



Students Who Are Deaf or Hard of Hearing

Biennial Report to the Legislature: 2026

As required by Minnesota Statutes, section 125A.63

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Legislative Charge

Minnesota Statutes 2019, 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. 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.

2025-26 Deaf or Hard of Hearing Advisory Committee members

- Debbie Golos, University of Minnesota
- Michele Isha, Teacher and Advisory Committee Chair
- Emily Kedrowski, Parent
- Elise Knopf, State Agency Representative (DEED, VRS)
- Emily Manson, Teacher
- Gloria Nathanson, Parent
- Susan Outlaw, Executive Director, Metro Deaf School
- Debra Peterson, Teacher
- Garrett Petrie, Minnesota Department of Education
- Terry Wilding, Superintendent, Minnesota State Academies

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 show that many of their needs are not being met.

On the Minnesota Comprehensive Assessment (MCA), students who are DHH generally perform better than students receiving special education services overall. However, their reading and math proficiency rates remain below those of all students in Minnesota. Students who are DHH also graduate within four years at lower rates compared to their peers in general education.

This report summarizes student demographics, child count, enrollment counts, graduation rates, and assessment results for the 2024-25 school year. The trend data highlights progress as well as ongoing gaps for students identified with DHH as a primary disability, at both the statewide and regional levels.

The DHH Advisory Committee puts forward recommendations to the legislature that focus on student health and safety and closing the persistent achievement gaps. These recommendations also reflect input from educators and staff who work directly with students who are DHH. Those recommendations include:

- Strengthening recruitment and retention of staff working with students who are DHH
- Improving curriculum and instructional practices for students who are DHH
- Improving statewide data and reporting systems through expanded disability classification reporting
- Strengthening safety and access planning in schools and districts

The appendices provide additional details, including information on the early childhood outcomes ([Appendix A](#)), outcomes for students who are DeafBlind ([Appendix B](#)), and supporting 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 2024-25 school year. Educational outcomes are based on Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) results by 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

The Minnesota Department of Education (MDE) 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)
- 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 nationwide have additional disabilities that have an impact on language development and access.¹ About 25% of students who are DHH in the United States are multilingual, and many have a home language other than English.² The majority of children who are DHH are also born into families that primarily use spoken languages and do not know sign language. By age 5, most children have basically mastered all major parts of their native language(s), without needing formal instruction or therapy. However, for children

¹ Ross E. Mitchell and Michael A. Karchmer, "Demographics of Deaf Education," *American Annals of the Deaf* 151, no. 2 (2006): pages 95-104.

² 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.

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.³

Additionally, standardized tests like the MCA, whose results are highlighted in this report, are neither accessible nor normed for students who are DHH or blind or visually impaired. 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 with sole purpose of providing DHH education. It was not possible to disaggregate data collected for this report based on a range of factors that affect educational outcomes.

Those factors included:

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

Updates on 2024 Report Recommendations for Improving Student Outcomes

The 2024 report made four recommendations to improve outcomes for students who are DHH. This section describes the progress made since those recommendations were submitted to the legislature.

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

The DHH Advisory Committee continued its work on educational interpreter priorities by reviewing the four actions identified in [Interpreting Forward 2030](#), a Minnesota initiative led by the Commission of the Deaf,

³ 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.

DeafBlind, and Hard of Hearing (referred hereafter as the Commission) and the Dendros Group to address a critical shortage of sign language interpreters. These actions include resource development, pipeline enhancement, creative solutions for vacancies, and support for the [National Technical Institute for the Deaf \(NTID\)](#) certificate program. The committee reviewed these items at the May and November 2025 advisory committee meetings and incorporated them into the [Interpreting Forward 2030 work plan](#).

Throughout fall 2025 and winter 2026, the advisory committee reviewed statewide workforce input, including survey comments from community members, findings from a [national recruitment and retention study](#) conducted by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD), and [research on DHH teacher preparation](#). The group discussed ongoing challenges such as limited preparation pipelines, licensure inconsistencies, workload concerns, and isolation for staff who serve multiple schools. The committee also reviewed proposed solutions such as expanded mentoring structures, leadership development, improved communication between teachers and administrators, and the potential use of AI tools to reduce paperwork burden.

The advisory committee discussed ongoing collaboration with Minnesota's [Regional Low Incidence Projects](#) and the University of Minnesota (UMN)'s [DHH Teacher Preparation Program](#) to expand recruitment into teacher preparation pathways in partnership with MDE.

The advisory committee also received updates across several meetings on the hiring status of the DHH state education specialist position, posted in November 2025. The committee monitored the hiring timeline and discussed the importance of this role for statewide coordination during the legislative reporting year.

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

A [legislatively mandated workgroup](#) was established last year to recommend changes to the READ Act⁴ for students who are DeafBlind and DHH. MDE has reconvened the group with remaining funds to continue implementation activities, which include reviewing accessible instructional materials and expanding DHH-specific training.

The advisory committee reviewed statewide professional development efforts, including the Language and Learning webinar series held from October 2025 through January 2026. Topics covered included language acquisition, augmentative and alternative communication (AAC), assessment selection, Part C to Part B collaboration, and the use of AI to support differentiated access. Minnesota education professionals were able

⁴ The Minnesota Reading to Ensure Academic Development (READ) Act, signed into law on May 24, 2023, aims to ensure every Minnesota child reads at or above grade level each year, starting in kindergarten. It also supports multilingual learners and students in special education in meeting their individualized reading goals. The READ Act replaces the Read Well by Third Grade initiative and took effect on July 1, 2023.

to participate in the webinars at reduced or no cost, and recordings remain available for ongoing use through June 2026.

Committee members also highlighted increased use of the [58-in-Mind Multilingual Teaching Strategies for Diverse Deaf Students](#) textbook, a newer resource for teachers of students who are DHH, underscoring its relevance to statewide professional development priorities.

Educators also gained access to the [congenital Cytomegalovirus \(cCMV\) 101 Packet](#), which the advisory committee reviewed as part of broader Early Hearing Detection and Intervention (EHDI) updates. Members noted its usefulness for consistent statewide messaging, caption-ready presentation slides, and examples for documenting impacts in individual family service plans (IFSPs) and individual education plans (IEPs).

In February 2026, the advisory committee reviewed the outline for the upcoming 2026 legislative report, which includes expanded reporting on Child Outcomes Summary data as well as language and early literacy, numeracy, and DeafBlind outcomes. This expanded structure will provide a more complete picture of instructional access and effectiveness from early childhood through high school graduation. During the same session, the committee also reviewed preliminary statewide and regional outcomes data that will inform the 2026 legislative report. This data will support ongoing workforce planning by providing more detailed views of enrollment, assessment results, and graduation trends.

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

There has been no substantive progress toward implementing a requirement for districts to report secondary and tertiary disability designations in statewide public outputs. The advisory committee discussed ongoing efforts by the Commission to explore a policy pathway but noted that progress will depend on broader budget and policy discussions during the biennium.

In the interim, the advisory committee continues to support using state, regional, and district data within the legislative report. While these do not replace multi-category reporting, they provide improved visibility into DHH outcomes across systems.

Recommendation 4: Consider requiring MDE to designate a standard place on all IFSPs and IEPs, in which it will document emergency preparedness plans

The advisory committee continued discussing emergency-plan documentation during the November 2025 and February 2026 meetings. Members reviewed current concerns about inconsistent documentation across districts and the absence of sensory-access considerations in many existing forms. The advisory committee also discussed the Commission's interest in statewide policy action, including the possibility of a new state requirement for emergency-plan fields in IEPs.

During the February 2026 meeting, advisory committee members expressed mixed views on whether emergency plans should be addressed primarily through districtwide systems or individualized within IEPs and

IFSPs. They recommended addressing both levels: ensuring districts have accessible and universal procedures while also documenting student-specific sensory-access and communication needs in IFSPs and IEPs.

The advisory committee also identified potential opportunities within school-safety legislation to secure funding for statewide guidance and implementation support.

Recommendations for Improving Student Outcomes

Drawing on the research and educational assessment findings presented in this report, along with input from the DHH Advisory Committee, the committee presents the following recommendations for improving outcomes for students who are DHH. These recommendations focus on four areas: workforce recruitment and retention; curriculum and instructional practices; statewide data and reporting systems; and safety and access planning in districts.

Recommendation 1: Strengthen Workforce Recruitment and Retention

Despite progress in identifying statewide interpreter priorities and gathering workforce feedback, Minnesota continues to face shortages, uneven mentoring access, and inconsistent administrative understanding of DHH service requirements. Continued action is needed to stabilize the workforce and strengthen preparation pathways.

Local Education Agencies (LEAs) should:

- Implement the forthcoming statewide administrator toolkit to improve hiring, teaming practices, and vacancy management.
- Expand interpreter and teacher mentoring opportunities and ensure virtual options are available to reduce isolation for staff who serve multiple schools.
- Explore flexible scheduling and compensation structures to improve retention and reduce burnout.

MDE should:

- Publish regional workforce snapshots and invite feedback from the DHH Advisory Committee to help target recruitment and retention efforts.
- Ensure a full-time State DHH Education Specialist position is filled and sustained in future years.

The legislature should:

- Consider funding statewide mentoring and leadership development opportunities that address ongoing shortages in the DHH workforce.

Overall recommendations:

- **Resource development:** Publish an administrator toolkit that clarifies legal standards, hiring criteria, teaming practices, and strategies for addressing persistent vacancies. Pilot the toolkit with Minnesota Association of School Administrators, Minnesota Administrators for Special Education, and Minnesota Rural Education Association audiences before statewide release.

- **Pipeline enhancement:** Formalize partnerships with Minnesota interpreter training programs to integrate educational interpreting modules and practicum placements in K-12 settings. Establish a statewide mentoring schedule that blends regional and virtual options to reduce isolation for rural interpreters.
- **Creative solutions for vacancies:** Encourage districts to test rate structures and flexible schedules that support retention. Publish guidance on burnout prevention, including recommendations for break structures and team interpreting where appropriate.
- **NTID programming support:** Promote cohort participation in NTID’s educational interpreter certificate program and track completions as part of the statewide interpreter professional development dashboards.
- **University residency and apprenticeship partnerships:** The UMN should collaborate with the Minnesota Joint Apprenticeship and Training Committee and BrightWorks to establish residency and apprenticeship programs to support paraprofessionals entering DHH licensure pathways.
- **Funding supports for Tier 1 and Tier 2 teachers:** Explore funding options to support currently employed Tier 1 and Tier 2 DHH teachers in enrolling in approved preparation programs, given that portfolio routes have proven extremely difficult for DHH licensure.

Recommendation 2: Improve Curriculum and Instructional Practices

While districts have gained access to new training resources and materials, significant variability remains in curriculum accessibility, educator training, and the use of early-childhood language assessment tools. Clear statewide expectations and sustained professional development are needed.

LEAs should:

- Incorporate the cCMV 101 Packet into staff development and adapt the example impact statements for local IFSP or IEP templates.
- Use Part C “Looks Like/Doesn’t Look Like” practices and the language acquisition resource pack in IFSP meetings and track their use annually.
- Ensure all instructional materials—purchased or locally developed—are accessible and include captioned or equivalent supports.

MDE should:

- Continue implementing the READ Act and publish guidance to help districts identify and purchase accessible instructional materials.
- Offer a second statewide Language and Learning webinar series focused on bilingual language development, AAC integration, and assessment selection.
- Support districts and regional teams in using early childhood data to guide instructional planning.
- Work with the reconvened READ Act workgroup to complete DHH-specific training and accessible materials guidance and co-publish purchasing criteria that prevent adopting incomplete or non-captioned resources.

Recommendation 3: Improve Statewide Data and Reporting Systems Through Expanded Disability Classification Reporting

Lack of secondary and tertiary disability reporting continues to limit the state’s ability to accurately assess DHH student needs, workforce demand, and service patterns. Interim steps can improve visibility until legislative action occurs.

The legislature should:

- Consider requiring statewide reporting of secondary and tertiary disability designations for students who are DHH to support more accurate counts and workforce planning.

MDE should:

- Explore interim options for collecting more complete information on student needs, including service-based reporting models.
- Provide guidance to LEAs to improve consistency in identifying and reporting student needs.
- Continue providing state, region, and district level reporting and include additional recommendations aimed at improving assessment participation and access for students who are DHH.

Recommendation 4: Strengthen Safety and Access Planning in Districts and Schools

Throughout 2025 and 2026, the advisory committee reviewed concerns about inconsistent documentation of emergency planning for students who are DHH. Members noted that many district forms do not include sensory access considerations or describe how emergency alerts will be accessible for these students. The committee also identified potential opportunities to use pending school-safety legislation to support statewide implementation, noting that districts will likely need training, technical assistance, and possibly financial support to update forms and procedures.

LEAs and IEP teams should:

- Add a standard response protocol that includes school- or program-wide procedures with individualized emergency alert plans for each student with communication needs. Plans should be developed with input from the student’s IFSP or IEP team and monitored to ensure communication access needs are accurately addressed.
- Review existing districtwide emergency procedures to ensure they include accessible alert methods for students who are DHH.

MDE should:

- Develop and publish a model template for emergency plan documentation that districts can adopt and provide statewide training on accessible emergency procedures.
- Collect implementation feedback from districts and refine statewide guidance in future report cycles.

The legislature should:

- Consider funding and policy support to help districts in adopting standardized, accessible emergency-planning practices and updating local systems and forms.

Student Enrollment and Demographic Data

Unless otherwise noted, the demographic data presented is based on student data from the 2024-25 school year. The tables and figures include summaries of student enrollment, child count, age, gender, and race and ethnicity.

Enrollment Summary

Figure 1. Map of Minnesota’s regional development commissions

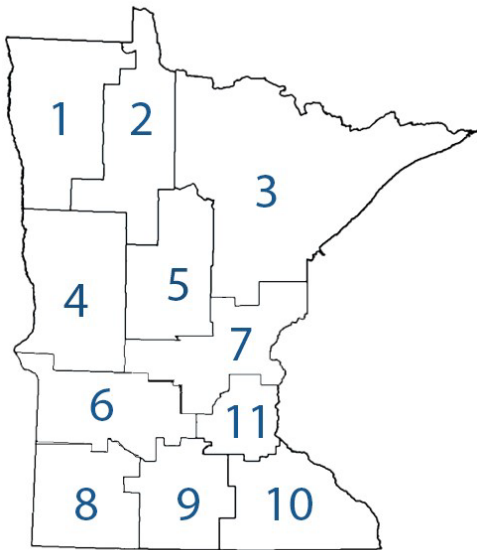


Table 1 on the next page shows how enrollment for students who are DHH compares with other student populations in 2024-25. At the statewide level, there were 2,162 students whose primary disability was DHH. They represented 0.26% of the overall student population and 1.46% of the total population of students receiving special education services. There were 231 teachers of DHH and 43 teachers of oral/aural working with the students who are DHH. The largest number of students who are DHH were located in Region 11 (Twin Cities), while the largest percentage within a single region was Region 10 (Southeastern Minnesota).

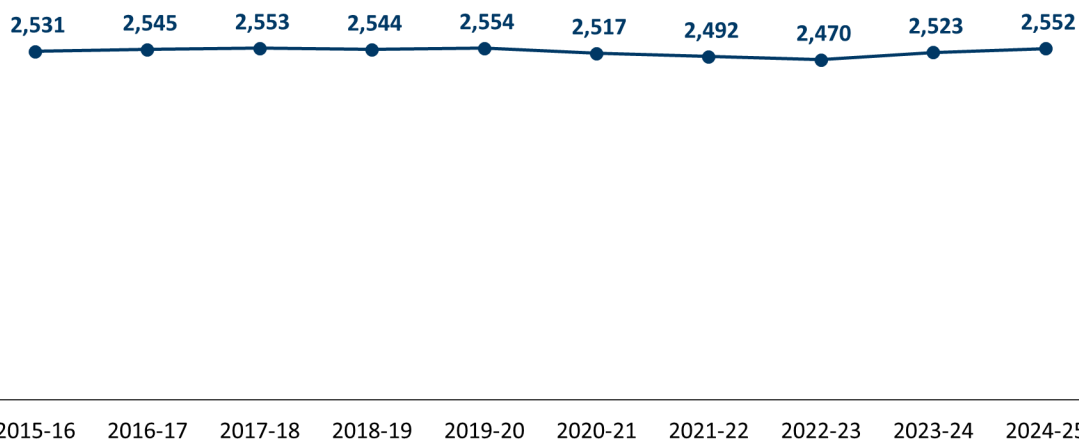
Table 1. Enrollment counts of student categories by region, 2024-25

Region name	All students K-12 fall enrollment	DHH K-12	Percent DHH	K-12 special education enrollment	Percent DHH
Regions 1 and 2	26,392	56	0.21%	5,416	1.03%
Region 3	39,755	117	0.29%	8,462	1.38%
Region 4	34,711	59	0.17%	6,587	0.90%
Region 5	24,397	62	0.25%	5,314	1.17%
Regions 6 and 8	42,515	113	0.27%	7,926	1.43%
Region 7	102,748	220	0.21%	18,385	1.20%
Region 9	32,187	57	0.18%	5,870	0.97%
Region 10	73,379	285	0.39%	13,209	2.16%
Region 11	471,563	1,193	0.25%	77,030	1.55%
Statewide total	847,647	2,162	0.26%	148,199	1.46%

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 22. This definition changed in the 2023-24 school year, as previously the child count included students ages 0 through 21⁵. Overall, the number of students who are DHH based on child count data has remained relatively stable for the last several years, with small dips and increases in the last two school years (Figure 2).

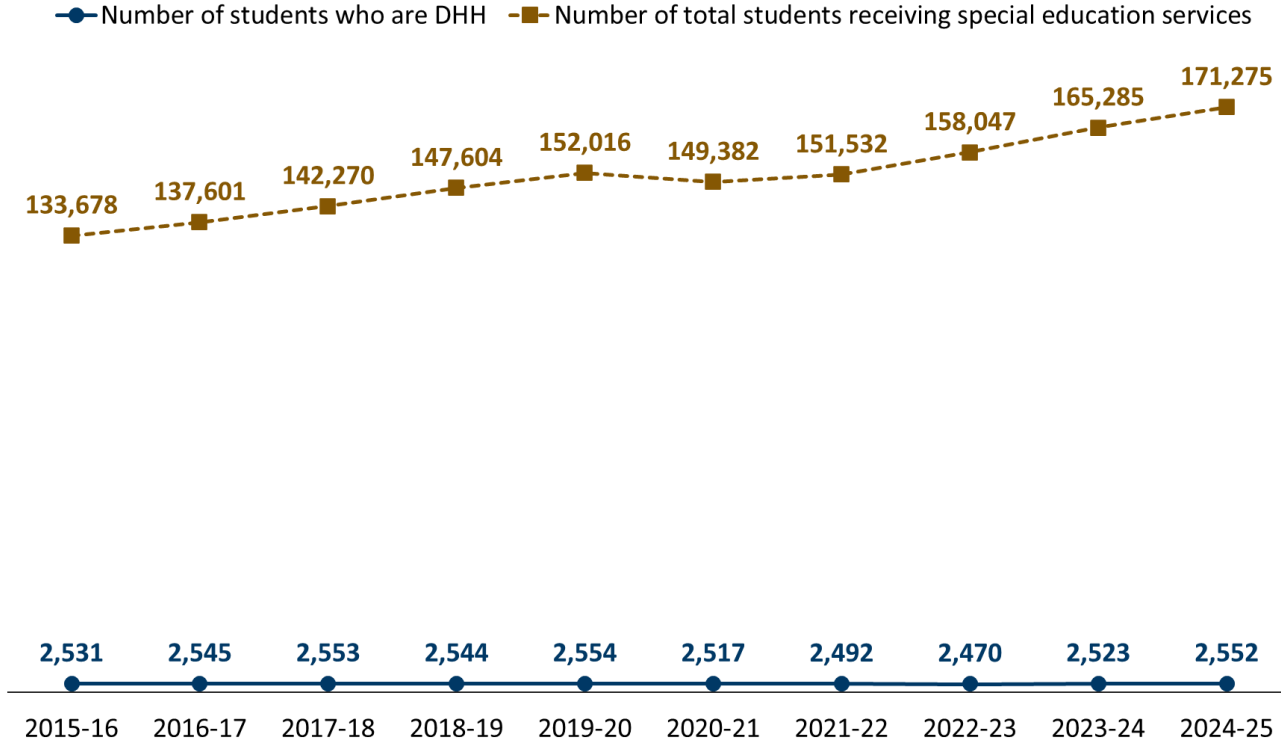
Figure 2. Statewide DHH counts, ages 0-21 (2015-16 to 2022-23) and ages 0-22 (2023-24 to 2024-25)



⁵ 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.

During this same period, the total number of students across Minnesota receiving special education services has grown steadily from 133,678 in 2015-16 to over 171,000 in 2024-25 (Figure 3).

Figure 3. Statewide special education and DHH counts, ages 0-21 (2015-16 to 2022-23) and ages 0-22 (2023-24 to 2024-25)

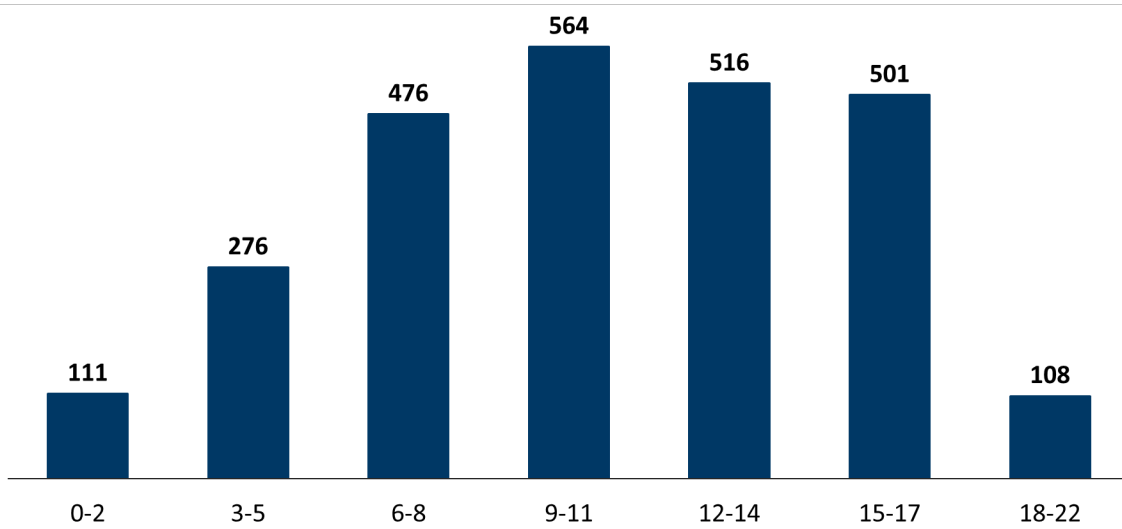


Demographics

The data below includes additional demographic information about students who are DHH. Demographic breakdowns use child count data from the 2024-25 school year, which includes students ages 0-22 enrolled in the school system. A total of 2,552 students were identified in child count data as DHH that school year.

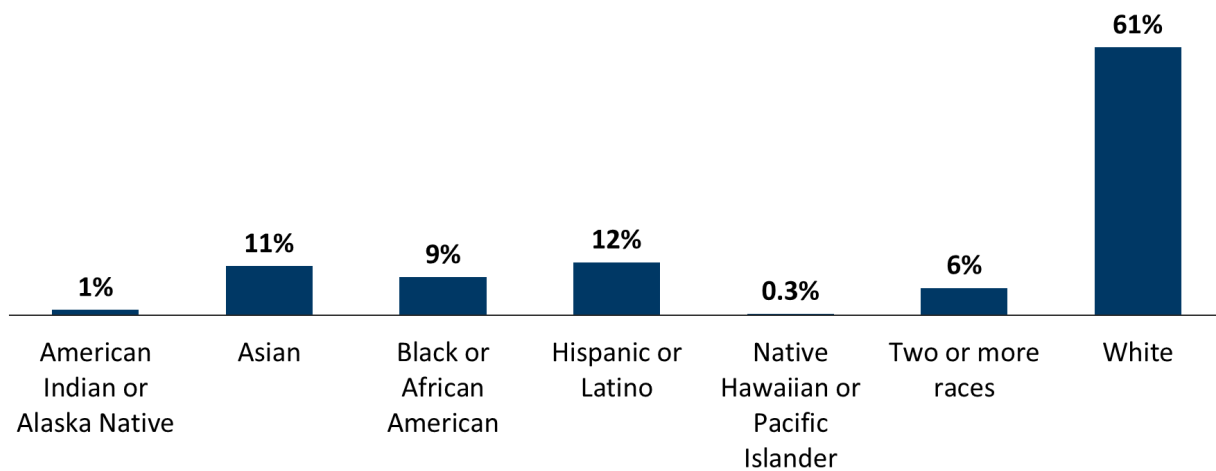
The highest concentrations of students who are DHH are found in ages 9-11, followed by ages 12-14 and 15-17 (Figure 4). The lowest concentrations are found in the youngest and oldest age groups.

Figure 4. Child count by age distribution of students who are DHH, 2024-25 (n=2,552)



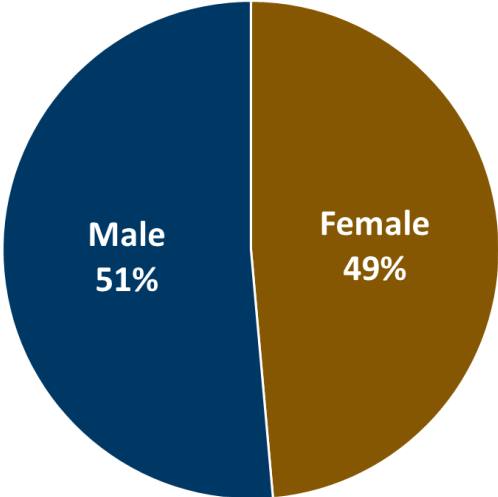
Over 60% of students who are DHH are white (Figure 5). The next largest groups are students who are Hispanic or Latino (12%), and Asian (11%).

Figure 5. Race and ethnicity of students who are DHH, 2024-25 (n=2,552)



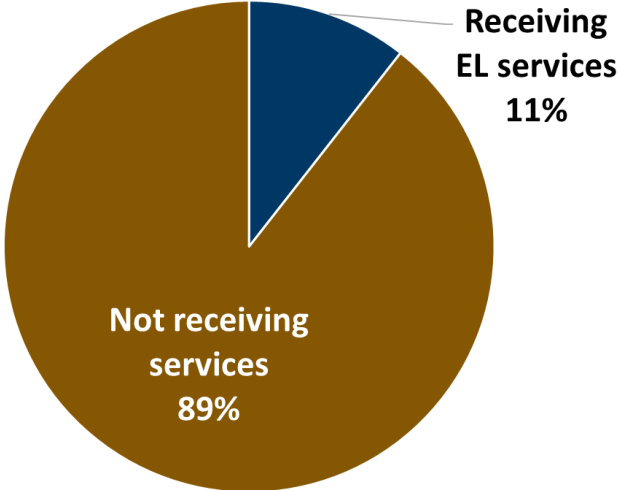
Slightly more than half of students who are DHH are male (51%), and 49% are female (Figure 6).

Figure 6. Gender of students who are DHH, 2024-25 (n=2,552)



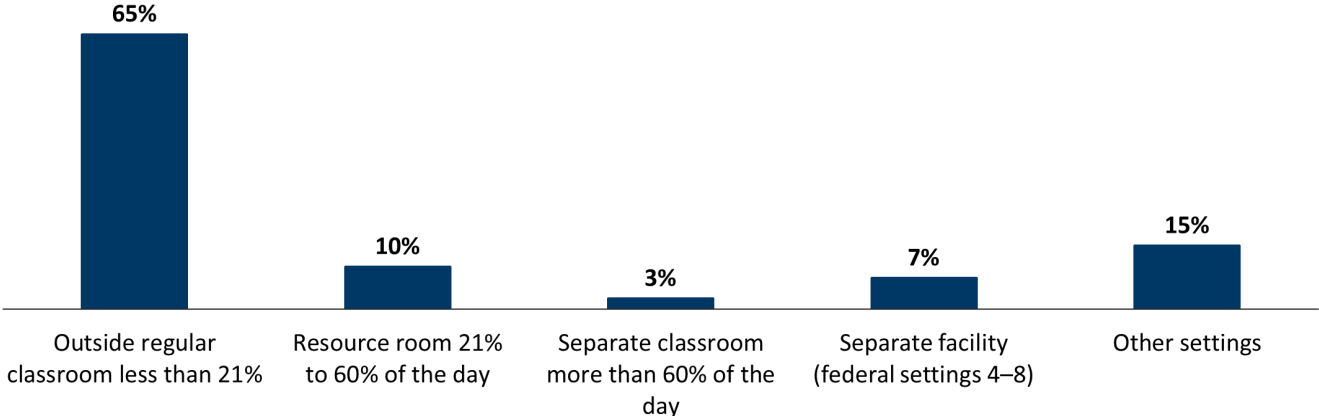
Eleven percent of students who are DHH also receive services for English learners (EL) (Figure 7).

Figure 7. Percentage of students who are DHH who are receiving EL services, 2024-25 (n=2,552)



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 students who are DHH, 2024-25 (n=2,552)



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 the Child Outcomes Summary (COS) assessments for the 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 needs⁶

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](#).

Limitations of Available Early Childhood Data Reported to MDE

Many stakeholders are interested in whether early childhood special education programs effectively prepare children who are DHH for elementary school. However, MDE early childhood experts caution that COS data should not be used to evaluate program effectiveness or children’s kindergarten readiness. They emphasize that elementary programs should focus on being prepared to meet the needs of all children, regardless of disability or exit assessment results.

These cautions stem from limitations in the available data. COS ratings are the only standardized outcomes MDE can currently report, but they are affected by variability in district practices, the small and fluctuating number of DHH children in ECSE programs, and the individualized nature of early intervention services. As a result, aggregated COS data cannot reliably support year-to-year comparisons or judgments about program impact.

Use of Data for Decision-Making in Early Childhood

While there are limitations of using COS ratings for policy decision-making, ECSE programs, as with special education programs in elementary and secondary schools, collect and use data on a regular basis to monitor the progress of individual students and adjust supports or accommodations.

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

⁶ 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).

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.

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, and it can look very different from student to student because there are many possible combinations of hearing and vision loss.

Appendix B: Outcomes for Students Who Are DeafBlind contains a full summary of enrollment, demographics, and reading and math outcomes for students who are DB. In the 2024-25 school year, there were 125 children and students from birth to age 22 whose primary disability category was DB in MDE’s child count data. However, approximately 250 additional students have met eligibility for both DHH and BVI but do not have DB listed as their 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 includes 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.

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 the 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.

MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment increased steadily from 29% in 2021 to 34% in 2025 (Figure 9). Math proficiency rates for students who are DHH remained higher than those for all students who receive special education services (Figure 10) but 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

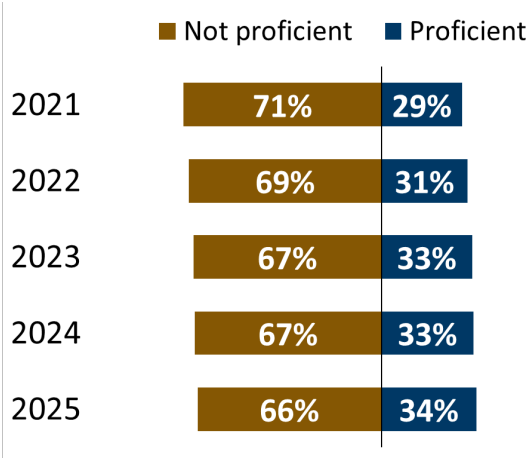


Figure 10. Percentage of all students **who receive special education services** who are proficient and not proficient on the MCA math assessment

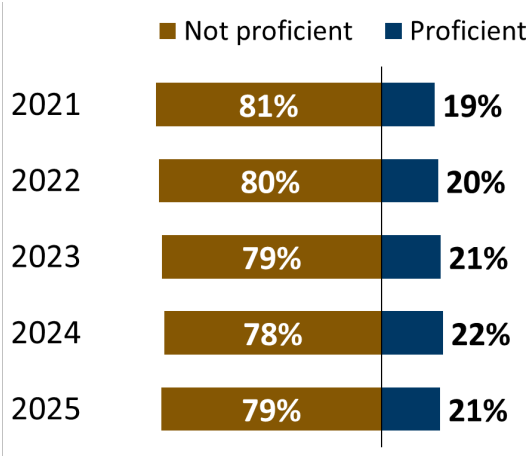


Figure 11. Percentage of **all students** in Minnesota who are proficient and not proficient on the MCA math assessment

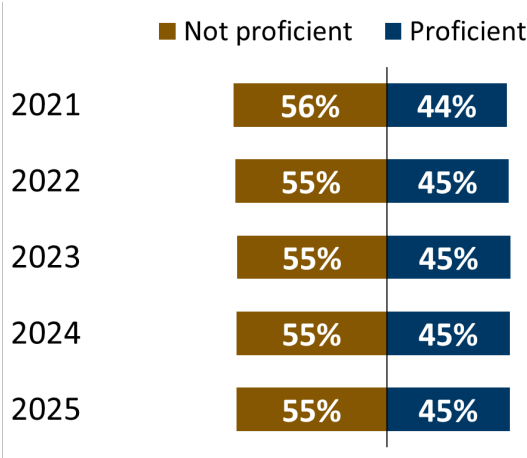


Figure 12 and Figure 13 show the MCA math proficiency rates for students who are DHH by grade level from 2022 to 2025. Overall, the data shows stronger and improving performance in lower grades, greater variability in middle school, and persistently lower proficiency in high school.

Elementary grades showed the strongest performance, with fourth grade proficiency improving steadily from 37% in 2022 to 50% in 2025 and third grade peaking at 50% in 2024 before settling at 43% in 2025, while fifth grade remained stable at around 29-31%.

Middle school results were mixed, with sixth grade proficiency declining from 31% to 25%, seventh grade fluctuating between 18% and 32%, and eighth grade improving from 23% in 2023 to 31% in 2025.

High school outcomes remained the weakest, as 11th grade proficiency dropped from 23% in 2022 to 17% in 2024 before rebounding to 23% in 2025.

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

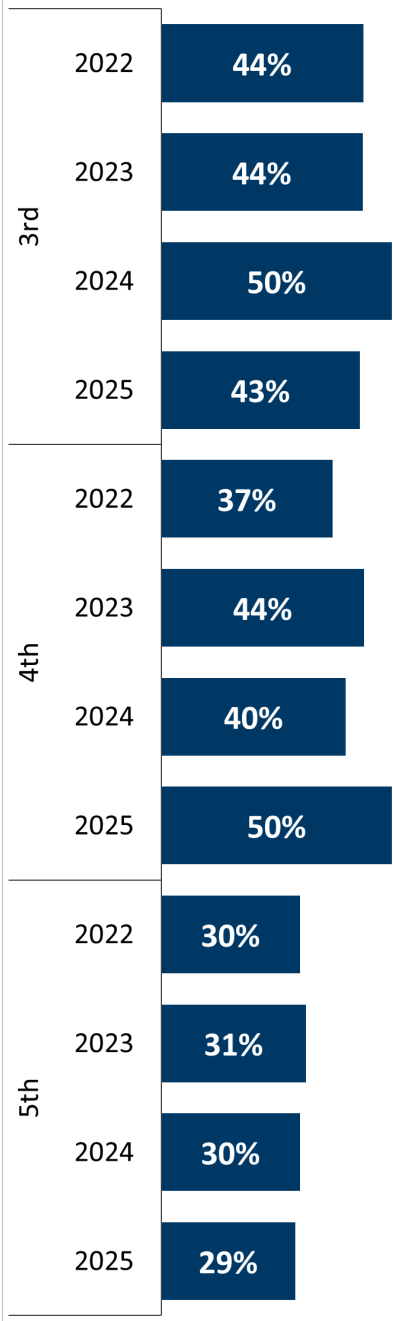
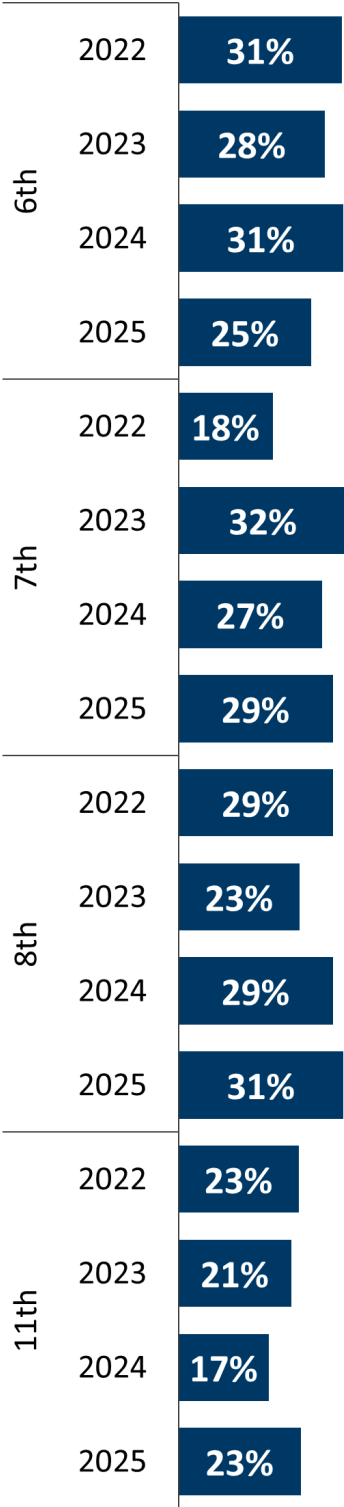


Figure 13. Percentage of students who are DHH who are proficient on the MCA math assessment, grades 6-8, and 11



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. After a sharp decline in 2023, the proficiency rate for students who are DHH rebounded to 72% in 2024 and 76% in 2025 (Figure 14). In 2025, their math proficiency rate was 17 percentage points higher than that of all students who receive special education services (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

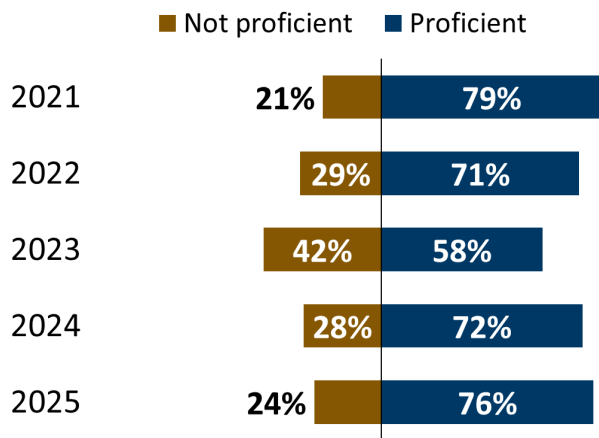
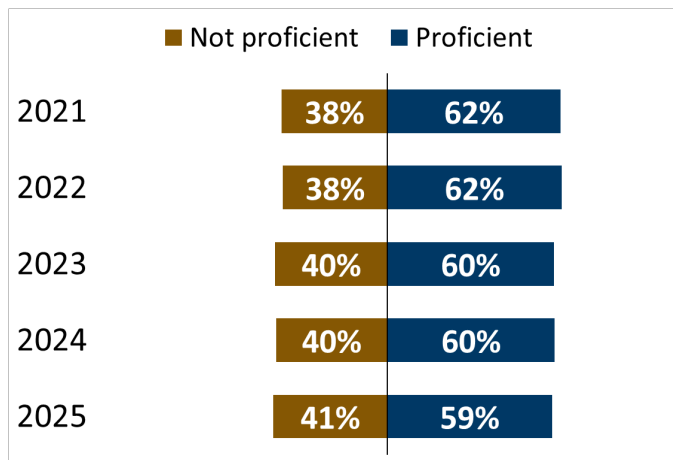


Figure 15. Percentage of all students **who receive special education services** who are proficient and not proficient on the MTAS math assessment



MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment was fairly stable between 2021 and 2025, ranging between 36% and 38% (Figure 16). While their reading proficiency rates continued to exceed those of all students who receive special education services (Figure 17), they remained 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

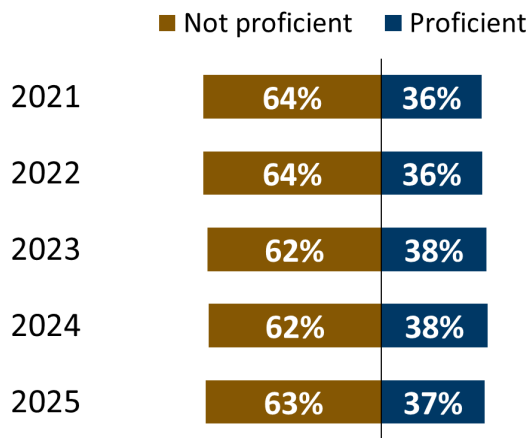


Figure 17. Percentage of all students **who receive special education services** who are proficient and not proficient on the MCA reading assessment

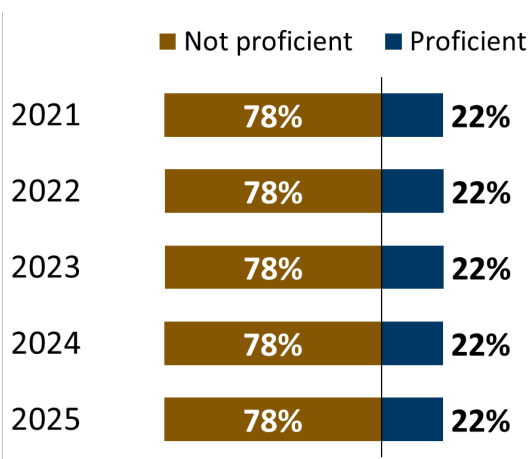


Figure 18. Percentage of **all students** in Minnesota who are proficient and not proficient on the MCA reading assessment

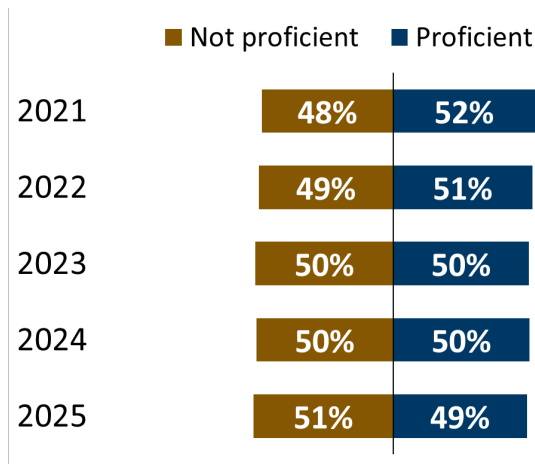


Figure 19 and Figure 20 show the MCA reading proficiency rates for students who are DHH by grade level from 2022 to 2025. Overall, the data showed stronger and more consistent performance in upper elementary grades, greater variability in middle school, and persistently moderate proficiency in high school.

Elementary grades showed the strongest performance, with fifth grade remaining stable at around 41-42% proficient and fourth grade improving from 34% in 2022 to 43% in 2025. Third grade proficiency fluctuated, peaking at 40% in 2024 before dropping to 30% in 2025.

Middle school results were mixed, with sixth grade proficiency ranging from 38% to 46%, seventh grade fluctuating between 28% and 39%, and eighth grade showing improvement from 26% in 2023 to 37% in 2025.

High school outcomes were moderately consistent, with 10th grade proficiency hovering around 38-40% across the four years.

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

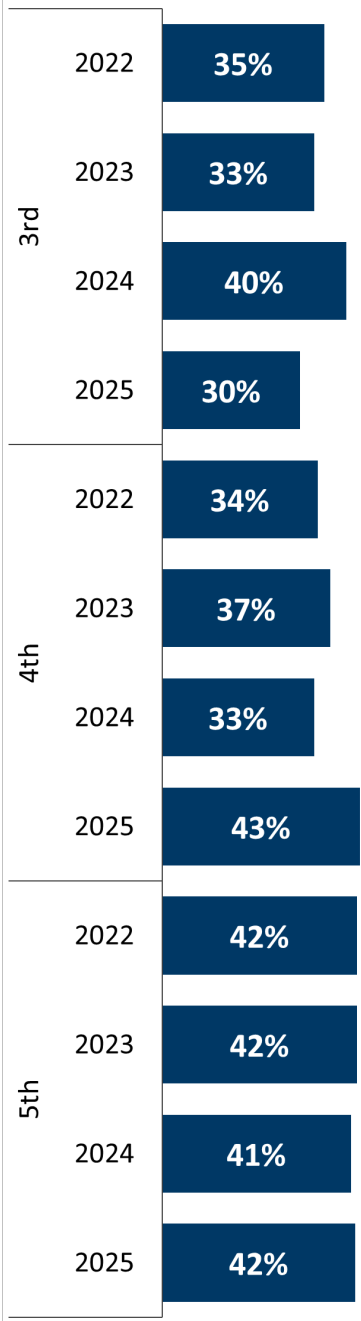
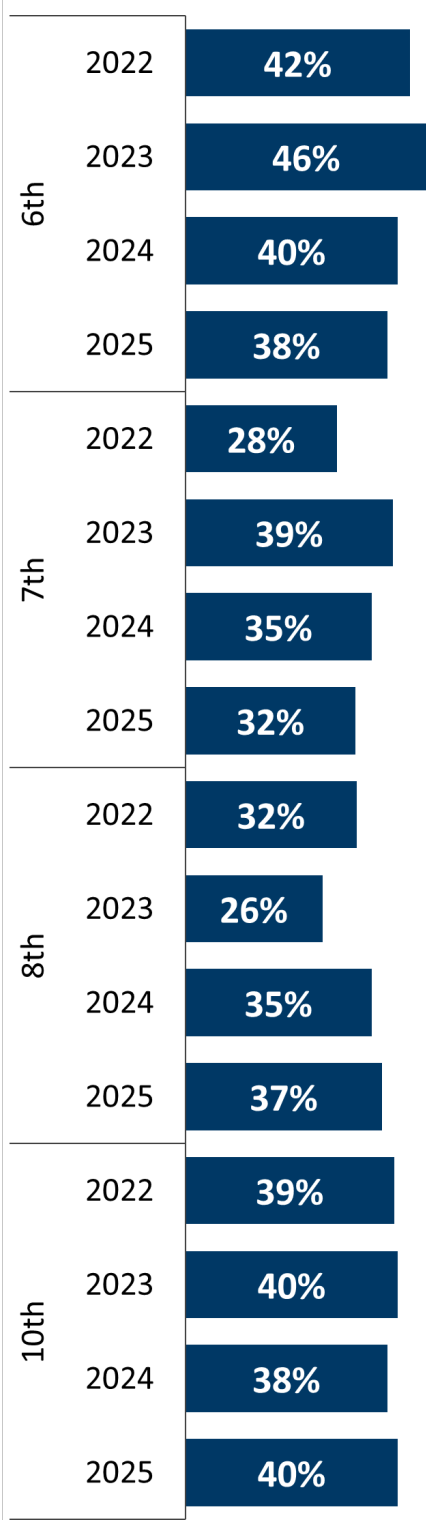


Figure 20. Percentage of students who are DHH who are proficient on the MCA reading assessment, grades 6-8, and 10



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. From 2021 to 2025, proficiency rates among students who are DHH showed some year-to-year fluctuation but an overall upward trend. Rates increased from around 56-57% in 2021 and 2022 to 71% in 2023, declined to 67% in 2024, and then rebounded to 77% in 2025 (Figure 21). These 2025 reading proficiency rate places students who are DHH 17 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

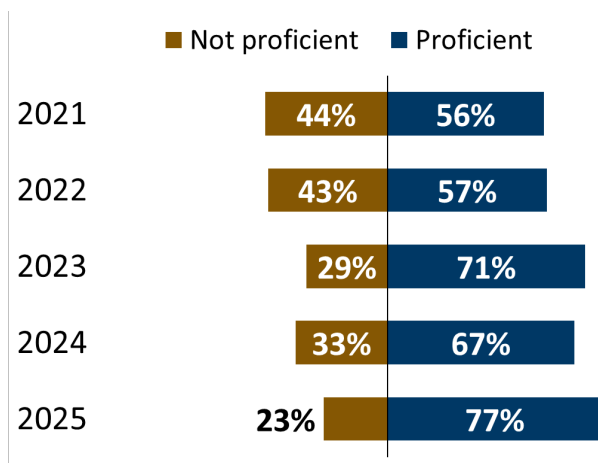
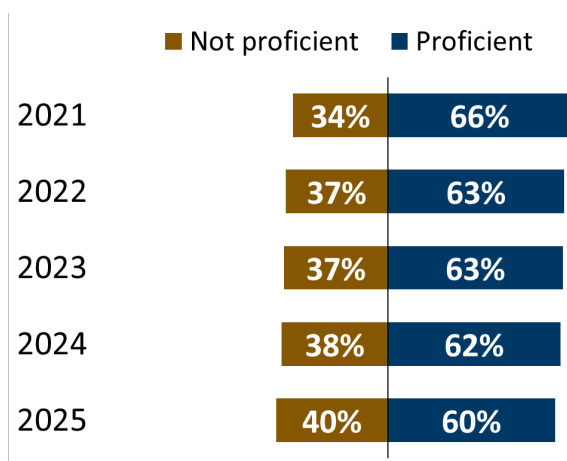


Figure 22. Percentage of all students **who receive special education services** who are proficient and not proficient on the MTAS reading assessment



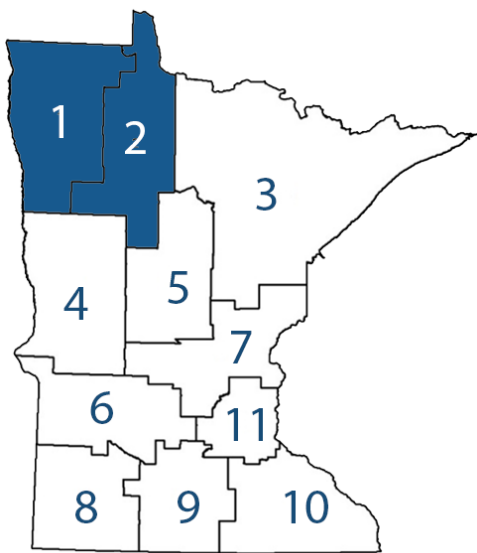
Regional Assessment Data Trends

This section provides a summary of demographic and assessment data by economic development region. The 11 economic regions include the following:

- Region 1: Northwest (Kittson, Marshall, Norman, Pennington, Polk, Red Lake, and Roseau Counties)
- Region 2: Headwaters (Beltrami, Clearwater, Hubbard, Lake of the Woods, and Mahnommen Counties)
- Region 3: Arrowhead (Aitkin, Carlton, Cook, Itasca, Koochiching, Lake, and Saint Louis Counties)
- Region 4: West Central (Becker, Clay, Douglas, Grant, Otter Tail, Pope, Stevens, Traverse, and Wilkin Counties)
- Region 5: North Central (Cass, Crow Wing, Morrison, Todd, and Wadena Counties)
- Region 6: Upper Minnesota Valley and Mid-Minnesota (Big Stone, Chippewa, Lac Qui Parle, Swift, Yellow Medicine, Kandiyohi, McLeod, Meeker, and Renville Counties)
- Region 7: East Central and Central (Chisago, Isanti, Kanabec, Millie Lacs, Pine, Benton, Sherburne, Stearns, and Wright Counties)
- Region 8: Southwest (Cottonwood, Jackson, Lincoln, Lyon, Murray, Nobles, Pipestone, Redwood, and Rock Counties)
- Region 9: South Central (Blue Earth, Brown, Faribault, Le Sueur, Martin, Nicollet, Sibley, Waseca, and Watonwan Counties)
- Region 10: Southeast (Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmsted, Rice, Steele, Wabasha, and Winona Counties)
- Region 11: Twin Cities (Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington Counties)

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 and 2023-24 (Table 2). Given the small number of students who are DHH 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 enrollment of students who are DHH in Regions 1 and 2

Year	Number enrolled
2020-21	51
2021-22	59
2022-23	53
2023-24	59
2024-25	56

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, then declined to 40% in 2024 and 29% in 2025 (Figure 24). Across these years, math proficiency rates for students who are DHH in Regions 1 and 2 remained higher than those for all students in the regions who receive special education services (Figure 25), but lower than those of all students in both regions (Figure 26), except in 2023 and 2024, when students who are DHH outperformed the regional average.

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

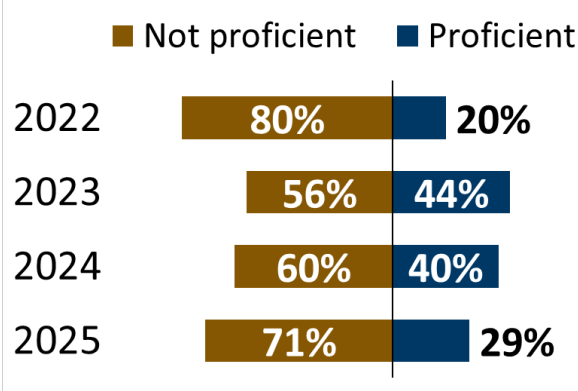


Figure 25. Percentage of all students in Regions 1 and 2 **who receive special education services** who are proficient and not proficient on the MCA math assessment

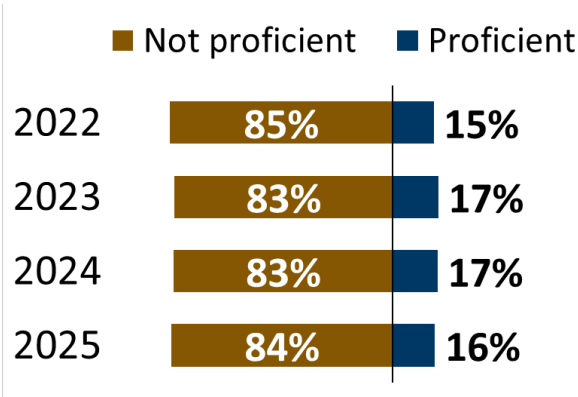
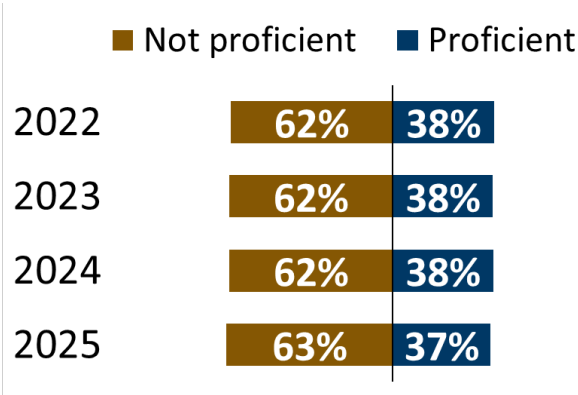


Figure 26. Percentage of **all students** in Regions 1 and 2 who are proficient and not proficient on the MCA math assessment



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, then declined to 28% in 2024 and 27% in 2025 (Figure 27). When compared with other groups, students who are DHH in these regions had generally higher reading proficiency rates than all Regions 1 and 2 students who receive special education services (Figure 28) but lower rates than those of all students in both regions (Figure 29).

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

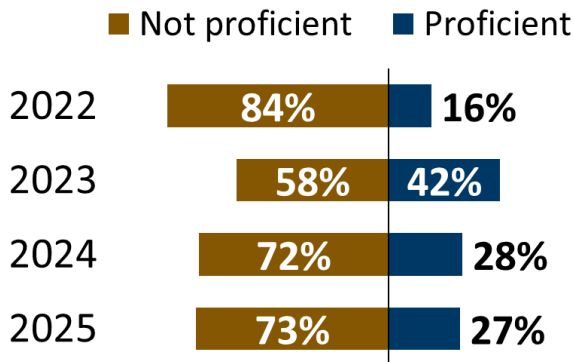


Figure 28. Percentage of all students in Regions 1 and 2 **who receive special education services** who are proficient and not proficient on the MCA reading assessment

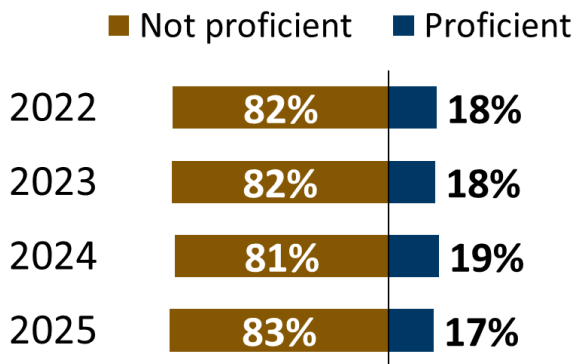
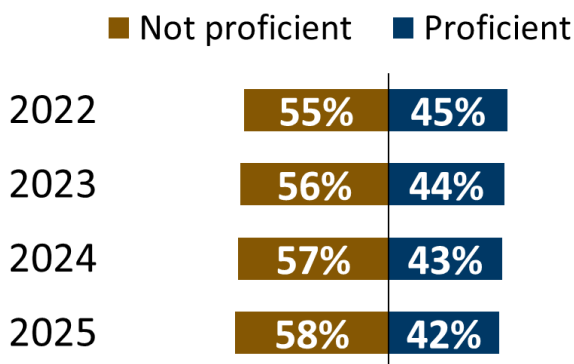
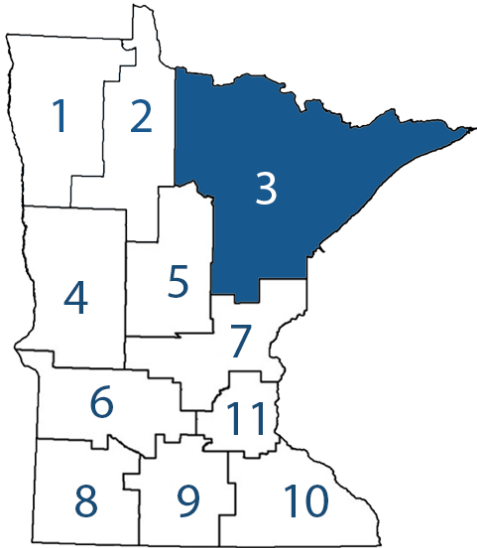


Figure 29. Percentage of **all students** in Regions 1 and 2 who are proficient and not proficient on the MCA reading assessment



Region 3

Figure 30. Shaded map of Region 3



As illustrated in Table 3, the number of students who are DHH in Region 3 increased steadily in the last five years, reaching a high of 117 in 2024-25.

Table 3. Five-year annual enrollment of students who are DHH in Region 3

Year	Number enrolled
2020-21	83
2021-22	96
2022-23	105
2023-24	107
2024-25	117

MCA Math

The percentage of students who are DHH who were proficient on the MCA math assessment in Region 3 increased steadily from 23% in 2021 to 34% in 2025 (Figure 31). Math proficiency rates for students who are DHH in this region remained higher than those for all Region 3 students who receive special education services (Figure 32), but they were 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

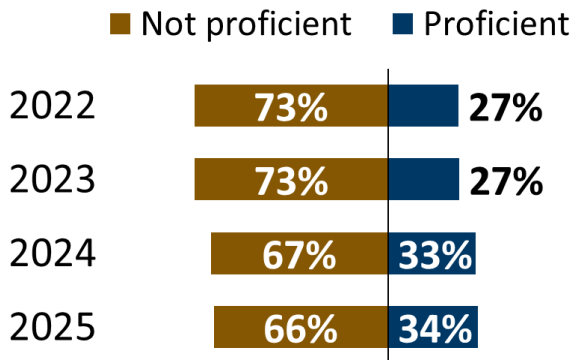


Figure 32. Percentage of all students in Region 3 **who receive special education** who are proficient and not proficient on the MCA math assessment

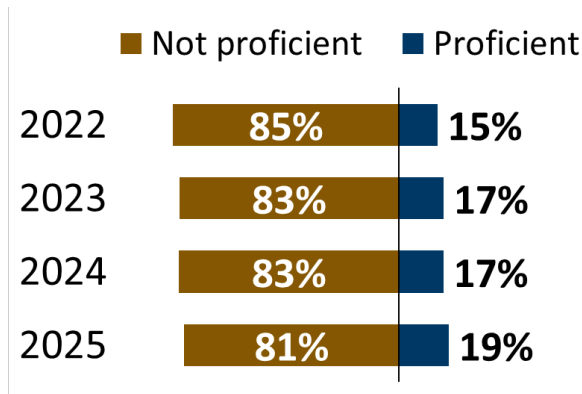
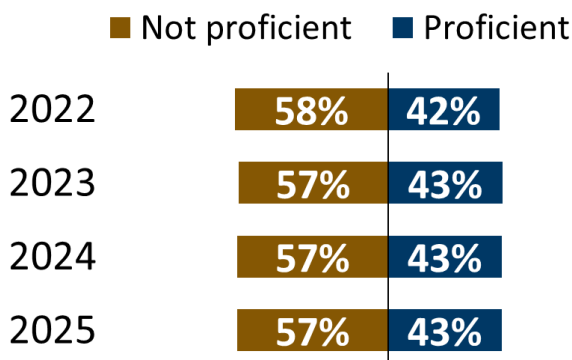


Figure 33. Percentage of **all students** in Region 3 who are proficient and not proficient on the MCA math assessment



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, increased to 44% in 2024, and then fell to 36% in 2025 (Figure 34). Throughout this period, reading proficiency rates for students who are DHH in this region remained higher than those for all Region 3 students who receive special education services (Figure 35), but were 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

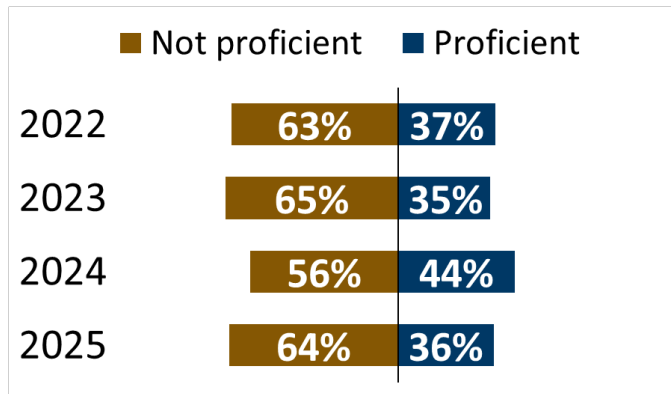


Figure 35. Percentage of all students in Region 3 **who receive special education services** who are proficient and not proficient on the MCA reading assessment

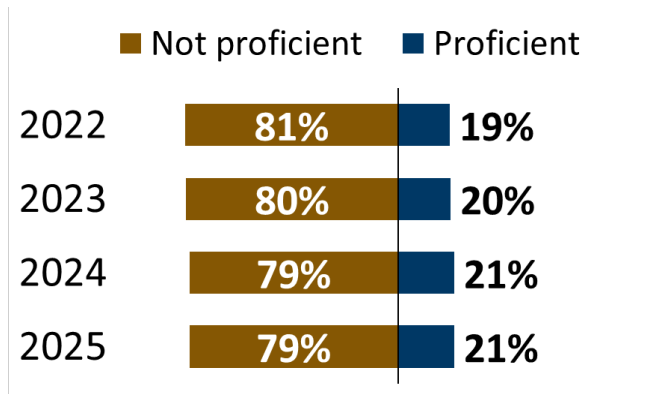
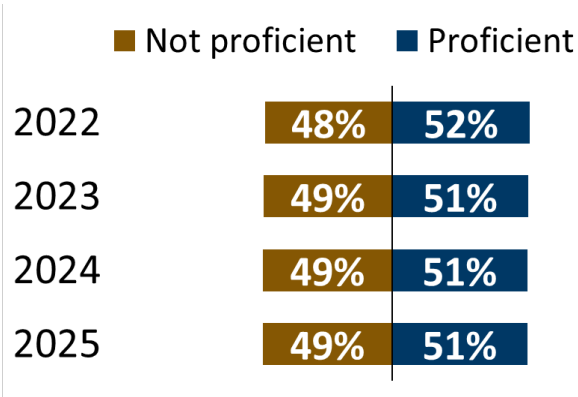
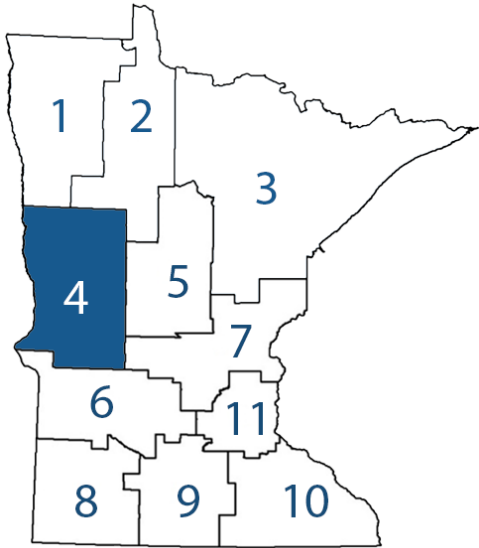


Figure 36. Percentage of **all students** in Region 3 who are proficient and not proficient on the MCA reading assessment



Region 4

Figure 37. Shaded map of Region 4



The number of students who were DHH in Region 4 declined from a peak of 69 in 2021-22 to 57 in 2023-24, before slightly increasing to 59 in 2024-25 (Table 4). Given the small number of students who are DHH 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 4. Five-year annual enrollment of students who are DHH in Region 4

Year	Number enrolled
2020-21	67
2021-22	69
2022-23	68
2023-24	57
2024-25	59

MCA Math

From 2022 to 2025, the percentage of students who are DHH who were proficient on the MCA math assessment in Region 4 fluctuated, increasing from 47% in 2022 to a peak of 50% in 2023 before declining to 38% in 2024 and rebounding slightly to 41% in 2025 (Figure 38). In 2025, their proficiency rate was 19 percentage points higher than that of all Region 4 students who receive special education services (Figure 39) but 9 percentage points lower than that of 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

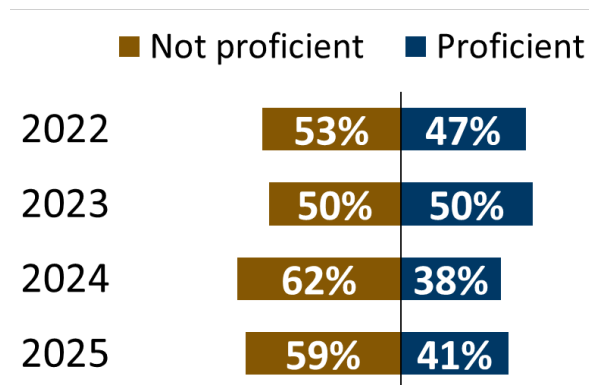


Figure 39. Percentage of all students in Region 4 **who receive special education services** who are proficient and not proficient on the MCA math assessment

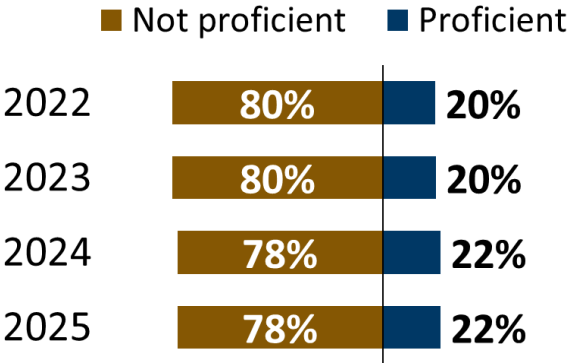
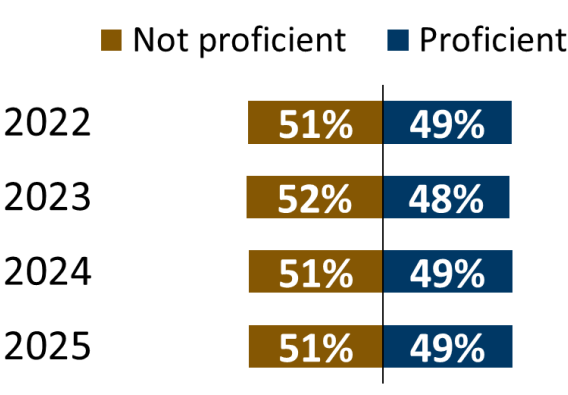


Figure 40. Percentage of **all students** in Region 4 who are proficient and not proficient on the MCA math assessment



MCA Reading

From 2022 to 2025, the percentage of students who are DHH who are proficient on the MCA reading assessment in Region 4 fluctuated, increasing slightly from 49% in 2022 to 50% in 2023 before declining to 39% in 2024 and rebounding to 44% in 2025 (Figure 41). The 2025 proficiency rate remained higher than that of all Region 4 students who receive special education services (Figure 42) but lower than that of all students in the region (Figure 43).

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

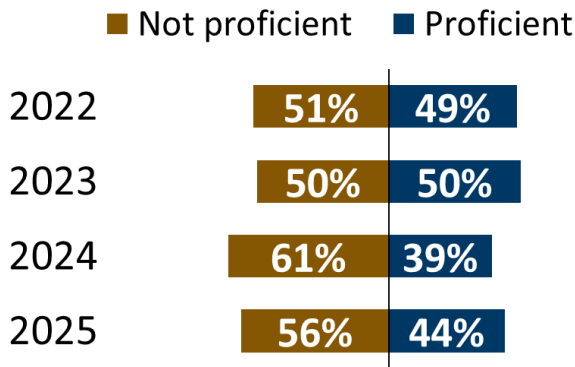


Figure 42. Percentage of all students in Region 4 **who receive special education services** who are proficient and not proficient on the MCA reading assessment

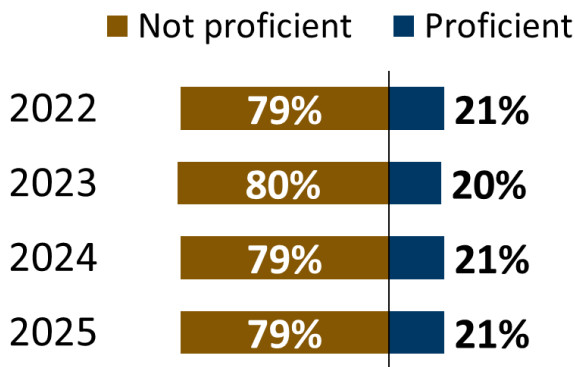
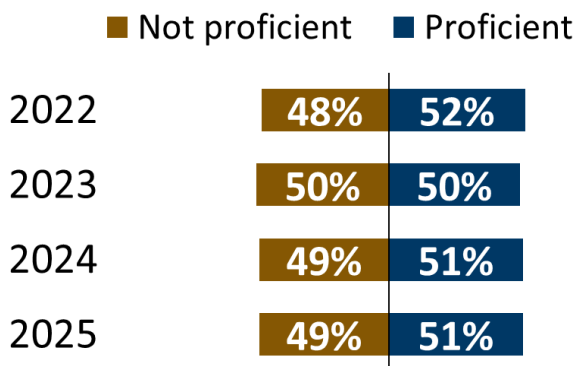
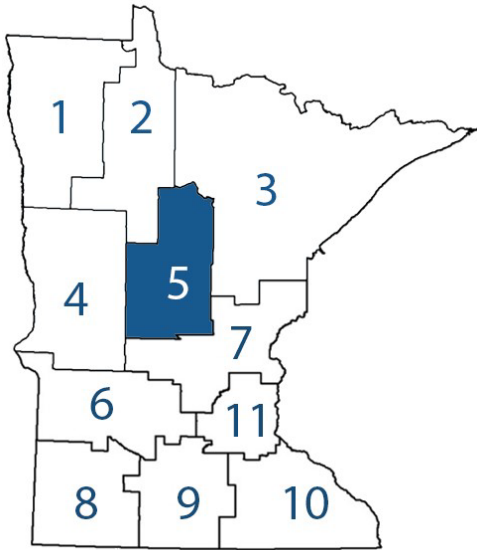


Figure 43. Percentage of **all students** in Region 4 who are proficient and not proficient on the MCA reading assessment



Region 5

Figure 44. Shaded map of Region 5



The number of students who were DHH in Region 5 was fairly stable over the last five school years (Table 5). Given the small number of students who are DHH 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 5. Five-year annual enrollment of students who are DHH in Region 5

Year	Number enrolled
2020-21	60
2021-22	59
2022-23	61
2023-24	60
2024-25	62

MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Region 5 declined from 23% in both 2022 and 2023 to 19% in 2024 and 2025 (Figure 45). In 2025, their proficiency rate remained higher than that of all students who receive special education services (Figure 46) but was markedly lower than that of 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

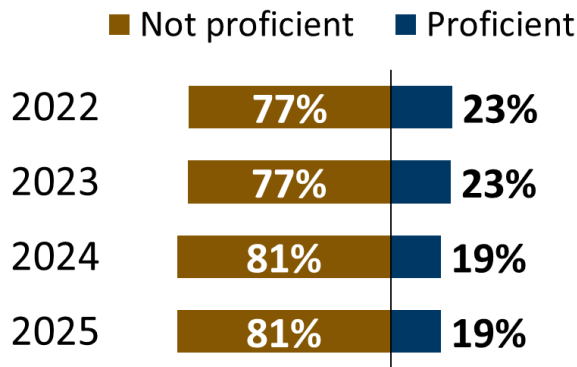


Figure 46. Percentage of all students in Region 5 **who receive special education services** who are proficient and not proficient on the MCA math assessment

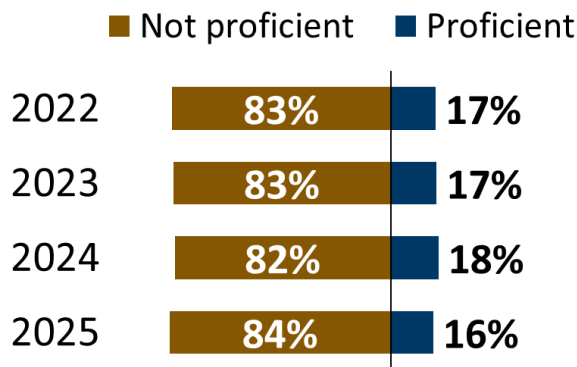
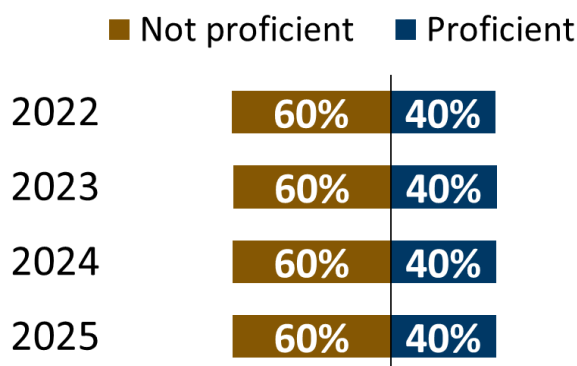


Figure 47. Percentage of **all students** in Region 5 who are proficient and not proficient on the MCA math assessment



MCA Reading

Except for 2024, the percentage of students who are DHH who are proficient on the MCA reading assessment in Region 5 hovered at around 31% between 2022 and 2025 (Figure 48). Their proficiency rates remained higher than those who received special education services (Figure 49) but lower 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

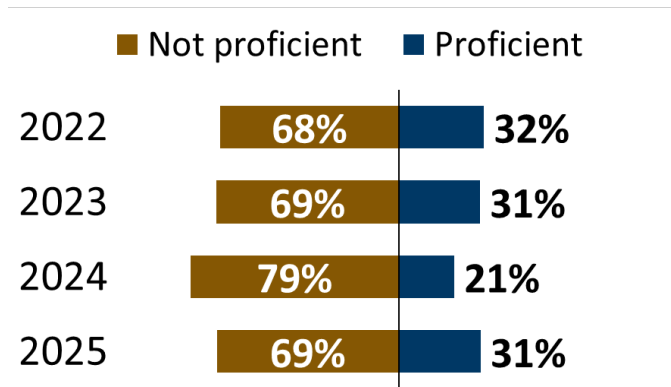


Figure 49. Percentage of all students in Region 5 **who receive special education services** who are proficient and not proficient on the MCA reading assessment

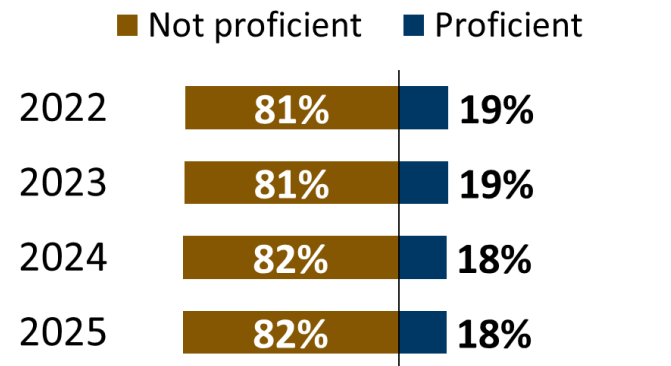
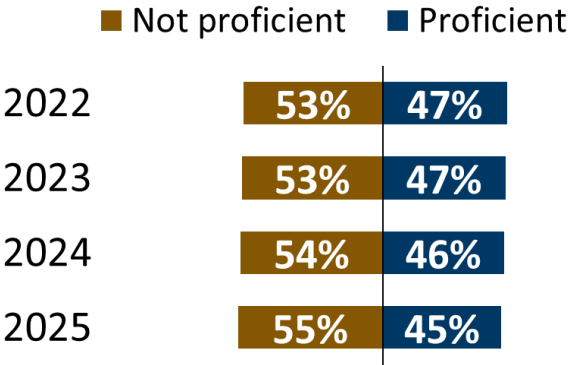
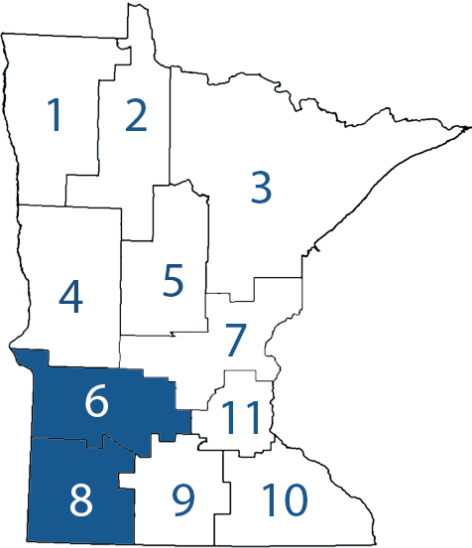


Figure 50. Percentage of **all students** in Region 5 who are proficient and not proficient on the MCA reading assessment



Regions 6 and 8

Figure 51. Shaded map of Regions 6 and 8



Enrollment for students who are DHH in Regions 6 and 8 fluctuated slightly between 2020-21 and 2024-25. Enrollment was at its lowest level in the five-year period in 2023-24 (Table 6).

Table 6. Five-year annual enrollment of students who are DHH in Regions 6 and 8

Year	Number enrolled
2020-21	111
2021-22	118
2022-23	110
2023-24	105
2024-25	113

MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Regions 6 and 8 declined from 39% in 2022 to 32% in 2023 but rebounded to the 2022 level in 2025 (Figure 52). The math proficiency rates continued to be higher than those of all students receiving special education services in Regions 6 and 8 (Figure 53) but remained lower than that of all students in the combined regions (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

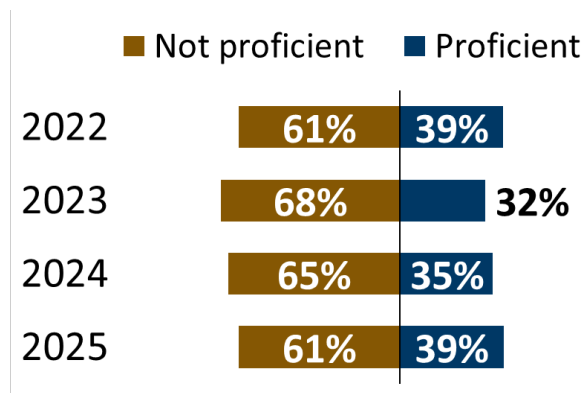


Figure 53. Percentage of all students in Regions 6 and 8 **who receive special education services** who are proficient and not proficient on the MCA math assessment

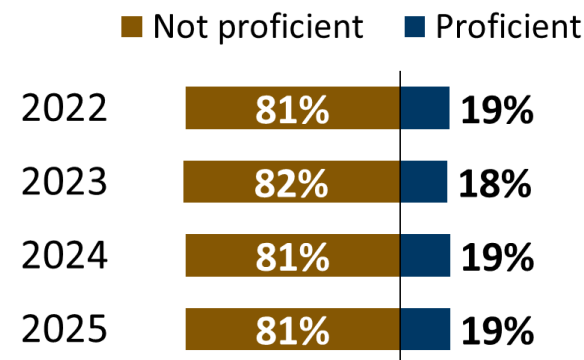
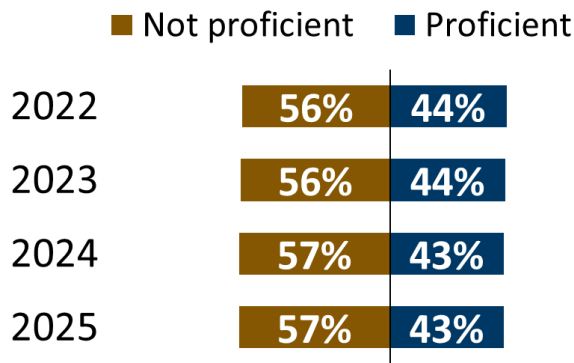


Figure 54. Percentage of **all students** in Regions 6 and 8 who are proficient and not proficient on the MCA math assessment



MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Regions 6 and 8 increased from 33% in 2022 to 36% in 2023, declined to 28% in 2024, and rebounded to 33% in 2025 (Figure 55). Throughout this same period, their reading proficiency rates continued to be higher than that of all students who receive special education services (Figure 56) but were lower than that of all students in the combined regions (Figure 57).

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

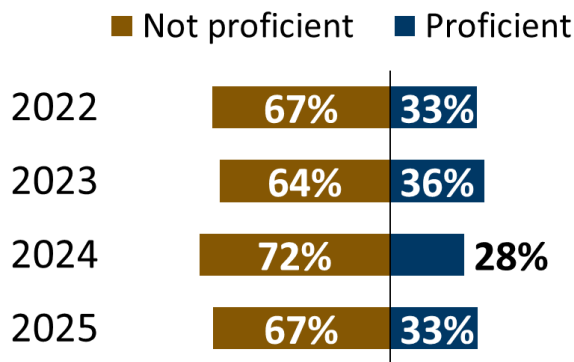


Figure 56. Percentage of all students in Regions 6 and 8 **who receive special education services** who are proficient and not proficient on the MCA reading assessment

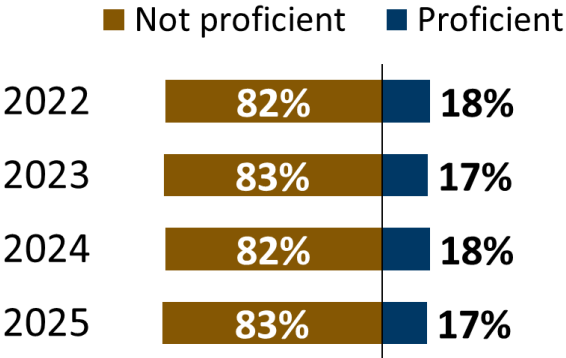
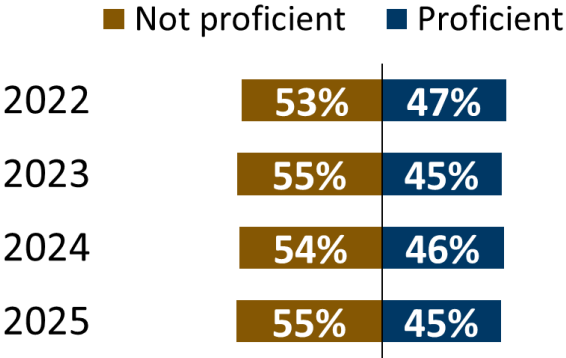
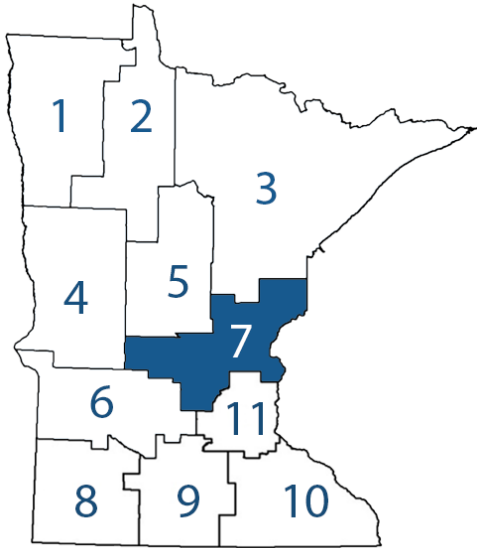


Figure 57. Percentage of **all students** in Regions 6 and 8 who are proficient and not proficient on the MCA reading assessment



Region 7

Figure 58. Shaded map of Region 7



Enrollment for students who are DHH in Region 7 increased from 197 in 2020-21 to 220 in 2024-25, despite a slight decline in 2023-24 (Table 7).

Table 7. Five-year annual enrollment of students who are DHH in Region 7

Year	Number enrolled
2020-21	197
2021-22	211
2022-23	214
2023-24	211
2024-25	220

MCA Math

In Region 7, the percentage of students who are DHH who are proficient on the MCA math assessment rose from 31% in 2022 to 35% in 2023 but then declined to 26% in 2024 and 2025 (Figure 59). Despite this decline, their math proficiency rate remained higher than that of all students who receive special education services (Figure 60), though still 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

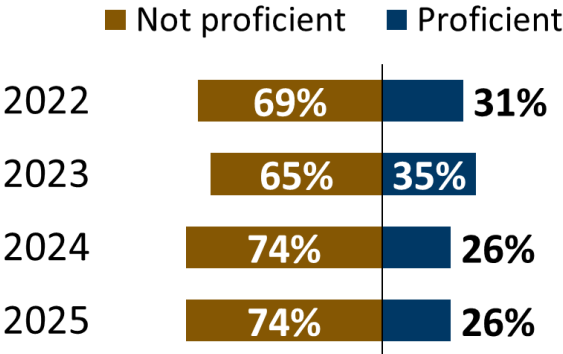


Figure 60. Percentage of all students in Region 7 **who receive special education services** who are proficient and not proficient on the MCA math assessment

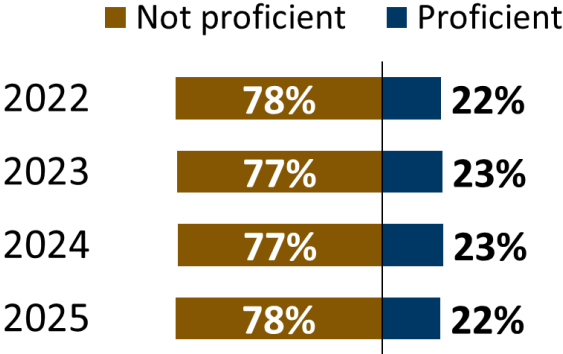
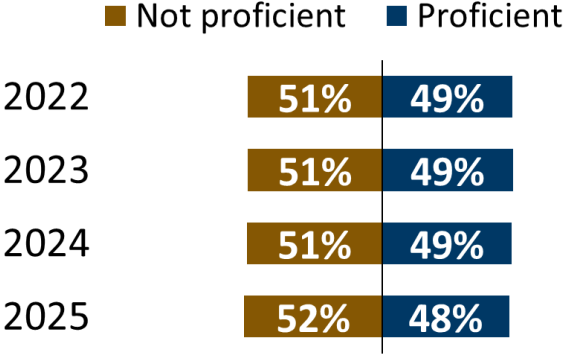


Figure 61. Percentage of **all students** in Region 7 who are proficient and not proficient on the MCA math assessment



MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 7 declined slightly from 39% in 2022 to 37% in 2023 and 36% in 2024 before rebounding to the 2022 level in 2025 (Figure 62). Throughout this same period, their reading proficiency rate remained higher than that of all students in Region 7 who receive special education services (Figure 63) but lower than that of all students in the region (Figure 64).

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

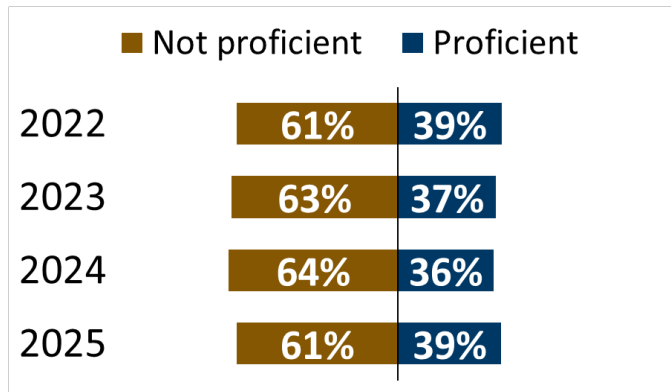


Figure 63. Percentage of all students in Region 7 **who receive special education services** who are proficient and not proficient on the MCA reading assessment

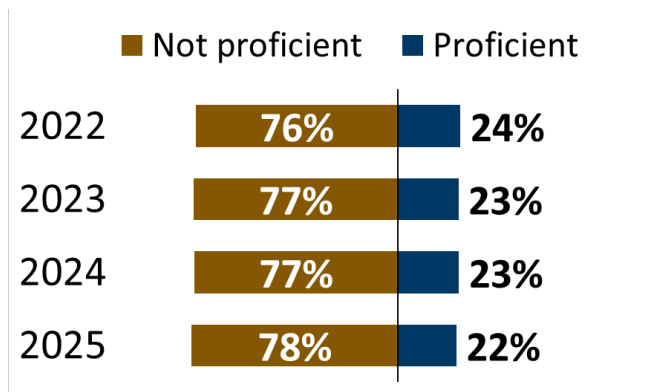
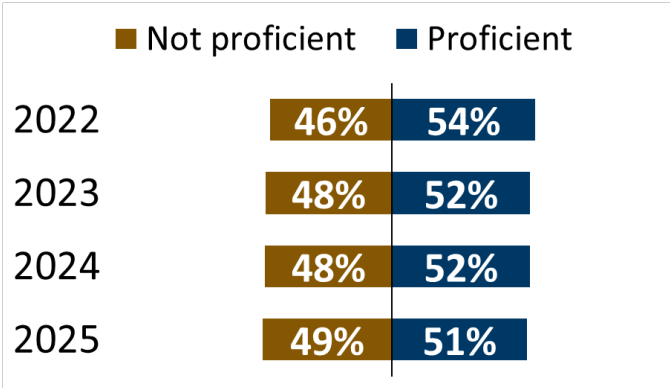
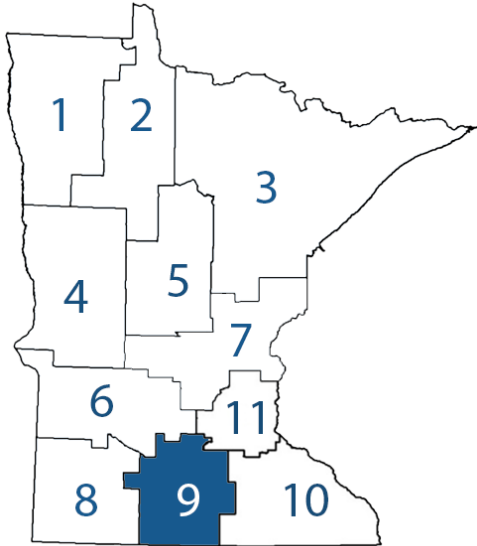


Figure 64. Percentage of **all students** in Region 7 who are proficient and not proficient on the MCA reading assessment



Region 9

Figure 65. Shaded map of Region 9



Enrollment for students who are DHH was relatively stable, fluctuating between 55 and 59 students over the last five school years (Table 8). Given the small number of students who are DHH 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 8. Five-year annual enrollment of students who are DHH in Region 9

Year	Number enrolled
2020-21	59
2021-22	57
2022-23	59
2023-24	55
2024-25	57

MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Region 9 declined sharply from 28% in 2022 to 19% in 2023 but rebounded to 23% in 2024 and 32% in 2025 (Figure 66). Except in 2023, their math proficiency rates were higher than those of all students in the region who receive special education services (Figure 67) but lower than those of all students overall 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

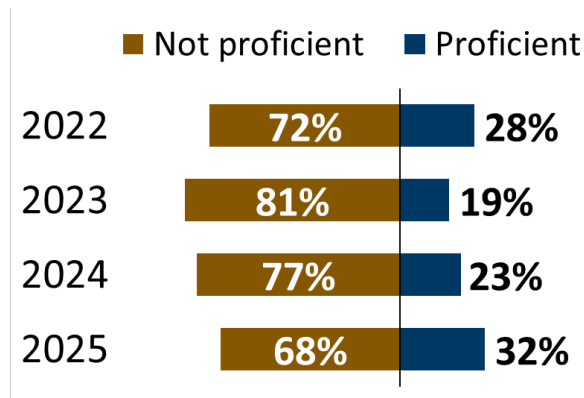


Figure 67. Percentage of all students in Region 9 **who receive special education services** who are proficient and not proficient on the MCA math assessment

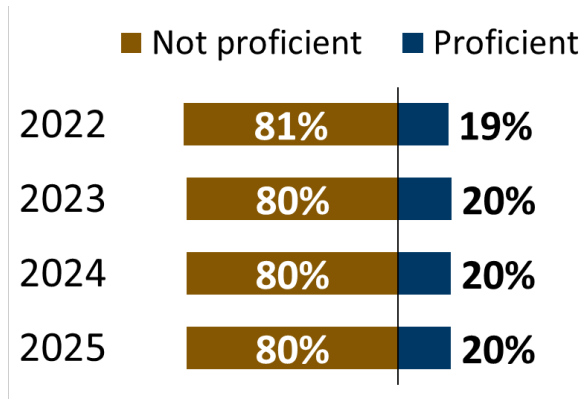
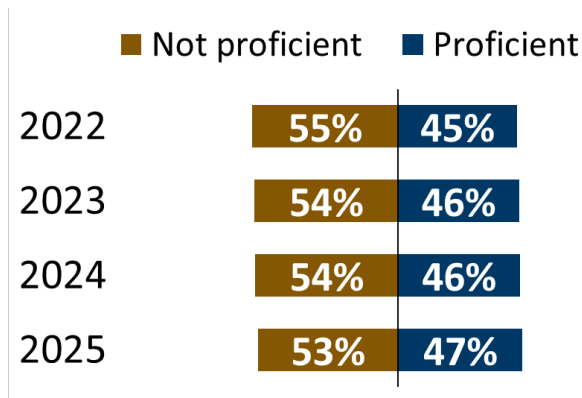


Figure 68. Percentage of **all students** in Region 9 who are proficient and not proficient on the MCA math assessment



MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 9 declined steadily from 46% in 2022 to 27% in 2025 (Figure 69). Despite the decline, their reading proficiency rate remained 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) during the same period.

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

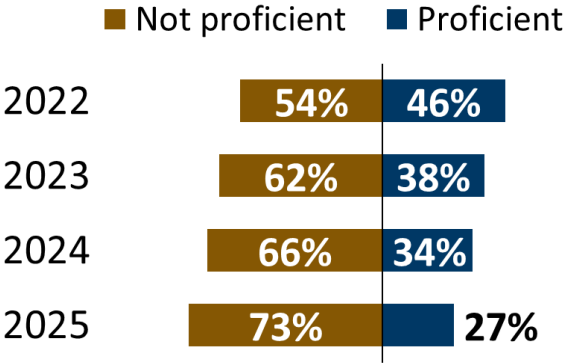


Figure 70. Percentage of all students in Region 9 **who receive special education services** who are proficient and not proficient on the MCA reading assessment

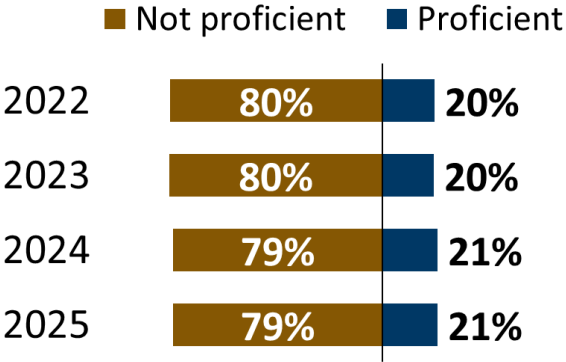
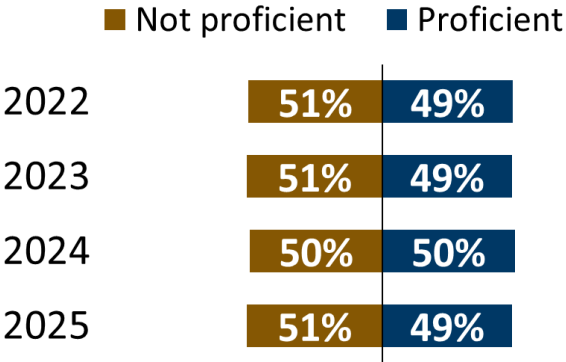
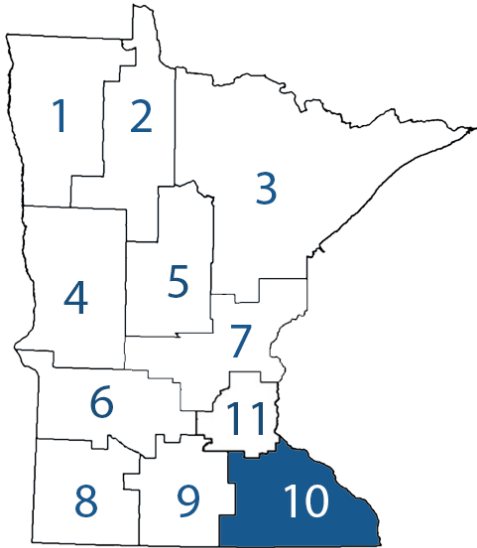


Figure 71. Percentage of **all students** in Region 9 who are proficient and not proficient on the MCA reading assessment



Region 10

Figure 72. Shaded map of Region 10



Except for 2022-23, the number of students who are DHH in Region 10 remained relatively stable, fluctuating between 285 and 293 between the 2020-21 and 2024-25 school years (Table 9).

Table 9. Five-year annual enrollment of students who are DHH in Region 10

Year	DHH enrolled
2020-21	285
2021-22	293
2022-23	265
2023-24	288
2024-25	285

MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Region 10 decreased from about 32-33% in 2022 and 2023 to 20% in 2024, before rebounding to 25% in 2025 (Figure 73). Their math proficiency rates remained higher than those of all Region 10 students who receive special education services (Figure 74) but lower than that of all students in the region (Figure 75).

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

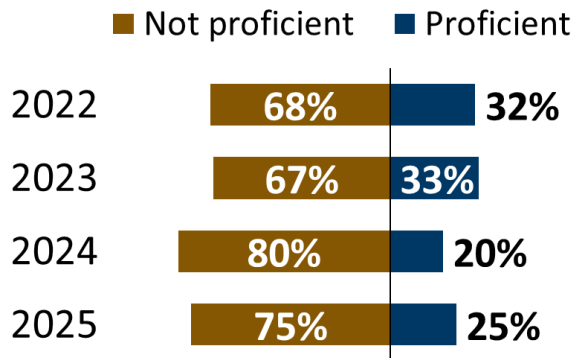


Figure 74. Percentage of all students in Region 10 **who receive special education services** who are proficient and not proficient on the MCA math assessment

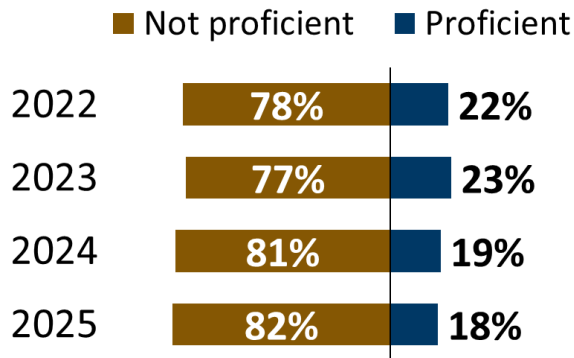
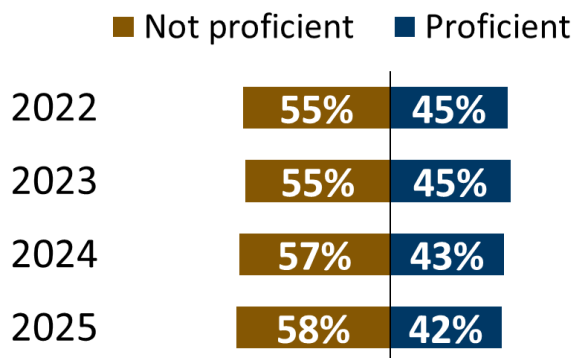


Figure 75. Percentage of **all students** in Region 10 who are proficient and not proficient on the MCA math assessment



MCA Reading

Between 2022 and 2025, the percentage of students who are DHH who are proficient on the MCA reading assessment in Region 10 was fairly stable, fluctuating between 38% and 42% (Figure 76). During this period, their reading proficiency rates were consistently higher than those of all students who receive special education services (Figure 77) but lower than those 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

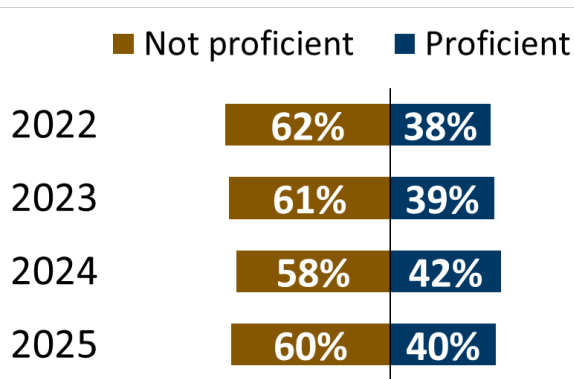


Figure 77. Percentage of all students in Region 10 **who receive special education services** who are proficient and not proficient on the MCA reading assessment

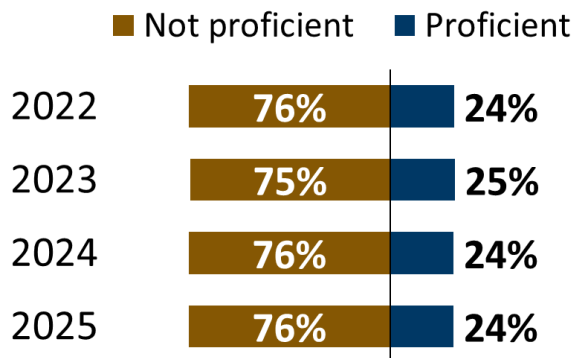
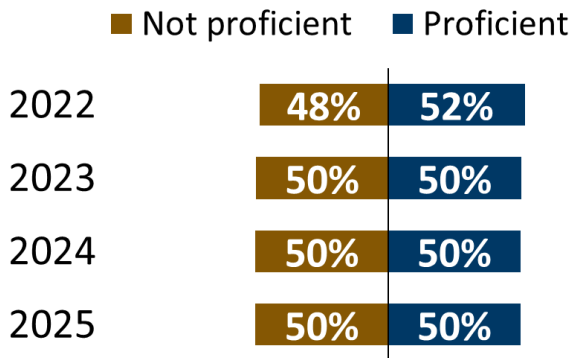
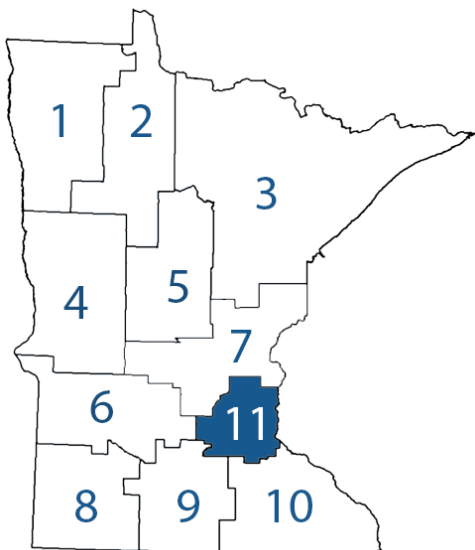


Figure 78. Percentage of **all students** in Region 10 who are proficient and not proficient on the MCA reading assessment



Region 11

Figure 79. Shaded map of Region 11



After a decrease in 2021-22, the number of students who are DHH increased steadily in the last three school years (Table 10).

Table 10. Five-year annual enrollment of students who are DHH in Region 11

Year	Number enrolled
2020-21	1,174
2021-22	1,130
2022-23	1,149

Year	Number enrolled
2023-24	1,185
2024-25	1,193

MCA Math

The percentage of students who are DHH who are proficient on the MCA math assessment in Region 11 increased sharply from around 23-24% in 2022 and 2023 to 37-38% in 2024 and 2025 (Figure 80). Their math proficiency rates remained higher than those 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

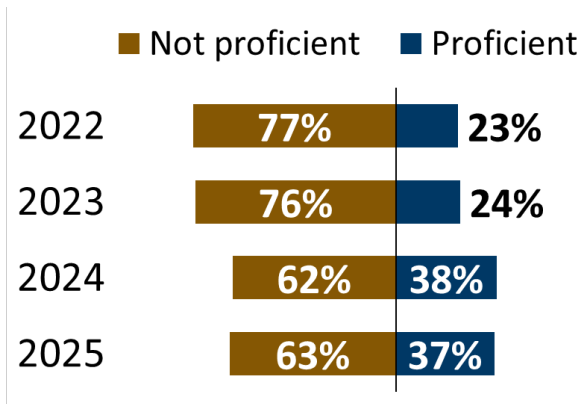


Figure 81. Percentage of all students in Region 11 **who receive special education services** who are proficient and not proficient on the MCA math assessment

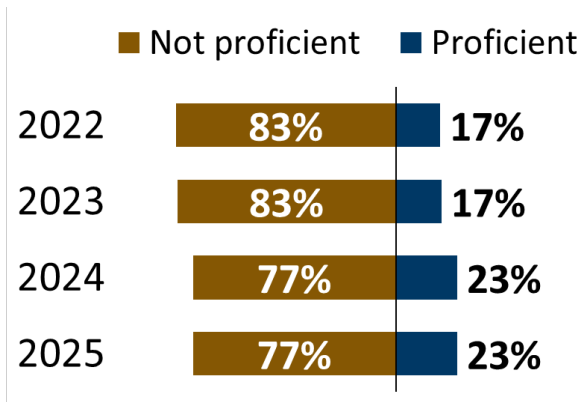
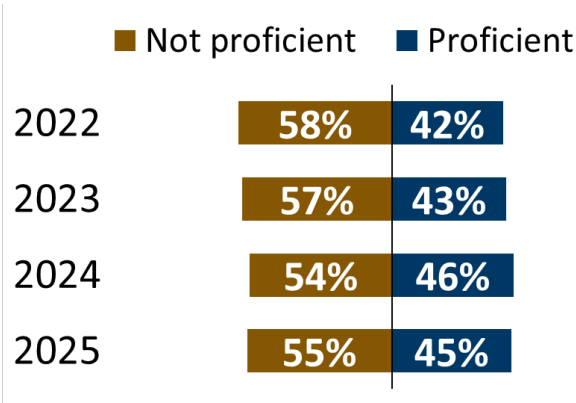


Figure 82. Percentage of **all students** in Region 11 who are proficient and not proficient on the MCA math assessment



MCA Reading

The percentage of students who are DHH who are proficient on the MCA reading assessment in Region 11 increased from around 26-27% in 2022 and 2023 to around 40% in 2024 and 2025 (Figure 83). Their reading proficiency rates remained higher than that of all students who receive special education services in the same region (Figure 84) but lower than that of all students in Region 11 (Figure 85).

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

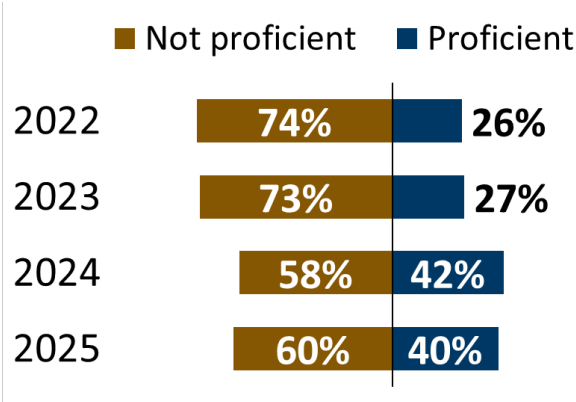


Figure 84. Percentage of all students in Region 11 **who receive special education services** who are proficient and not proficient on the MCA reading assessment

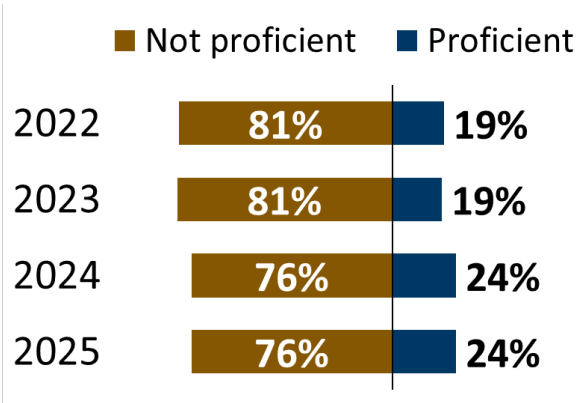
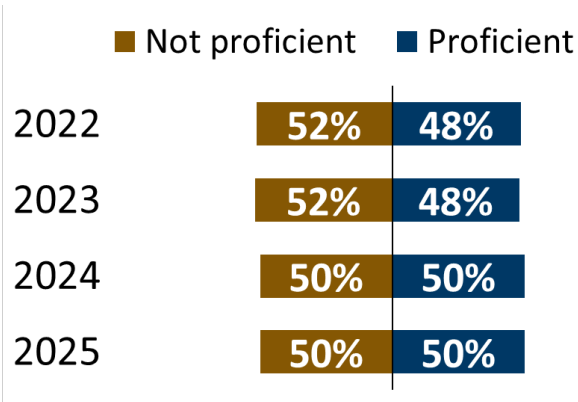


Figure 85. Percentage of **all students** in Region 11 who are proficient and not proficient on the MCA reading assessment



District Assessment Data Trends

Most districts in Minnesota had fewer than 10 students who are DHH take the MCA math or reading assessments in 2024 and 2025, so district-level results cannot be reported. Proficiency rates in math and reading are reported below for the districts that did have results for at least 10 students who are DHH for both years. As shown in Figure 86 and Figure 87, these rates varied widely from district to district.

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

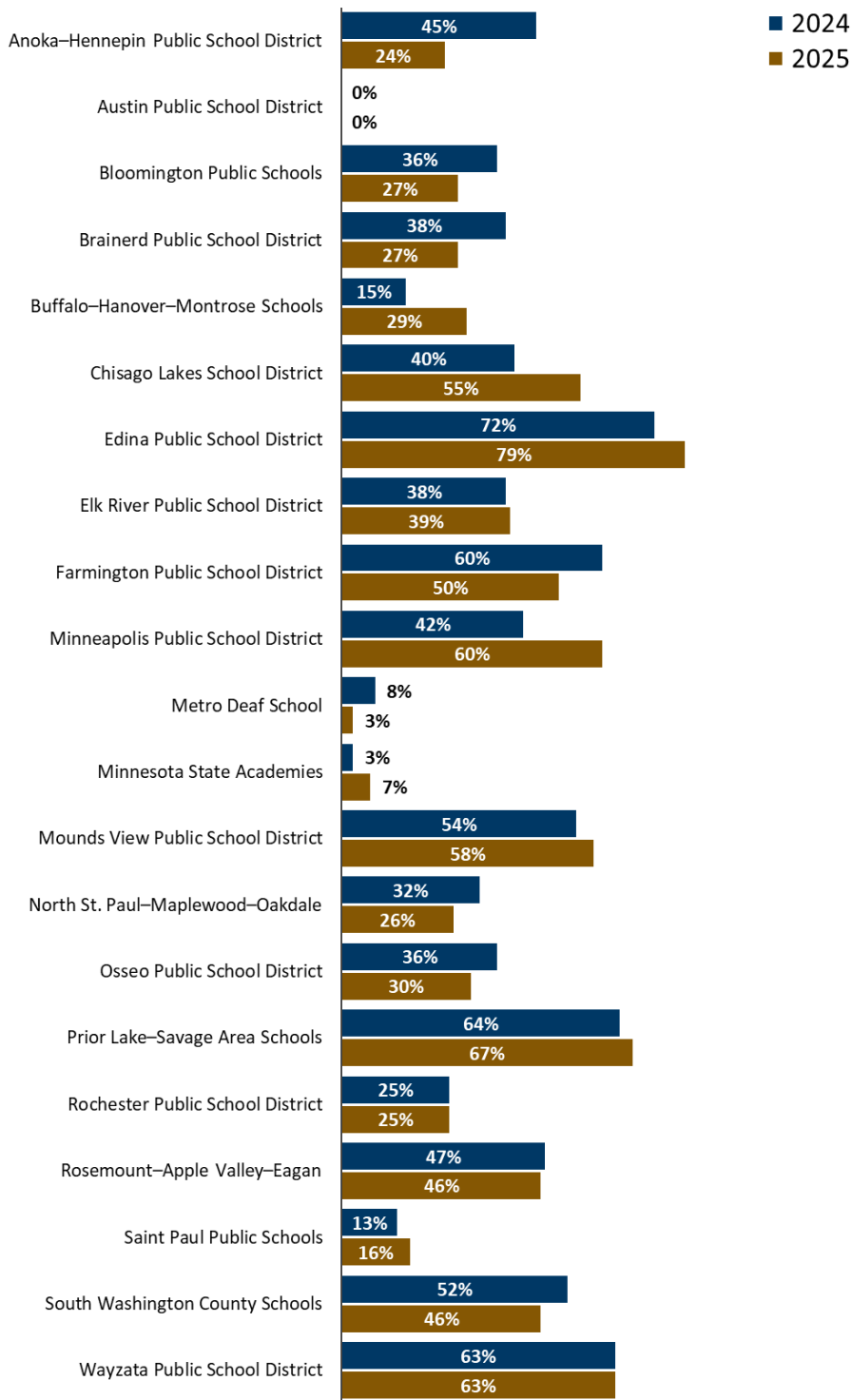
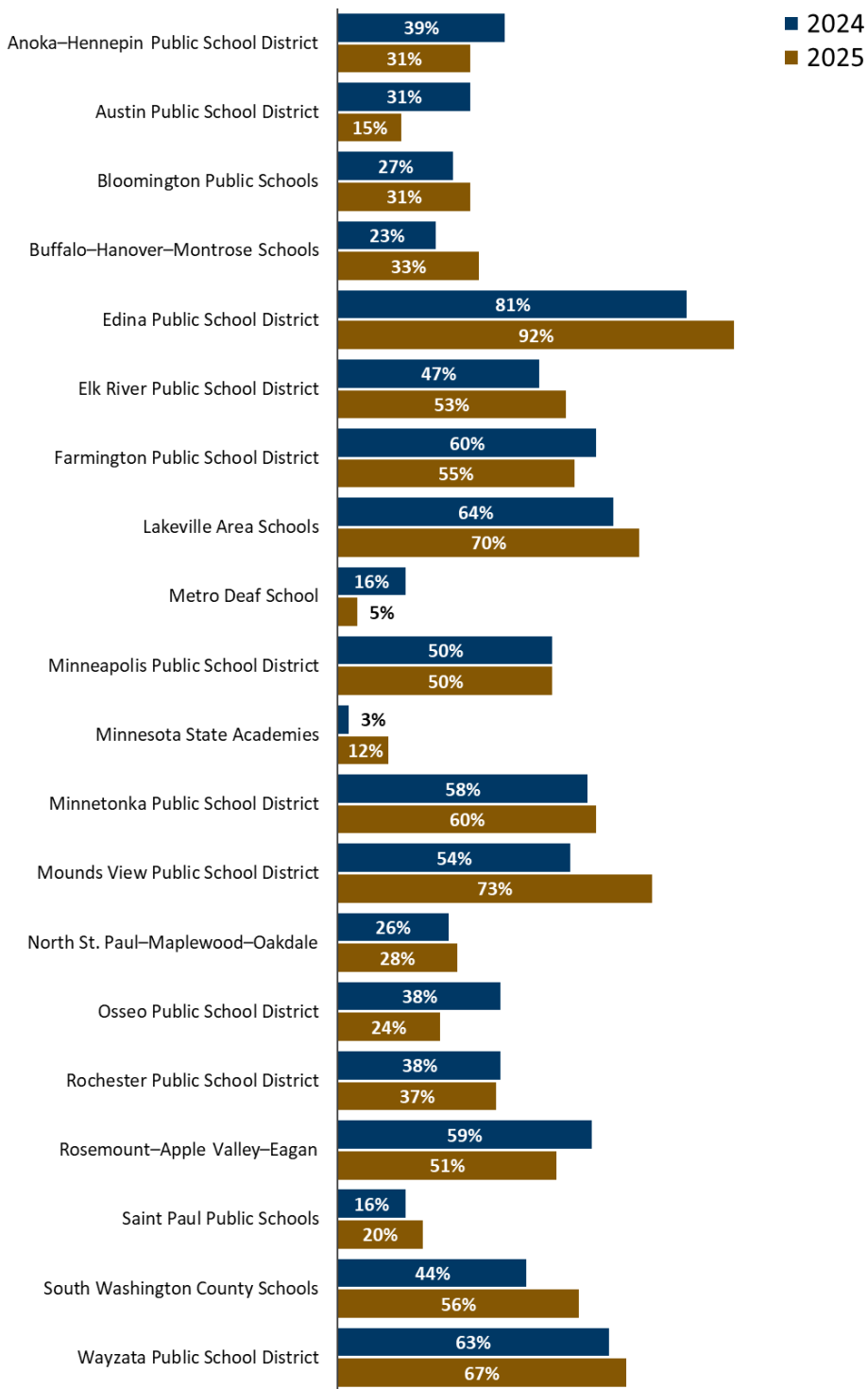


Figure 87. Percentage of students who are DHH who are proficient on the MCA reading assessment by district



Graduation Rates

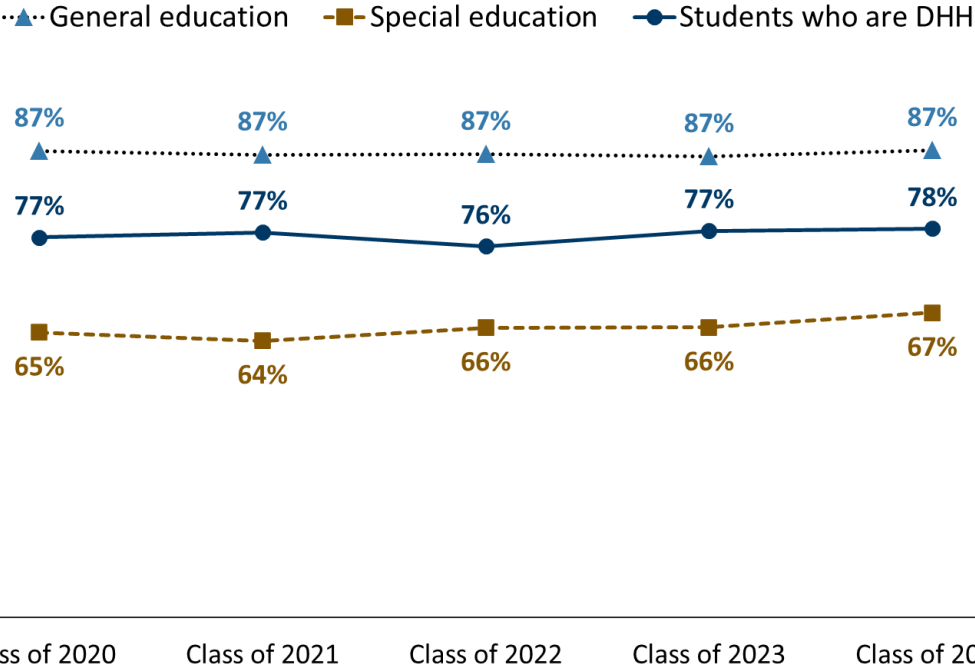
According to the MDE Report Card, Minnesota has used the federally required “adjusted cohort graduation rate” model since 2012. This method tracks a group of students (a cohort) from the time they enter ninth grade and determines whether they graduate within four, five, six, or seven years.

The four-year graduation rate represents the percentage of students who graduate within four years of entering grade nine. To calculate this rate, MDE identifies all students who entered ninth grade four years earlier, adds students who transferred into the school, and subtracts those who transferred out. This adjusted cohort becomes the total number of students eligible to graduate. The graduation rate is calculated by dividing the number of students who earned a diploma by the total number eligible to graduate.

The most recent graduation rate data available at the time of writing this report is from 2024, which includes four-year graduation rate data for the class of 2024 and seven-year graduation rate data for the class of 2021. Students are counted in the graduation rate as DHH only if their primary disability category was DHH in their last known enrollment record found by MDE.

The four-year graduation rate for students who are DHH increased 1 percentage point from 77% in 2023 to 78% in 2024 (Figure 88). While students who are DHH are a small group within the group of all students who receive special education services, they have consistently had higher four-year graduation rates than this broader group. However, the four-year graduation rates for students who are DHH continued to be lower than those of general education students.

Figure 88. Four-year graduation rate comparison



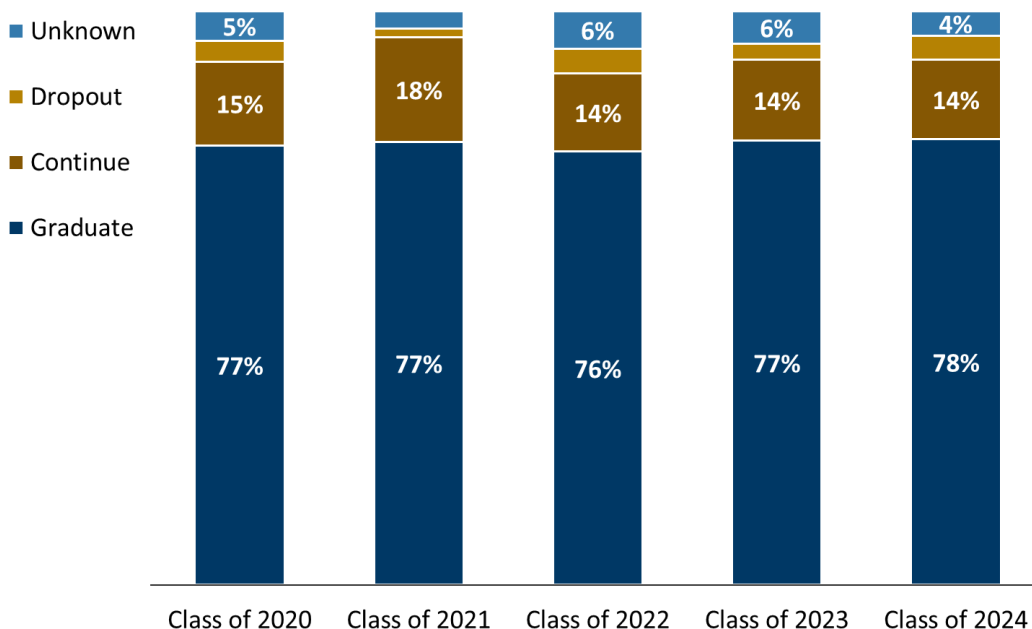
There are four possible outcomes for a student with a graduation cohort:

- **Graduate** – the student received a diploma.
- **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 22 years old, as allowed by law, including students who are eligible to receive special education services and who enroll in transition programs. As noted above, these students are in the “continue” category.

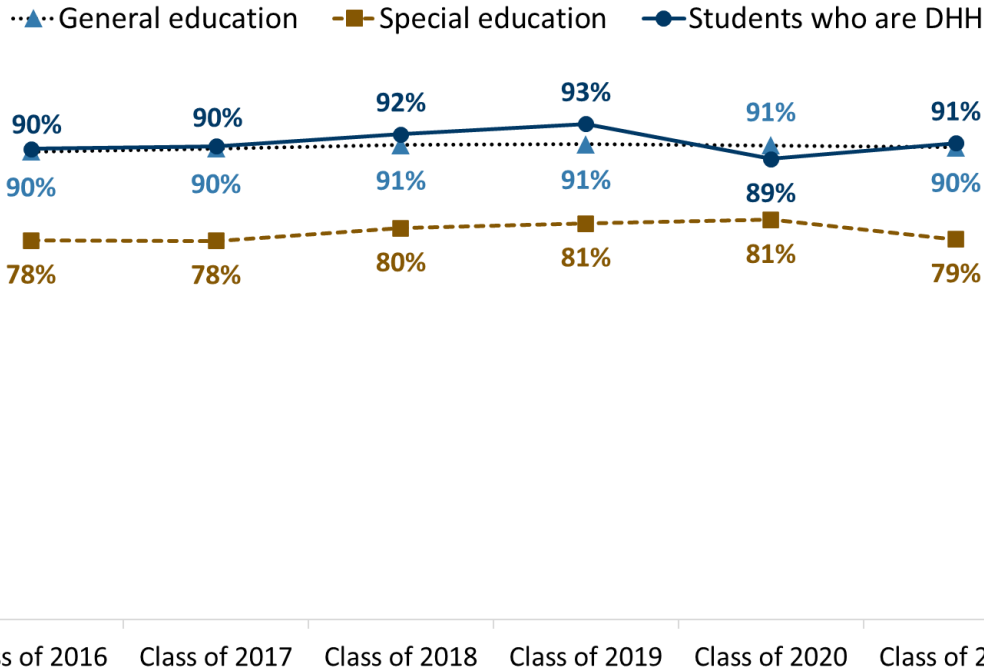
Figure 89 provides a breakdown of the outcomes within the four-year graduation rate for students who are DHH from the classes of 2020 through 2024. Graduation rates remained relatively stable across these years, ranging from 76% to 78%. The proportion of students continuing their education beyond four years also stayed fairly consistent at about 14-18%. Dropout and unknown rates were low, fluctuating between 5% and 9% combined.

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



As noted above, students who continue their education after four years of high school are not captured in the four-year graduation rate, even if they technically have enough credits to graduate in four years.⁷ These students are more likely to be captured in the seven-year graduation rate.⁸

Figure 90. Seven-year graduation rate comparison



As shown in Figure 90 above, the seven-year graduation rate⁹ for students who are DHH has been fairly 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

⁷ 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.

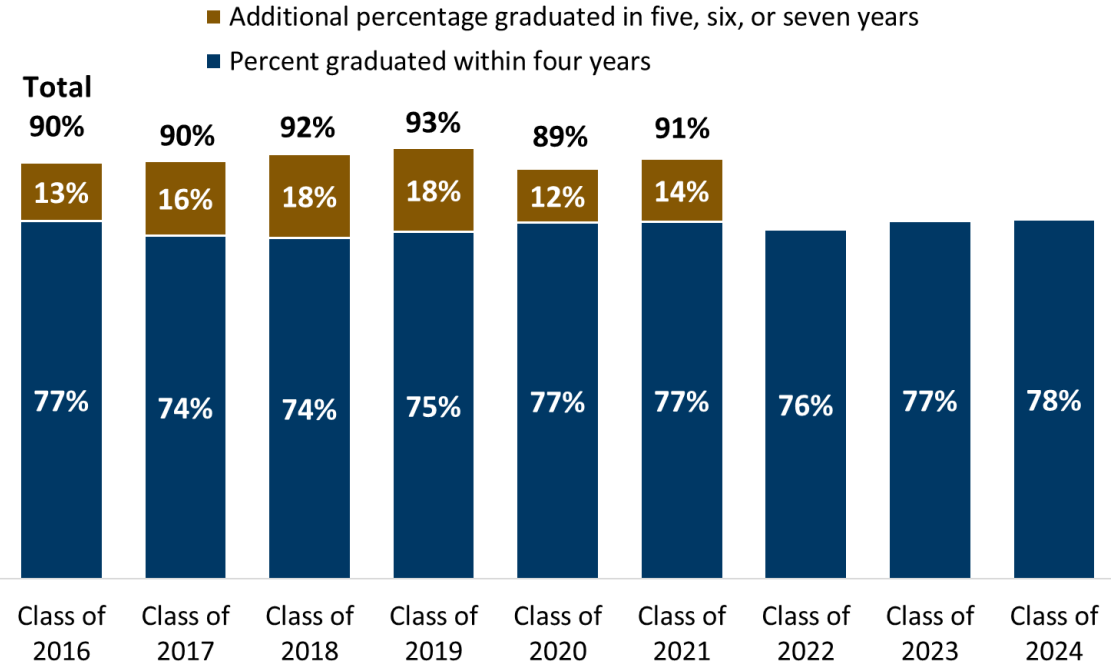
⁸ Some students, depending on how old they are when they start high school, may be in high school or a transition program for more than seven years. For example, if a student in the class of 2024 is 17 years old at the end of four years of high school and enrolls in a transition program until they turn 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.

⁹ 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.”

special education services, except in 2020 when the seven-year rate for students who are DHH dipped slightly below that for all students.

Figure 91 combines the four-year and seven-year graduation rates for students who are DHH, from the class of 2016 through the class of 2024. Seven-year graduation rates are not yet available for the class of 2022 through the class of 2024. 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% across these years.

Figure 91. Four-year and seven-year graduation rates for students who are DHH



Conclusion

The latest data shows that students who are DHH have diverse language and learning needs that are not being fully met. Although these students generally outperform the broader special education population on the MCA, their reading and math proficiency rates remain below those of all students in Minnesota. They are also less likely to graduate within four years than their peers in general education.

The DHH Advisory Committee recommends that MDE move forward with the recommendations presented in this report to improve outcomes for students who are DHH and others who could benefit from DHH services, while maintaining student and staff health and safety. These recommendations aim to address persistent opportunity gaps by strengthening recruitment and retention of qualified staff, expanding access to effective DHH-specific curriculum and instructional practices, improving the quality and consistency of disability data tracking, and strengthening district and school planning for safety and access.

Implementing these recommendations will help create more consistent, high-quality learning environments and reduce long-standing opportunity gaps. Continued monitoring of outcomes, paired with improved data systems, will be critical to measuring progress and guiding future decisions. With sustained commitment, Minnesota can better align its systems to meet the needs of students who are DHH and support stronger educational and postsecondary outcomes.

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Appendix A: Early Childhood Outcomes

School districts and local education providers that offer Early Childhood Special Education (ECSE) services report Child Outcomes Summary (COS) ratings to the Minnesota Department of Education (MDE). COS ratings summarize the developmental functioning of infants, toddlers, and preschool-aged children with disabilities.

Developed by the U.S. Department of Education, COS uses a seven-point scale to describe a child's functioning in [three outcome areas](#):

- **Outcome A: Positive Social Emotional Skills (including social relationships):** How children relate to and get along with other children and adults, interact in groups, solve social problems, express emotions, and understand social rules and expectations.
- **Outcome B: Acquisition and use of knowledge and skills (including early language and communication and early literacy):** How young children think, reason, remember, problem-solve, use language and symbols, and understand early concepts about the world around them.
- **Outcome C: Use of appropriate behaviors to meet their needs:** How children take care of their needs in different settings, including how they use motor skills and other abilities to complete tasks and interact with their environment.

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

MDE compares COS scores at entry and exit and summarizes the results using 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 percentage of children who were functioning within age expectations in each outcome by the time they exited an ECSE program.

Information in this summary provides an overview of the language and learning outcomes reported to MDE for young children who were identified as deaf or hard of hearing (DHH) or identified with another primary disability and hearing loss who received services for at least six months and exited Part C or Part B services between July 1, 2024, and June 30, 2025.

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 65 children with hearing loss. The results for Part B exit are based on data submitted for 101 out of the 106 children with hearing loss because five children exiting did not have sufficient data submitted to calculate all three COS outcome ratings.

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

COS Outcomes Summary Statements: Exit from Part C Infant and Toddler Intervention

Figure 92. 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)

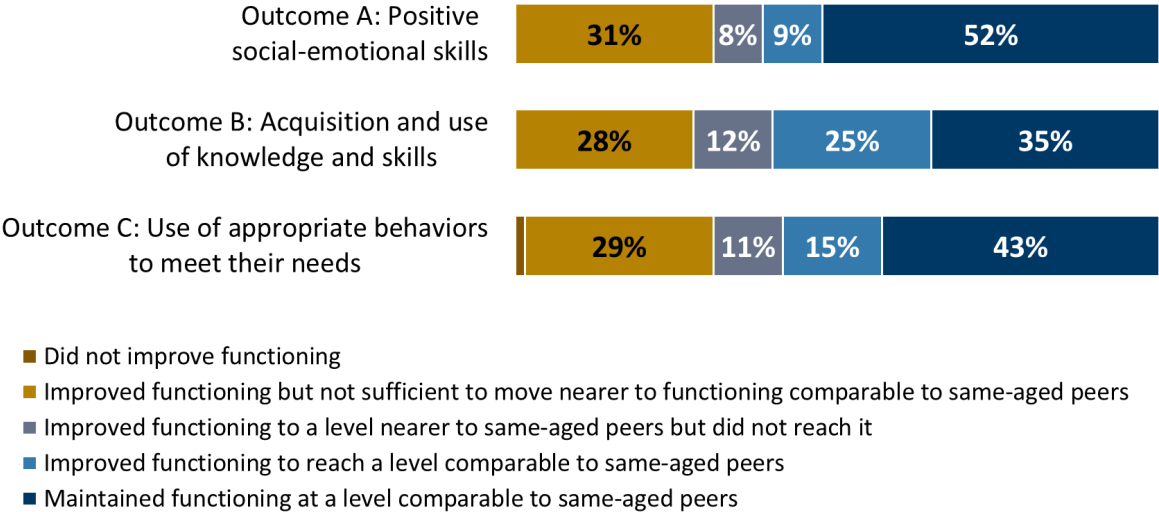
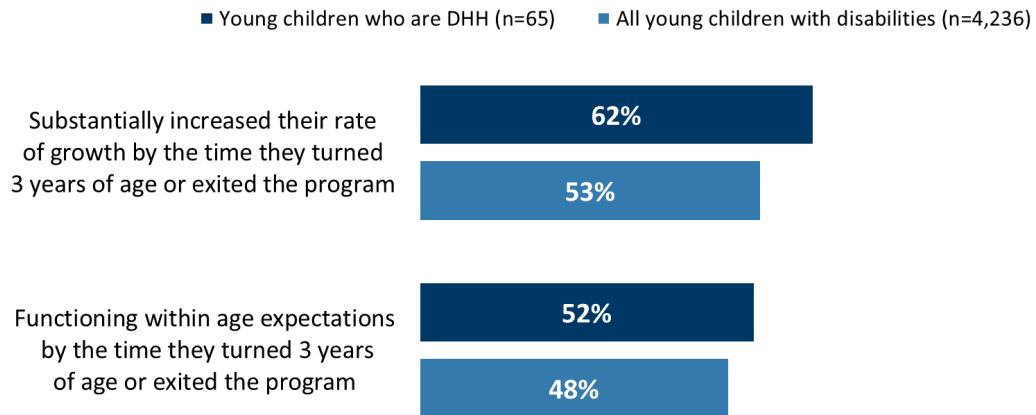


Figure 92 above shows the percentages of infants and toddlers identified as DHH or who have another primary disability and hearing loss who exited Part C in each progress category for all three outcome areas. While nearly all children in this category demonstrated improved functioning, roughly 30% did not make adequate progress to reach functioning levels comparable to their same-age peers in all three outcome areas. Around 70% 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 93. Percent of children who substantially increased or were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited Part C

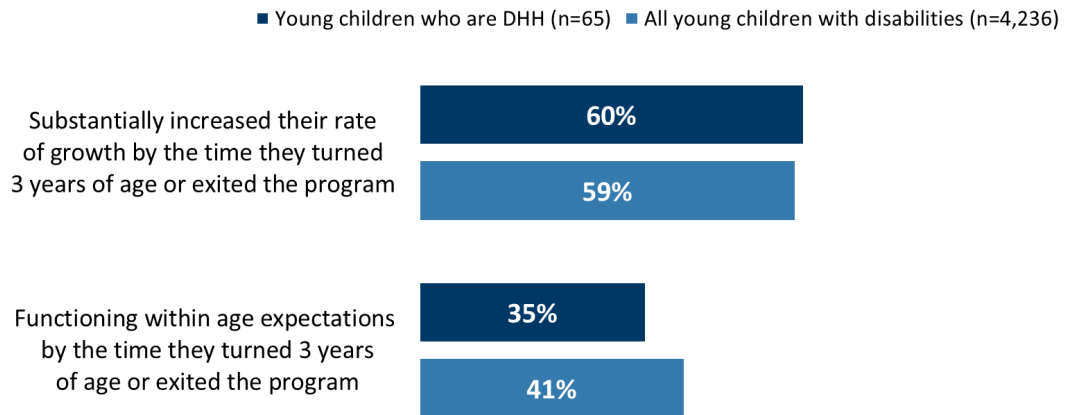


Of the children identified as DHH or who had another primary disability and hearing loss who entered or exited Part C services below age expectations in Outcome A, 62% substantially increased their rate of growth by the time they turned 3 years of age or exited the program, which is higher than the statewide rate of 53% for all young children with disabilities exiting Part C.

Fifty-two 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 93).

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

Figure 94. Percent of children who substantially increased or were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited Part C

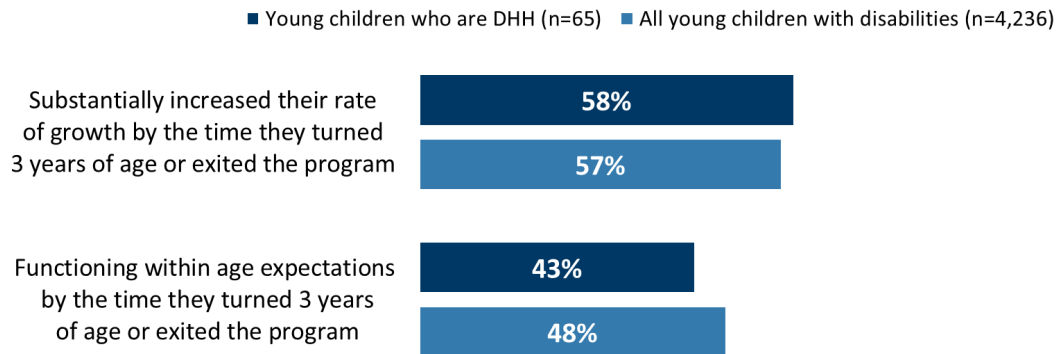


Of the children identified as DHH or who had another primary disability and hearing loss who entered or exited Part C services below age expectations in Outcome B, 60% substantially increased their rate of growth by the time they turned 3 years of age or exited the program, which is one-percentage point higher than the statewide rate for all young children with disabilities exiting Part C (59%).

Thirty-five 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 lower than the state rate for all young children with disabilities exiting Part C (41%) (Figure 94).

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

Figure 95. Percent of children who substantially increased or were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited Part C



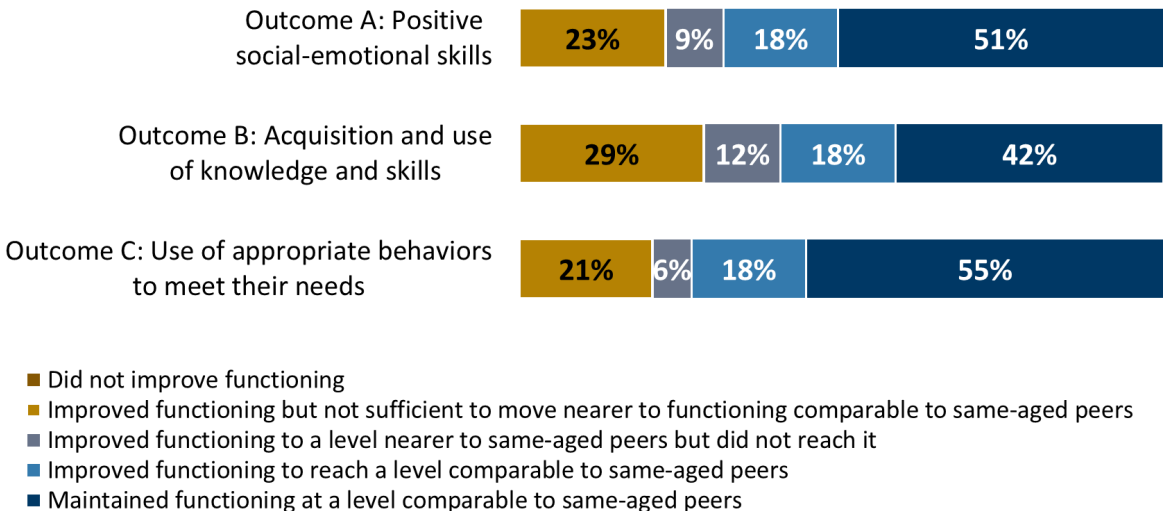
Of the children identified as DHH or who had another primary disability and hearing loss who entered or exited Part C services below age expectations in Outcome C, 58% substantially increased their rate of growth by the time they turned 3 years of age or exited the program, which is similar to the statewide rate for all young children with disabilities exiting Part C (57%).

Forty-three 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 lower than the statewide rate for all young children with disabilities exiting Part C (48%) (Figure 95).

COS Outcomes Summary Statements: Exit from Part B Preschool Special Education

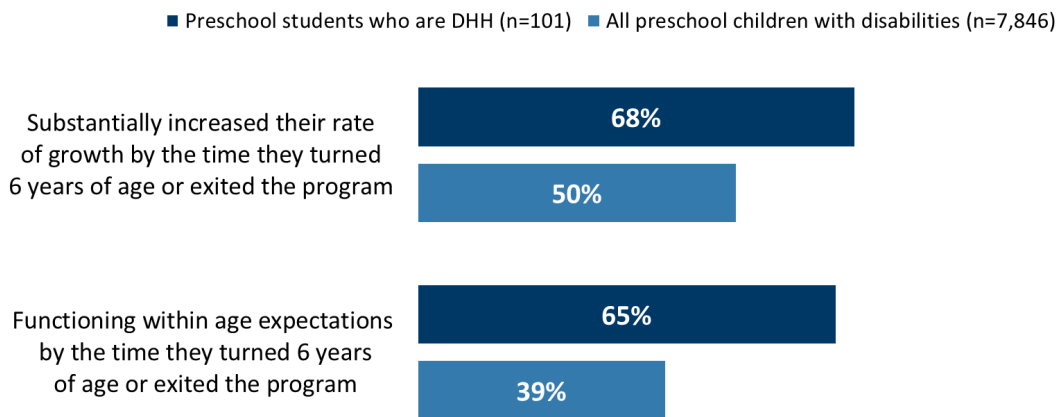
Figure 96 shows the percentages of infants and toddlers identified as DHH or who have another primary disability and hearing loss who exited Part B in each progress category for all three outcome areas. While all children in this category demonstrated improved functioning, 23% did not make adequate progress to reach functioning levels comparable to their same-age peers in positive social-emotional skills. Nearly 30% did not make adequate progress for acquisition and use of knowledge and skills, and 21% did not make adequate progress in the use of appropriate behaviors to meet their needs. Over 70% of the children maintained or improved functions to reach a level comparable to same-aged peers in all three outcome areas.

Figure 96. 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=101)



Outcome A: Positive Social-Emotional Skills Summary Statements

Figure 97. Percent of preschool children who substantially increased or were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited Part B

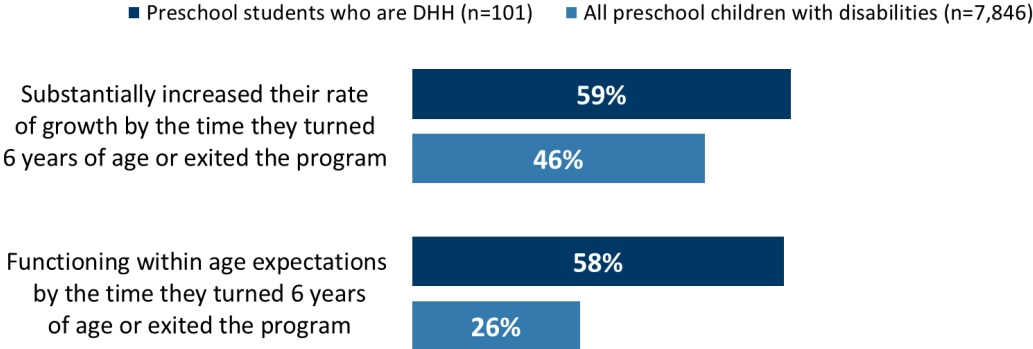


Of the children identified as DHH or who have another primary disability and hearing loss who entered or exited Part B services below age expectations in Outcome A, 68% substantially increased their rate of growth by the time they turned 6 years of age or exited the program—an 18-percentage point higher than the statewide rate for all preschool children with disabilities (50%).

Additionally, 65% 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 statewide rate for all preschool children with disabilities (39%) (Figure 97).

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

Figure 98. Percent of preschool children who substantially increased or were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited Part B

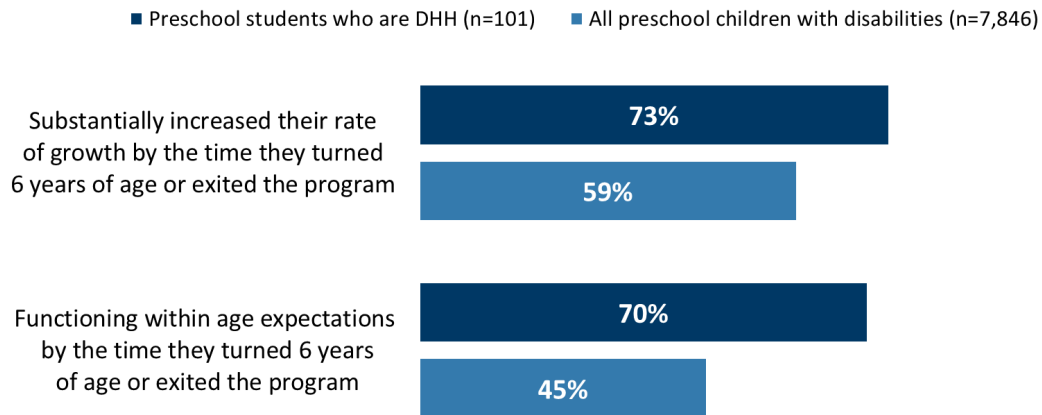


Of the children identified as DHH or who have another primary disability and hearing loss who entered or exited Part B services below age expectations in Outcome B, 59% substantially increased their rate of growth by the time they turned 6 years of age or exited the program, which is higher than the state rate for all preschool children with disabilities (46%).

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. This rate is more than double the statewide rate for all preschool children with disabilities (26%) (Figure 98).

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

Figure 99. Percent of preschool children who substantially increased or were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited Part 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 C, 73% substantially increased their rate of growth by the time they turned 6 years of age or exited the program. This rate is higher than the statewide rate for all preschool children with disabilities (59%).

Seventy 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 higher than the statewide rate for all preschool children with disabilities (45%) (Figure 99).

COS ratings for children with hearing loss, no known cognitive delay or disability

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: 69% (45 of 65 children)
 - At exit from Part B Preschool Special Education: 69% (70 of 101 children)
- Outcome 2: Acquisition and use of knowledge and skills:
 - At exit from Part C: 58% (38 of 65 children)
 - At exit from Part B Preschool Special Education: 61% (62 of 101 children)

- Outcome 3: Use of appropriate behaviors to meet their needs:
 - At exit from Part C: 66% (43 of 65 children)
 - At exit from Part B Preschool Special Education: 79% (80 of 101 children)

Additional Language and Early Literacy/Numeracy Reporting Questions

To more fully examine statewide aggregate language and early learning outcomes for young children in Minnesota with hearing loss, MDE added targeted questions to its outcomes reporting process. These questions address key domains of development, including language (vocabulary, syntax, word and sentence forms, pragmatics, and social language use, as well as school readiness concepts), early literacy, and numeracy. Data reported through children’s Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) provide additional detail beyond what is captured in the COS ratings process.

The following summary presents results from these additional reporting questions for children with hearing loss, with no known cognitive delay or disability, who exited Part C or Part B services between July 1, 2024, and June 30, 2025. Results are reported as the percentage of children who demonstrated language development and early learning skills within the expected range for their chronological age at the time of exit. The summary reflects outcomes for children with varying types and degrees of hearing loss, as well as those who use different home languages and modes of communication.

Differences in reported outcomes have been noted for children who have bilateral versus unilateral hearing loss, for children whose family’s primary spoken home language is 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 65 children with hearing loss who exited Part C Infant and Toddler Intervention and 106 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 (65 children)

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

- Receptive Vocabulary: 38%
- Receptive Syntax and Grammatical Word and Sentence Forms: 37%
- Receptive Social Interactions: 40%
- Receptive School Readiness Concepts: 37%

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

- Expressive Vocabulary: 32%
- Expressive Syntax and Grammatical Word and Sentence Forms: 32%
- Expressive Social Interactions: 35%
- Expressive School Readiness Concepts: 34%

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

- Early Literacy Skills: 43%
- Early Numeracy Skills: 43%

Statewide Aggregate Data at Part B Preschool Special Education services exit – All children who have hearing loss and no reported cognitive delay or disability (106 children)

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

- Receptive Vocabulary: 53%
- Receptive Syntax and Grammatical Word and Sentence Forms: 44%
- Receptive Social Interactions: 49%
- Receptive School Readiness Concepts: 52%

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

- Expressive Vocabulary: 42%
- Expressive Syntax and Grammatical Word and Sentence Forms: 33%
- Expressive Social Interactions: 42%
- Expressive School Readiness Concepts: 46%

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

- Early Literacy Skills: 53%
- Early Numeracy Skills: 55%

Educational teams are encouraged to utilize evidence-based practices and supports for all children and families that will enable 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 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.

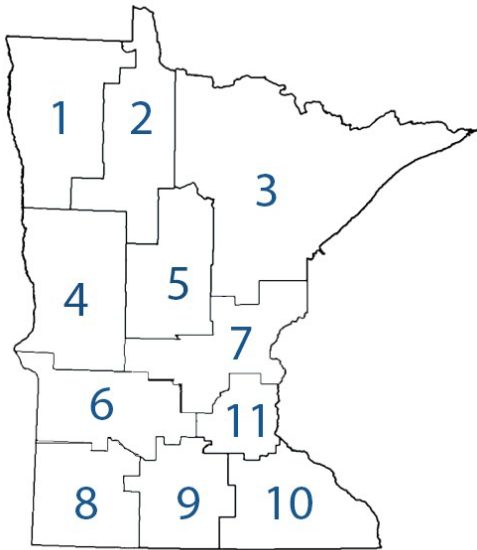
Minnesota Statutes 2023, section 125A.63, requires the Minnesota Department of Education (MDE) to establish advisory committees for deaf and hard of hearing (DHH) and blind and visually impaired (BVI) students. Although students who are DeafBlind (DB) are not mentioned in the statute, they must be identified 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, and it can look very different from student to student because there are many 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 125 children and students from birth to age 22 whose primary disability category was DB in MDE’s child count data in the 2024-25 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 following tables and figures include summaries of student enrollment, child count, age, gender, race and ethnicity, home languages, and graduation rates.

Figure 100. Map of Minnesota’s regional development commissions



The number of students who are DB on individual teachers of BVI 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 2025 Unduplicated Child Count (ages 0 to 22)	Number of students on 2025 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	18	46	74	5	14.8	
Region 3	24	60	69	5	13.8	1
Region 4	17	43	61	3	20.3	1
Regions 5 and 7	74	232	280	14	20	2
Regions 6 and 8	24	39	55	3	18.3	1
Region 9	10	49	54	3	18	
Region 10	63	132	227	7	32.4	
Region 11	219	702	1,034	44	23.5	6
Statewide total	449	1,303	1,854	84	21.8	11

Enrollment Summary

Table 12 shows enrollment for K-12 students who are DB, compared with other student populations in 2024-25. At the statewide level, students whose primary disability was DB made up 0.01% of the overall K-12 enrollment and 0.08% of the K-12 enrollment of students receiving special education services in 2024-25. The largest number of students who are DB are located in Region 11 (69 students), while the largest percentage of students who are DB within special education is in Region 10 (0.11%). 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, 2024-25

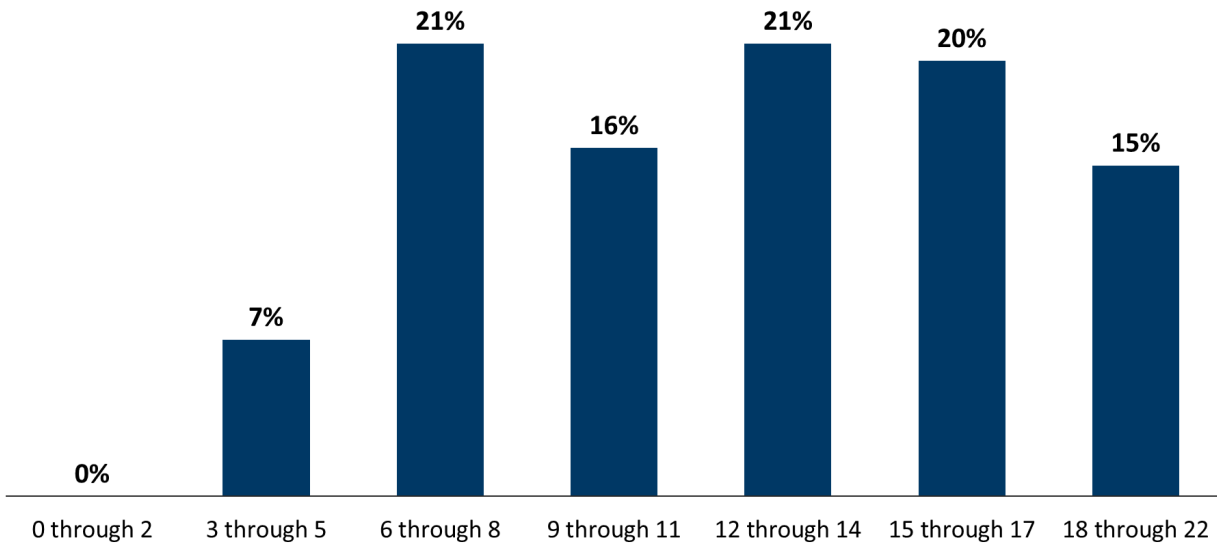
Region name	All students K-12 fall enrollment	DB K-12	Percent DB	K-12 special education enrollment	Percent DB
Regions 1 and 2	26,392	4	0.02%	5,416	0.07%
Region 3	39,755	3	0.01%	8,462	0.04%
Region 4	34,711	2	0.01%	6,587	0.03%
Region 5	24,397	4	0.02%	5,314	0.08%
Regions 6 and 8	42,515	1	0.00%	7,926	0.01%
Region 7	102,748	17	0.02%	18,385	0.09%
Region 9	32,187	3	0.01%	5,870	0.05%
Region 10	73,379	14	0.02%	13,209	0.11%
Region 11	471,563	69	0.01%	77,030	0.09%
Statewide total	847,647	117	0.01%	148,199	0.08%

Demographics

The demographic data is presented here to help understand the student populations that make up the group of students who are DB. Data is based on the child count data from the 2024-25 school year, which includes students aged birth to 22 years old who are enrolled in the school system. A total of 125 students were counted as DB that school year.

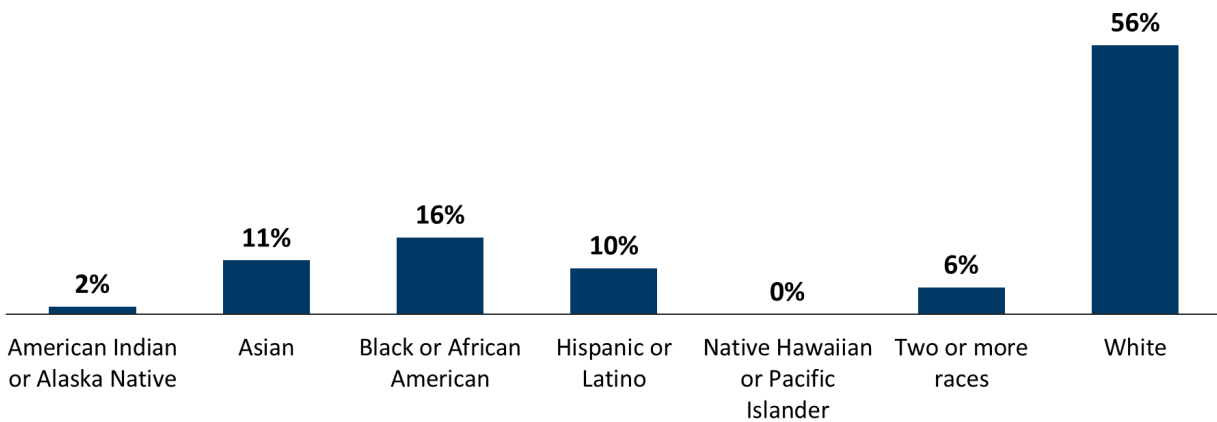
The highest concentrations of students who are DB are found in ages 6 through 8 and ages 12 through 17 (Figure 101). The lowest concentrations are found in the youngest age groups.

Figure 101. Child count by age distribution of students who are DB, 2024-25 (n=125)



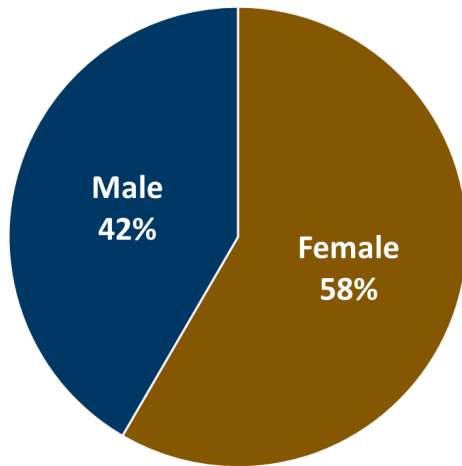
Fifty-six percent of students who are DB are white (Figure 102). The next largest group is students who are Black or African American (16%), followed by Asian (11%) and Hispanic or Latino (10%).

Figure 102. Race/ethnicity of students who are DB, 2024-25 (n=125)



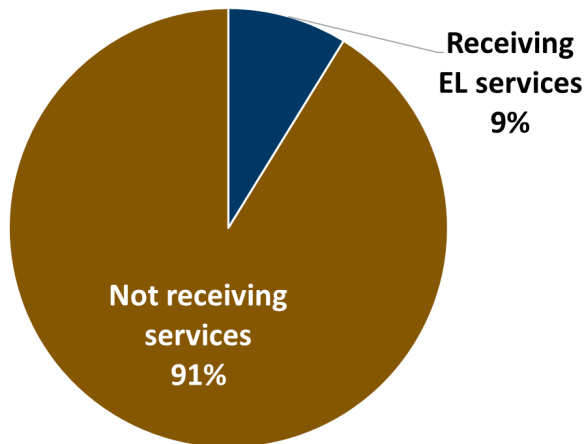
Fifty-eight percent of students who are DB are female, and 42% are male (Figure 103).

Figure 103. Gender of students who are DB, 2024-25 (n=125)



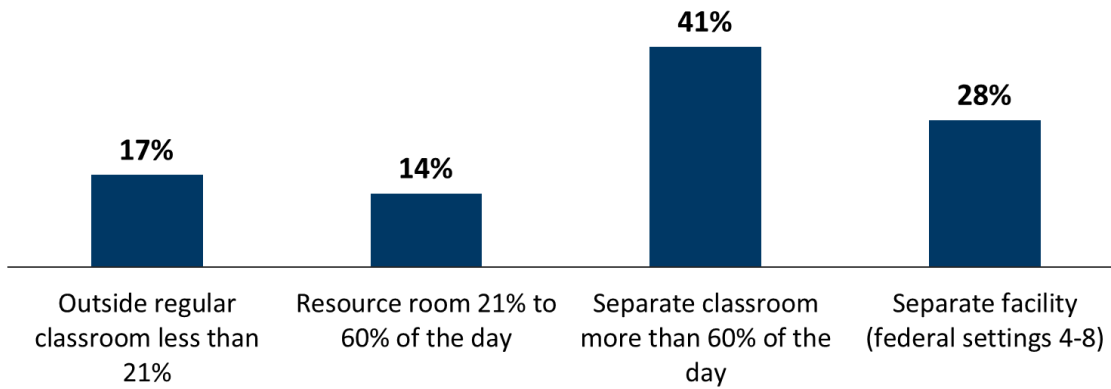
Nine percent of students who are DB also receive services for English learners (EL) (Figure 104).

Figure 104. Percentage of students who are DB who are receiving EL services, 2024-25 (n=125)



In 2024-25, over 40% 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 105). Seventeen 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 105. Federal instructional settings for students who are DB, 2024-25 (n=125)



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 additionally burdensome 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.

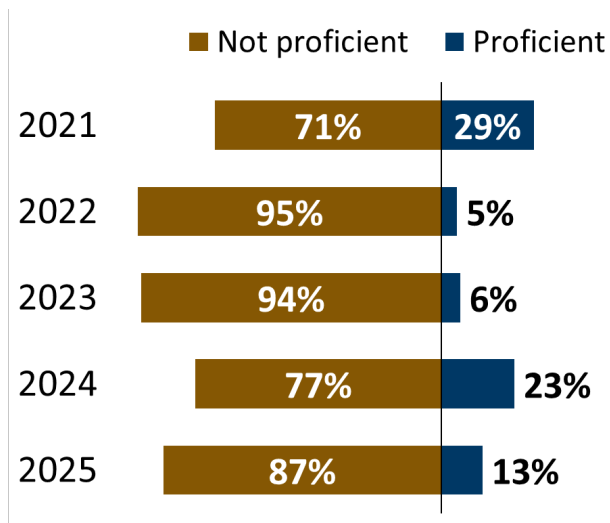
Throughout this report, results are reported only for groups with 10 or more students to protect individual privacy.

Statewide Assessment Trends

Math

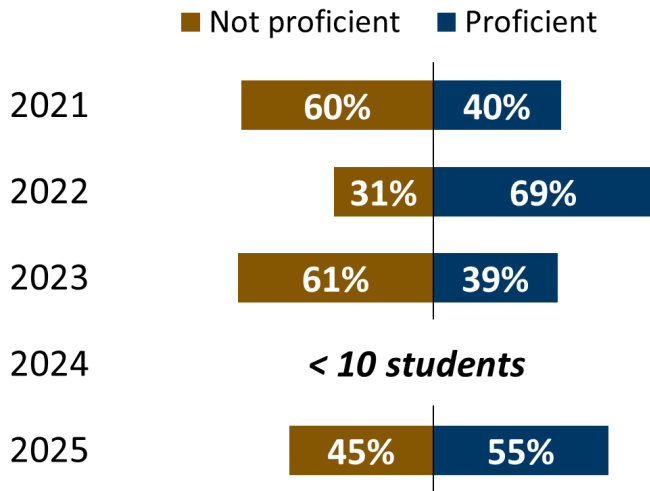
Between 2021 and 2025, between 15 to 20 students who are DB took the MCA math assessment each year. During this period, the MCA math proficiency rate among these students fluctuated sharply—decreasing from nearly 30% in 2021 to around 5% in 2022 and 2023, rebounding to 23% in 2024, and then declining again to 13% in 2025 (Figure 106).

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



Except for 2024, between 10 to 18 students who are DB took the MTAS math assessment each year from 2021 to 2025. During this period, their proficiency rates fluctuated notably from 40% in 2021 to 69% in 2022, then dropping sharply to 39% in 2023. In 2025, their proficiency rate rebounded to 55% (Figure 107).

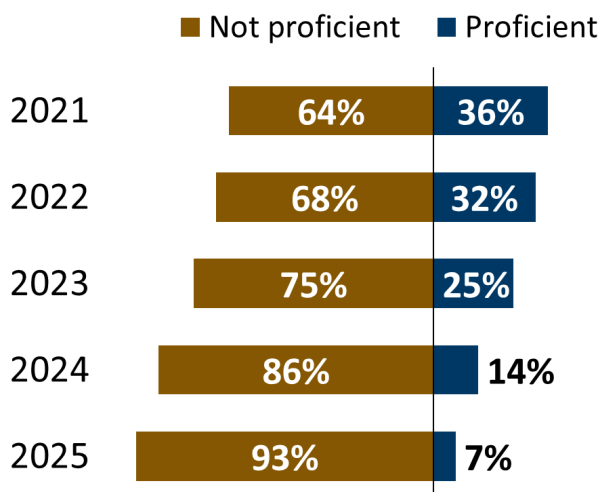
Figure 107. Percentage of students who are DB who are proficient and not proficient on the MTAS math assessment



Reading

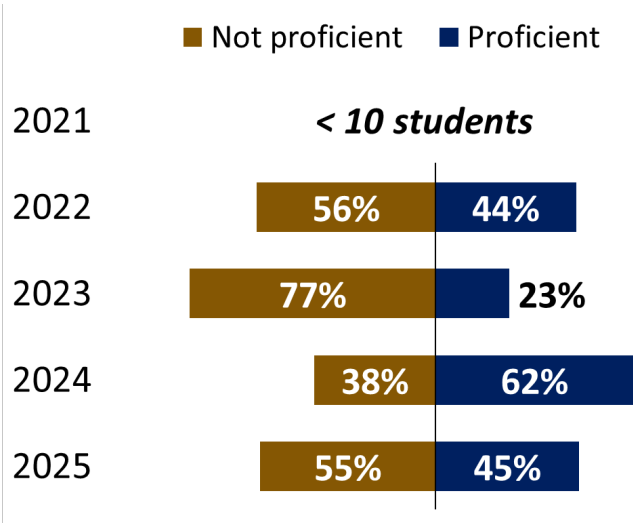
Between 2021 and 2025, between 15 to 20 students who are DB took the MCA reading assessment each year. During this period, their proficiency rates declined sharply from 36% in 2021 to 7% in 2025 (Figure 108).

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



Between 11 and 16 students who are DB took the MTAS reading assessment between 2022 and 2025. During this period, their proficiency rates fluctuated notably—declining from 44% in 2022 to 23% in 2023, then rebounding to a peak of 62% in 2024 before falling again in 2025 (Figure 109).

Figure 109. 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 2015-16 to 2024-25

School year	Number of students who are DHH	Number of total students receiving special education services
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
2023-24	2,523	165,285
2024-25	2,552	171,275

Table 14. Child count age distribution of students who are DHH, 2024-25

Age group	Number of students who are DHH	Percent of students who are DHH
0-2	111	4%
3-5	276	11%
6-8	476	19%
9-11	564	22%
12-14	516	20%
15-17	501	20%
18-22	108	4%
Total	2,552	100%

Table 15. Child count race and ethnicity of students who are DHH, 2024-25

Race/ethnicity	Number of students who are DHH	Percent of students who are DHH
American Indian or Alaska Native	29	1%
Asian	283	11%
Black or African American	219	9%
Hispanic or Latino	305	12%
Native Hawaiian or Pacific Islander	<10	<10
Two or more races	157	6%
White	1,552	61%
Total	2,552	100%

Table 16. Child count gender of students who are DHH, 2024-25

Gender	Number of students who are DHH	Percent of students who are DHH
Female	1,240	49%
Male	1,312	51%
Total	2,552	100%

Table 17. Child count participation in English Learner (EL) services of students who are DHH, 2024-25

EL participation status	Number of students who are DHH	Percent of students who are DHH
Receiving EL services	270	11%
Not receiving services	2,282	89%
Total	2,552	100%

Table 18. Child count federally defined instructional setting for students who are DHH, 2024-25

Federal instructional setting	Number of students who are DHH	Percent of students who are DHH
Outside regular classroom less than 21% of day	1,653	65%
Resource room 21% to 60% of the day	257	10%
Separate classroom more than 60% of the day	66	3%
Separate facility (federal settings 4-8)	189	7%
Other settings (e.g., home, service provider location, separate class, etc.)	387	15%
Total	2,552	100%

Graduation Rates

Table 19. Four-year graduation rate outcomes for **general education students**, class of 2016 to class of 2024

Graduation outcome	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Continue	3,608	3,439	3,389	3,242	3,499	3,582	3,260	3,100	3,149
Drop out	2,099	2,248	2,215	2,181	1,841	2,046	2,331	2,325	2,315
Graduate	48,210	48,723	49,471	50,486	49,890	50,463	51,417	51,191	52,202
Unknown	1,957	1,916	1,803	1,796	1,931	2,042	2,174	2,502	2,104
Total	55,874	56,326	56,878	57,705	57,161	58,133	59,182	59,118	59,770

Table 20. Four-year graduation rate outcomes for **special education students**, class of 2016 to class of 2024

Graduation outcome	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Continue	2,427	2,372	2,436	2,501	2,378	2,399	2,241	2,237	2,267
Drop out	742	862	849	829	684	730	839	851	812
Graduate	5,861	6,120	6,398	6,685	6,794	6,674	7,169	7,102	7,518
Unknown	623	650	587	594	601	631	688	637	560
Total	9,653	10,004	10,270	10,609	10,457	10,434	10,937	10,827	11,157

Table 21. Four-year graduation rate outcomes for **students who are DHH**, class of 2016 to class of 2024

Graduation outcome	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Continue	22	25	27	35	20	24	19	20	23
Drop out	6	5	4	4	5	2	6	4	7
Graduate	103	104	104	126	105	102	105	110	129
Unknown	2	6	6	3	7	4	9	8	7
Total	133	140	141	168	137	132	139	142	166

Table 22. Seven-year graduation rate outcomes for **general education students**, class of 2013 to class of 2021

Graduation outcome	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
Continue	12	6	7	18	10	11	9	8	12
Drop out	3,404	3,315	3,433	3,496	3,426	3,298	3,175	2,959	3,167
Graduate	50,037	49,556	49,971	50,026	50,691	51,434	52,249	51,673	52,434
Unknown	3,544	2,995	2,626	2,211	2,098	2,038	2,189	2,444	2,448
Total	56,997	55,872	56,037	55,751	56,225	56,781	57,622	57,084	58,061

Table 23. Seven-year graduation rate outcomes for **special education students**, class of 2013 to class of 2021

Graduation outcome	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
Continue	42	38	40	43	60	55	55	95	344
Drop out	1,312	1,281	1,308	1,294	1,362	1,270	1,222	1,119	1,115
Graduate	7,386	7,320	7,641	7,531	7,822	8,209	8,533	8,461	8,186
Unknown	963	900	790	737	739	732	779	767	775
Total	9,703	9,539	9,779	9,605	9,983	10,266	10,589	10,442	10,420

Table 24. Seven-year graduation rate outcomes for **students who are DHH**, class of 2013 to class of 2021

Graduation outcome	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
Continue	0	1	0	0	0	0	1	0	3
Drop out	8	9	5	10	8	6	6	5	4
Graduate	134	146	112	118	123	126	153	119	119
Unknown	9	8	10	3	5	5	4	10	5
Total	151	164	127	131	136	137	164	134	131

Statewide Student Assessment Data

Math

Table 25. Percent of students in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	410,150	17%	28%	23%	32%
Students receiving special education services	63,470	7%	14%	17%	62%
Students who are deaf or hard of hearing	1,063	13%	20%	21%	47%
3rd grade	158	21%	29%	15%	35%
4th grade	166	17%	22%	18%	42%
5th grade	170	12%	18%	24%	46%
6th grade	148	7%	24%	18%	51%
7th grade	158	9%	17%	27%	47%
8th grade	150	13%	16%	23%	49%
11th grade	113	5%	12%	20%	63%

Table 26. Percent of students in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	414,467	17%	28%	22%	33%
Students receiving special education services	66,032	7%	14%	16%	62%
Students who are deaf or hard of hearing	1,158	11%	23%	20%	46%
3rd grade	190	13%	31%	20%	37%
4th grade	171	18%	33%	14%	36%
5th grade	179	9%	20%	25%	46%
6th grade	165	8%	18%	21%	53%
7th grade	147	8%	21%	22%	49%
8th grade	160	11%	20%	23%	46%
11th grade	146	10%	13%	18%	58%

Table 27. Percent of students in each proficiency category on the MTAS math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
Students receiving special education services	5,679	14%	46%	27%	13%
Students who are deaf or hard of hearing	32	22%	50%	25%	3%

Table 28. Percent of students in each proficiency category on the MTAS math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
Students receiving special education services	5,881	15%	43%	28%	14%
Students who are deaf or hard of hearing	29	24%	52%	24%	0%

Reading

Table 29. Percent of students in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	419,622	14%	36%	20%	30%
Students receiving special education services	64,725	5%	17%	16%	62%
Students who are deaf or hard of hearing	1,112	11%	27%	19%	44%
3rd grade	156	10%	29%	19%	42%
4th grade	165	8%	25%	21%	45%
5th grade	169	14%	28%	20%	38%
6th grade	153	16%	24%	15%	45%
7th grade	161	8%	27%	18%	47%

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
8th grade	150	10%	25%	17%	48%
10th grade	158	9%	29%	22%	40%

Table 30. Percent of students in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	422,677	14%	36%	20%	30%
Students receiving special education services	67,044	5%	17%	16%	62%
<i>Students who are deaf or hard of hearing</i>	1,140	11%	27%	17%	45%
3rd grade	188	6%	24%	19%	51%
4th grade	171	12%	31%	13%	44%
5th grade	178	12%	30%	21%	37%
6th grade	167	16%	23%	17%	44%
7th grade	155	11%	21%	13%	55%
8th grade	164	10%	27%	15%	48%
10th grade	117	10%	30%	23%	37%

Table 31. Percent of students in each proficiency category on the MTAS reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
Students receiving special education services	5,694	26%	35%	22%	16%
<i>Students who are deaf or hard of hearing</i>	33	24%	42%	24%	9%

Table 32. Percent of students in each proficiency category on the MTAS reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
Students receiving special education services	5,974	23%	37%	21%	19%
<i>Students who are deaf or hard of hearing</i>	30	23%	53%	17%	7%

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 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	13,244	11%	27%	26%	37%
Students receiving special education services	2,471	4%	13%	17%	66%
<i>Students who are deaf or hard of hearing</i>	30	3%	37%	23%	37%

Table 34. Percent of students in Regions 1 and 2 in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	13,263	10%	27%	26%	37%
Students receiving special education services	2,581	4%	12%	17%	67%
<i>Students who are deaf or hard of hearing</i>	34	3%	26%	29%	41%

Table 35. Percent of students in Regions 1 and 2 in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	13,597	9%	34%	23%	33%
Students receiving special education services	2,561	3%	17%	16%	64%
<i>Students who are deaf or hard of hearing</i>	36	6%	22%	17%	56%

Table 36. Percent of students in Regions 1 and 2 in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	13,419	8%	34%	23%	34%
Students receiving special education services	2,587	3%	15%	17%	66%
<i>Students who are deaf or hard of hearing</i>	30	7%	20%	20%	53%

Region 3

Table 37. Percent of students in Region 3 in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	19,679	14%	30%	25%	32%
Students receiving special education services	3,820	5%	13%	18%	65%
Students who are deaf or hard of hearing	52	10%	23%	19%	48%

Table 38. Percent of students in Region 3 in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	19,606	14%	29%	25%	32%
Students receiving special education services	3,986	5%	14%	17%	65%
Students who are deaf or hard of hearing	59	10%	24%	22%	44%

Table 39. Percent of students in Region 3 in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	20,187	13%	38%	22%	27%
Students receiving special education services	3,926	4%	17%	17%	62%
Students who are deaf or hard of hearing	50	14%	30%	10%	46%

Table 40. Percent of students in Region 3 in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	20,123	13%	38%	22%	27%
Students receiving special education services	4,085	4%	17%	17%	62%
Students who are deaf or hard of hearing	58	9%	28%	14%	50%

Region 4

Table 41. Percent of students in Region 4 in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	17,456	16%	32%	25%	27%
Students receiving special education services	2,953	6%	15%	19%	60%
Students who are deaf or hard of hearing	29	7%	31%	17%	45%

Table 42. Percent of students in Region 4 in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	17,003	17%	33%	24%	27%
Students receiving special education services	2,954	6%	16%	18%	60%
<i>Students who are deaf or hard of hearing</i>	34	0%	41%	21%	38%

Table 43. Percent of students in Region 4 in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	17,727	13%	38%	22%	27%
Students receiving special education services	3,005	4%	17%	17%	62%
<i>Students who are deaf or hard of hearing</i>	28	11%	29%	14%	46%

Table 44. Percent of students in Region 4 in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	17,542	12%	39%	22%	27%
Students receiving special education services	3,001	4%	17%	18%	62%
<i>Students who are deaf or hard of hearing</i>	36	11%	33%	14%	42%

Region 5

Table 45. Percent of students in Region 5 in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	11,983	12%	28%	26%	34%
Students receiving special education services	2,468	5%	13%	16%	67%
<i>Students who are deaf or hard of hearing</i>	43	7%	12%	28%	53%

Table 46. Percent of students in Region 5 in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	11,892	12%	28%	26%	34%
Students receiving special education services	2,475	4%	12%	18%	66%
<i>Students who are deaf or hard of hearing</i>	36	6%	14%	25%	56%

Table 47. Percent of students in Region 5 in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	12,161	11%	35%	22%	32%
Students receiving special education services	2,520	3%	15%	16%	66%
<i>Students who are deaf or hard of hearing</i>	42	2%	19%	17%	62%

Table 48. Percent of students in Region 5 in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	12,100	10%	35%	22%	33%
Students receiving special education services	2,517	3%	15%	16%	66%
<i>Students who are deaf or hard of hearing</i>	32	6%	25%	25%	44%

Regions 6 and 8

Table 49. Percent of students in Regions 6 and 8 in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	21,388	13%	30%	26%	31%
Students receiving special education services	3,786	5%	14%	21%	60%
<i>Students who are deaf or hard of hearing</i>	60	7%	28%	23%	42%

Table 50. Percent of students in Regions 6 and 8 in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	21,440	13%	31%	25%	31%
Students receiving special education services	3,903	5%	14%	18%	63%
<i>Students who are deaf or hard of hearing</i>	72	8%	31%	24%	38%

Table 51. Percent of students in Regions 6 and 8 in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	21,580	10%	35%	23%	32%
Students receiving special education services	3,810	3%	15%	16%	66%
<i>Students who are deaf or hard of hearing</i>	61	7%	21%	26%	46%

Table 52. Percent of students in Regions 6 and 8 in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	21,517	10%	35%	23%	32%
Students receiving special education services	3,993	3%	14%	17%	66%
<i>Students who are deaf or hard of hearing</i>	69	6%	28%	23%	43%

Region 7

Table 53. Percent of students in Region 7 in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	50,673	18%	31%	24%	27%
Students receiving special education services	8,169	7%	16%	17%	60%
<i>Students who are deaf or hard of hearing</i>	113	5%	20%	26%	49%

Table 54. Percent of students in Region 7 in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	51,253	17%	31%	24%	28%
Students receiving special education services	8,392	7%	15%	18%	60%
<i>Students who are deaf or hard of hearing</i>	132	11%	15%	27%	47%

Table 55. Percent of students in Region 7 in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	51,820	14%	38%	21%	27%
Students receiving special education services	8,328	4%	18%	16%	61%
<i>Students who are deaf or hard of hearing</i>	120	6%	30%	23%	41%

Table 56. Percent of students in Region 7 in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	52,077	13%	38%	21%	27%
Students receiving special education services	8,514	4%	18%	16%	62%
<i>Students who are deaf or hard of hearing</i>	140	10%	29%	19%	43%

Region 9

Table 57. Percent of students in Region 9 in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	16,256	15%	31%	25%	29%
Students receiving special education services	2,655	6%	14%	18%	61%
<i>Students who are deaf or hard of hearing</i>	22	14%	9%	23%	55%

Table 58. Percent of students in Region 9 in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	16,273	16%	30%	24%	29%
Students receiving special education services	2,735	6%	14%	18%	62%
<i>Students who are deaf or hard of hearing</i>	34	9%	24%	18%	50%

Table 59. Percent of students in Region 9 in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	16,558	12%	38%	23%	27%
Students receiving special education services	2,673	4%	17%	18%	62%
<i>Students who are deaf or hard of hearing</i>	29	7%	28%	28%	38%

Table 60. Percent of students in Region 9 in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	16,472	12%	37%	23%	28%
Students receiving special education services	2,775	4%	17%	17%	63%
<i>Students who are deaf or hard of hearing</i>	30	13%	13%	20%	53%

Region 10

Table 61. Percent of students in Region 10 in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	35,688	15%	28%	24%	33%
Students receiving special education services	5,631	6%	12%	16%	65%
Students who are deaf or hard of hearing	142	9%	11%	20%	61%

Table 62. Percent of students in Region 10 in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	35,504	14%	27%	24%	34%
Students receiving special education services	5,773	6%	12%	15%	67%
Students who are deaf or hard of hearing	151	5%	21%	18%	57%

Table 63. Percent of students in Region 10 in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	36,589	12%	35%	21%	31%
Students receiving special education services	5,755	4%	16%	15%	65%
Students who are deaf or hard of hearing	139	6%	22%	21%	51%

Table 64. Percent of students in Region 10 in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	36,056	12%	35%	21%	31%
Students receiving special education services	5,823	4%	15%	14%	66%
Students who are deaf or hard of hearing	139	6%	24%	16%	54%

Region 11

Table 65. Percent of students in Region 11 in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	223,783	18%	27%	21%	34%
Students receiving special education services	31,517	9%	15%	16%	61%
Students who are deaf or hard of hearing	572	17%	21%	19%	44%

Table 66. Percent of students in Region 11 in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	228,233	18%	27%	21%	34%
Students receiving special education services	33,233	8%	15%	16%	61%
<i>Students who are deaf or hard of hearing</i>	606	15%	23%	18%	44%

Table 67. Percent of students in Region 11 in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	229,403	15%	35%	19%	31%
Students receiving special education services	32,147	6%	18%	15%	60%
<i>Students who are deaf or hard of hearing</i>	607	14%	29%	18%	40%

Table 68. Percent of students in Region 11 in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	233,371	15%	35%	19%	31%
Students receiving special education services	33,749	6%	18%	15%	61%
<i>Students who are deaf or hard of hearing</i>	606	13%	27%	16%	43%

District-Level Student Assessment Data

This section presents data tables for Minnesota school districts in which at least 10 students who are DHH took the MCA math or reading assessments in 2024 and 2025. Not all included districts met the minimum threshold of 10 students in both subject areas.

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 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	18,436	20%	32%	23%	26%
Students receiving special education services	2,958	9%	18%	20%	54%
<i>Students who are deaf or hard of hearing</i>	31	19%	26%	13%	42%

Table 70. Percent of students in Anoka-Hennepin Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	18,630	20%	32%	22%	26%
Students receiving special education services	2,939	9%	18%	19%	55%
<i>Students who are deaf or hard of hearing</i>	29	7%	17%	24%	52%

Table 71. Percent of students in Anoka-Hennepin Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	18,813	14%	39%	21%	25%
Students receiving special education services	2,977	5%	18%	18%	59%
<i>Students who are deaf or hard of hearing</i>	31	6%	32%	16%	45%

Table 72. Percent of students in Anoka-Hennepin Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	18,942	14%	38%	22%	26%
Students receiving special education services	3,006	5%	18%	18%	58%
<i>Students who are deaf or hard of hearing</i>	32	6%	25%	28%	41%

Austin Public School District

Table 73. Percent of students in Austin Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,517	8%	18%	26%	49%
Students receiving special education services	457	3%	8%	13%	77%
<i>Students who are deaf or hard of hearing</i>	13	0%	0%	38%	62%

Table 74. Percent of students in Austin Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,591	8%	16%	24%	53%
Students receiving special education services	449	3%	7%	10%	80%
<i>Students who are deaf or hard of hearing</i>	15	0%	0%	27%	73%

Table 75. Percent of students in Austin Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,621	6%	27%	21%	46%
Students receiving special education services	466	3%	11%	9%	78%
<i>Students who are deaf or hard of hearing</i>	13	15%	15%	15%	54%

Table 76. Percent of students in Austin Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,597	6%	25%	22%	47%
Students receiving special education services	449	3%	9%	11%	77%
<i>Students who are deaf or hard of hearing</i>	13	0%	15%	23%	62%

Bloomington Public School District

Table 77. Percent of students in Bloomington Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,444	15%	24%	23%	38%
Students receiving special education services	663	8%	15%	14%	63%
<i>Students who are deaf or hard of hearing</i>	11	9%	27%	27%	36%

Table 78. Percent of students in Bloomington Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,618	15%	23%	21%	41%
Students receiving special education services	708	9%	15%	14%	62%
<i>Students who are deaf or hard of hearing</i>	15	7%	20%	13%	60%

Table 79. Percent of students in Bloomington Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,632	14%	29%	19%	38%
Students receiving special education services	682	6%	17%	13%	65%
<i>Students who are deaf or hard of hearing</i>	11	18%	9%	27%	45%

Table 80. Percent of students in Bloomington Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,759	13%	28%	19%	39%
Students receiving special education services	720	7%	16%	15%	62%
<i>Students who are deaf or hard of hearing</i>	16	19%	13%	19%	50%

Brainerd Public School District

Table 81. Percent of students in Brainerd Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,749	18%	29%	24%	29%
Students receiving special education services	569	6%	15%	15%	64%
<i>Students who are deaf or hard of hearing</i>	13	15%	23%	23%	38%

Table 82. Percent of students in Brainerd Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,746	15%	30%	25%	30%
Students receiving special education services	576	4%	15%	18%	63%
<i>Students who are deaf or hard of hearing</i>	11	9%	18%	27%	45%

Buffalo-Hanover-Montrose Public School District

Table 83. Percent of students in Buffalo-Hanover-Montrose Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,433	17%	31%	26%	26%
Students receiving special education services	458	11%	15%	17%	57%
<i>Students who are deaf or hard of hearing</i>	13	0%	15%	31%	54%

Table 84. Percent of students in Buffalo-Hanover-Montrose Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,405	18%	32%	25%	25%
Students receiving special education services	463	8%	16%	20%	56%
<i>Students who are deaf or hard of hearing</i>	14	14%	14%	29%	43%

Table 85. Percent of students in Buffalo-Hanover-Montrose Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,458	14%	39%	23%	25%
Students receiving special education services	467	7%	20%	19%	54%
<i>Students who are deaf or hard of hearing</i>	13	0%	23%	31%	46%

Table 86. Percent of students in Buffalo-Hanover-Montrose Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,430	13%	40%	23%	24%
Students receiving special education services	452	5%	17%	22%	56%
<i>Students who are deaf or hard of hearing</i>	12	8%	25%	8%	58%

Chisago Lakes Public School District

Table 87. Percent of students in Chisago Lakes Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	1,701	21%	37%	22%	19%
Students receiving special education services	224	7%	21%	17%	55%
<i>Students who are deaf or hard of hearing</i>	10	20%	20%	30%	30%

Table 88. Percent of students in Chisago Lakes Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	1,672	19%	37%	24%	19%
Students receiving special education services	213	10%	18%	19%	53%
<i>Students who are deaf or hard of hearing</i>	11	36%	18%	27%	18%

Edina Public School District

Table 89. Percent of students in Edina Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,265	36%	36%	17%	11%
Students receiving special education services	554	25%	25%	23%	27%
<i>Students who are deaf or hard of hearing</i>	20	40%	35%	25%	0%

Table 90. Percent of students in Edina Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,463	37%	36%	17%	10%
Students receiving special education services	581	20%	27%	21%	32%
<i>Students who are deaf or hard of hearing</i>	14	50%	29%	14%	7%

Table 91. Percent of students in Edina Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,347	33%	43%	13%	11%
Students receiving special education services	569	17%	33%	19%	31%
<i>Students who are deaf or hard of hearing</i>	21	33%	48%	14%	5%

Table 92. Percent of students in Edina Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,535	33%	43%	13%	10%
Students receiving special education services	583	16%	32%	19%	33%
<i>Students who are deaf or hard of hearing</i>	13	62%	31%	0%	8%

Elk River Public School District

Table 93. Percent of students in Elk River Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	7,015	26%	36%	21%	17%
Students receiving special education services	984	12%	20%	17%	51%
<i>Students who are deaf or hard of hearing</i>	13	15%	23%	15%	46%

Table 94. Percent of students in Elk River Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	7,362	26%	35%	20%	19%
Students receiving special education services	1,070	10%	20%	19%	51%
<i>Students who are deaf or hard of hearing</i>	18	11%	28%	17%	44%

Table 95. Percent of students in Elk River Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	7,262	18%	42%	19%	20%
Students receiving special education services	1,032	7%	22%	20%	51%
<i>Students who are deaf or hard of hearing</i>	15	20%	27%	20%	33%

Table 96. Percent of students in Elk River Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	7,403	17%	44%	19%	21%
Students receiving special education services	1,068	7%	24%	15%	53%
<i>Students who are deaf or hard of hearing</i>	19	21%	32%	11%	37%

Farmington Public School District

Table 97. Percent of students in Farmington Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,756	11%	29%	29%	31%
Students receiving special education services	504	6%	18%	20%	56%
<i>Students who are deaf or hard of hearing</i>	10	10%	50%	10%	30%

Table 98. Percent of students in Farmington Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,740	10%	29%	29%	31%
Students receiving special education services	489	6%	16%	23%	56%
<i>Students who are deaf or hard of hearing</i>	12	17%	33%	25%	25%

Table 99. Percent of students in Farmington Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,809	10%	35%	23%	32%
Students receiving special education services	497	5%	22%	17%	56%
<i>Students who are deaf or hard of hearing</i>	10	20%	40%	20%	20%

Table 100. Percent of students in Farmington Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	2,814	9%	36%	23%	32%
Students receiving special education services	494	4%	20%	15%	61%
<i>Students who are deaf or hard of hearing</i>	11	36%	18%	9%	36%

Lakeville Area Public Schools

Table 101. Percent of students in Lakeville Area Public Schools in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	5,765	19%	42%	20%	19%
Students receiving special education services	805	8%	24%	18%	50%
<i>Students who are deaf or hard of hearing</i>	11	18%	45%	27%	9%

Table 102. Percent of students in Lakeville Area Public Schools in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	5,891	19%	41%	20%	20%
Students receiving special education services	840	6%	22%	20%	52%
<i>Students who are deaf or hard of hearing</i>	10	10%	60%	10%	20%

Metro Deaf School

Table 103. Percent of students in Metro Deaf School in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	53	8%	0%	8%	85%
Students receiving special education services	53	8%	0%	8%	85%
<i>Students who are deaf or hard of hearing</i>	48	8%	0%	8%	83%

Table 104. Percent of students in Metro Deaf School in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	42	0%	2%	14%	83%
Students receiving special education services	42	0%	2%	14%	83%
<i>Students who are deaf or hard of hearing</i>	39	0%	3%	15%	82%

Table 105. Percent of students in Metro Deaf School in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	49	4%	10%	4%	82%
Students receiving special education services	49	4%	10%	4%	82%
<i>Students who are deaf or hard of hearing</i>	45	4%	11%	4%	80%

Table 106. Percent of students in Metro Deaf School in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	44	2%	5%	9%	84%
Students receiving special education services	44	2%	5%	9%	84%
<i>Students who are deaf or hard of hearing</i>	41	2%	2%	7%	88%

Minneapolis Public School District

Table 107. Percent of students in Minneapolis Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	12,460	16%	18%	14%	52%
Students receiving special education services	1,673	6%	10%	8%	76%
<i>Students who are deaf or hard of hearing</i>	19	26%	16%	11%	47%

Table 108. Percent of students in Minneapolis Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	12,856	17%	19%	14%	51%
Students receiving special education services	1,703	7%	10%	9%	74%
<i>Students who are deaf or hard of hearing</i>	30	23%	37%	0%	40%

Table 109. Percent of students in Minneapolis Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	12,749	15%	25%	14%	47%
Students receiving special education services	1,696	6%	13%	10%	71%
<i>Students who are deaf or hard of hearing</i>	24	13%	38%	8%	42%

Table 110. Percent of students in Minneapolis Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	13,097	16%	25%	14%	46%
Students receiving special education services	1,738	6%	14%	9%	71%
<i>Students who are deaf or hard of hearing</i>	26	19%	31%	19%	31%

Minnesota State Academies

Table 111. Percent of students in Minnesota State Academies in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	38	0%	3%	5%	92%
Students receiving special education services	38	0%	3%	5%	92%
<i>Students who are deaf or hard of hearing</i>	37	0%	3%	5%	92%

Table 112. Percent of students in Minnesota State Academies in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	37	0%	5%	3%	92%
Students receiving special education services	37	0%	5%	3%	92%
<i>Students who are deaf or hard of hearing</i>	30	0%	7%	3%	90%

Table 113. Percent of students in Minnesota State Academies in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	36	0%	3%	14%	83%
Students receiving special education services	36	0%	3%	14%	83%
<i>Students who are deaf or hard of hearing</i>	35	0%	3%	14%	83%

Table 114. Percent of students in Minnesota State Academies in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	32	3%	6%	13%	78%
Students receiving special education services	32	3%	6%	13%	78%
<i>Students who are deaf or hard of hearing</i>	26	4%	8%	12%	77%

Minnetonka Public School District

Table 115. Percent of students in Minnetonka Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	5,865	32%	44%	13%	11%
Students receiving special education services	709	17%	34%	19%	30%
<i>Students who are deaf or hard of hearing</i>	12	25%	33%	25%	17%

Table 116. Percent of students in Minnetonka Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	5,898	33%	42%	14%	12%
Students receiving special education services	710	19%	32%	16%	33%
<i>Students who are deaf or hard of hearing</i>	10	20%	40%	30%	10%

Mounds View Public School District

Table 117. Percent of students in Mounds View Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	5,458	24%	32%	19%	25%
Students receiving special education services	608	9%	17%	16%	59%
<i>Students who are deaf or hard of hearing</i>	13	8%	46%	38%	8%

Table 118. Percent of students in Mounds View Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	5,566	25%	31%	19%	25%
Students receiving special education services	658	10%	15%	15%	60%
<i>Students who are deaf or hard of hearing</i>	12	17%	42%	25%	17%

Table 119. Percent of students in Mounds View Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	5,576	20%	38%	17%	25%
Students receiving special education services	628	6%	19%	13%	62%
<i>Students who are deaf or hard of hearing</i>	13	23%	31%	31%	15%

Table 120. Percent of students in Mounds View Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	5,727	20%	36%	18%	26%
Students receiving special education services	663	6%	19%	14%	62%
<i>Students who are deaf or hard of hearing</i>	11	18%	55%	27%	0%

North St. Paul-Maplewood Oakdale

Table 121. Percent of students in North St. Paul-Maplewood Oakdale in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,343	9%	21%	24%	46%
Students receiving special education services	684	2%	8%	13%	77%
<i>Students who are deaf or hard of hearing</i>	19	5%	26%	11%	58%

Table 122. Percent of students in North St. Paul-Maplewood Oakdale in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,548	10%	22%	23%	45%
Students receiving special education services	743	4%	7%	12%	77%
<i>Students who are deaf or hard of hearing</i>	19	5%	21%	5%	68%

Table 123. Percent of students in North St. Paul-Maplewood Oakdale in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,529	7%	27%	24%	42%
Students receiving special education services	696	3%	10%	13%	75%
<i>Students who are deaf or hard of hearing</i>	19	21%	5%	11%	63%

Table 124. Percent of students in North St. Paul-Maplewood Oakdale in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,747	7%	28%	23%	42%
Students receiving special education services	781	2%	9%	10%	79%
<i>Students who are deaf or hard of hearing</i>	18	11%	17%	17%	56%

Osseo Public School District

Table 125. Percent of students in Osseo Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	9,694	17%	27%	21%	35%
Students receiving special education services	1,195	9%	12%	14%	65%
<i>Students who are deaf or hard of hearing</i>	25	20%	16%	20%	44%

Table 126. Percent of students in Osseo Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	10,003	16%	27%	21%	36%
Students receiving special education services	1,275	7%	12%	13%	67%
<i>Students who are deaf or hard of hearing</i>	27	7%	22%	19%	52%

Table 127. Percent of students in Osseo Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	10,072	13%	35%	22%	30%
Students receiving special education services	1,230	6%	15%	15%	65%
<i>Students who are deaf or hard of hearing</i>	26	23%	15%	15%	46%

Table 128. Percent of students in Osseo Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	10,114	11%	36%	22%	31%
Students receiving special education services	1,289	4%	14%	13%	69%
<i>Students who are deaf or hard of hearing</i>	29	7%	17%	21%	55%

Prior Lake-Savage Area Schools

Table 129. Percent of students in Prior Lake-Savage Area Schools in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,174	23%	35%	22%	20%
Students receiving special education services	528	13%	21%	17%	48%
<i>Students who are deaf or hard of hearing</i>	11	36%	27%	27%	9%

Table 130. Percent of students in Prior Lake-Savage Area Schools in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	4,204	22%	36%	22%	20%
Students receiving special education services	570	14%	19%	16%	51%
<i>Students who are deaf or hard of hearing</i>	12	25%	42%	17%	17%

Robbinsdale Public School District

Table 131. Percent of students in Robbinsdale Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	14,696	19%	39%	19%	23%
Students receiving special education services	2,108	6%	20%	16%	57%
<i>Students who are deaf or hard of hearing</i>	51	18%	41%	22%	20%

Table 132. Percent of students in Robbinsdale Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	14,755	18%	39%	19%	24%
Students receiving special education services	2,231	5%	19%	17%	58%
<i>Students who are deaf or hard of hearing</i>	43	16%	35%	28%	21%

Rochester Public School District

Table 133. Percent of students in Rochester Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	7,942	15%	26%	22%	37%
Students receiving special education services	1,246	7%	13%	14%	66%
<i>Students who are deaf or hard of hearing</i>	32	13%	13%	28%	47%

Table 134. Percent of students in Rochester Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	8,106	16%	25%	21%	37%
Students receiving special education services	1,268	7%	14%	13%	67%
<i>Students who are deaf or hard of hearing</i>	40	8%	18%	25%	50%

Table 135. Percent of students in Rochester Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	8,167	14%	35%	19%	32%
Students receiving special education services	1,282	5%	17%	15%	63%
<i>Students who are deaf or hard of hearing</i>	34	9%	29%	21%	41%

Table 136. Percent of students in Rochester Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	8,290	14%	34%	20%	33%
Students receiving special education services	1,290	4%	18%	14%	64%
<i>Students who are deaf or hard of hearing</i>	38	5%	32%	13%	50%

Rosemount-Apple Valley-Eagan Public School District

Table 137. Percent of students in Rosemount-Apple Valley-Eagan Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	14,532	23%	32%	22%	23%
Students receiving special education services	2,062	9%	16%	18%	57%
<i>Students who are deaf or hard of hearing</i>	53	26%	21%	30%	23%

Table 138. Percent of students in Rosemount-Apple Valley-Eagan Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	14,639	22%	31%	22%	25%
Students receiving special education services	2,200	8%	15%	18%	59%
<i>Students who are deaf or hard of hearing</i>	41	22%	24%	32%	22%

Saint Paul Public Schools

Table 139. Percent of students in Saint Paul Public Schools in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	13,472	9%	16%	19%	56%
Students receiving special education services	1,732	5%	7%	8%	80%
<i>Students who are deaf or hard of hearing</i>	55	4%	9%	15%	73%

Table 140. Percent of students in Saint Paul Public Schools in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	14,054	10%	16%	18%	56%
Students receiving special education services	1,979	5%	7%	9%	79%
<i>Students who are deaf or hard of hearing</i>	64	2%	14%	9%	75%

Table 141. Percent of students in Saint Paul Public Schools in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	13,983	10%	24%	19%	47%
Students receiving special education services	1,784	5%	9%	10%	76%
<i>Students who are deaf or hard of hearing</i>	63	3%	13%	16%	68%

Table 142. Percent of students in Saint Paul Public Schools in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	14,485	10%	25%	18%	47%
Students receiving special education services	2,013	4%	11%	9%	76%
<i>Students who are deaf or hard of hearing</i>	65	3%	17%	17%	63%

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 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	9,183	21%	32%	23%	23%
Students receiving special education services	1,433	10%	18%	20%	52%
<i>Students who are deaf or hard of hearing</i>	23	9%	43%	26%	22%

Table 144. Percent of students in South Washington County Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	9,346	20%	32%	24%	25%
Students receiving special education services	1,526	9%	17%	20%	53%
<i>Students who are deaf or hard of hearing</i>	24	17%	29%	38%	17%

Table 145. Percent of students in South Washington County Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	9,481	15%	39%	21%	24%
Students receiving special education services	1,492	4%	23%	18%	54%
<i>Students who are deaf or hard of hearing</i>	25	4%	40%	24%	32%

Table 146. Percent of students in South Washington County Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	9,646	15%	39%	22%	24%
Students receiving special education services	1,567	5%	21%	19%	55%
<i>Students who are deaf or hard of hearing</i>	25	8%	48%	12%	32%

Wayzata Public School District

Table 147. Percent of students in Wayzata Public School District in each proficiency category on the MCA math assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	6,335	43%	33%	14%	11%
Students receiving special education services	611	24%	22%	20%	34%
<i>Students who are deaf or hard of hearing</i>	16	38%	25%	25%	13%

Table 148. Percent of students in Wayzata Public School District in each proficiency category on the MCA math assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	6,500	40%	33%	15%	13%
Students receiving special education services	670	20%	22%	19%	40%
<i>Students who are deaf or hard of hearing</i>	19	32%	32%	26%	11%

Table 149. Percent of students in Wayzata Public School District in each proficiency category on the MCA reading assessment in 2024

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	6,440	30%	43%	14%	13%
Students receiving special education services	618	15%	30%	17%	39%
<i>Students who are deaf or hard of hearing</i>	19	21%	42%	26%	11%

Table 150. Percent of students in Wayzata Public School District in each proficiency category on the MCA reading assessment in 2025

Student group	Total	Exceeds	Meets	Partially meets	Does not meet
All students	6,737	29%	43%	14%	13%
Students receiving special education services	673	14%	27%	17%	42%
<i>Students who are deaf or hard of hearing</i>	18	22%	44%	17%	17%