Minnesota Department of Education

Students who are Deaf and Hard of Hearing

Fiscal Year 2016

Report

To the

Legislature

As required by

Minnesota Statutes,

section 125A.63

COMMISSIONER:

Brenda Cassellius, Ed. D.

Students who are Deaf and Hard of Hearing

June 30, 2016

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Contents

Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately $10,000. Costs included hiring Management Analysis & Development to analyze MDE demographic and test data and MDE staff time to draft narrative language. Incidental costs included paper, copying and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Legislative Charge

An amendment to Minnesota Statutes, section 125A.63 occurred to include this legislative charge:

> (1) identify and report the aggregate, data-based education outcomes for children with the primary disability classification of deaf and hard of hearing, 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, subdivision1; and,
>
> (2) describe the implementation of a data based plan for improving the education outcomes of deaf and hard of hearing children that is premised on evidence-based best practices and provide a cost estimate for ongoing implementation of the plan.

Minnesota Department of Education

Executive Summary

This report contains information about the efforts and initiatives of education-based agencies, departments, and individuals who serve students who are deaf/hard of hearing (D/HH). This report also summarizes the 2014-15 D/HH student achievement data on the Minnesota Comprehensive Assessment (MCA) tests and includes school district-level data for districts with at least ten students who are D/HH and completed the MCA. MDE does not report assessment results for individual school districts with ten or fewer students who are D/HH to avoid revealing identifiable data on individuals.

The D/HH Advisory Committee developed educational recommendations and identified four main areas of focus for improved D/HH student outcomes:

1. Interpreter Issues
2. Professional Development: Strategic Instruction Model (SIM) and mentoring
3. Transition
4. Collaborative Plan and Olmstead Plan

1.) The Registry for Interpreters (RID) discontinued administration of the test for certification of sign language interpreters nationally in order to internally review RID testing procedures. This action left Minnesota sign language interpreters with only one sign language certification testing option: the Educational Interpreter Performance Assessment (EIPA). Minnesota, along with other states, is experiencing shortages of educational interpreters, teachers of students who are D/HH, and educational audiologists. The Minnesota Department of Education (MDE) held a meeting in April 2016 with the four Minnesota Interpreter Training Institutions (ITPS) to learn more about their training programs and about how MDE can collaborate to increase the number of certified sign language educational interpreters. As a result, MDE will conduct a survey to determine certification status and salary ranges for educational interpreters and sign language mentors statewide. MDE will host training for all sign language mentors of educational interpreters on August 17, 2016 and will offer the EIPA test free to all new educational interpreters hired during the 2016-2017 school year. Additionally, MDE will initiate a pilot project in one district, pairing an adult who is deaf with the sign language mentor to provide feedback to the mentee interpreter. MDE is taking these actions to increase the number of sign language educational interpreters who reach the required sign language skill level for state certification as educational sign language interpreters.

2.) In January 2015, MDE initiated a statewide project using the Strategic Instruction Model (SIM) providing literacy strategies for teachers of students who are D/HH. The SIM model is designed to address the needs of struggling readers with evidence-based practices. MDE selected strategies for teaching both reading, writing, and targeted skill areas of difficulty for students who are D/HH—asking questions about what is read, vocabulary, common morphemes, and simple to complex sentence writing.

This online training included live captioning in two-hour sessions over a period of weeks. During these sessions, teachers could interact with the instructor and one another. Sessions were held after school, but captioned recordings were available in case a teacher was unable to attend a live session.

A Moodle site (learning management system) supported teachers as they progress toward mastering the strategies. It included resources, communication forums, all class materials, and links to presentations. Each session was supplemented by "assignments" that engaged teachers in implementing small steps of the strategies with students. Teachers submitted assignments online and received feedback from professional development coaches. Coaches were also available to answer questions and give feedback in an online forum.

With positive survey feedback from teachers of students who are D/HH, the project continued through the 2015-2016 school year with an additional 14 sessions scheduled. In October 2015, a second group of teachers, who were new to the strategies, received instruction in two of the same strategies as the first group (Self-Questioning and Fundamentals in Sentence-Writing Strategies, which were available October 6, 2015 to January 19, 2016). In January 2016, the two teacher groups combined for more advanced strategies (Proficiency in Sentence Writing and the Framing Routine, which ran from February 2 to May 24, 2016). There was an equal proportion of Greater Minnesota and Twin Cities metro teachers. MDE is currently planning to continue this professional development in the 2016-2017 school year. Teachers collect pre- and post-test data and keep individual progress monitoring, which MDE will aggregate.

Short-term goals:

1. At least 50 percent of teachers enrolled in the spring 2016 cohort will submit both pre- and post- tests for at least one student for the Proficiency in Sentence Writing Strategy.
2. At least 10 teachers will participate in the Moodle Forum by asking questions or making comments before June 2016.

Long-term goals:

1. Pre- and post-test data for at least 15 students will show at least a ten percentage-point increase in one reading or writing strategy learned.
2. Of teachers participating in SIM Strategies for Literacy, at least 50 percent will write IEP goals for students based upon mastering components of SIM strategies.

MDE offered mentoring to teachers of D/HH to attract and retain teachers of D/HH in Minnesota. During the first year of the mentoring program, experienced teachers mentored five teachers of D/HH. The mentoring was specific to the D/HH disability and offered to new and experienced teachers seeking to increase skills in specific areas for working with students with hearing loss.

3.) MDE conducted the first annual statewide Deaf, Hard of Hearing and DeafBlind Post-Secondary Outcome Survey during the 2015-2016 school year. MDE sent surveys to all teachers of students who are D/HH to reach out to their former students and collect data. Survey results can be found in the Appendix. In Minnesota, all special education students identified receive the Post-Secondary Outcome Survey, by region, on a five-year rotating basis.

Because D/HH is a low incidence population, the number of students who are D/HH in the survey is too small to convey reliable results. As a result, MDE could not determine how many students were pursuing further schooling, employed, or were not engaged in education or the labor force after high school. Further analysis of the Deaf, Hard of Hearing, and DeafBlind Post-secondary Outcomes Survey results for graduates with hearing loss will help determine actions or interventions that may help students succeed post-high school.

4.) The Minnesota Commission for Deaf, DeafBlind, and Hard of Hearing presented at the second annual 2016 Collaborative Experience for Professionals March 31, 2016 to April 2, 2016. This conference was one of the major activities of the Collaborative Plan, of which MDE is a working partner and stakeholder.[1] Attendance for this conference was at maximum capacity in both 2015 and 2016. Teachers of students who are D/HH feel strongly that this conference addresses their professional development needs best by providing D/HH disability-specific information and the opportunity to learn from their colleagues. MDE and D/HH Committee members are actively involved in working on several aspects of the Collaborative Plan. MDE also collaborated with the Commission on the development of the "Language and Communication Focused IEPs for Deaf and Hard of Hearing Learners a Discussion Guide," which all Minnesota D/HH teachers received.

A federal judge approved Minnesota's Olmstead Plan in October 2015. The Olmstead Implementation Office debriefed the D/HH Advisory Committee members on the major aspects of the Olmstead Plan. In the fall of 2016, the D/HH Advisory Committee members will review the measurable goals to determine the impact the Olmstead Plan will have on students who are D/HH.

Finally, this report outlines the challenges in reporting data for a diverse low incidence disability group, such as students who are D/HH. When reading this report, the reader should consider the diversity and heterogeneity within this broad group of learners with hearing loss and the range of variables that affect their educational outcomes.

Minnesota Department of Education, Division of Special Education

MDE's Special Education Division provides statewide leadership to ensure high-quality education for Minnesota's children and youth with disabilities. Division specialists assist students, parents, educators, and administrators through guidance, training, and sharing best practices in areas including educational programs for care and treatment facilities, secondary transition, and statewide assessment for students in special education. There are three divisions within Special Education:

- The Low Incidence and Work Force Division ensures that high quality services are provided to students who are D/HH, DeafBlind, blind, or physically impaired and those with other health-related disabilities. In addition, specialists in this unit provide support and guidance on workforce recruitment and retention, assistive technology, accessible instructional materials, and support the Minnesota State Interagency Committee (MNSIC).
- The Research, Practice, and Implementation Division specializes in services for students with autism spectrum disorder, emotional-behavior disorder, developmental cognitive disabilities, and specific learning disabilities. It also provides support and guidance in the areas of Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RTI), alternate assessments, related services, and paraprofessionals; assists the state Special Education Advisory Panel (SEAP), and provides program-planning service for the division.
- The Interagency Partnerships Division works with non-traditional care and treatment, education programs, secondary transition, third party funding, and provides communication support for the division.

[1] Detailed information about the Collaborative Plan may be found at http://mn.gov/deaf-commission/advocacy-issues/education/index.jsp.

MDE, in collaboration with state and federal agencies, educators, families, students, special education specialists, and support staff contribute to the Special Education Division's vision that all children get necessary support for healthy development and lifelong learning.[2]

The Minnesota Comprehensive Assessment (MCA) System

The Minnesota Comprehensive Assessment (MCA) and the Minnesota Test of Academic Skills (MTAS) are standardized state assessments in reading, mathematics and science that met federal testing requirements under the Elementary and Secondary Education Act (ESEA) during the 2014-2015 school year.

All students are required to participate in statewide testing in the following grades and subjects:

- Students in grades 3-8 and 10 take the MCA or the MTAS in reading
- Students in grades 3-8 and 11 take the MCA or the MTAS in mathematics
- Students in grades 5, 8, and once in high school take the MCA or the MTAS in science

The Individual Education Plan (IEP) team is responsible for determining, on an annual basis, which test each student with a disability will take in reading, mathematics, and science. The IEP team should first consider whether the MCA is the most appropriate assessment option before considering the MTAS, an alternate assessment that has been developed for students with significant cognitive disabilities and includes specific eligibility requirements that each participating student must meet.

The IEP team considers the following questions:

- Is the MCA is the most appropriate assessment for the student?
- Does the student need accommodations to adequately demonstrate knowledge and skills on the MCA?
- If the MCA is not an appropriate measure of the student's skills, should the MTAS be considered?
- Does the student meet all of the MTAS Eligibility Requirements?

The IEP team is responsible for making decisions about which accommodations a student needs on the MCAs. Allowable accommodations are specified in the Minnesota Procedures Manual, which is updated annually. Accommodations not listed in the manual may be requested, but may not invalidate the assessment. Assessment decisions and accommodations must be documented in the student's IEP.

Accommodating student needs is integral to the MTAS, and the test administrator may provide needed supports as long as the type of support is not specifically prohibited in the task script.

[2] Read more about Minnesota's Special Education Division (http://education.state.mn.us/MDE/StuSuc/SpecEdProg/).

Minnesota Eligibility for Deaf/Hard of Hearing Students in Special Education

Minnesota Statute 125A.63 defines the eligibility criteria for D/HH:

Subpart 1. Definition

Deaf and hard of hearing is defined as a diminished sensitivity to sound, or hearing loss that is expressed in terms of standard audiological measures. Hearing loss has the potential to affect educational, communicative, or social functioning that may result in the need for special education instruction and related services.

Subpart 2. Criteria

A pupil who is deaf and hard of hearing is eligible for special education instruction and related services if the pupil meets one of the criteria in item A and one of the criteria in item B, C, or D.

A. There is documentation provided by a certified audiologist that a pupil have one of the following:
   1. a sensorineural hearing loss with an unaided pure tone average, speech threshold, or auditory brainstem response threshold of 20 decibels hearing level (HL) or greater in the better ear;
   2. a conductive hearing loss with an unaided pure tone average or speech threshold of 20 decibels HL or greater in the better ear persisting over three months or occurring at least three times during the previous 12 months as verified by audiograms with at least one measure provided by a certified audiologist;
   3. a unilateral sensorineural or persistent conductive loss with an unaided pure tone average or speech threshold of 45 decibels HL or greater in the affected ear; or
   4. a sensorineural hearing loss with unaided pure tone thresholds at 35 decibels HL or greater at two or more adjacent frequencies (500 hertz, 1000 hertz, 2000 hertz, or 4000 hertz) in the better ear.

B. Pupil hearing loss affects educational performance as demonstrated by:
   1. a need to consistently use amplification appropriately in educational settings as determined by audiological measures and systematic observation; or
   2. an achievement deficit in basic reading skills, reading comprehension, written language, or a general knowledge that is at the 15th percentile or 1.0 standard deviation or more below the mean on a technically adequate norm-referenced achievement test that is individually administered by a licensed professional.

C. The pupil's hearing loss affects the use or understanding of spoken English as documented by one or both of the following:
   1. under the pupil's typical classroom condition, the pupil's classroom interaction is limited as measured by systematic observation of communication behaviors; or,
   2. the pupil uses American Sign Language (ASL) or one or more alternative or augmentative systems of communication alone or in combination with oral language as documented by parent or teacher reports and language sampling conducted by a professional with knowledge in the area of communication with persons who are deaf or hard of hearing.

D. The pupil's hearing loss affects the adaptive behavior required for age-appropriate social functioning as supported by:
   1. documented systematic observation within the pupil's primary learning environments by a licensed professional and the pupil, when appropriate; and,
   2. scores on a standardized scale of social skill development are below the average scores expected of same-age peers.

Analysis

Demographics

On average, students who were D/HH made up 0.3 percent of the overall student body and two percent of students receiving special education (see Table 1). These figures are higher in Region 10, likely because it is home to the Minnesota State Academy for the Deaf (MSAD).

Percentage of D/HH Students by Region, 2015-2016

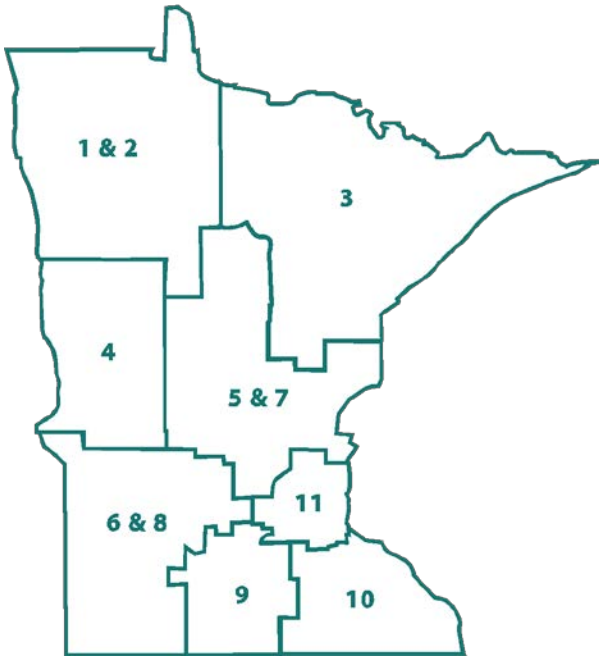


Table 1: Deaf/Hard of Hearing Students by Region, 2015-16

Region Name	D/HH K-12	K-12 Fall Enrollment	Percent D/HH	K-12 Child Count Special Education	Percent D/HH
Regions 1 and 2	48	28,078	0.2%	4,983	1.0%
Region 3	92	43,807	0.2%	7,398	1.2%
Region 4	71	33,787	0.2%	5,890	1.2%
Region 5	66	25,825	0.3%	4,877	1.4%
Regions 6 and 8	175	45,312	0.4%	7,169	2.4%
Region 7	213	103,332	0.2%	15,943	1.3%
Region 9	92	34,509	0.3%	5,703	1.6%
Region 10	342	75,606	0.5%	11,765	2.9%
Region 11	1,432	475,214	0.3%	70,014	2.0%
Totals	**2,531**	**865,470**	**0.3%**	**133,742**	**1.9%**

Child Count

Figure 1 shows that the number of students who were D/HH as higher in the 2015-16 school year than in recent years, but the increase is less dramatic than the increase in enrollment in special education overall (see Figure 2). As Figure 2 illustrates, students who were D/HH are a small percentage of students in special education.

Figure 1: Statewide Deaf/Hard of Hearing, Ages 0-21, Ten-Year Trend (2006-07 to 2015-16)

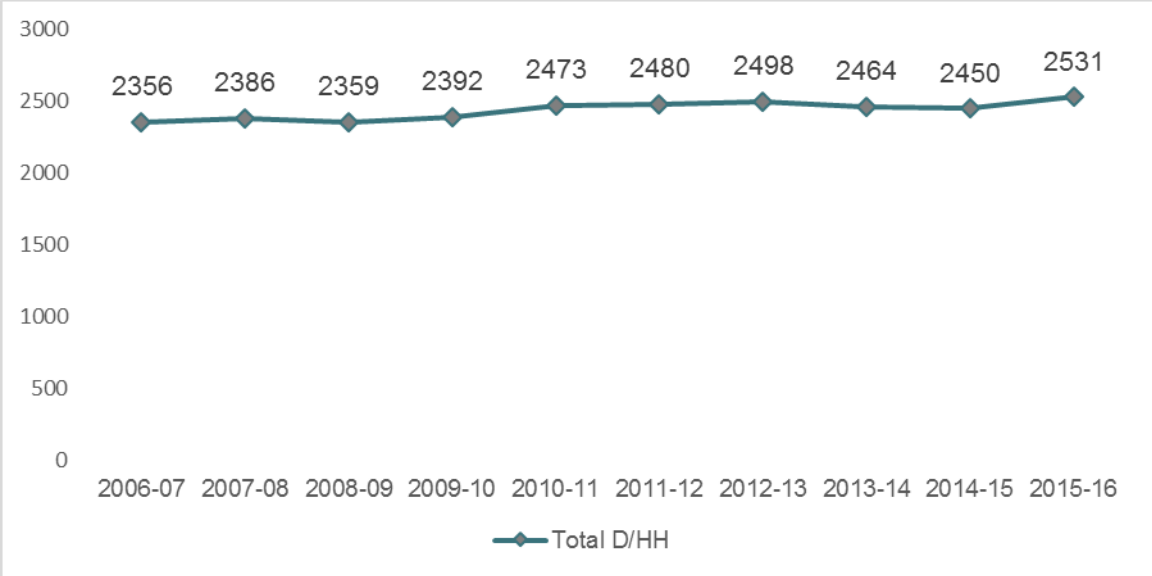


Figure 2: Statewide Special Education and Deaf/ Hard of Hearing, Ages 0-21, Ten-Year Trend (2006-07 to 2015-16)

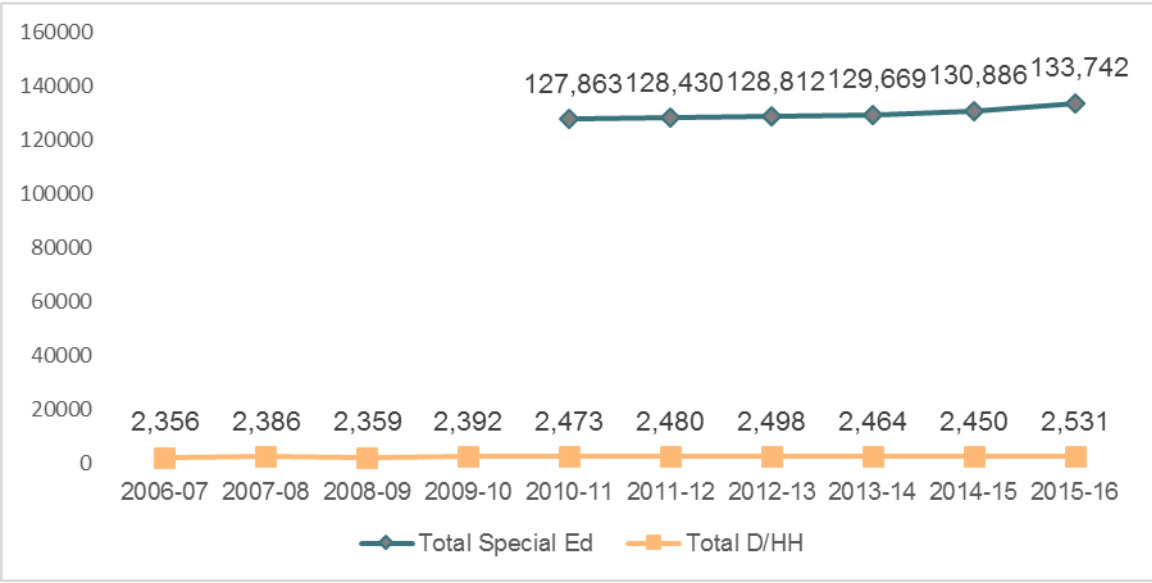


Figure 3 illustrates the age distribution of students who are D/HH. Ages six to 11 account for the highest concentration of students, especially when compared to younger students. This is likely attributable, at least in part, to the age when a child is first diagnosed with a hearing loss. There are more males than females who are D/HH (see Figure 4).

Figure 3: Age Distribution (Total=2,531)

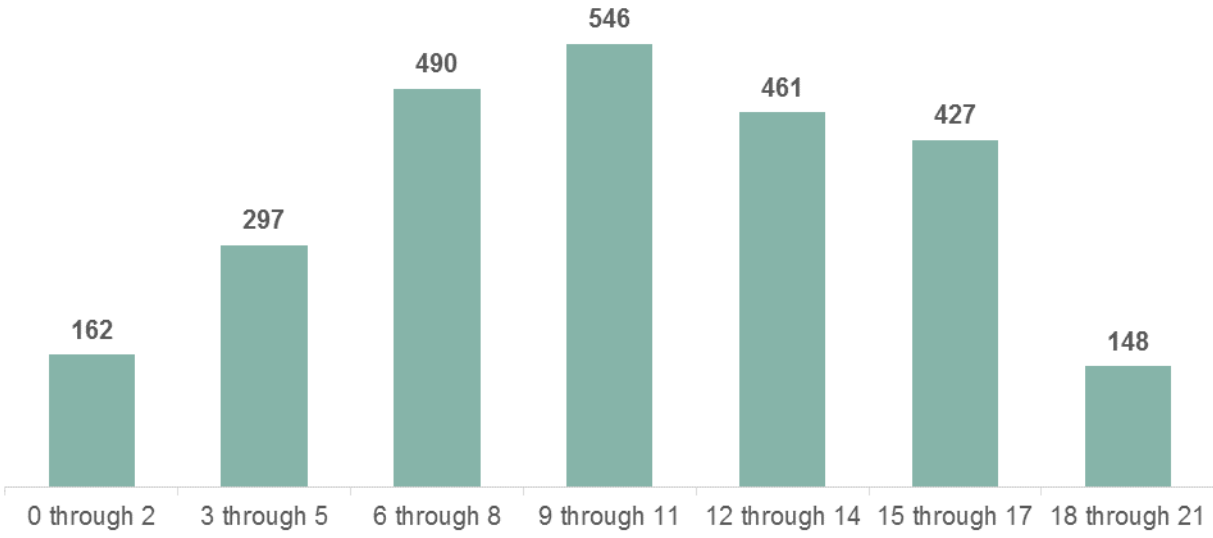


Figure 4: D/HH Students by Gender (Total=2,531)

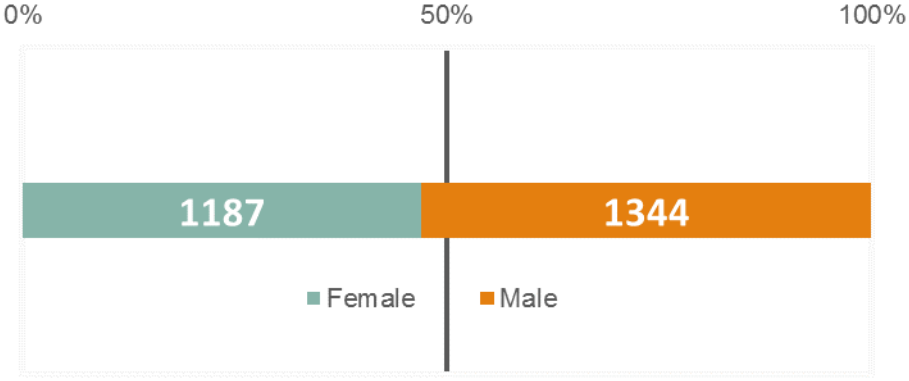
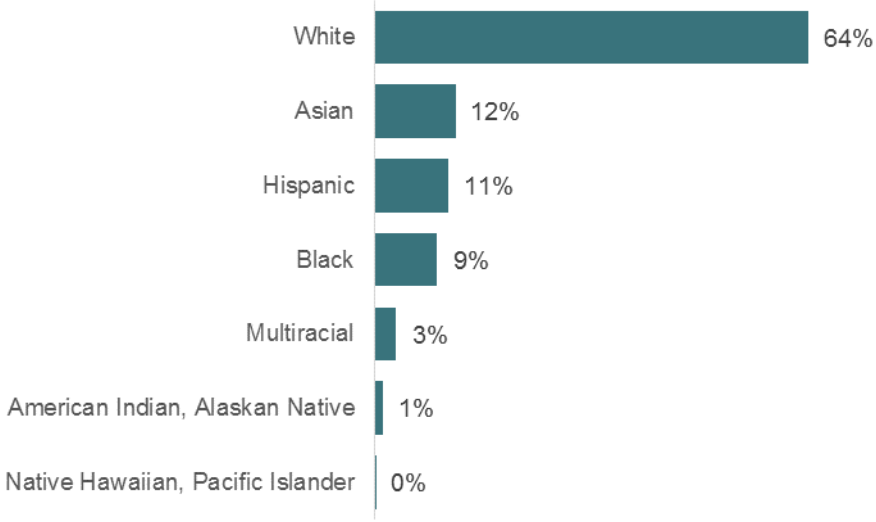


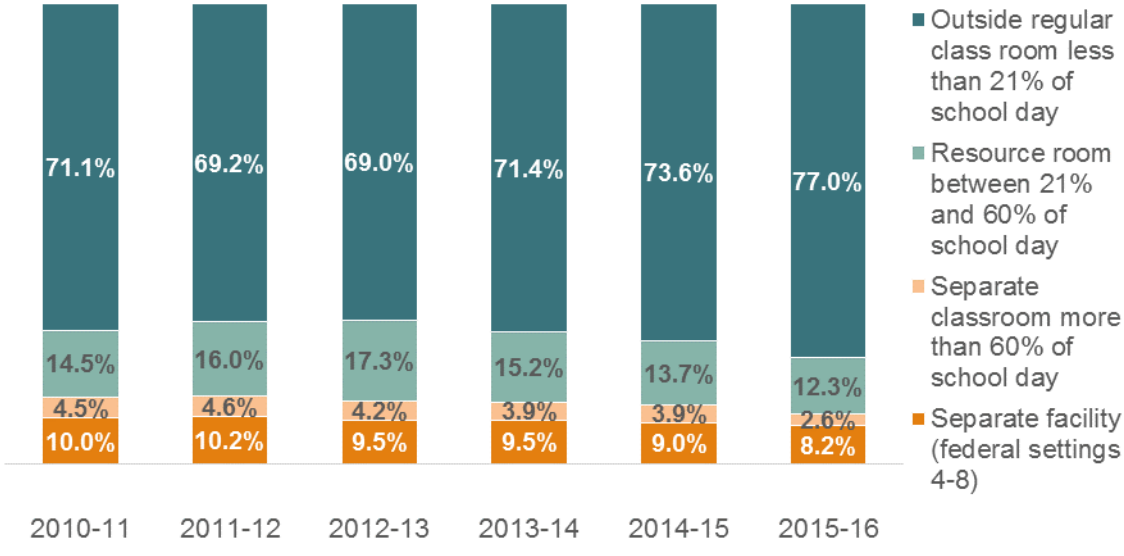
Figure 5: Race/Ethnicity of D/HH Student (Total=2,531)



The racial and ethnic distribution of students who were D/HH is displayed in Figure 5. Some groups are underrepresented, including those who are White, Black and American Indian/Alaska Native, compared to the racial and ethnic distribution of all students. Students who are Asian or Hispanic were overrepresented.

As Figure 6 illustrates, students who are D/HH are consistently spending less time outside the regular classroom each year. In 2015-16, 10.8 percent of students who were D/HH spent more than 60 percent of the school day outside the regular classroom.

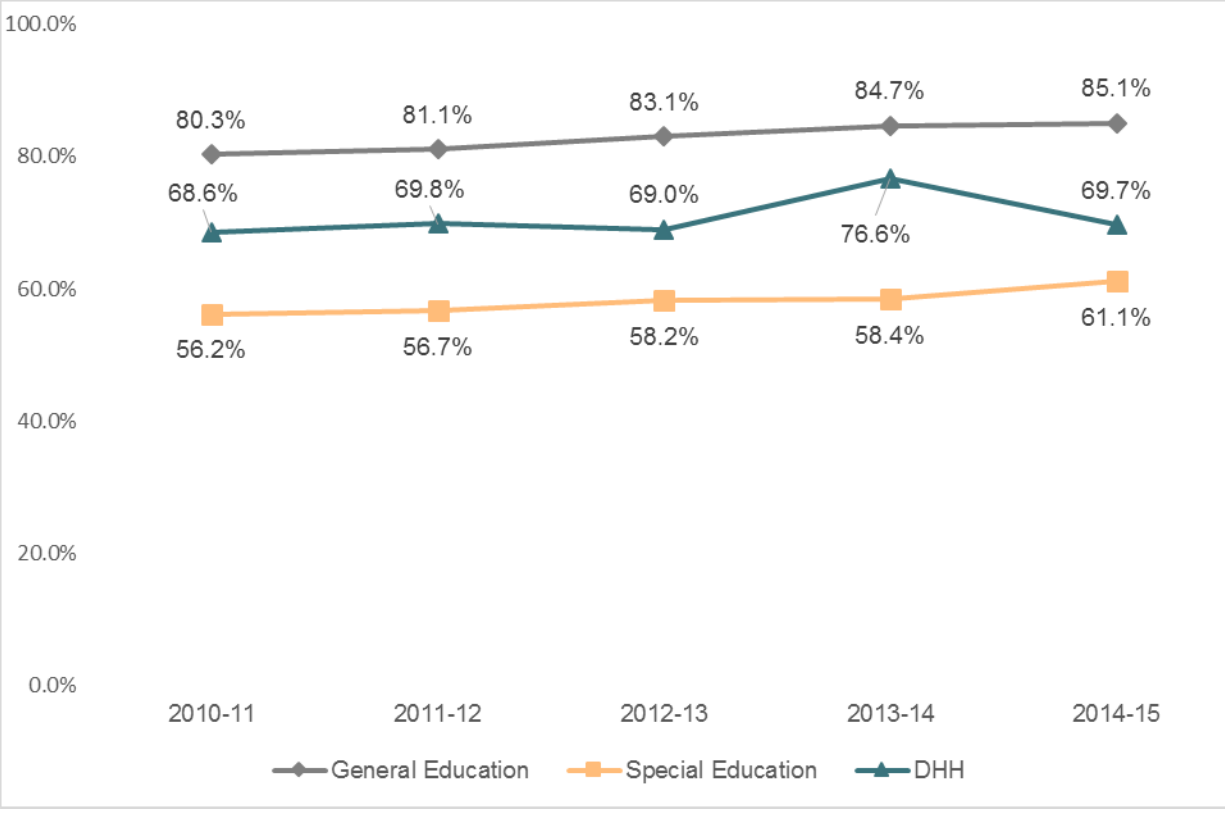
Figure 6: Federal Instructional Settings by Year (Total=1,996)



Graduation Assessment

Graduation rates, as seen in Figure 7, have been consistently increasing for students in general education and special education. The graduation rate for students who were D/HH has remained relatively constant in recent years, with the exception of 2013-14, when graduation rates were exceptionally high for that group.

Figure 7: Graduation State Trends (Four-Year Graduation Rate)



While the percentage of students who are D/HH that graduate high school in four years is lower than that of the general population, students who are D/HH and do not graduate in four years often enter transition programs and graduate in five or six years. For example, during the 2014-15 school year, 38 of the 51 students who were D/HH and did not complete high school in four years were continuing to pursue a diploma. In 2014-15, the five-year graduation rate was 75.6 percent, and the six-year graduation rate was 84.9 percent—slightly higher than the general education graduation rate for that year.

Post School Outcomes

Figure 8: Post School Outcomes, State Trends, Special Education

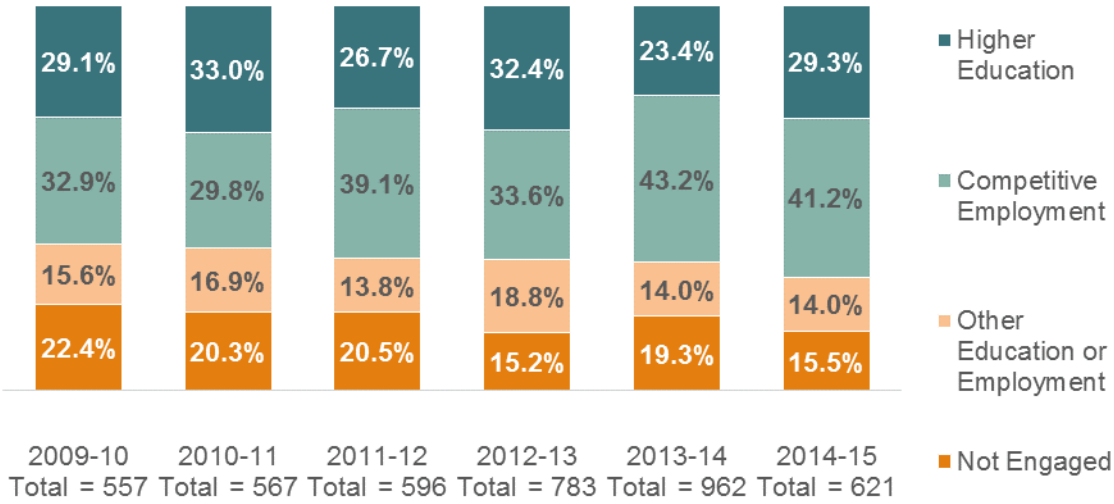
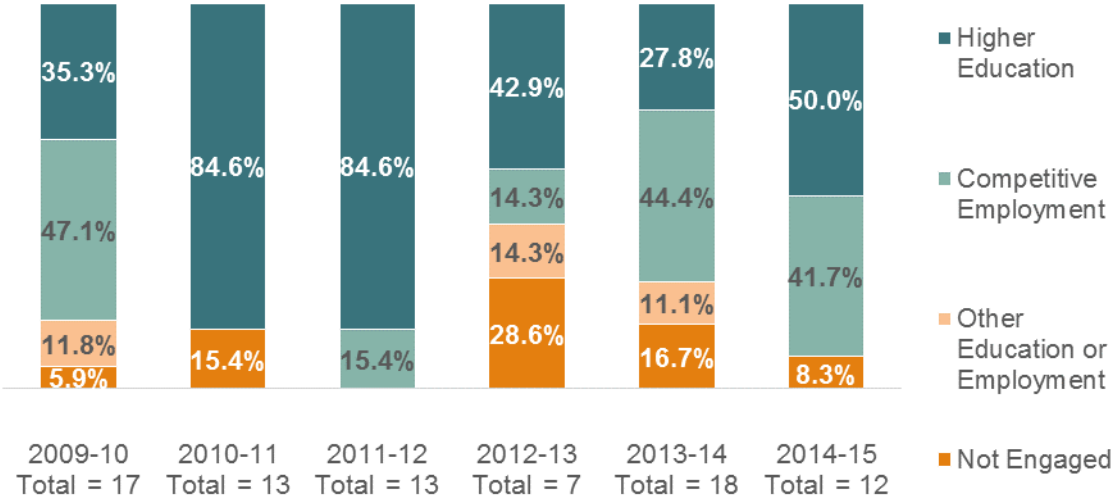


Figure 9: Post School Outcomes, State Trends, Deaf/ Hard of Hearing



Figures 8 and 9 illustrate the post school outcomes for students in special education and students who are D/HH. Readers should use caution in interpreting percentages of very low numbers, such as those displayed in Figure 9. For example, the above information illustrates that there has been an overall decrease in students who are D/HH and are not engaged. However, there were actually more students who were not engaged in 2013-2014 (16.7 percent*18=3) than there were in the previous year (28.6 percent*7=2).

Survey results for the Deaf, Hard of Hearing and DeafBlind Post-Secondary Outcome Survey of 2015 graduates can be found in the Appendix.

State Data

This report contains data comparisons and trend analysis for the years 2012-2015 and test scores for the years 2012-2015. Data comparison, trend analysis, and test scores before 2011 would not be accurate due to the new reading and math standards put into effect in 2011. Occasionally, testing achievement standards and alternate conditions are used. The cut-scores for these alternate assessments differ depending on grade level and the content areas assessed.

Below are the academic proficiency performance categories:[3]

- **Does not Meet Proficiency**: Students at this level do not meet the most fundamental skills established in the Minnesota Academic Standards.
- **Partially Proficient**: Students at this level succeed at some of the skills established in the Minnesota Academic Standards.
- **Proficient**: Students at this level meet the standards established in the Minnesota Academic Standards.
- **Exceeds Proficiency**: Students at this level exceed the standards established in the Minnesota Academic Standards.

Data Sources

MDE specialists extracted D/HH data from multiple databases and data sources to produce and present information in charts and tables that include child count, assessment, postsecondary, graduation, dropout, and trend data that reflect the D/HH student achievements, milestones, and areas of concern. The sources included:

- Minnesota Child Count Trend Data
- Minnesota Automated Reporting Student System (MARSS)
- Three Year Assessment Trend Data
- Early Childhood Child Outcome Survey Form Data
- Minnesota Post-School Outcome 4 Year Trend Chart

Data Challenges

Students identified with D/HH as their primary disability are not a homogenous group. The data in this report reflect only those students who have D/HH listed as their primary disability. Students who are D/HH demonstrate a wide range of types and degrees of hearing loss. Students may speak or use manual communication (e.g., American Sign Language [ASL], Signed English, Signing Exact English, and/or Cued Speech) or a combination of sign and speech. Students may use one or two hearing aids, one or two cochlear implants, other amplification devices, or no amplification. Additionally, D/HH students with a different country of origin may face barriers due to a communication system that is individually unique to their countries of origin.

MDE bases data collection according to federal requirements, which does not allow for a detailed description of the hearing loss type but encourages a broad range. Students who are D/HH are taught in a variety of educational settings. There are students who are D/HH who attend schools whose only purpose is to provide D/HH education. But the majority of students who are D/HH attend schools in their neighborhoods, with supports from special educators with expertise in D/HH acting in a variety of roles, including providing direct

[3] Find additional information on the academic proficiency performance categories on the MDE website Read about proficiency categories (http://education.state.mn.us/mde/index.html).

service or consultative services. Data collected for this report were impossible to desegregate based on a range of factors that affects educational outcomes.

Those factors included:

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

MCA data may not be sensitive enough to reflect challenges and trends within the field. These and many more factors affect educational outcomes.

Possible relevant questions not considered in this report:

- Are curricula and instruction aligned with educational standards?
- Are there additional educational needs for students?
- What is the impact of socioeconomic status of the family?
- What is the communication impact for families whose English is not their primary language?
- To what degree does hearing loss impact student learning?
- Are accessible formats of curricula available for D/HH students?
- What is the educational setting for D/HH students?
- Do students receive direct instruction from a D/HH teacher?
- Are there enough qualified interpreters for D/HH students?
- Is there exposure to a language rich environment for D/HH students?
- Are caseloads increasing? What are the ramifications?
- Is there a need to collect data on students for whom D/HH is the secondary disability in addition to the students for whom D/HH is the primary disability eligibility category?

State Assessment Trends

The following statewide charts reflect data up to the 2014-15 school year, the most recent year for which data is available. Because MCA testing occurs in the spring, test data for the current year is not yet available.

Figures 10 and 11 show the proficiency of students who were D/HH in math and reading, respectively. When combined, the proportion of students who met or exceeded proficiency in math or reading is relatively constant, and the same is true for those who did not meet or partially meet proficiency. In both subjects, the number of students who partially met proficiency has consistently dropped, while the number of students who did not meet proficiency has risen over time.

Figure 10: State D/HH Math Proficiency Trends (Total= 1,092)

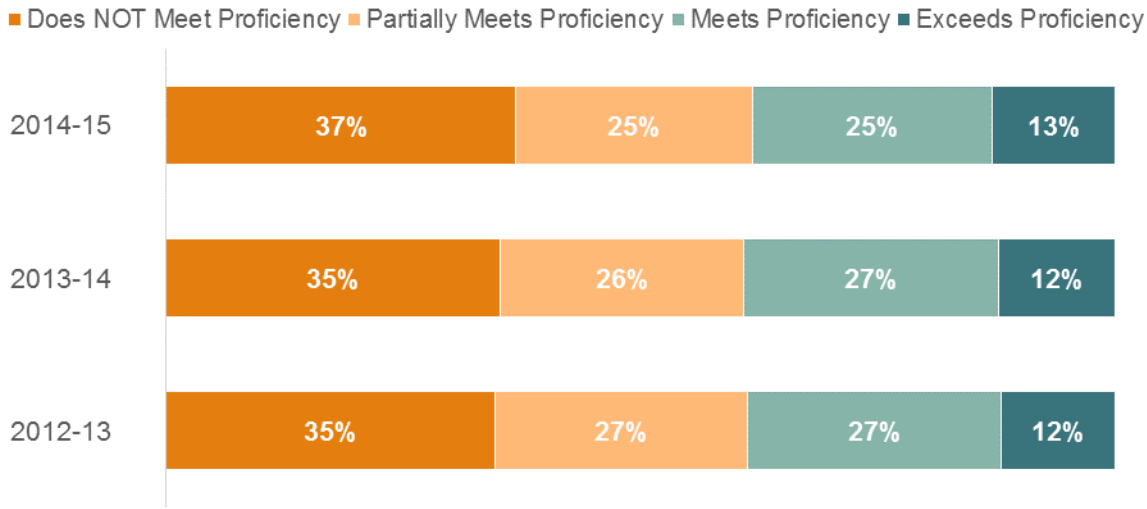
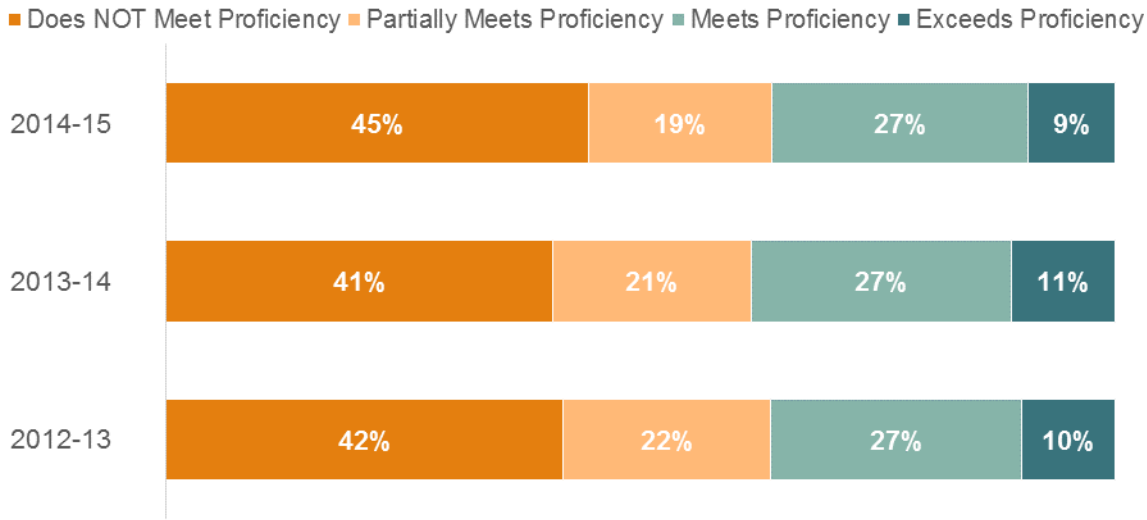


Figure 11: State D/HH Reading Proficiency Trends (Total=1,098)



As shown in Figures 12 and 13, students who were D/HH generally scored higher in both math and reading than all students in special education, but they generally scored lower than the student body as a whole.

Figure 12: State Math Proficiency by Student Category

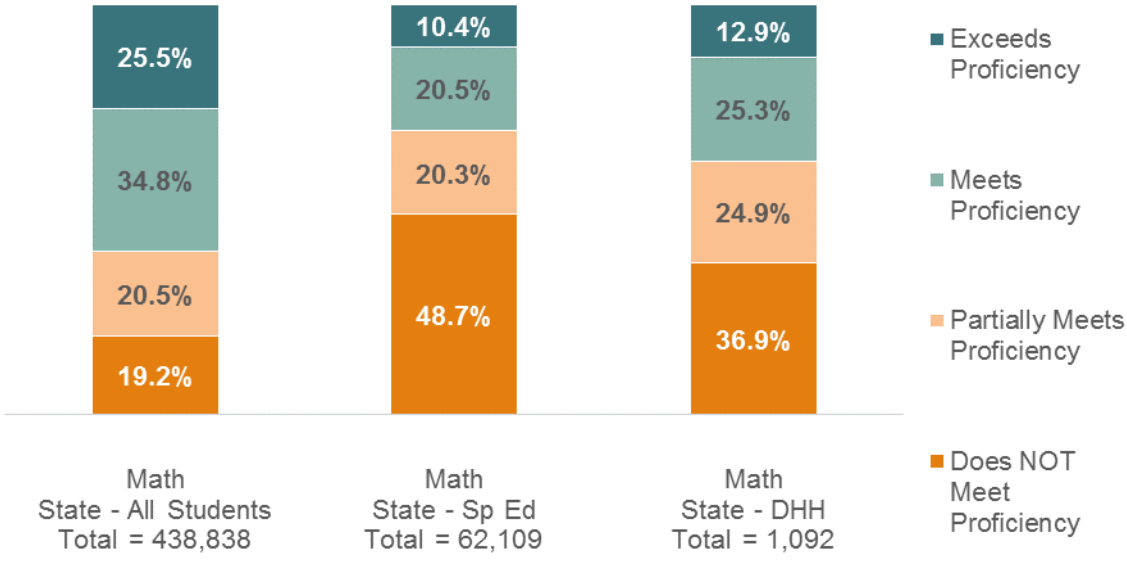
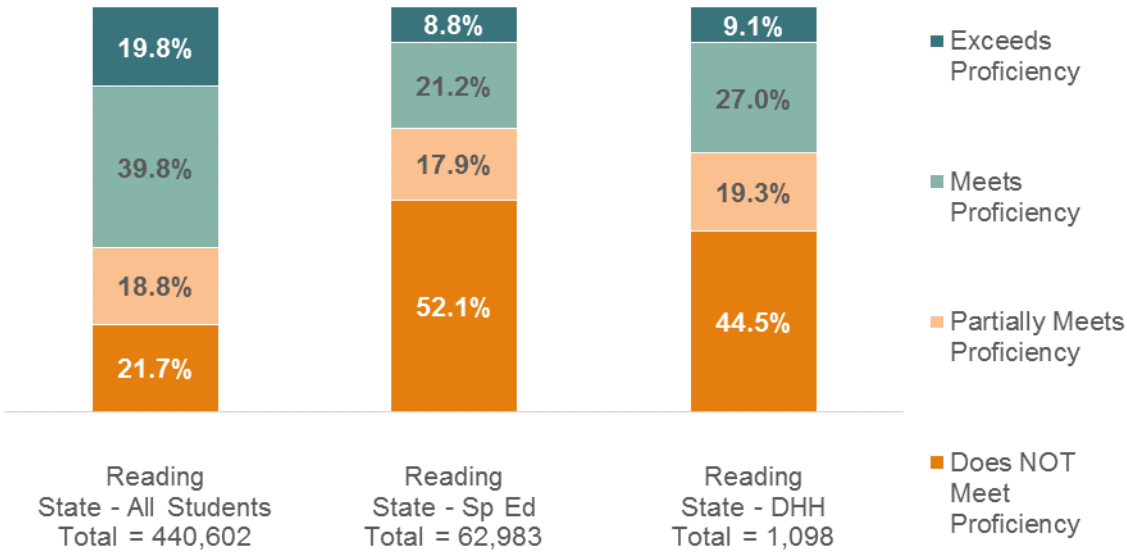


Figure 13: State Reading Proficiency by Student Category



State Proficiency 2014-15

The proportion of students who meet or exceed proficiency in either math or reading generally decreases as grade level increases (see Figures 14 and 15). For math, the number that meet or exceed proficiency decreases most dramatically in grades three through five, while the decrease in reading proficiency is more gradual.

Figure 14: State D/HH Math Proficiency by Grade (Total=1,092)

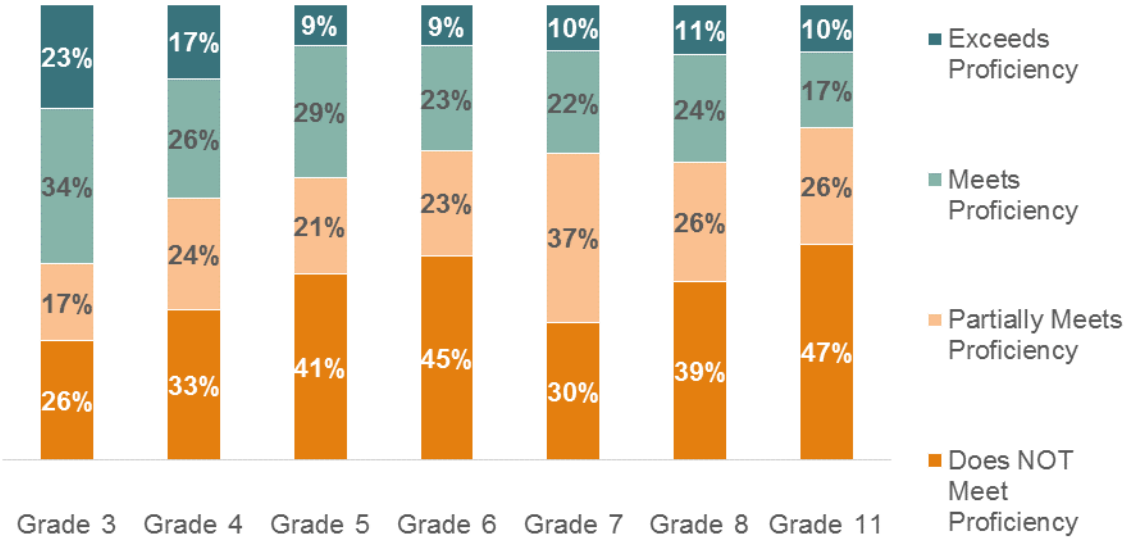
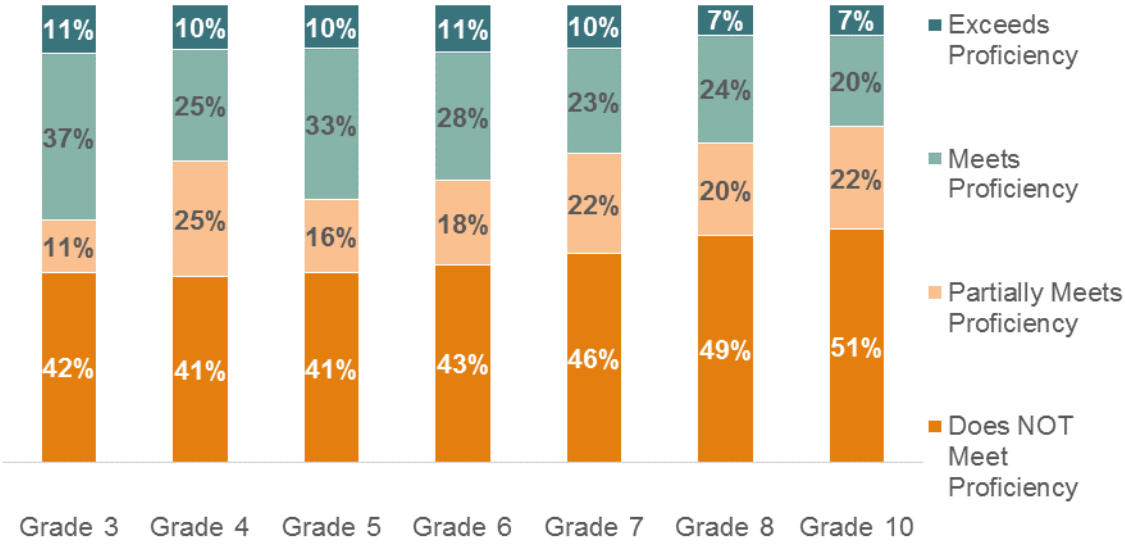


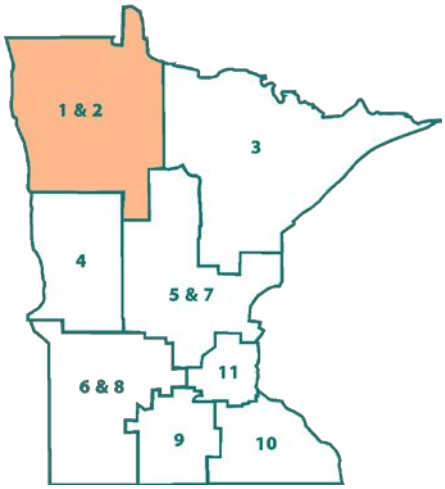
Figure 15: State D/HH Reading Proficiency by Grade (Total=1,098)



Regional Data

The following regional and district charts reflect data up to the 2014-15 school year, the most recent year for which data is available.

Regions 1 & 2



Contrary to statewide trends, more females than males were D/HH in Regions 1 & 2 (see Figure 16). In addition, Table 2 shows an overall decrease over time in students who were D/HH, rather than an increase.

Figure 16: Regions 1 & 2 Enrollment by Gender (Total=42)

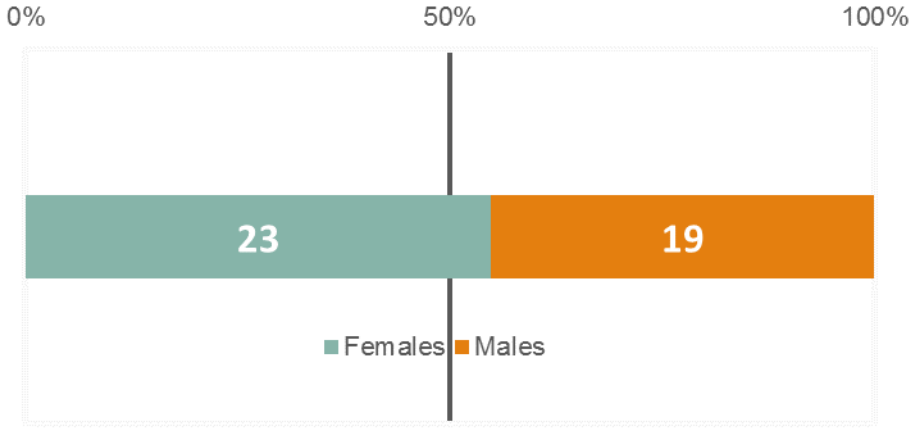


Table 2: Number Enrolled in Regions 1 & 2 by Year, 2010-11 through 2014-15

Year	Number Enrolled
2010-11	49
2011-12	46
2012-13	39
2013-14	34
2014-15	37
2015- 16	42

As shown in Figures 17 and 18, more students in Regions 1 & 2 who were D/HH met proficiency in both math and reading than students in special education. This number is still below that for the student body as a whole. In addition, fewer students who were D/HH exceeded proficiency in either subject than students in other categories.

Figure 17: Regions 1 & 2 Math Proficiency by Student Category

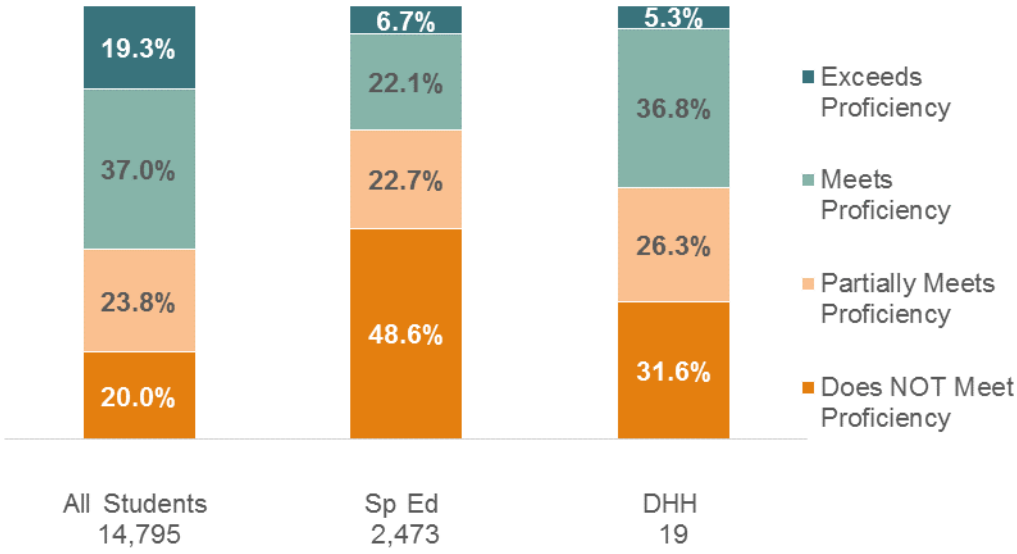
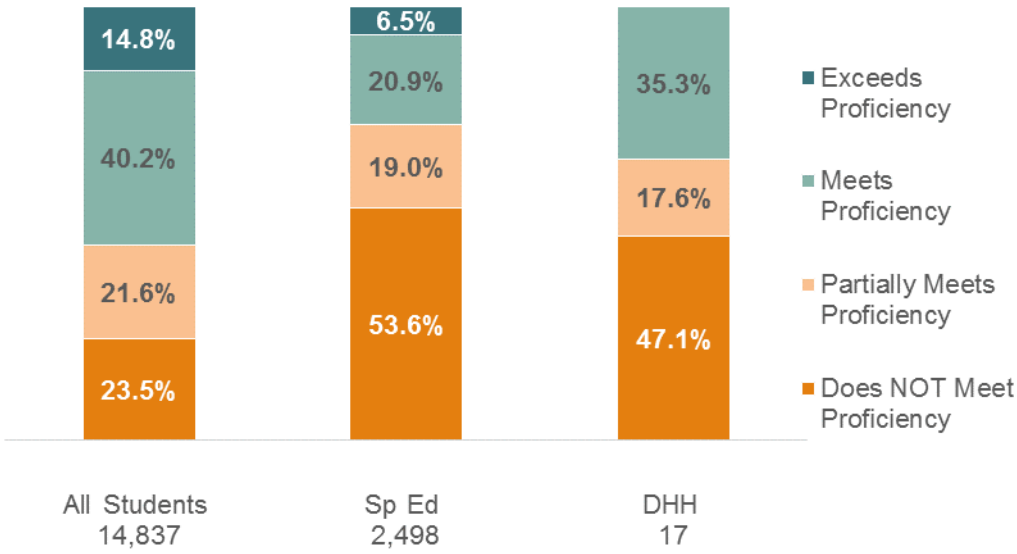
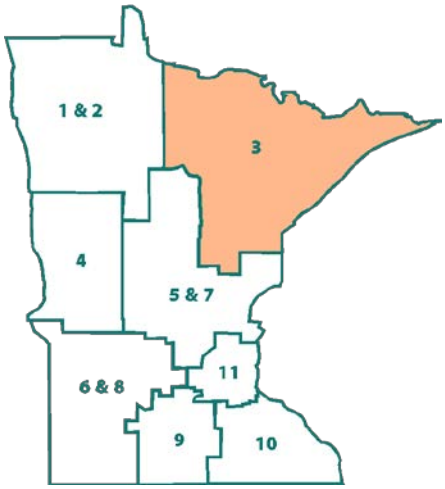


Figure 18: Regions 1 & 2 Reading Proficiency by Student Category



These results illustrate a decline in Regions 1 & 2 compared to the 2013-14 school year, when 68.6 percent of students who were D/HH met or exceeded proficiency in math, and 47.4 percent did so in reading.

Region 3



Similar to state trends, slightly more males than females were D/HH in Region 3 (see Figure 19). As Table 3 illustrates, the number of students who were D/HH in Region 3 has been relatively consistent in recent years.

Figure 19: Region 3 Enrollment by Gender (Total=70)

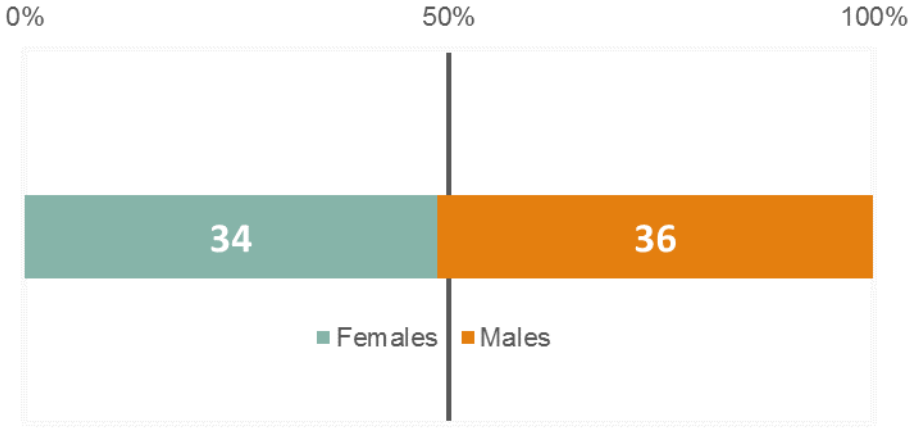


Table 3: Number Enrolled in Region 3 by Year, 2010-11 through 2014-15

Year	Number Enrolled
2010-11	65
2011-12	66
2012-13	71
2013-14	70
2014-15	70
2015-16	70

As Figures 20 and 21 illustrate for Region 3, proportionately more students who were D/HH met or exceeded proficiency in math and reading than students in special education. This figure is proportionately less than all students. While the same proportion of students who were D/HH in the Duluth School District did not meet proficiency in math, more students met or exceeded proficiency. In reading, figures for the Duluth School District were much closer to those for Region 3 as a whole.

Figure 20: Region 3 Math Proficiency by Student Category

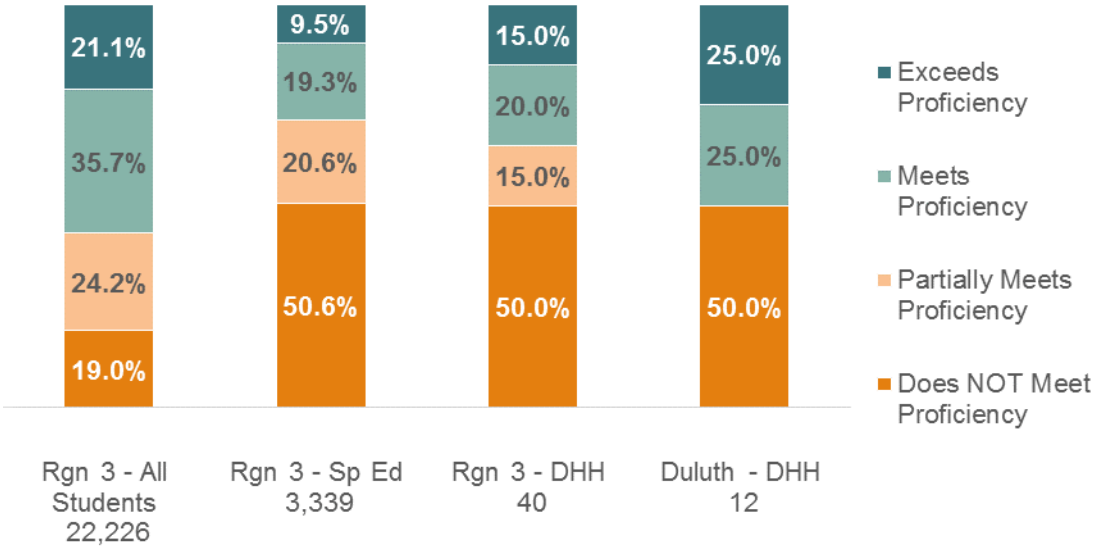
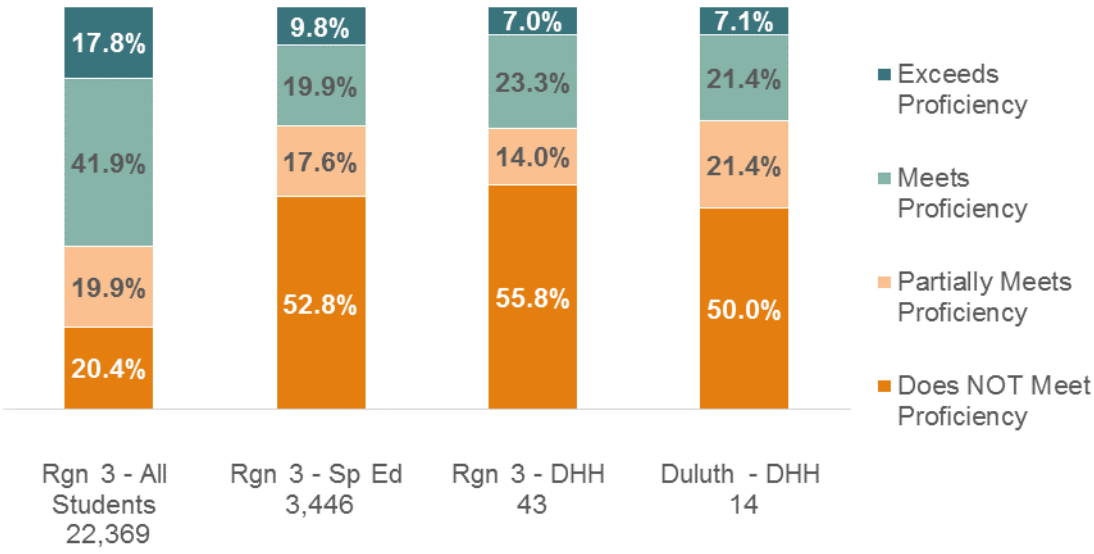


Figure 21: Region 3 Reading Proficiency by Student Category



These results illustrate an overall improvement in Region 3 proficiency compared to the 2013-14 school year, when 17.6 percent of students who were D/HH met or exceeded proficiency in math, and 10.9 percent did so in reading.

Duluth School District

Assessment results for students in the Duluth School District were similar to those in Region 3, with students who were D/HH scoring higher than students in special education but lower than all students in both math and reading (see Figures 22 and 23).

Figure 22: Duluth School District Math Proficiency by Student Category

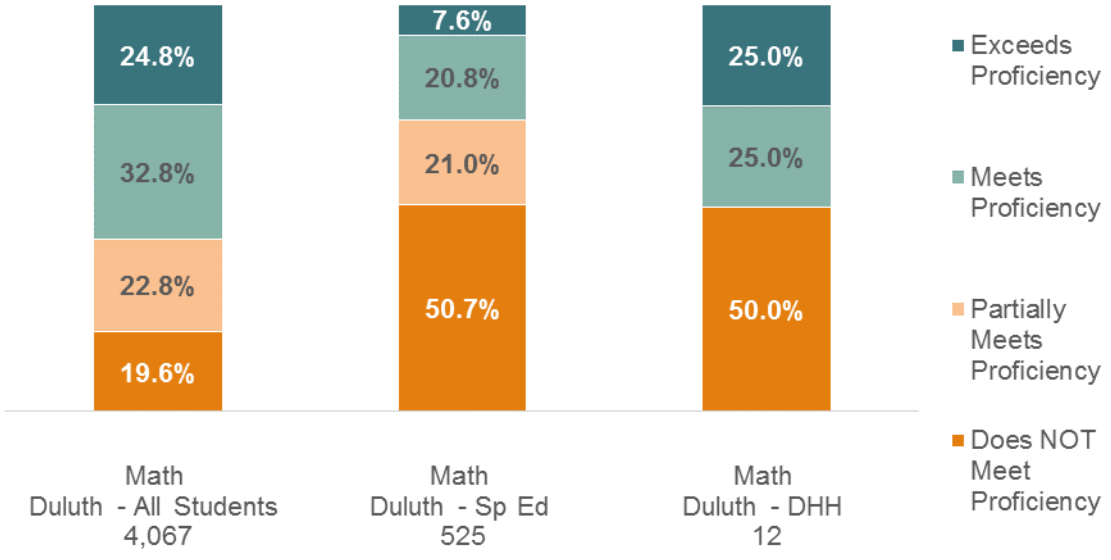
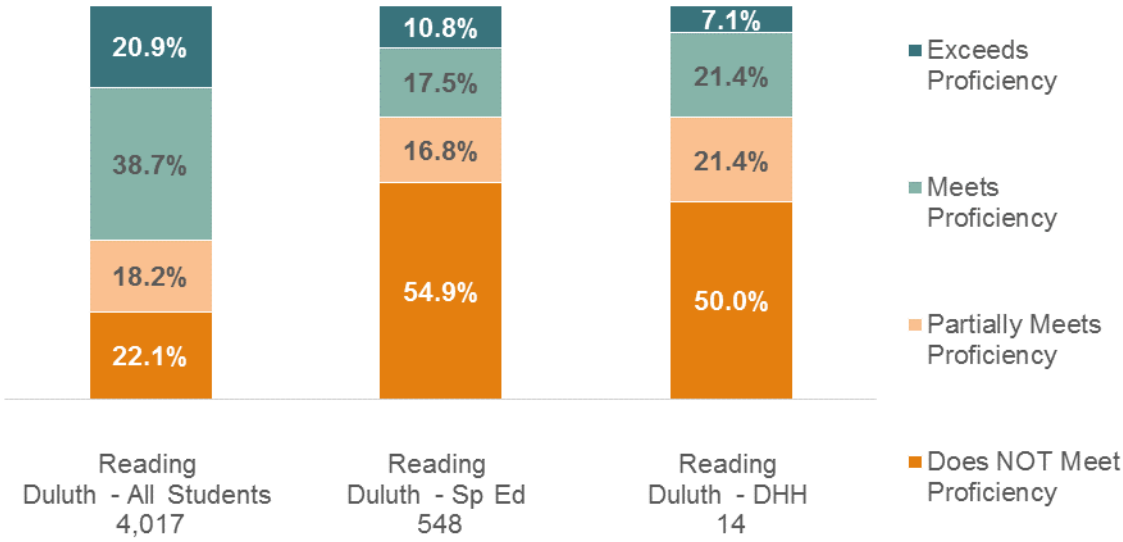
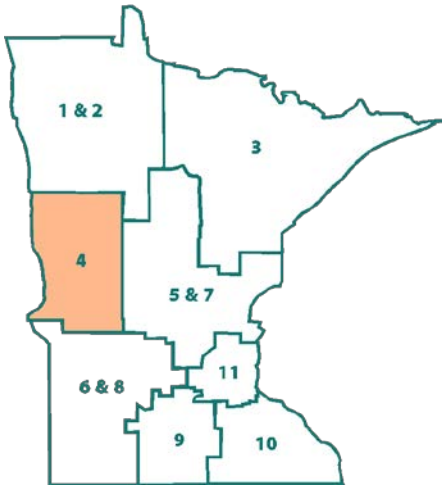


Figure 23: Duluth School District Reading Proficiency by Student Category



Region 4



The gender distribution of students who were D/HH in Region 4 mirrors that of the entire state, with slightly more males than females (see Figure 24). The overall number of students has fluctuated over recent years, with more students in 2015-16 than in 2010-11, as shown on Table 4.

Figure 24: Region 4 Enrollment by Gender (Total=68)

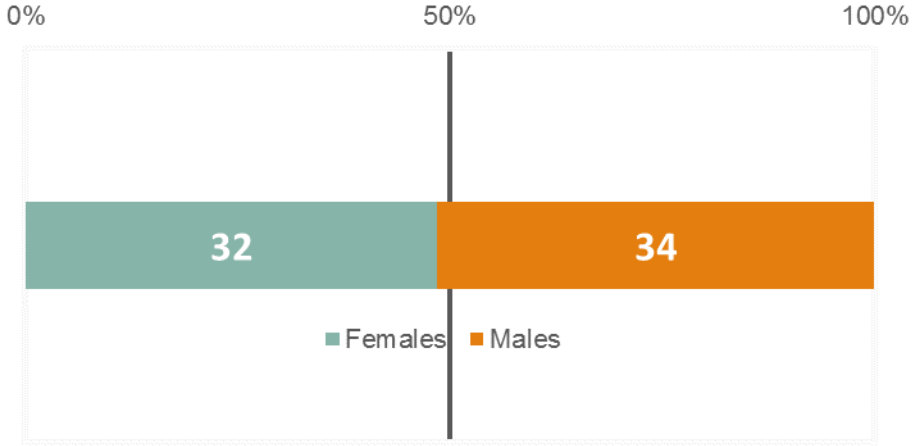


Table 4: Number Enrolled in Region 4 by Year, 2010-11 through 2014-15

Year	Number Enrolled
2010-11	65
2011-12	66
2012-13	56
2013-14	61
2015-16	68

Assessment results for Region 4 are generally reflective of statewide results, with students who were D/HH meeting or exceeding proficiency in both subjects in higher proportions than students in special education but in lower proportions than all students combined (see Figures 25 and 26).

Figure 25: Region 4 Math Proficiency by Student Category

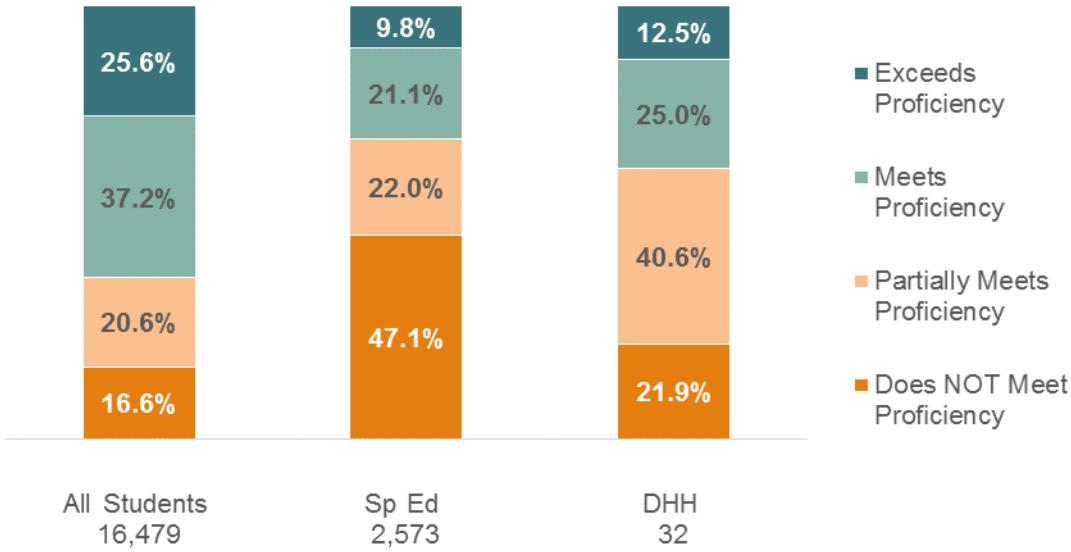
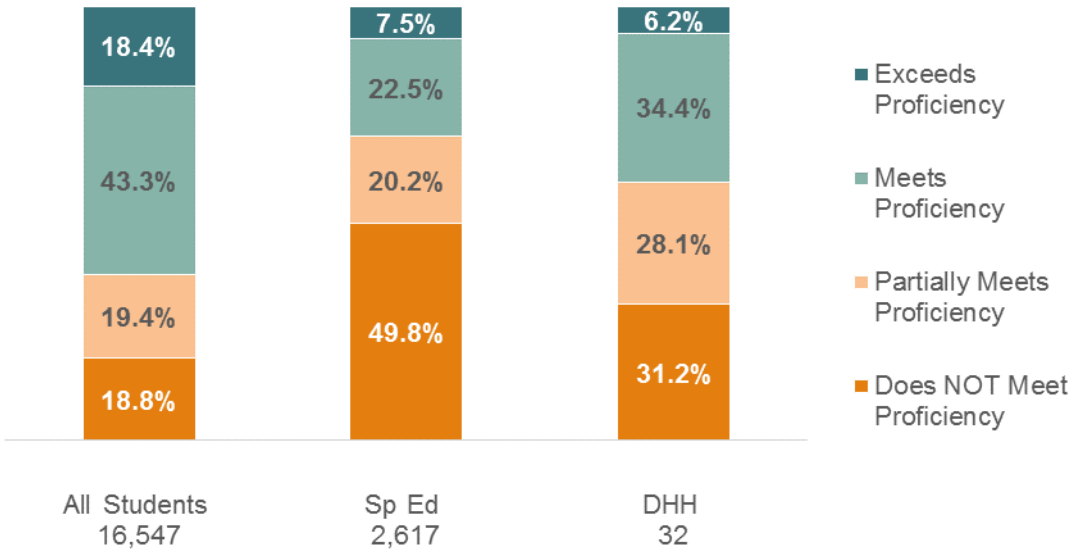
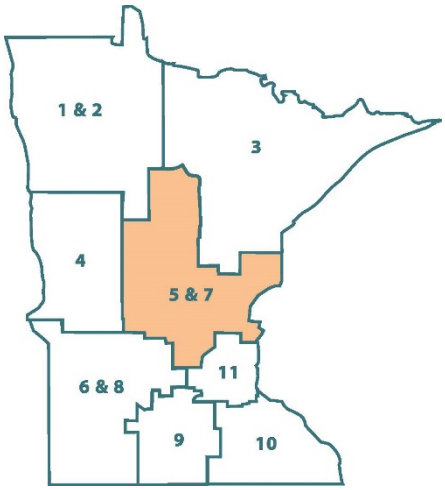


Figure 26: Region 4 Reading Proficiency by Student Category



These results illustrate a decline in Region 4 compared to the 2013-14 school year, when 40 percent of students who were D/HH met or exceeded proficiency in math, and 39.4 percent did so in reading. Though this is close to 2014-15 figures, more students exceeded proficiency in both subjects in 2014-15 than in the previous year, and fewer students did not meet proficiency.

Regions 5 & 7



The gender distribution and the overall number of students who were D/HH in Regions 5 & 7 is generally consistent with statewide figures, with slightly more males than females (see Figure 27) and an overall increase in the number of students (see Table 5).

Figure 27: Regions 5 & 7 Enrollment by Gender (Total=227)

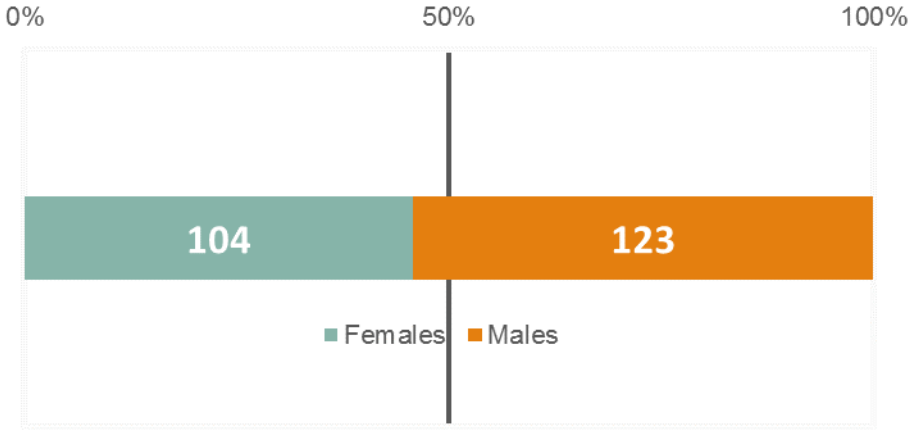


Table 5: Number Enrolled in Regions 5 & 7 by Year, 2010-11 through 2014-15

Year	Number Enrolled
2010-11	195
2011-12	192
2012-13	206
2013-14	218
2014-15	217
2015-16	227

Similar to statewide results, students who were D/HH met or exceeded proficiency in higher proportion than students in special education but in lower proportion than all students for both subjects (see Figures 28 and 29). Fewer students who were D/HH from the St. Cloud School District met proficiency in math and reading than those in Regions 5 & 7 as a whole.

Figure 28: Regions 5 & 7 Math Proficiency by Student Category

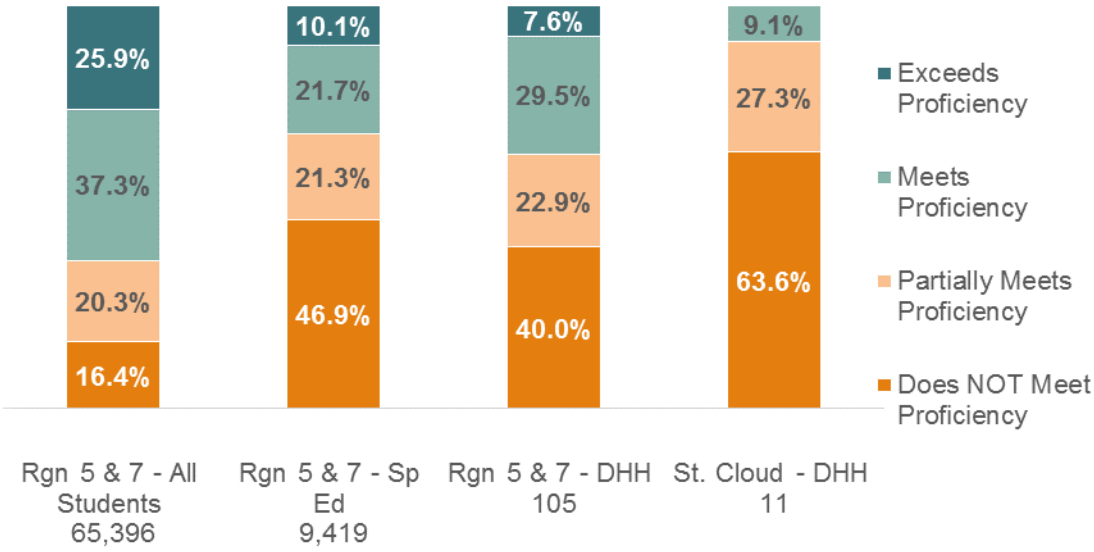
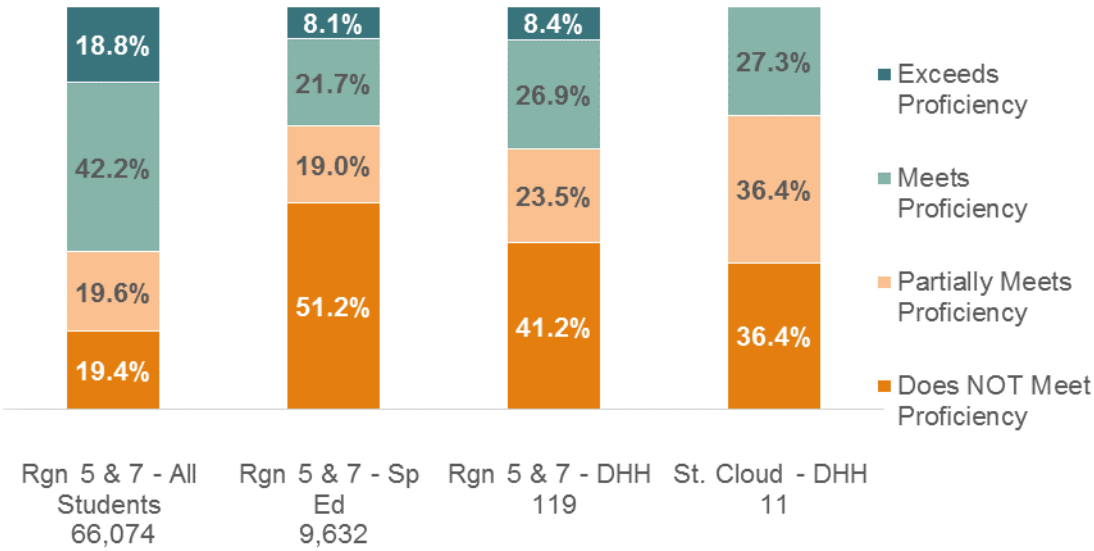


Figure 29: Regions 5 & 7 Reading Proficiency by Student Category



These results illustrate a decline in Regions 5 & 7 compared to the 2013-14 school year, when 41.4 percent of students who were D/HH met or exceeded proficiency in math, and 40 percent did so in reading.

St. Cloud School District

Figures 30 and 31 illustrate proficiencies for students in the St. Cloud School District by category. Fewer students who were D/HH met proficiency, while more met reading proficiency compared to special education. No students who were D/HH exceeded proficiency in either subject.

Figure 30: St. Cloud School District Math Proficiency by Student Category

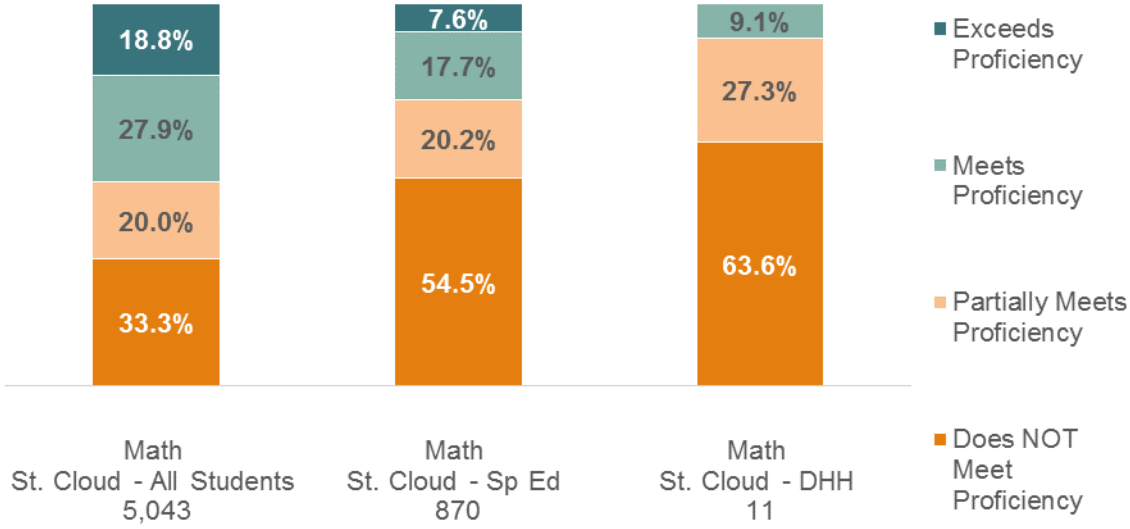
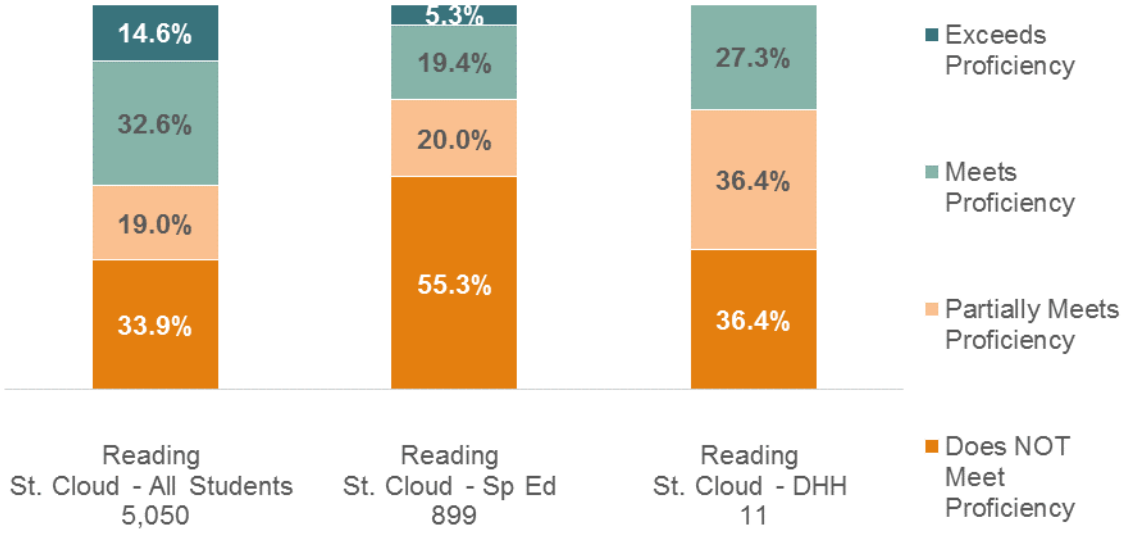
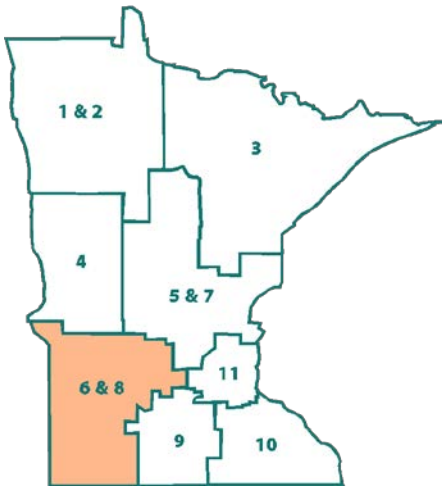


Figure 31: St. Cloud School District Reading Proficiency by Student Category



Regions 6 & 8



More male students than female students in Regions 6 & 8 were D/HH (see Figure 32). Enrollment of students in Regions 6 & 8 who are D/HH has fluctuated in recent years (see Table 6).

Figure 32: Regions 6 & 8 Enrollment by Gender (Total=142)

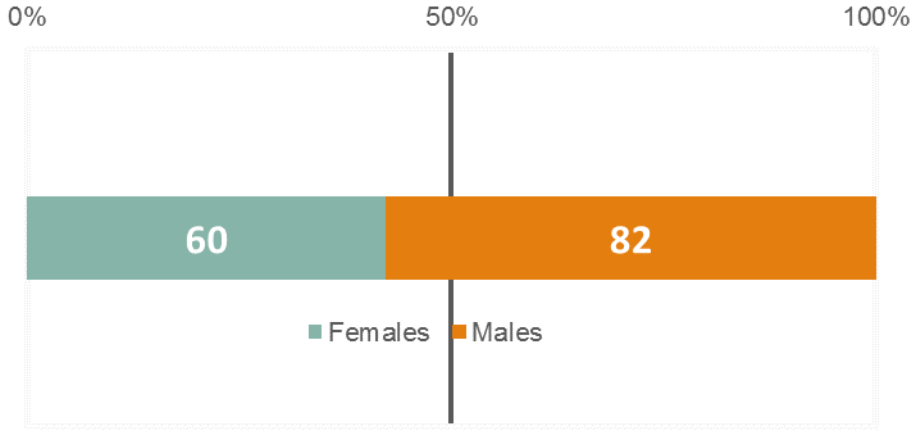


Table 6: Number Enrolled in Regions 6 & 8 by Year, 2010-11 through 2014-15

Year	Number Enrolled
2010-11	142
2011-12	137
2012-13	152
2013-14	138
2014-15	138
2015-16	142

Figures 33 and 34 illustrate test results in Regions 6 & 8, which are consistent with those statewide. A higher portion of students who were D/HH met or exceeded proficiency, compared to students in special education. Those figures were lower, however, when compared to all students.

Figure 33: Regions 6 & 8 Math Proficiency by Student Category

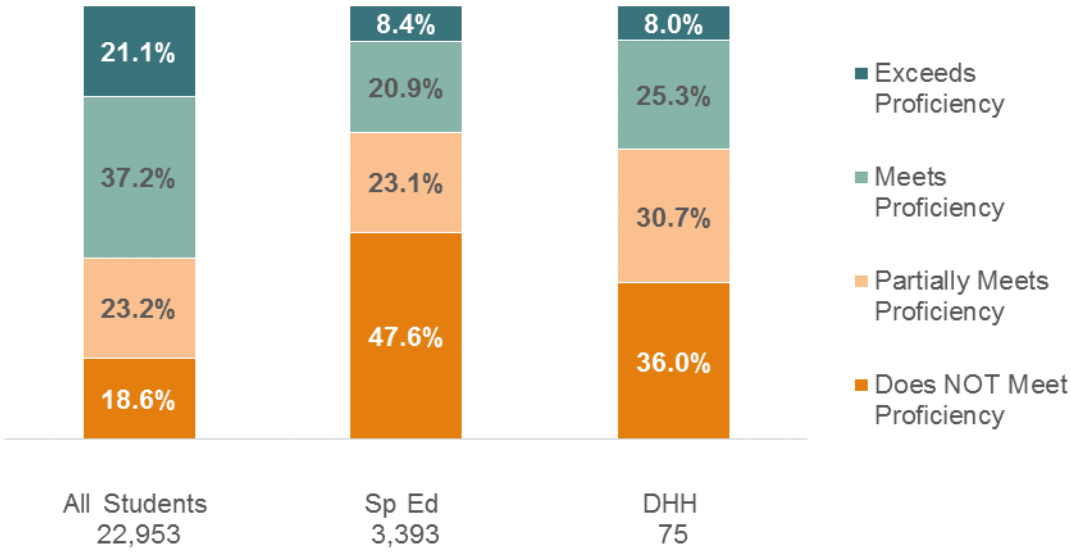
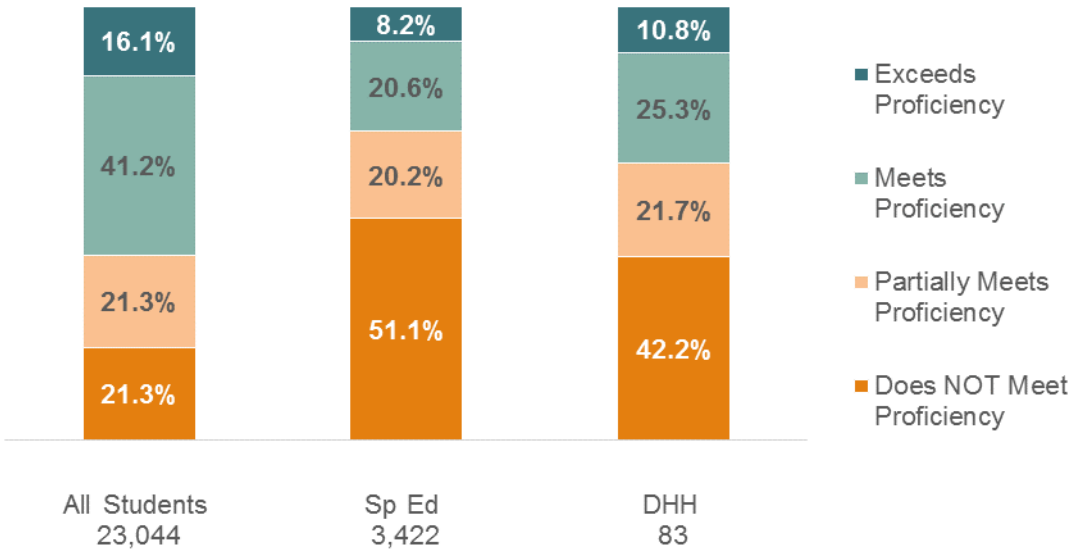


Figure 34: Regions 6 & 8 Reading Proficiency by Student Category



These results illustrate a decline in Regions 6 & 8 compared to the 2013-14 school year, when 42.2 percent of students who were D/HH met or exceeded proficiency in math, and 40.7 percent did so in reading.

Region 9

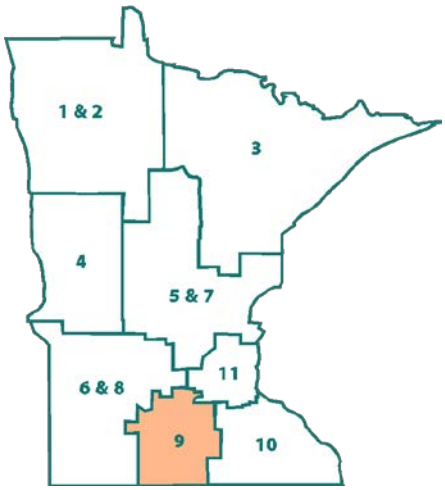


Figure 35 illustrates that, consistent with statewide demographics, more males than females were D/HH in Region 9. The overall number of students has fluctuated in recent years but was smaller in 2015-16 than in 2010-11 (see Table 7).

Figure 35: Region 9 Enrollment by Gender (Total=77)

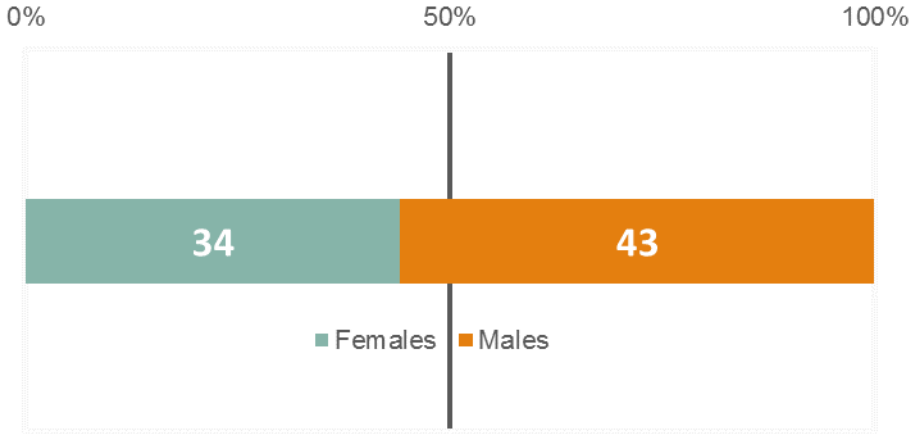


Table 7: Number Enrolled in Region 9 by Year, 2010-11 through 2014-15

Year	Number Enrolled
2010-11	85
2011-12	80
2012-13	76
2013-14	74
2014-15	80
2015-16	77

According to information in Figure 36, proportionately fewer students who were D/HH hearing met or exceeded proficiency in math than students in other categories. Reading scores were more consistent with statewide results, with proportionately more students who were D/HH meeting or exceeding proficiency than students in special education, though the differences were smaller in Region 9 (see Figure 37).

Figure 36: Region 9 Math Proficiency by Student Category

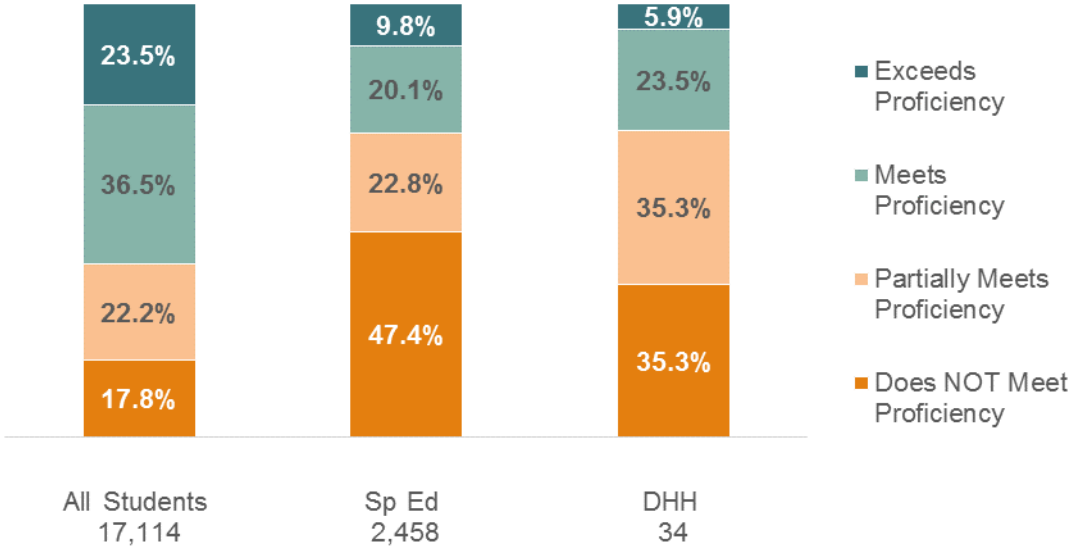
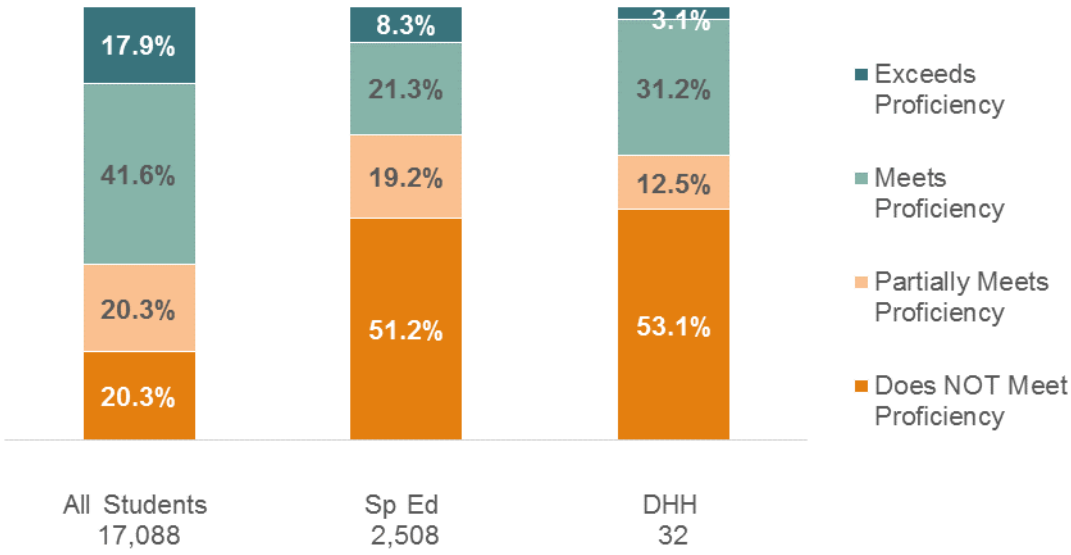
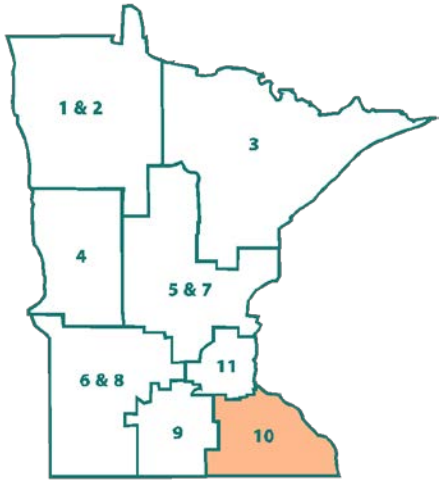


Figure 37: Region 9 Reading Proficiency by Student Category



These results illustrate a decline in Region 9 compared to the 2013-14 school year, when 30 percent of students who were D/HH met or exceeded proficiency in math, and 50 percent did so in reading.

Region 10



As Figure 38 illustrates, more males than females in Region 10 were D/HH. While the overall number of students who were D/HH has increased since 2010-11, it has fluctuated in recent years (see Table 8).

Figure 38: Region 10 Enrollment by Gender (Total=273)

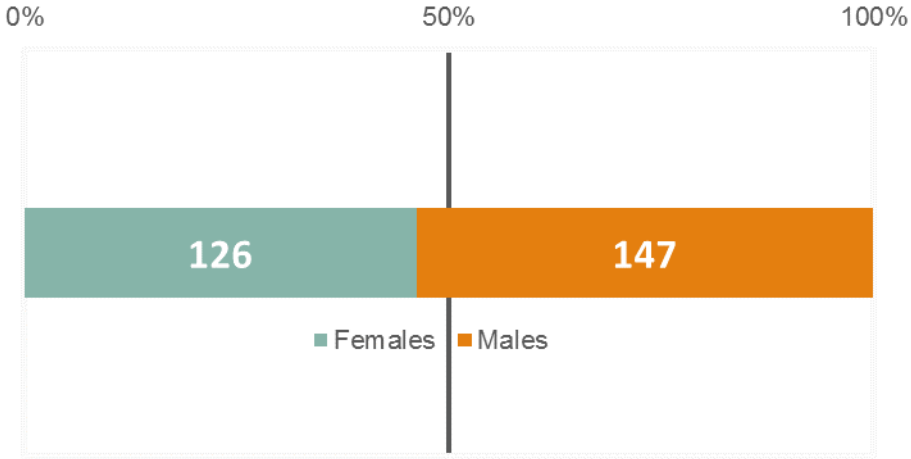


Table 8: Number Enrolled in Region 10 by Year, 2010-11 through 2014-15

Year	Number Enrolled
2010-11	254
2011-12	276
2012-13	288
2013-14	300
2014-15	288
2015-16	273

Figures 39 and 40 display test results of students in Region 10 by category and students who were D/HH in the Austin and Rochester School Districts and at the Minnesota State Academy for the Deaf (MSAD). The proportion of students in Region 10 who are D/HH and met or exceeded proficiency in math and reading is consistent with statewide figures: lower than all students but higher than students in special education. Proportionately more students in the Rochester School District met or exceeded proficiency than their peers in other districts.

Figure 39: Region 10 Math Proficiency by Student Category

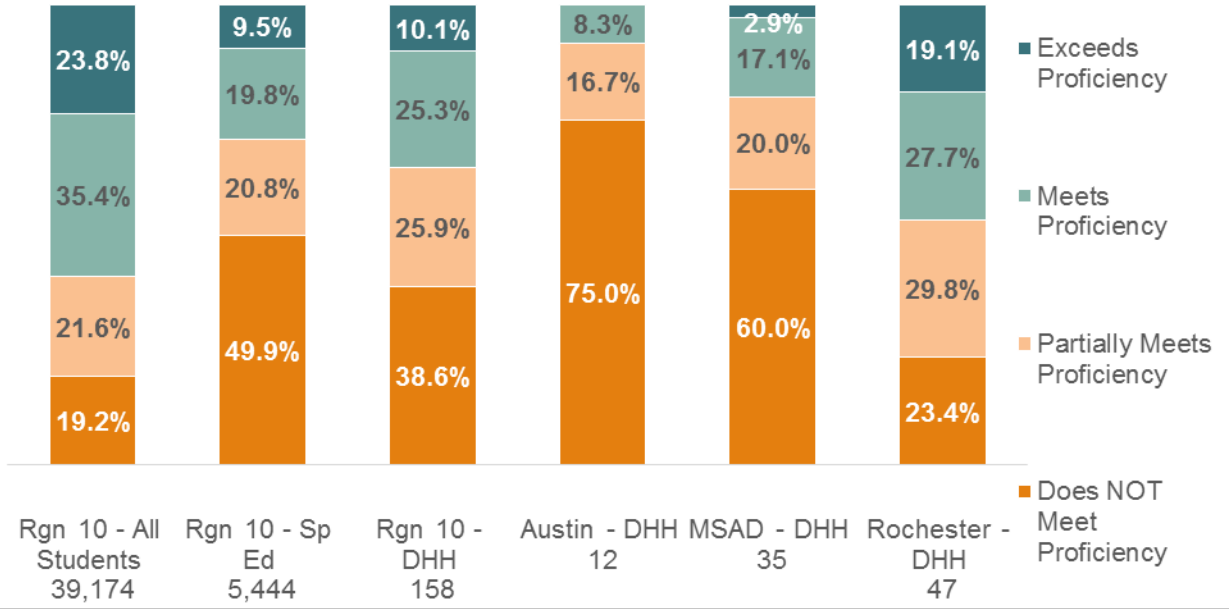
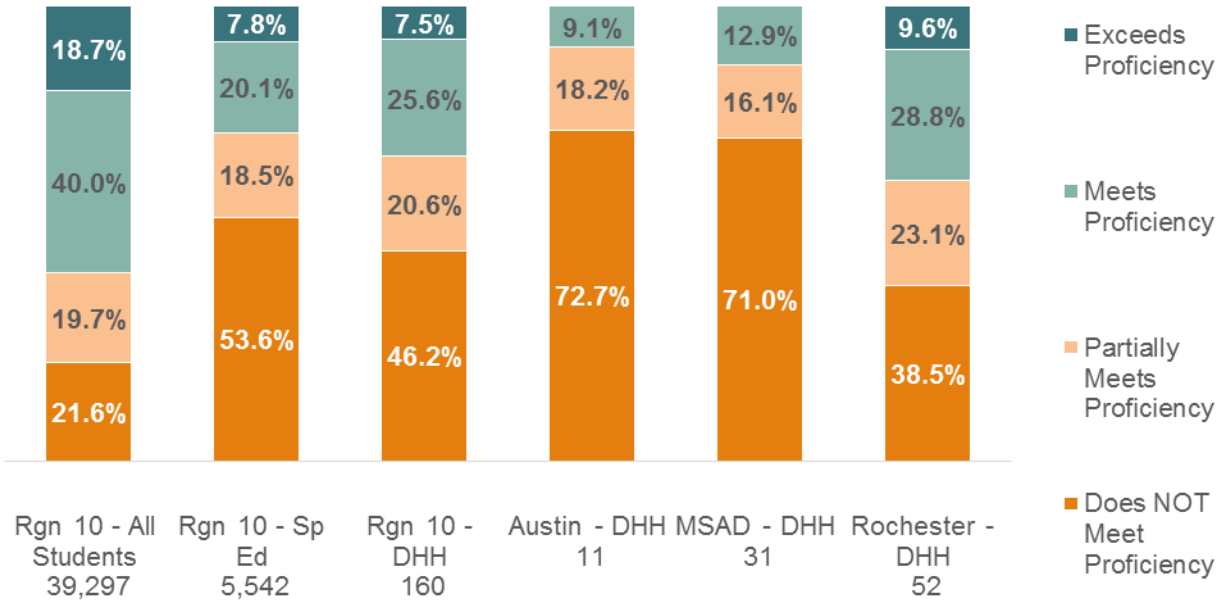


Figure 40: Region 10 Reading Proficiency by Student Category



These results illustrate an overall improvement in proficiency in both subjects in Region 10 compared to the 2013-14 school year, when 28.5 percent of students who were D/HH met or exceeded proficiency in math, and 34.7 percent did so in reading.

Austin School District

Proportionately fewer students in the Austin School District who were D/HH met proficiency compared to students in special education or all students (see Figures 41 and 42).

Figure 41: Austin School District Math Proficiency by Student Category

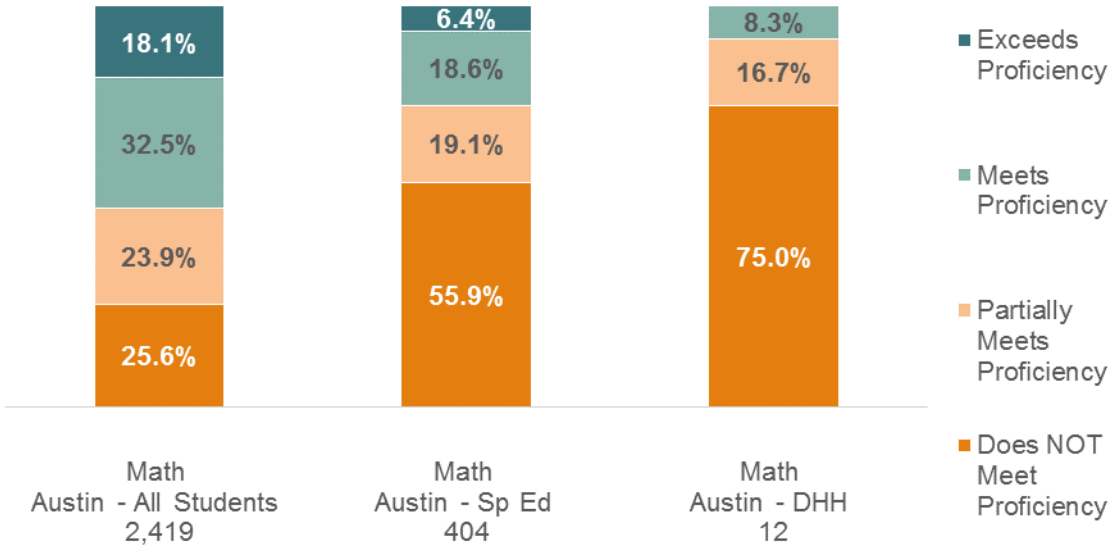
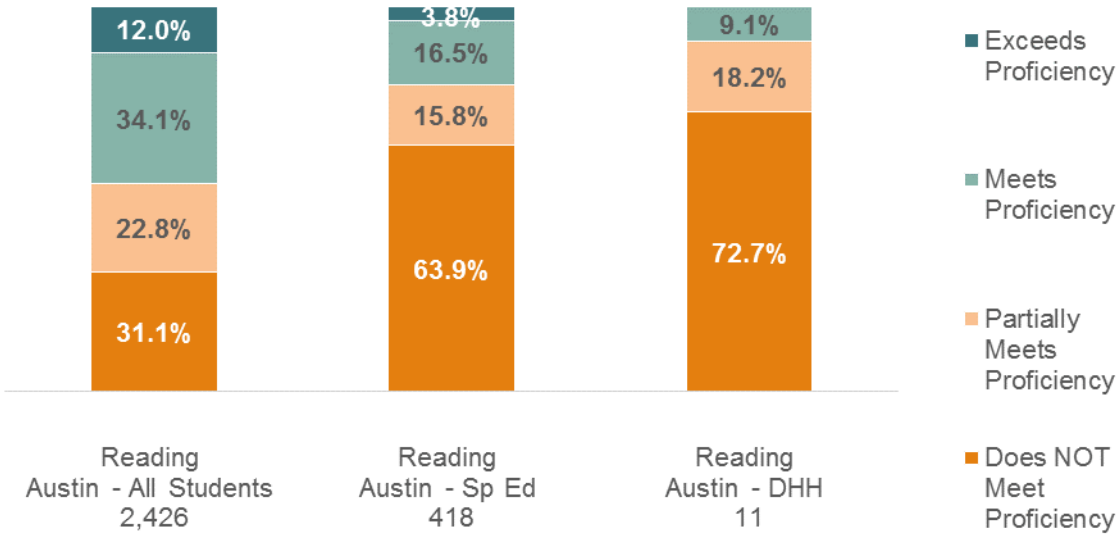


Figure 42: Austin School District Reading Proficiency by Student Category



Minnesota State Academy for the Deaf (MSAD)[4]

MSAD often instructs students who are D/HH for whom inclusion in general education settings did not produce the desired outcomes. Students at MSAD learn sign language and catch up on other language gaps. Because students who attend MSAD often have complex needs, proportionately fewer students in MSAD who were D/HH met proficiency compared to students in special education or all students (see Figures 43 and 44).

Figure 43: MSAD Math Proficiency by Student Category

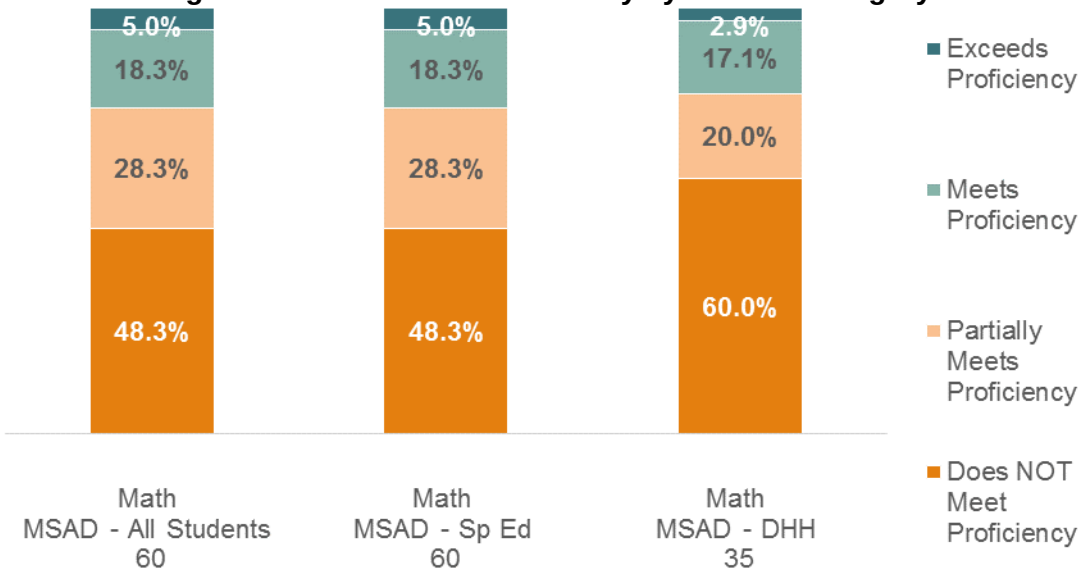
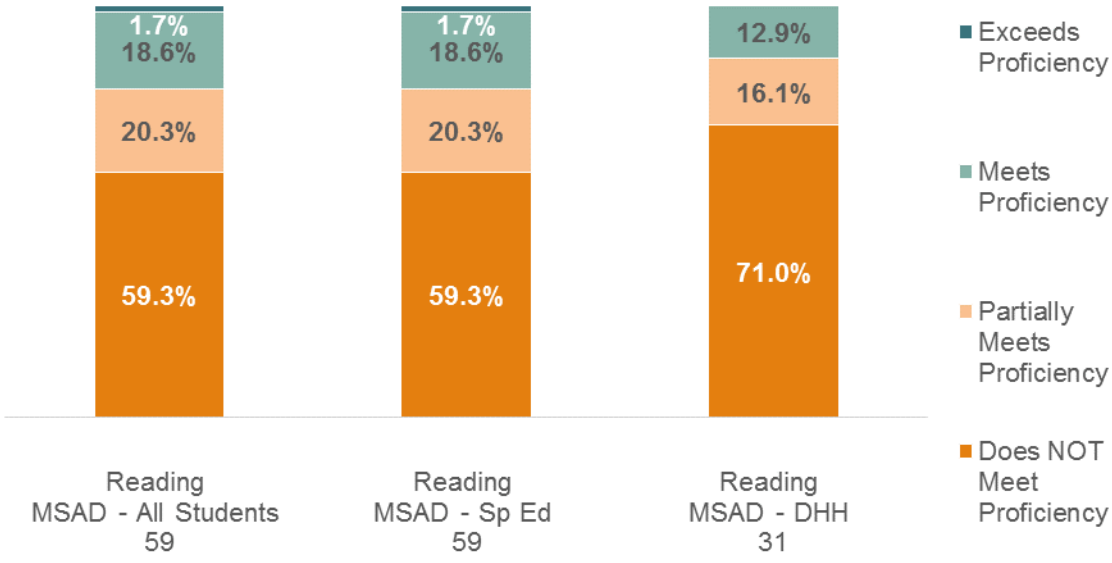


Figure 44: MSAD Reading Proficiency by Student Category



[4] Minnesota State Academy for the Deaf (MSAD) is a residential school for students who are deaf. Classes are taught using American Sign Language and English.

Rochester School District

Figures 45 and 46 illustrate that proportionately more students who are D/HH in the Rochester School District met or exceeded proficiency than those in special education, but these figures were smaller than those for all students. This is consistent with statewide figures.

Figure 45: Rochester School District Math Proficiency by Student Category

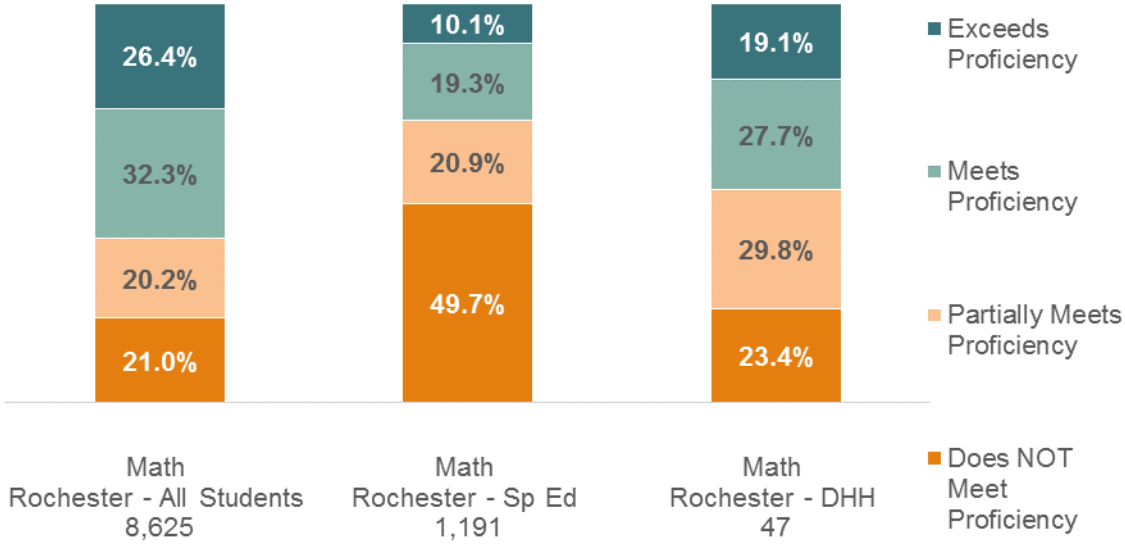
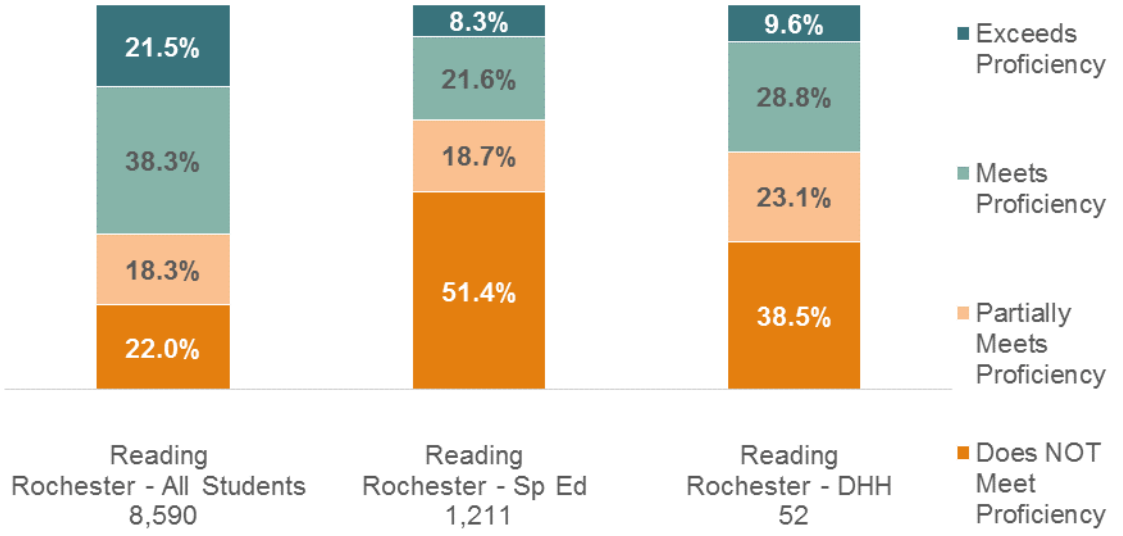
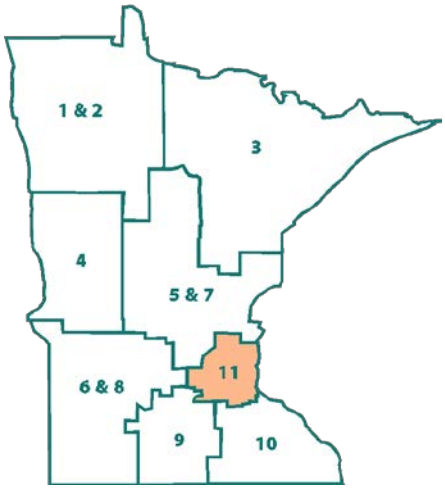


Figure 46: Rochester School District Reading Proficiency by Student Category



Region 11



The gender distribution of students who were D/HH in Region 11 was reflective of statewide figures, with more males than females (see Figure 47). As Table 9 illustrates, however, the overall number of students has decreased in recent years before increasing in 2015-16, which is inconsistent with statewide trends.

Figure 47: Region 11 Enrollment by Gender (Total=1,174)

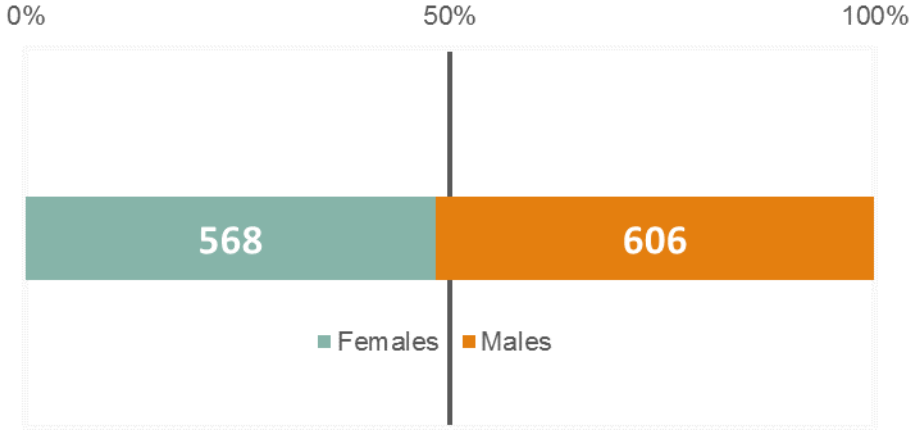


Table 9: Number Enrolled in Region 11 by Year, 2010-11 through 2014-15

Year	Number Enrolled
2010-11	1,175
2011-12	1,162
2012-13	1,153
2013-14	1,117
2014-15	1,105
2015-16	1,174

Figures 48 and 49 illustrate proficiency consistent with statewide proportions, with students who are D/HH meeting or exceeding proficiency in higher proportions than students in special education but lower proportions than all students.

Figure 48: Region 11 Math Proficiency by Student Category

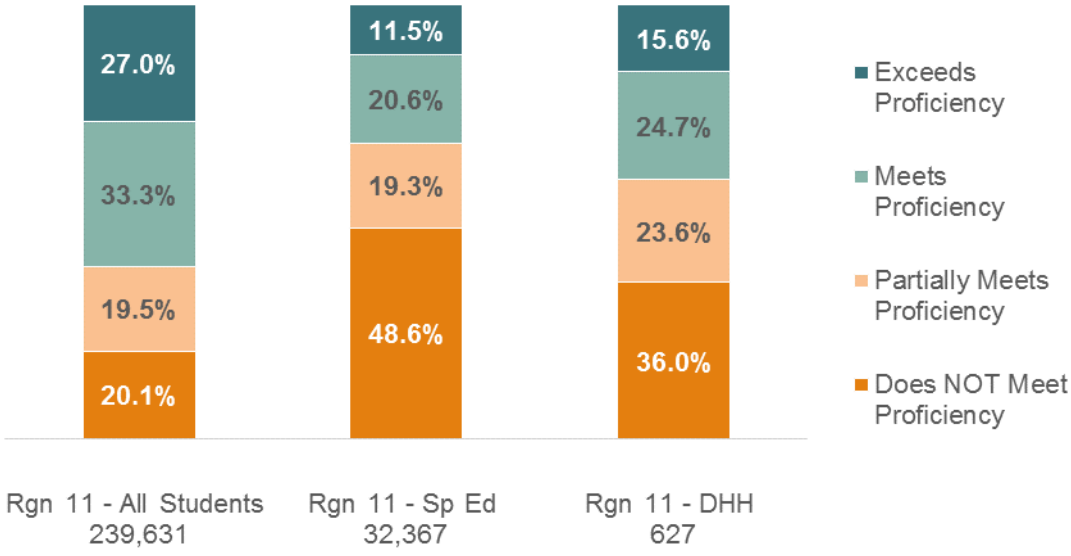
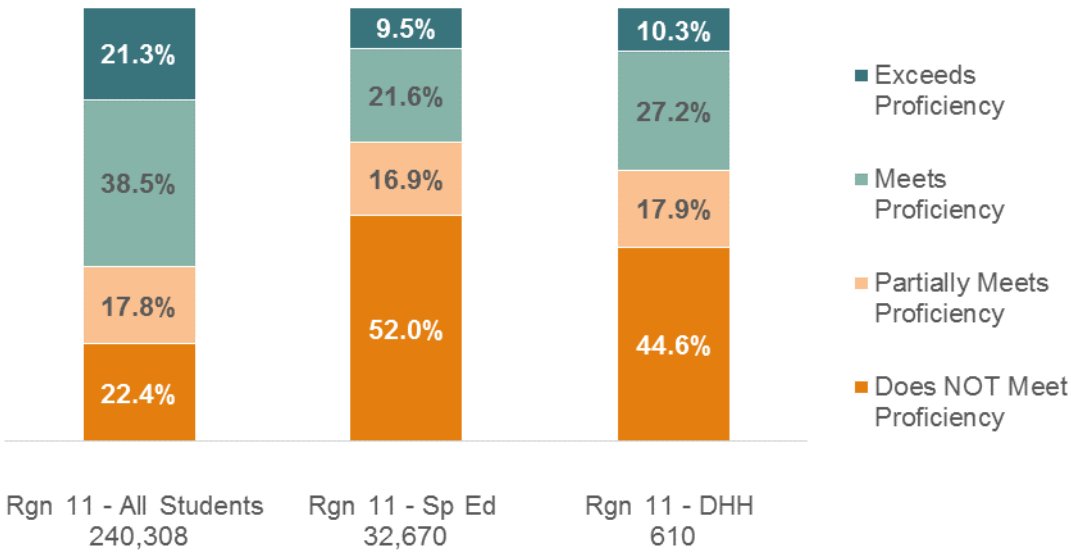


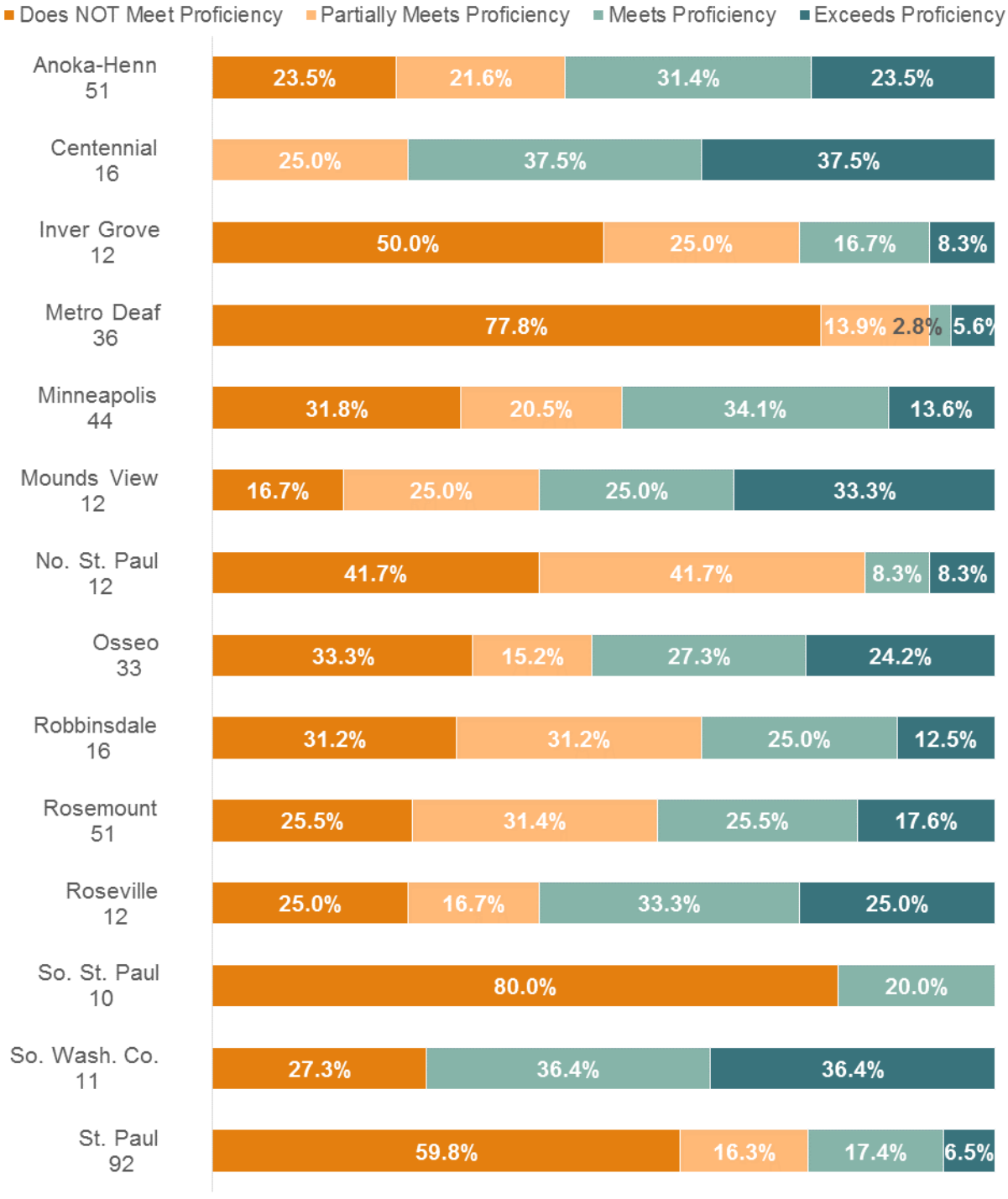
Figure 49: Region 11 Reading Proficiency by Student Category



Figures 50 and 51 illustrate test results for students who are D/HH in Region 11 school districts. Proficiency varied widely by school. In math, the proportion of students who met or exceeded proficiency ranged from eight percent to 75 percent. For reading, those figures were 10 percent and 60 percent, respectively.

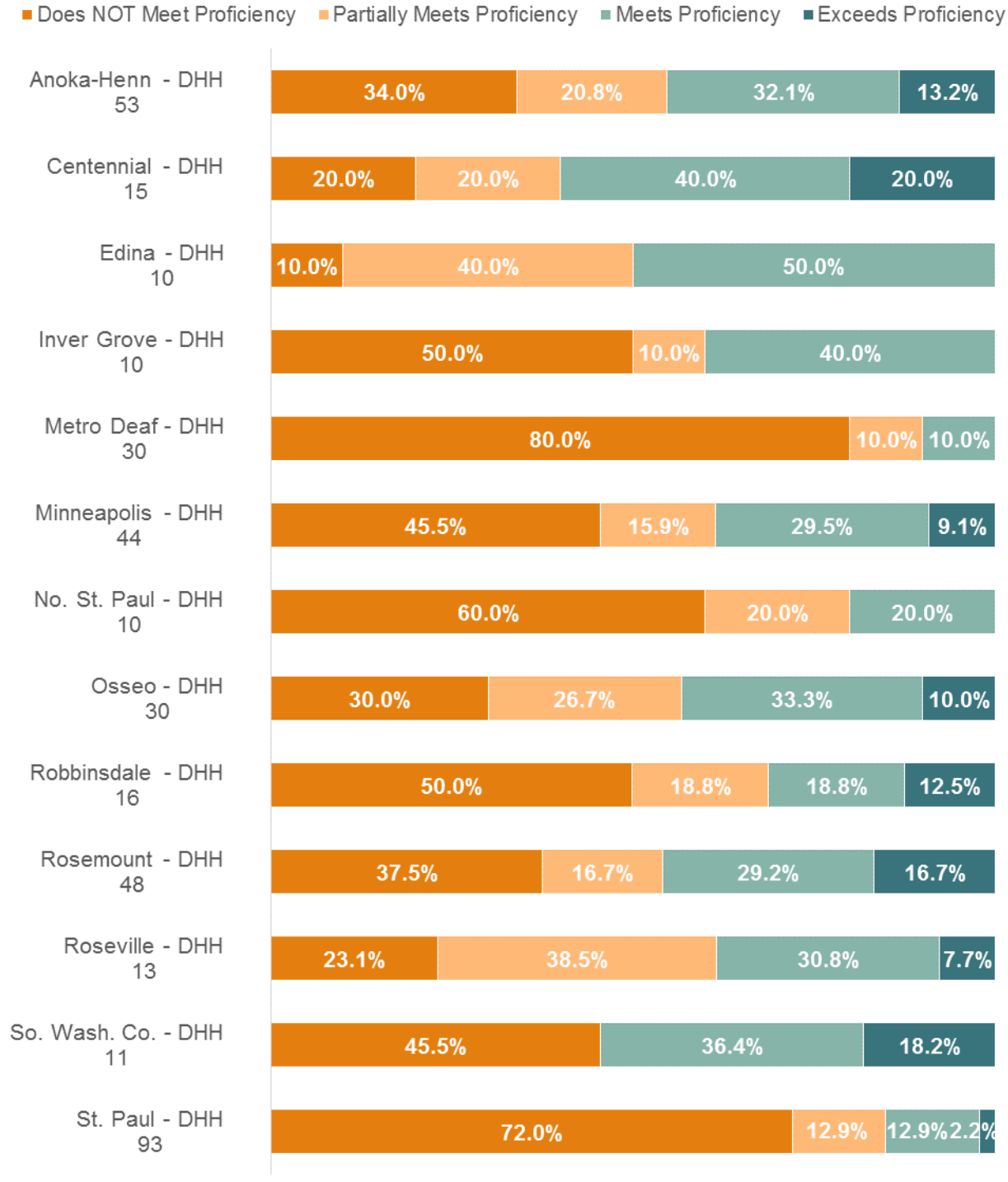
These results illustrate a decline in Region 11 compared to the 2013-14 school year, when 41.5 percent of students who were D/HH met or exceeded proficiency in math, and 40.3 percent did so in reading.

Figure 50: Region 11 Math Proficiency by District[5]



[5] For some schools, proficiency is low due to the incidence of conditions or needs in addition to students being D/HH, such as a secondary diagnosis or the child being an English Language Learner.

Figure 51: Region 11 Reading Proficiency by District



Anoka-Hennepin School District

Figures 52 and 53 illustrate that proportionately more students who are D/HH in the Anoka-Hennepin School District met or exceeded proficiency than those in special education, but

these figures were fewer than those for all students. This is consistent with regional and statewide figures.

Figure 52: Anoka-Hennepin School District Math Proficiency by Student Category

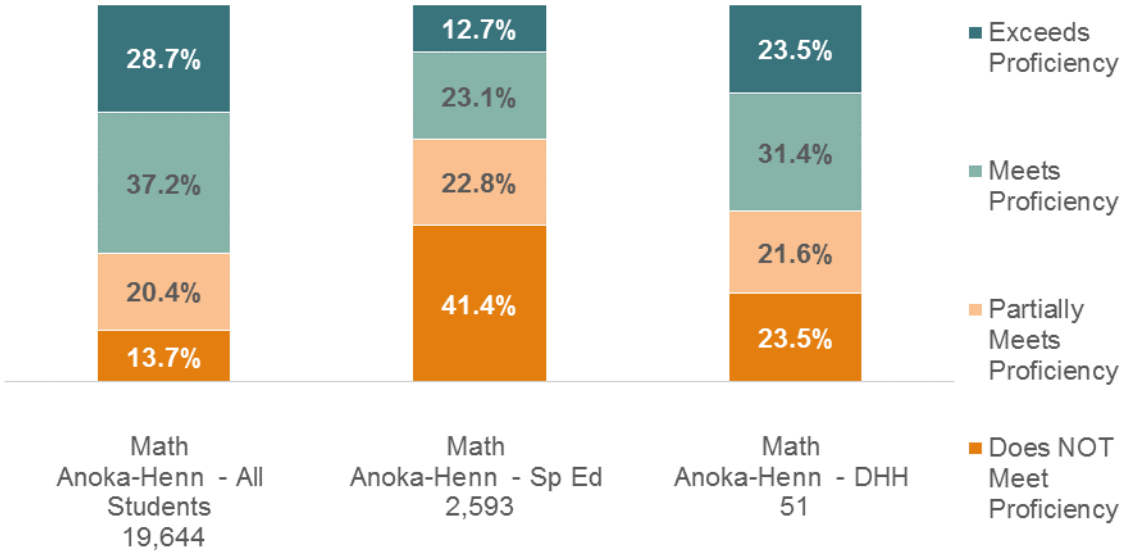
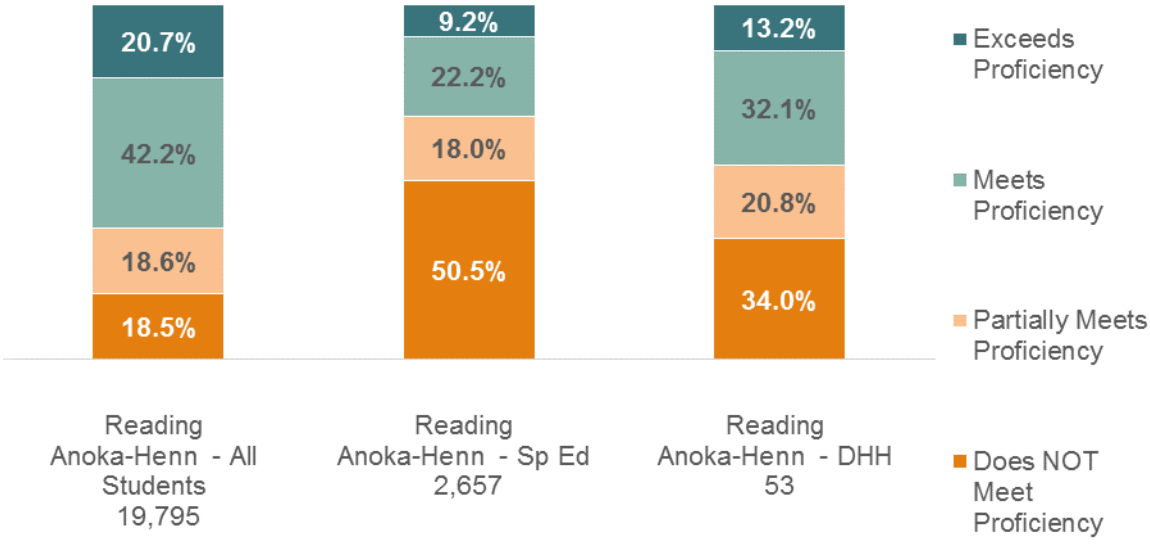


Figure 53: Anoka-Hennepin School District Reading Proficiency by Student Category



Centennial School District

Proportionately more students in Centennial School District who were D/HH met or exceeded proficiency than students in special education in both math and reading. Those proportions were nearly equal to the proportion of all students who met or exceeded proficiency (see Figures 54 and 55).

Figure 54: Centennial School District Math Proficiency by Student Category

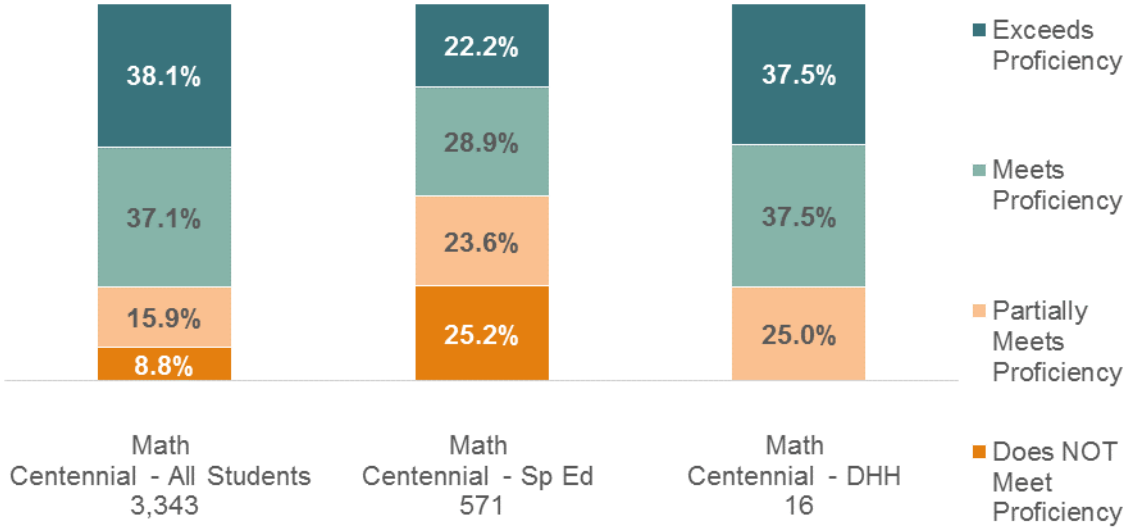
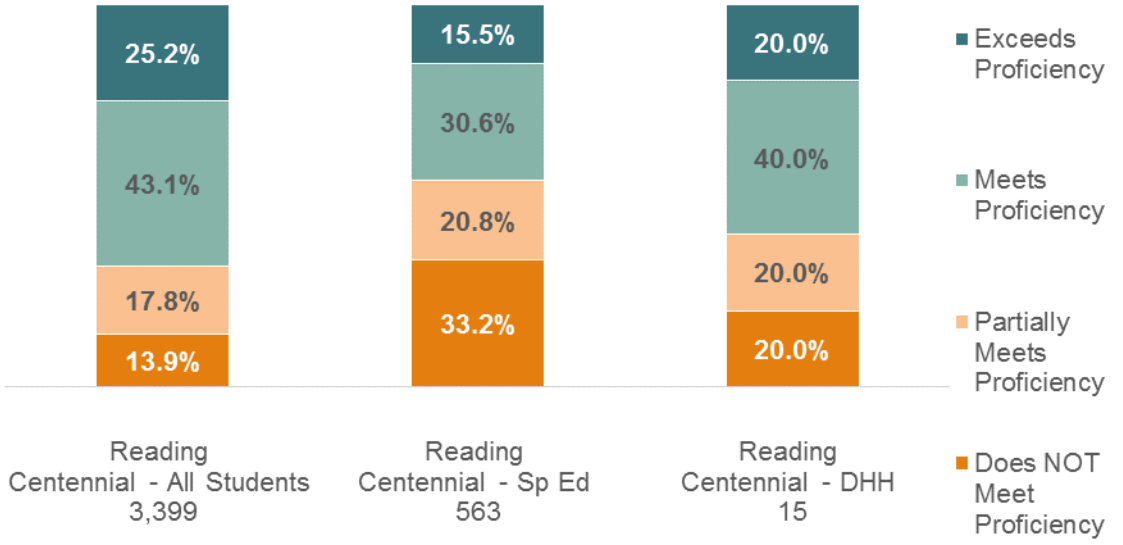


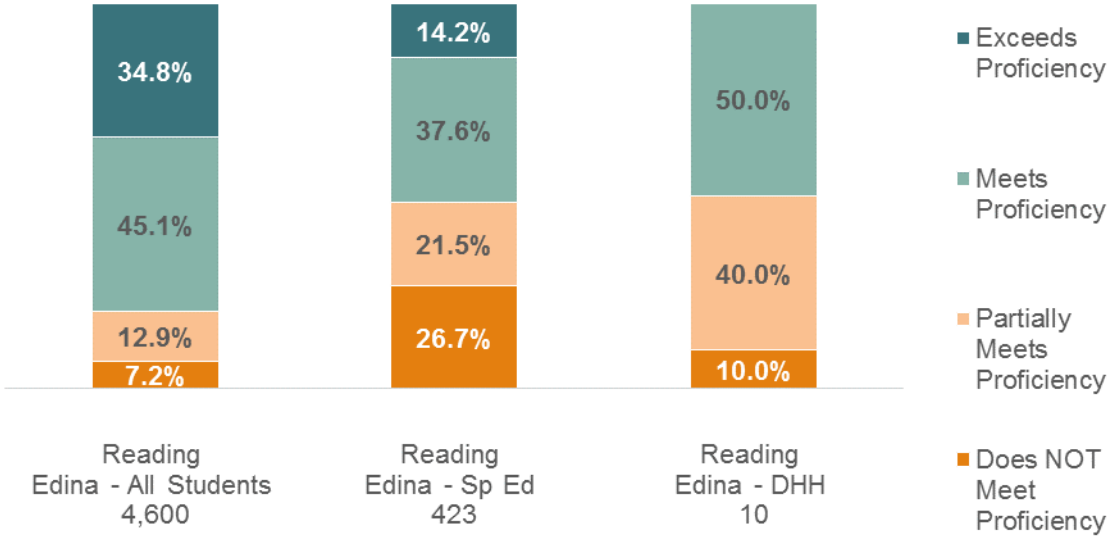
Figure 55: Centennial School District Reading Proficiency by Student Category



Edina School District

Proportionately fewer students in the Edina School District who were D/HH met or exceeded proficiency in reading when compared to students in special education and all students, shown on Figure 56. Too few students who were D/HH completed the math portion to report results.

Figure 56: Edina School District Reading Proficiency by Student Category



Inver Grove School District

In math, proportionately fewer students in the Inver Grove School District who were D/HH met or exceeded proficiency when compared to students in special education and all students, shown on Figure 57. While proportionately more students who were D/HH than students in special education met proficiency in reading, there were no students who were D/HH and exceeded proficiency (see Figure 58).

Figure 57: Inver Grove School District Math Proficiency by Student Category

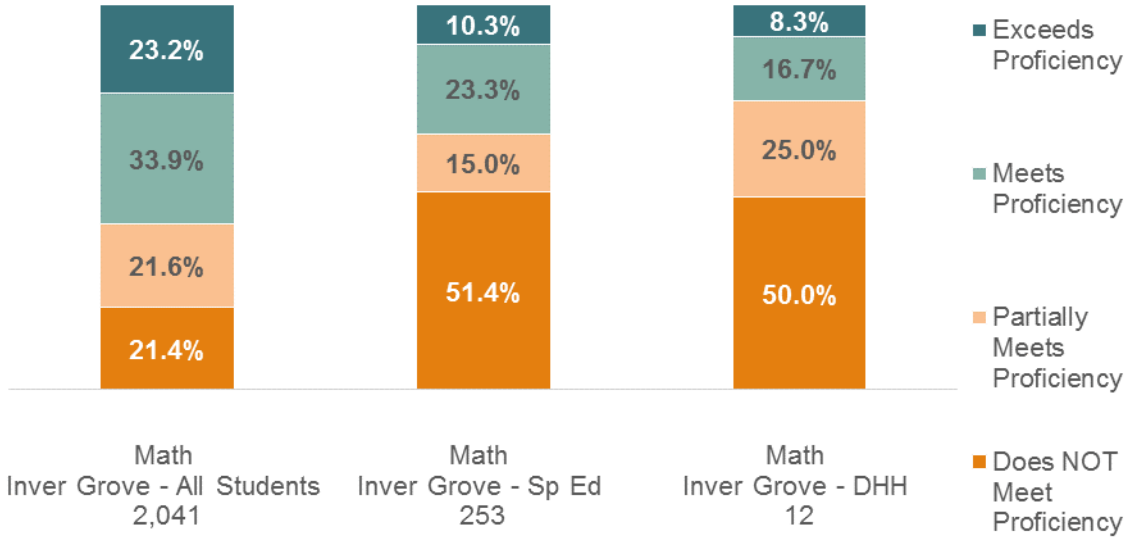
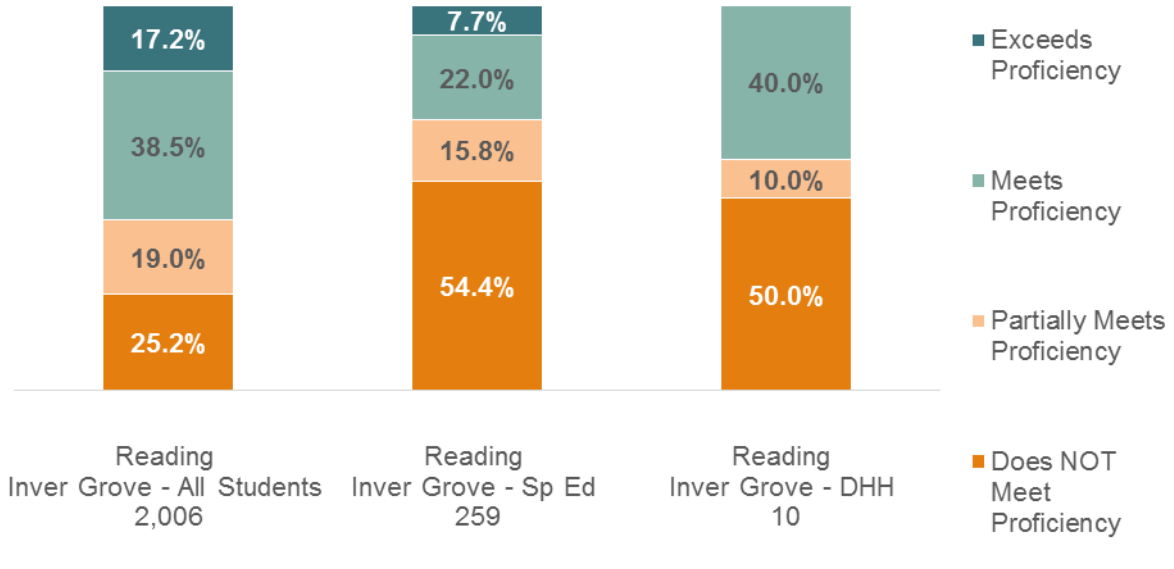


Figure 58: Inver Grove School District Reading Proficiency by Student Category



Metro Deaf School[6]

Though the proportion of students who met or exceeded proficiency was much smaller at the Metro Deaf School than it was at other schools, the Metro Deaf School serves students who often have more complex needs, in addition to being deaf, such as a secondary diagnosis or being an English Language Learner.

Figure 59: Metro Deaf School Math Proficiency by Student Category

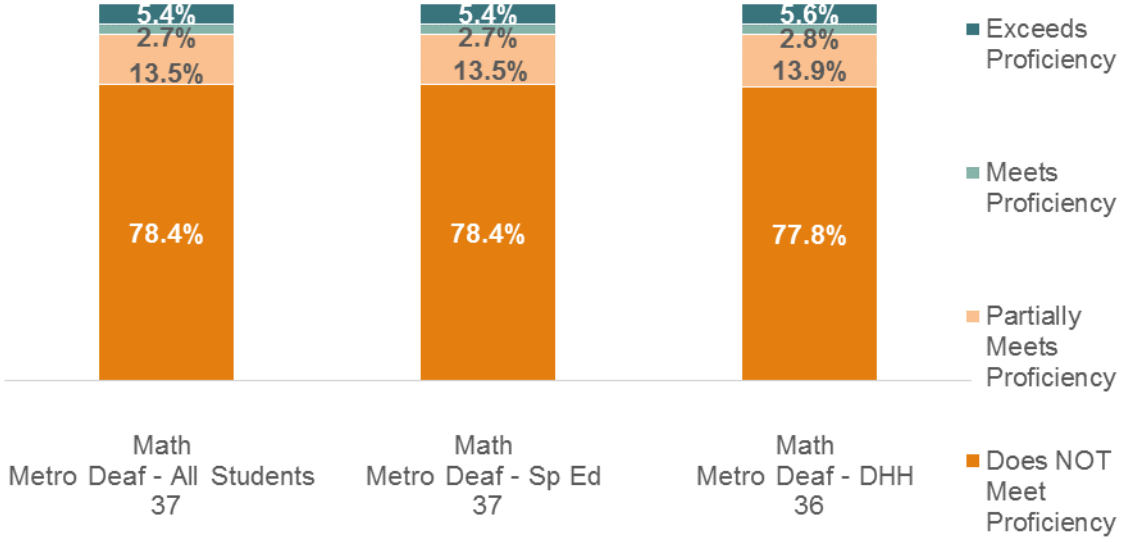
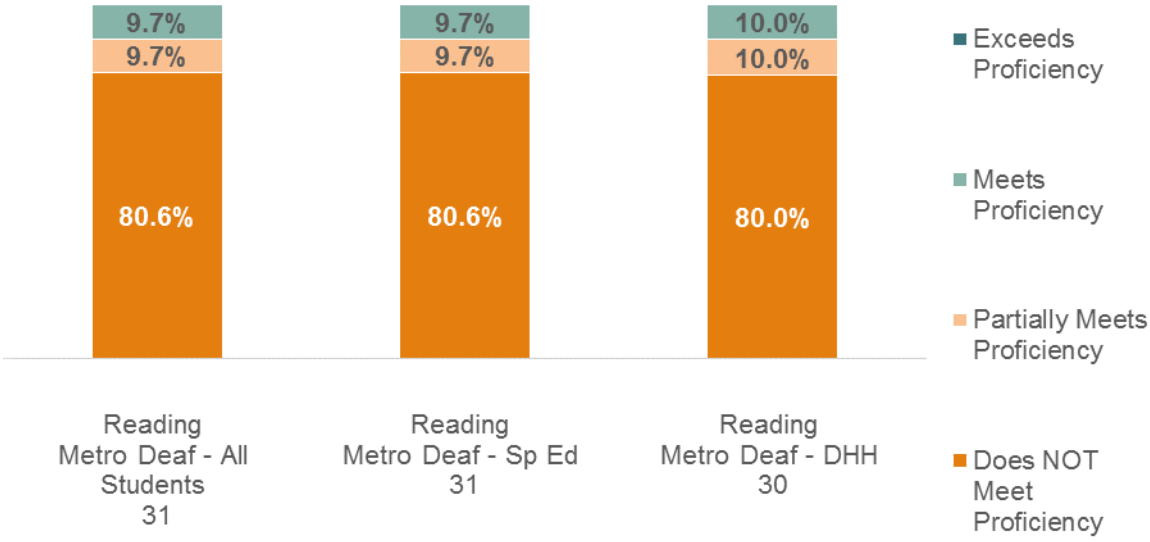


Figure 60: Metro Deaf School Reading Proficiency by Student Category



[6] Metro Deaf School provides a bilingual and interdisciplinary curriculum using American Sign Language (ASL) and English for students who are primarily deaf, deafblind, and hard-of-hearing. http://www.mdsmn.org/

Minneapolis School District

As Figure 61 illustrates, proportionately more students who were D/HH in Minneapolis School District met or exceeded proficiency in math than students in other categories. Proficiency trends in reading are similar to regional and statewide trends, with students who were D/HH meeting or exceeding proficiency more, proportionately speaking, than students in special education but less than all students (see Figure 62).

Figure 61: Minneapolis School District Math Proficiency by Student Category

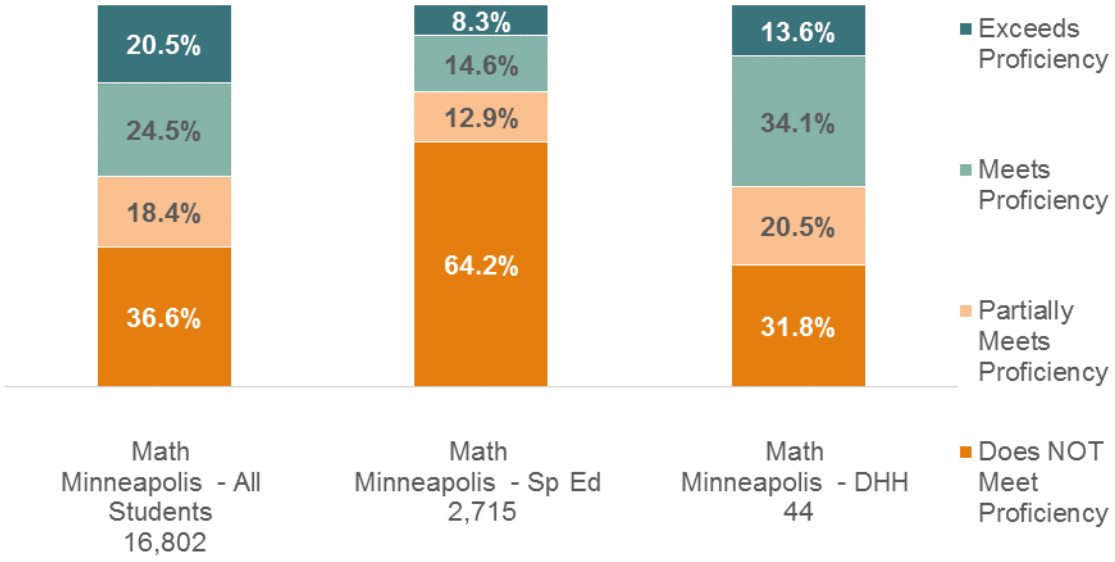
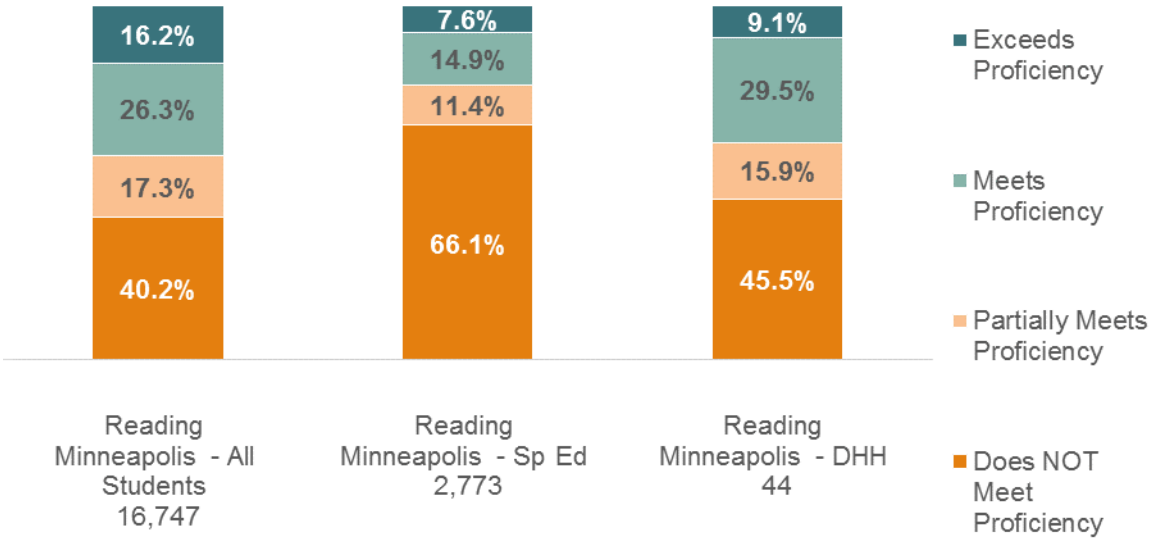


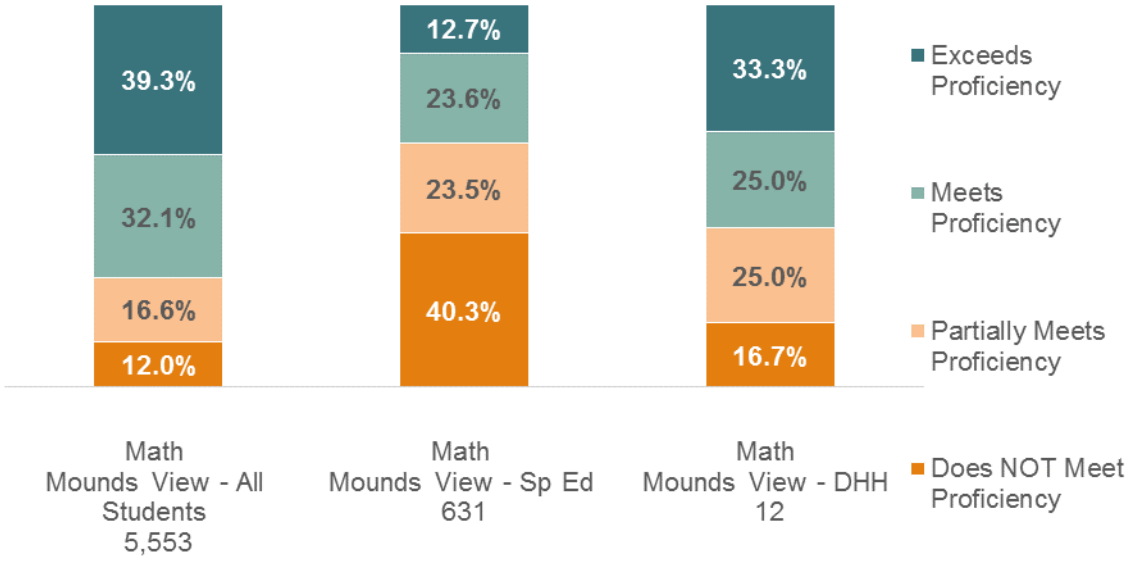
Figure 62: Minneapolis School District Reading Proficiency by Student Category



Mounds View School District

Figure 63 illustrates that proportionately more students who were D/HH in the Mounds View School District met or exceeded proficiency in math than those in special education, but these figures were smaller than those for all students. This is consistent with regional and statewide figures. Too few students who were D/HH completed the reading portion to report results.

Figure 63: Mounds View School District Math Proficiency by Student Category



North St. Paul School District

Proportionately fewer students in the North St. Paul School District who were D/HH met or exceeded proficiency in math and reading when compared to students in special education and all students, shown on Figures 64 and 65.

Figure 64: North St. Paul School District Math Proficiency by Student Category

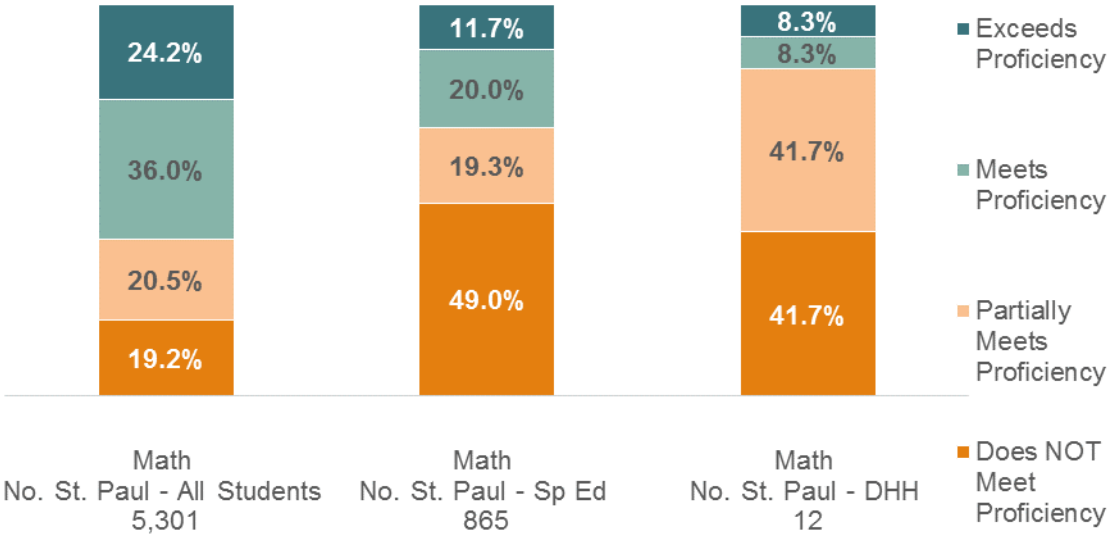
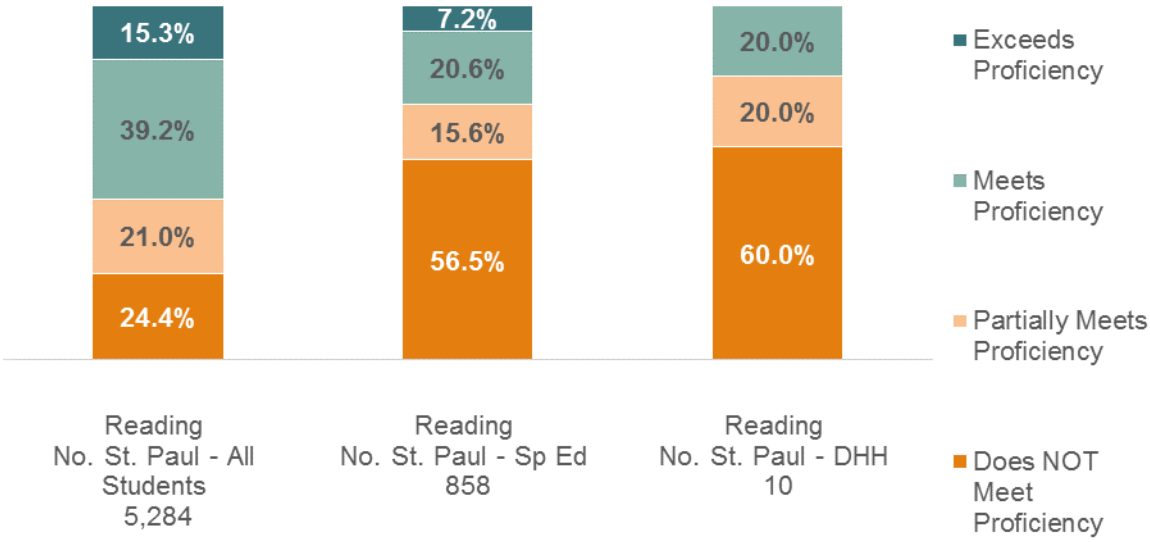


Figure 65: North St. Paul School District Reading Proficiency by Student Category



Osseo School District

Figures 66 and 67 illustrate that proportionately more students who were D/HH in the Osseo School District met or exceeded proficiency than those in special education, but these percentages are smaller than those for all students. This is consistent with regional and statewide proportions.

Figure 66: Osseo School District Math Proficiency by Student Category

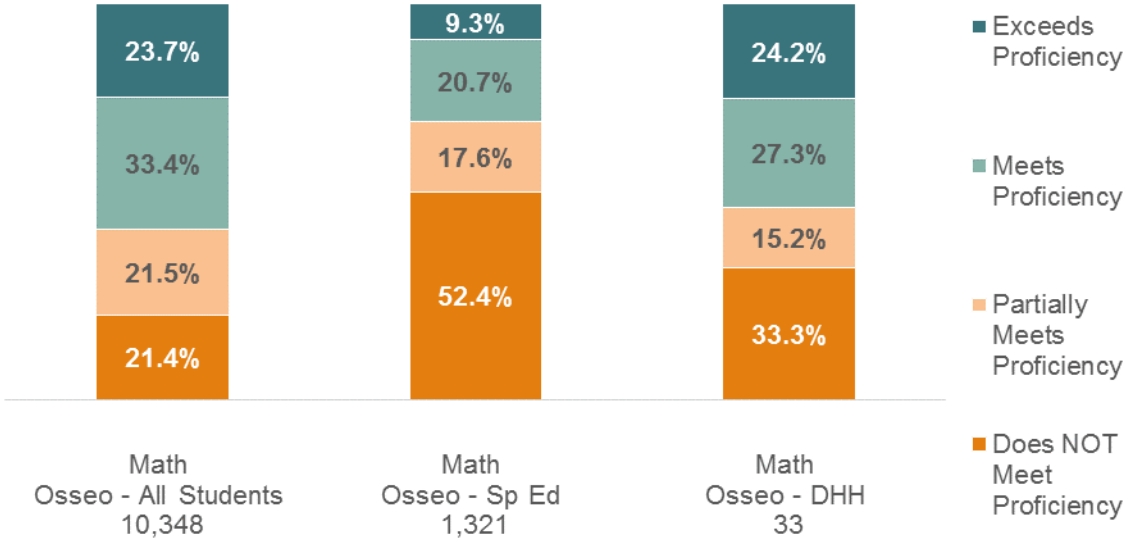
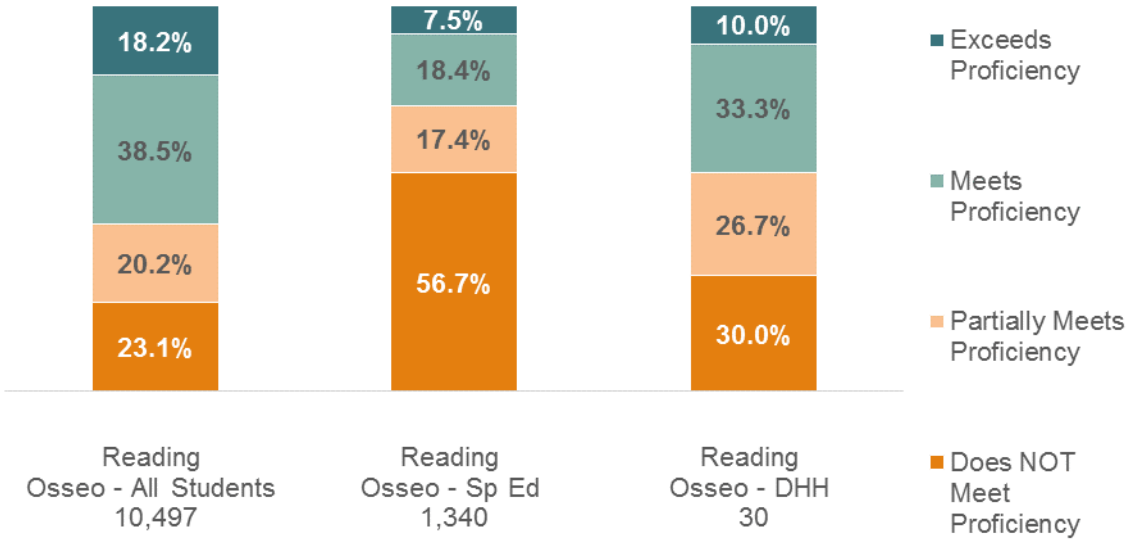


Figure 67: Osseo School District Reading Proficiency by Student Category



Robbinsdale School District

Figures 68 and 69 illustrate that proportionately more students who were D/HH in the Robbinsdale School District met or exceeded proficiency than those in special education, but these proportions are smaller than those for all students. This is consistent with regional and statewide proportions.

Figure 68: Robbinsdale School District Math Proficiency by Student Category

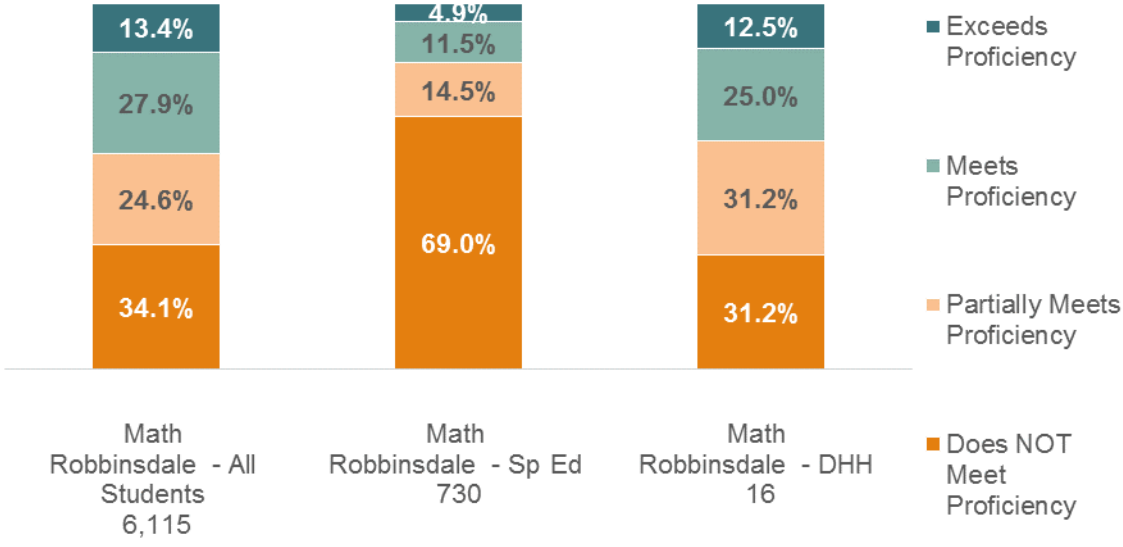
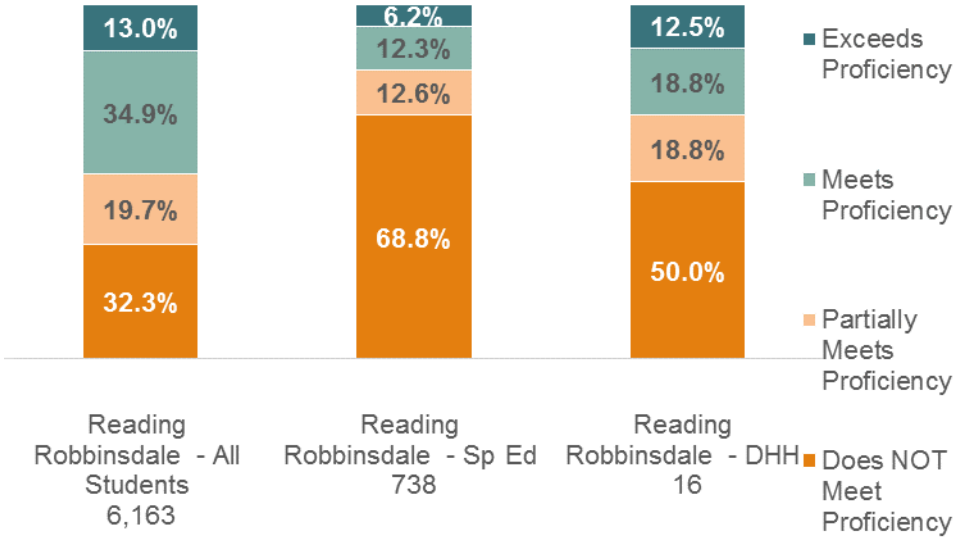


Figure 69: Robbinsdale School District Reading Proficiency by Student Category



Rosemount School District

Figures 70 and 71 illustrate that proportionately more students who were D/HH in the Rosemount School District met or exceeded proficiency than those in special education, but these percentages are smaller than those for all students. This is consistent with regional and statewide proportions.

Figure 70: Rosemount School District Math Proficiency by Student Category

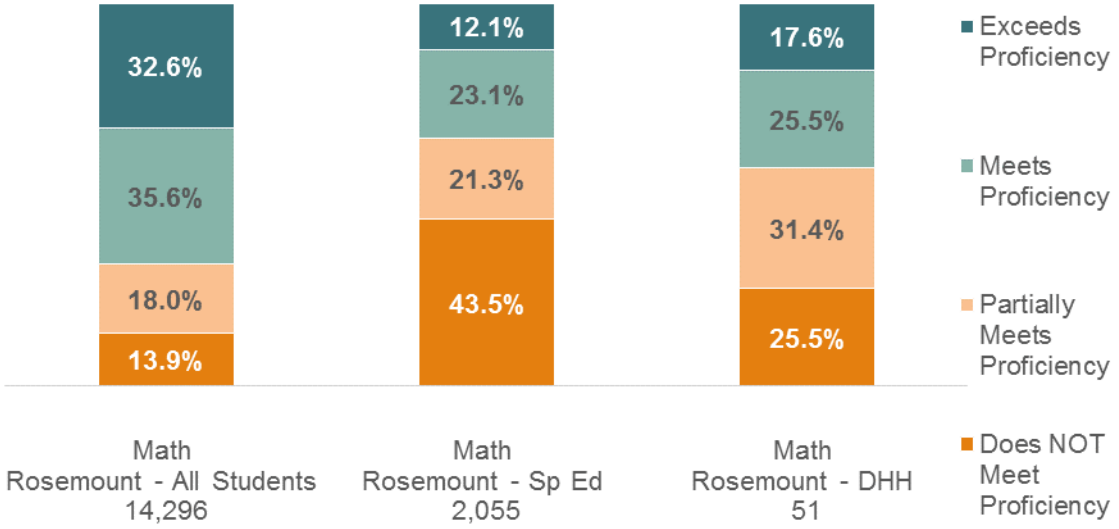
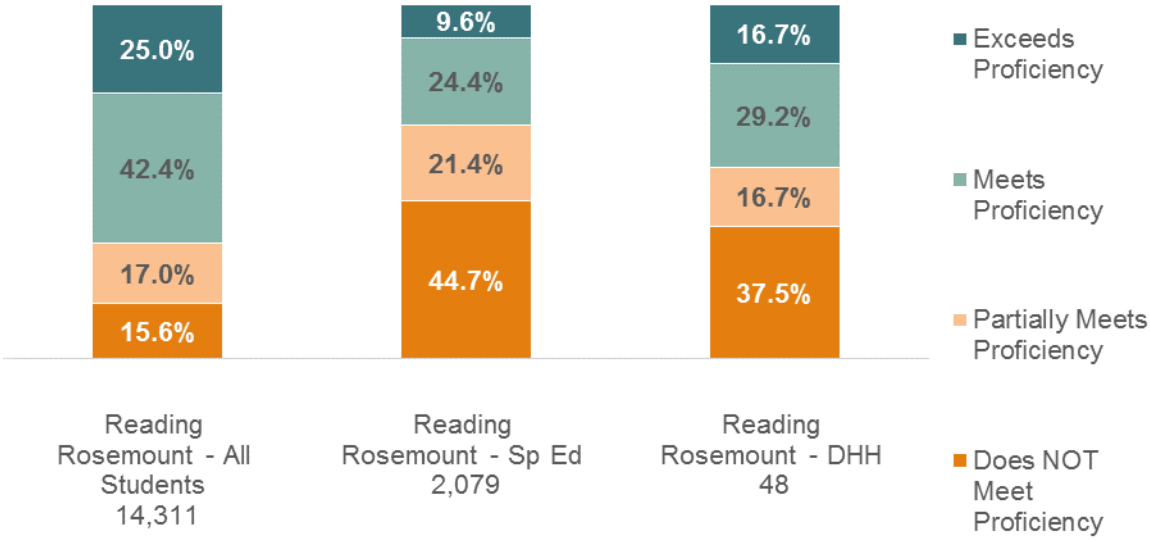


Figure 71: Rosemount School District Reading Proficiency by Student Category



Roseville School District

Proportionately more students in Roseville School District who were D/HH met or exceeded proficiency than students in special education in both math and reading. Those proportions are higher than the proportion of all students who met or exceeded proficiency in math (see Figure 72), but lower than all students who met or exceeded proficiency in reading (see Figure 73).

Figure 72: Roseville School District Math Proficiency by Student Category

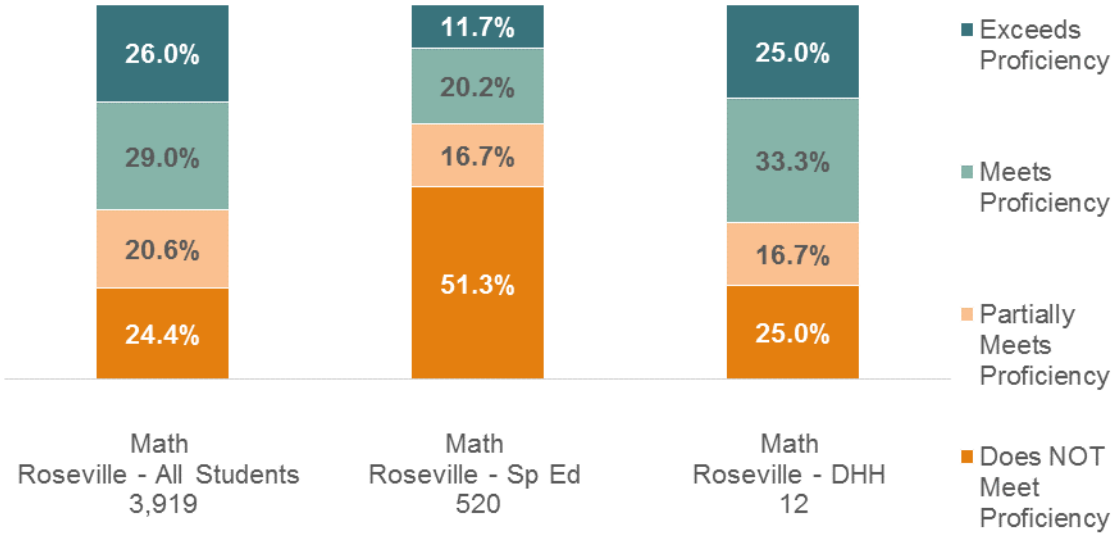
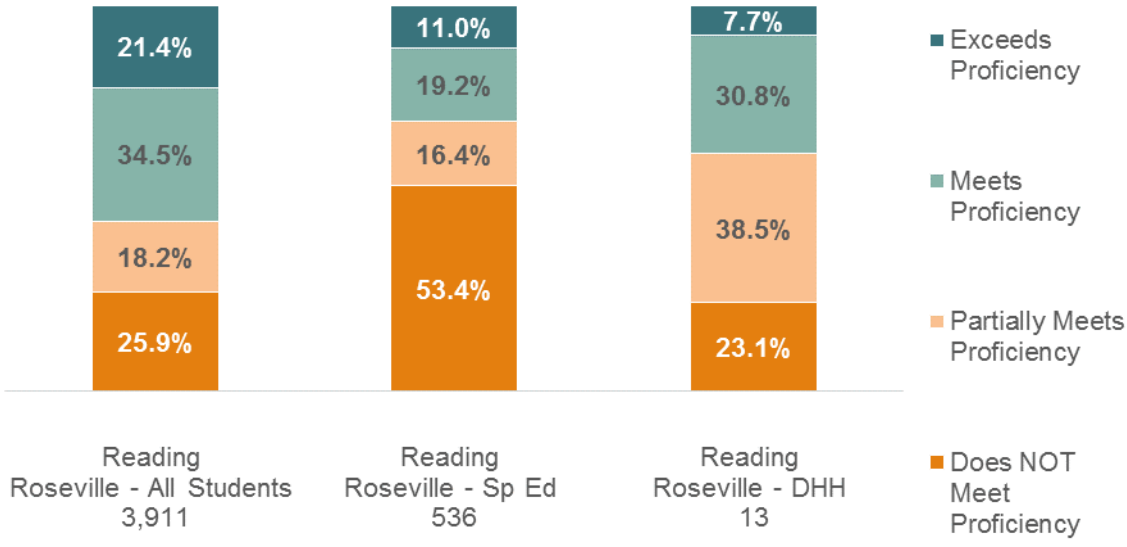


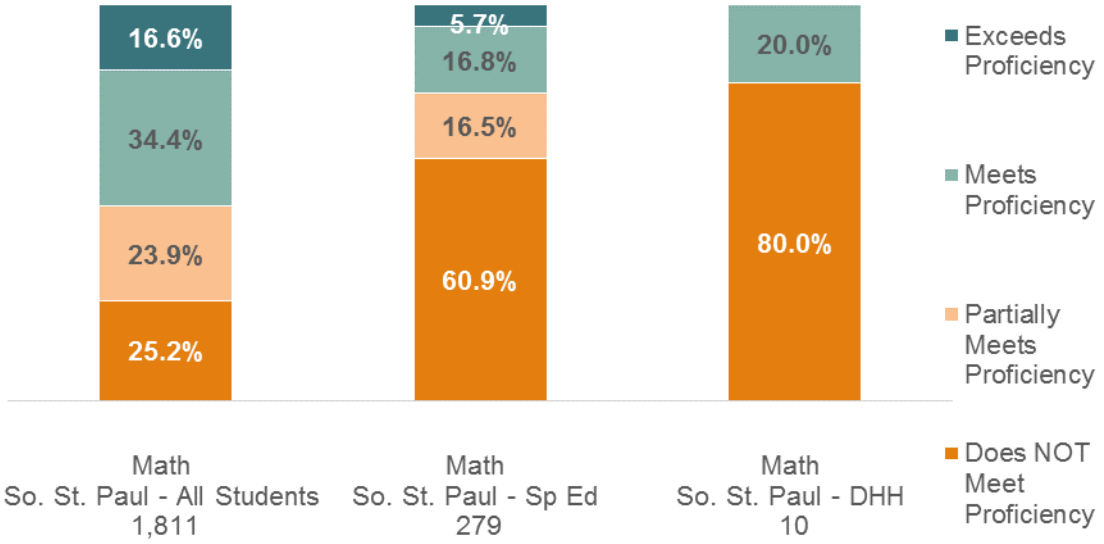
Figure 73: Roseville School District Reading Proficiency by Student Category



South St. Paul School District

As Figure 74 illustrates, proportionately fewer students in South St. Paul School districts who were D/HH met or exceeded proficiency in reading than students in other categories. Too few students who were D/HH took the math assessment to report results.

Figure 74: South St. Paul School District Math Proficiency by Student Category



South Washington County School District

Proportionately more students in South Washington County School District who were D/HH met or exceeded proficiency than students in special education in both math and reading. Those proportions are higher than the proportion of all students who met or exceeded proficiency in math (see Figure 75), but lower than all students who met or exceeded proficiency in reading (see Figure 76).

Figure 75: Southern Washington County School District Math Proficiency by Student Category

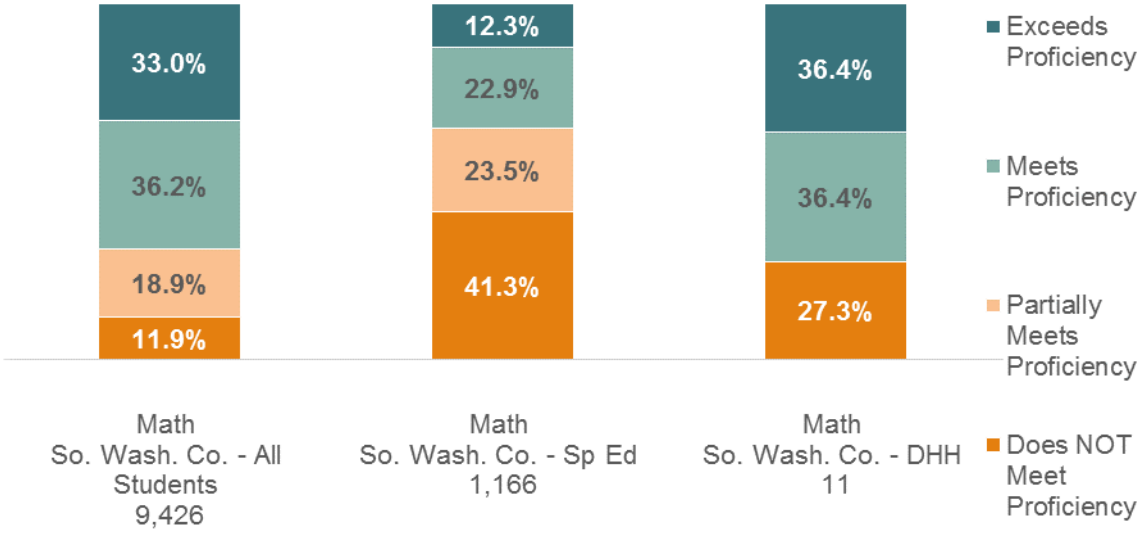
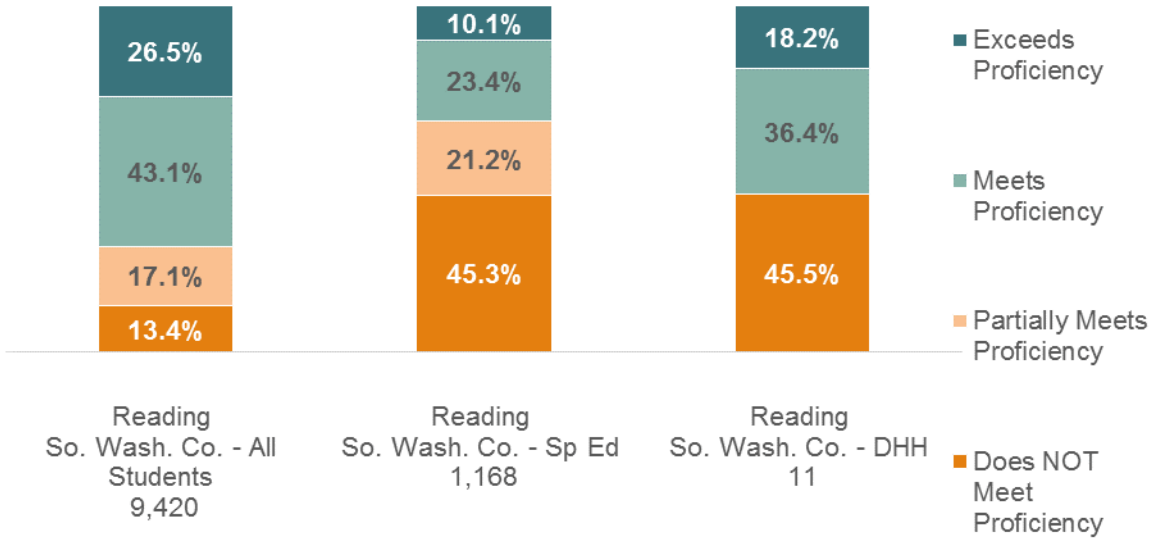


Figure 76: Southern Washington County School District Reading Proficiency by Student Category



St. Paul School District

Figure 77 illustrates that proportionately more students who were D/HH in the St. Paul School District met or exceeded proficiency in math than those in special education, but these figures are less than those for all students. Proportionately fewer students in St. Paul School District who were D/HH met or exceeded proficiency in reading when compared to students in other categories, shown on Figure 78.

Figure 77: St. Paul School District Math Proficiency by Student Category

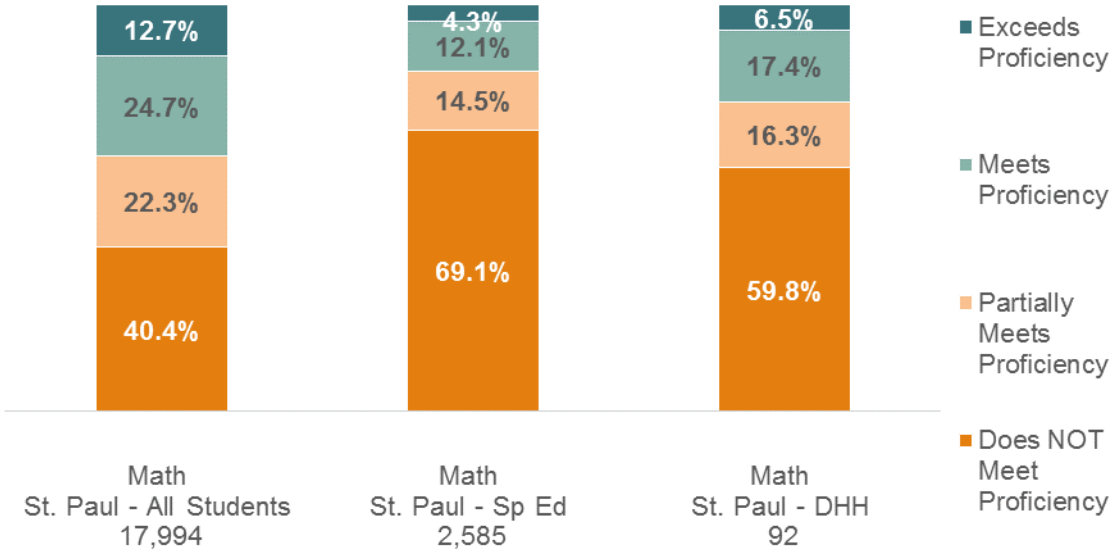
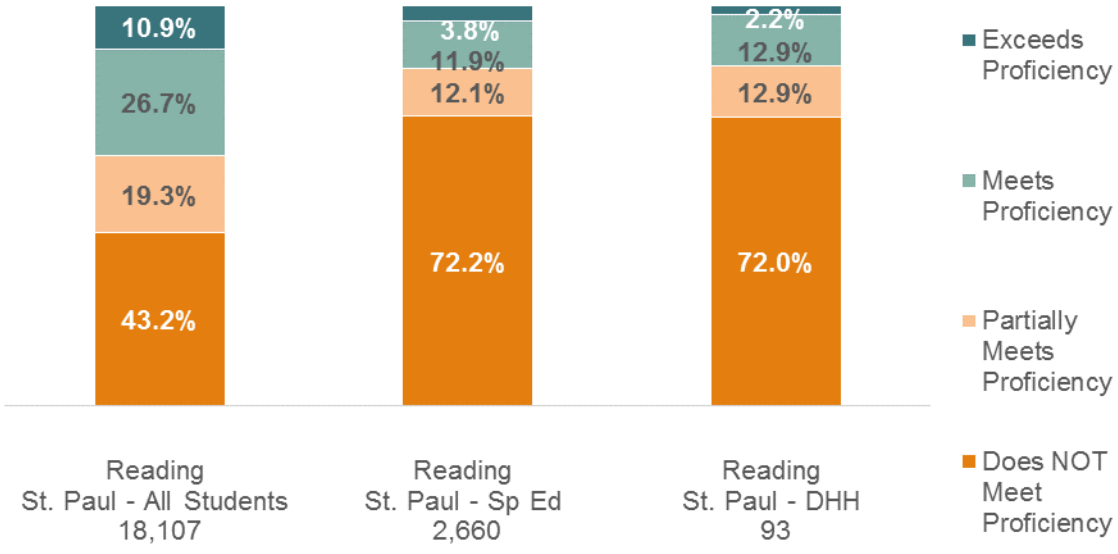


Figure 78: St. Paul School District Reading Proficiency by Student Category



Recommendations

The MDE D/HH Advisory Committee recommends the following actions, with estimated costs, during the 2016-17 school year:

1. Continue the work of MDE Educational Interpreter Workgroup to address interpreter issues and consider possible statutory changes to current interpreter law. ($8,000)
2. Continue collaboration with the Minnesota Collaborative Plan. Continue to assist in planning the D/HH Collaborative Conference and participate on various committees. ($8,000)
3. Continue efforts to raise academic achievements for students with hearing loss in reading by providing teachers with online reading/writing strategies in Strategic Instruction Methods (SIM). ($45,000)
4. Continue to expand the knowledge of the Early Hearing Detection and Intervention (EHDI) teams through the Boys Town modules and team training. Continue to support change in identifying children through hearing screening protocols. ($45,000)
5. Continue to mentor new and experienced teachers of students who are D/HH for strengthening professional skills and for retention purposes. ($12,000)
6. Continue to implement the D/HH DB Post-Secondary Outcome Survey for 2016 high school graduates. Analyze and use the data to identify future steps to be taken to increase transition outcomes for students with hearing loss. ($8,000)
7. Review D/HH eligibility criteria and identify needed revisions to the criteria. ($1,000)
8. Review parent education materials made available to parents of students with hearing loss by MDE and collaborating agencies. Determine if further action is needed. ($1,000)

Minnesota Regional Early Hearing Detection and Intervention Teams/Professional Development

There are currently 15 Regional EHDI Teams working throughout Minnesota to increase awareness of EHDI and evidence-based practices in serving young children who are D/HH and their families. These teams are comprised of a total of 69 professionals from the service areas of educational audiology, teachers of students who are D/HH, early childhood special education teachers and leadership, and early childhood speech/language pathologists in addition to an Interagency Early Intervention Committee representative, a school nurse, and a school social worker. Each regional team prepares annual working goals and activities based on statewide EHDI initiatives, statewide and regional professional development activities, and regional needs assessments.

Statewide Regional EHDI Team goals and training activities are facilitated through the Minnesota Low Incidence Projects–EHDI.[7] Activities during the 2015-16 school year included:

(1) Annual EHDI Team training, held on October 19-20, 2015

(2) Increased awareness and use of the Service Coordinator/Service Provider checklist developed by members of the Minnesota Regional EHDI Teams

(3) Increased awareness and use of the Early Intervention Toolkit of resources[8]

[7] http://www.mnlowincidenceprojects.org/ehdi.html
[8] http://www.mnlowincidenceprojects.org/earlyInterventionToolkit.html

(4) Professional development through an online course series, “Evidence-Based Family-Centered Early Intervention for Young Children Who are Deaf or Hard of Hearing,” provided through collaboration of the Minnesota Low Incidence Projects and Boys Town National Research Hospital Auditory Consultant Resource Network (ACRN) and funded through federal Special Education resources through the Minnesota Department of Education. One hundred thirty (130) educational professionals registered for participation in these online courses designed to provide foundational information and a common language for planning evidence-based services to children and families.

Support for Child Find Efforts/Objective Documentation of Hearing Status
District staff have received professional development, technical assistance, and printed resources on objective documentation of hearing status for all young children being referred to or receiving Part C Infant Toddler Services or Part B Preschool Special Education Services. In November 2014, 40 professionals from education and Head Start participated in a “Train the Trainer” workshop on the use of otoacoustic emissions hearing screening technology (OAE) as a way to screen hearing in young children referred to Part C or Part B services. This training was presented by national Early Childhood Hearing Outreach (ECHO) staff.[9] Subsequent to the ECHO training, these Minnesota OAE training teams have provided 26 training courses to groups of early childhood special education service providers, school nurses, and Head Start professionals across Minnesota. To date, 314 local education and Head Start professionals have participated in these training courses to learn how to use OAE technology in their own local programs to screen hearing in young children. National ECHO staff members continue to provide technical assistance and materials in support of these training efforts.

As documented through a March 2016 survey of local district ECSE leadership, these training efforts have:

- increased awareness of the need for continued hearing screening during the preschool years,
- increased use of OAE technology as a screening tool for supporting objective documentation of hearing loss for those children referred for early intervention or special education services, and
- inspired district-level activities to create and implement evidence-based procedures and practices.

A pilot data project is in development with ECHO staff to measure the fidelity and effectiveness of the OAE hearing screening practices in five to six local districts during the 2016-17 school year.

Child Outcomes
MDE Early Learning Services continues to gather, refine, and expand its outcome data collection efforts for young children receiving Part C Infant Toddler Intervention Services and Part B Preschool Special Education Services. For young children who are D/HH, this outcome data collection includes the use of the Child Outcome Summary Form (COSF), the Family Outcomes Survey at exit from Part C services, and an additional 15 online questions specific to D/HH-related data elements. These additional questions include information on age at entrance into services, the language(s) and communication mode(s) used by the child and family, the type and degree of hearing loss, the use of hearing technology/age of fitting, any additional cognitive learning challenges, and language and early readiness outcome information.

Child outcomes for language development and early literacy and numeracy skills are reported twice for each child who is D/HH: upon exit from Part C services (typically as the

[9] Kids Hearing Website

child turns three years of age) and upon exit from Part B Preschool Special Education services (typically as of the last team meeting before the child transitions to kindergarten).

A summary of the child language and early literacy/numeracy outcome data reported to MDE Early Learning Services for those children who exited Part C services or Part B ECSE between July 1, 2014 and June 30, 2015 is as follows. The most recent outcome data shows that the majority of young children in Minnesota who are D/HH demonstrate receptive and expressive language skills and early literacy/numeracy skills within an expected range of development, compared to typically-hearing peers. However, local ECSE program staff report to MDE that a significant number of young children show delays at entrance to kindergarten. Professional development and discussions of evidence-based practices in serving young children with hearing loss will continue in districts across Minnesota.

Children Exiting Part C services: N=112 children

- 40 of 112 (35.7 percent) were reported to also have a cognitive delay or disability
- 50 of 72 children with no cognitive delay (69.4 percent) were reported to exit Part C services with receptive language skills within age expectations
- 39 of 72 children with no cognitive delay (54.2 percent) were reported to exit Part C services with expressive language skills within age expectations
- 55 of 72 children with no cognitive delay (76.4 percent) were reported to demonstrate early literacy and numeracy skills within age expectations

Children Exiting Part B ECSE services: N=110 children

- 27 of 110 (24.5 percent) were reported to also have a cognitive delay or disability
- 69 of 83 children with no cognitive delay (83.1 percent) were reported to exit Part B ECSE services with receptive language skills within age expectations
- 57 of 83 children with no cognitive delay (68.7 percent) were reported to exit Part B ECSE services with expressive language skills within age expectations
- 65 of 83 children with no cognitive delay (78.3 percent) were reported to exit Part B ECSE services with early literacy and numeracy skills within age expectations

Conclusion

It is vital that IEP/ IFSP teams for students who are D/HH carefully determine the most appropriate placement possible based on language needs. In Minnesota, we are fortunate to have a range of options for students who are D/HH. While most students who are D/HH are placed in neighborhood schools, MCA test results are not reflecting adequate growth in reading and math proficiency. Therefore, it is critical to examine the educational environment with systematic monitoring using assessments that compare levels of performance to standards to make interventions, adjustments, or new placement decisions as soon as possible.

Building the best IEP/ IFSP teams and the creation of environments where sound is not a barrier is critical and requires a myriad of inputs, including:

- Training and professional development for teachers
- Expertise in language and a variety of communication styles
- Direct work with a teacher with knowledge of hearing loss for interpretation

- Interpreter training
- Parent training
- Systems change to expand reading beyond sixth grade
- Collaboration and resources
- A range of placement options

This report has identified math and reading achievement data for students in Minnesota who are D/HH. It included information on Minnesota's Special Education Division, D/HH eligibility, D/HH demographic data, enrollment data, instructional settings, graduation rates, MCA data by state, region, and school district, and challenges in reporting data on D/HH due to its low incidence. It also includes recommendations from the D/HH Advisory Committee. Readers of this report should note that the reported MCA achievement data for math and reading scores includes only those students for whom D/HH is the primary disability eligibility category. The data reported do not include MCA scores for students for whom D/HH is a secondary disability eligibility category.

2015-16 Deaf/Hard of Hearing Advisory Committee Members

Mary Bauer	State Agency DHS
Mary Cashman-Bakken	State Agency MDE
Jay Fehrman	Supervisor 916
Herman Fuechtmann	Parent
Kristin Ganyo-Larson	Teacher of the D/HH
Katie Huttemier	Teacher of the D/HH
Michelle Isham	Teacher of the D/HH
Elise Knopf	State Agency DEED
Diane McDonagh	Higher Education
Allison Mehlhorn	Parent
Roxie Mitchell	Representative for Superintendent of Minnesota State Academy for the Deaf
Sherri Rademacher	Parent
Kerry Witherell	Higher Education- Audiology
Ann Vaubel	Chair/Teacher of the D/HH

Acronyms List

ASL - American Sign Language
COSF - Child Outcome Survey Form
DB - Deafblind
DEED - Department of Employment and Economic Development
D/HH - Deaf/Hard of Hearing
EC - Early Childhood
ECHO - Early Childhood Hearing Outreach
ECSE - Early Childhood Special Education
EHDI - Early Hearing Detection and Intervention
EIPA - Educational Interpreter Performance Assessment
ESEA - Elementary and Secondary Education Act
HL - Hearing Level
IEIC - Interagency Early Intervention Committee
IEP - Individualized Education Program
IFSP - Individualized Family Service Plan
ITP - Interpreter Training Institutions
MARSS - Minnesota Automated Reporting Student System
MCA - Minnesota Comprehensive Assessment Modified
MDE - Minnesota Department of Education
MNSIC - Minnesota State Interagency Committee
MSAD - Minnesota State Academy for the Deaf
MTAS - Minnesota Test of Academic Skills
OAE - Otoacoustic Emissions hearing screening technology
PBIS - Positive Behavioral Interventions and Supports
RID - Registry for Interpreters
RTI - Response to Intervention
SEAP - Special Education Advisory Panel
SIM - Strategic Instruction Methods

Appendix: June 2015 MN Deaf and Hard of Hearing/Deaf Blind Graduates

One Year Post-Graduate Survey Results Executive Summary

In Spring 2016, secondary teachers for the deaf/hard of hearing and deaf blind were asked to conduct a follow-up survey with students who either aged out or graduated in June 2015. The purpose of this survey was to understand the post school outcomes for this group approximately one year later.

Survey Participants

A total of 54 partial or complete responses to the survey were collected (see page 1). Almost 90 percent of survey respondents agree to take part in the survey. There were 6 respondents who did not participate in the survey (see page 2; page 25 for reasons why). The majority of the survey participants, 59 percent, indicated that they are hard of hearing, with another 39 percent of respondents (for a total of 97 percent) indicating they are deaf. The remaining 3 percent (1 person) indicated they are DeafBlind (see page 3). The vast majority of survey respondents had graduated from high school (93 percent - see page 4) and were not in a secondary program (80 percent - see page 5) – making them eligible to continue with the survey questions about post-secondary activities. About half of the survey respondents had been or are currently a Vocational Rehabilitation (VR) client (see page 21). Only one respondent had been a past client of the State Services for the Blind (SBB) in the past (see page 22).

Education

Of the 29 responding to the question, just over 75 percent of June 2015 graduates indicated that they were in a postsecondary education program: 10 individuals (35 percent) were in a two year community or technical college, 9 individuals (31 percent) were in a four year college or university, and 3 individuals (10 percent) were in a short-term education or employment training program (see page 6). When asked if the individual completed an entire term (quarter or semester, etc.) 95 percent of respondents said yes, and 86 percent of respondents indicated they had registered or planning to attend a new term (see pages 7-8). In the educational setting, the most commonly used accommodation used was captioning, followed by sign-language interpreting and notetaker (see pages 9-10).

Employment

Of the 27 responding to the question, nearly all (96 percent) of June 2015 graduates indicated that they had worked in the months after leaving high school or a transition program (see page 11). Of those who had worked, just over 80 percent indicated that they had worked at some point for a total of 3 months (see page 12). The vast majority also indicated they worked on average 20 or more hours per week (85 percent - see page 13). Of those who indicated they had worked, just over half of respondents (54 percent) indicated their wages were more than $9/hour. A little bit less than one-third (31 percent) said they made $9/hour (see page 14). When asked where their job was located, nearly all (88 percent) of respondents indicated their job was in a company, or business where there are employees with and without disabilities (see page 15). About two-thirds of survey respondents working indicated they do not use any accommodations. When an accommodation is used, the most common is a sign-language interpreter (see pages 16-17). When asked if the survey taker had help in getting his/her job, almost half (46 percent) indicated they had assistance from family and friends. About a quarter of respondents had no assistance (see pages 18-19). The majority of respondents had previous work experience in high school (80 percent - see page 20).

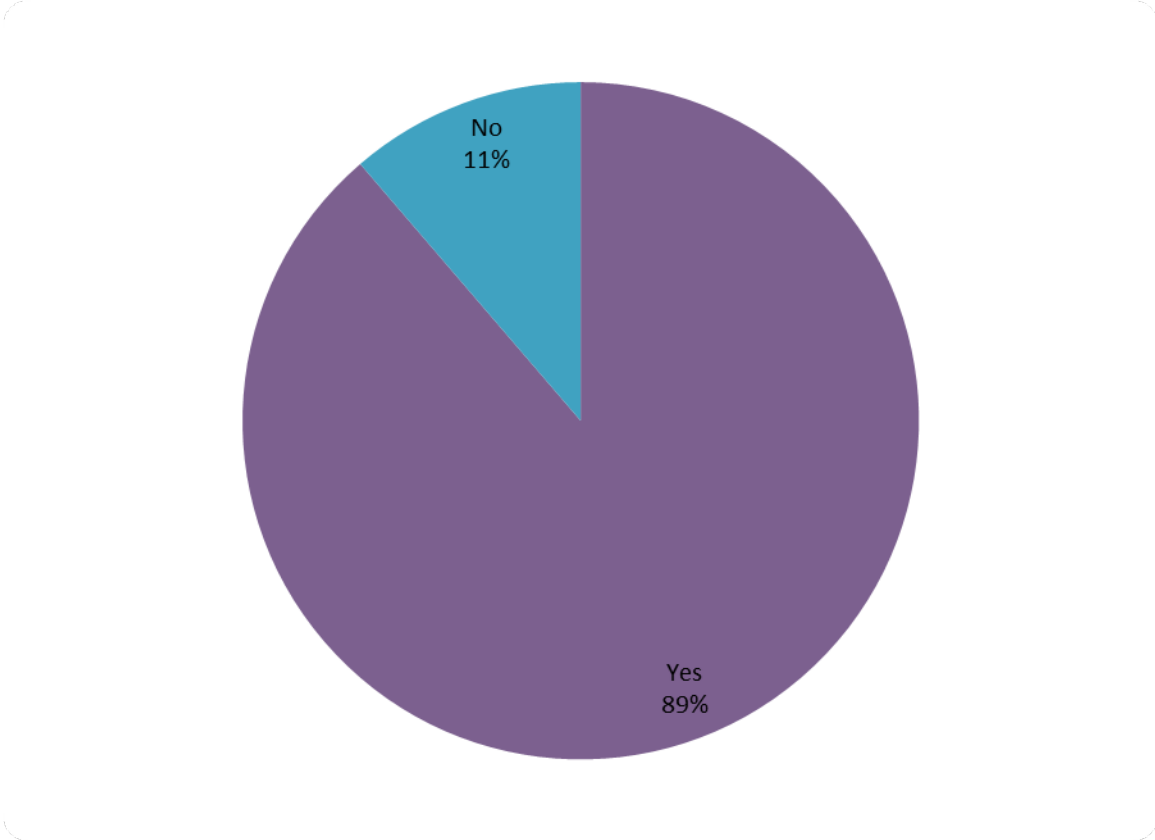
Report for Post-School Outcome Survey - Students who are DHH/DB - June 2015 Graduates

Post-School Outcome Survey - Students who are DHH/DB - June 2015 Graduates

Response Statistics

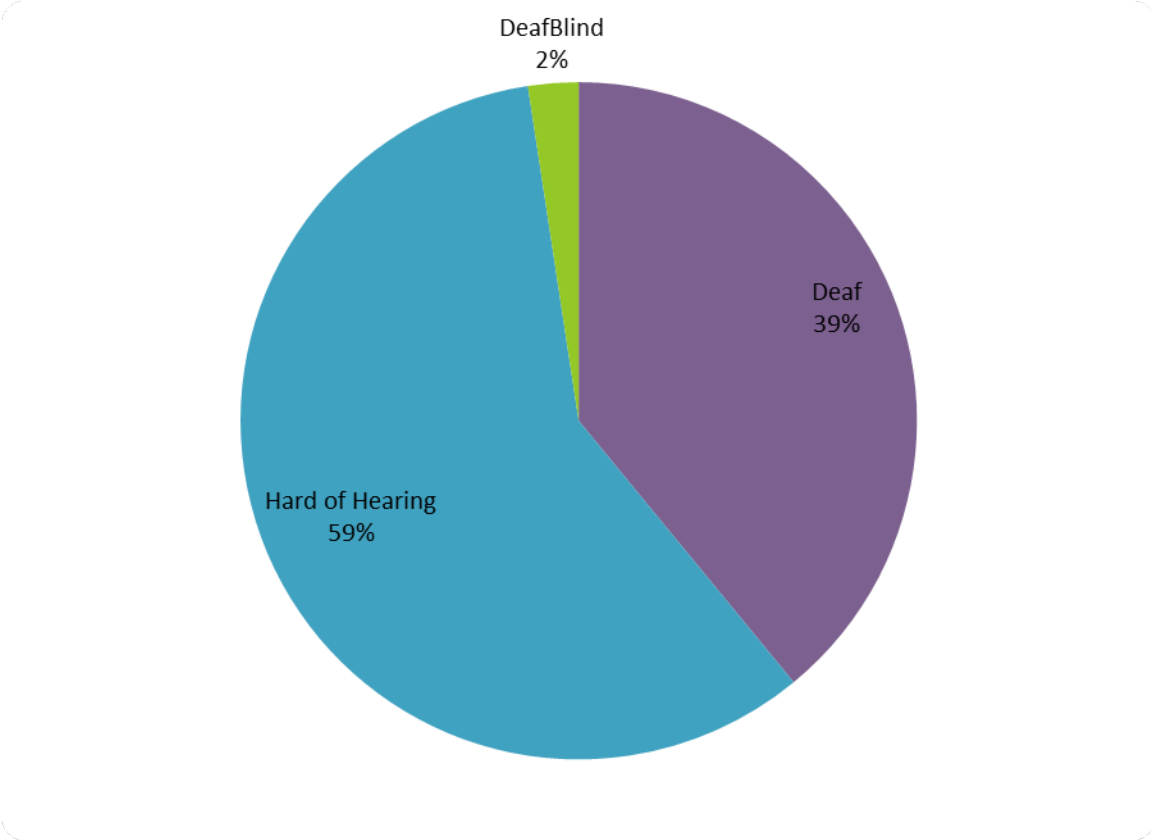
	Count	Percent
Complete	35	64.8
Partial	19	35.2
Disqualified	0	0
Total	54	100

Does the respondent agree to take part in the survey:



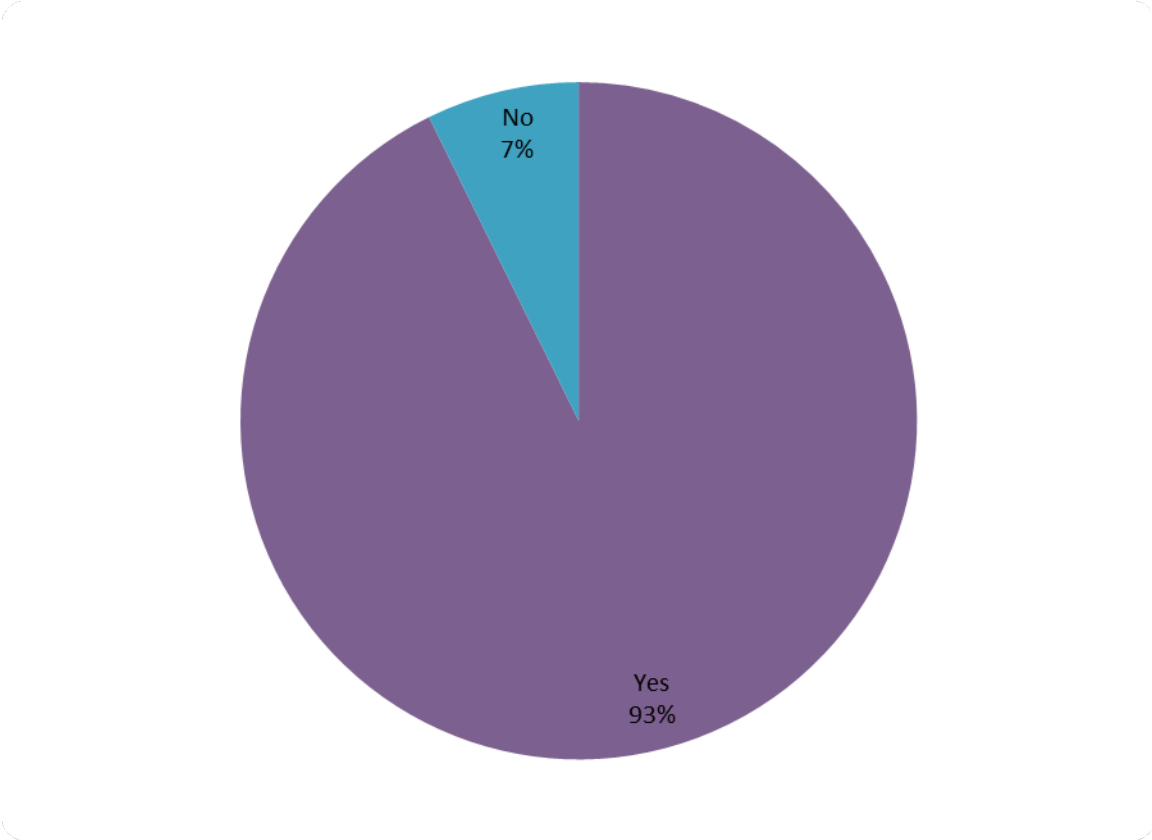
Value	Percent	Count
Yes	88.7%	47
No	11.3%	6
	Total	53

1. First, I would like to ask whether you are:



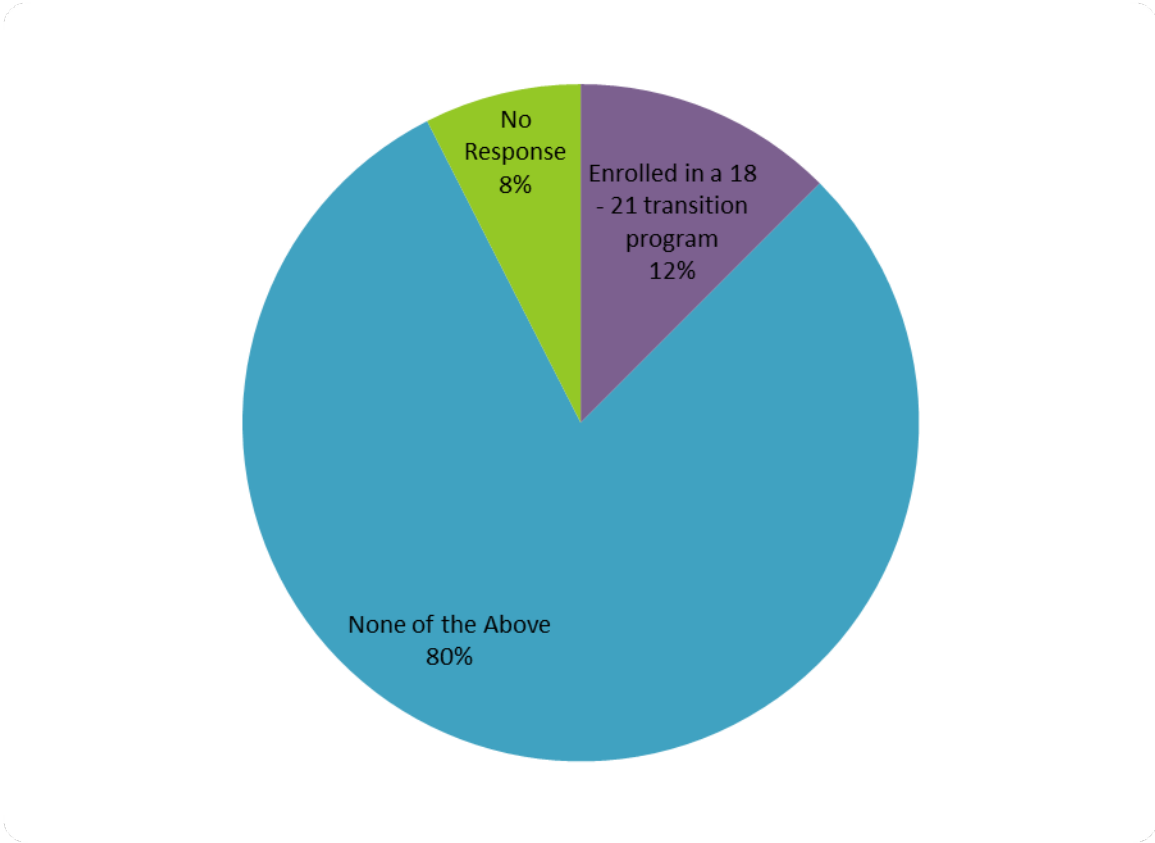
Value	Percent	Count
Deaf	39.0%	16
Hard of Hearing	58.5%	24
DeafBlind	2.4%	1
	Total	41

2. Did you graduate from high school?



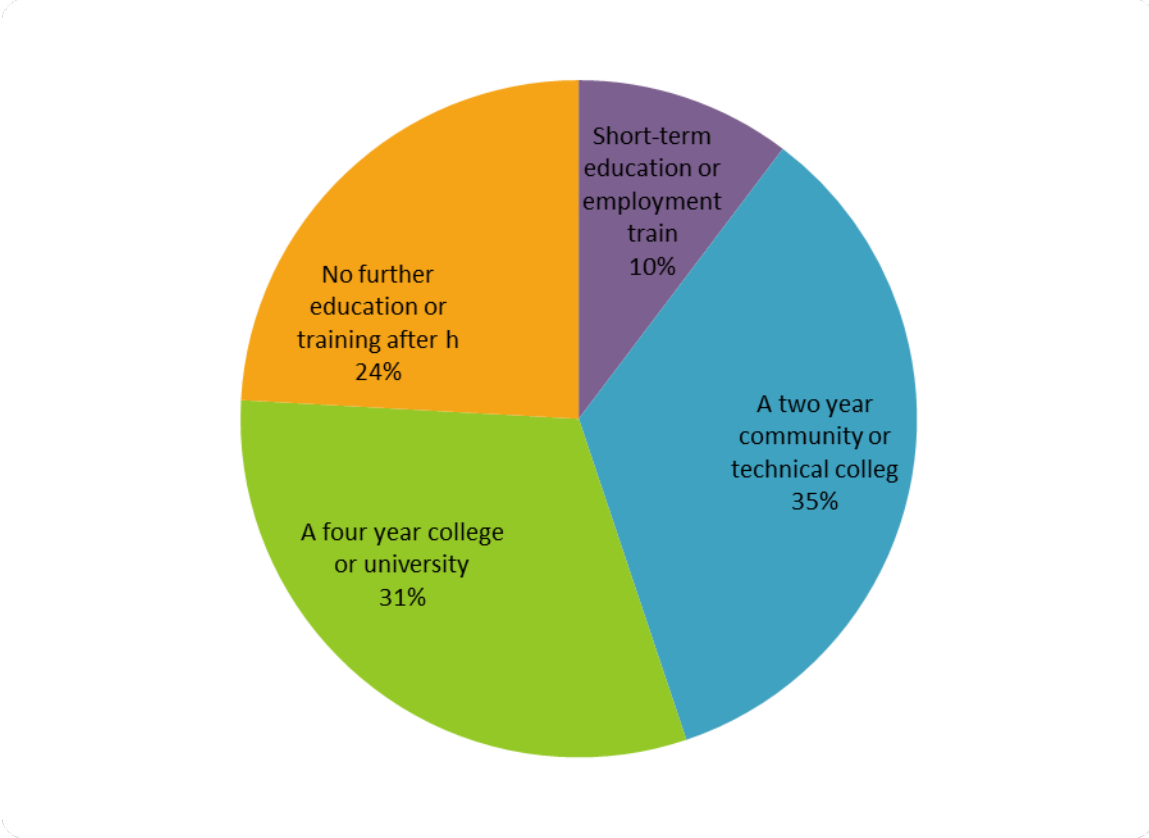
Value	Percent	Count
Yes	92.7%	38
No	7.3%	3
	Total	41

3. Are you currently attending any of the following programs?



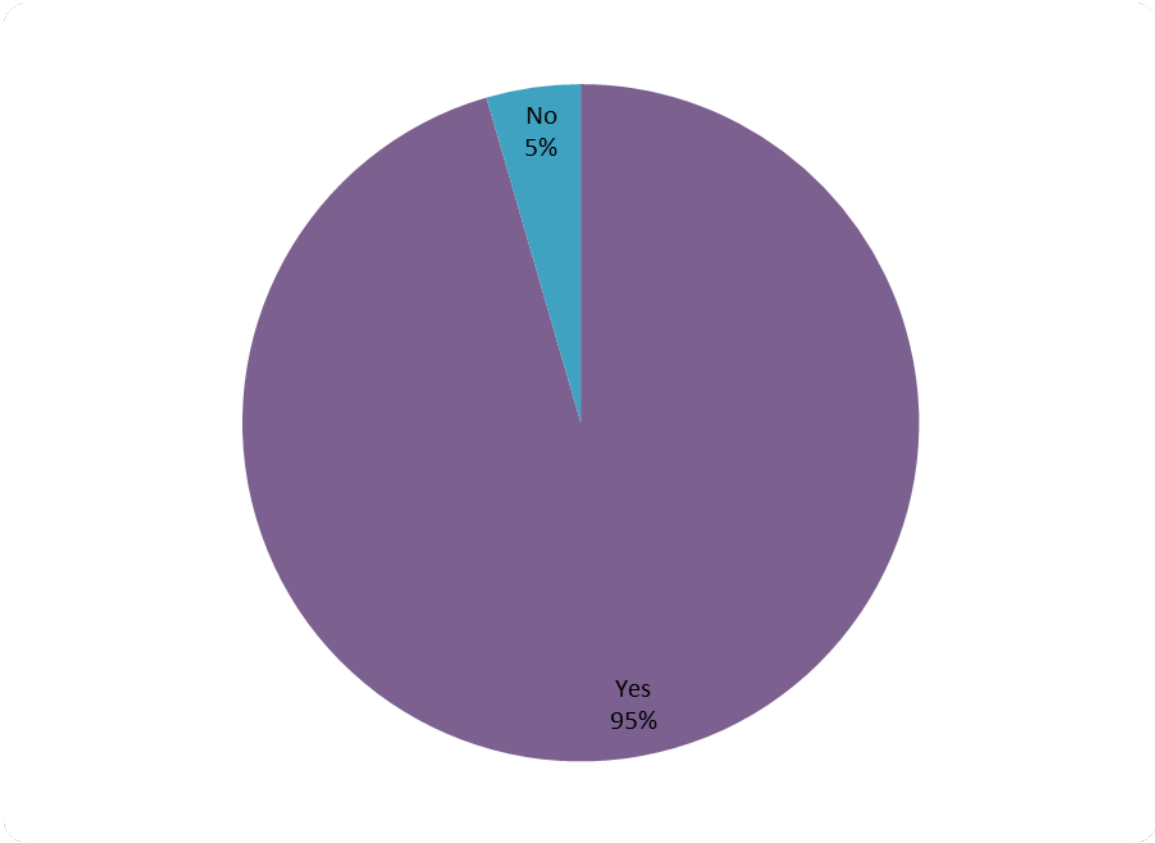
Value	Percent	Count
Enrolled in a 18 - 21 transition program	12.5%	5
None of the Above	80.0%	32
No Response	7.5%	3
	Total	40

4. **Describe the kind of school or training program you attend:**



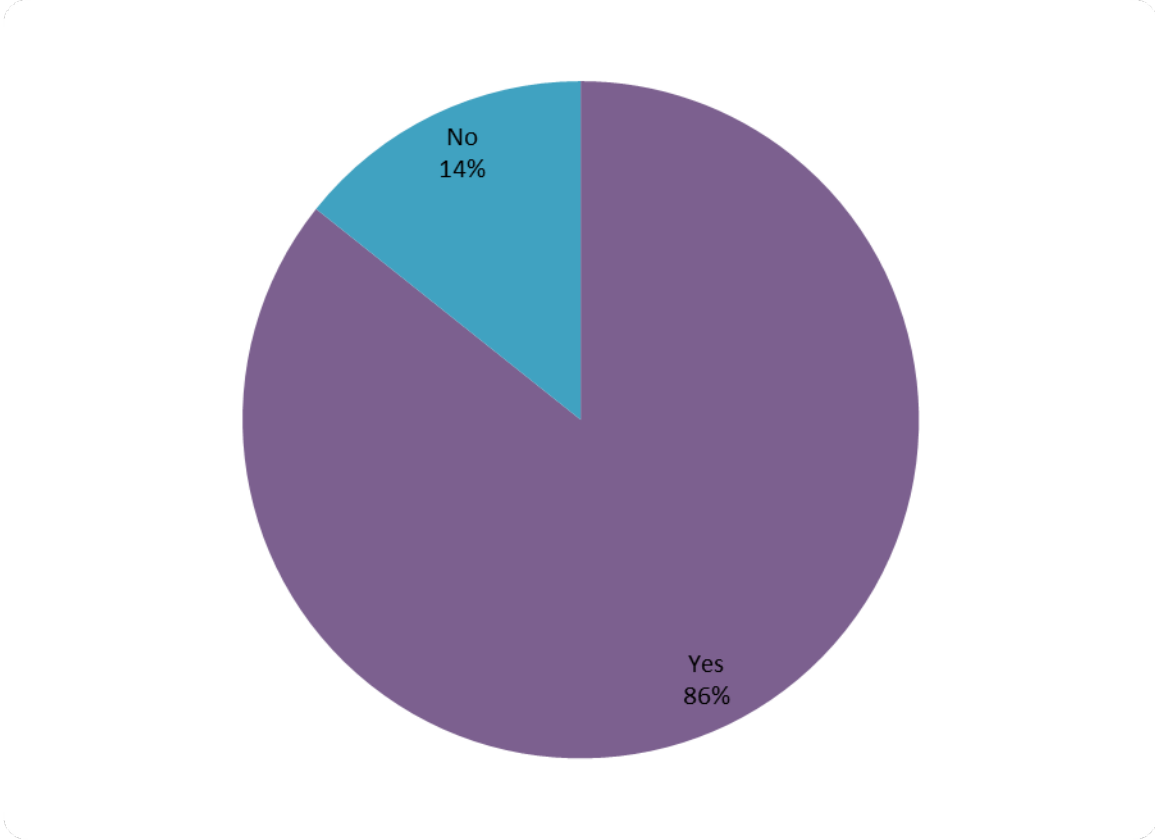
Value	Percent	Count
Short-term education or employment training program (Job Corp, short term job training, or apprenticeship program)	10.3%	3
A two year community or technical college	34.5%	10
A four year college or university	31.0%	9
No further education or training after high school	24.1%	7
	Total	29

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



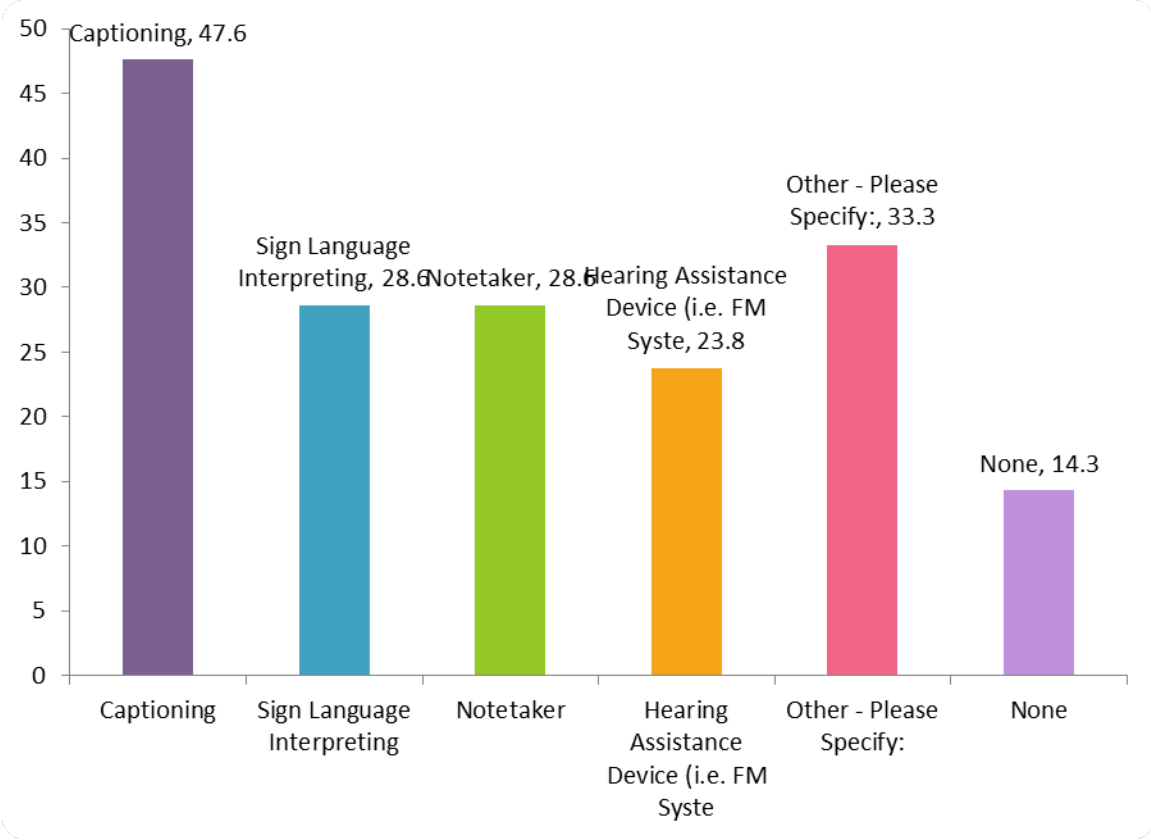
Value	Percent	Count
Yes	95.5%	21
No	4.5%	1
	Total	22

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



Value	Percent	Count
Yes	85.7%	18
No	14.3%	3
	Total	21

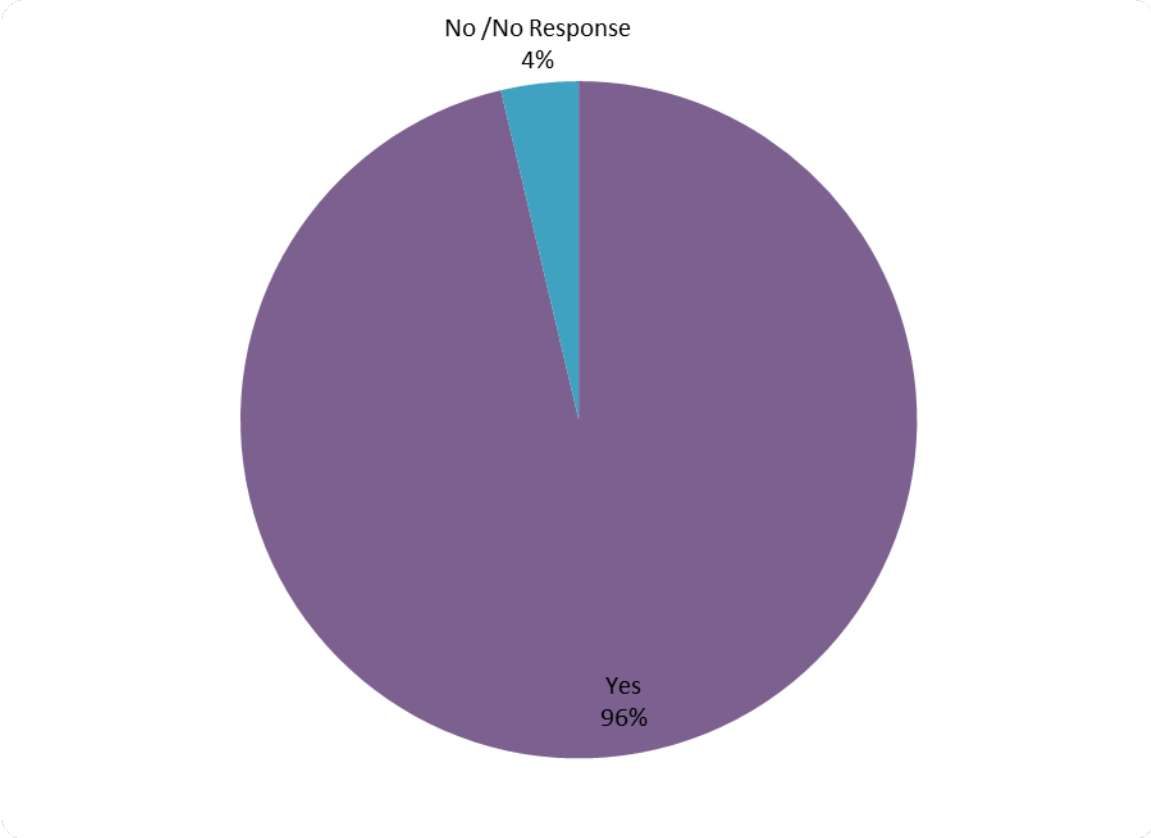
7. What accommodations do you use? (Check all that apply)



Value	Percent	Count
Captioning	47.6%	10
Sign Language Interpreting	28.6%	6
Notetaker	28.6%	6
Hearing Assistance Device (i.e. FM System, etc.)	23.8%	5
Other - Please Specify:	33.3%	7
None	14.3%	3

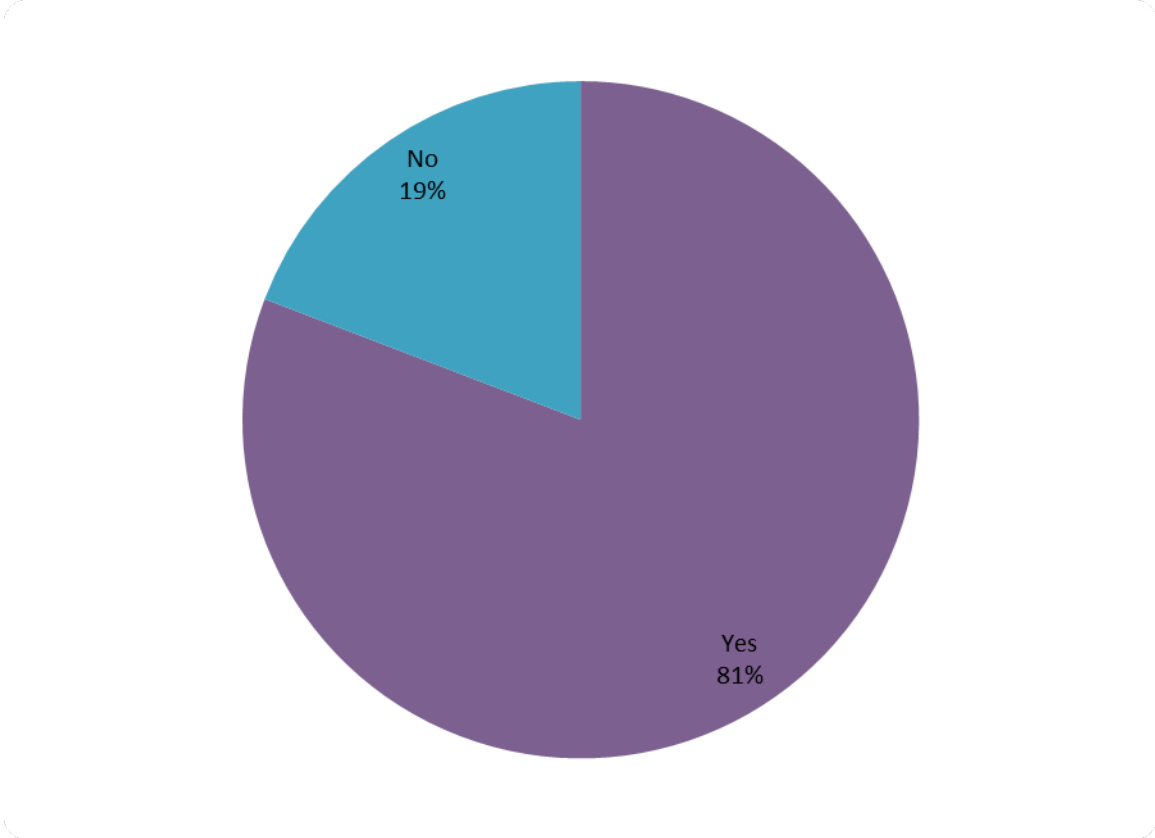
Other - Please Specify:	Count
preferential seating	4
Front row seating	1
Job Coach	1
Smart Pen for recording lecture and taking notes	1
Total	7

8. In the months after leaving high school or a transition program, have you ever worked?



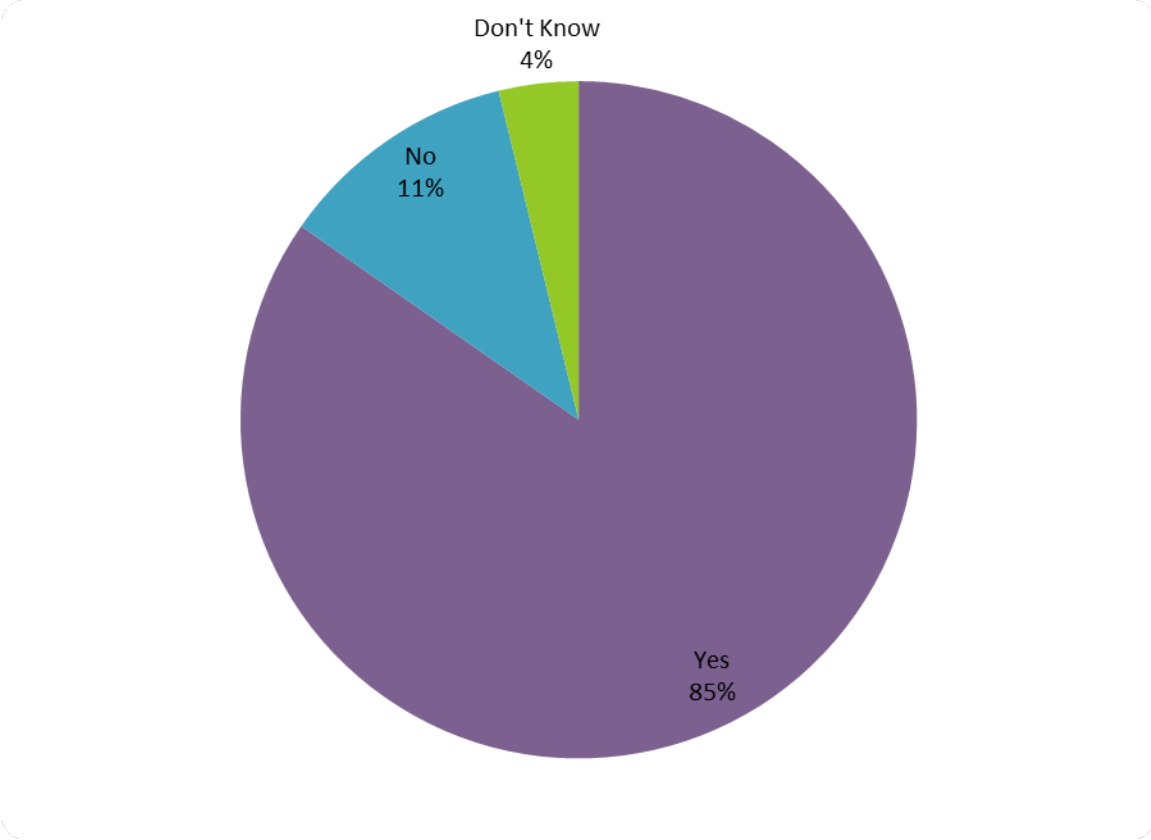
Value	Percent	Count
Yes	96.3%	26
No /No Response	3.7%	1
	Total	27

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



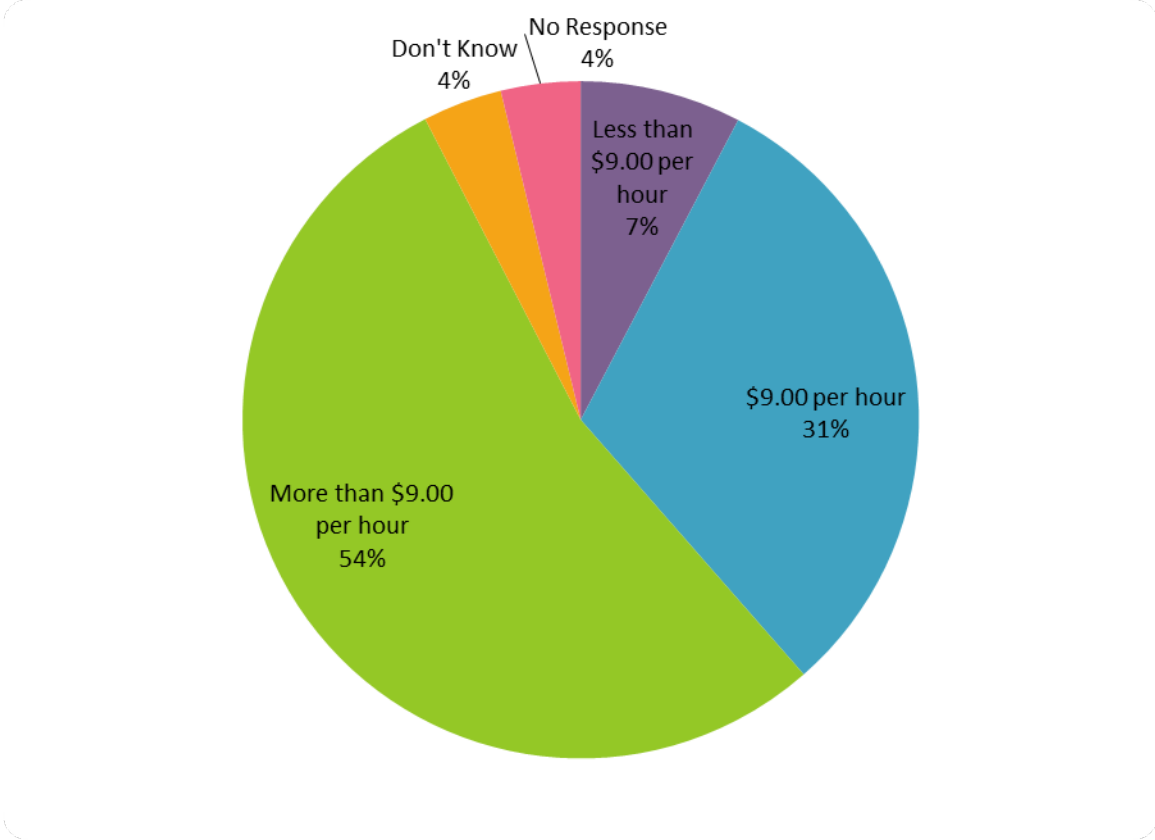
Value	Percent	Count
Yes	80.8%	21
No	19.2%	5
	Total	26

10. Did you work on average 20 or more hours per week?



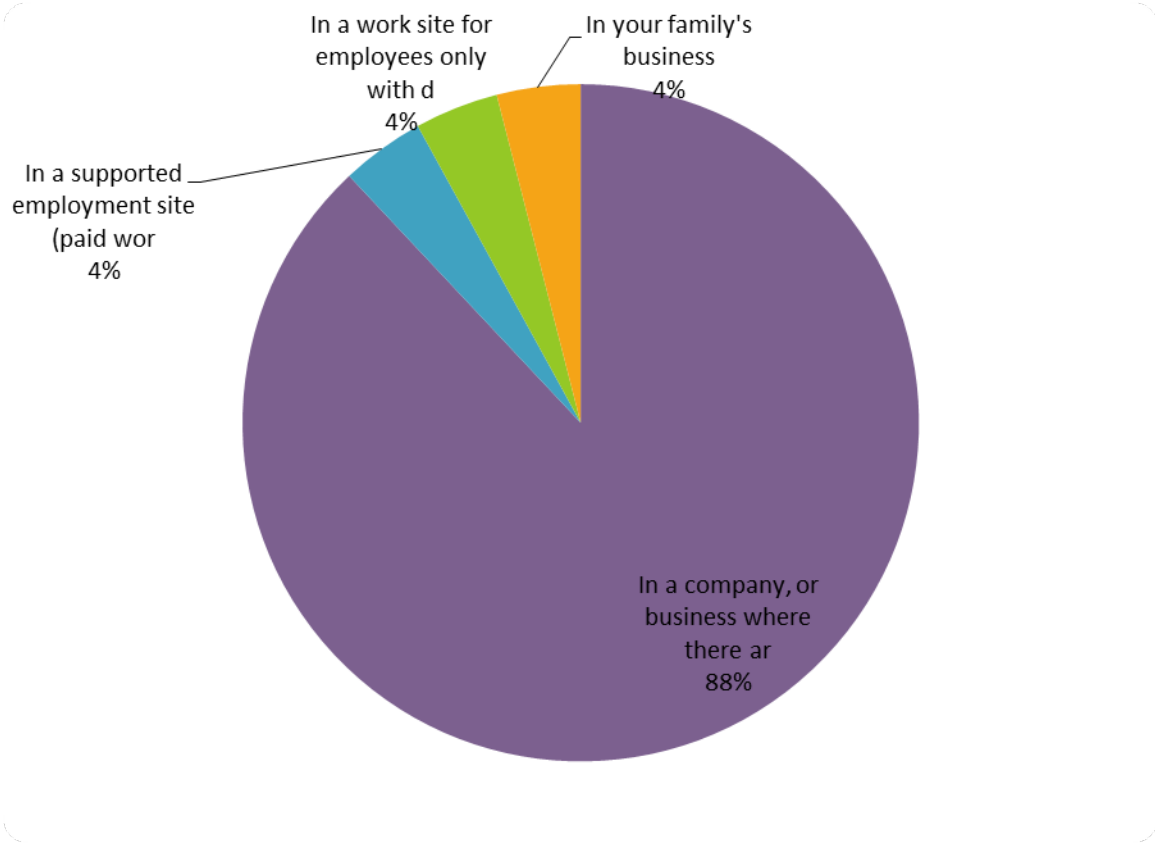
Value	Percent	Count
Yes	84.6%	22
No	11.5%	3
Don't Know	3.8%	1
	Total	26

11. How much money per hour did you make?



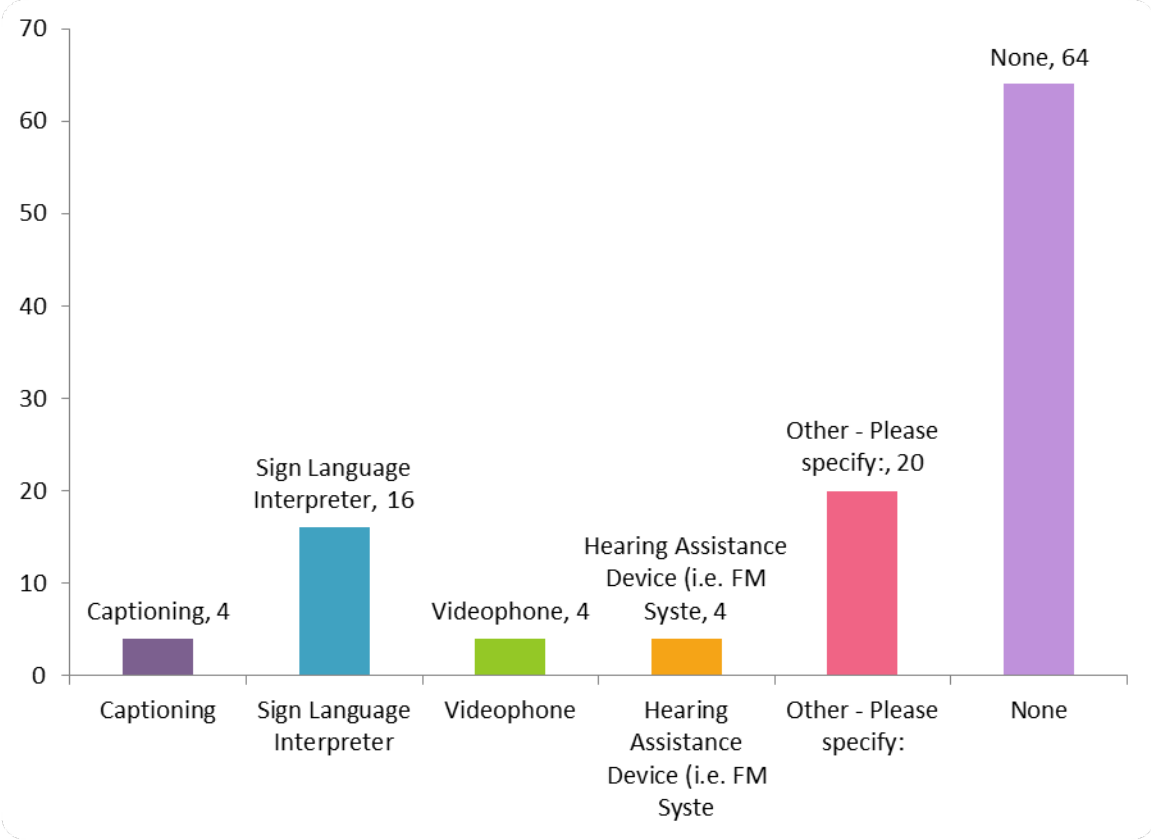
Value	Percent	Count
Less than $9.00 per hour	7.7%	2
$9.00 per hour	30.8%	8
More than $9.00 per hour	53.8%	14
Don't Know	3.8%	1
No Response	3.8%	1
	Total	26

12. Where is your job? (Read all choices)



Value	Percent	Count
In a company, or business where there are employees with and without disabilities	88.0%	22
In a supported employment site (paid work, w/ people with disabilities, w/ services such as a job coach or specialized job training to assist with your job)	4.0%	1
In a work site for employees only with disabilities	4.0%	1
In your family's business	4.0%	1
	Total	25

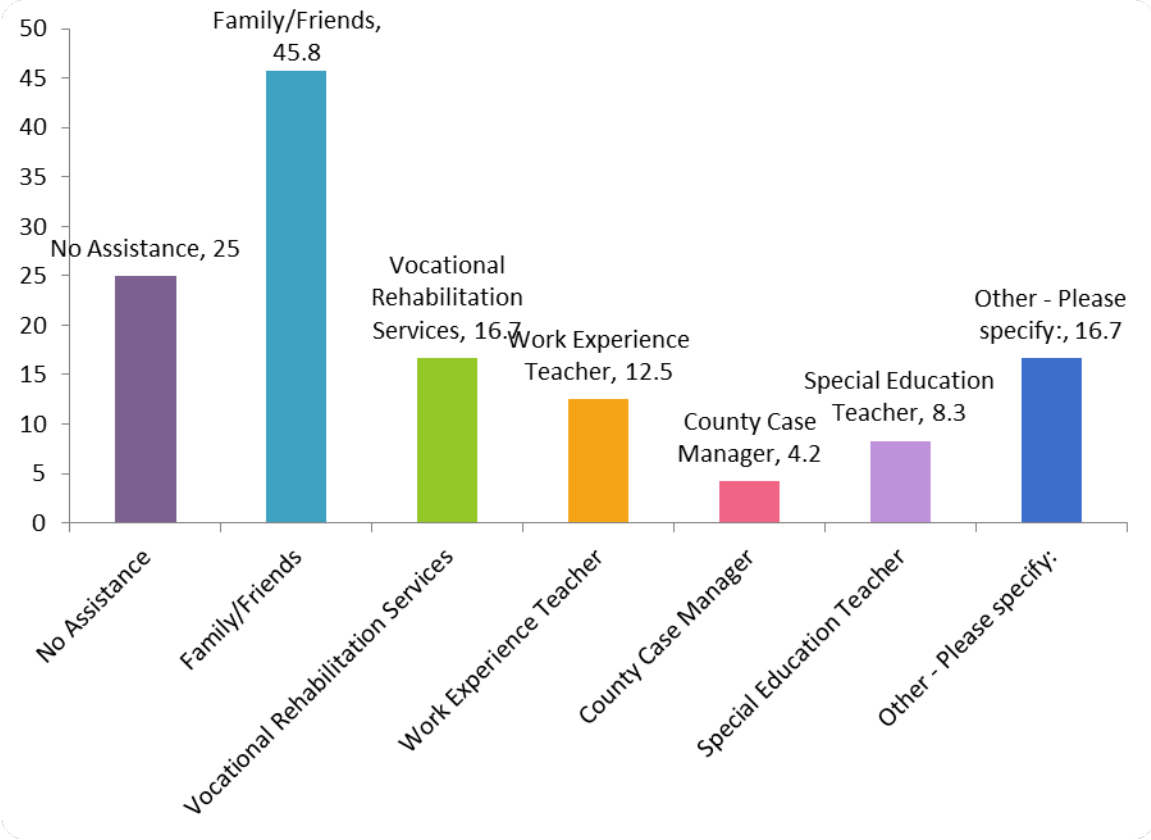
13. What accommodations do you use? (Check all that apply)



Value	Percent	Count
Captioning	4.0%	1
Sign Language Interpreter	16.0%	4
Videophone	4.0%	1
Hearing Assistance Device (i.e. FM System, etc.)	4.0%	1
Other - Please specify:	20.0%	5
None	64.0%	16

Other - Please specify:	Count
Hearing Aids	1
Hearing aids only	1
Talk to people face to face, get meeting agenda in advance	1
picture book, Remote sign language interpreter,, Sign 4 Me app	1
write notes, gestures	1
Total	5

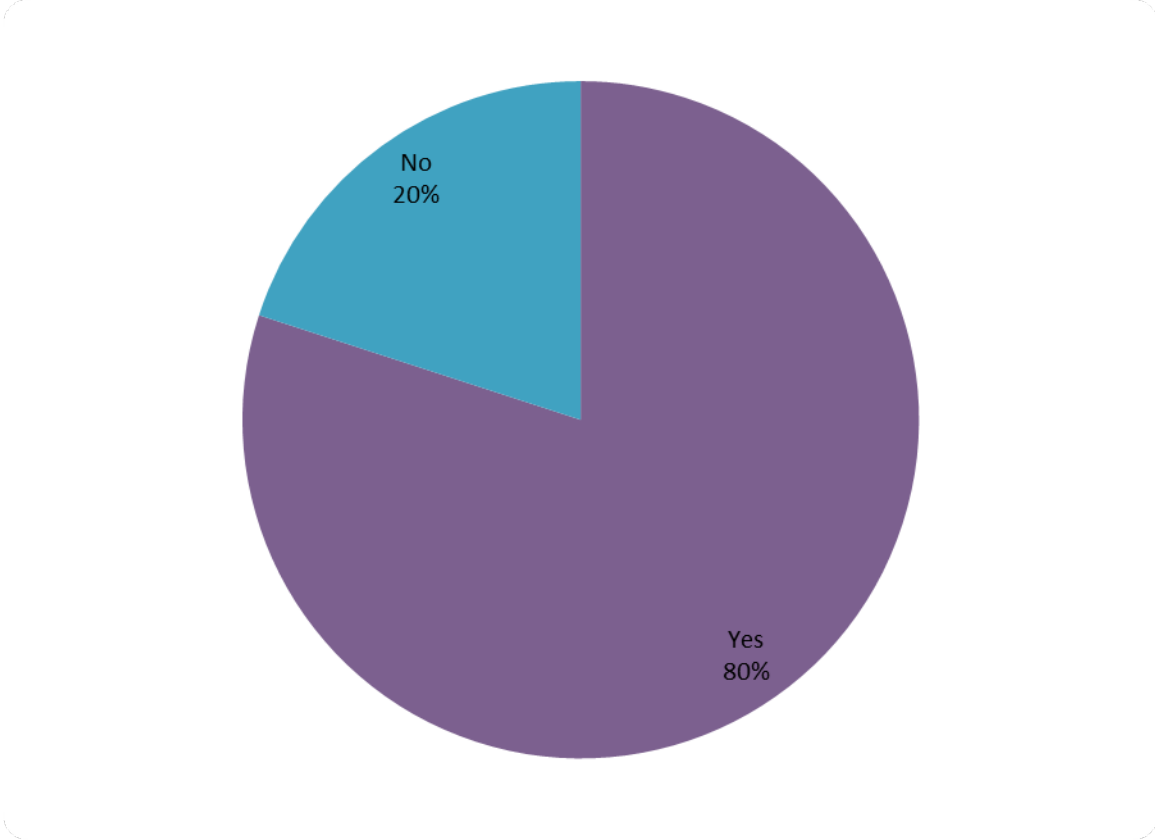
14. Who helped you in getting your job? (Check all that apply)



Value	Percent	Count
No Assistance	25.0%	6
Family/Friends	45.8%	11
Vocational Rehabilitation Services	16.7%	4
Work Experience Teacher	12.5%	3
County Case Manager	4.2%	1
Special Education Teacher	8.3%	2
Other - Please specify:	16.7%	4

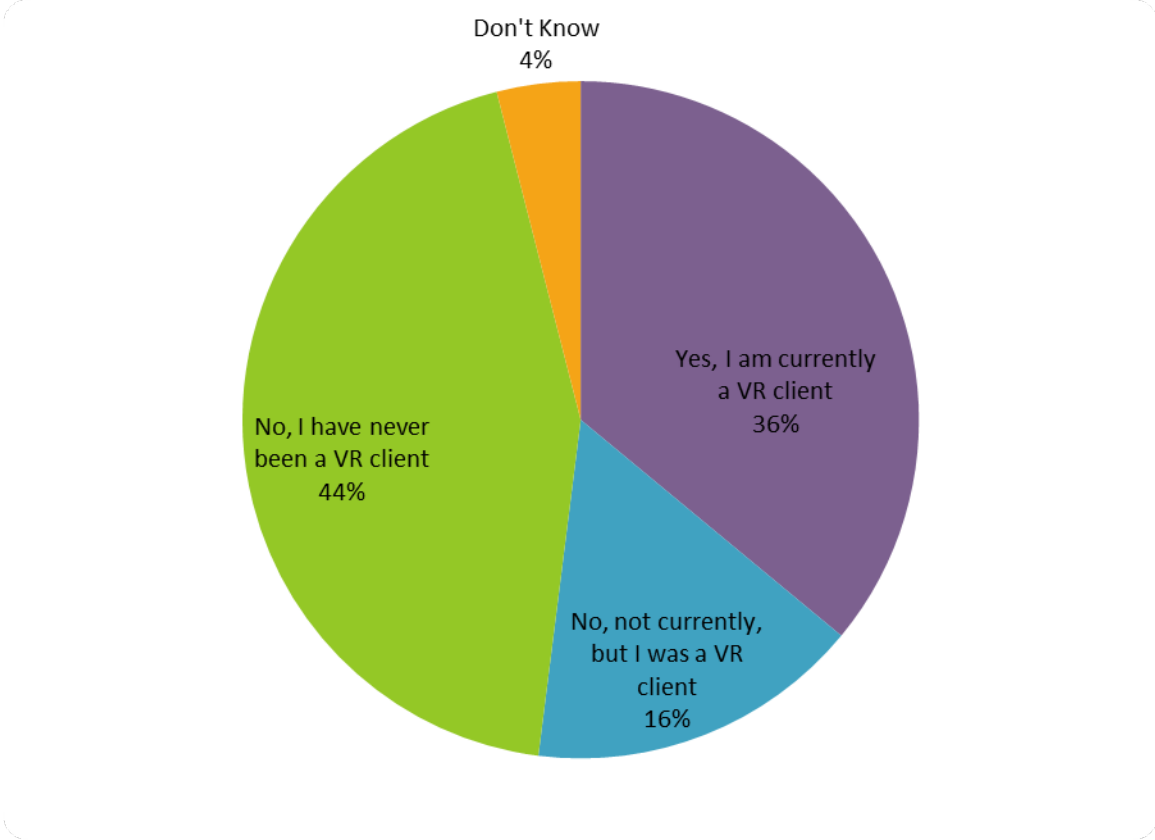
Other - Please specify:	Count
Minnesota Employment Center (MEC)	2
MEC	1
Productive Alternatives	1
Total	4

15. Did you have a paid work experience while in high school?



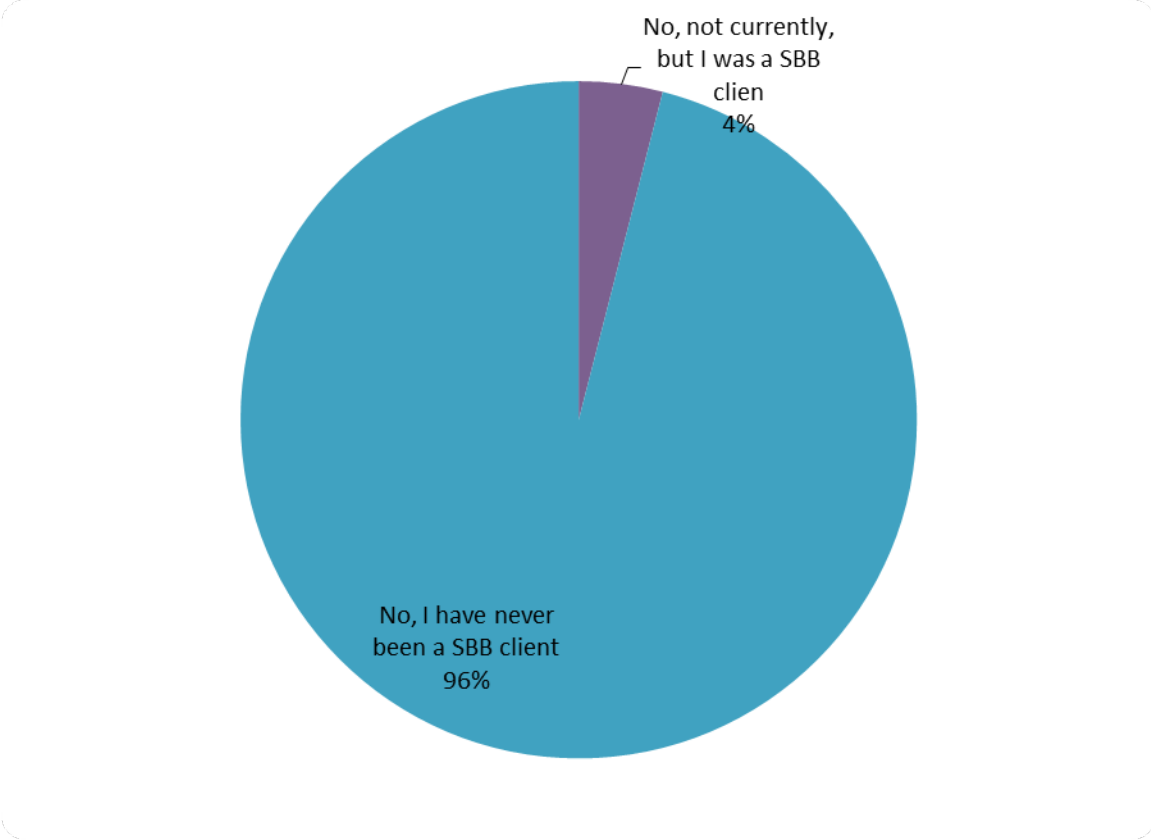
Value	Percent	Count
Yes	80.0%	20
No	20.0%	5
	Total	25

16. Are you a Vocational Rehabilitation (VR) client?



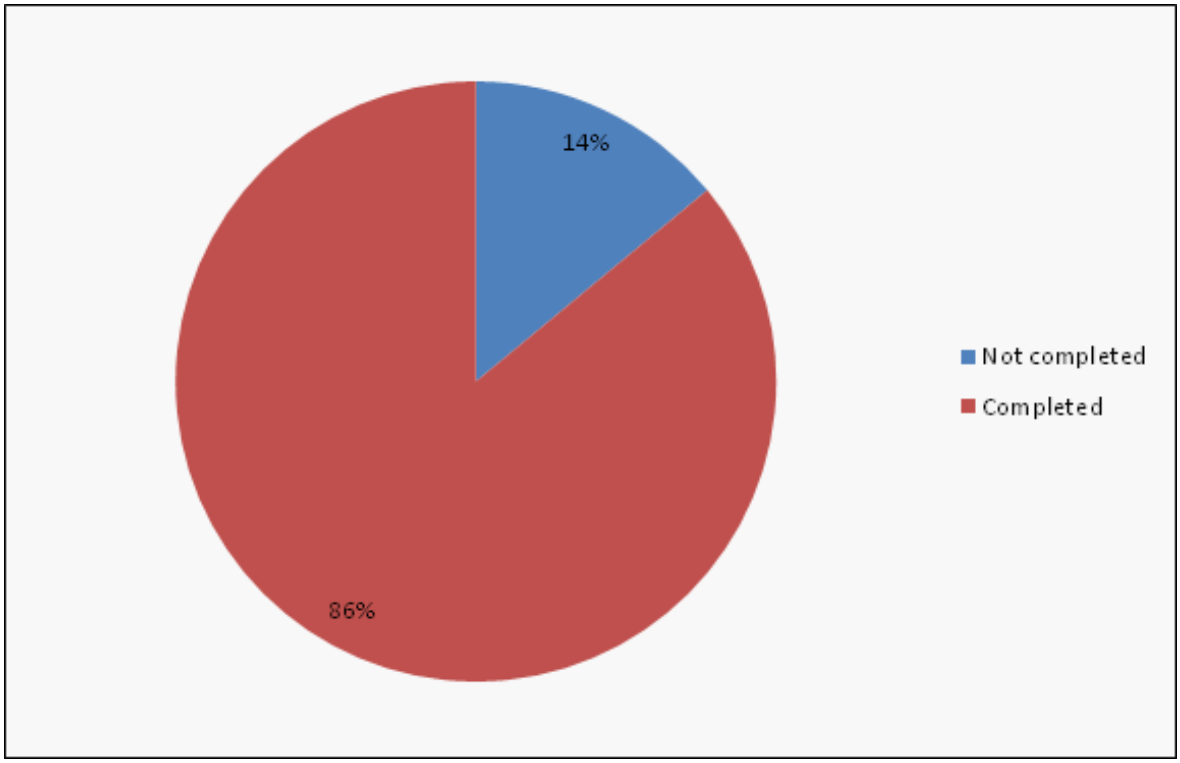
Value	Percent	Count
Yes, I am currently a VR client	36.0%	9
No, not currently, but I was a VR client in the past	16.0%	4
No, I have never been a VR client	44.0%	11
Don't Know	4.0%	1
	Total	25

17. Are you a State Services for the Blind (SSB) client?



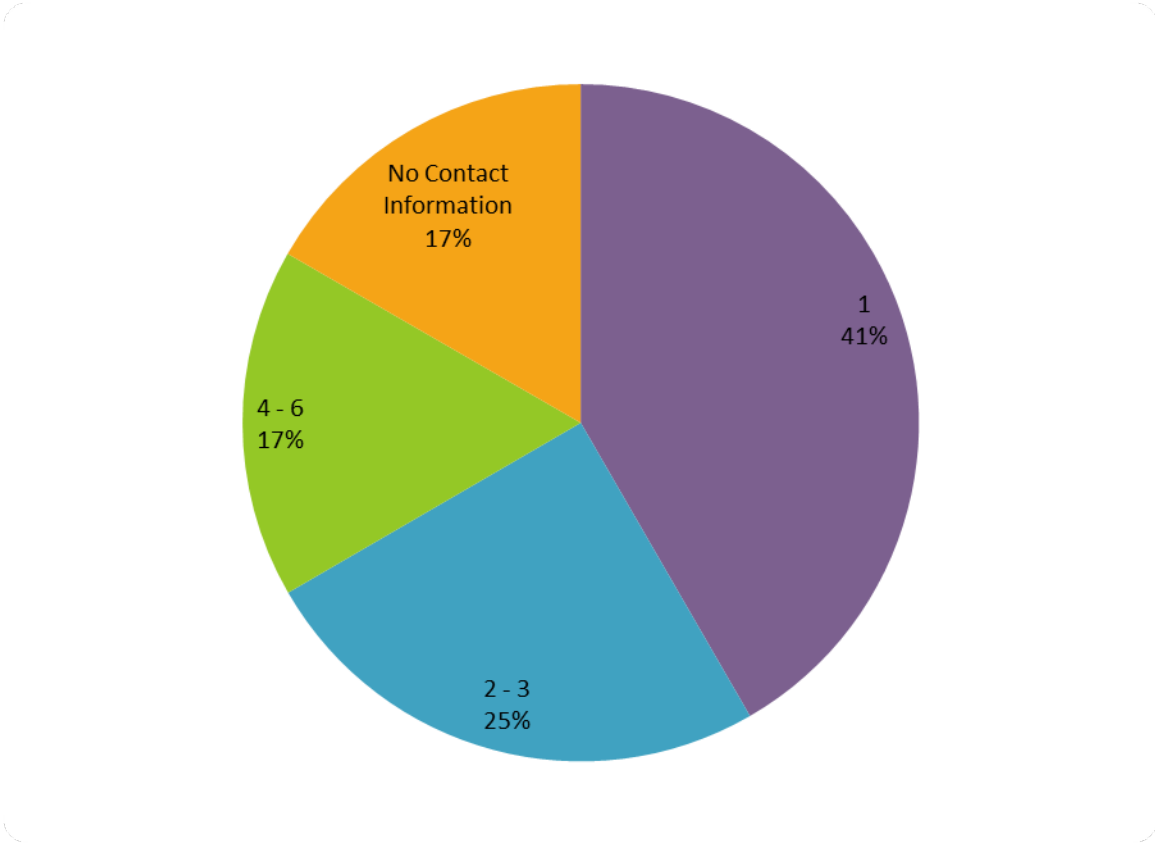
Value	Percent	Count
No, not currently, but I was a SBB client in the past	4.0%	1
No, I have never been a SBB client	96.0%	24
	Total	25

18. Status of the interview:



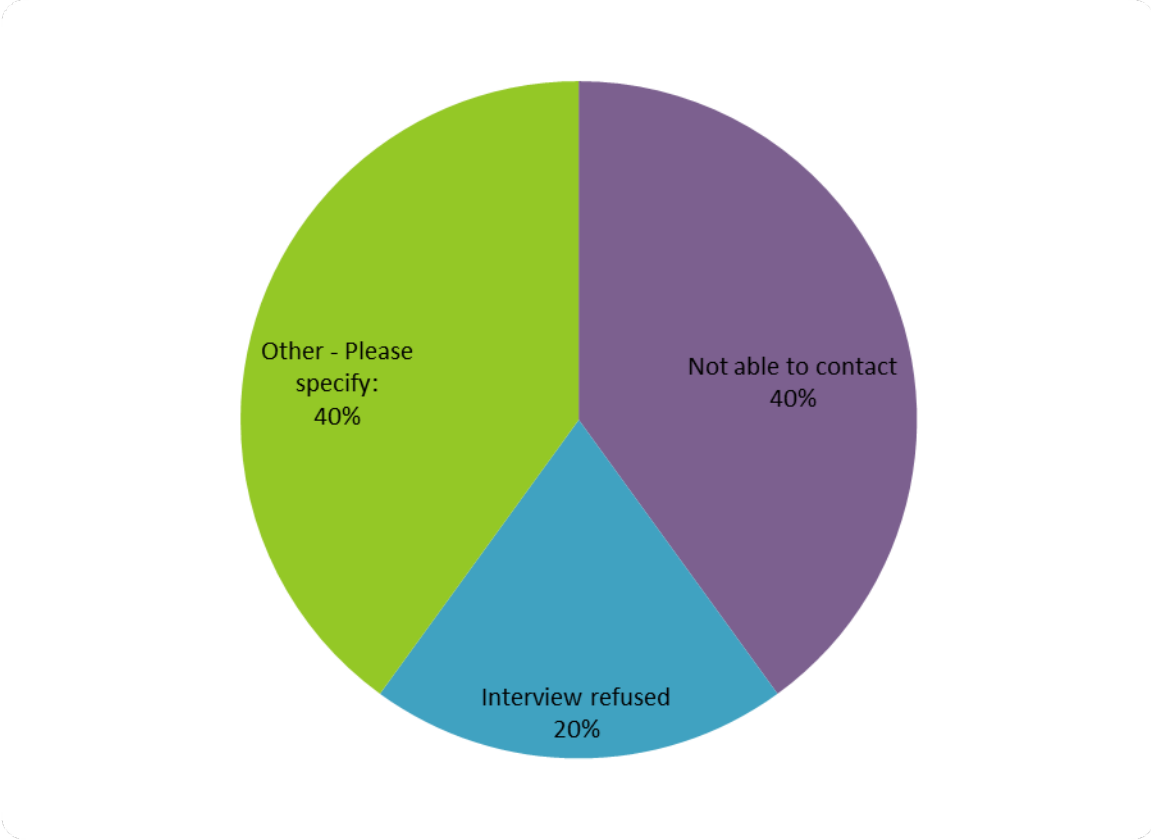
Value	Percent	Count
Not Completed	14.3%	5
Completed - PLEASE SKIP TO QUESTION #21	85.7%	30
	Total	35

19. Number of attempts to contact:



Value	Percent	Count
1	41.7%	5
2 - 3	25.0%	3
4 - 6	16.7%	2
No Contact Information	16.7%	2
	Total	12

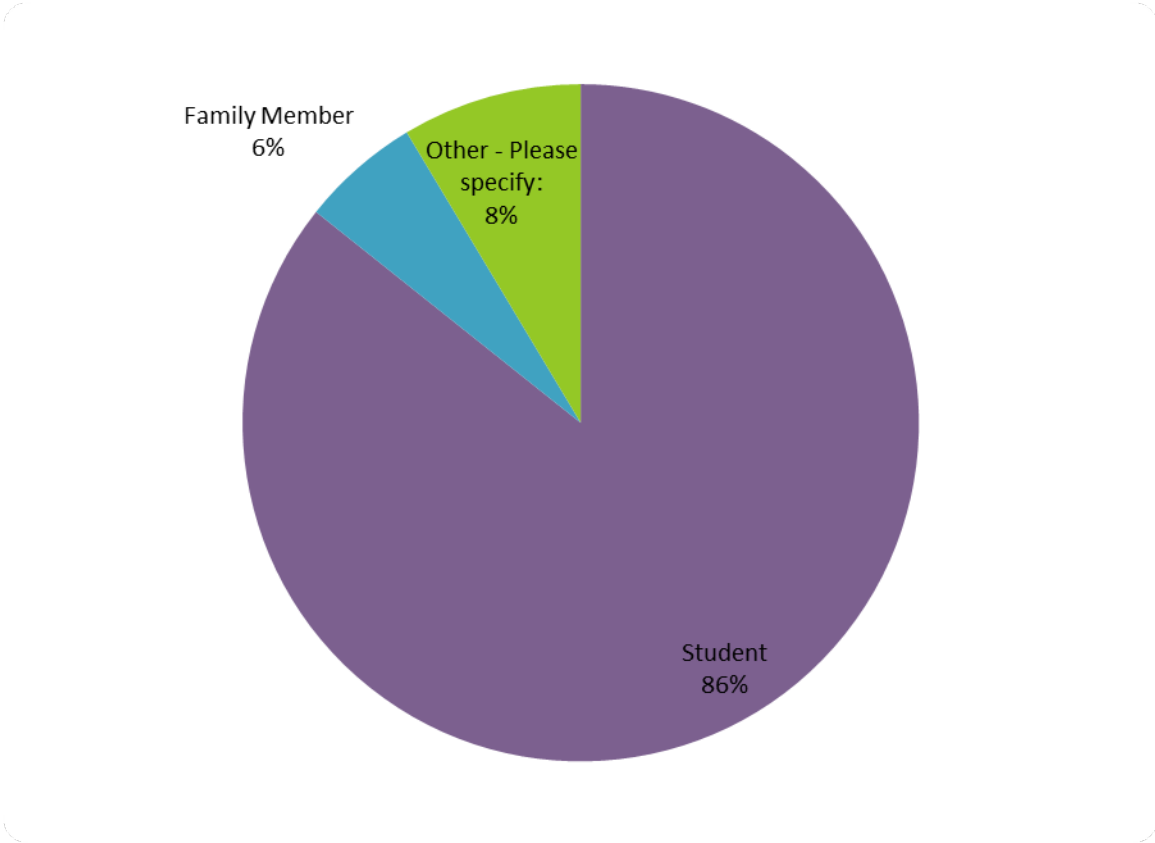
20. Reason the interview was not completed:



Value	Percent	Count
Not able to contact	40.0%	2
Interview refused	20.0%	1
Other - Please specify:	40.0%	2
	Total	5

Other - Please specify:	Count
On mission currently (Mormon)	1
Only one student	1
Total	2

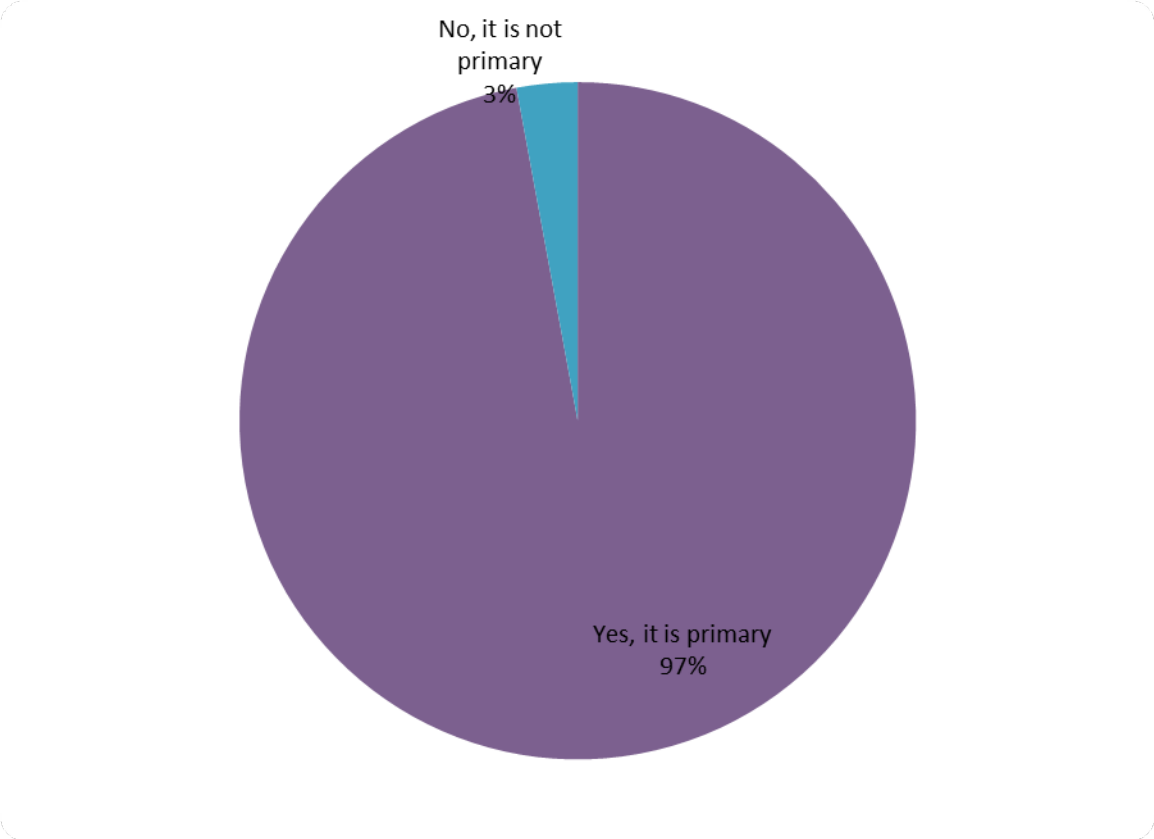
21. Person interviewed:



Value	Percent	Count
Student	85.7%	30
Family Member	5.7%	2
Other - Please specify:	8.6%	3
	Total	35

Other - Please specify:	Count
None	1
dhh teacher	1
none	1
Total	3

22. Is being Deaf or Hard of Hearing this student's primary disability?



Value	Percent	Count
Yes, it is primary	97.1%	34
No, it is not primary	2.9%	1
	Total	35