DEPARTMENT OF EDUCATION

Students Who Are Blind or Visually Impaired

Biennial Report to the Legislature: 2026

As required by Minnesota Statutes 2019, section 125A.63

For more information:

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As requested by Minnesota Statutes 2023, section 3.197: This report cost approximately $10,194 to prepare, including staff time, printing, and mailing expenses.

Upon request, this material will be made available in an alternative format such as large print, braille, or audio recording. Printed on recycled paper.

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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 the 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 Blind or Visually Impaired Advisory Committee Members

- John Davis: Director, Minnesota State Academy for the Blind
- Rikita Davis: Parent Representative
- Shane DeSantis: State Services for the Blind Representative
- Diane Dohnalik: MDE Representative, Specialist for the Blind/Visually Impaired
- Jay Fehrman: Administrator Representative
- Steve Jacobson: Program Representative, National Federation of the Blind
- Jamie Jindra: Related Service Personnel Representative
- Lori Klein: Special Education Director Representative
- Barb Lhotka: Higher Education Representative
- Josh Roalson: Parent Representative

Executive Summary

This report includes summaries of student demographics, child counts, enrollment counts, graduation rates, and assessment results for the 2024-25 school year. The trend data that is included reflects the achievements, milestones, and areas of concern for students with the primary disability classification of blind or visually impaired (BVI) at statewide and regional levels. Additionally, it outlines needs, recommendations, and statewide resources specific to students who are BVI.

The BVI Advisory Committee recommended solutions to improve educational outcomes for students who are BVI including:

- Expanding the use of accessible education materials
- Addressing shortages of educated and licensed teachers of the blind or visually impaired (TBVI) and certified orientation and mobility specialists (COMS)
- Potentially requiring all school districts to report secondary and tertiary disability labels of students who are BVI
- Providing the time needed to teach the expanded core curriculum (ECC)

It is crucial that students who are BVI receive the education necessary to reach their postsecondary educational, personal, and employment goals. Quality education will help empower students to become contributing members and future leaders in Minnesota.

Additional information is also included in the appendices. They include information on the ECC (Appendix A); collaborative statewide resources (Appendix B); summary of early childhood outcomes (Appendix C); outcomes for students who are DeafBlind (Appendix D); and data tables for report figures (Appendix E).

Introduction

This report summarizes the educational outcomes for students with the primary disability classification of blind or visually impaired (BVI) 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 BVI. To address the areas of need and improve outcomes for students who are BVI, the BVI Advisory Committee has reviewed and approved recommendations contained in the report.

Data Sources

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

- Minnesota Automated Reporting Student System (MARSS)
- MDE Assessment Data
- Early Childhood Child Outcome Survey Data

Results are reported only on population groups greater than ten to protect individual privacy. While overall student counts for all eleven regions in the state are included on page 17, only three regions had math or reading assessment results for ten or more students who were BVI (Region 7, Region 10, and Region 11). The demographic data and assessment data trends summaries are, therefore, only included for those three regions in the report. No individual school district had results for over 10 students who are BVI, so district-level results are not included here.

Data Challenges

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

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

- **Accessibility:** Existing adaptive online tests are not accessible to students who are blind. Instead, they receive a hard copy test in braille.
- **Testing fatigue:** Students who are BVI often spend twice as much time testing as their peers.

- **Assessment validity with tactile graphics:** Issues with the tactile graphics provided in test materials have called into question whether a student is being assessed for their math skills or their tactile graphics skills. The existing tests do not always provide good data regarding learned skills.
- **Test appropriateness:** Many students who are BVI may be given the MTAS in error—data indicates that the appropriateness of the test provided may not be correct.[1]

Updates on Previous Report Recommendations for Improving Student Outcomes

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

Increase Access to Accessible Educational Materials

Progress has been made in expanding access to accessible educational materials since the 2024 report, though continued effort is needed to ensure consistent implementation across Local Education Agencies (LEAs).

MDE has developed and shared procurement guidance for LEAs, including specific contract language to ensure accessibility requirements are met. This language appears on page 44 of the Assistive Technology Manual (an updated version is currently under review), which has been broadly shared through statewide educator communications, disability-specific professional development, and communities of practice.

A contract with the Minnesota State Services for the Blind Communication Center has strengthened the provision of accessible textbooks in braille and other formats by leveraging publisher files available through the National Instructional Materials Access Center. While this reduces reliance on manual transcription, some materials still require it, and gaps persist where accessible formats are not readily available.

A legislatively mandated workgroup was established last year to recommend changes to the READ Act[2] for students who cannot learn through a sound-based approach, including those who are deaf, hard of hearing, or DeafBlind. After reviewing screening, curriculum, and professional development components, the group was asked to continue its work by identifying alternatives to current READ Act resources. This work aligns with ongoing efforts to ensure braille and large-print materials are integrated into literacy instruction for students

[1] Ferrell, K. A., S. Bruce, and J. L. Luckner (2014). *Evidence-based practices for students with sensory impairments*. Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website (https://ceedar.education.ufl.edu/wp-content/uploads/2014/09/IC-4_FINAL_03-30-15.pdf).

[2] 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.

who are DeafBlind. MDE is concluding a project to annotate current READ Act interventions with information for TBVI using the materials to instruct students who read braille.

MDE also continued to partner with the Minnesota Access Center to offer virtual learning opportunities for Minnesota educators and related service personnel to ask questions regarding specific products and services. These topic examples include roles and responsibilities of teachers and Individualized Education Program (IEP) teams, Medicaid in schools, augmentative and alternative communication, and specific assistive technology devices. During the past year, there has been an emphasis on general literacy issues for students with complex learning needs, including a growing focus on braille and sound-based education.

Finally, the BVI Advisory Committee has developed a guide of AT resources for educators supporting students who are BVI. The guide explains what assistive technology is, when it should be used, and how to implement it effectively.

Address Shortages in Educated and Licensed TBVI and COMS

Limited progress has been made in addressing ongoing workforce shortages in TBVI and COMS. Efforts from 2021-2023 to establish a Minnesota-based university preparation program for TBVI were unsuccessful, and no legislative funding has been secured to support such a program. As a result, MDE continues to explore alternative pathways to license qualified TBVI and COMS without a local training option.

Financial support remains available through the statewide low incidence tuition support grant and regional projects, which helps special education teachers pursue licensure to serve students who are blind or have low vision. During the 2022-2024 reporting period, MDE launched a statewide mentoring program for TBVI in their first three years of teaching. This program continues to be an essential strategy for retention, skill development, and professional support.

To further assist candidates enrolled in out-of-state teacher preparation programs, BrightWorks State Low Incidence Project[3] continues to provide monthly coaching sessions during the school year to help teacher candidates apply coursework to Minnesota educational settings. Collaboration with the Minnesota Professional Educator Licensing and Standards Board (PELSB) also continues to improve pathways to Minnesota licensure for individuals completing preparation programs in other states. Since the previous report, 17 teacher candidates have been enrolled in preparation programs: nine are nearing completion, five are midway through their programs, and three have recently begun their training.

[3] The Minnesota Low Incidence Projects are state-initiated, federally funded programs designed to assist school districts in fulfilling federal Individuals with Disabilities Education Act requirements. Hosted by BrightWorks (formerly Metropolitan Educational Service Agency), these projects provide leadership, professional development, and technical assistance for educators working with students who have low-incidence disabilities.

Consider Requesting the Reporting of Secondary and Tertiary Disability Labels of Students

There has been no substantive progress toward implementing a requirement for districts to report secondary and tertiary disability designations.

Ongoing discussions continue to highlight concerns about the reliability of data on disability diagnoses. In practice, students receiving BVI services are not consistently identified as BVI under a secondary or tertiary disability; instead, they are often reported under other primary disability categories, such as Severe Multiple Impairments. Additionally, reporting practices vary widely across districts, limiting both the comparability and completeness of the data collected.

Provide Time Needed to Teach the Expanded Core Curriculum (ECC) in Minnesota

While progress has been made in supporting ECC, schools still face challenges in setting aside enough time for it.

MDE created an ECC resource list and will publish it on the MDE website to improve educators' access to instructional materials. The team also shared these resources through the Minnesota Division on Visual Impairment newsletter. In addition, MDE encouraged TBVIs to incorporate ECC-related goals, progress updates, and future planning into IEP discussions and progress meetings.

Appendix A contains more detailed information on the ECC.

Recommendations for Improving Student Outcomes

Based on the research and educational assessment results described in this report, the BVI Advisory Committee presents the following recommendations for improving outcomes for students who are BVI. The recommendations are focused on four areas:

Recommendation 1: Expand the Use of Accessible Educational Materials

Educational materials purchased and used by LEAs are often not aligned with the Web Content Accessibility Guidelines (WCAG) 2.1. These guidelines provide recommendations on how to make web content more accessible to people with disabilities. While the READ Act requires districts to choose from approved screeners and curricula, those choices do not currently include options that are fully accessible for students who are BVI. Some annotation work has begun to support TBVI and general education teachers in using these materials with braille readers, but additional efforts are needed to ensure full accessibility.

MDE should:

- Request LEAs to include accessibility requirements in their purchasing practices, as outlined on page 44 in the MDE Assistive Technology Manual.
- Expand publisher accountability by requiring materials that meet accessibility standards at the time of adoption to ensure full implementation of the READ Act for students who are BVI and DeafBlind.

- Continue to use the Minnesota Access Center as a forum for discussion and professional learning related to equitable access. This includes sharing proven strategies to help schools make decisions that ensure accessibility for all students.

Recommendation 2: Address Shortages in Educated and Licensed TBVI and COMS

There is currently no teacher preparation program for TBVI in Minnesota, creating a significant barrier for interested candidates. Prospective teachers must enroll in out-of-state programs, which introduces challenges related to tuition costs, residency requirements, and securing Minnesota licensure upon completion. While the mentoring program provides valuable support for teacher recruitment and retention, its capacity is limited. Overall, a sustainable and collaborative approach is needed to increase the number and availability of qualified TBVI and COMS.

The legislature should:

- Fund the establishment of a teacher preparation program for TBVI in Minnesota.
- Provide funding for tuition assistance to teacher candidates, including individuals entering the field from outside special education.

MDE should:

- Continue to advocate for funding from the legislature to develop a teacher training program for TBVI in Minnesota.
- Explore a potential collaboration with the University of North Dakota and PELSB to create a direct pipeline to Minnesota licensure.
- Consider alternative licensing pathways such as local training options.
- Continue the TBVI mentoring program and seek additional funding to expand its capacity.
- Provide tuition assistance to teacher candidates, including those entering from non-special-education backgrounds.

Recommendation 3: Consider Requesting the Reporting of Secondary and Tertiary Disability Labels of Students

Currently, MDE can collect and report only primary disability data. This limitation prevents an accurate count of students with visual impairments who receive services from TBVI and COMS. Many students with vision loss are identified under other primary disability categories, meaning they are not captured in primary disability counts.

The legislature should:

- Consider requiring MDE to have all school districts report secondary and tertiary disability labels of students who are BVI. This would provide more accurate student counts and allow MDE to better estimate the number of TBVI and COMS needed statewide.

MDE should:

- Evaluate alternatives to secondary and tertiary disability reporting, including service-based data collection models.
- Provide guidance to LEAs to improve consistency in identifying and reporting student needs.
- Engage stakeholders to determine feasible, accurate, and meaningful reporting practices.

Recommendation 4: Provide Time Needed to Teach the ECC in Minnesota

The ECC is the foundation of instruction provided by TBVI. IEP teams need adequate time to discuss each student's ECC strengths and needs. LEAs should recognize the importance of regular review sessions with team members to update progress and plans for learning. Families can better support their children's education if they fully understand the nine areas of the ECC.

LEAs and IEP teams should:

- Implement ongoing communication systems with clear examples and expectations.

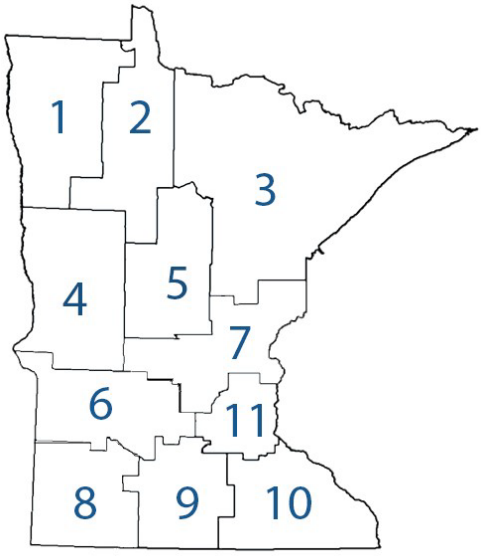
MDE should:

- Provide guidance to LEAs and TBVI on embedding the ECC in all activities, rather than treating it as a separate instructional block.
- Create resources for families and educators to support ECC understanding and effective implementation.
- Share information about the ECC with families and new teachers using easy-to-access materials and tools.
- Develop a document that defines the ECC as a priority in the education of students who are BVI and includes real-life scenarios and examples of embedded instruction.

Student Enrollment and Demographic Data

The demographic data presented, unless otherwise noted, 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.

Figure 1. Map of Minnesota's regional development commissions



The number of students on individual TBVI workloads can vary significantly due to individual student need, school district size, district sparsity, travel distance between schools, and travel times in rural and metropolitan areas (Table 1).

Table 1. Numbers of students who are BVI and staff who are TBVI and COMS by region, 2024-25

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	n/a
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	n/a
Region 10	63	132	227	7	32.4	n/a
Region 11	219	702	1,034	44	23.5	6
Statewide total	**449**	**1,303**	**1,854**	**84**	**21.8 (average)**	**11**

Enrollment Summary

Table 2 shows how enrollment for students who are BVI compares with other student populations in 2024-25. At the statewide level, students whose primary disability was BVI made up 0.05% of the overall student population and 0.27% of the population of students receiving special education services. The largest number of students who are BVI was located in Region 11 (Twin Cities), while the largest percentage within a single region was in Region 10 (Southeastern Minnesota). Given the small number of students who are BVI, 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 the special education or all students groups.

Table 2. K-12 enrollment of student categories by region 2024-25

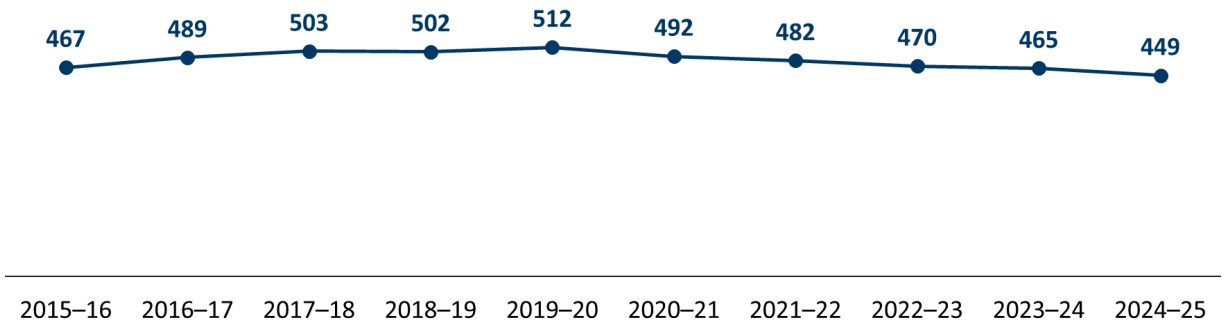
Region name	All students K-12 fall enrollment	BVI K-12	Percent BVI	K-12 special education enrollment	Percent BVI
Regions 1 and 2	26,392	16	0.06%	5,416	0.30%
Region 3	39,755	23	0.06%	8,462	0.27%
Region 4	34,711	16	0.05%	6,587	0.24%
Region 5	24,397	14	0.06%	5,314	0.26%
Regions 6 and 8	42,515	17	0.04%	7,926	0.21%
Region 7	102,748	55	0.05%	18,385	0.30%
Region 9	32,187	8	0.02%	5,870	0.14%
Region 10	73,379	56	0.08%	13,209	0.42%
Region 11	471,563	190	0.04%	77,030	0.25%
Statewide total	**847,647**	**395**	**0.05%**	**148,199**	**0.27%**

Child Count

Enrollment numbers are based on the number of students enrolled in grades K-12 in the fall of each 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 21[4]. Figure 2 below provides an overview of the number of students who are BVI based on child count data from 2015-16 to 2024-25. While the number of students who are BVI increased to a high of 512 in 2019-20, it started decreasing for the first time in 2020-21 and continued to decline to the lowest in the 10-year period in 2024-25.

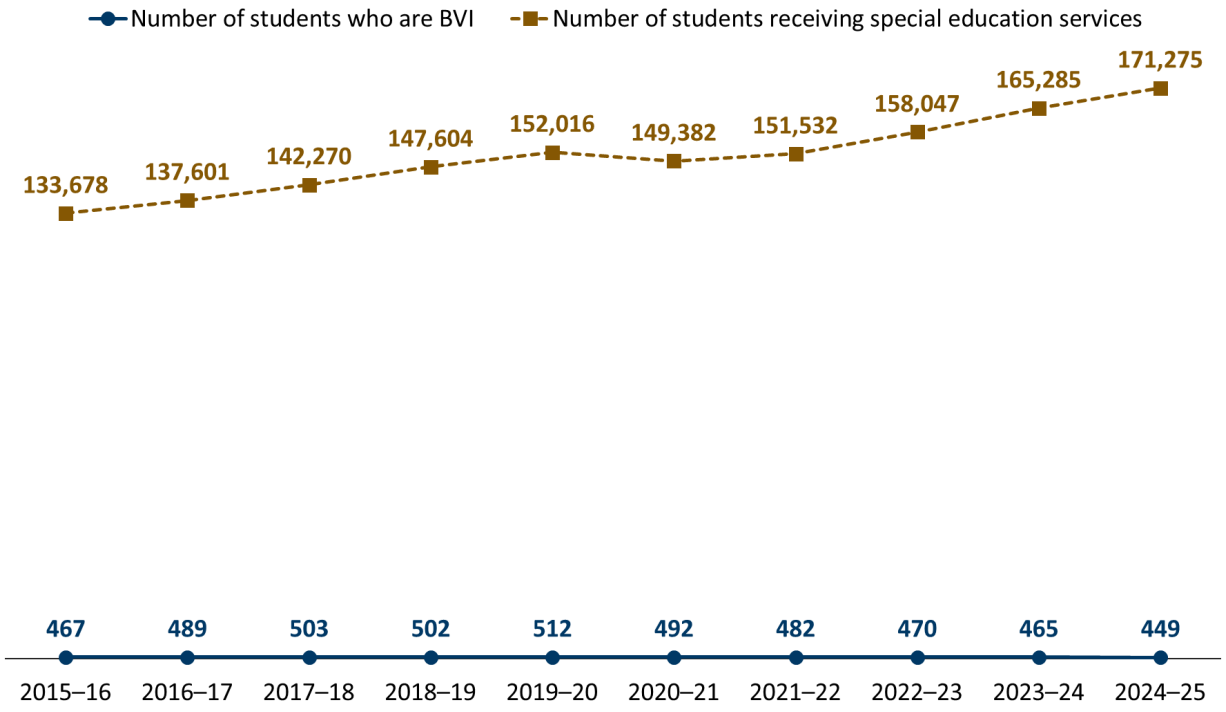
[4] In 2023, the Minnesota Legislature amended Minnesota Statutes, section 125A.03(b), to extend the provision of special instruction and services for children and youth with disabilities until the day before their 22nd birthday.

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



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 BVI counts, ages 0-21 (2015-16 to 2022-23) and ages 0-22 (2023-24 to 2024-25)

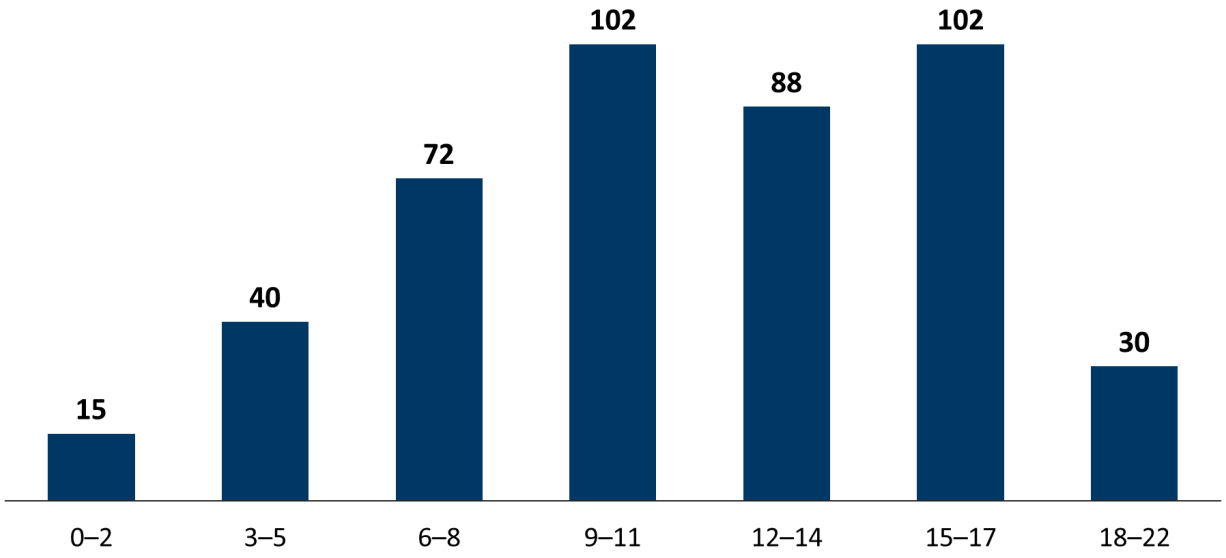


Demographics

The data below includes additional demographic information about students who are BVI. The demographic breakdowns are based on child count data from the 2024-25 school year, which includes students ages 0-22 who are enrolled in the school system. A total of 449 students were counted as BVI that school year.

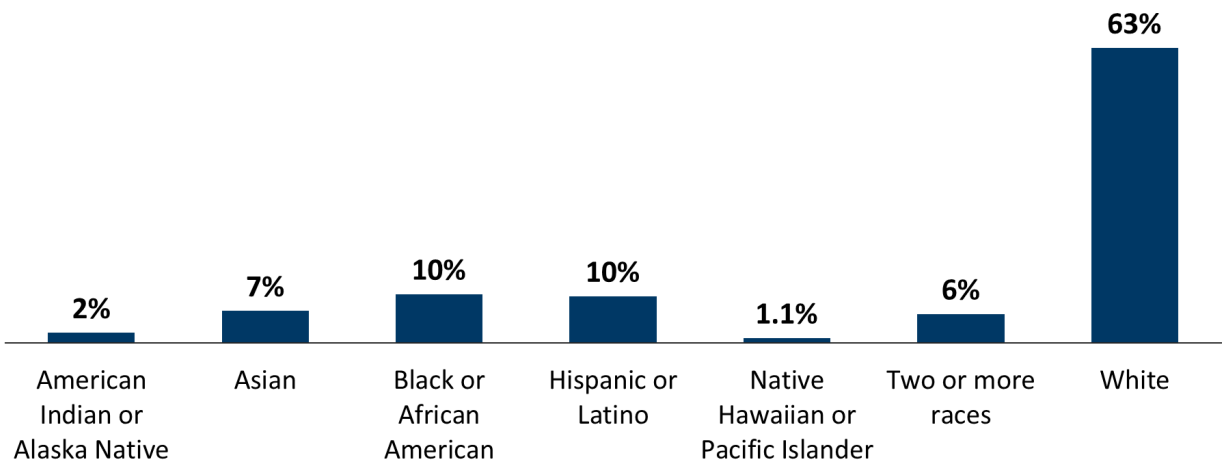
The highest concentrations of students who are BVI are ages 9-17 (Figure 4). The lowest concentrations are in the youngest and oldest age groups.

Figure 4. Child count by age distribution of students who are BVI, 2024-25 (n=449)



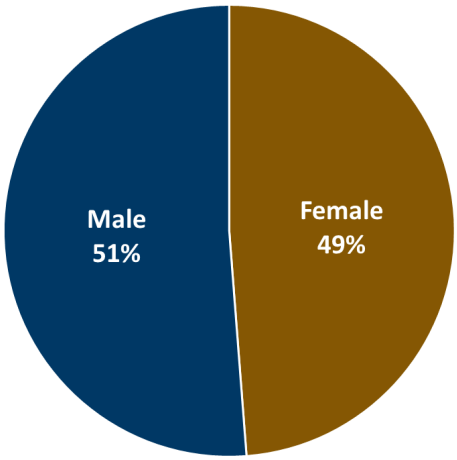
The majority of students (63%) who are BVI are white, distantly followed by Hispanic or Latino (10%), Black (10%), and Asian (7%) (Figure 5).

Figure 5. Race and ethnicity of students who are BVI, 2024-25 (n=449)



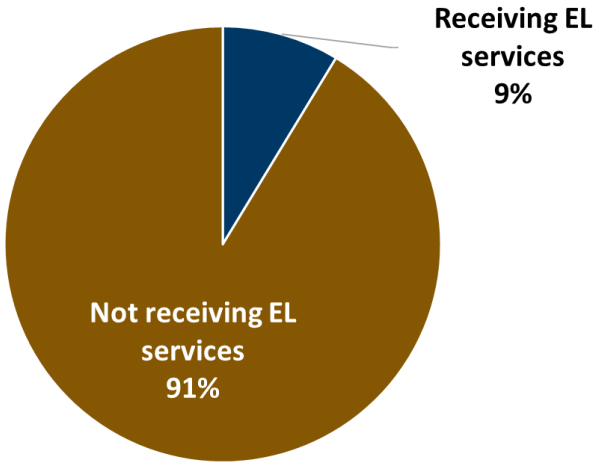
Students who are BVI were slightly more likely to be male (51%) than female (49%) (Figure 6).

Figure 6. Gender of students who are BVI, 2024-25 (n=449)



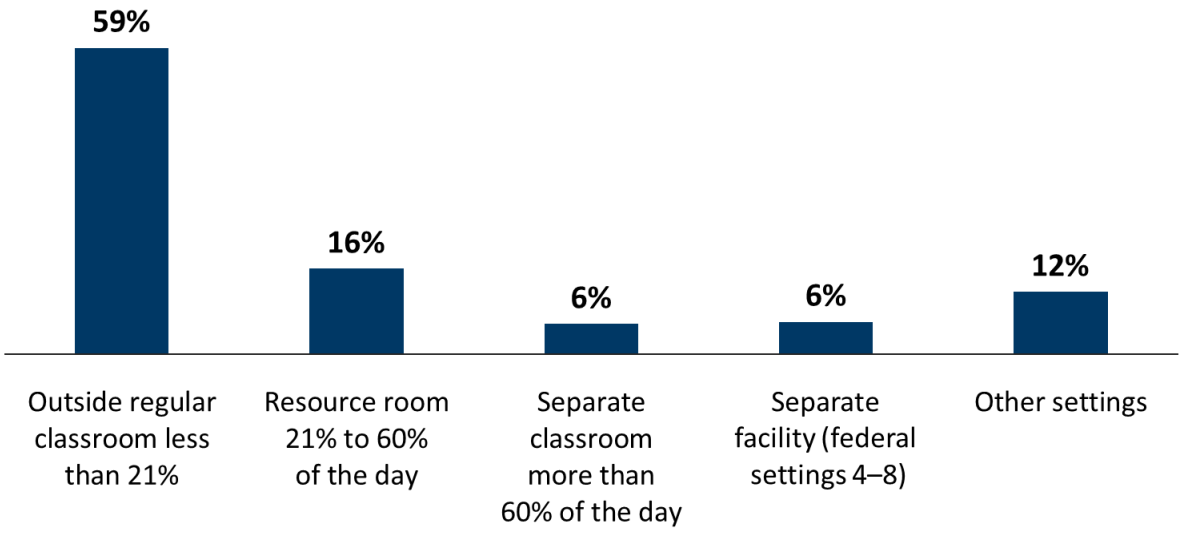
The majority of students who are BVI do not receive English learner (EL) services. In 2024-25, 9% of students who are BVI were receiving EL services (Figure 7).

Figure 7. Percent of students who are BVI who are receiving EL services, 2024-25 (n=449)



Nearly 60% of students who are BVI are in the least restrictive federally defined special education setting, spending less than 21% of their school day outside of a regular (i.e., general education) classroom (Figure 8).

Figure 8. Federally defined instructional settings for students who are BVI, 2024-25 (n=449)



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 US Department of Education and summarizes information on a child's functioning in three outcome areas using a seven-point scale. The three outcome areas are:

- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors to meet needs[5]

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 are BVI is provided in Appendix C.

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 BVI 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 BVI 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.

[5] More information on the three childhood outcomes (https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf)

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.

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 deaf and hard of hearing (DHH) and BVI. Therefore, the recommendations for improving outcomes for students who are BVI 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 D: 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(b), requires that this report include aggregated, data-based education outcomes consistent with the commissioner's school performance report cards. Math and reading proficiency, as demonstrated on the math and reading MCA and MTAS, are major elements of MDE

performance report cards. These tests are intended to measure whether students have achieved proficiency on the state standards for their grade level in math and reading.

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

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

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

MCA Math

Following a period of relative stability, the percentage of students who are BVI who are proficient on the MCA math assessment increased from 32% in 2023 to 38% in 2025 (Figure 9). Their proficiency rates were higher than those for all students who receive special education services (Figure 10) but lower than those for all students (Figure 11).

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

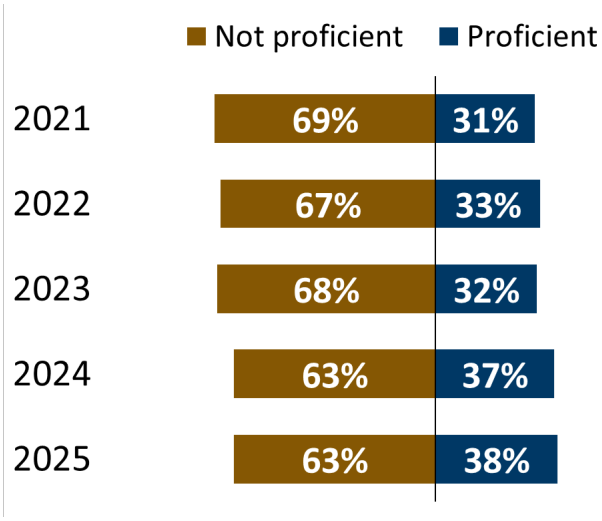


Figure 10. Percentage of **all students who receive special education services** who are proficient and not proficient on the MCA math assessment

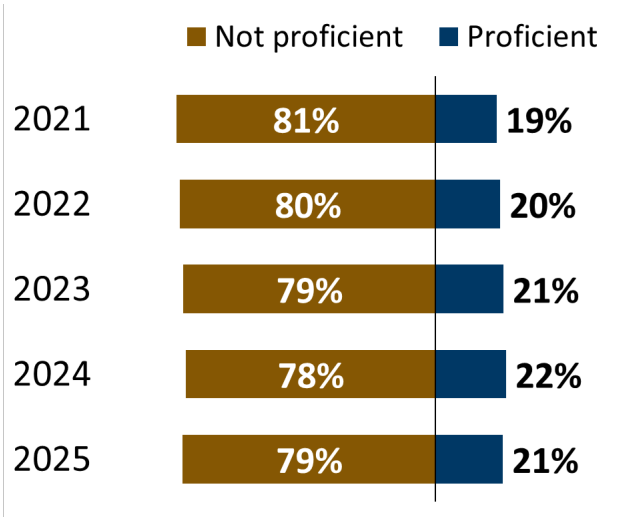


Figure 11. Percentage of **all students in Minnesota** who are proficient and not proficient on the MCA math assessment

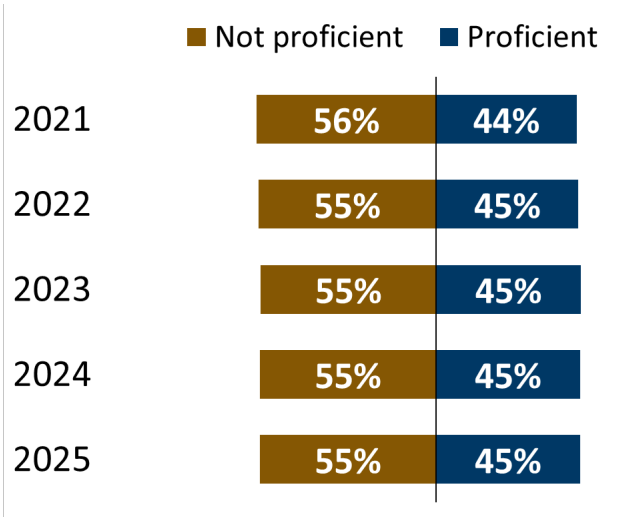


Figure 12 and Figure 13 show MCA math proficiency rates for students who are BVI by grade level from 2022 to 2025. Elementary grades showed comparatively strong performance but notable fluctuation. Third grade proficiency rose from 32% in 2022 to 52% in 2025, despite a dip in 2024. Fourth grade proficiency remained relatively high overall, ranging from 39% to 48% before settling at 42% in 2025. Fifth grade proficiency varied substantially, declining to 20% in 2024 before increasing sharply to 45% in 2025.

Middle school results were mixed and more volatile. Sixth grade proficiency declined overall, falling from 38% in 2022 to 15% in 2025, despite a temporary increase in 2024. Seventh grade proficiency fluctuated widely,

dropping from 37% in 2022 to 22% in 2023 before rising to 43% in 2025. Eighth grade proficiency showed overall improvement, increasing from 21% in 2022 to 37% in 2025.

High school outcomes were inconsistent. Eleventh grade proficiency declined from 20% in 2022 to 14% in 2023, spiked to 38% in 2024, and then fell sharply to 13% in 2025, representing the lowest rate among grade levels in the most recent year.

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

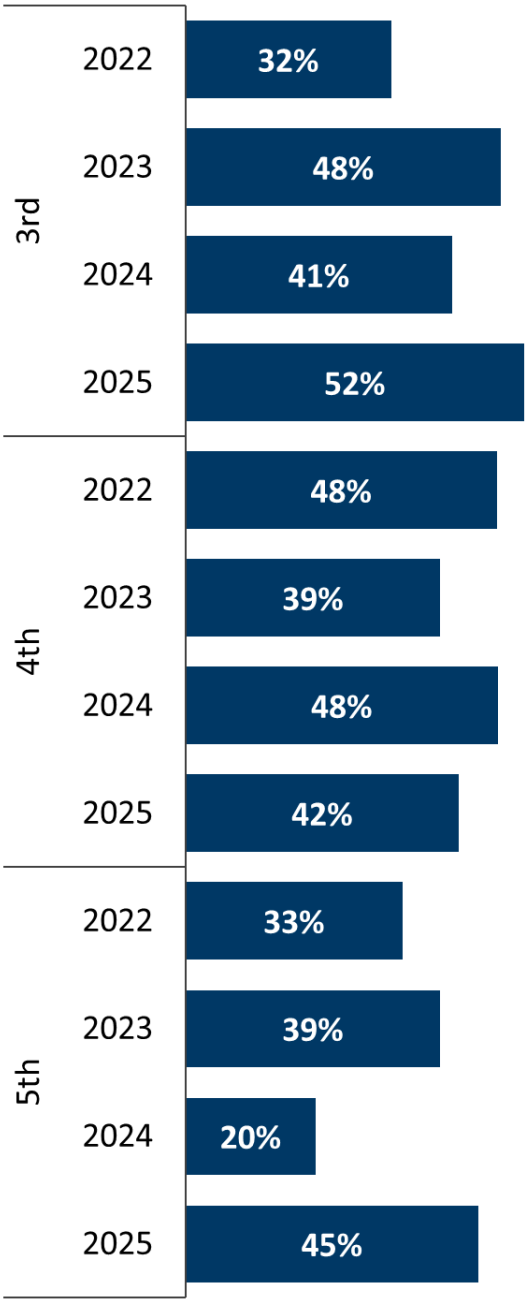
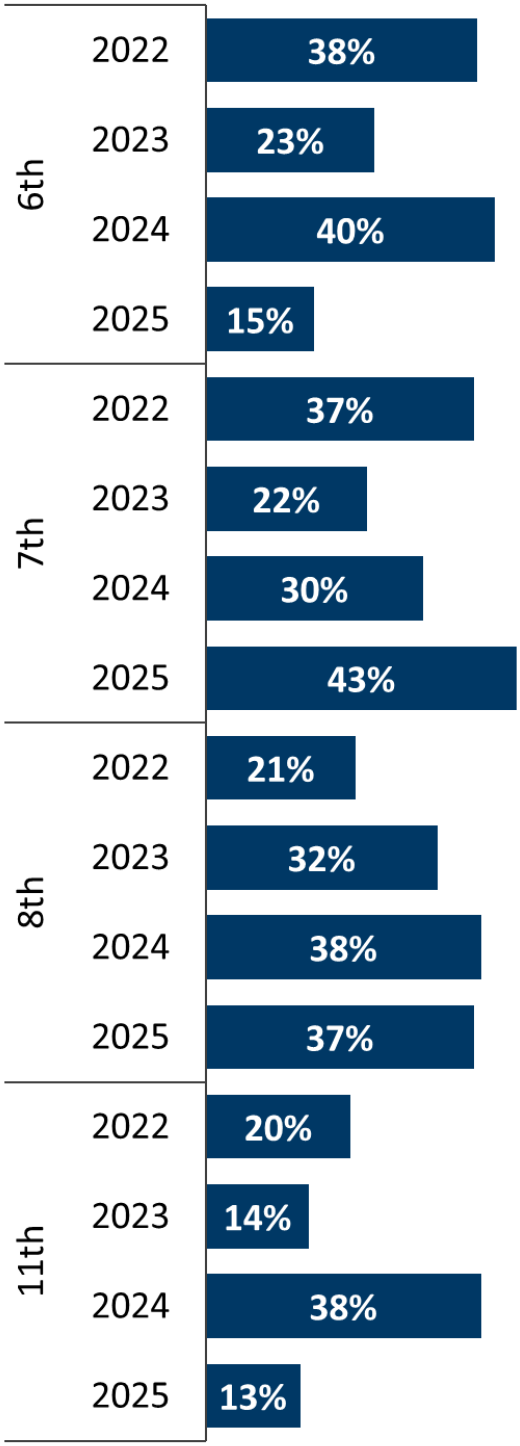


Figure 13. Percentage of students who are BVI who are proficient on the MCA math assessment, grades 6-8, 11



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. From 2022 to 2023, the percentage of students who are BVI who are proficient on the MTAS math assessment decreased 32 percentage points, from 90% to 58% (Figure 14). Fewer than 10 students who are BVI took the MTAS math assessment in 2024 and 2025; therefore, no results are reported for these years. Meanwhile, the math proficiency rate on the MTAS for all students who receive special education services remained relatively stable, hovering around 59-62% (Figure 15).

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

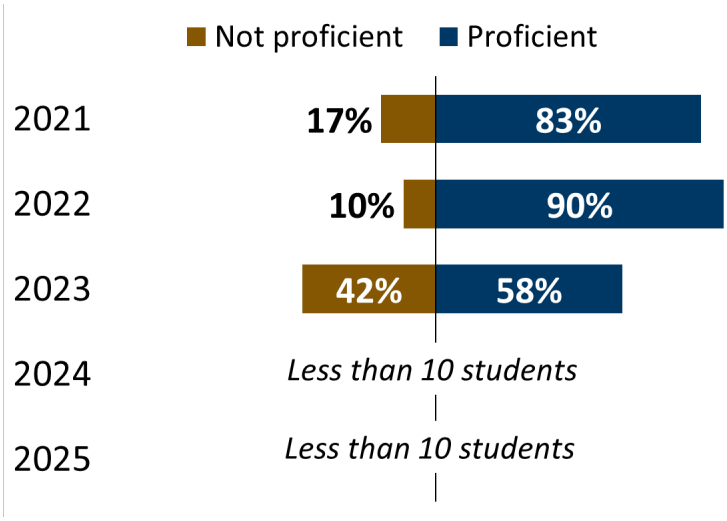
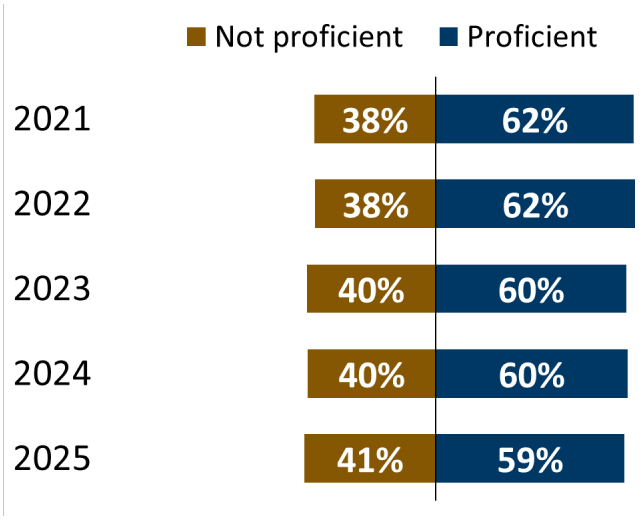


Figure 15. Percentage of **all students who receive special education services** who are proficient and not proficient on the MTAS math assessment



MCA Reading

MCA reading proficiency rates for students who are BVI fluctuated between 34% and 42% between 2021 and 2025 (Figure 16). During this period, their proficiency rates remained consistently higher than those for all students who receive special education services but lower than those for all of students in Minnesota (Figure 17 and Figure 18).

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

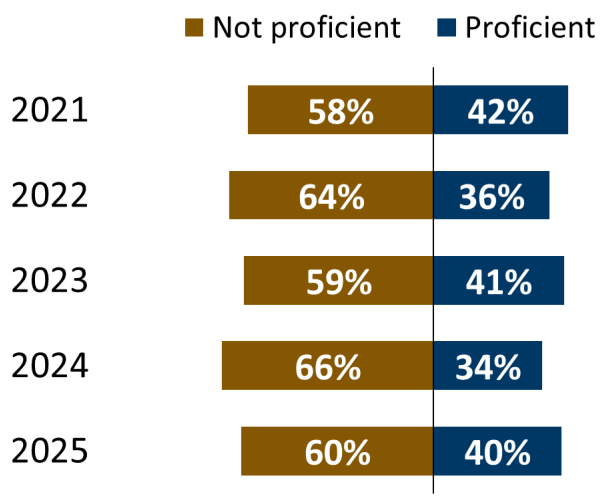


Figure 17. Percentage of **all students who receive special education services** who are proficient and not proficient on the MCA reading assessment

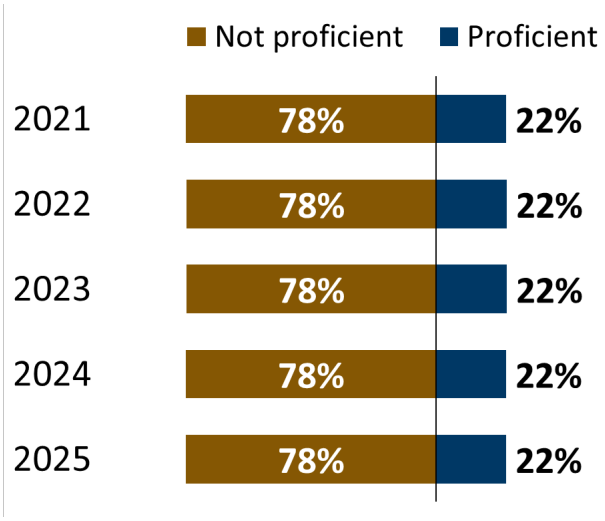
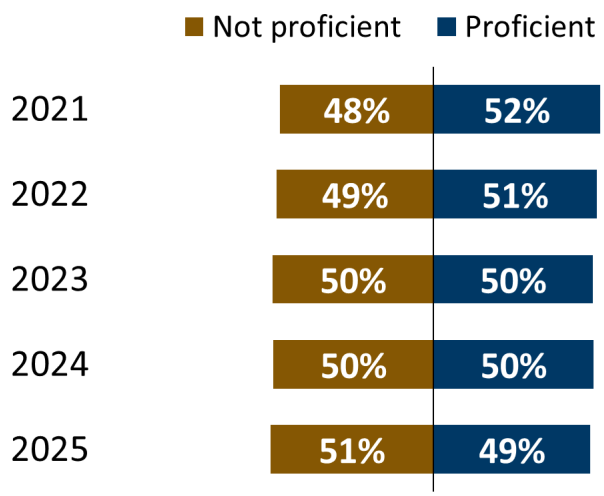


Figure 18. Percentage of **all students in Minnesota** who are proficient and not proficient on the MCA reading assessment



Among students who are BVI, the level and direction of change in MCA reading assessment proficiency from 2022 to 2025 varied considerably by grade level (Figure 19 and Figure 20).

Elementary grades showed considerable variability. Third grade proficiency improved from 26% in 2022 to 48% in 2025, despite a dip in 2024. Fourth grade proficiency declined overall, from 39% in 2022 to 29% in 2025. Fifth grade proficiency demonstrated sharp swings, peaking at 64% in 2023, dropping to 30% in 2024, and rebounding to 52% in 2025.

Middle school results were mixed and highly variable. Sixth grade proficiency rose from 33% in 2022 to 55% in 2024 before falling to 35% in 2025. Seventh grade proficiency increased from 36% in 2022 to 50% in 2023, dropped to 26% in 2024, and then recovered to 39% in 2025. Eighth grade proficiency showed a steady upward trend overall, improving from 29% in 2022 to 42% in 2025.

High school outcomes also fluctuated. Tenth grade proficiency increased from 32% in 2022 to 52% in 2023, then declined to 33% in 2024 and 30% in 2025.

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

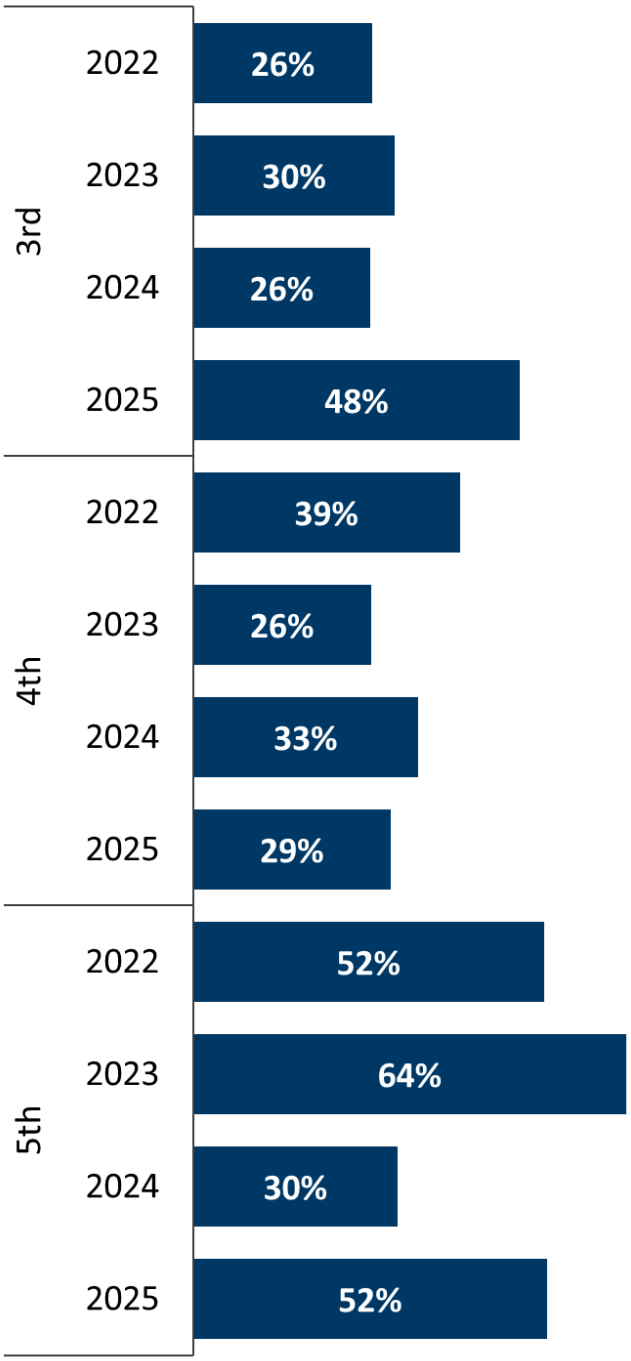
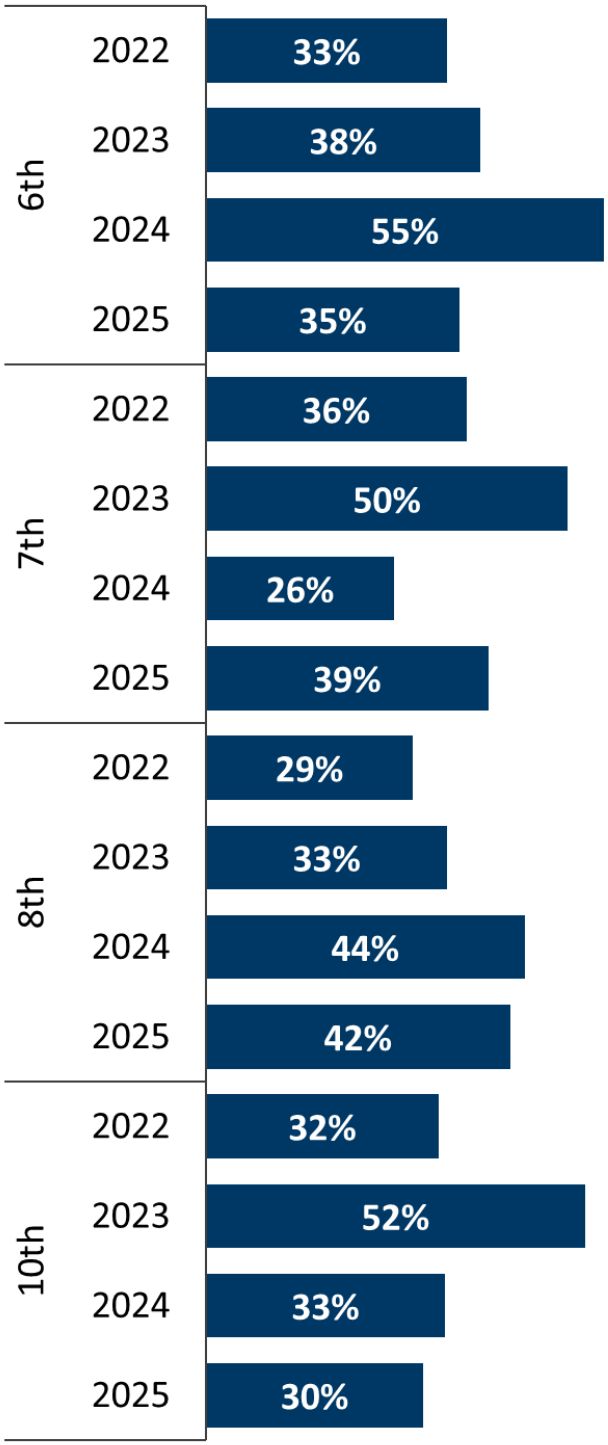


Figure 20. Percentage of students who are BVI who are proficient on the MCA reading assessment, grades 6-8, 10



MTAS Reading

The percentage of students who are BVI who were proficient decreased on the MTAS reading assessment, an adapted version of the MCA for students with significant disabilities, from 85% in 2021 to 71% in 2023 (Figure 21). Fewer than 10 students who are BVI took the MTAS reading assessment in 2024 and 2025; therefore, no results are reported for these years. Meanwhile, the proficiency rates on the MTAS reading assessment for all students who receive special education services declined steadily from 66% in 2021 to 60% in 2025 (Figure 22).

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

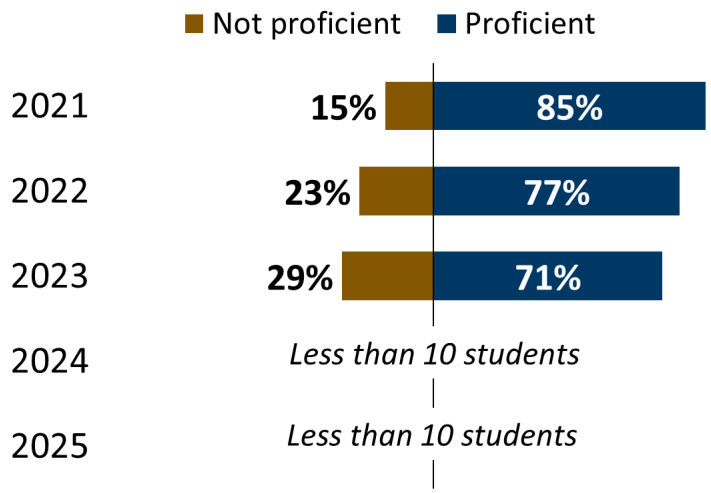
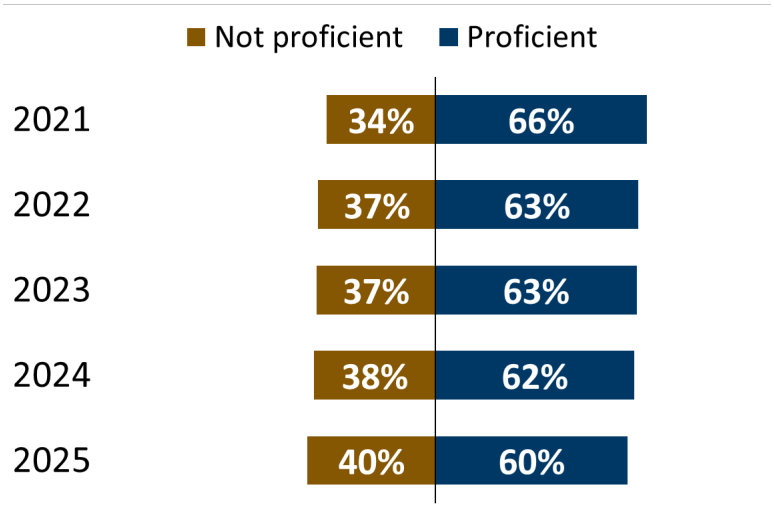


Figure 22. Percentage of **all students who receive special education services** who are proficient and not proficient on the MTAS reading assessment



Regional Assessment Data Trends

This section provides an overview of assessment data trends 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 Mahnomen 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)

To protect individual privacy, results are reported only on population groups greater than ten. Only three regions (Region 7, Region 10, and Region 11) had 10 or more students who are BVI with math and reading assessment results.

Region 7

Figure 23. Shaded map of Region 7

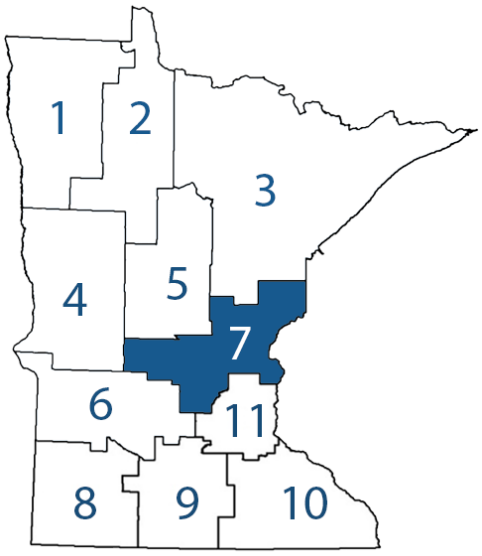


Table 3 includes the number of K-12 students who are BVI enrolled in Region 7 from 2019-20 to 2024-25. Following a period of steady growth, enrollment began to decline in 2023-24, reaching the lowest level of the six-year period in 2024-25.

Table 3. Number of students who are BVI enrolled in Region 7 by year, 2019-20 to 2024-25

Year	Enrolled students who are BVI
2019-20	61
2020-21	62
2021-22	64
2022-23	69
2023-24	63
2024-25	55

MCA Math

The percentage of students in Region 7 who are BVI who are proficient on the MCA math assessment increased from 40% in 2022 to 46% in 2023, then declined sharply to 32% in 2024 before partially rebounding to 38% in 2025 (Figure 24). These MCA math proficiency rates remained higher than those for all students who receive special education services (Figure 25) but lower than those for all students in the region (Figure 26).

Figure 24. Percentage of **students in Region 7 who are BVI** who are proficient and not proficient on the MCA math assessment

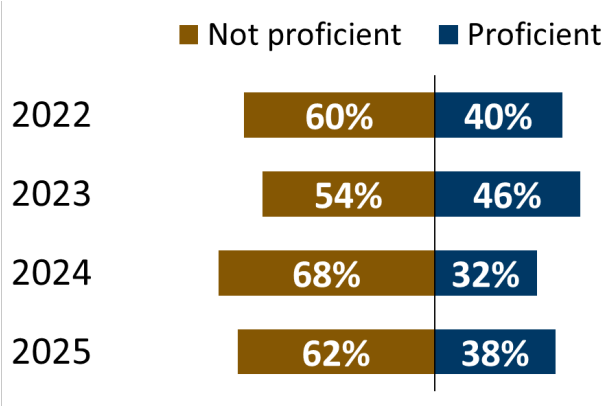


Figure 25. Percentage of **all students in Region 7 who receive special education services** who are proficient and not proficient on the MCA math assessment

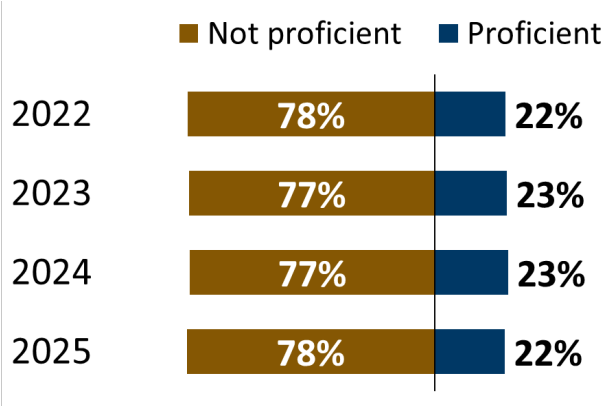
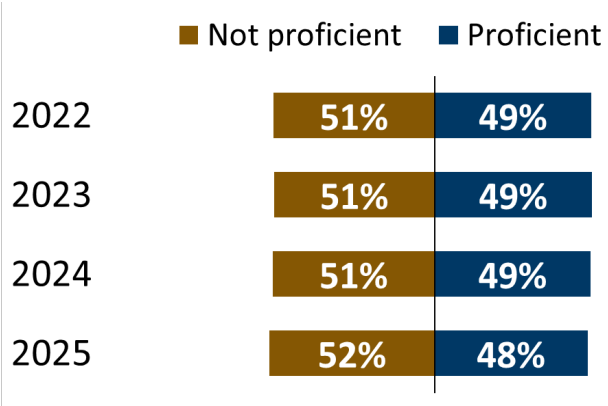


Figure 26. Percentage of **all students in Region 7** who are proficient and not proficient on the MCA math assessment



MCA Reading

In contrast to the MCA math assessment, reading proficiency, as measured by the MCA reading assessment, decreased steadily for students in Region 7 who are BVI, from 50% in 2022 to 26% in 2025 (Figure 27). During this period, their MCA reading proficiency rates remained consistently higher than those for all students in Region 7 who receive special education services (Figure 28) but lower than those for all students in Region 7 (Figure 29).

Figure 27. Percentage of **students in Region 7 who are BVI** who are proficient and not proficient on the MCA reading assessment

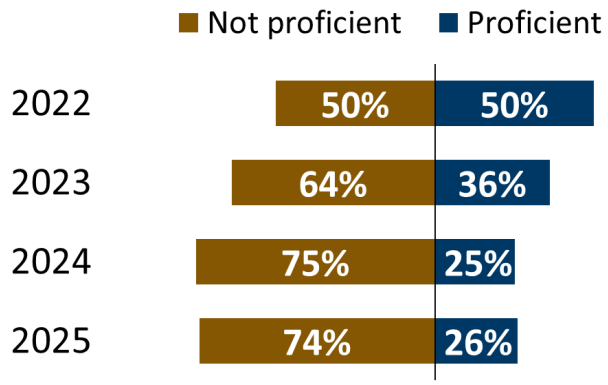


Figure 28. Percentage of **all students in Region 7 who receive special education services** who are proficient and not proficient on the MCA reading assessment

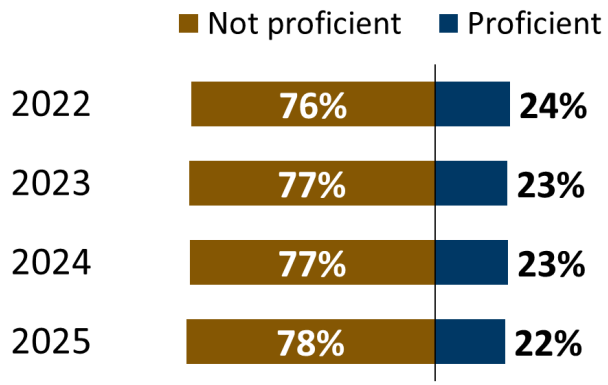
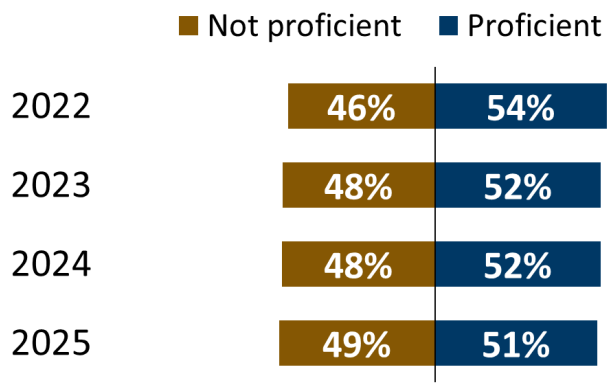


Figure 29. Percentage of **all students in Region 7** who are proficient and not proficient on the MCA reading assessment



Region 10

Figure 30. Shaded map of Region 10

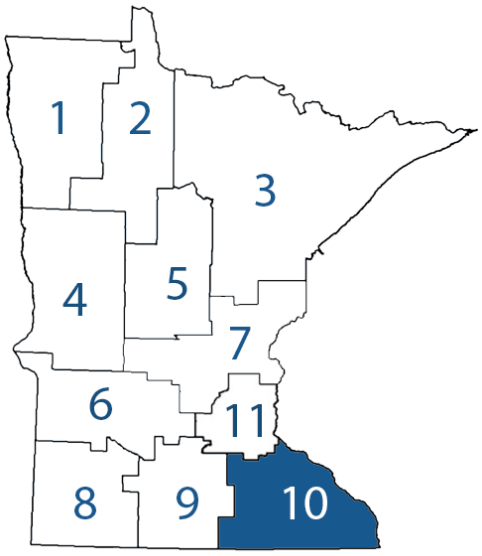


Table 4 on the following page includes the number of K-12 students who are BVI enrolled in Region 10 from 2019-20 to 2024-25. Enrollment declined to its lowest level in the six-year period in 2023-24 before rebounding slightly in 2024-25.

Table 4. Number of students who are BVI enrolled in Region 10 by year, 2019-20 to 2024-25

Year	Enrolled students who are BVI
2019-20	70
2020-21	77
2021-22	69
2022-23	59
2023-24	53
2024-25	56

MCA Math

MCA math proficiency rates for students in Region 10 who are BVI increased steadily from 29% in 2022 and 2023 to 37% in 2025 (Figure 31). During this same period, their proficiency rates remained consistently higher than those for all students who receive special education services (Figure 32) but lower than those for all students in Region 10 (Figure 33).

Figure 31. Percentage of **students in Region 10 who are BVI** who are proficient and not proficient on the MCA math assessment

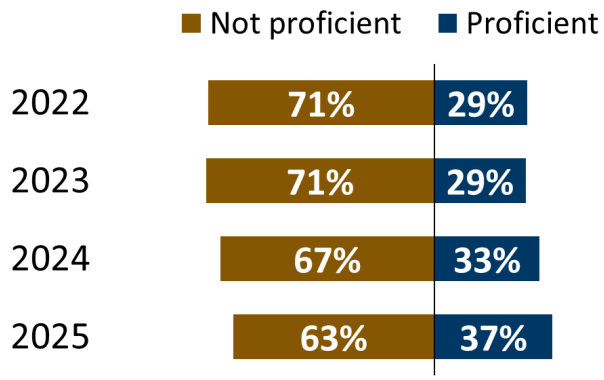


Figure 32. Percentage of **all students in Region 10 who receive special education services** who are proficient and not proficient on the MCA math assessment

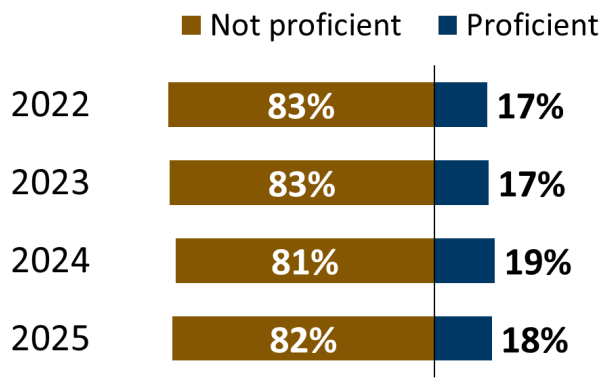
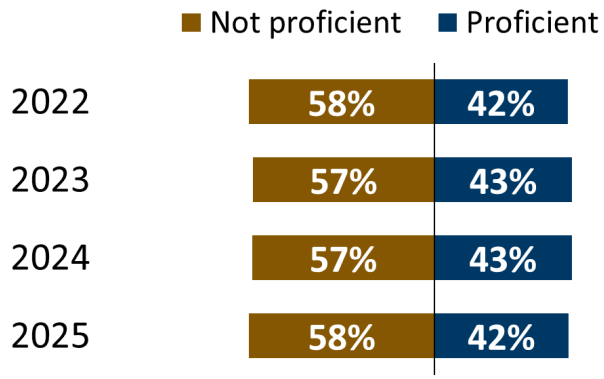


Figure 33. Percentage of **all students in Region 10 who are proficient and not proficient** on the MCA math assessment



MCA Reading

The MCA reading proficiency rate for students in Region 10 who are BVI increased from 29% in 2022 to 50% in 2023, then declined to 47% in 2024 and 40% in 2025 (Figure 34). During this same period, their proficiency rates remained consistently higher than those for all students who receive special education services (Figure 35) but lower than those for all students in the region (Figure 36).

Figure 34. Percentage of **students in Region 10 who are BVI** who are proficient and not proficient on the MCA reading assessment

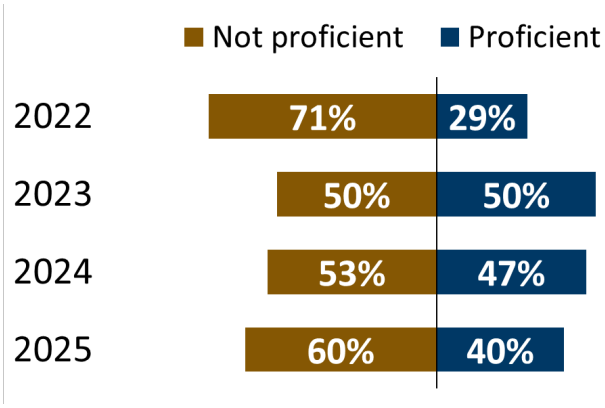


Figure 35. Percentage of **all students in Region 10 who receive special education services** who are proficient and not proficient on the MCA reading assessment

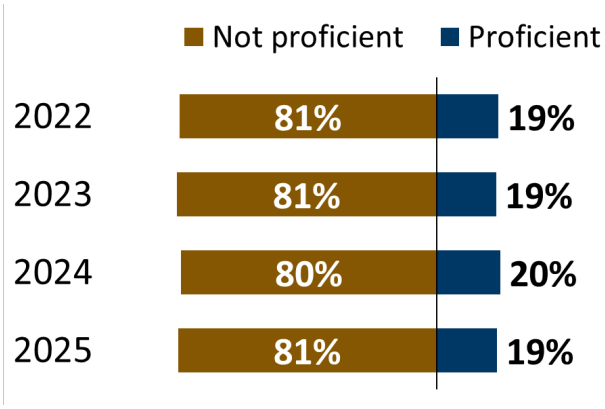
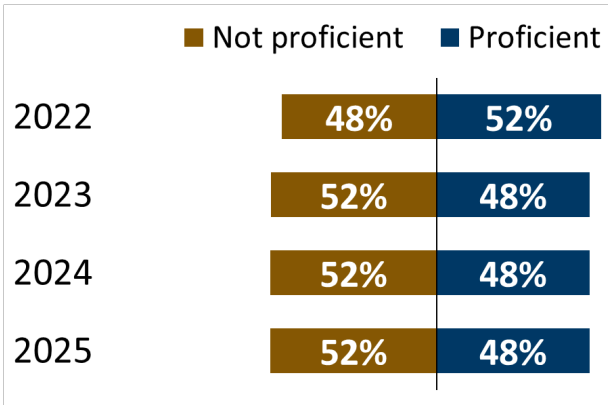


Figure 36. Percentage of **all students in Region 10** who are proficient and not proficient on the MCA reading assessment



Region 11

Figure 37. Shaded map of Region 11

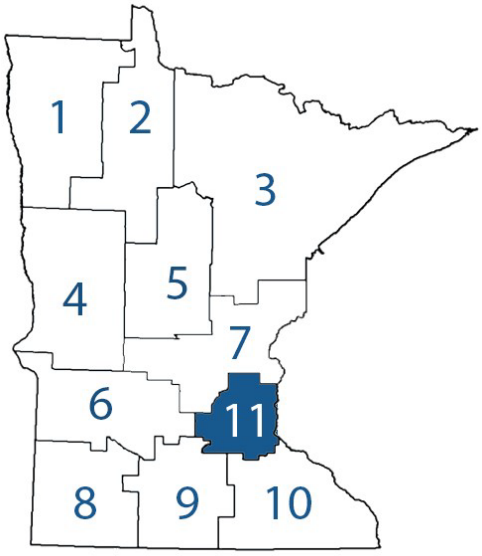


Table 5 includes the number of K-12 students who are BVI enrolled in Region 11 from 2019-20 to 2024-25. Over this period, enrollment in Region 11 was fairly stable despite some fluctuations.

Table 5. Number of students who are BVI enrolled in Region 11 by year, 2019-20 to 2024-25

Year	Enrolled students who are BVI
2019-20	202
2020-21	195
2021-22	203
2022-23	181
2023-24	192
2024-25	190

MCA Math

The MCA math proficiency rate for students in Region 11 who are BVI increased from 34% in 2022 to 41% in 2025 (Figure 38). During this period, their math proficiency rates remained consistently higher than those for all students who receive special education services in Region 11 (Figure 39) but slightly lower than those for all students in the region (Figure 40).

Figure 38. Percentage of **students in Region 11 who are BVI** who are proficient and not proficient on the MCA math assessment

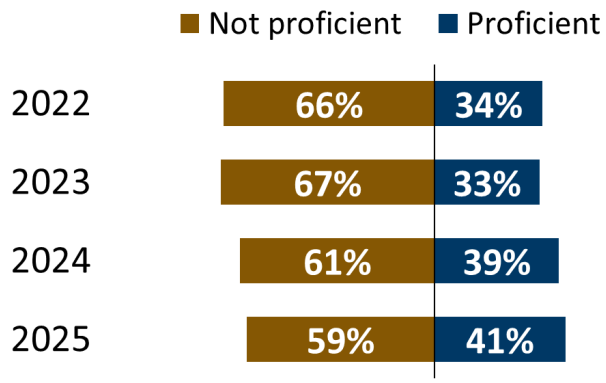


Figure 39. Percentage of **all students in Region 11 who receive special education services** who are proficient and not proficient on the MCA math assessment

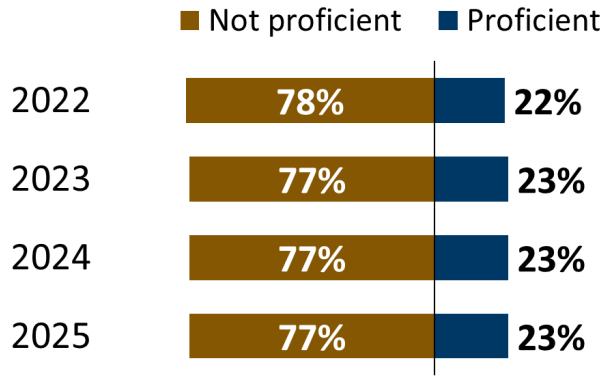
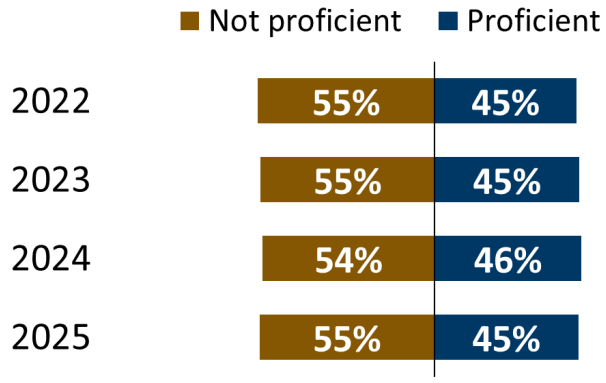


Figure 40. Percentage of **all students in Region 11** who are proficient and not proficient on the MCA math assessment



MCA Reading

The Region 11 MCA reading assessment proficiency rates for students who are BVI fluctuated between 36% and 46% from 2022 to 2025 (Figure 41). During this period, their reading proficiency rates remained consistently higher than those for all students who receive special education services in Region 11 (Figure 42) but slightly lower than those for all students in the region (Figure 43).

Figure 41. Percentage of **students in Region 11 who are BVI** who are proficient and not proficient on the MCA reading assessment

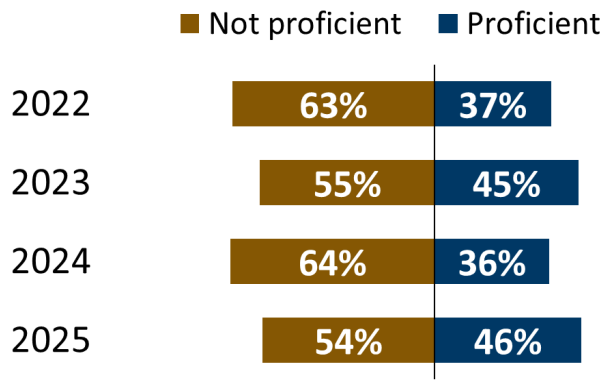


Figure 42. Percentage of **all students in Region 11 who receive special education services** who are proficient and not proficient on the MCA reading assessment

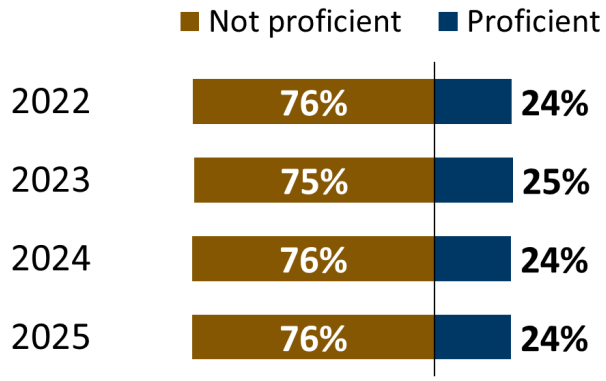
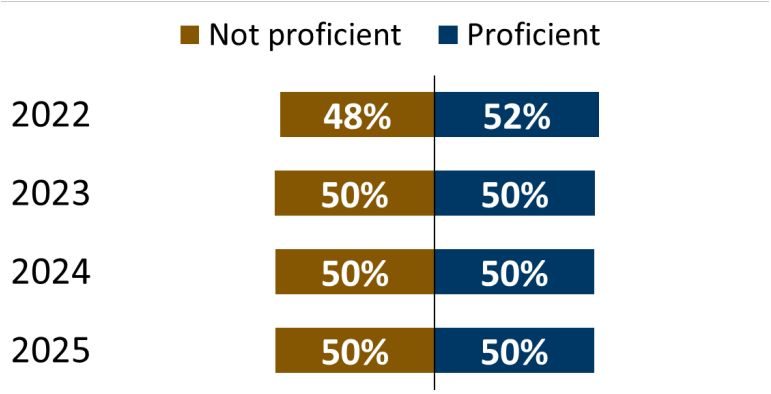


Figure 43. Percentage of **all students in Region 11** who are proficient and not proficient on the MCA reading assessment



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.

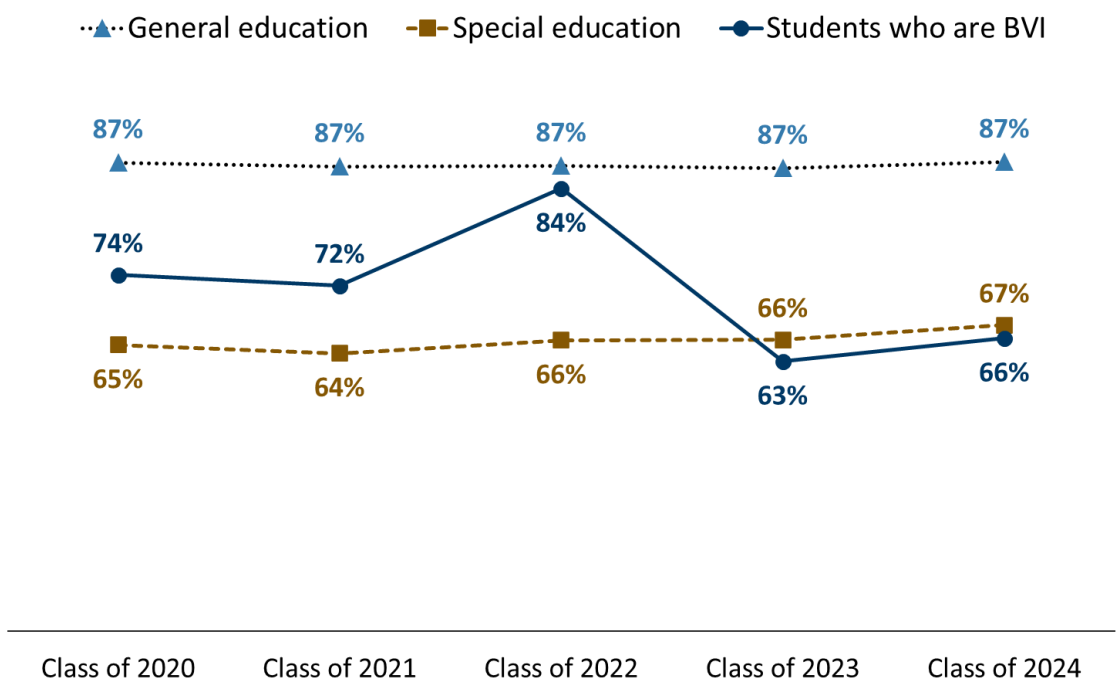
The most recent graduation rate data available at the time of writing this report is from 2024, which includes four-year graduation rate data for the class of 2024 and seven-year graduation rate data for the class of 2021. Students are counted in the graduation rate as BVI only if their primary disability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

Approximately 30-40 students who are BVI are included in any statewide four-year graduation rate calculation. Since the size of the group is so small, it is important to note that just a few students' outcomes can change the graduation rate significantly from year to year. Therefore, the graduation rate trends over time for students who are BVI may fluctuate.

The four-year graduation rate for students who are BVI dropped sharply from 84% for the class of 2022 to 63% for the class of 2023, before slightly rebounding to 66% for the class of 2024 (Figure 44). Although students who are BVI are a smaller group within the group of all students who receive special education services, they have historically had higher four-year graduation rates than the broader special education population. The classes of 2023 and 2024 marked the first time in recent years that the graduation rates fell below those of all students in special education.

While they had a similar graduation rate as that of all general education students in 2023, their most recent rates placed them more than 20 percentage points lower.

Figure 44. Four-year graduation rate comparison, class of 2020 to class of 2024



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

- **Graduate**—the student received a diploma.
- **Continue**—the student is found to be enrolled in public education in Minnesota the next school year; if a student enrolls in a transition program, or has a second senior year, they are counted as "continuing."
- **Drop out**—the student's last confirmed code indicating why they unenrolled from school is a "drop out" code; this includes students who are automatically counted, by law, as dropouts if they do not attend school for at least 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 45. Four-year graduation outcomes for students who are BVI, class of 2020 to class of 2024

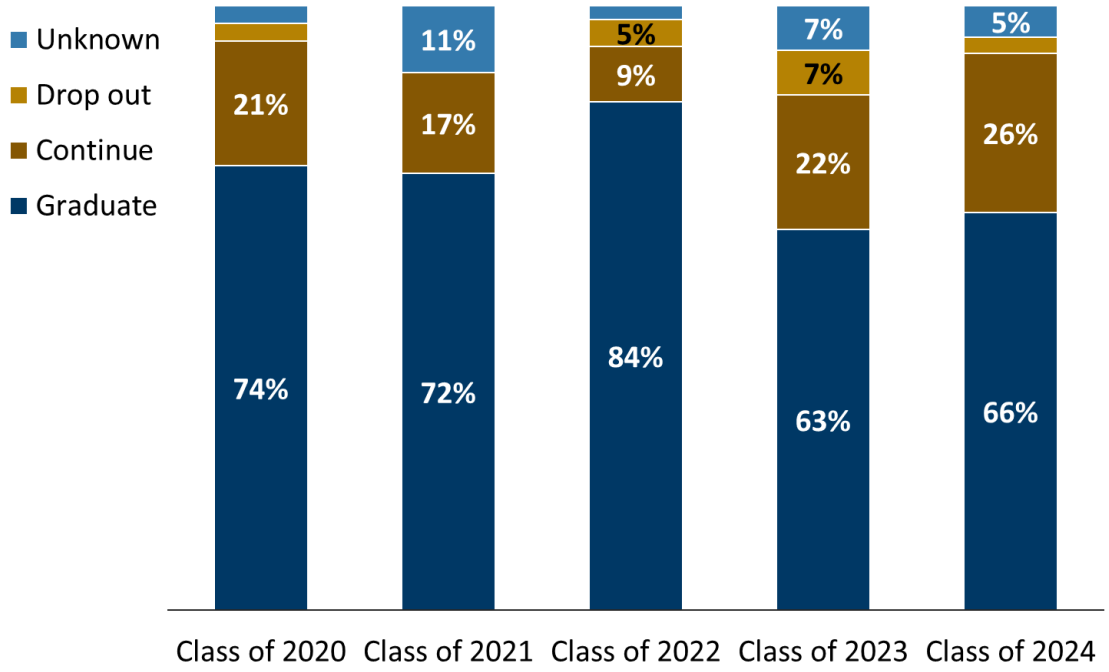


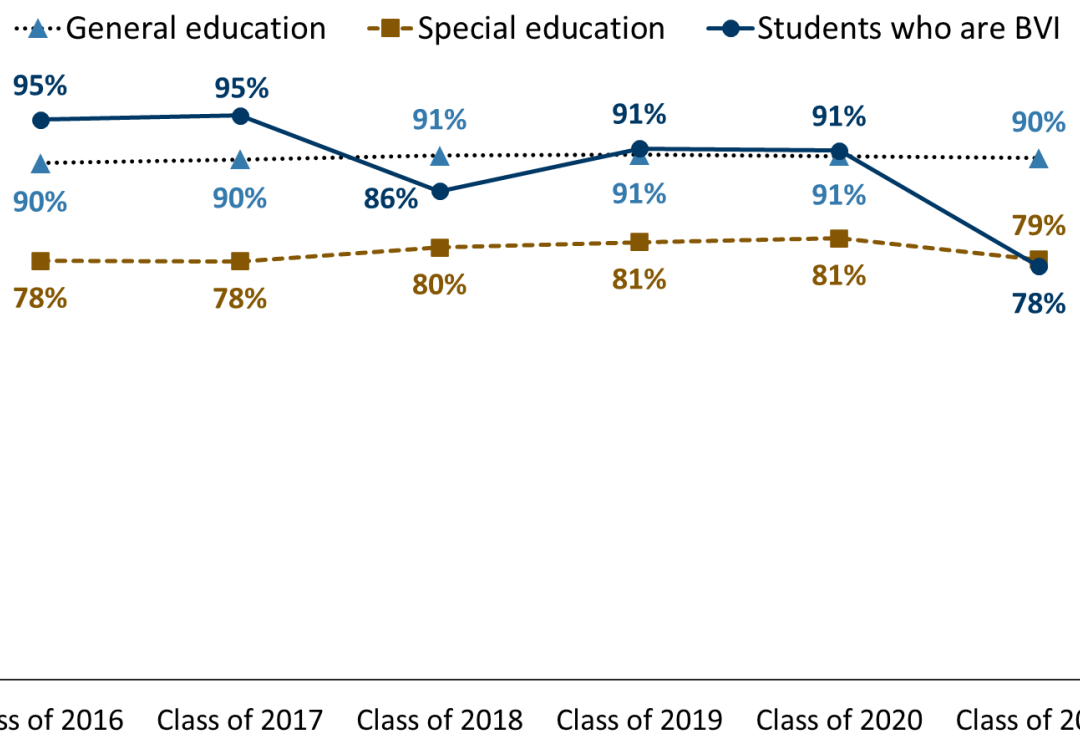
Figure 45 provides a breakdown of the outcomes within the four-year graduation rate for students who are BVI. The unknown and dropout rates are relatively low but increased noticeably in 2023. Differences in the graduation rate from year to year can instead be attributed to larger or smaller percentages of students who are BVI continuing in school beyond four years.

As noted above, students who continue their education after four years of high school are not captured in the four-year graduation rate, even if they technically have enough credits to graduate in four years.[6] They are more likely to be captured in the seven-year graduation rate.[7]

[6] 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.

[7] 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 22, they may stay in school until 2028 and would not be counted as graduating in the seven-year graduation rate of the class of 2024, since they are continuing in school beyond seven years.

Figure 46. Seven-year graduation rate comparison, class of 2016 to class of 2021

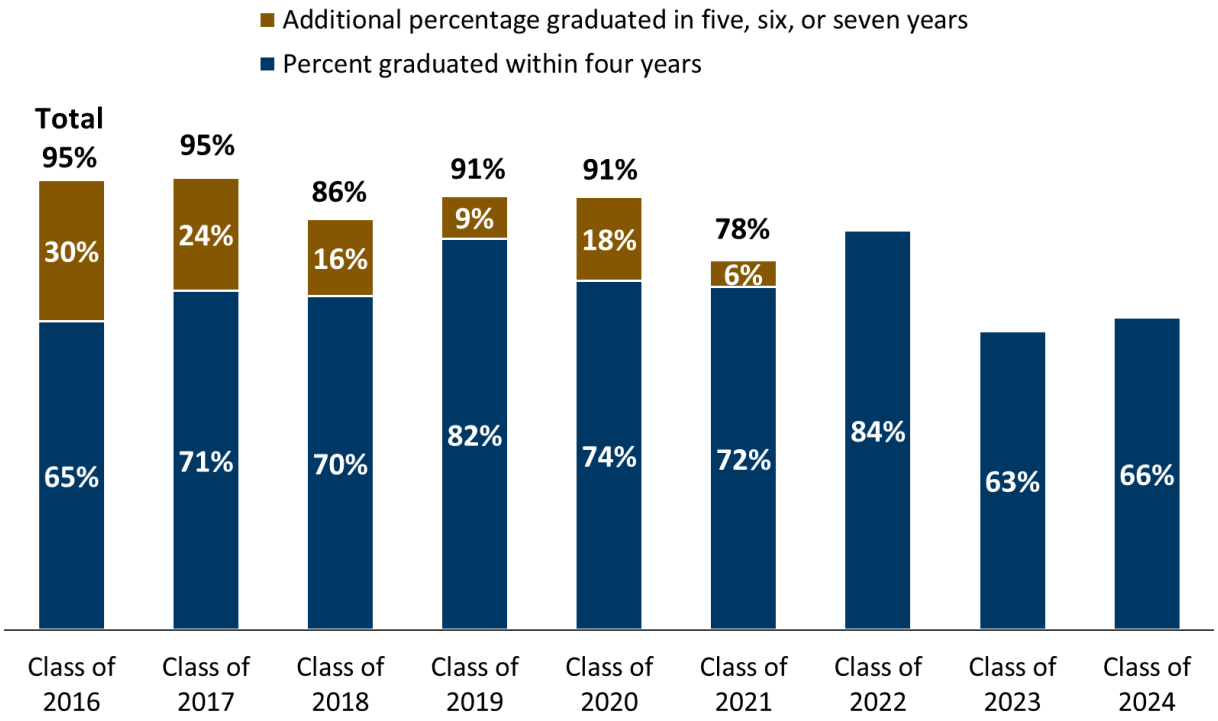


As illustrated in Figure 46 above, the seven-year graduation rate[8] for students who are BVI fell from 95% for the classes of 2016 and 2017 to 86% for the class of 2018 before rebounding to 91% in 2019 and 2020. In 2021, the rate dropped sharply to 78%. Although students who are BVI have historically outpaced the broader special education population, the class of 2021 was the first recent instance in which their seven-year graduation rate fell below that of all students in special education.

Figure 47 combines the four-year and seven-year graduation rates for students who are BVI, 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.

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

Figure 47. Four-year and seven-year graduation rates for students who are BVI, class of 2016 to class of 2024



Conclusion

Based on the data available, students who are BVI and were assessed by MCA and MTAS testing for math or reading scored higher than their peers in special education but below their peers in general education. The BVI Advisory Committee believes the most effective ways to safely support BVI students, improve their proficiency levels in reading and math, and increase their graduation rates are to:

- **Expand the use of accessible educational materials.**
    - Request LEAs to include accessibility requirements in their purchasing practices, as outlined on page 44 in the MDE Assistive Technology Manual.
    - Expand publisher accountability by requiring materials that meet accessibility standards at the time of adoption to ensure full implementation of the READ Act for students who are BVI and DeafBlind.
    - Continue to use the Minnesota Access Center as a resource and forum for discussion and professional learning related to equitable access. This includes sharing proven strategies to help schools make decisions that ensure accessibility for all students.
- **Address shortages of educated and licensed TBVI and COMS.**
    - Fund the establishment of a teacher preparation program for TBVI in Minnesota.

    - Provide funding for tuition assistance to teacher candidates, including individuals entering the field from outside special education.
- **Consider requesting the reporting of secondary and tertiary disability labels of students.**
    - Consider requiring MDE to have all school districts report secondary and tertiary disability labels of students who are BVI. This would provide more accurate student counts and allow MDE to better estimate the number of TBVI and COMS needed statewide.
- **Provide time needed to teach the ECC in Minnesota.**
    - Provide guidance to LEAs and TBVI on embedding the ECC in all activities, rather than treating it as a separate instructional block.
    - Create resources for families and educators to support ECC understanding and effective implementation.
    - Share information about the ECC with families and new teachers using easy-to-access materials and tools.
    - Develop a document that defines the ECC as a priority in the education of students who are BVI and includes real-life scenarios and examples of embedded instruction.

Thank you for taking the time to read and consider this report. Please feel free to contact Diane Dohnalik (Diane.Dohnalik@state.mn.us) with questions.

Appendix A: Expanded Core Curriculum

What is the Expanded Core Curriculum?

Expanded Core Curriculum (ECC) defines concepts and skills that require specialized instruction for students who are blind or visually impaired (BVI). Instruction of the ECC is necessary in order to compensate for the decreased opportunities to learn incidentally by visually observing others. The ECC provides students who are BVI with improved access to the general education core curriculum (arts, science, language arts, social studies, mathematics, physical education, health, career, technical education, and world languages). Students with visual impairments, starting at birth, need instruction in the ECC in order to participate fully in general education. The ECC areas include "(A) needs that result from the visual impairment that enable the student to be involved in and make progress in the general education curriculum; and (B) other educational needs that result from the child's disability as required by IDEA (34 CFR 300.320 (a)(2)(A)(B))." The presence of a visual impairment requires that teachers with specialized expertise thoroughly evaluate and systematically teach the skills listed below. Without specialized instruction, children with vision loss may not be aware of the activities of their peers or acquire other critical information about their surroundings (NASDSE, 1999, p. 70).

ECC Areas:

A. Assistive Technology, Including Optical Devices
B. Career Education and Planning
C. Compensatory Skills
D. Independent Living Skills
E. Orientation and Mobility (O&M)
F. Recreation and Leisure Skills
G. Self-Determination
H. Sensory Efficiency, Including Visual, Tactual, and Auditory Skills
I. Social Interaction Skills

A. Assistive Technology, Including Optical Devices:

Assistive technology is an umbrella term that includes assistive and adaptive tools as well as instructional services that permit students with visual impairments to access the general curriculum, increase literacy options, and enhance communication. There are a variety of high- and low-tech assistive technology tools designed specifically for students with visual impairments that require specialized instruction from a TBVI or COMS. These tools and devices include, but are not limited to, electronic braille note takers, video magnifiers, screen reader software, screen enlarging software, hand-held optical devices, slate and stylus, abacus, colored line guides and overlays, white canes, wayfinding, and Global Positioning System (GPS) applications and devices.

B. Career Education and Planning:

Students with visual impairments need to be taught about the variety of work and career options available, as they cannot casually observe people in different job roles. They need opportunities to explore their strengths and interests in a systematic, well-planned manner. This includes the acquisition of specialized skills and equipment to compete in the job market. Students must be prepared for a wide range of vocational choices and the adaptations, including technological devices, that make them attainable. It is important to have opportunities to job shadow with concrete experiences of different career choices and to learn about other persons with visual impairments who have successful vocational outcomes. Through job experiences, students learn work-related skills such as assuming responsibility, punctuality, and staying on task. Career education provides opportunities for students to explore and discover their strengths and interests, and plan for transition to adult life.

C. Compensatory Skills:

Compensatory skills include skills necessary for accessing the core curriculum including concept development; communication modes; organization and study skills; access to print materials; and the use of braille/Nemeth, tactile graphics, object and/or tactile symbols, sign language, and audio materials. For students who are BVI, an increased reliance upon tactile skills is essential to learning. Tactile skills should be considered in the development of the Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP). It takes detailed “hands-on” interaction and repetition to understand a concept tactually, such as relative size, which may be visually captured with a glance.

D. Independent Living Skills:

Independent living skills include the tasks and functions people perform in daily life to increase their independence and contribute to the family structure. These include personal hygiene, eating skills, food preparation, time and money management, clothing care, household tasks, and organizational skills, which are critical for successful transition from school to independent living. People with vision typically learn such daily routines through observation, whereas individuals with visual impairments often need systematic instruction and frequent practice in these daily tasks.

E. Orientation and Mobility (O&M):

O&M instruction enables students of all ages and motor abilities to orient to their surroundings and move as independently and safely as possible. Safe and efficient travel through the environment is a critical component in the education of students with visual impairments. O&M evaluation and instruction should begin in infancy with basic spatial concepts, purposeful and exploratory movement and progress through more independent age-appropriate motor and travel skills in increasingly complex environments. Vision provides the primary motivation for infants to begin to move their bodies: to raise their heads to see people, to reach toward objects, to move through the environment, and to begin to play. Significant delays and differences in meeting motor milestones can affect overall development. A child who is BVI needs to know how classrooms or other environments are arranged in order to independently move with confidence. Systematic orientation to a space

may be needed before the placement and function of furniture and objects are understood. As the student gets older, they need more advanced age-appropriate travel skills to navigate circumstances such as street crossings, bus travel, and community experiences. Students with multiple impairments benefit from O&M instruction that facilitates purposeful movement and increases independence to the greatest degree possible.

F. Recreation and Leisure Skills:

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

G. Self-Determination:

Self-determination includes personal decision-making, self-advocacy, problem solving, and goal setting. Students with visual impairments often have fewer opportunities to develop and practice the specific skills that lead to self-determination. Students who know and value who they are and who have self-determination skills become effective advocates for themselves and therefore have more control over their lives. Students can then meaningfully participate in their educational and transition planning and make positive adult lifestyle, job, and other life choices.

H. Sensory Efficiency (Includes Visual, Tactile, and Auditory Skills):

Sensory efficiency includes instruction in the use of vision, hearing, touch, smell, and taste. Students who are BVI need systematic instruction to learn efficient use of their senses. Instruction in visual efficiency must be individually designed and may include using visual gaze to make choices, tracking car movements when crossing the street, responding to visual cues in the environment, and using optical devices such as magnifiers and telescopes. Sensory efficiency also addresses the development of the proprioceptive, kinesthetic, and vestibular systems. Learning to use their senses efficiently, including the use of optical devices, will enable students with visual impairments to access and participate in activities in school, home, and community environments.

I. Social Interaction Skills:

Social interaction skills include awareness of body language, gestures, facial expressions, and personal space. Instruction also includes learning about interpersonal relationships, self-control, and human sexuality. Visual impairments can socially isolate students, impede typical social interactions, or limit social skill development. Students with visual impairments may not be able to see facial expressions and subtle body language in order to fully participate in conversations and activities. Almost all social skills are learned by visually observing other people. Instruction in social interaction skills in school, work, and recreational settings is crucial. Having appropriate social skills can often mean the difference between social isolation and a fulfilling life as an adult.

Appendix B: Collaborative Statewide Resources

This section highlights collaborative agency supports and MDE initiatives that align with Expanded Core Curriculum (ECC) learning opportunities across Minnesota. This is not an exhaustive list of resources and supports available. There are other activities and groups that are specific to regions within Minnesota that are not highlighted in this report. For assistance with questions regarding what resources might be available in your area, contact Diane Dohnalik (Diane.Dohnalik@state.mn.us).

The following initiatives and collaborative agencies offer supports across all ECC areas: compensatory, orientation and mobility (O&M), social interaction, career education and planning, assistive technology including optical devices, independent living, recreation and leisure, self-determination, and sensory efficiency:

- American Printing House for the Blind (APH)
- Email lists for TBVIs and COMS
- District 917 ECC
- Low Vision Clinics
- Minnesota Mentoring Program
- Minnesota Resource Libraries
- Minnesota State Academies
- Parent Child Institute/Transition Weekend
- State Services for the Blind
- Statewide Vision Professional Development
- Summer Transition Program (STP)

Additionally, the Accessible Educational Material-Interagency Agreement supports all ECCs except O&M and assistive technology including optical devices. The BVI Communities of Practice also offer supports in compensatory, career education and planning, and assistive technology including optical devices.

The following non-profit agencies also collaborate to provide ECC-related learning opportunities.

- American Council of the Blind (ACB) of Minnesota
- American Foundation for the Blind (AFB)
- Camp Butterscotch
- Minnesota DeafBlind Project
- DeafBlind Services of Minnesota
- Duluth Center for Vital Living
- Minnesota Division on Vision Impairments (MDVI)
- Minnesota National Association of Parents of Children with Visual Impairments (MNAPVI)
- National Federation of the Blind (NFB) of Minnesota
- Vision Loss Resources (VLR)

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

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

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

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

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

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

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

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

Minnesota State Academy for the Blind: The Minnesota State Academy for the Blind (MSAB) offers a challenging and rewarding educational experience for students who are blind and visually impaired from birth through age 21 (K-12 classes and the postsecondary Academy Plus Program). Licensed teachers of the blind and visually impaired provide formal instruction in small group settings. Emphasis is placed on creating an environment rich in access/exposure to braille, assistive technology, and the expanded core curriculum. The curriculum is designed to meet Minnesota Standards while accommodating the unique needs of blind and visually impaired students.

MSAB Parent Child Institute (PCI): The Parent Child Institute (PCI) is an interagency program between MDE, Minnesota State Academy for the Blind, and State Services for the Blind. PCI addresses family BVI-specific needs for children who are ages 5 and under.

State Services for the Blind: State Services for the Blind (SSB) is a Minnesota state agency under the Department of Employment and Economic Development (DEED). SSB provides tools and training for employment, living independently, and accessing print. They assist Minnesotans who are blind, are DeafBlind, are experiencing vision loss, or have difficulty accessing the printed word. SSB provides a variety of supports and programs for students who are BVI, including: transition supports, individualized plan for employment, communication center, programs for teens, assistive technology lending library, assistive technology evaluations, personal budgeting, BLIND incorporated summer program, Duluth Center for Vital Living Transition Program, Helen Keller National Center Youth Programs, and others. They publish a bi-monthly newsletter called "The Spectacle."

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

Summer Transition Program (STP): STP provides experiences to address the specific transition needs of students who are blind, visually impaired, or DeafBlind. STP complements each student's core curriculum at their local school by providing individualized opportunities in the three transition areas identified in their IEP. These unique transition activities, as part of the ECC, give each student the opportunity to increase independence in their school, home, community, and work environments. STP is provided through a collaboration between MDE, SSB, and local districts. The host district is Intermediate 916.

Appendix C: Early Childhood Outcomes Summary

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 percent of children who were functioning within age expectations in each outcome by the time they exited an ECSE program.

Information in this appendix provides the outcome summary statement results reported to MDE for young children who were identified as blind or visually impaired (BVI), or DeafBlind (DB), or identified with another primary disability and vision loss, who exited Part B services between July 1, 2024, and June 30, 2025. Because there were fewer than ten children with vision loss exiting Part C, those developmental status results are not included. Additionally, there were not enough young children who were identified as BVI, DB, or with another

primary disability and vision loss who exited Part C or Part B services to report the counts in any individual progress category within the three COS outcome ratings (i.e., Outcome A, Outcome B, or Outcome C).[9]

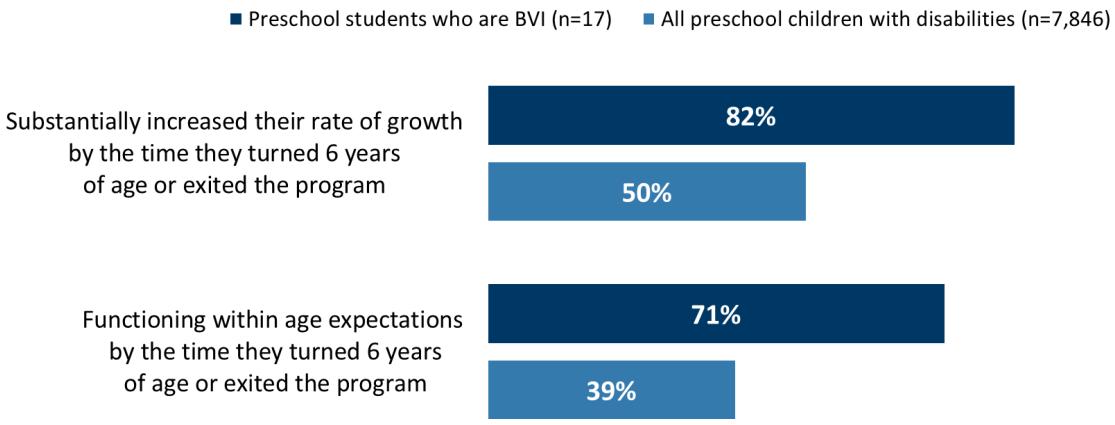
For more information on the COS ratings, contact MDE Early Childhood Special Education staff at mde.ecse@state.mn.us.

COS Outcomes Summary Statement Results

The COS outcomes summary statement results at Part B exit are based on data submitted for seventeen of the twenty-one children with vision loss because four children did not have sufficient data to calculate all three COS outcome ratings.

Outcome A: Positive Social-Emotional Skills Summary Statements

Figure 48. 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**



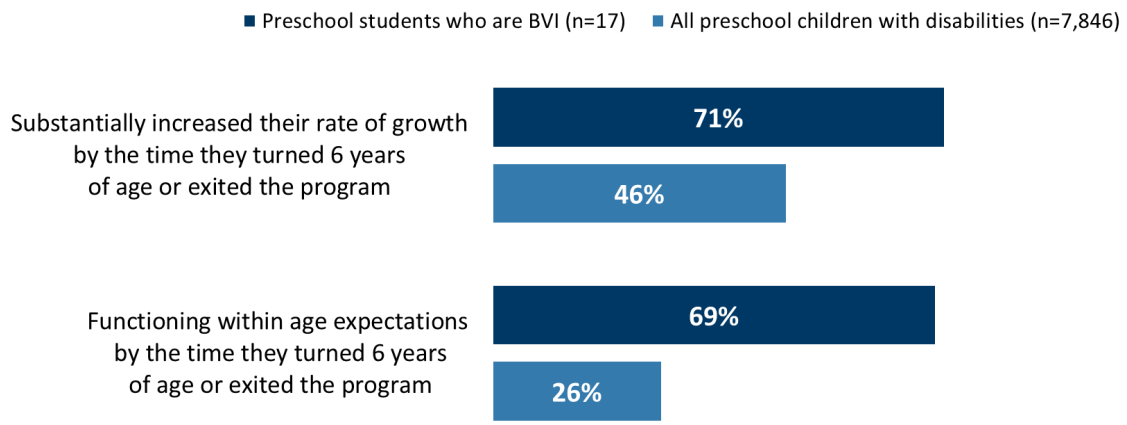
Of the children identified as BVI, DB, or identified with another primary disability and vision loss who entered or exited Part B services below age expectations in Outcome A (Figure 48), 82% substantially increased their rate of growth by the time they turned 6 years of age or exited the program, which is markedly higher than the statewide rate for all preschool children with disabilities (50%).

[9] The five outcome categories include: Children who did not improve functioning, children who improved functioning but not sufficient to move nearer to functioning comparable to same-age peers, children who improved functioning to a level nearer the same-aged peers but did not reach it, children who improved functioning to reach a level comparable to same-aged peers, and children who maintained functioning at a level comparable to same-aged peers.

In addition, 71% of preschool children identified as BVI, DB, or identified with another primary disability and vision loss were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. This is also considerably higher than the statewide rate for all preschool children with disabilities (39%).

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

Figure 49. 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**

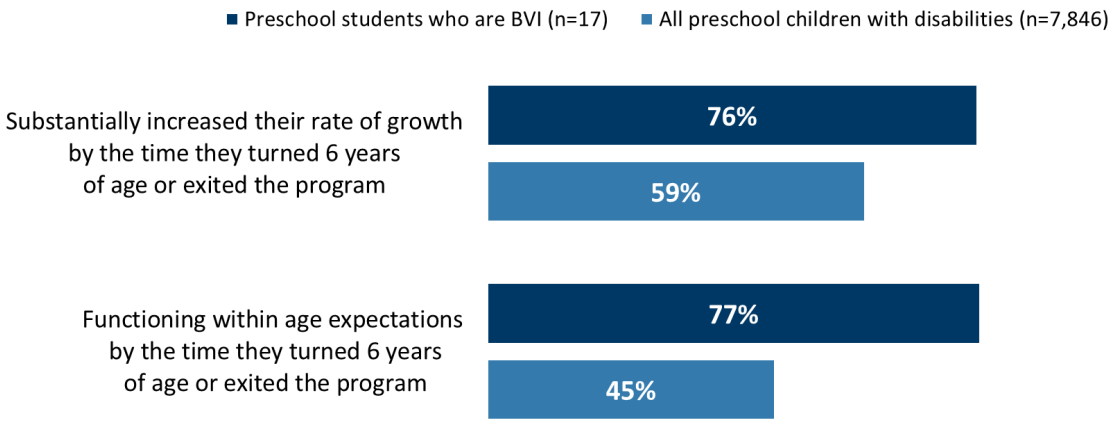


Of the children identified as BVI, DB, or identified with another primary disability and vision loss who entered or exited Part B services below age expectations in Outcome B (Figure 49), 71% substantially increased their rate of growth by the time they turned 6 years of age or exited the program. This rate is notably higher than the statewide rate for all preschool children with disabilities (46%).

Additionally, 69% of preschool children identified as BVI, DB, or identified with another primary disability and vision 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%).

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

Figure 50. 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 BVI, DB, or identified with another primary disability and vision loss who entered or exited Part B services below age expectations in Outcome C (Figure 50), 76% 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%).

Additionally, 77% of preschool children identified as BVI, DB, or identified with another primary disability and vision loss were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program, which is remarkably higher than the statewide rate for all preschool children with disabilities (45%).

Appendix D: Outcomes for Students Who Are DeafBlind

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

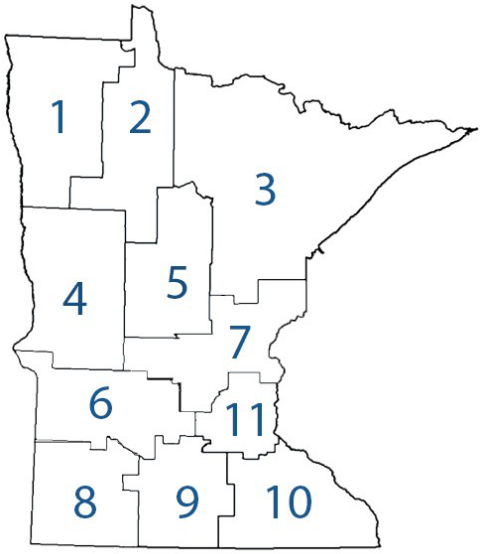
Minnesota Statutes 2023, section 125A.63, requires the Minnesota Department of Education (MDE) to establish advisory committees for deaf and hard of hearing (DHH) and blind and visually impaired (BVI) students. Although students who are DeafBlind (DB) are not mentioned in the statute, they must be identified 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 51. 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 6).

Table 6. 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	n/a
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	n/a
Region 10	63	132	227	7	32.4	n/a
Region 11	219	702	1,034	44	23.5	6
Statewide total	**449**	**1,303**	**1,854**	**84**	**21.8 (average)**	**11**

Enrollment Summary

Table 7 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 7. Enrollment of K-12 student categories by region, 2024-25

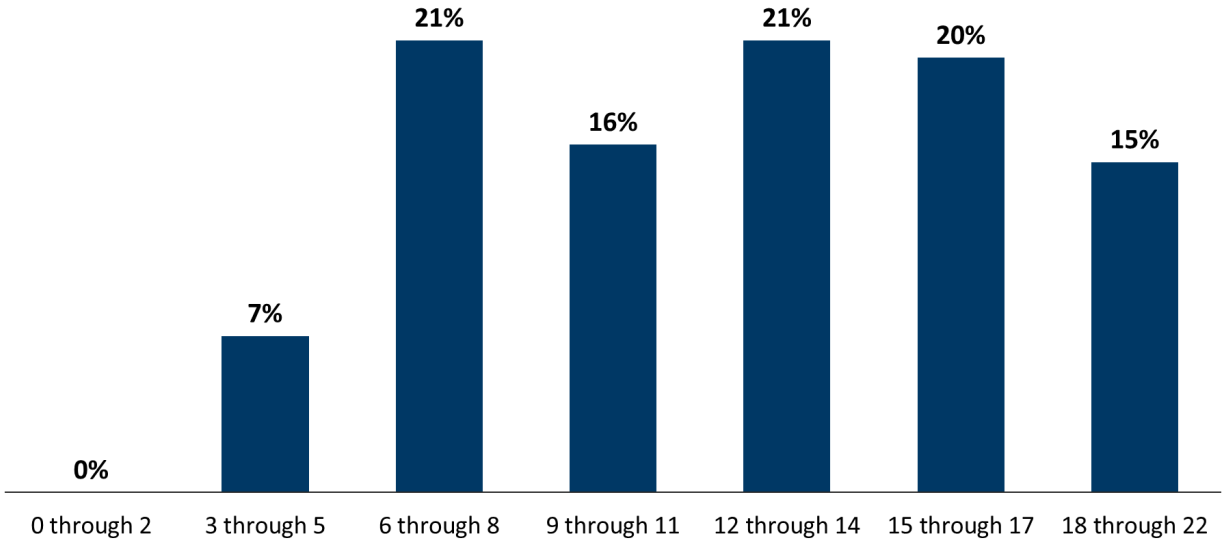
Region name	All students K-12 fall enrollment	DB K-12	Percent DB	K-12 special education enrollment	Percent DB
Regions 1 and 2	26,392	4	0.02%	5,416	0.07%
Region 3	39,755	3	0.01%	8,462	0.04%
Region 4	34,711	2	0.01%	6,587	0.03%
Region 5	24,397	4	0.02%	5,314	0.08%
Regions 6 and 8	42,515	1	0.00%	7,926	0.01%
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.

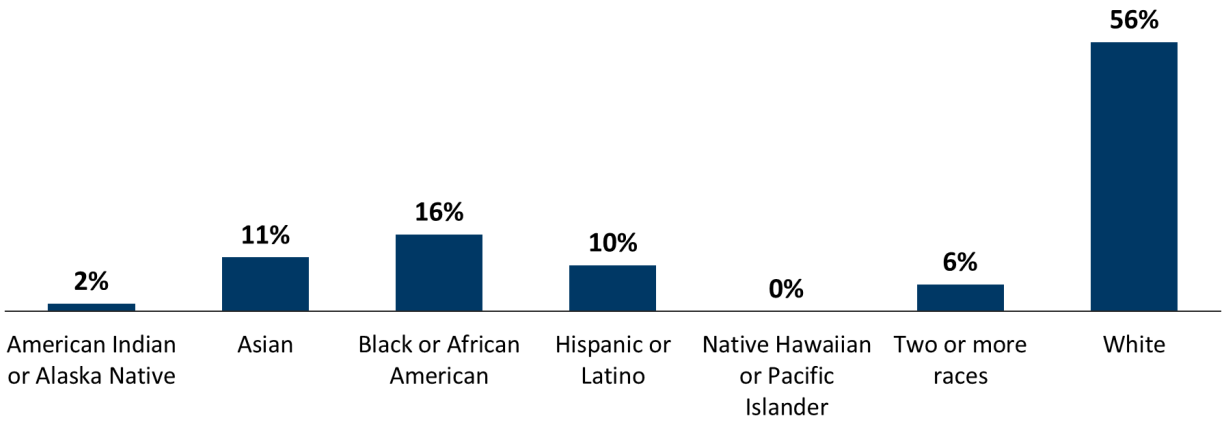
The highest concentrations of students who are DB are found in ages 6 through 8 and ages 12 through 17 (Figure 52). The lowest concentrations are found in the youngest age groups.

Figure 52. Child count by age distribution of students who are DB, 2024-25 (n=125)



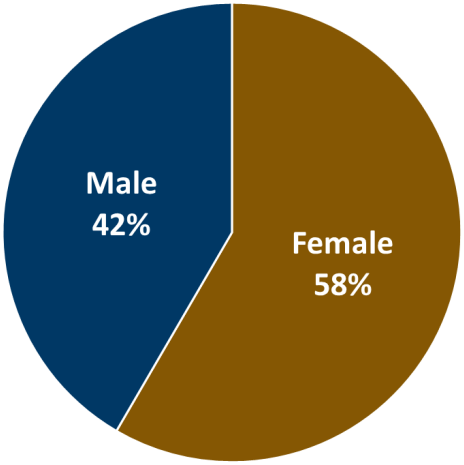
Fifty-six percent of students who are DB are white (Figure 53). The next largest group is students who are Black or African American (16%), followed by Asian (11%) and Hispanic or Latino (10%).

Figure 53. Race/ethnicity of students who are DB, 2024-25 (n=125)



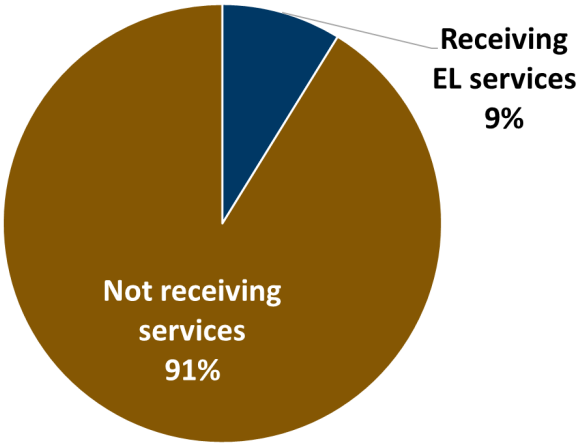
Fifty-eight percent of students who are DB are female, and 42% are male (Figure 54).

Figure 54. Gender of students who are DB, 2024-25 (n=125)



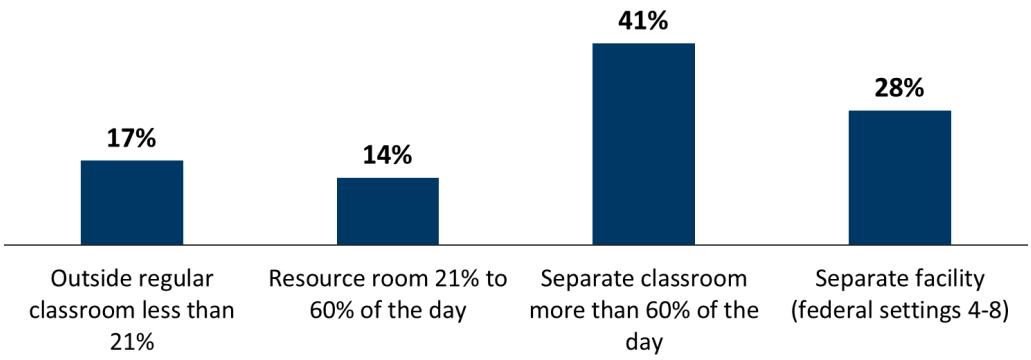
Nine percent of students who are DB also receive services for English learners (EL) (Figure 55).

Figure 55. 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 56). 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 56. 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.

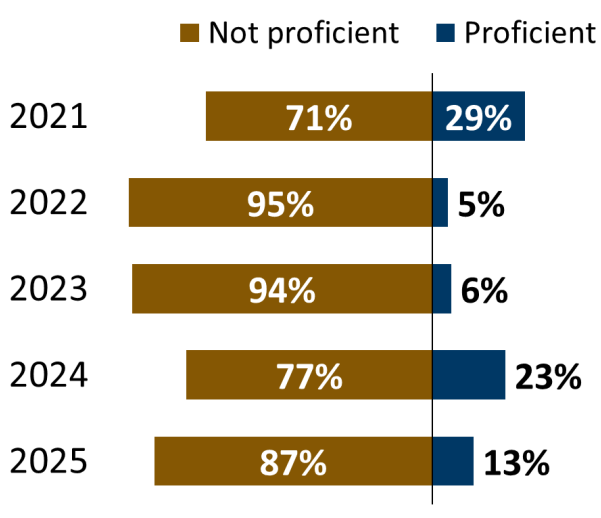
Throughout this report, results are reported only for groups with 10 or more students to protect individual privacy.

Statewide Assessment Trends

Math

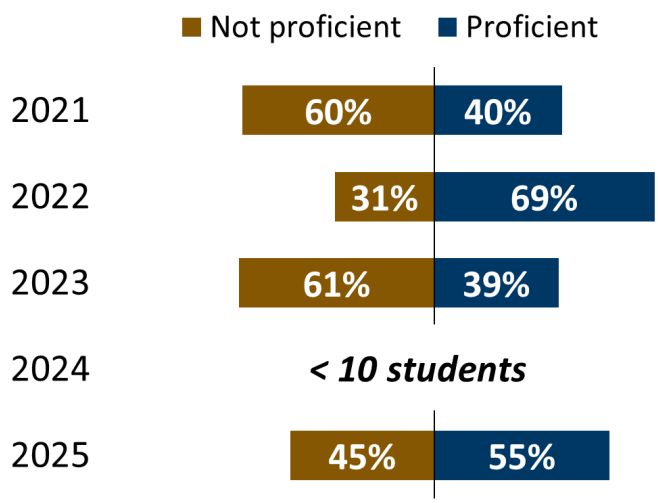
Between 2021 and 2025, between 15 to 20 students who are DB took the MCA math assessment each year. During this period, the MCA math proficiency rate among these students fluctuated sharply—decreasing from nearly 30% in 2021 to around 5% in 2022 and 2023, rebounding to 23% in 2024, and then declining again to 13% in 2025 (Figure 57).

Figure 57. 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 58).

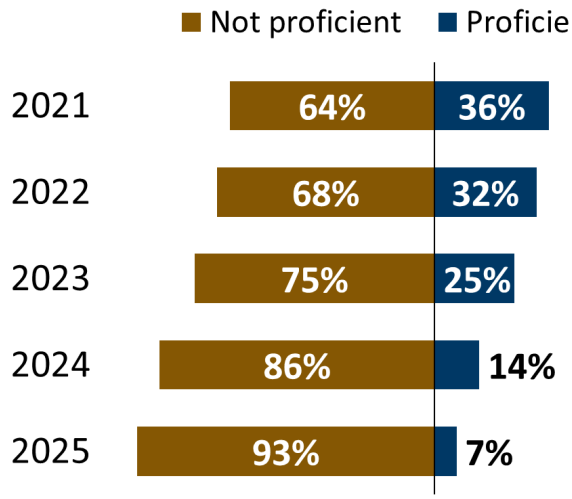
Figure 58. Percentage of students who are DB who are proficient and not proficient on the MTAS math assessment



Reading

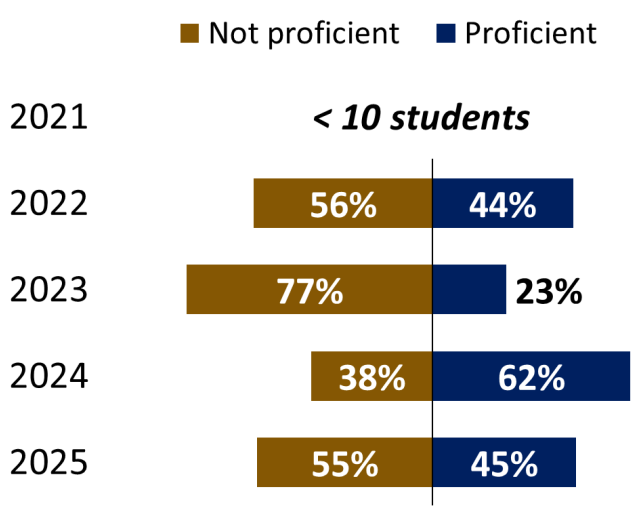
Between 2021 and 2025, between 15 to 20 students who are DB took the MCA reading assessment each year. During this period, their proficiency rates declined steadily from 36% in 2021 to 7% in 2025 (Figure 59).

Figure 59. 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 60).

Figure 60. Percentage of students who are DB who are proficient and not proficient on the MTAS reading assessment



Appendix E: Data Tables for Report Figures

Enrollment and Demographic Data

Table 8. Statewide BVI child counts, 2015-16 to 2024-25

School year	Number of students who are BVI	Number of students receiving special education services
2015-16	467	133,678
2016-17	489	137,601
2017-18	503	142,270
2018-19	502	147,604
2019-20	512	152,016
2020-21	492	149,382
2021-22	482	151,532
2022-23	470	158,047
2023-24	465	165,285
2024-25	449	171,275

Table 9. Child count by age distribution of students who are BVI, 2024-25

Age group	Number of students who are BVI in that category	Percent of students who are BVI in that category
0-2	15	3%
3-5	40	9%
6-8	72	16%
9-11	102	23%
12-14	88	20%
15-17	102	23%
18-22	30	7%
Total	**449**	**100%**

Table 10. Race and ethnicity of students who are BVI, 2024-25

Race and ethnicity	Number of students who are BVI in that category	Percent of students who are BVI in that category
American Indian or Alaska Native	10	2%
Asian	31	7%
Black or African American	47	10%
Hispanic or Latino	45	10%
Native Hawaiian or Pacific Islander	<10	<10
Two or more races	28	6%
White	283	63%
Total	**449**	**100%**

Table 11. Gender of students who are BVI, 2024-25

Gender	Number of students who are BVI in that category	Percent of students who are BVI in that category
Female	219	49%
Male	230	51%
Total	**449**	**100%**

Table 12. Students who are BVI who are receiving English learner (EL) services, 2024-25

EL participation status	Number of students who are BVI	Percent of students who are BVI
Receiving EL services	39	9%
Not receiving EL services	410	91%
Total	**449**	**100%**

Table 13. Federally defined instructional settings for BVI students, 2024-25

Federal instructional setting	Number of students who are BVI	Percent of students who are BVI
Outside regular classroom less than 21%	266	59%
Resource room 21% to 60% of the day	74	16%
Separate classroom more than 60% of the day	26	6%
Separate facility (federal settings 4-8)	28	6%
Other settings (e.g., home, service provider location, separate class, etc.)	55	12%
Total	**449**	**100%**

Graduation Rates

Table 14. Four-year graduation outcomes for **general education students**, class of 2016 to class of 2024

Graduation outcome	2016	2017	2018	2019	2020	2021	2022	2023	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 15. Four-year graduation outcomes for **special education students**, class of 2016 to class of 2024

Graduation outcome	2016	2017	2018	2019	2020	2021	2022	2023	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 16. Four-year graduation outcomes for **students who are BVI**, class of 2016 to class of 2024

Graduation outcome	2016	2017	2018	2019	2020	2021	2022	2023	2024
Continue	<10	<10	<10	<10	<10	<10	<10	<10	10
Drop out	0	0	<10	<10	<10	0	<10	<10	<10
Graduate	13	15	26	28	25	26	37	17	25
Unknown	<10	<10	<10	<10	<10	<10	<10	<10	<10
Total	**20**	**21**	**37**	**34**	**34**	**36**	**44**	**27**	**38**

Table 17. Seven-year graduation outcomes for **general education students**, class of 2013 to class of 2021

Graduation outcome	2013	2014	2015	2016	2017	2018	2019	2020	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 18. Seven-year graduation outcomes for **special education students**, class of 2013 to class of 2021

Graduation outcome	2013	2014	2015	2016	2017	2018	2019	2020	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 19. Seven-year graduation outcomes for **students who are BVI**, class of 2013 to class of 2021

Graduation outcome	2013	2014	2015	2016	2017	2018	2019	2020	2021
Continue	0	0	0	0	0	0	0	0	<10
Drop out	<10	<10	<10	0	0	<10	<10	<10	<10
Graduate	20	22	17	18	20	32	32	31	28
Unknown	<10	<10	<10	<10	<10	<10	<10	<10	<10
Total	**22**	**25**	**19**	**19**	**21**	**37**	**35**	**34**	**36**

Statewide Student Assessment Data

Math

Table 20. Percentage 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 blind or visually impaired	***158***	***16%***	***21%***	***18%***	***45%***
3rd grade	27	11%	30%	15%	44%
4th grade	31	29%	19%	10%	42%
5th grade	20	15%	5%	15%	65%
6th grade	20	10%	30%	30%	30%
7th grade	23	9%	22%	22%	48%
8th grade	16	25%	13%	19%	44%
11th grade	21	14%	24%	19%	43%

Table 21. Percentage 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 blind or visually impaired	***160***	***13%***	***25%***	***13%***	***49%***
3rd grade	25	28%	24%	20%	28%
4th grade	24	13%	29%	13%	46%
5th grade	33	9%	36%	0%	55%
6th grade	20	10%	5%	20%	65%
7th grade	23	13%	30%	22%	35%
8th grade	19	11%	26%	11%	53%
11th grade	16	0%	13%	13%	75%

Reading

Table 22. Percentage 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 blind or visually impaired	**160**	**13%**	**22%**	**20%**	**46%**
3rd grade	27	11%	15%	26%	48%
4th grade	30	7%	27%	20%	47%
5th grade	20	15%	15%	20%	50%
6th grade	20	20%	35%	15%	30%
7th grade	23	4%	22%	26%	48%
8th grade	16	25%	19%	6%	50%
10th grade	24	13%	21%	21%	46%

Table 23. Percentage 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%
Students who are blind or visually impaired	***160***	***15%***	***25%***	***17%***	***43%***
3rd grade	25	16%	32%	8%	44%
4th grade	24	13%	17%	13%	58%
5th grade	29	14%	38%	14%	34%
6th grade	20	25%	10%	15%	50%
7th grade	23	17%	22%	22%	39%
8th grade	19	11%	32%	16%	42%
10th grade	20	10%	20%	35%	35%

Regional Student Assessment Data

Region 7

Table 24. Percentage 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%
Students who are blind or visually impaired	***31***	***3%***	***29%***	***10%***	***58%***

Table 25. Percentage 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%
Students who are blind or visually impaired	***29***	***7%***	***31%***	***7%***	***55%***

Table 26. Percentage 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%
Students who are blind or visually impaired	***28***	***11%***	***14%***	***36%***	***39%***

Table 27. Percentage 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%
Students who are blind or visually impaired	***27***	***7%***	***19%***	***22%***	***52%***

Region 10

Table 28. Percentage 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 blind or visually impaired	***18***	***28%***	***6%***	***28%***	***39%***

Table 29. Percentage 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 blind or visually impaired	***19***	***21%***	***16%***	***11%***	***53%***

Table 30. Percentage 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 blind or visually impaired	***17***	***18%***	***29%***	***18%***	***35%***

Table 31. Percentage 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 blind or visually impaired	***20***	***20%***	***20%***	***20%***	***40%***

Region 11

Table 32. Percentage 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 blind or visually impaired	***76***	***20%***	***20%***	***17%***	***43%***

Table 33. Percentage 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%
Students who are blind or visually impaired	***78***	***13%***	***28%***	***15%***	***44%***

Table 34. Percentage 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%
Students who are blind or visually impaired	***75***	***12%***	***24%***	***15%***	***49%***

Table 35. Percentage 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%
Students who are blind or visually impaired	***79***	***20%***	***25%***	***11%***	***43%***