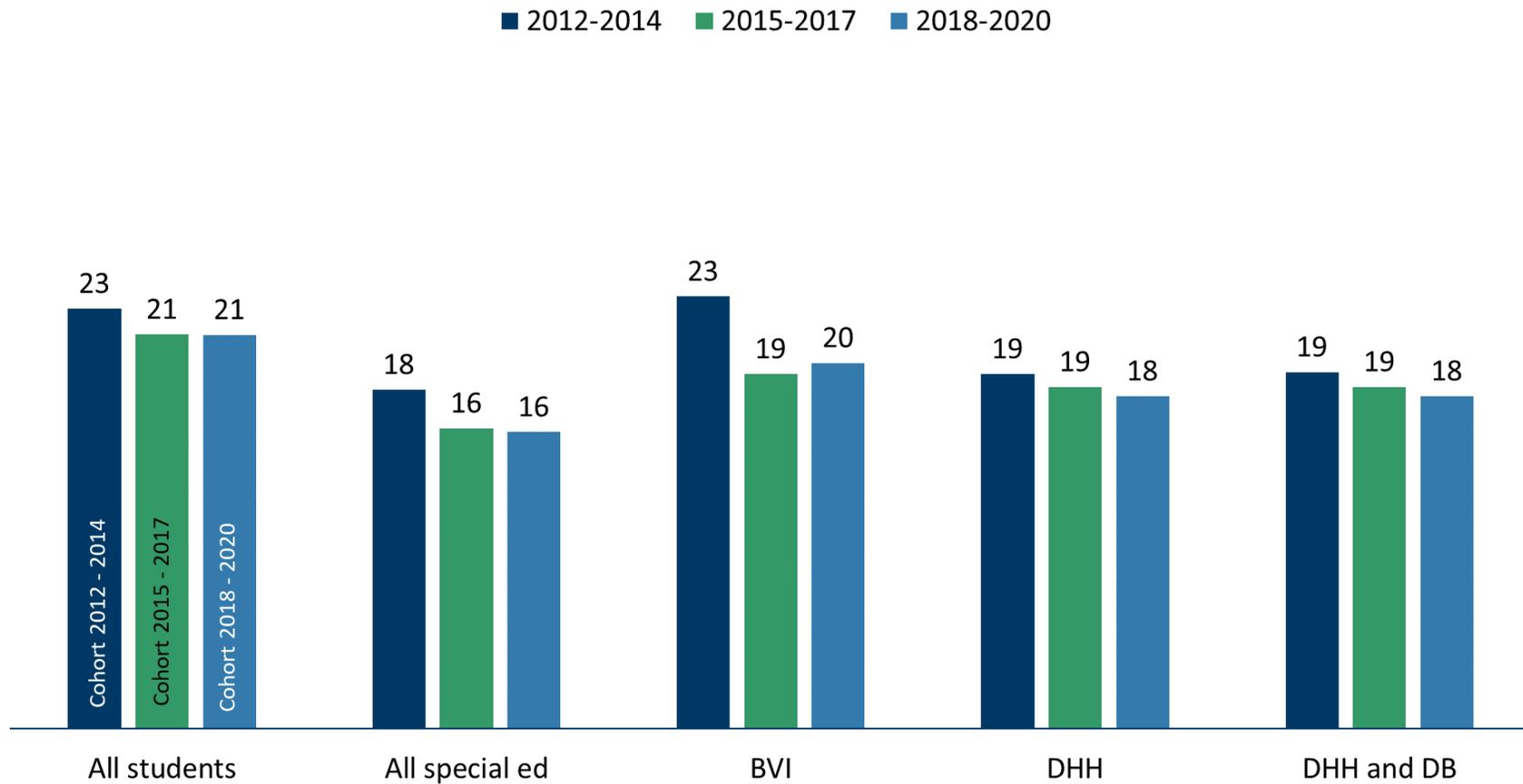
In 2022, MDE established a data-sharing agreement (DSA) with the Minnesota Office of Higher Education (OHE) to access de-identified, individual-level Minnesota Statewide Longitudinal Education Data System (SLEDS) data, in order to analyze the postsecondary outcomes for DHH and BVI students between 2006 and 2020.

As part of the analysis, five cohorts (or groupings) were created to increase the number of students included for comparison over time. In additional figures, DHH students were used as a comparison group. Relevant information for DHH students from data analysis is included in this section.

### ACT Performance

Figure 92 shows the average ACT composite scores for students in Minnesota by primary disability category for each of the cohorts. The highest possible composite score on the ACT is a 36. As illustrated, while there was a slight decline in average ACT composite scores over the years, the scores of all Minnesota students continued to consistently be at least 4 percentage points higher than those of students receiving special education services, and at least 2 points higher than composite scores for DHH students, including when DHH and DB are combined. For context, the fall 2022 class of students admitted to the University of Minnesota Twin Cities had ACT composite scores between 27 and 32.

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



### Postsecondary Enrollment

Figure 93 compares percentage of high school graduates who enrolled in a postsecondary institution within one year after high school. The rates of postsecondary enrollment within one year after high school graduation was remarkably lower for students who receive special education services than for all students. However, enrollment rates are higher for DHH and BVI students than for all students in the special education population.

Figure 93. Percentage of high school graduates in Minnesota that enrolled in a postsecondary institution within one year of graduation by primary disability

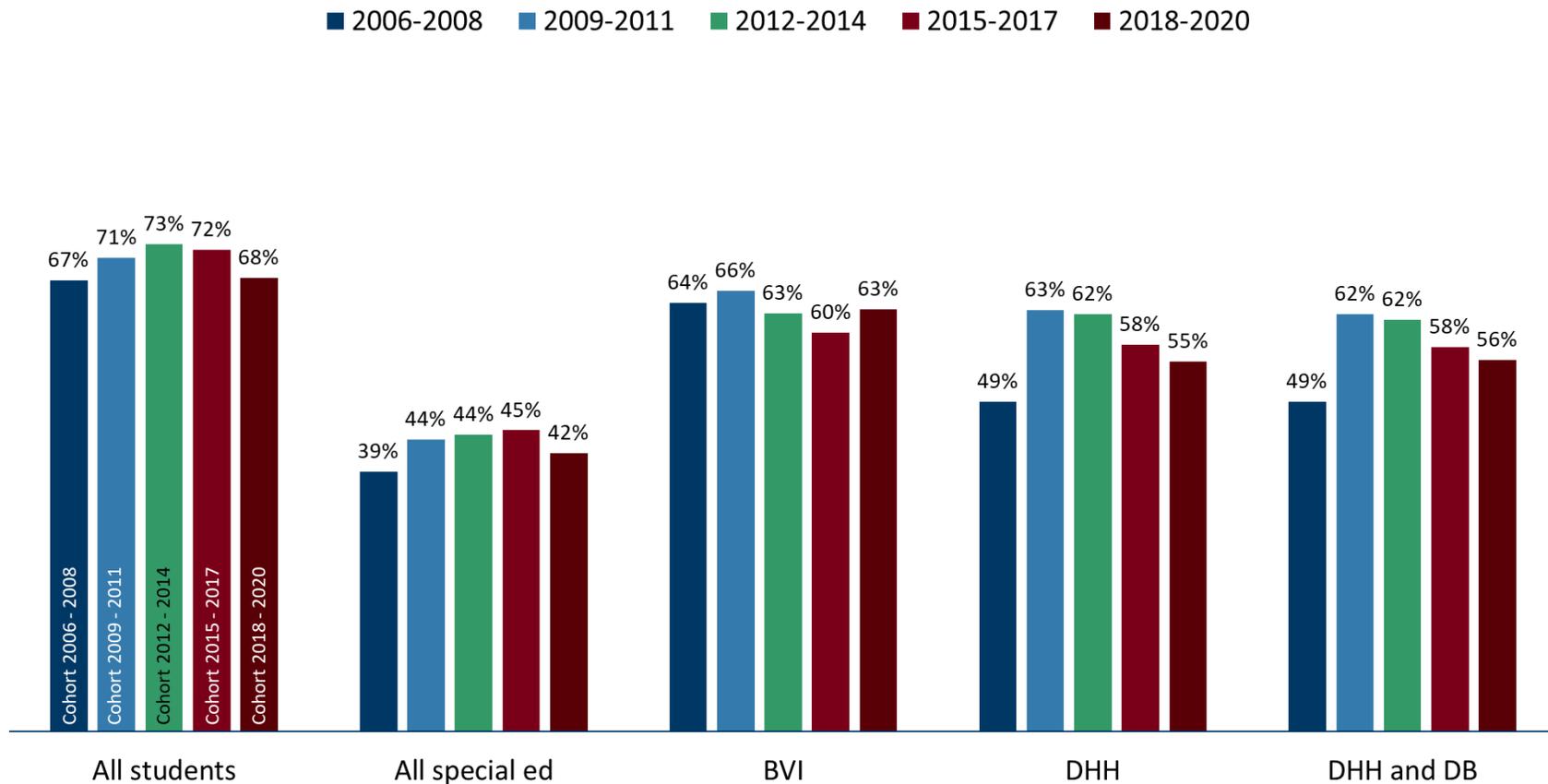
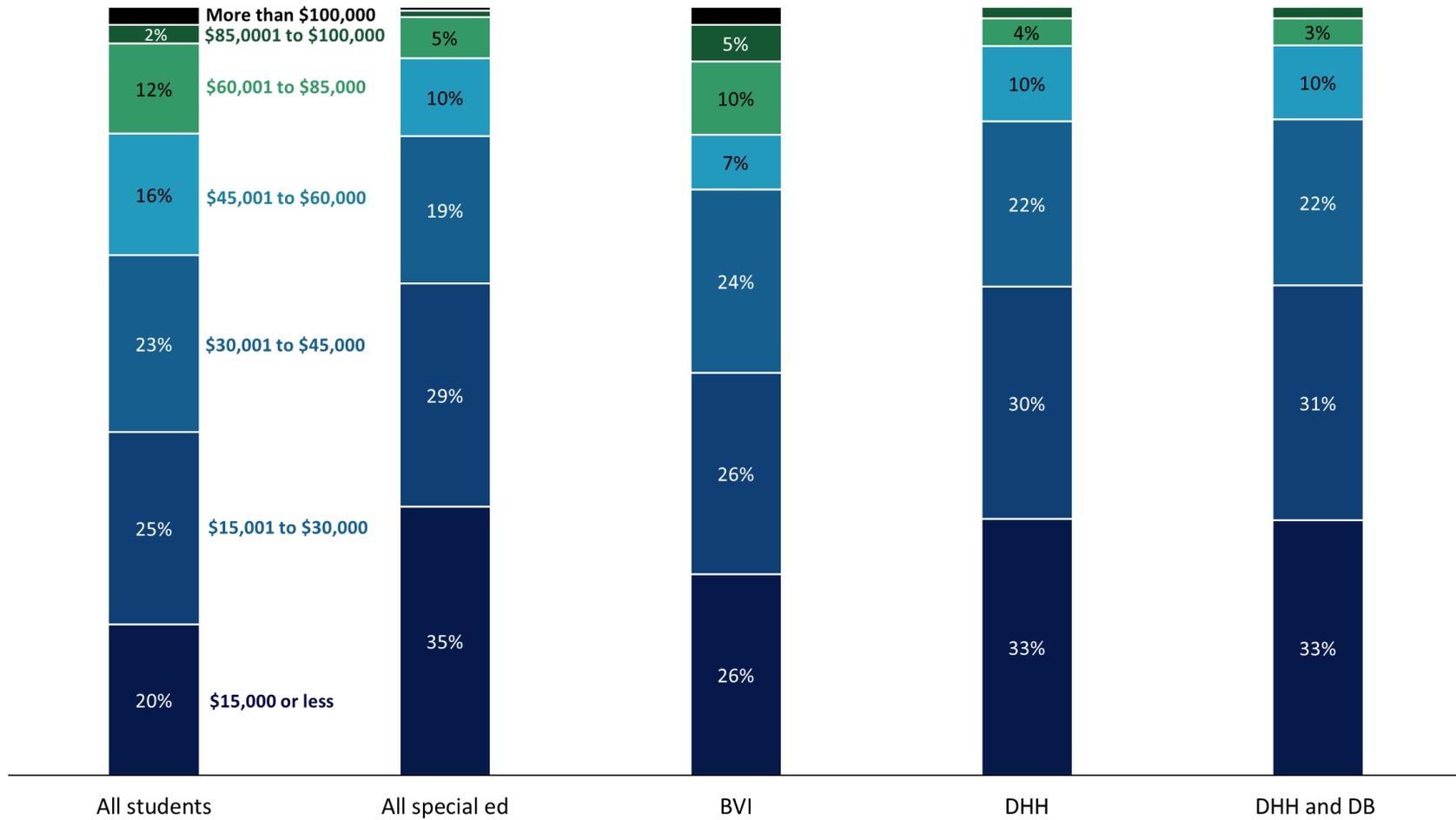


Figure 94 compares the average income of students in Minnesota by 10 years after exiting high school. As depicted, a higher percentage of students who received special education services, including BVI, DHH, and DHH plus DB, are in the lowest income brackets, compared with all students. While 32% of all high school graduates were making more than \$45,000 a year 10 years after graduation from 2016 to 2020, this percentage was 15% for DHH students, compared with 21% for BVI students.

Figure 94. Percent of high school graduates in each annual wage category 10 years after graduation, 2016 to 2020 combined



## Conclusion

Based on the data available, students who are DHH are a diverse group with a wide range of language and educational needs. However, current measures of academic success indicate that they are not having their needs met. While they generally outperform students who receive special education services as a whole on the MCA, their proficiency rates in math and reading lag behind those of all students in Minnesota. Additionally, students who are DHH continue to have lower four-year graduation rates than their peers in general education. While higher than those for all students in the special education population, the rates of postsecondary enrollment within one year after high school graduation were also lower among DHH students than for all students.

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, expanding access to and use of resources designed for students who are DHH, and improving tracking of students' disability information.

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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:<sup>13</sup>

- **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.

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

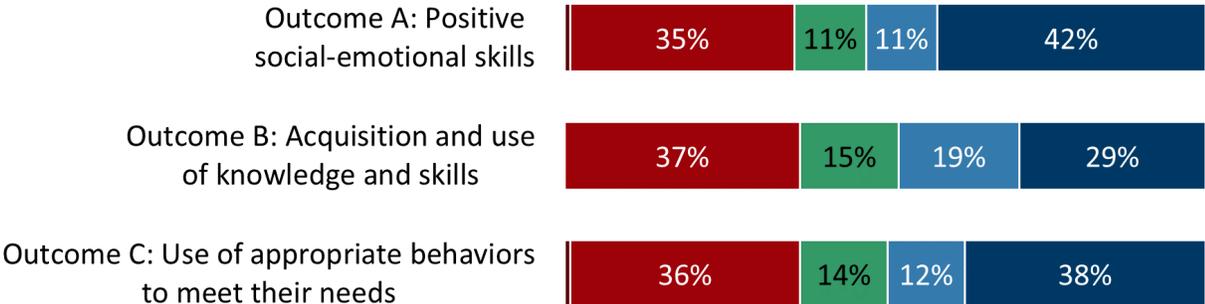
Information in this summary provides an overview of the language and learning outcomes reported to MDE for young children who were identified as deaf or heard of hearing (DHH) or identified with another primary disability and hearing loss who received services for at least six months and exited Part C or Part B services between July 1, 2021, and June 30, 2022. During that period, 118 children with hearing loss exited Part C services, and 130 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 117 out of the 118 children with hearing loss because one child exiting did not have sufficient data submitted to calculate all three COS outcome ratings. Similarly, 10 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 B but did have enough for Outcomes A and C. As a result, the COS rating summaries at Part B exit for Outcome A and Outcome C are based on data submitted for 120 of 130 children with hearing loss, while Outcome B is based on data submitted for 119 of 130 children with hearing loss.

For more information on the COS ratings, contact MDE Early Childhood Special Education staff at [mde.ecse@state.mn.us](mailto:mde.ecse@state.mn.us).

**COS Outcomes for Children Identified as DHH or Who Have Another Primary Disability and Hearing Loss at Exit from Part C Infant and Toddler Intervention**

Figure 95. Percent of infants and toddlers identified as DHH or who have another primary disability and hearing loss who exited Part C in each progress category for all three outcomes (n=117)

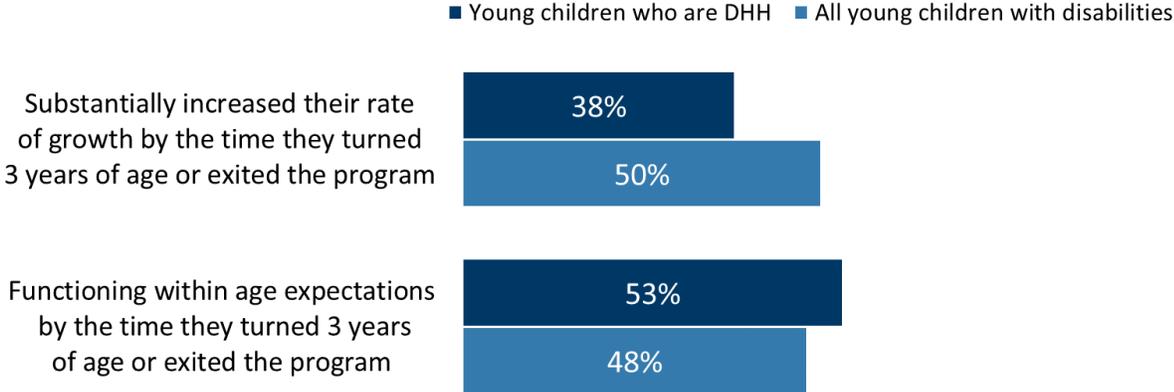


- Did not improve functioning
- Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- Improved functioning to a level nearer to same-aged peers but did not reach it
- Improved functioning to reach a level comparable to same-aged peers
- Maintained functioning at a level comparable to same-aged peers

Figure 95 above shows the percentages of infants and toddlers identified as DHH or who have another primary disability and hearing loss who exited Part C in each progress category for all three outcome areas. While nearly all children in this category demonstrated improved functioning, roughly 35% did not make adequate progress to reach functioning levels comparable to their same-age peers in all three outcome areas. Approximately half of the children maintained or improved functions to reach a level comparable to same-aged peers in all three outcome areas.

**Outcome A: Positive Social-Emotional Skills Summary Statements**

Figure 96. Percent of children who substantially increased or were functioning within age expectations **by the time they turned 3 years of age or exited Part C in Outcome A**

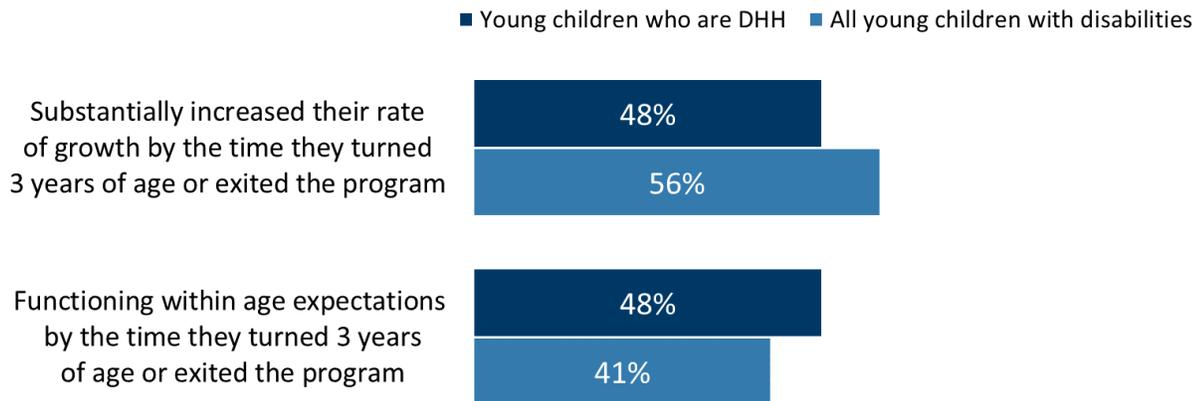


Of the children identified as DHH or who had another primary disability and hearing loss who entered or exited Part C services below age expectations in Outcome A, 38% substantially increased their rate of growth by the time they turned 3 years of age or exited the program, which is lower than the state rate of 50% for all young children with disabilities exiting Part C.

Fifty-three percent of preschool children identified as DHH or who 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 48% for all young children with disabilities exiting Part C (Figure 96).

## Outcome B: Acquisition and Use of Knowledge and Skills Summary Statements

Figure 97. Percent of children who substantially increased or were functioning within age expectations **by the time they turned 3 years of age or exited Part C in Outcome B**

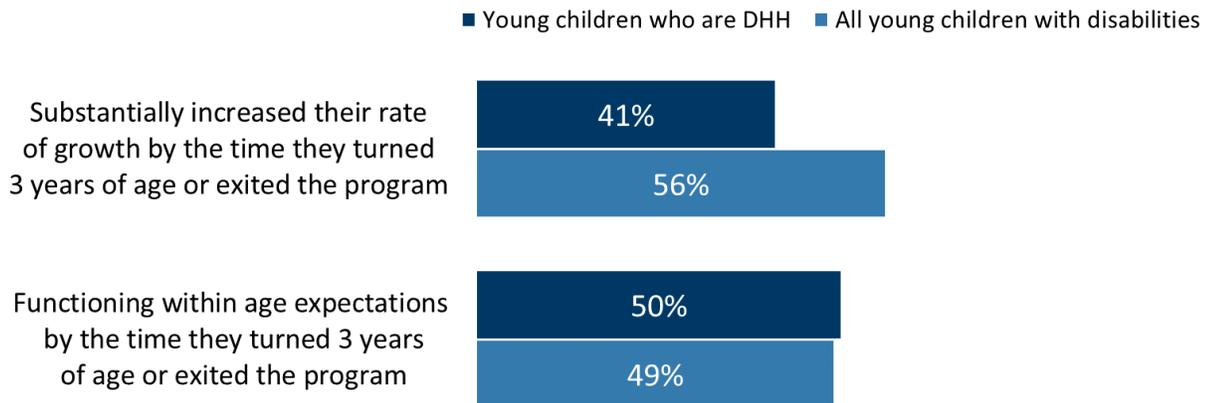


Of the children identified as DHH or who had another primary disability and hearing loss who entered or exited Part C services below age expectations in Outcome B, 48% substantially increased their rate of growth by the time they turned 3 years of age or exited the program, which is lower than the state rate for all young children with disabilities exiting Part C (56%).

Forty-eight percent of preschool children identified as DHH or who 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 (41%) (Figure 97).

## Outcome C: Use of Appropriate Behaviors to Meet Their Needs Summary Statements

Figure 98. Percent of children who substantially increased or were functioning within age expectations **by the time they turned 3 years of age or exited Part C in Outcome C**



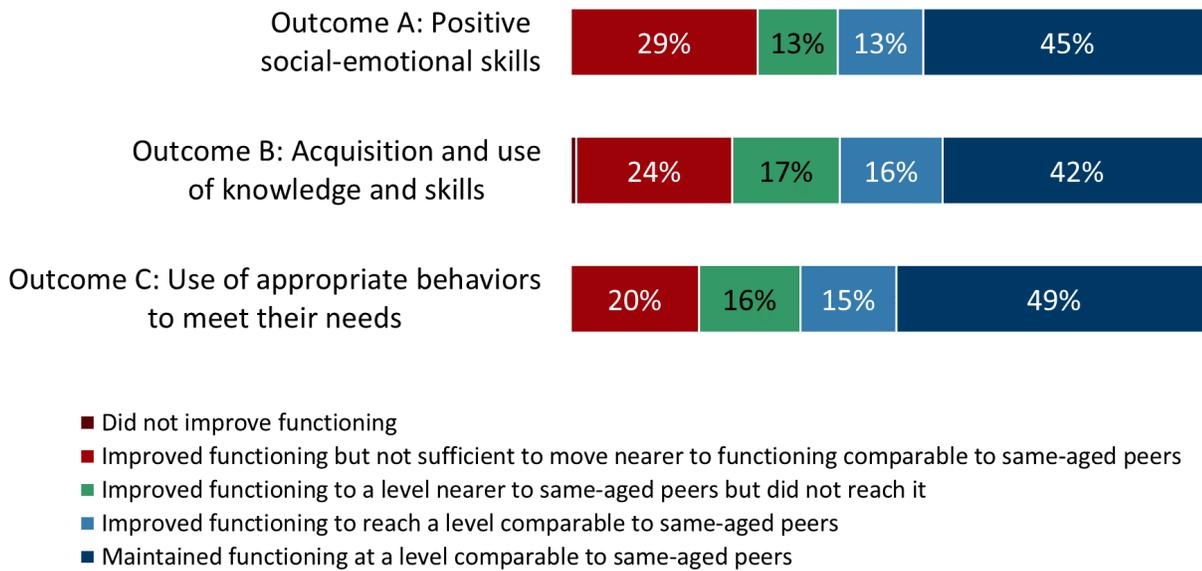
Of the children identified as DHH or who had another primary disability and hearing loss who entered or exited Part C services below age expectations in Outcome C, 41% substantially increased their rate of growth by the time they turned 3 years of age or exited the program, which is lower than the state rate for all young children with disabilities exiting Part C (56%).

Fifty percent of preschool children identified as DHH or who 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 (49%) (Figure 98).

## COS Outcomes for Children Identified as DHH or Have Another Primary Disability and Hearing Loss at Exit from Part B Preschool Special Education

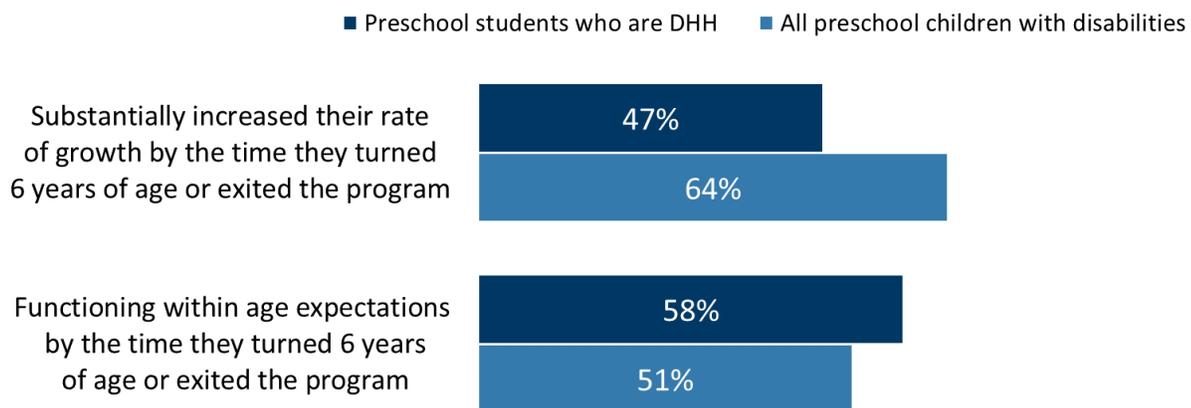
Figure 99 shows the percentages of infants and toddlers identified as DHH or who have another primary disability and hearing loss who exited Part B in each progress category for all 3 outcome areas. While nearly all children in this category demonstrated improved functioning, nearly 30% did not make adequate progress to reach functioning levels comparable to their same-age peers in positive social-emotional skills. Around 20% did not make adequate progress for acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs. Approximately 60% of the children maintained or improved functions to reach a level comparable to same-aged peers in all three outcome areas.

Figure 99. Percent of infants and toddlers identified as DHH or who have another primary disability and hearing loss who exited Part B in each progress category for all three outcome areas (n=120)



### Outcome A: Positive Social-Emotional Skills Summary Statements

Figure 100. Percent of preschool children who substantially increased or were functioning within age expectations **by the time they turned 6 years of age or exited Part B in Outcome A**



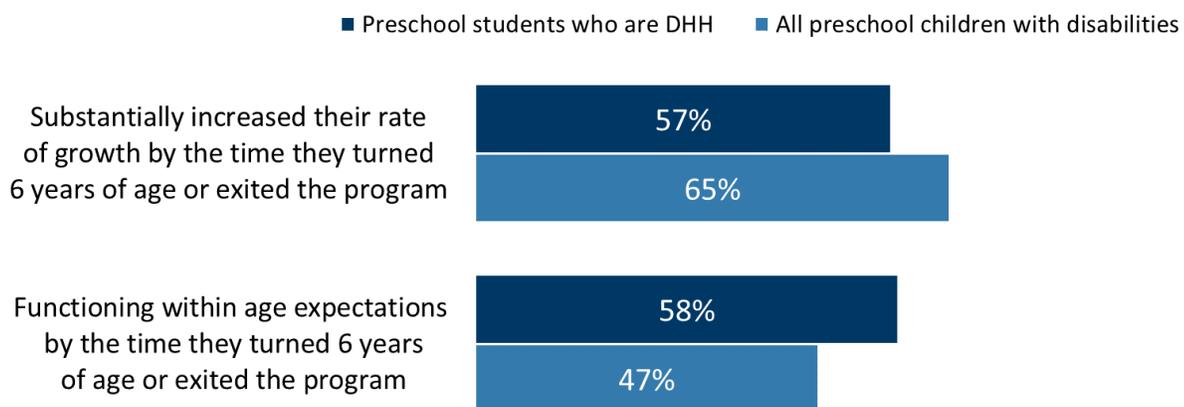
Of the children identified as DHH or who have another primary disability and hearing loss who entered or exited Part B services below age expectations in Outcome A, 47% substantially increased their rate of growth by the

time they turned 6 years of age or exited the program, which is lower than the state rate for all preschool children with disabilities (64%).

Fifty-eight percent of preschool children identified as DHH or who 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 (51%) (Figure 100).

### Outcome B: Acquisition and Use of Knowledge and Skills Summary Statements

Figure 101. Percent of preschool children who substantially increased or were functioning within age expectations **by the time they turned 6 years of age or exited Part B in Outcome B**

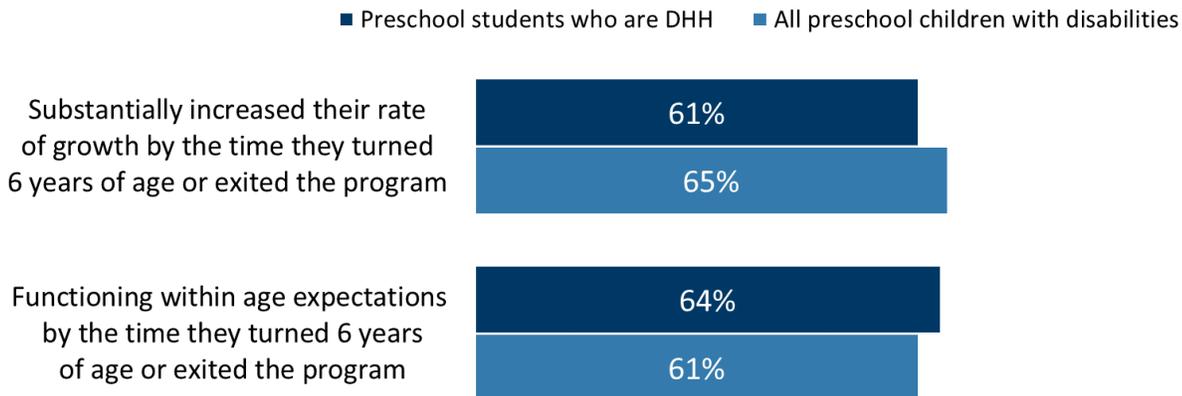


Of the children identified as DHH or who have another primary disability and hearing loss who entered or exited Part B services below age expectations in Outcome B, 57% substantially increased their rate of growth by the time they turned 6 years of age or exited the program, which is lower than the state rate for all preschool children with disabilities (65%).

Fifty-eight percent of preschool children identified as DHH or who 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 (47%) (Figure 101).

## Outcome C: Use of Appropriate Behaviors to Meet Their Needs Summary Statements

Figure 102. Percent of preschool children who substantially increased or were functioning within age expectations **by the time they turned 6 years of age or exited Part B in Outcome C**



Of the children identified as DHH or who have another primary disability and hearing loss who entered or exited Part B services below age expectations in Outcome C, 61% 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 (65%).

Sixty-four percent of preschool children identified as DHH or who 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 slightly higher than the state rate for all preschool children with disabilities (61%) (Figure 102).

### *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: 74% (53 of 72 children)
  - At exit from Part B Preschool Special Education: 79% (63 of 86 children)
- COSF Outcome 2: Acquisition and use of knowledge and skills:
  - At exit from Part C: 68% (49 of 72 children)

- At exit from Part B Preschool Special Education: 75% (60 of 86 children)
- Outcome 3: Use of appropriate behaviors to meet their needs:
  - At exit from Part C: 70% (51 of 72 children)
  - At exit from Part B Preschool Special Education: 84% (67 of 86 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, and 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, 2021, and June 30, 2022. 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 72 of the 117 children with hearing loss who exited Part C Infant and Toddler Intervention and 86 of the 120 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: (72 of 117 children)***

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

- Receptive Vocabulary: 79%
- Receptive Syntax and Grammatical Word and Sentence Forms: 68%
- Receptive Social Interactions: 75%
- Receptive School Readiness Concepts: 78%

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

- Expressive Vocabulary: 63%

- Expressive Syntax and Grammatical Word and Sentence Forms: 53%
- Expressive Social Interactions: 61%
- Expressive School Readiness Concepts: 67%

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

- Early Literacy Skills: 78%
- Early Numeracy Skills: 76%

***Statewide Aggregate Data at Part B Preschool Special Education services exit – All children who have hearing loss and no reported cognitive delay or disability: (86 of 120 children)***

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

- Receptive Vocabulary: 87%
- Receptive Syntax and Grammatical Word and Sentence Forms: 83%
- Receptive Social Interactions: 83%
- Receptive School Readiness Concepts: 86%

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

- Expressive Vocabulary: 76%
- Expressive Syntax and Grammatical Word and Sentence Forms: 73%
- Expressive Social Interactions: 79%
- Expressive School Readiness Concepts: 80%

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

- Early Literacy Skills: 88%
- Early Numeracy Skills: 90%

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 vision loss coupled with medically verified hearing loss that, together, interfere with acquiring information or interacting with the environment.

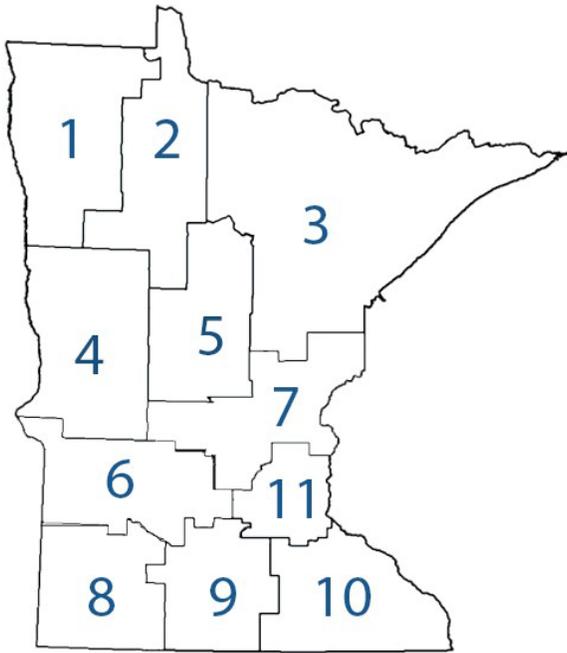
Minnesota Statutes 2023, section 125A.63, requires the Minnesota Department of Education (MDE) to establish advisory committees for deaf and hard of hearing (DHH) and blind and visually impaired (BVI) students. Although students who are deafblind (DB) are not mentioned in the statute, they must be identified and meet criteria for both DHH and BVI, by nature of eligibility for special education services. Therefore, the staff who serve students who are DHH and BVI are the same staff who support and serve students who are deafblind, and recommendations made in this report could have a positive impact on students who are DB. However, it is important to note that deafblindness is a separate disability with a multiplicative impact and 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 118 children and students from birth to age 21 whose primary disability category was DB in MDE’s child count data in the 2022–23 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 ten.

### **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 103. 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 11).

Table 11. Numbers of students who are BVI and staff who are TBVI and COMS by region

Region name	Number of students on 2023 Unduplicated Child Count (ages 0 to 21)	Number of students on 2023 APH Federal Quota Count	Estimated number of students on TBVI caseloads (blind, low vision, deafblind, and multiple needs)	Number of TBVI	Estimated number of students on each TBVI caseload	Number of COMS
Regions 1 and 2	13	34	69	10	7	2
Region 3	30	48	81	4	20	1 (part-time), 2 (contracted)
Region 4	21	43	78	4	20	1
Regions 5 and 7	86	155	329	17	19	4
Regions 6 and 8	27	34	58	3	19	1
Region 9	12	31	45	3	15	0.2

Region name	Number of students on 2023 Unduplicated Child Count (ages 0 to 21)	Number of students on 2023 APH Federal Quota Count	Estimated number of students on TBVI caseloads (blind, low vision, deafblind, and multiple needs)	Number of TBVI	Estimated number of students on each TBVI caseload	Number of COMS
Region 10	65	104	MSAB (46) <sup>14</sup> 258	MSAB (7) 19	14	MSAB (2) 6
Region 11	216	501	986	49	20	17
<b>Statewide total</b>	<b>470</b>	<b>950</b>	<b>1,904</b>	<b>109</b>	<b>18 (average)</b>	<b>34</b>

### Enrollment Summary

Table 12 shows enrollment for K–12 students who are DB, compared with other student populations in 2022–23. At the statewide level, students whose primary disability was DB made up 0.01% of the overall K–12 enrollment and 0.07% of the K–12 enrollment of students receiving special education services in 2022–23. The largest number of students who are DB are located in Region 11 (61 students), while the largest percentage of students who are DB within special education is in Region 10 (0.13%). Given the small number of students who are DB, MDE advises caution in interpreting percentage fluctuations in this report. A change for a small number of individuals within the group can appear as more noticeable fluctuations from year to year than those for all their peers in special education and all students.

Table 12. Enrollment of K–12 student categories by region, 2022–23

Region name	All students K–12 fall enrollment	DB K–12	Percent DB	K–12 special education enrollment	Percent DB
Regions 1 and 2	26,946	5	0.02%	4,981	0.10%
Region 3	40,558	1	0.00%	7,835	0.01%
Region 4	34,748	3	0.01%	6,033	0.05%
Region 5	25,030	2	0.01%	5,130	0.04%
Regions 6 and 8	42,499	1	0.00%	7,437	0.01%
Region 7	103,373	11	0.01%	17,378	0.06%
Region 9	32,863	2	0.01%	5,648	0.04%
Region 10	74,800	16	0.02%	12,323	0.13%
Region 11	466,049	61	0.01%	69,529	0.09%
<b>Statewide total</b>	<b>846,866</b>	<b>102</b>	<b>0.01%</b>	<b>136,294</b>	<b>0.07%</b>

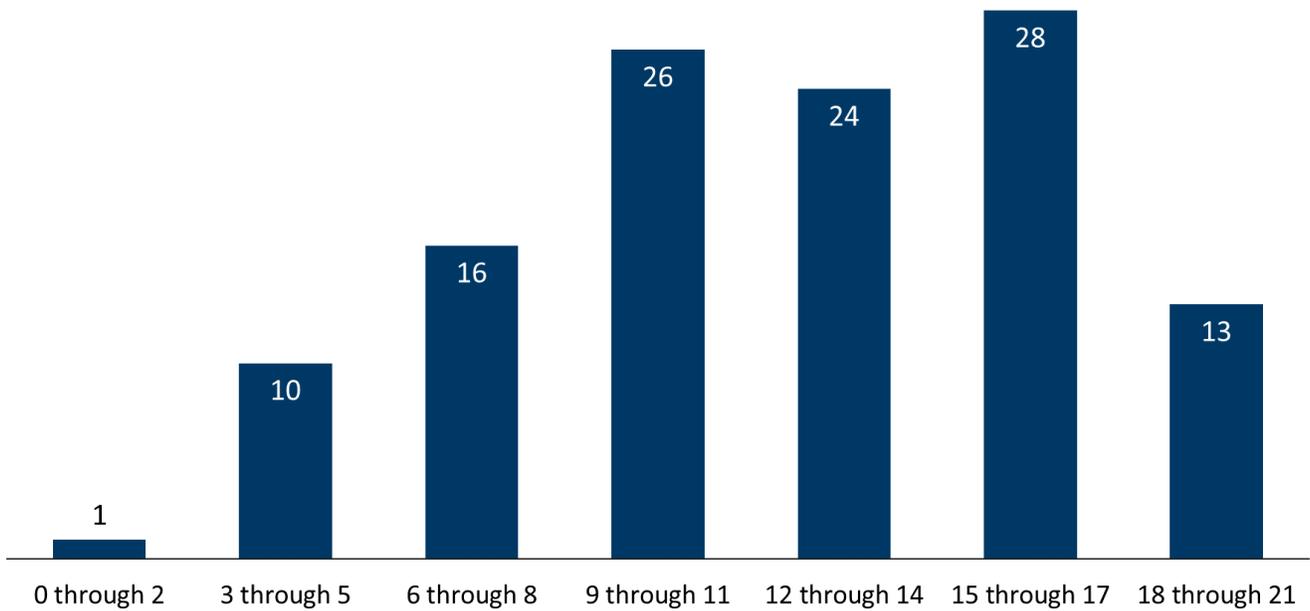
<sup>14</sup> MSAB: Minnesota State Academy for the Blind located in Faribault, Minnesota.

## Demographics

The demographic data is 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 2022–23 school year, which includes students aged birth to twenty-one years old who are enrolled in the school system. A total of 118 students were counted as DB that school year.

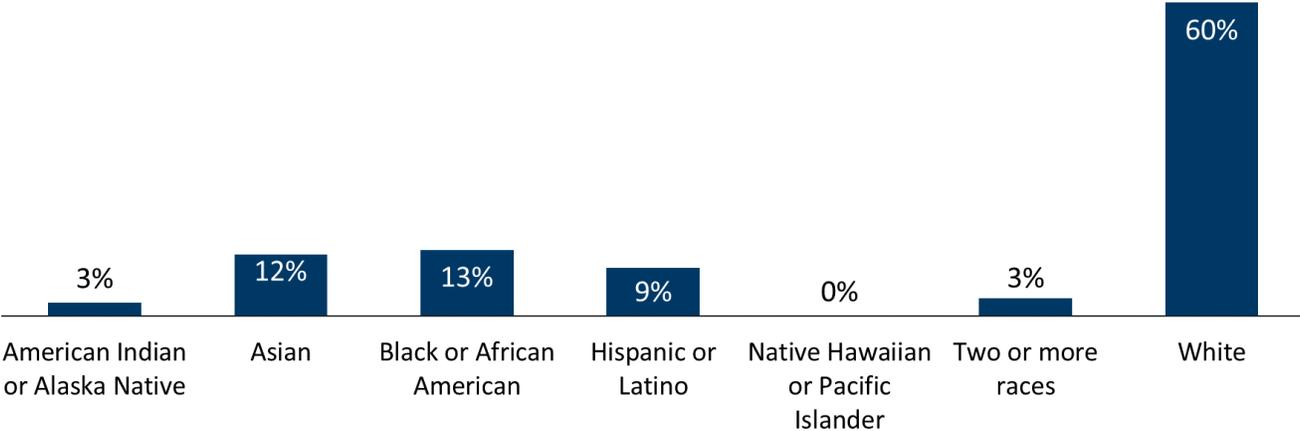
The highest concentrations of students who are DB are found in ages 9 through 17 (Figure 104). The lowest concentrations are found in the youngest age groups.

Figure 104. Child count by age distribution of DB students, 2022–23 (n=118)



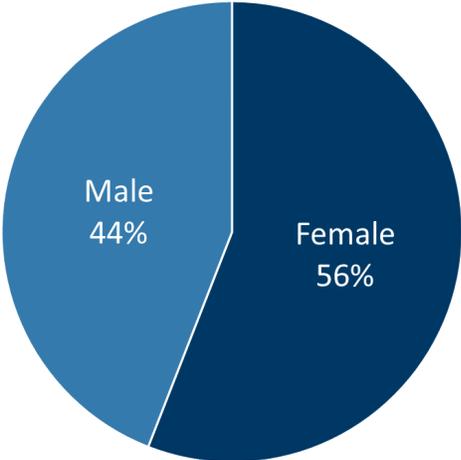
Sixty percent of students who are DB are white (Figure 105). The next largest group is students who are Black or African American (13%), followed by Asian (12%) and Hispanic or Latino (9%).

Figure 105. Race/ethnicity of students who are DB, 2022–23 (n=118)



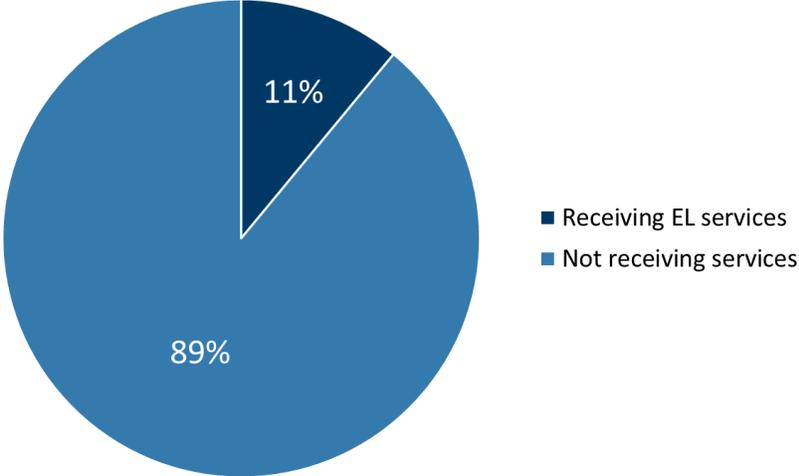
Fifty-six percent of students who are DB are female (56%), and 44% are male (Figure 106).

Figure 106. Gender of students who are DB, 2022–23 (n=118)



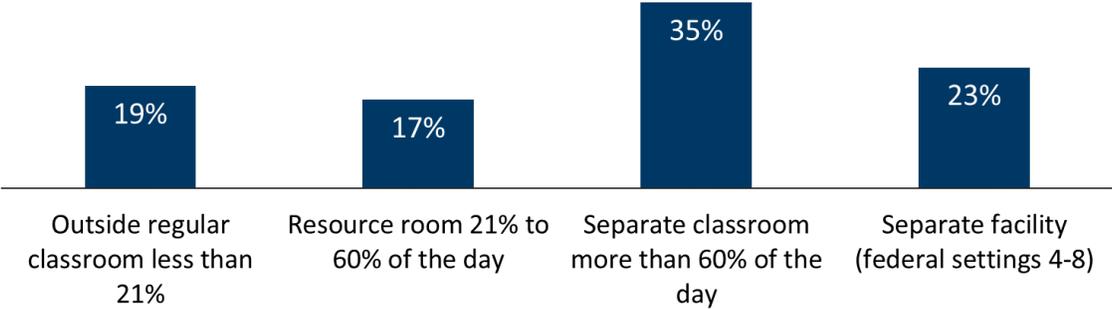
Eleven percent of students who are DB also receive services for English learners (EL) (Figure 107).

Figure 107. Percentage of students who are DB who are receiving EL services, 2022–23 (n=118)



In 2022–23, over half 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% or more of the day (Figure 108). Nineteen percent of students who are DB were in the least restrictive federal setting, outside of a regular education classroom, less than 21% of the day.

Figure 108. Federal instructional settings for DH students, 2022–23 (n=107)



### *Students Who Are Deafblind Assessment Analysis*

Consistent with the commissioner’s school performance report cards, this section reports on aggregate math and reading assessment data at the state and regional levels for students who are DB. It is important to note the high degree of diversity in the population of students who are DB. Approximately 80% of students who have combined hearing and vision loss have additional disabilities and are emergent communicators (i.e., nonverbal). There is variation in instructional placement for the remaining 20% who receive instruction in an academic setting and exhibit 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.

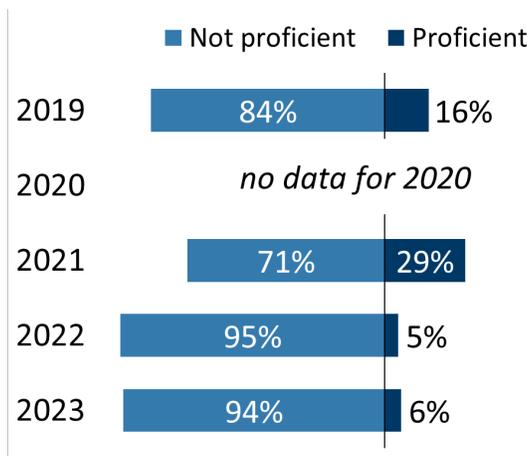
Throughout this report, results are reported only for groups with 10 or more students to protect individual privacy. The note “not enough data” or “CTSTR” means the number of students was too small to report, or that there were fewer than 10 students in that group.

## Statewide Assessment Trends

### Math

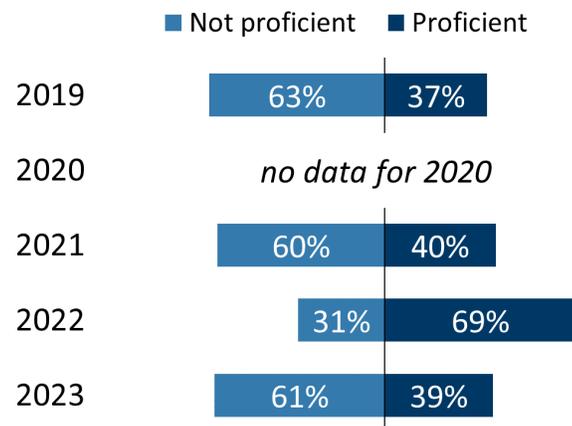
Around 20 students who are DB took the MCA math assessment in 2022 and 2023. Approximately 6% of students who are DB are proficient on the MCA math assessment in both years, a sharp decline from 29% in 2021 (Figure 109).

Figure 109. Percentage of students who are DB who are proficient and not proficient on the MCA math assessment



Thirteen and 18 students who are DB took the MTAS math assessment in 2022 and 2023, respectively. Their proficiency rates soared from 40% in 2021 to 69% in 2022 before sharply declining to 39% in 2023 (Figure 110).

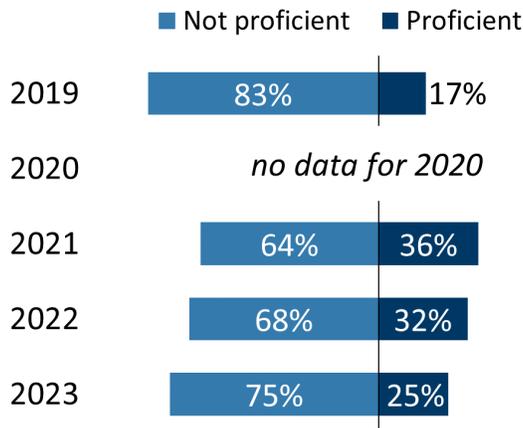
Figure 110. Percentage of students who are DB who are proficient and not proficient on the MTAS math assessment



## Reading

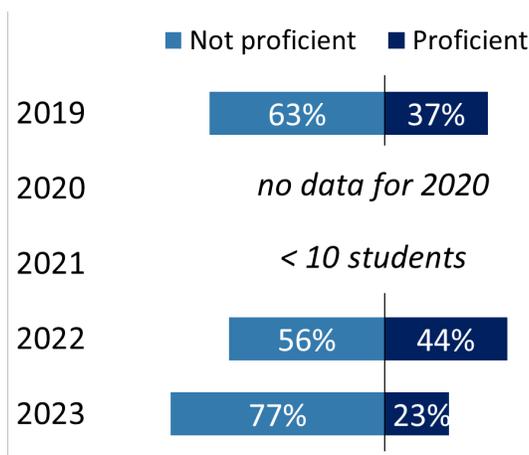
Twenty students who are DB took the MCA reading assessment in 2023. Twenty-five percent of them were proficient (Figure 111).

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



Sixteen and 13 students who are DB took the MTAS reading assessment in 2022 and 2023, respectively. Twenty-five percent of them were proficient in 2023, a sharp drop from 44% in 2022 (Figure 112).

Figure 112. Percentage of students who are DB who are proficient and not proficient on the MTAS reading assessment



## Appendix C: Data Tables for Report Figures

### Enrollment and Demographic Data

Table 13. Child count from 2013–14 to 2022–23

<b>School year</b>	<b>Number of students who are DHH</b>	<b>Number of total students receiving special education services</b>
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
2021–22	2,492	151,532
2022–23	2,470	158,047

Table 14. Child count age distribution of students who are DHH, 2022–23

<b>Age group</b>	<b>Number of students who are DHH</b>	<b>Percent of students who are DHH</b>
0–2	121	5%
3–5	259	10%
6–8	471	19%
9–11	532	22%
12–14	518	21%
15–17	486	20%
18–21	83	3%
<b>Total</b>	<b>2,470</b>	<b>100%</b>

Table 15. Child count race and ethnicity of students who are DHH, 2022–23

<b>Race/ethnicity</b>	<b>Number of students who are DHH</b>	<b>Percent of students who are DHH</b>
American Indian or Alaska Native	30	1%
Asian	284	11%
Black or African American	207	8%
Hispanic or Latino	286	12%
Native Hawaiian or Pacific Islander	6	0.2%
Two or more races	140	6%
White	1,517	61%
<b>Total</b>	<b>2,470</b>	<b>100%</b>

Table 16. Child count gender of students who are DHH, 2022–23

<b>Gender</b>	<b>Number of students who are DHH</b>	<b>Percent of students who are DHH</b>
Female	1,195	48%
Male	1,275	52%
<b>Total</b>	<b>2,470</b>	<b>100%</b>

Table 17. Child count participation in EL services of students who are DHH, 2022–23

<b>EL participation status</b>	<b>Number of students who are DHH</b>	<b>Percent of students who are DHH</b>
Receiving EL services	251	10%
Not receiving EL services	2,219	90%
<b>Total</b>	<b>2,470</b>	<b>100%</b>

Table 18. Child count federally defined instructional setting for students who are DHH, 2022–23

<b>Federal instructional setting</b>	<b>Number of students who are DHH</b>	<b>Percent of students who are DHH</b>
Outside regular classroom less than 21%	1,605	65%
Resource room 21% to 60% of the day	264	11%
Separate classroom more than 60% of the day	48	2%
Separate facility (federal settings 4–8)	173	7%
Other settings (e.g., home, service provider location, separate class, etc.)	380	15%
<b>Total</b>	<b>2,470</b>	<b>100%</b>

## Graduation Rates

Table 19. Four-year graduation rate outcomes for general education students, class of 2014 to class of 2022

<b>Graduation outcome</b>	<b>Class of 2014</b>	<b>Class of 2015</b>	<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>
Continue	3,808	3,735	3,608	3,439	3,389	3,242	3,499	3,582	3260
Drop out	1,944	2,011	2,099	2,248	2,215	2,181	1,841	2,046	2331
Graduate	47,819	48,193	48,210	48,723	49,471	50,486	49,890	50,463	51417
Unknown	2,478	2,220	1,957	1,916	1,803	1,796	1,931	2,042	2174
<b>Total</b>	<b>56,049</b>	<b>56,159</b>	<b>55,874</b>	<b>56,326</b>	<b>56,878</b>	<b>57,705</b>	<b>57,161</b>	<b>58,133</b>	<b>59,182</b>

Table 20. Four-year graduation rate outcomes for special education students, class of 2014 to class of 2022

<b>Graduation outcome</b>	<b>Class of 2014</b>	<b>Class of 2015</b>	<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>
Continue	2,576	2,526	2,427	2,372	2,436	2,501	2,378	2,399	2241
Drop out	698	718	742	862	849	829	684	730	839
Graduate	5,614	5,957	5,861	6,120	6,398	6,685	6,794	6,674	7169
Unknown	738	609	623	650	587	594	601	631	688
<b>Total</b>	<b>9,626</b>	<b>9,810</b>	<b>9,653</b>	<b>10,004</b>	<b>10,270</b>	<b>10,609</b>	<b>10,457</b>	<b>10,434</b>	<b>10,937</b>

Table 21. Four-year graduation rate outcomes for students who are DHH, class of 2014 to class of 2022

<b>Graduation outcome</b>	<b>Class of 2014</b>	<b>Class of 2015</b>	<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>
Continue	32	37	22	25	27	35	20	24	19
Drop out	7	4	6	5	4	4	5	2	6
Graduate	122	85	103	104	104	126	105	102	105
Unknown	8	6	2	6	6	3	7	4	9
<b>Total</b>	<b>169</b>	<b>132</b>	<b>133</b>	<b>140</b>	<b>141</b>	<b>168</b>	<b>137</b>	<b>132</b>	<b>139</b>

Table 22. Seven-year graduation rate outcomes for general education students, class of 2011 to class of 2019

<b>Graduation outcome</b>	<b>Class of 2011</b>	<b>Class of 2012</b>	<b>Class of 2013</b>	<b>Class of 2014</b>	<b>Class of 2015</b>	<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
Continue	13	9	12	6	7	18	10	11	9
Drop out	3,369	3,412	3,404	3,315	3,433	3,496	3,426	3,298	3,175
Graduate	51,133	50,070	50,037	49,556	49,971	50,026	50,691	51,434	52,249
Unknown	5,654	4,692	3,544	2,995	2,626	2,211	2,098	2,038	2,189
<b>Total</b>	<b>60,169</b>	<b>58,183</b>	<b>56,997</b>	<b>55,872</b>	<b>56,037</b>	<b>55,751</b>	<b>56,225</b>	<b>56,781</b>	<b>57,622</b>

Table 23. Seven-year graduation rate outcomes for special education students, class of 2011 to class of 2019

Graduation outcome	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Continue	44	41	42	38	40	43	60	55	55
Drop out	1,261	1,248	1,312	1,281	1,308	1,294	1,362	1,270	1,222
Graduate	7,440	7,342	7,386	7,320	7,641	7,531	7,822	8,209	8,533
Unknown	1,342	1,239	963	900	790	737	739	732	779
<b>Total</b>	<b>10,087</b>	<b>9,870</b>	<b>9,703</b>	<b>9,539</b>	<b>9,779</b>	<b>9,605</b>	<b>9,983</b>	<b>10,266</b>	<b>10,589</b>

Table 24. Seven-year graduation rate outcomes for students who are DHH, class of 2011 to class of 2019

Graduation outcome	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Continue	1			1					1
Drop out	13	13	8	9	5	10	8	6	6
Graduate	115	132	134	146	112	118	123	126	153
Unknown	13	5	9	8	10	3	5	5	4
<b>Total</b>	<b>142</b>	<b>150</b>	<b>151</b>	<b>164</b>	<b>127</b>	<b>131</b>	<b>136</b>	<b>137</b>	<b>164</b>

## Statewide Student Assessment Data

### Math

Table 25. Percent of students in each proficiency category on the MCA math assessment in 2022

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	405,876	16%	28%	23%	33%
Students receiving special education services	58,743	6%	14%	16%	64%
<b>Students who are deaf or hard of hearing</b>	<b>1,045</b>	<b>12%</b>	<b>19%</b>	<b>20%</b>	<b>49%</b>
3rd grade	176	16%	27%	14%	42%
4th grade	151	19%	19%	17%	46%
5th grade	150	11%	19%	23%	47%
6th grade	156	8%	22%	21%	48%
7th grade	147	4%	14%	26%	56%
8th grade	172	11%	18%	19%	52%
11th grade	93	13%	10%	18%	59%

Table 26. Percent of students in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	401,502	16%	29%	23%	32%
Students receiving special education services	60,299	7%	14%	17%	62%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>1,009</b>	<b>11%</b>	<b>21%</b>	<b>21%</b>	<b>47%</b>
3rd grade	149	16%	25%	15%	42%
4th grade	166	19%	27%	16%	40%
5th grade	150	8%	23%	23%	46%
6th grade	156	9%	19%	17%	55%
7th grade	148	11%	21%	28%	40%
8th grade	136	6%	15%	26%	51%
11th grade	104	9%	13%	19%	60%

Table 27. Percent of students in each proficiency category on the MTAS math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
Students receiving special education services	5,469	14%	48%	25%	12%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>24</b>	<b>13%</b>	<b>58%</b>	<b>25%</b>	<b>4%</b>

Table 28. Percent of students in each proficiency category on the MTAS math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
Students receiving special education services	5,558	17%	43%	27%	13%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>26</b>	<b>15%</b>	<b>42%</b>	<b>35%</b>	<b>8%</b>

## Reading

Table 29. Percent of students in each proficiency category on the MCA reading assessment in 2022

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	418,438	15%	36%	21%	29%
Students receiving special education services	60,319	5%	17%	16%	62%
<b>Students who are deaf or hard of hearing</b>	<b>1,097</b>	<b>10%</b>	<b>26%</b>	<b>18%</b>	<b>46%</b>
3rd grade	176	6%	30%	15%	49%
4th grade	151	9%	25%	17%	49%
5th grade	151	9%	33%	21%	36%
6th grade	156	13%	29%	19%	38%
7th grade	151	8%	21%	18%	54%
8th grade	177	11%	21%	17%	51%
10th grade	135	13%	27%	19%	41%

Table 30. Percent of students in each proficiency category on the MCA reading assessment in 2023

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	410,939	14%	36%	21%	30%
Students receiving special education services	61,533	5%	17%	16%	62%
<b>Students who are deaf or hard of hearing</b>	<b>1,032</b>	<b>11%</b>	<b>27%</b>	<b>18%</b>	<b>44%</b>
3rd grade	151	9%	25%	15%	52%
4th grade	167	10%	26%	19%	44%
5th grade	151	13%	29%	18%	40%
6th grade	156	13%	33%	16%	38%
7th grade	146	10%	29%	19%	42%
8th grade	136	10%	16%	22%	52%
10th grade	125	13%	27%	20%	40%

Table 31. Percent of students in each proficiency category on the MTAS reading assessment in 2022

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
Students receiving special education services	5,493	29%	34%	22%	15%
<b>Students who are deaf or hard of hearing</b>	<b>21</b>	<b>29%</b>	<b>29%</b>	<b>29%</b>	<b>14%</b>

Table 32. Percent of students in each proficiency category on the MTAS reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
Students receiving special education services	5,633	27%	36%	20%	17%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>24</b>	<b>29%</b>	<b>42%</b>	<b>25%</b>	<b>4%</b>

## Regional-Level Student Assessment Data

### Regions 1 and 2

Table 33. Percent of students in Regions 1 and 2 in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	13,639	11%	28%	26%	35%
Students receiving special education services	2,304	4%	12%	18%	67%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>30</b>	<b>3%</b>	<b>17%</b>	<b>17%</b>	<b>63%</b>

Table 34. Percent of students in Regions 1 and 2 in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	13,520	11%	27%	25%	37%
Students receiving special education services	2,392	5%	13%	17%	66%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>27</b>	<b>7%</b>	<b>37%</b>	<b>15%</b>	<b>41%</b>

Table 35. Percent of students in Regions 1 and 2 in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	13,769	10%	35%	23%	32%
Students receiving special education services	2,303	3%	15%	18%	64%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>31</b>	<b>6%</b>	<b>10%</b>	<b>6%</b>	<b>77%</b>

Table 36. Percent of students in Regions 1 and 2 in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	13,789	9%	35%	23%	33%
Students receiving special education services	2,420	3%	15%	16%	66%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>26</b>	<b>8%</b>	<b>35%</b>	<b>12%</b>	<b>46%</b>

**Region 3**

Table 37. Percent of students in Region 3 in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	20,011	13%	29%	26%	32%
Students receiving special education services	3,574	4%	11%	17%	68%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>45</b>	<b>20%</b>	<b>7%</b>	<b>20%</b>	<b>53%</b>

Table 38. Percent of students in Region 3 in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	19,976	13%	30%	25%	32%
Students receiving special education services	3,667	4%	13%	17%	66%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>52</b>	<b>10%</b>	<b>17%</b>	<b>13%</b>	<b>60%</b>

Table 39. Percent of students in Region 3 in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	20,691	14%	38%	22%	26%
Students receiving special education services	3,654	4%	15%	17%	64%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>49</b>	<b>8%</b>	<b>29%</b>	<b>6%</b>	<b>57%</b>

Table 40. Percent of students in Region 3 in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	20,281	13%	38%	21%	27%
Students receiving special education services	3,701	3%	16%	17%	64%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>52</b>	<b>10%</b>	<b>25%</b>	<b>12%</b>	<b>54%</b>

## Region 4

Table 41. Percent of students in Region 4 in each proficiency category on the MCA math assessment in 2022

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	17,214	16%	33%	25%	26%
Students receiving special education services	2,704	5%	15%	19%	61%
<b>Students who are deaf or hard of hearing</b>	<b>38</b>	<b>11%</b>	<b>37%</b>	<b>21%</b>	<b>32%</b>

Table 42. Percent of students in Region 4 in each proficiency category on the MCA math assessment in 2023

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	17,452	16%	32%	25%	27%
Students receiving special education services	2,845	5%	15%	17%	62%
<b>Students who are deaf or hard of hearing</b>	<b>30</b>	<b>3%</b>	<b>47%</b>	<b>7%</b>	<b>43%</b>

Table 43. Percent of students in Region 4 in each proficiency category on the MCA reading assessment in 2022

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	17,635	13%	39%	23%	26%
Students receiving special education services	2,777	3%	18%	18%	61%
<b>Students who are deaf or hard of hearing</b>	<b>37</b>	<b>8%</b>	<b>41%</b>	<b>11%</b>	<b>41%</b>

Table 44. Percent of students in Region 4 in each proficiency category on the MCA reading assessment in 2023

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	17,793	12%	38%	22%	28%
Students receiving special education services	2,912	3%	17%	17%	63%
<b>Students who are deaf or hard of hearing</b>	<b>32</b>	<b>13%</b>	<b>38%</b>	<b>19%</b>	<b>31%</b>

## Region 5

Table 45. Percent of students in Region 5 in each proficiency category on the MCA math assessment in 2022

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	12,141	12%	28%	25%	35%
Students receiving special education services	2,331	4%	13%	16%	67%
<b>Students who are deaf or hard of hearing</b>	<b>30</b>	<b>10%</b>	<b>13%</b>	<b>23%</b>	<b>53%</b>

Table 46. Percent of students in Region 5 in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	12,229	12%	28%	25%	34%
Students receiving special education services	2,417	5%	12%	17%	65%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>35</b>	<b>11%</b>	<b>11%</b>	<b>17%</b>	<b>60%</b>

Table 47. Percent of students in Region 5 in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	12,426	12%	35%	22%	31%
Students receiving special education services	2,360	4%	15%	16%	65%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>31</b>	<b>3%</b>	<b>29%</b>	<b>19%</b>	<b>48%</b>

Table 48. Percent of students in Region 5 in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	12,531	11%	35%	21%	32%
Students receiving special education services	2,474	4%	15%	15%	66%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>39</b>	<b>5%</b>	<b>26%</b>	<b>18%</b>	<b>51%</b>

### ***Regions 6 and 8***

Table 49. Percent of students in Regions 6 and 8 in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	21,445	13%	31%	25%	31%
Students receiving special education services	3,570	4%	14%	18%	63%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>59</b>	<b>10%</b>	<b>29%</b>	<b>8%</b>	<b>53%</b>

Table 50. Percent of students in Regions 6 and 8 in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	21,244	13%	31%	26%	31%
Students receiving special education services	3,729	5%	13%	20%	62%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>59</b>	<b>10%</b>	<b>22%</b>	<b>29%</b>	<b>39%</b>

Table 51. Percent of students in Regions 6 and 8 in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	21,808	11%	36%	23%	30%
Students receiving special education services	3,649	3%	15%	17%	65%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>61</b>	<b>5%</b>	<b>28%</b>	<b>31%</b>	<b>36%</b>

Table 52. Percent of students in Regions 6 and 8 in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	21,626	10%	36%	23%	32%
Students receiving special education services	3,804	3%	15%	17%	66%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>56</b>	<b>9%</b>	<b>27%</b>	<b>30%</b>	<b>34%</b>

### **Region 7**

Table 53. Percent of students in Region 7 in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	50,933	17%	32%	24%	27%
Students receiving special education services	7,581	7%	15%	17%	61%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>121</b>	<b>12%</b>	<b>19%</b>	<b>28%</b>	<b>41%</b>

Table 54. Percent of students in Region 7 in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	51,027	18%	32%	24%	27%
Students receiving special education services	8,013	7%	16%	18%	59%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>113</b>	<b>7%</b>	<b>28%</b>	<b>27%</b>	<b>37%</b>

Table 55. Percent of students in Region 7 in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	52,249	14%	40%	21%	25%
Students receiving special education services	7,740	5%	19%	17%	59%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>128</b>	<b>8%</b>	<b>31%</b>	<b>20%</b>	<b>41%</b>

Table 56. Percent of students in Region 7 in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	52,108	14%	38%	21%	27%
Students receiving special education services	8,218	5%	18%	16%	61%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>119</b>	<b>3%</b>	<b>34%</b>	<b>24%</b>	<b>39%</b>

**Region 9**

Table 57. Percent of students in Region 9 in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	16,495	15%	30%	25%	31%
Students receiving special education services	2,499	5%	14%	17%	64%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>25</b>	<b>20%</b>	<b>8%</b>	<b>20%</b>	<b>52%</b>

Table 58. Percent of students in Region 9 in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	16,256	15%	31%	25%	29%
Students receiving special education services	2,586	6%	14%	18%	62%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>27</b>	<b>11%</b>	<b>7%</b>	<b>37%</b>	<b>44%</b>

Table 59. Percent of students in Region 9 in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	16,854	13%	37%	23%	28%
Students receiving special education services	2,553	3%	17%	17%	63%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>28</b>	<b>14%</b>	<b>32%</b>	<b>14%</b>	<b>39%</b>

Table 60. Percent of students in Region 9 in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	16,653	12%	37%	23%	28%
Students receiving special education services	2,639	4%	16%	17%	64%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>26</b>	<b>15%</b>	<b>23%</b>	<b>15%</b>	<b>46%</b>

## Region 10

Table 61. Percent of students in Region 10 in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	35,897	14%	28%	24%	34%
Students receiving special education services	5,245	5%	12%	15%	68%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>125</b>	<b>8%</b>	<b>15%</b>	<b>21%</b>	<b>56%</b>

Table 62. Percent of students in Region 10 in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	27,993	14%	29%	25%	32%
Students receiving special education services	4,336	5%	12%	17%	66%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>79</b>	<b>5%</b>	<b>19%</b>	<b>15%</b>	<b>61%</b>

Table 63. Percent of students in Region 10 in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	36,868	13%	35%	21%	30%
Students receiving special education services	5,429	4%	16%	15%	66%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>130</b>	<b>4%</b>	<b>22%</b>	<b>17%</b>	<b>57%</b>

Table 64. Percent of students in Region 10 in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	28,596	12%	36%	22%	30%
Students receiving special education services	4,395	4%	15%	16%	66%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>92</b>	<b>4%</b>	<b>23%</b>	<b>16%</b>	<b>57%</b>

## Region 11

Table 65. Percent of students in Region 11 in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	218,101	17%	27%	21%	34%
Students receiving special education services	28,935	8%	14%	15%	63%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>572</b>	<b>12%</b>	<b>20%</b>	<b>19%</b>	<b>49%</b>

Table 66. Percent of students in Region 11 in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	221,805	18%	27%	21%	34%
Students receiving special education services	30,314	8%	15%	15%	62%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>587</b>	<b>14%</b>	<b>19%</b>	<b>20%</b>	<b>47%</b>

Table 67. Percent of students in Region 11 in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	226,138	16%	35%	19%	29%
Students receiving special education services	29,854	6%	18%	16%	60%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>602</b>	<b>12%</b>	<b>25%</b>	<b>19%</b>	<b>44%</b>

Table 68. Percent of students in Region 11 in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	227,562	16%	35%	19%	30%
Students receiving special education services	30,970	6%	18%	15%	61%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>590</b>	<b>14%</b>	<b>25%</b>	<b>18%</b>	<b>43%</b>

## District-Level Student Assessment Data

### ***Anoka-Hennepin Public School District***

Table 69. Percent of students in Anoka-Hennepin Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	17,622	20%	32%	22%	25%
Students receiving special education services	2,652	8%	18%	17%	57%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>20</b>	<b>10%</b>	<b>40%</b>	<b>15%</b>	<b>35%</b>

Table 70. Percent of students in Anoka-Hennepin Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	18,002	20%	33%	22%	25%
Students receiving special education services	2,895	9%	19%	17%	55%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>31</b>	<b>16%</b>	<b>16%</b>	<b>23%</b>	<b>45%</b>

Table 71. Percent of students in Anoka-Hennepin Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	18,416	16%	39%	21%	24%
Students receiving special education services	2,772	5%	19%	17%	59%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>29</b>	<b>10%</b>	<b>41%</b>	<b>21%</b>	<b>28%</b>

Table 72. Percent of students in Anoka-Hennepin Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	18,599	15%	38%	21%	26%
Students receiving special education services	2,967	5%	18%	17%	60%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>27</b>	<b>15%</b>	<b>15%</b>	<b>26%</b>	<b>44%</b>

### ***Austin Public School District***

Table 73. Percent of students in Austin Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	2,463	8%	19%	25%	48%
Students receiving special education services	442	2%	6%	12%	79%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>10</b>	<b>0%</b>	<b>20%</b>	<b>0%</b>	<b>80%</b>

Table 74. Percent of students in Austin Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	2,547	7%	28%	22%	43%
Students receiving special education services	440	2%	10%	11%	78%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>12</b>	<b>0%</b>	<b>17%</b>	<b>17%</b>	<b>67%</b>

***Bloomington Public School District***

Table 75. Percent of students in Bloomington Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,382	15%	23%	23%	39%
Students receiving special education services	612	7%	12%	18%	63%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>11</b>	<b>0%</b>	<b>9%</b>	<b>45%</b>	<b>45%</b>

Table 76. Percent of students in Bloomington Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,468	15%	31%	19%	35%
Students receiving special education services	640	6%	15%	14%	65%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>12</b>	<b>17%</b>	<b>0%</b>	<b>58%</b>	<b>25%</b>

***Brainerd Public School District***

Table 77. Percent of students in Brainerd Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	2,998	18%	31%	24%	27%
Students receiving special education services	641	6%	15%	19%	60%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>14</b>	<b>7%</b>	<b>14%</b>	<b>29%</b>	<b>50%</b>

Table 78. Percent of students in Brainerd Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	2,926	17%	32%	25%	27%
Students receiving special education services	637	7%	15%	19%	59%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>13</b>	<b>23%</b>	<b>15%</b>	<b>15%</b>	<b>46%</b>

Table 79. Percent of students in Brainerd Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	3,137	17%	38%	21%	24%
Students receiving special education services	664	6%	18%	17%	60%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>13</b>	<b>8%</b>	<b>23%</b>	<b>31%</b>	<b>38%</b>

Table 80. Percent of students in Brainerd Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	3,008	15%	40%	20%	25%
Students receiving special education services	637	6%	18%	16%	60%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>13</b>	<b>8%</b>	<b>31%</b>	<b>23%</b>	<b>38%</b>

### ***Buffalo-Hanover-Montrose Public School District***

Table 81. Percent of students in Buffalo-Hanover-Montrose Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	2,573	20%	35%	22%	23%
Students receiving special education services	430	11%	19%	16%	54%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>13</b>	<b>15%</b>	<b>38%</b>	<b>23%</b>	<b>23%</b>

Table 82. Percent of students in Buffalo-Hanover-Montrose Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	2,649	16%	39%	22%	23%
Students receiving special education services	446	6%	20%	21%	54%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>13</b>	<b>15%</b>	<b>38%</b>	<b>23%</b>	<b>23%</b>

Table 83. Percent of students in Buffalo-Hanover-Montrose Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	2,660	15%	40%	22%	23%
Students receiving special education services	462	6%	22%	18%	54%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>11</b>	<b>0%</b>	<b>18%</b>	<b>27%</b>	<b>55%</b>

***Duluth Public School District***

Table 84. Percent of students in Duluth Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	3,860	16%	29%	22%	34%
Students receiving special education services	661	5%	10%	16%	69%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>11</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>73%</b>

Table 85. Percent of students in Duluth Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	3,979	20%	36%	19%	26%
Students receiving special education services	634	3%	15%	12%	70%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>13</b>	<b>8%</b>	<b>31%</b>	<b>0%</b>	<b>62%</b>

Table 86. Percent of students in Duluth Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	3,887	18%	36%	18%	27%
Students receiving special education services	664	4%	14%	15%	68%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>10</b>	<b>20%</b>	<b>10%</b>	<b>0%</b>	<b>70%</b>

***Eastern Carver County Public School District***

Table 87. Percent of students in Eastern Carver County Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,423	22%	33%	22%	22%
Students receiving special education services	604	10%	19%	18%	53%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>10</b>	<b>10%</b>	<b>30%</b>	<b>40%</b>	<b>20%</b>

Table 88. Percent of students in Eastern Carver County Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,436	25%	34%	21%	19%
Students receiving special education services	615	13%	19%	19%	49%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>12</b>	<b>17%</b>	<b>42%</b>	<b>25%</b>	<b>17%</b>

Table 89. Percent of students in Eastern Carver County Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,530	20%	41%	19%	21%
Students receiving special education services	616	8%	21%	18%	53%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>10</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>

Table 90. Percent of students in Eastern Carver County Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,596	20%	41%	19%	20%
Students receiving special education services	665	10%	26%	18%	47%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>15</b>	<b>47%</b>	<b>20%</b>	<b>20%</b>	<b>13%</b>

**Edina Public School District**

Table 91. Percent of students in Edina Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,079	31%	36%	19%	14%
Students receiving special education services	480	18%	25%	20%	36%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>16</b>	<b>31%</b>	<b>44%</b>	<b>19%</b>	<b>6%</b>

Table 92. Percent of students in Edina Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,046	34%	36%	17%	12%
Students receiving special education services	525	21%	26%	21%	33%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>16</b>	<b>44%</b>	<b>38%</b>	<b>19%</b>	<b>0%</b>

Table 93. Percent of students in Edina Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,227	30%	43%	14%	13%
Students receiving special education services	493	17%	29%	20%	33%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>16</b>	<b>44%</b>	<b>31%</b>	<b>19%</b>	<b>6%</b>

Table 94. Percent of students in Edina Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,294	31%	43%	14%	12%
Students receiving special education services	532	15%	31%	19%	35%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>19</b>	<b>42%</b>	<b>37%</b>	<b>11%</b>	<b>11%</b>

***Elk River Public School District***

Table 95. Percent of students in Elk River Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	6,884	24%	35%	22%	19%
Students receiving special education services	953	11%	16%	22%	51%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>12</b>	<b>0%</b>	<b>25%</b>	<b>8%</b>	<b>67%</b>

Table 96. Percent of students in Elk River Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	6,904	26%	36%	21%	17%
Students receiving special education services	980	11%	21%	19%	49%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>13</b>	<b>8%</b>	<b>31%</b>	<b>15%</b>	<b>46%</b>

Table 97. Percent of students in Elk River Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	7,021	17%	42%	20%	20%
Students receiving special education services	959	6%	21%	20%	52%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>12</b>	<b>0%</b>	<b>25%</b>	<b>17%</b>	<b>58%</b>

Table 98. Percent of students in Elk River Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	7,052	17%	42%	20%	21%
Students receiving special education services	1,021	7%	20%	18%	54%
<b>Students who are deaf or hard of hearing</b>	<b>13</b>	<b>8%</b>	<b>38%</b>	<b>23%</b>	<b>31%</b>

**Farmington Public School District**

Table 99. Percent of students in Farmington Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	2,918	12%	29%	28%	31%
Students receiving special education services	497	6%	16%	20%	58%
<b>Students who are deaf or hard of hearing</b>	<b>11</b>	<b>9%</b>	<b>45%</b>	<b>18%</b>	<b>27%</b>

Table 100. Percent of students in Farmington Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	3,000	11%	36%	24%	29%
Students receiving special education services	502	6%	20%	18%	56%
<b>Students who are deaf or hard of hearing</b>	<b>10</b>	<b>10%</b>	<b>50%</b>	<b>20%</b>	<b>20%</b>

**Inver Grove Heights Schools**

Table 101. Percent of students in Inver Grove Heights Schools in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	1,737	10%	24%	23%	43%
Students receiving special education services	243	5%	13%	14%	68%
<b>Students who are deaf or hard of hearing</b>	<b>10</b>	<b>10%</b>	<b>0%</b>	<b>40%</b>	<b>50%</b>

### Lakeville Area Schools

Table 102. Percent of students in Lakeville Area Schools in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	5,542	21%	35%	23%	20%
Students receiving special education services	758	10%	23%	20%	47%
<b>Students who are deaf or hard of hearing</b>	<b>13</b>	<b>8%</b>	<b>15%</b>	<b>31%</b>	<b>46%</b>

Table 103. Percent of students in Lakeville Area Schools in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	5,798	19%	44%	20%	18%
Students receiving special education services	794	8%	26%	19%	47%
<b>Students who are deaf or hard of hearing</b>	<b>11</b>	<b>9%</b>	<b>55%</b>	<b>9%</b>	<b>27%</b>

### Metro Deaf School

Table 104. Percent of students in Metro Deaf School in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	47	0%	6%	13%	81%
Students receiving special education services	47	0%	6%	13%	81%
<b>Students who are deaf or hard of hearing</b>	<b>43</b>	<b>0%</b>	<b>7%</b>	<b>12%</b>	<b>81%</b>

Table 105. Percent of students in Metro Deaf School in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	40	3%	5%	10%	83%
Students receiving special education services	40	3%	5%	10%	83%
<b>Students who are deaf or hard of hearing</b>	<b>39</b>	<b>3%</b>	<b>5%</b>	<b>10%</b>	<b>82%</b>

Table 106. Percent of students in Metro Deaf School in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	41	5%	10%	5%	80%
Students receiving special education services	41	5%	10%	5%	80%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>37</b>	<b>5%</b>	<b>8%</b>	<b>5%</b>	<b>81%</b>

Table 107. Percent of students in Metro Deaf School in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	44	5%	9%	7%	80%
Students receiving special education services	44	5%	9%	7%	80%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>43</b>	<b>5%</b>	<b>9%</b>	<b>7%</b>	<b>79%</b>

***Minneapolis Public School District***

Table 108. Percent of students in Minneapolis Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	11,583	14%	19%	16%	51%
Students receiving special education services	1,560	4%	7%	8%	80%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>31</b>	<b>10%</b>	<b>3%</b>	<b>26%</b>	<b>61%</b>

Table 109. Percent of students in Minneapolis Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	11,708	16%	19%	15%	50%
Students receiving special education services	1,567	6%	8%	9%	76%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>22</b>	<b>18%</b>	<b>5%</b>	<b>9%</b>	<b>68%</b>

Table 110. Percent of students in Minneapolis Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	12,028	16%	26%	16%	42%
Students receiving special education services	1,593	4%	12%	9%	75%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>31</b>	<b>3%</b>	<b>13%</b>	<b>26%</b>	<b>58%</b>

Table 111. Percent of students in Minneapolis Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	12,102	16%	25%	15%	44%
Students receiving special education services	1,624	5%	14%	8%	73%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>25</b>	<b>12%</b>	<b>20%</b>	<b>16%</b>	<b>52%</b>

### ***Minnesota State Academies***

Table 112. Percent of students in Minnesota State Academies in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	28	0%	11%	11%	79%
Students receiving special education services	28	0%	11%	11%	79%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>21</b>	<b>0%</b>	<b>14%</b>	<b>14%</b>	<b>71%</b>

Table 113. Percent of students in Minnesota State Academies in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	21	0%	0%	14%	86%
Students receiving special education services	21	0%	0%	14%	86%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>18</b>	<b>0%</b>	<b>0%</b>	<b>17%</b>	<b>83%</b>

Table 114. Percent of students in Minnesota State Academies in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	27	0%	11%	11%	78%
Students receiving special education services	27	0%	11%	11%	78%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>20</b>	<b>0%</b>	<b>15%</b>	<b>10%</b>	<b>75%</b>

Table 115. Percent of students in Minnesota State Academies in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	26	0%	12%	12%	77%
Students receiving special education services	26	0%	12%	12%	77%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>22</b>	<b>0%</b>	<b>9%</b>	<b>14%</b>	<b>77%</b>

### ***Minnetonka Public School District***

Table 116. Percent of students in Minnetonka Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	5,699	38%	34%	18%	9%
Students receiving special education services	656	20%	26%	25%	30%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>13</b>	<b>23%</b>	<b>31%</b>	<b>31%</b>	<b>15%</b>

Table 117. Percent of students in Minnetonka Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	5,781	31%	42%	15%	11%
Students receiving special education services	658	15%	29%	22%	34%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>15</b>	<b>20%</b>	<b>27%</b>	<b>27%</b>	<b>27%</b>

Table 118. Percent of students in Minnetonka Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	5,825	32%	42%	14%	11%
Students receiving special education services	683	17%	30%	18%	34%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>10</b>	<b>10%</b>	<b>40%</b>	<b>30%</b>	<b>20%</b>

***North St. Paul-Maplewood Oakdale***

Table 119. Percent of students in North St. Paul-Maplewood Oakdale in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,303	7%	22%	24%	46%
Students receiving special education services	628	3%	8%	11%	78%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>18</b>	<b>11%</b>	<b>22%</b>	<b>11%</b>	<b>56%</b>

Table 120. Percent of students in North St. Paul-Maplewood Oakdale in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,353	7%	22%	24%	47%
Students receiving special education services	671	2%	10%	13%	76%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>19</b>	<b>16%</b>	<b>21%</b>	<b>16%</b>	<b>47%</b>

Table 121. Percent of students in North St. Paul-Maplewood Oakdale in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,545	8%	28%	23%	41%
Students receiving special education services	677	1%	12%	12%	75%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>18</b>	<b>6%</b>	<b>28%</b>	<b>6%</b>	<b>61%</b>

Table 122. Percent of students in North St. Paul-Maplewood Oakdale in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,464	7%	28%	23%	42%
Students receiving special education services	683	2%	11%	14%	74%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>19</b>	<b>11%</b>	<b>26%</b>	<b>16%</b>	<b>47%</b>

**Osseo Public School District**

Table 123. Percent of students in Osseo Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	9,678	16%	26%	22%	37%
Students receiving special education services	1,176	7%	12%	14%	67%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>28</b>	<b>21%</b>	<b>18%</b>	<b>11%</b>	<b>50%</b>

Table 124. Percent of students in Osseo Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	9,600	17%	25%	22%	37%
Students receiving special education services	1,171	8%	13%	12%	67%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>30</b>	<b>17%</b>	<b>20%</b>	<b>13%</b>	<b>50%</b>

Table 125. Percent of students in Osseo Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	9,873	14%	36%	21%	29%
Students receiving special education services	1,213	5%	16%	15%	64%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>30</b>	<b>20%</b>	<b>23%</b>	<b>23%</b>	<b>33%</b>

Table 126. Percent of students in Osseo Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	9,813	12%	36%	21%	30%
Students receiving special education services	1,188	5%	18%	12%	64%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>30</b>	<b>20%</b>	<b>30%</b>	<b>10%</b>	<b>40%</b>

***Prior Lake-Savage Area Schools***

Table 127. Percent of students in Prior Lake-Savage Area Schools in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,108	25%	36%	22%	18%
Students receiving special education services	436	13%	21%	17%	49%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>10</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

Table 128. Percent of students in Prior Lake-Savage Area Schools in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,270	24%	35%	22%	19%
Students receiving special education services	495	14%	20%	17%	49%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>12</b>	<b>17%</b>	<b>50%</b>	<b>17%</b>	<b>17%</b>

Table 129. Percent of students in Prior Lake-Savage Area Schools in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,425	19%	43%	19%	19%
Students receiving special education services	469	9%	24%	19%	49%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>12</b>	<b>8%</b>	<b>33%</b>	<b>33%</b>	<b>25%</b>

Table 130. Percent of students in Prior Lake-Savage Area Schools in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,409	17%	43%	20%	20%
Students receiving special education services	515	7%	26%	17%	50%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>11</b>	<b>18%</b>	<b>36%</b>	<b>36%</b>	<b>9%</b>

***Robbinsdale Public School District***

Table 131. Percent of students in Robbinsdale Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,682	8%	17%	20%	55%
Students receiving special education services	644	3%	10%	8%	79%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>14</b>	<b>7%</b>	<b>14%</b>	<b>29%</b>	<b>50%</b>

Table 132. Percent of students in Robbinsdale Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,919	11%	32%	20%	37%
Students receiving special education services	650	4%	14%	13%	70%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>15</b>	<b>7%</b>	<b>47%</b>	<b>27%</b>	<b>20%</b>

***Rochester Public School District***

Table 133. Percent of students in Rochester Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	7,749	14%	25%	22%	38%
Students receiving special education services	1,131	6%	11%	13%	70%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>43</b>	<b>14%</b>	<b>14%</b>	<b>26%</b>	<b>47%</b>

Table 134. Percent of students in Rochester Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	8,019	16%	34%	18%	32%
Students receiving special education services	1,164	5%	18%	13%	64%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>44</b>	<b>2%</b>	<b>36%</b>	<b>18%</b>	<b>43%</b>

***Rosemount-Apple Valley-Eagan Public School District***

Table 135. Percent of students in Rosemount-Apple Valley-Eagan Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	14,307	21%	31%	22%	26%
Students receiving special education services	1,867	8%	15%	18%	59%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>48</b>	<b>23%</b>	<b>21%</b>	<b>23%</b>	<b>33%</b>

Table 136. Percent of students in Rosemount-Apple Valley-Eagan Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	14,577	23%	31%	22%	24%
Students receiving special education services	2,019	9%	15%	18%	58%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>56</b>	<b>20%</b>	<b>27%</b>	<b>27%</b>	<b>27%</b>

Table 137. Percent of students in Rosemount-Apple Valley-Eagan Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	14,557	18%	39%	20%	23%
Students receiving special education services	1,908	6%	20%	17%	57%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>47</b>	<b>13%</b>	<b>36%</b>	<b>23%</b>	<b>28%</b>

Table 138. Percent of students in Rosemount-Apple Valley-Eagan Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	14,742	18%	39%	19%	24%
Students receiving special education services	2,040	6%	21%	16%	57%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>55</b>	<b>16%</b>	<b>40%</b>	<b>16%</b>	<b>27%</b>

**Saint Paul Public Schools**

Table 139. Percent of students in Saint Paul Public Schools in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	13,127	9%	16%	19%	57%
Students receiving special education services	1,525	4%	6%	10%	81%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>52</b>	<b>4%</b>	<b>4%</b>	<b>10%</b>	<b>83%</b>

Table 140. Percent of students in Saint Paul Public Schools in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	13,315	9%	17%	19%	55%
Students receiving special education services	1,646	5%	6%	9%	80%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>61</b>	<b>2%</b>	<b>5%</b>	<b>16%</b>	<b>77%</b>

Table 141. Percent of students in Saint Paul Public Schools in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	1,468	7%	30%	21%	43%
Students receiving special education services	217	2%	12%	10%	77%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>54</b>	<b>7%</b>	<b>7%</b>	<b>11%</b>	<b>74%</b>

Table 142. Percent of students in Saint Paul Public Schools in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	1,426	6%	28%	21%	44%
Students receiving special education services	231	3%	12%	11%	74%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>60</b>	<b>2%</b>	<b>7%</b>	<b>15%</b>	<b>77%</b>

***South Washington County Public School District***

Table 143. Percent of students in South Washington County Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	9,008	19%	32%	23%	25%
Students receiving special education services	1,271	10%	16%	17%	57%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>21</b>	<b>14%</b>	<b>33%</b>	<b>10%</b>	<b>43%</b>

Table 144. Percent of students in South Washington County Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	9,049	20%	33%	24%	23%
Students receiving special education services	1,347	10%	17%	17%	56%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>22</b>	<b>18%</b>	<b>18%</b>	<b>27%</b>	<b>36%</b>

Table 145. Percent of students in South Washington County Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	9,409	17%	40%	21%	22%
Students receiving special education services	1,334	6%	21%	19%	54%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>24</b>	<b>13%</b>	<b>33%</b>	<b>17%</b>	<b>38%</b>

Table 146. Percent of students in South Washington County Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	9,363	16%	39%	22%	23%
Students receiving special education services	1,368	5%	21%	18%	56%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>21</b>	<b>10%</b>	<b>48%</b>	<b>14%</b>	<b>29%</b>

***St. Cloud Public School District***

Table 147. Percent of students in St. Cloud Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,161	9%	27%	19%	45%
Students receiving special education services	853	3%	13%	12%	72%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>10</b>	<b>0%</b>	<b>10%</b>	<b>20%</b>	<b>70%</b>

***Wayzata Public School District***

Table 148. Percent of students in Wayzata Public School District in each proficiency category on the MCA math assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	5,761	45%	33%	13%	9%
Students receiving special education services	490	23%	23%	18%	36%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>14</b>	<b>29%</b>	<b>36%</b>	<b>14%</b>	<b>21%</b>

Table 149. Percent of students in Wayzata Public School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	6,183	43%	34%	13%	10%
Students receiving special education services	587	22%	27%	18%	33%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>20</b>	<b>45%</b>	<b>25%</b>	<b>10%</b>	<b>20%</b>

Table 150. Percent of students in Wayzata Public School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	6,031	34%	43%	13%	10%
Students receiving special education services	511	14%	27%	18%	41%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>16</b>	<b>25%</b>	<b>19%</b>	<b>25%</b>	<b>31%</b>

Table 151. Percent of students in Wayzata Public School District in each proficiency category on the MCA reading assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	6,437	32%	41%	14%	12%
Students receiving special education services	606	13%	30%	17%	41%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>17</b>	<b>35%</b>	<b>29%</b>	<b>24%</b>	<b>12%</b>

### ***White Bear Lake School District***

Table 152. Percent of students in White Bear Lake School District in each proficiency category on the MCA math assessment in 2023

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	3,876	17%	32%	24%	27%
Students receiving special education services	585	11%	18%	21%	50%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>11</b>	<b>18%</b>	<b>9%</b>	<b>27%</b>	<b>45%</b>

Table 153. Percent of students in White Bear Lake School District in each proficiency category on the MCA reading assessment in 2022

<b>Student group</b>	<b>Total</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially meets</b>	<b>Does not meet</b>
All students	4,041	16%	39%	20%	25%
Students receiving special education services	553	8%	20%	18%	54%
<b><i>Students who are deaf or hard of hearing</i></b>	<b>10</b>	<b>30%</b>	<b>0%</b>	<b>30%</b>	<b>40%</b>