Texas Education Agency

TEXAS Health and Human Services | Early Childhood Intervention

STATEWIDE OUTREACH CENTER
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Annual Statewide Report on Language Acquisition for Students who are Deaf or Hard of Hearing and Deafblind 0-8 Years of Age

August 31, 2023

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Annual Statewide Report on Language Acquisition for Students who are Deaf or Hard of Hearing and Deafblind 0-8 Years of Age

Introduction

Children who are deaf or hard of hearing (DHH) or deafblind (DB) are often at risk for language delay or deprivation. Research indicates that there is limited success in addressing these issues after the child is past the optimal period for language acquisition.

> *Texas Education Code §29.316 states that it is critical that language acquisition for children who are DHH or DB is closely monitored from birth through age eight to enable the use of timely interventions that support age-appropriate language skills.*

Therefore, the Texas Legislature passed HB 548 during the 86th Regular Session of 2019 to generate and monitor data on the language acquisition of children ages 8 years old and younger who are DHH or DB.

Methodology

Texas Education Code (TEC) §29.316 charges the Texas Education Agency (TEA), Health and Human Services Commission (HHSC), and Texas School for the Deaf (TSD) to collaboratively gather and monitor data on the language acquisition of students who are DHH or DB and are 8 years old and younger. Through a memorandum of understanding (MOU) with the other two state agencies that provide the foundation for fulfilling the requirements of the law, TEA has the primary responsibility for data collection.

The data is being tracked into a data system owned by TEA, the Texas Student Data System (TSDS). The Special Education Language Acquisition (SELA) core collection uses the same elements as defined in the 2021 report to satisfy the requirements in the law.

TEC §29.316(a)(3) defines language acquisition as both expressive and receptive language and literacy development in English (or another language primarily used by a child's parent or guardian) and American Sign Language (ASL). With the support of the Language Assessment Committee (LAC), TEA, HHSC, and TSD were able to provide a list of approved assessments for assessing a child's language acquisition. The approved assessments incorporate components of language acquisition in either expressive or receptive language or both. The assessments also honor the preferred unique communication mode used by the child at home (English, ASL, both English and ASL, or another language used by the child's parent or guardian).

For the 2022-2023 school year, the LAC narrowed the approved assessment list to five specific assessments that target both expressive and receptive language acquisition. Three of the approved assessments are designed to be given to students who utilize English as their preferred communication mode at home, and the remaining two are tools to assess ASL. Two of the English-based assessments are also available in multiple languages to honor the preferred unique communication mode used by the child at home.

Annually, local education agencies (LEAs) are expected to report the assessment results of eligible students whose families have provided consent to assess for language acquisition in the TSDS SELA core collection. Students with the eligibility codes of auditory impairment (AI) or (DB) who are currently receiving special education services were eligible to be assessed for SELA under TEC §29.316. DHH or DB students were assessed following specific protocols that included using one of the approved assessments as listed on the TEA Sensory Impairment website. Teachers of students who are DHH (TODHHs), teachers of students with visual impairments (TVIs), speech language pathologists (SLPs), educational diagnosticians, and/or special education teachers administered the assessments and reported the results.

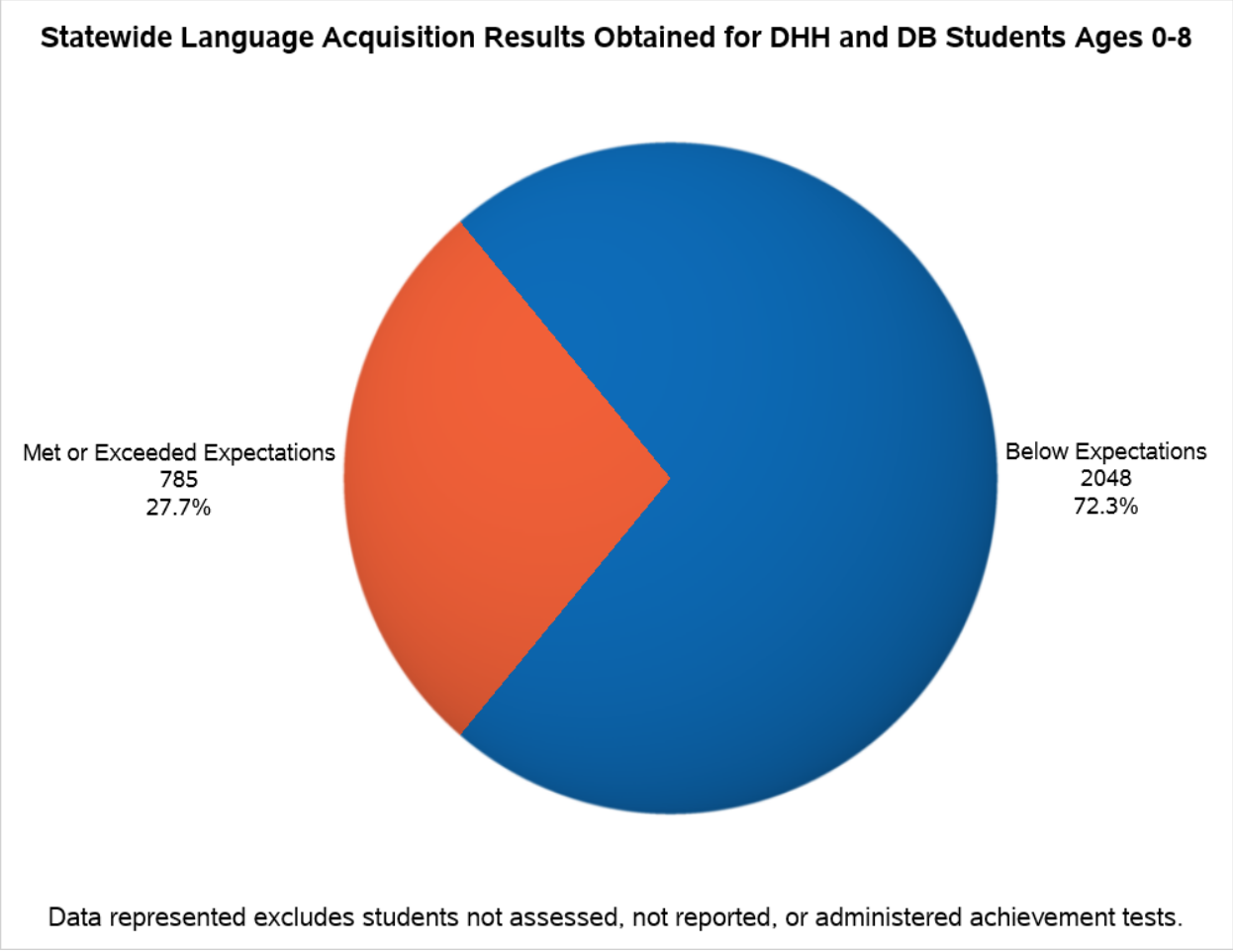
LEAs were given access to the TSDS SELA core collection starting September 12, 2022, and the collection window remained open until June 22, 2023, with some extensions granted to ensure all data were captured.

Results

Of the 3,404 students reported in the SELA core collection, 2,908 students 8 years old and younger had parental consent for SELA testing. There were 496 students reported into the SELA core collection whose families did not provide consent to assess their child's language acquisition. Fifteen students were reported as taking an approved assessment but had no results reported, which indicates that the students were unable to complete the assessment for unknown reasons.

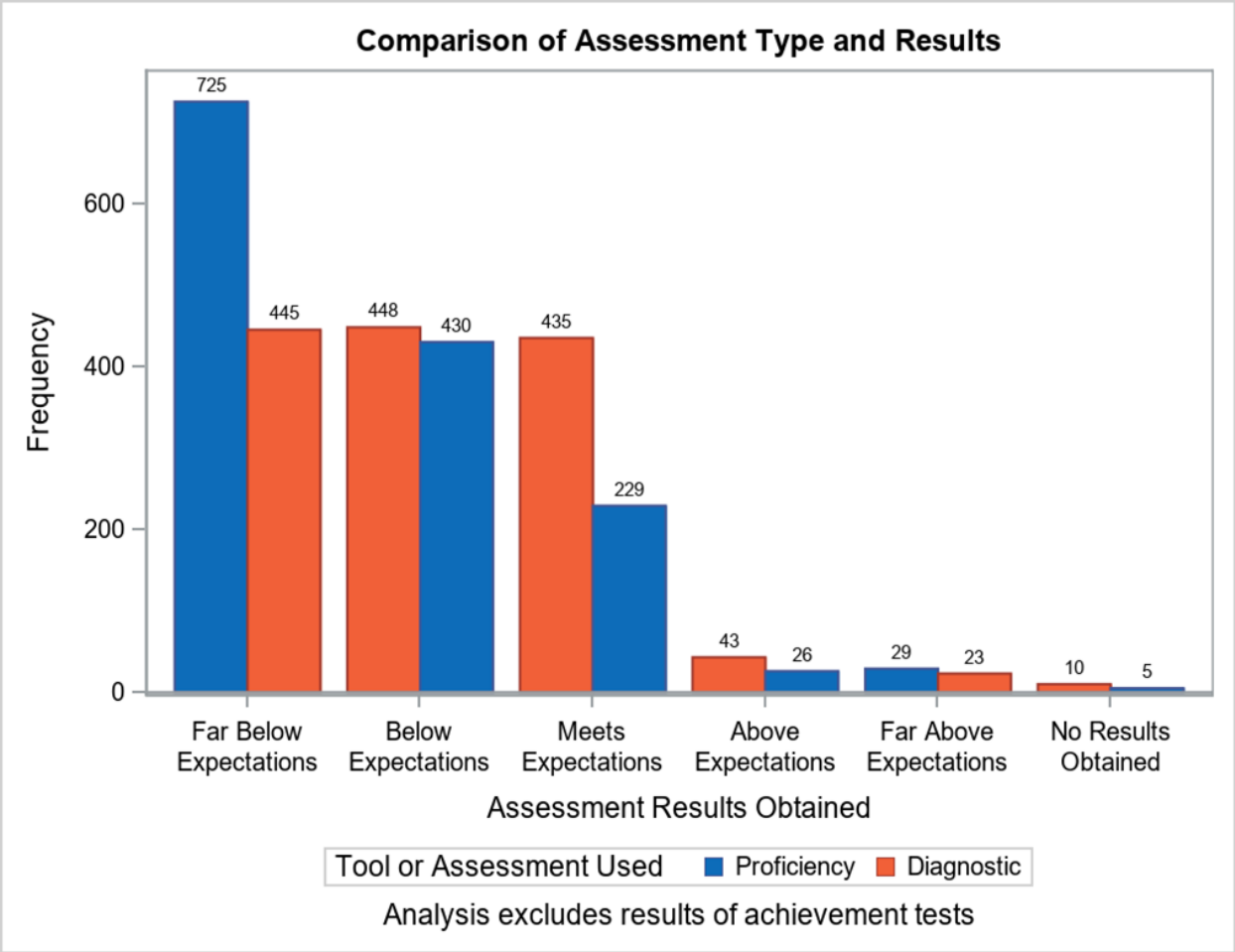
DHH & DB ages 0-8	• 3,404 students reported in TSDS SELA core collection
Parental consent obtained	• Families of 2,908 students gave consent to be assessed for language acquisition
Results reported	• 2,893 assessment results were reported for 2022-2023 school year (15 with no results reported)

Of the 2,893 assessment results that were reported in the TSDS SELA core collection for the 2022-2023 school year, 2,048 students (72.3%) scored below expectations or far below expectations in their language acquisition based on chronological age and other determining factors. Statewide, the results indicate that these children demonstrate some degree of language delay and/or deprivation. There were 785 students (27.7%) who met or exceeded expectations for language acquisition. Sixty students were administered an achievement type of assessment that was not on the approved assessment list and their scores were not represented in the data. Although more students participated in the 2022-2023 data collection than in the 2021-2022 data collection, the overall results cannot adequately be compared based on the reduction in available assessments so that the assessments could target all aspects of language acquisition, compared to the previous assessment list that only assessed one aspect of language acquisition.



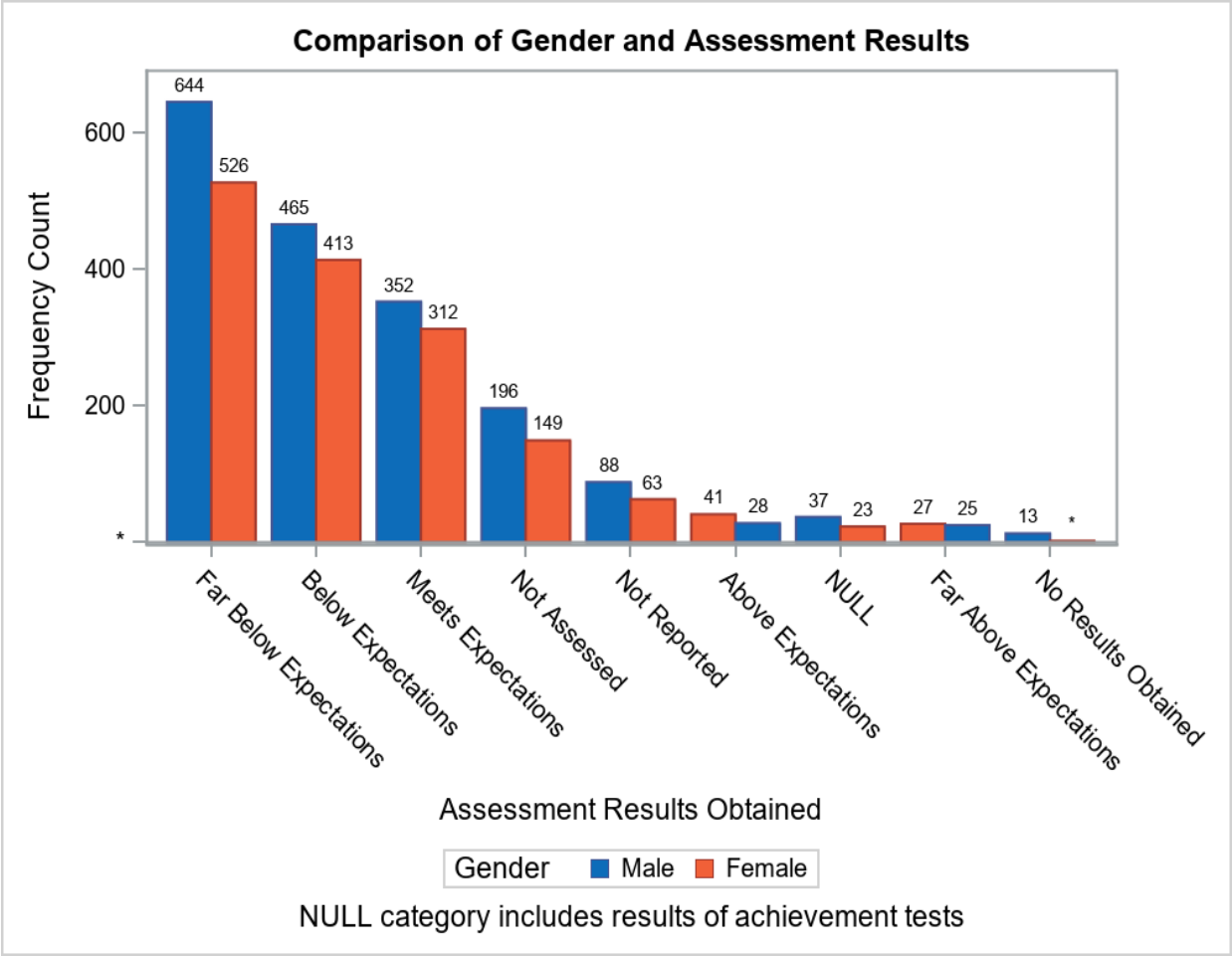
The statewide results have been expanded to include two types of assessments administered: diagnostic and proficiency. LEAs, with family input, decide on which assessment would be the best fit for a student for the purpose of tracking his or her language acquisition skills. Achievement assessments were removed from the approved list of assessments because achievement assessments are designed to assess how much a student knows at a specific point in time about a certain topic,

which does not support the concept of tracking a student's language acquisition skills compared to a diagnostic or proficiency type of assessment.



The bar graph outlines these results and shows that many of the students took a proficiency assessment, which is a criterion-referenced assessment. Criterion-referenced assessments measure the student's performance compared to a set of predetermined criteria. The results compared to the 2021-2022 results revealed that more students took the proficiency assessment, and a total of 284 students either met or exceeded expectations on the proficiency assessment compared to 198 students from 2021-2022 results.

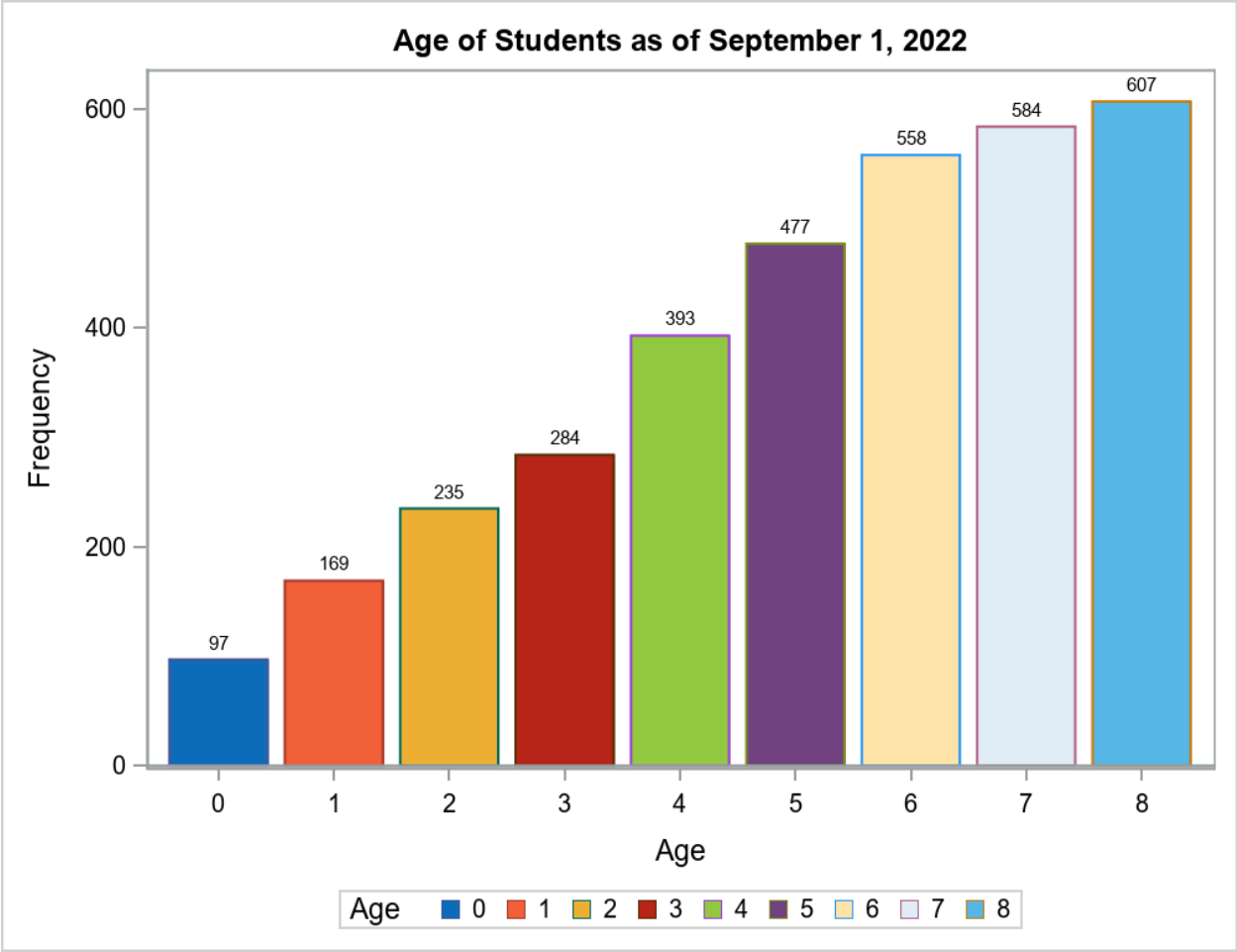
For the 2022-2023 school year, the SELA core collection collected twenty-eight data elements for each student. Each of the elements is compared to the assessment results as stated in TEC §29. 316. Currently, the state does not have the ability to compare the literacy skills of DHH children in grade 2 and younger to their peers. Starting in grade 3, the State of Texas Assessments of Academic Readiness (STAAR) results allow for comparison between the skills of DHH and DB children to their peers. The STAAR is designed to measure what students are learning in each grade and whether they are ready for the next grade. However, there is not an assessment to compare progress in English literacy that all students take prior to grade 3. Therefore, TEA does not currently have the data to report on student progress in English literacy.



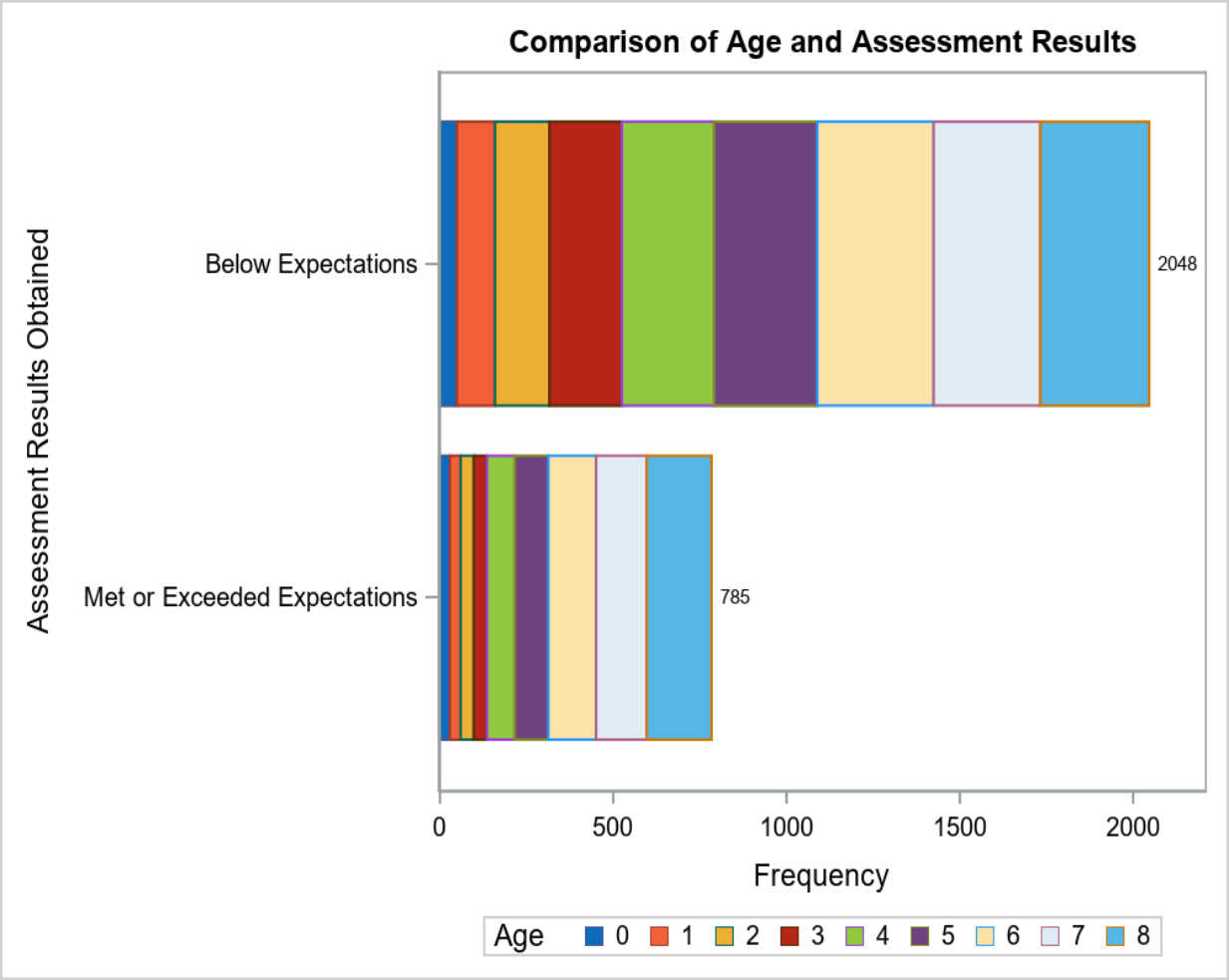
Please note, to comply with the Family Educational Rights and Privacy Act (FERPA), SELA core collection data is masked when there is a small number of students reported to protect the privacy of the student's information (indicated with an asterisk).

This bar graph describes the assessment results obtained by gender. There were more male students who participated in the data collection; 12% of male students reported either met or exceeded expectations, 33% were below expectations or far below expectations, and 9% reported as either no results obtained or were not assessed. In the data, "NULL" is defined as those students who took an achievement assessment, which was not on the approved list of assessments that meets the requirements of TEC §29.316. Twelve percent of female students met or exceeded expectations and 28% of female students were reported as below expectations or far below expectations. Six percent of female students either reported no results or were not assessed.

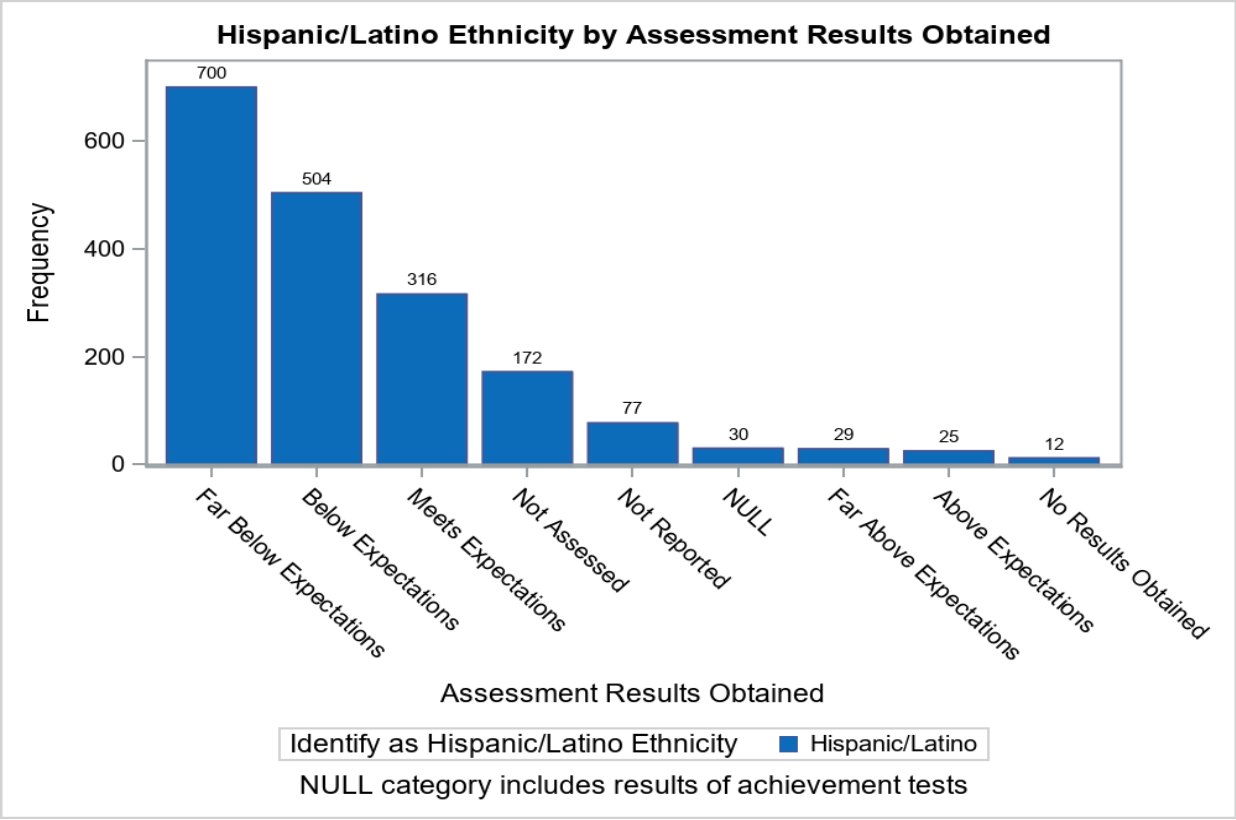
Another data element that was collected is each student's age as of September 1, 2022. The number of students identified as DHH or DB increases each year through the district child find efforts. Students who are suspected of having hearing and or vision differences are referred to the LEA for an evaluation for special education services. The chart below shows the number of students broken down by age who are identified as either DHH or DB and are currently receiving special education services.

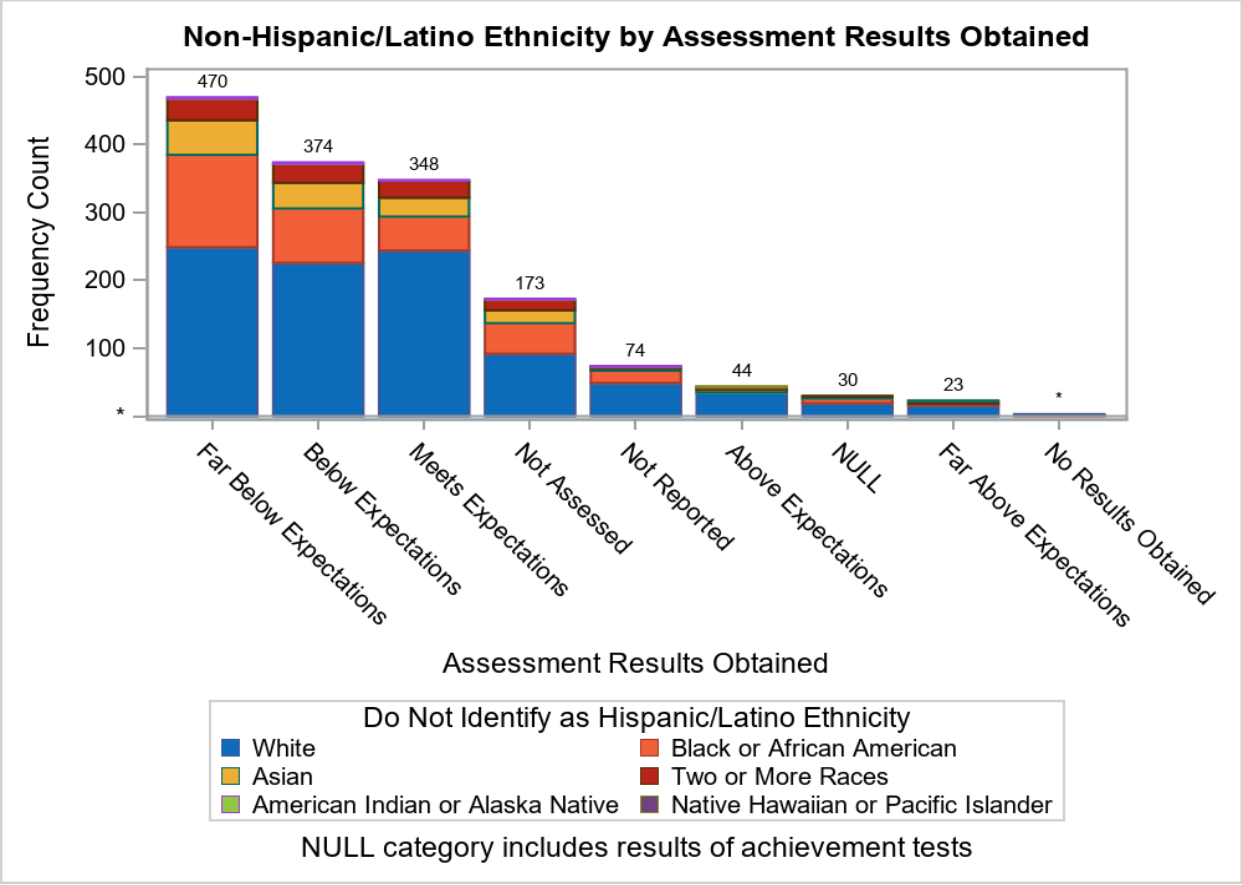


When comparing assessment results across the age range of students, it is important to note that as students mature, their exposure to language increases. Results show an increase in each age group in the number of students who met expectations as well as those who did not meet expectations. By the age of eight, more students are “meeting expectations” for language acquisition for their chronological age as demonstrated in the multi-layer bar chart below. However, the number of students who scored below expectations continues to grow for each age group.



Race and ethnicity were compared with assessment results for each student. Each race has been compared to the assessment results with raw data reported. At least 50% of students in each racial category scored below or far below expectations when those results are combined. Students who do not identify as Hispanic/Latino ethnicity demonstrated a trend of performing better than those who identify as Hispanic/Latino on the language assessments for the SELA core collection.





*Data reported contains small counts of students and is masked for confidentiality.

The age at determination of eligibility for special education services for either disability code of DHH or DB has been collected to determine if early intervention has an impact on the student's language acquisition.

Comparison of Age at Determination of Eligibility for Special Education Services and Assessment Results

Age at Determination of Eligibility										
Frequency Percent	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Far Above Expectations	6 0.18	10 0.29	* *	9 0.26	10 0.29	6 0.18	* 0.09	* *	* *	* *
Above Expectations	9 0.26	14 0.41	* *	6 0.18	* *	12 0.35	* *	11 0.32	* *	* *
Meets Expectations	66 1.94	64 1.88	46 1.35	88 2.59	83 2.44	94 2.76	77 2.06	81 2.38	54 1.59	11 0.32
Below Expectations	87 2.56	85 2.50	84 2.47	174 5.11	95 2.79	123 3.61	103 3.03	81 2.38	41 1.20	* *
Far Below Expectations	85 2.50	104 3.06	135 3.97	247 7.26	164 4.82	157 4.61	133 3.91	93 2.73	47 1.38	* *
NULL	7 0.21	5 0.15	* *	14 0.41	7 0.21	6 0.18	9 0.26	5 0.15	5 0.15	* *
No Results Obtained	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
Not Assessed	15 0.44	23 0.68	22 0.65	49 1.44	37 1.09	58 1.70	48 1.41	58 1.70	32 0.94	* *
Not Reported	17 0.50	11 0.32	11 0.32	23 0.68	20 0.59	16 0.47	19 0.56	21 0.62	13 0.38	* *
Total	**293** **8.61**	**317** **9.31**	**310** **9.11**	**612** **17.98**	**423** **12.43**	**474** **13.92**	**401** **11.78**	**353** **10.37**	**197** **5.79**	**24** **0.71**

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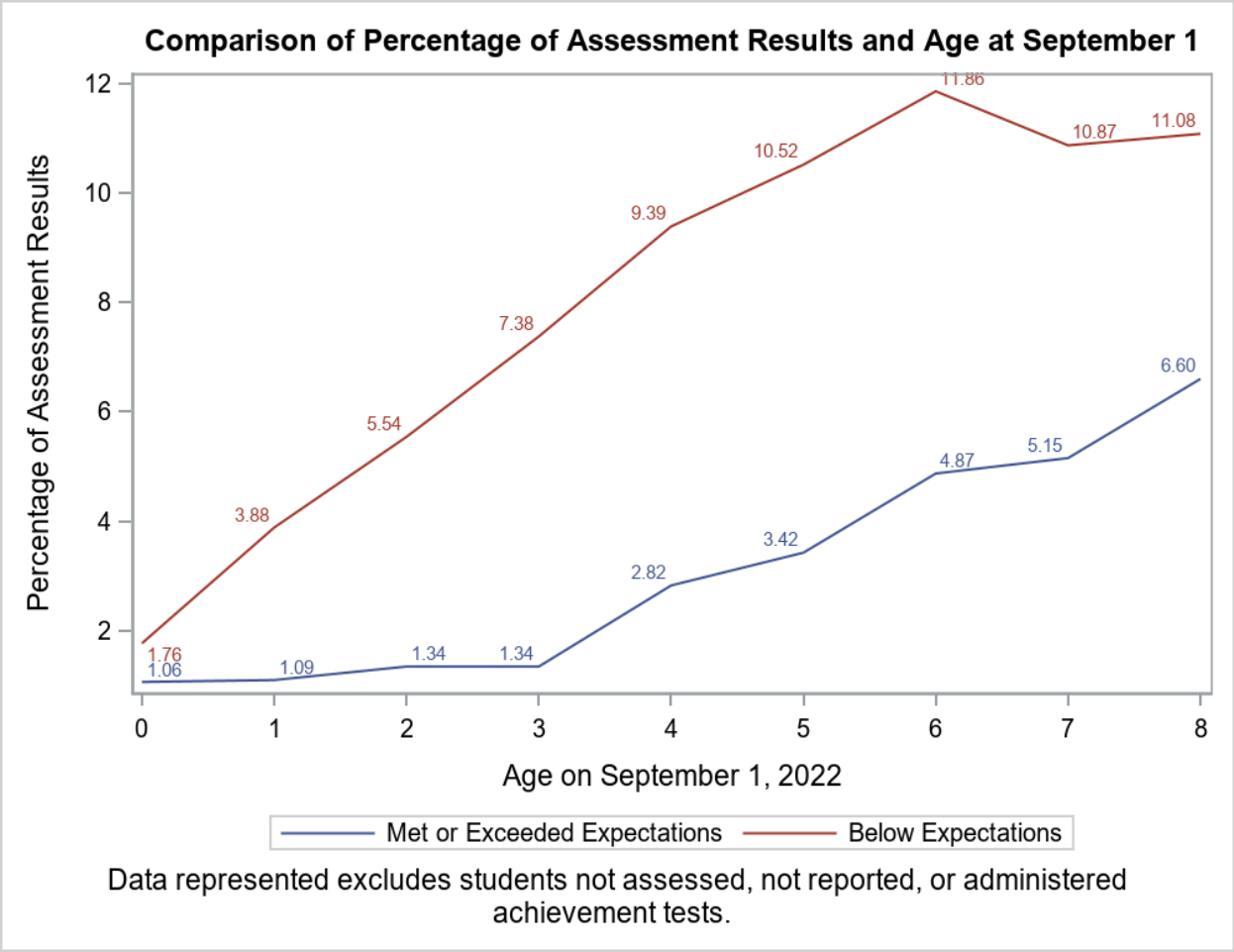
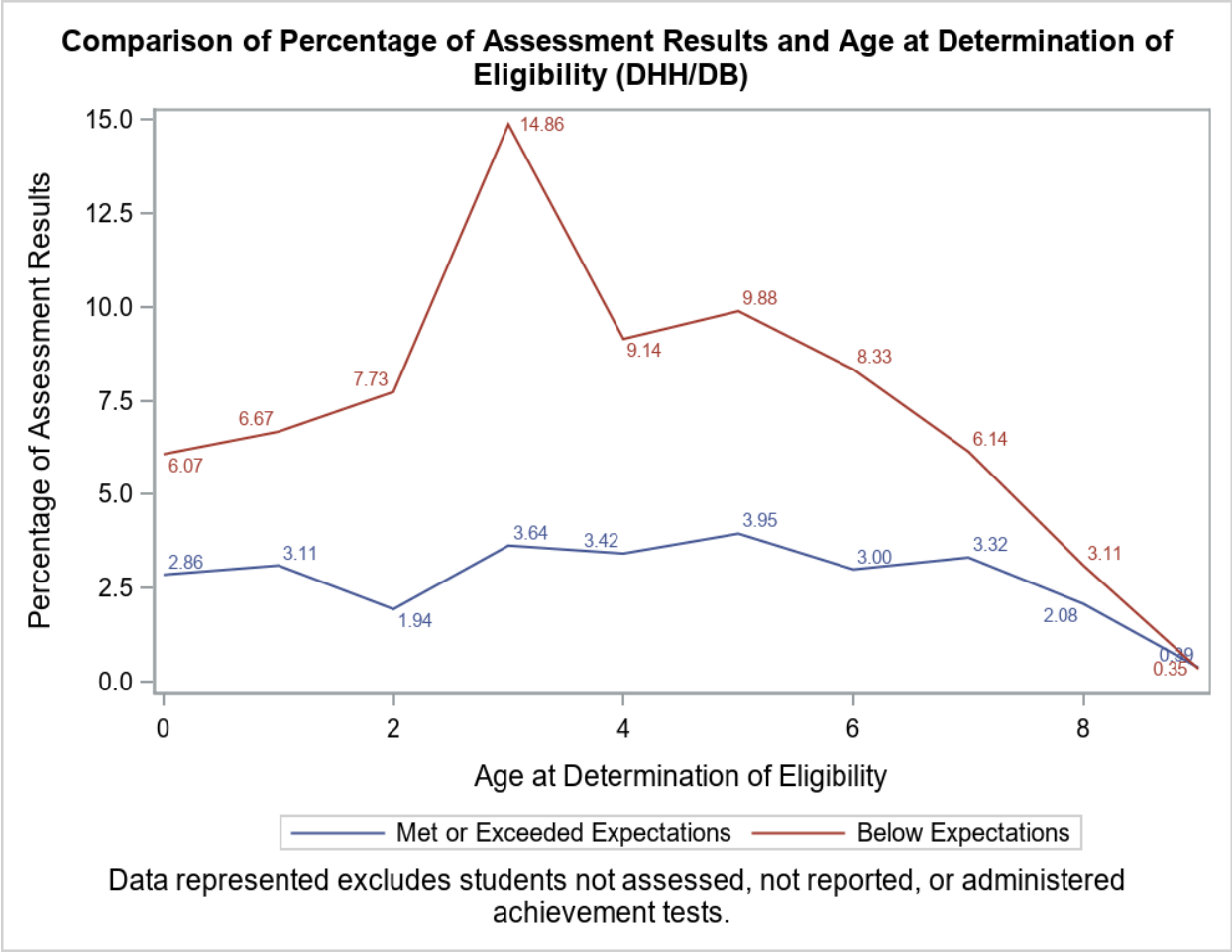


The line graph above shows the percentage of the gap between meeting and not meeting expectations for the student's chronological age. The gap widens each year, however; by the age of seven, the gap starts to become smaller in size. TSDS SELA core collection only collects up to the age of eight; therefore, there is not any data to show if the gap closes as the students mature.

The line graph below represents the comparison of the percentage reported of either meeting or exceeding expectations and below expectations compared to the age of eligibility for special education services. Students born with access to sound and were identified as DHH or DB at a later age performed better on the language acquisition assessments. The graph shows the assessment results improve as the child is identified at a later age, potentially because the child has already had exposure to sound and language. This graph also demonstrates that most of the students identified as either DHH or DB at age 3 did not meet expectations for language acquisition at their chronological age. Therefore, it is important to note early identification is critical and exposure to language begins at birth.



Some students may not only be identified as either DHH or DB, so data on students' other disabilities was also collected. Additional disabilities were defined as any one or combination of the following options: autism, developmental delay, emotional disturbance, intellectual disability, orthopedic impairments, other health impairments, specific learning disability, traumatic brain delay (same as traumatic brain injury), and visual impairments. Students identified as DHH or DB with additional disabilities reported comparable results to those identified as DHH or DB only.

Comparison of Disability Categories and Assessment Results

Frequency Percent	DB only	DB and Other Disabilities	DHH only	DHH and Other Disabilities	Total
Far Above Expectations	* *	* *	37 1.09	12 0.35	**52** **1.53**
Above Expectations	*	*	51	16	**69**

	*	*	1.50	0.47	**2.03**
Meets Expectations	*	14	371	276	**664**
	*	0.41	10.90	8.11	**19.51**
Below Expectations	11	15	429	423	**878**
	0.32	0.44	12.60	12.43	**25.79**
Far Below Expectations	31	58	472	609	**1,170**
	0.91	1.70	13.87	17.89	**34.37**
NULL	*	*	22	34	**60**
	*	*	0.65	1.00	**1.76**
No results Obtained	*	*	6	7	**15**
	*	*	0.18	0.21	**0.44**
Not Assessed	9	11	157	168	**345**
	0.26	0.32	4.61	4.94	**10.14**
Not Reported	*	*	100	48	**151**
	*	*	2.94	1.41	**4.44**
Total	**63**	**103**	**1,645**	**1,593**	**3,404**
	1.85	**3.03**	**48.33**	**46.80**	**100.00**

*Data reported contains small counts of students and is masked for confidentiality.

All students currently receiving special education services for a disability code of DHH or DB have various instructional setting arrangements that are designed to ensure instruction is accessible and conducive to a positive learning experience. Instructional setting definitions can be found in the 2022-2023 Student Attendance Accounting Handbook (pages 99-136). The most common instructional setting is the resource setting, which is defined as special education or related services outside of the general education setting. The table indicates the types of settings and compares those to assessment results. Other settings can include nonpublic day school, off-campus settings such as a community class, or other environments. Lastly, the state school setting is either Texas School for the Blind or Visually Impaired (TSBVI) or Texas School for the Deaf (TSD).

Comparison of Instructional Setting Category and Assessment Results

Frequency Percent	Early Childhood Special	Homebound and Hospital	Mainstream	Other Settings	Resource Room	Self-Contained	State School	Total
Far Above Expectations	* *	7 0.21	* *	* *	15 0.44	9 0.26	13 0.38	**52** **1.53**
Above Expectations	* *	* *	9 0.26	* *	28 0.82	* *	23 0.68	**69** **2.03**
Meets Expectations	31 0.91	51 1.50	160 4.70	19 0.56	330 9.69	41 1.20	32 0.94	**664** **19.51**
Below Expectations	111 3.26	83 2.44	90 2.64	25 0.73	352 10.34	198 5.82	19 0.56	**878** **25.79**
Far Below Expectations	163 4.79	128 3.76	47 1.38	6 0.18	273 8.02	542 15.92	11 0.32	**1,170** **34.37**
NULL	5 0.15	9 0.26	7 0.21	* *	23 0.68	15 0.44	* *	**60** **1.76**
No Results Obtained	* *	* *	* *	* *	* *	8 0.24	* *	**15** **0.44**
Not Assessed	27 0.79	38 1.12	61 1.79	11 0.32	120 3.53	85 2.50	* *	**345** **10.14**
Not Reported	10 0.29	23 0.68	21 0.62	5 0.15	51 1.50	41 1.20	* *	**151** **4.44**
Total	**355** **10.43**	**344** **10.11**	**401** **11.78**	**68** **2.00**	**1,195** **35.11**	**940** **27.61**	**101** **2.97**	**3,404** **100.00**

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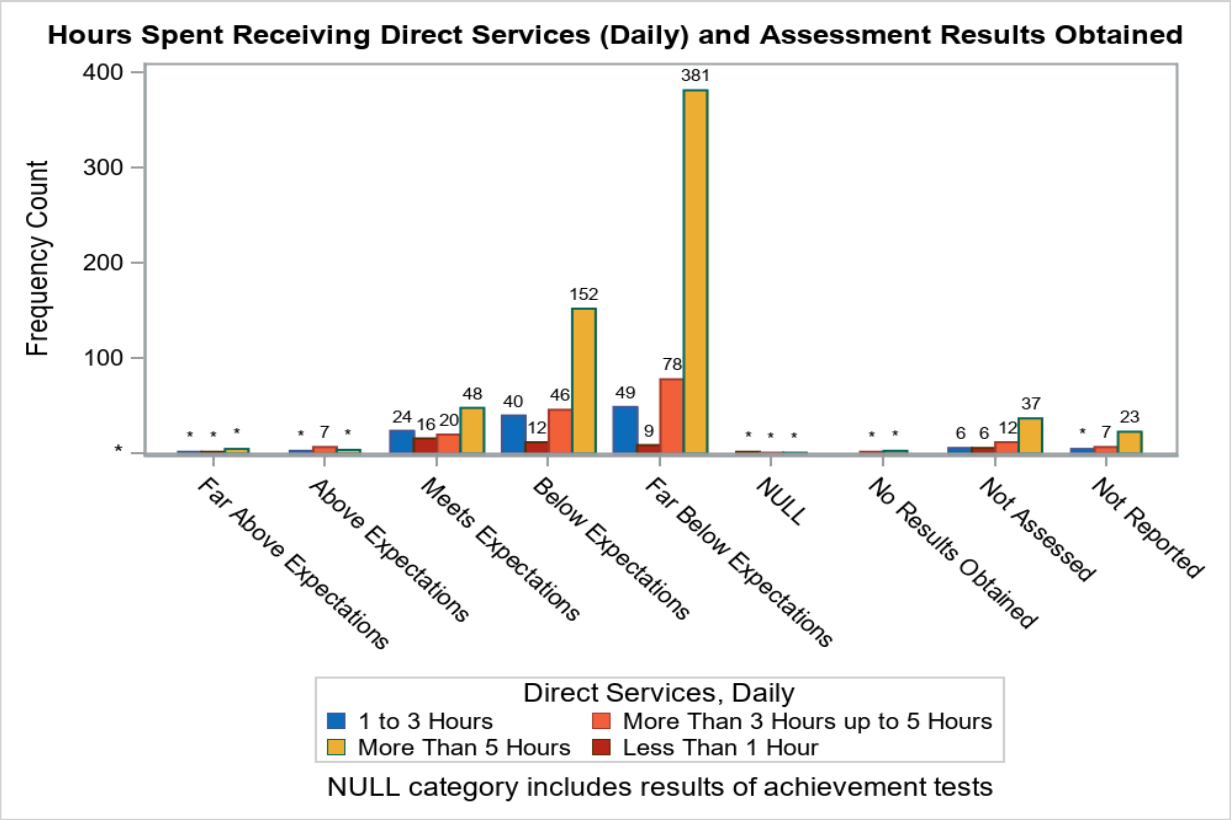
Students receiving instruction in a self-contained setting often need the most support. The assessment results reported for students in self-contained settings were the lowest as compared to other instructional arrangements. Instruction in a self-contained setting is given by a certified teacher

of the DHH or a certified special education teacher in a small classroom size and utilizes specially designed instruction. Students in the mainstream instructional arrangement scored better and are potentially receiving the least amount of support. Students in a mainstream setting are attending general education classes with a sign language interpreter and/or an inclusion teacher. Students in a mainstream setting also may receive itinerant services from a certified teacher of the DHH to provide the support needed in instruction.

Direct language acquisition services can be taught in various instructional arrangements such as in a self-contained classroom with a teacher of the DHH, in a resource room with a special education teacher, at home with a parent infant advisor and Early Childhood Intervention services, or language instruction with an SLP. Indirect language instruction includes working with an itinerant teacher or an SLP who provides support to a general education teacher on how to support language instruction for a student who is DHH in the classroom. A language instruction data element has been collected as either direct or indirect/consultative services, and the times spent vary between less than an hour to more than 5 hours a day. Students who are receiving less than daily direct or indirect time are also reflected in the charts, which are grouped by weekly, monthly, and less than monthly. Those times spent in either direct or indirect/consultative time are also compared to the assessment results.

In the multiple bar charts below, there is no clear explanation as to how much direct or indirect/consultative time will impact the acquisition of language for any student regardless of age. Students who receive direct instruction for more than 5 hours a day are placed in a self-contained classroom and receive specially designed instruction. Those students are receiving modified grade-level instruction. Other students are receiving less direct instruction using specially designed instruction and are placed in mainstream classrooms with their hearing peers.



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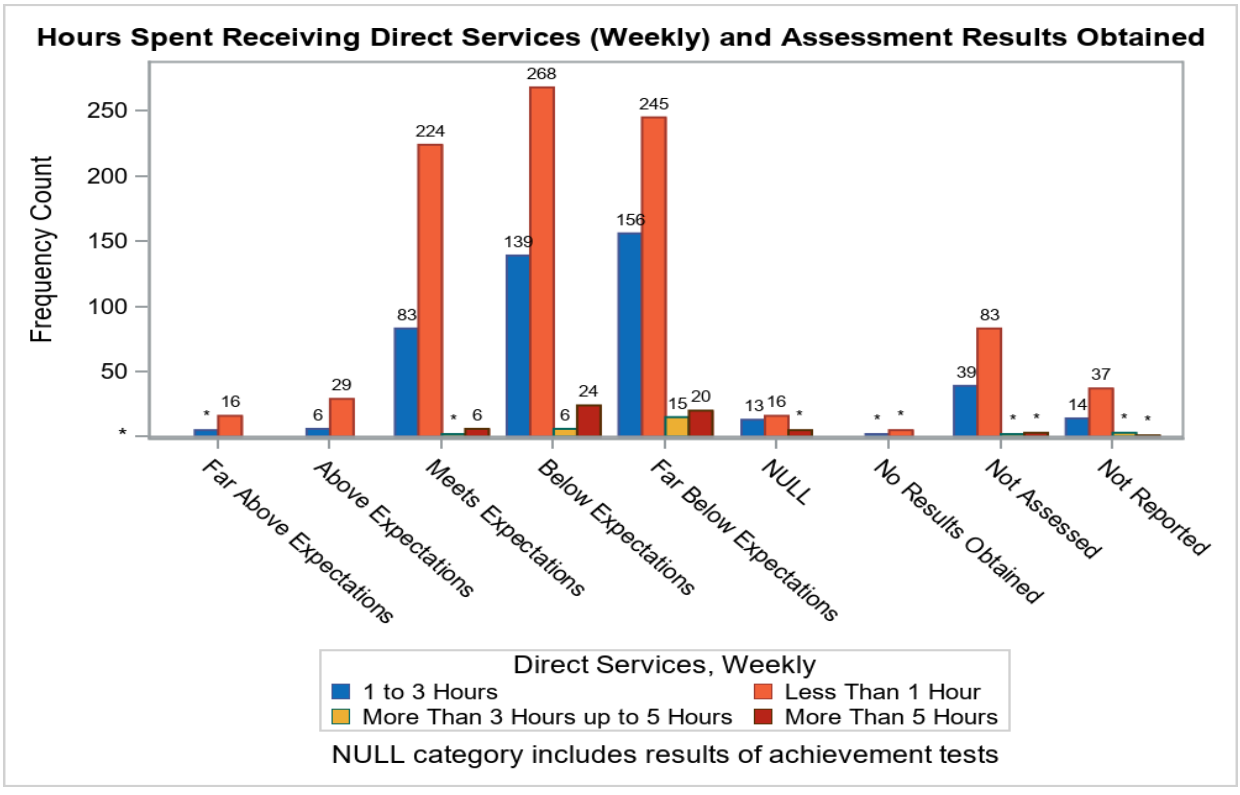

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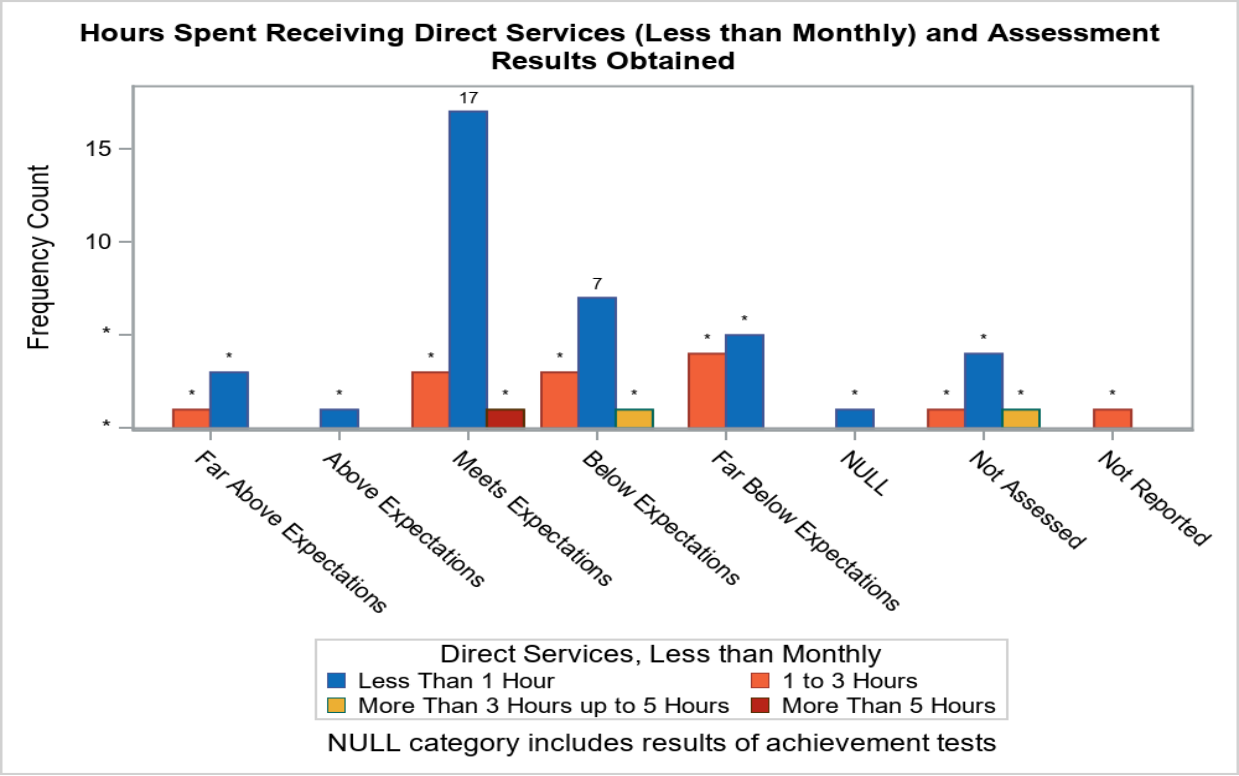

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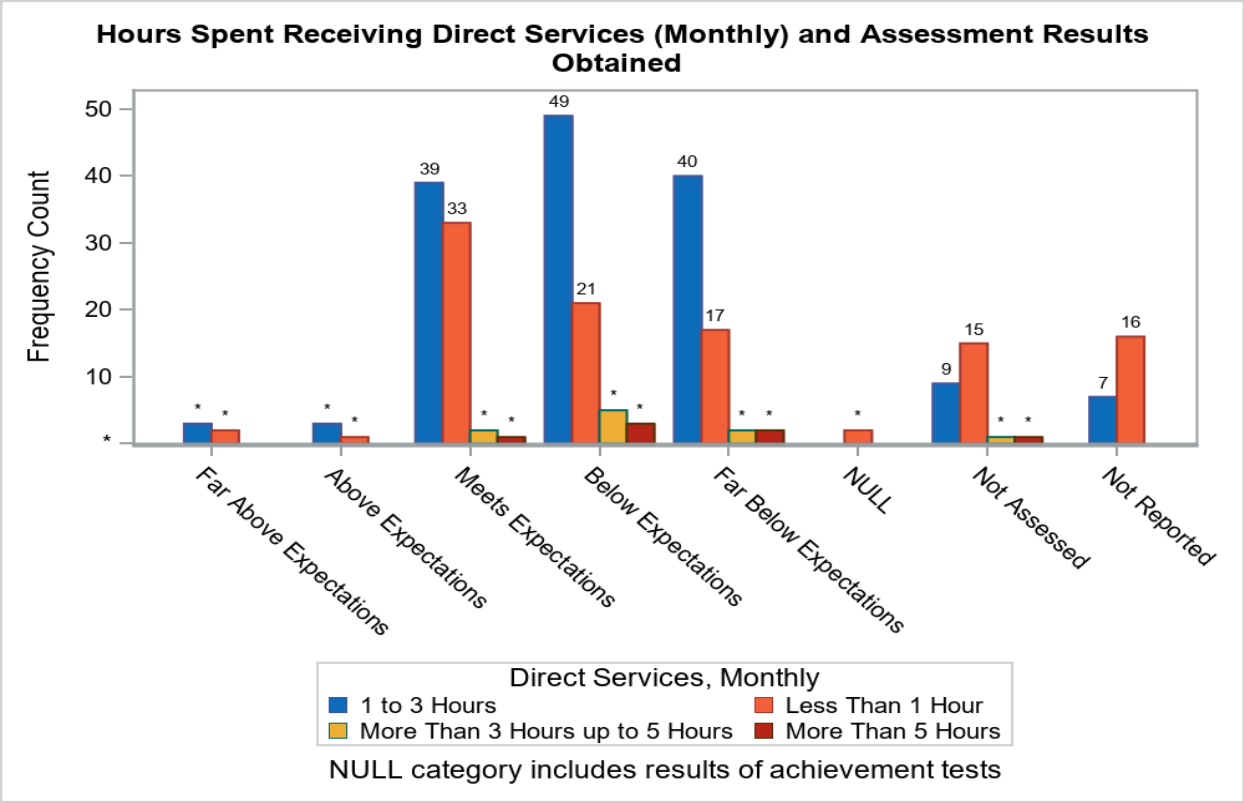

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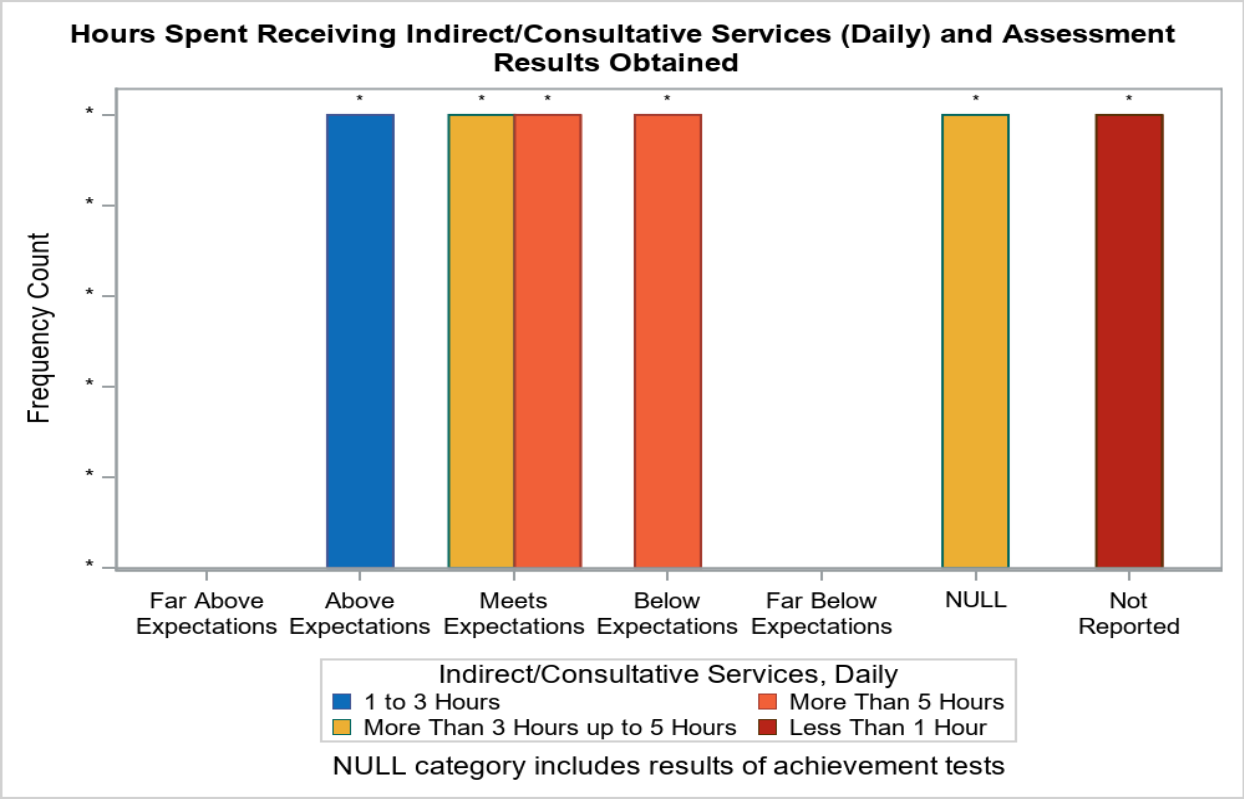

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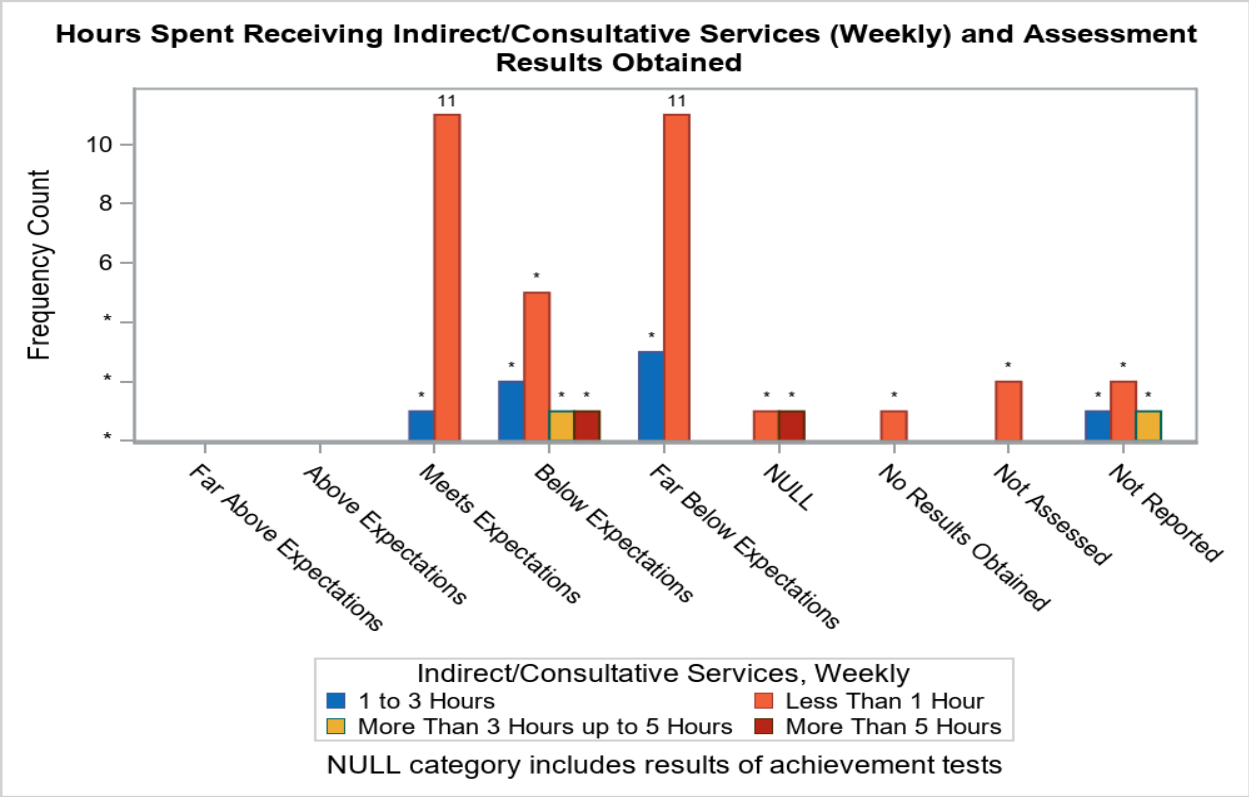

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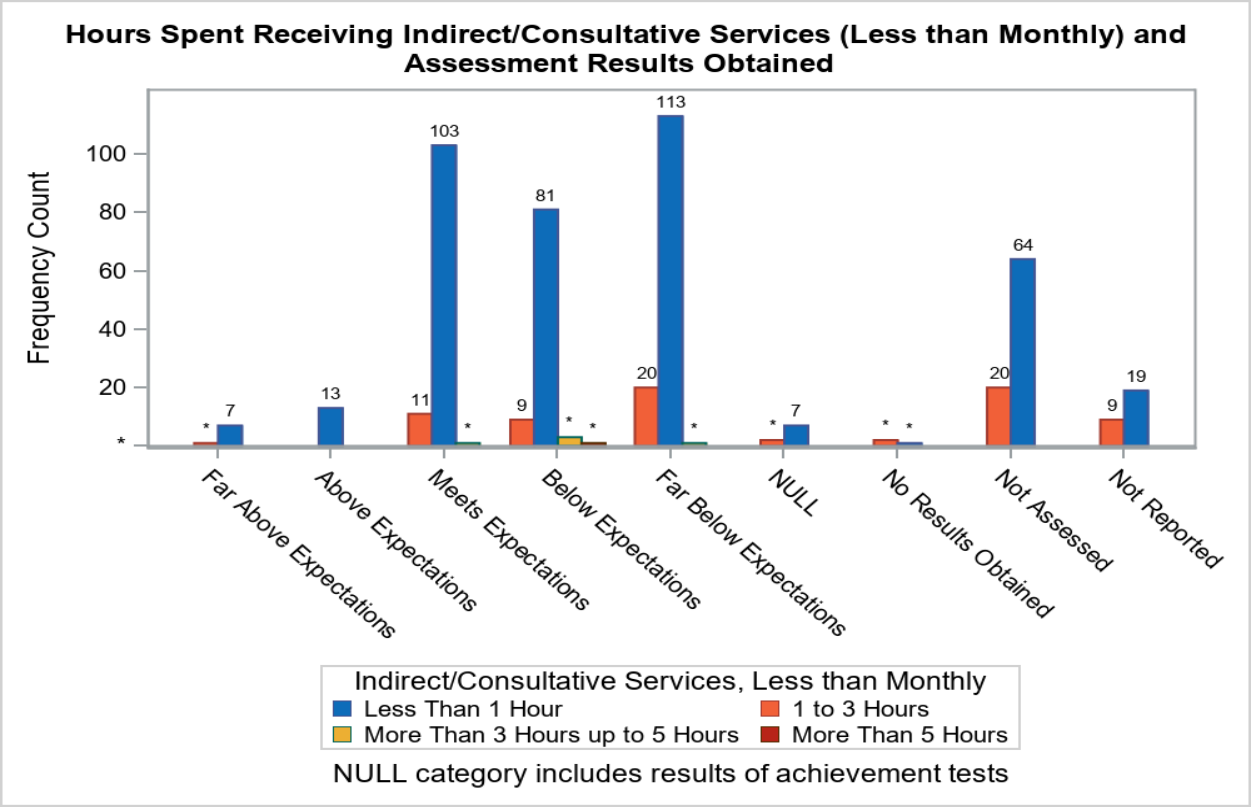

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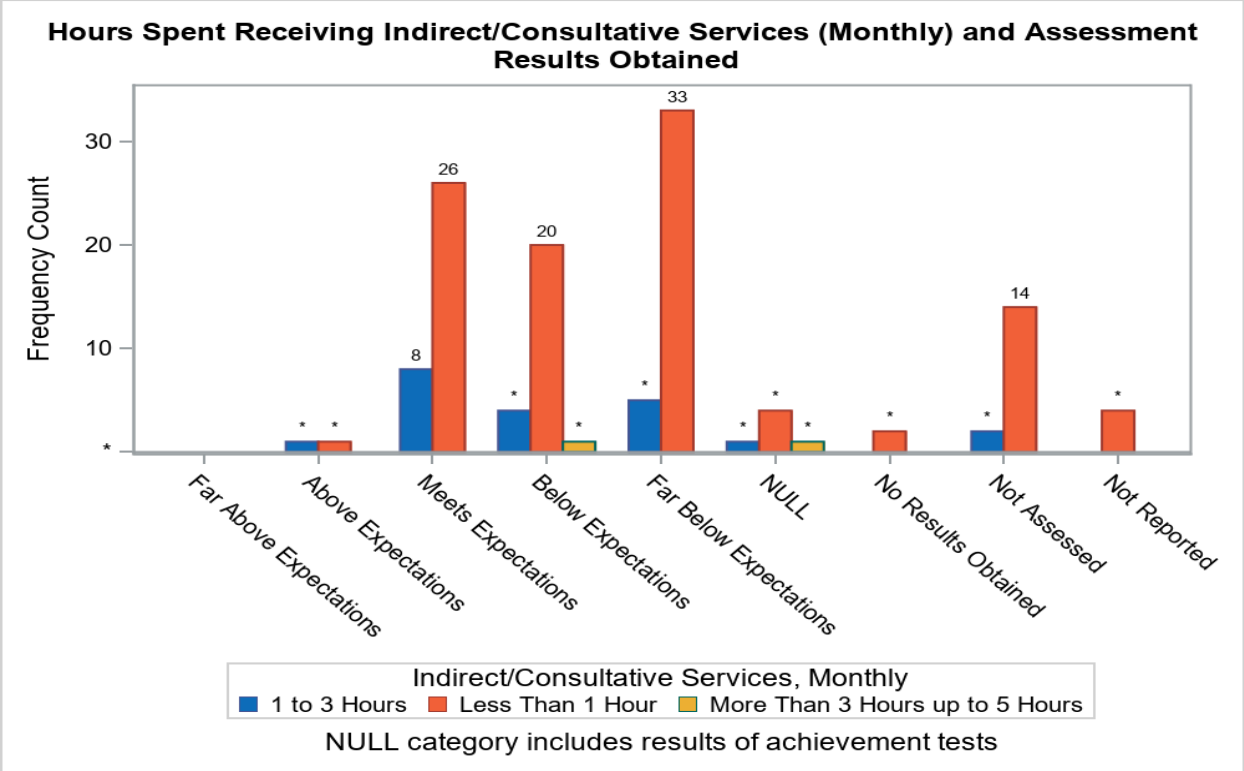

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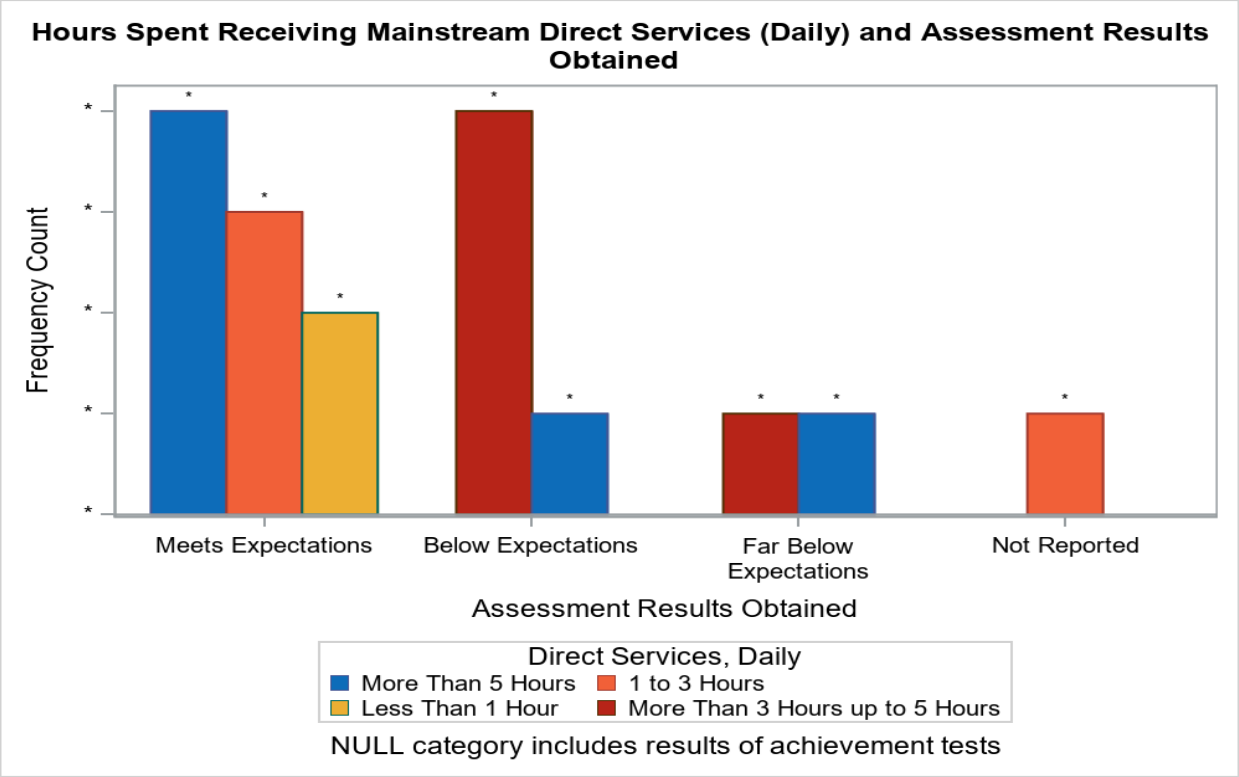
TEC §29.316(c)(2)(A) charges the agency with collecting data on time spent by students in a mainstream setting. As opposed to the mainstream instructional arrangement used for attendance accounting purposes, TEA interprets "mainstream setting" to be time spent in a general education classroom. Students who receive special education services in the mainstream setting (253 students) spend various amounts of time in a general education classroom, with and without supports. Supports can include a sign language interpreter to facilitate communication, a paraprofessional to provide support, or an inclusion teacher to provide instructional support. Students may spend from less than one hour and up to more than five hours a day in a mainstream (general education) setting as identified in their individualized education program (IEP). The following bar graphs demonstrate the amount of time spent in a mainstream (general education) setting compared to assessment results.



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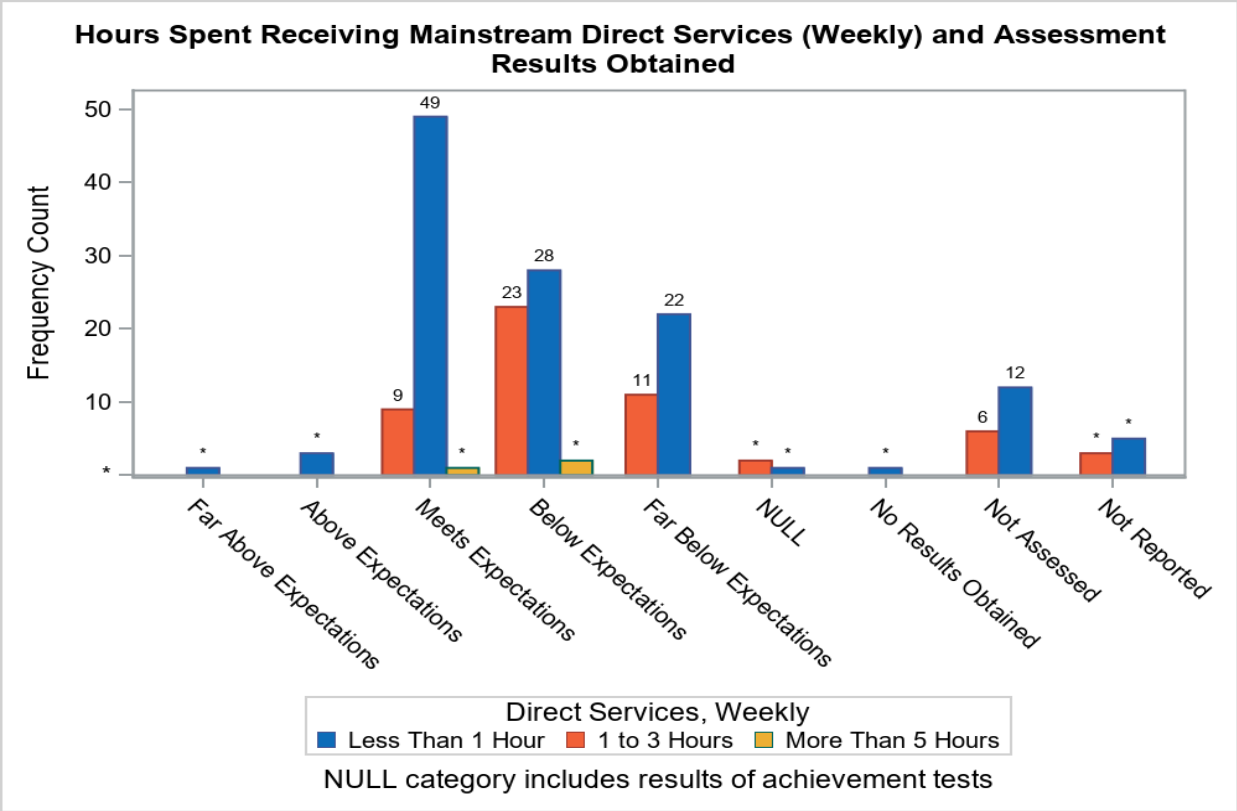

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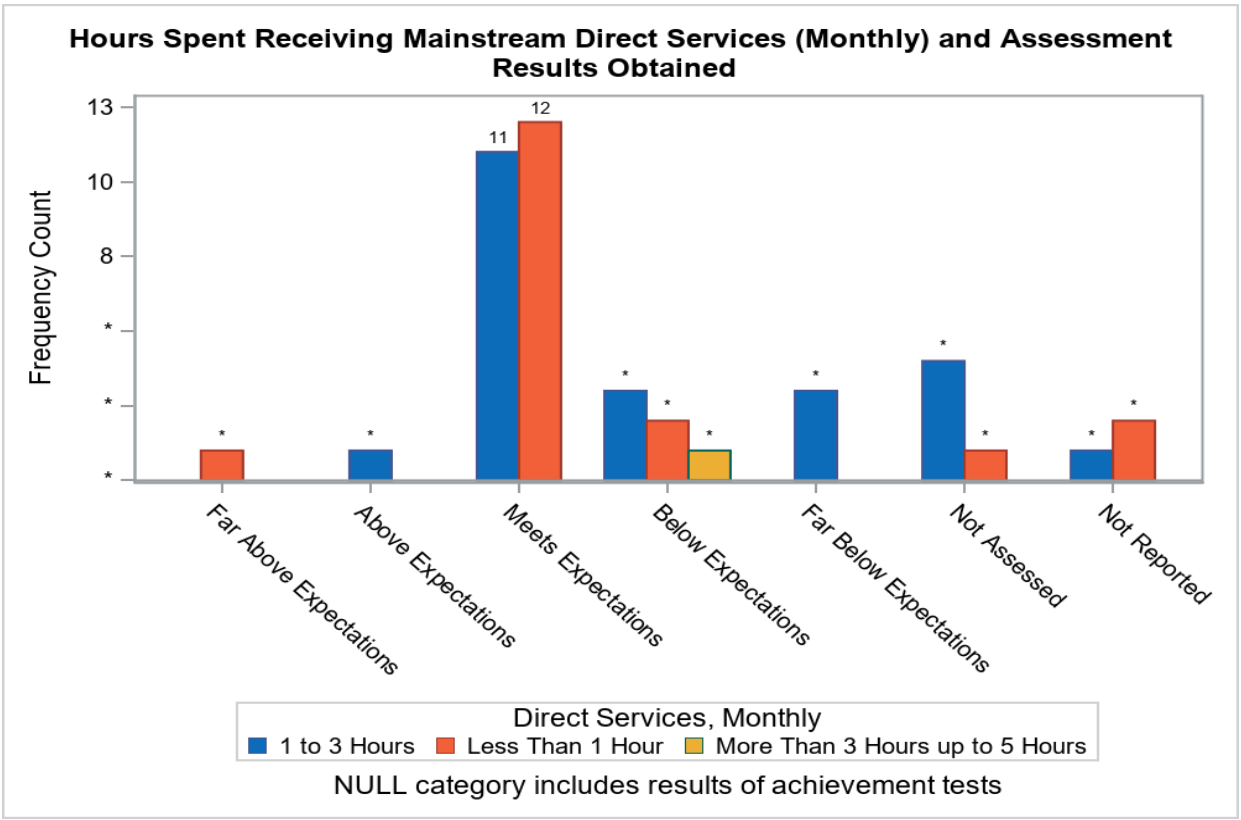

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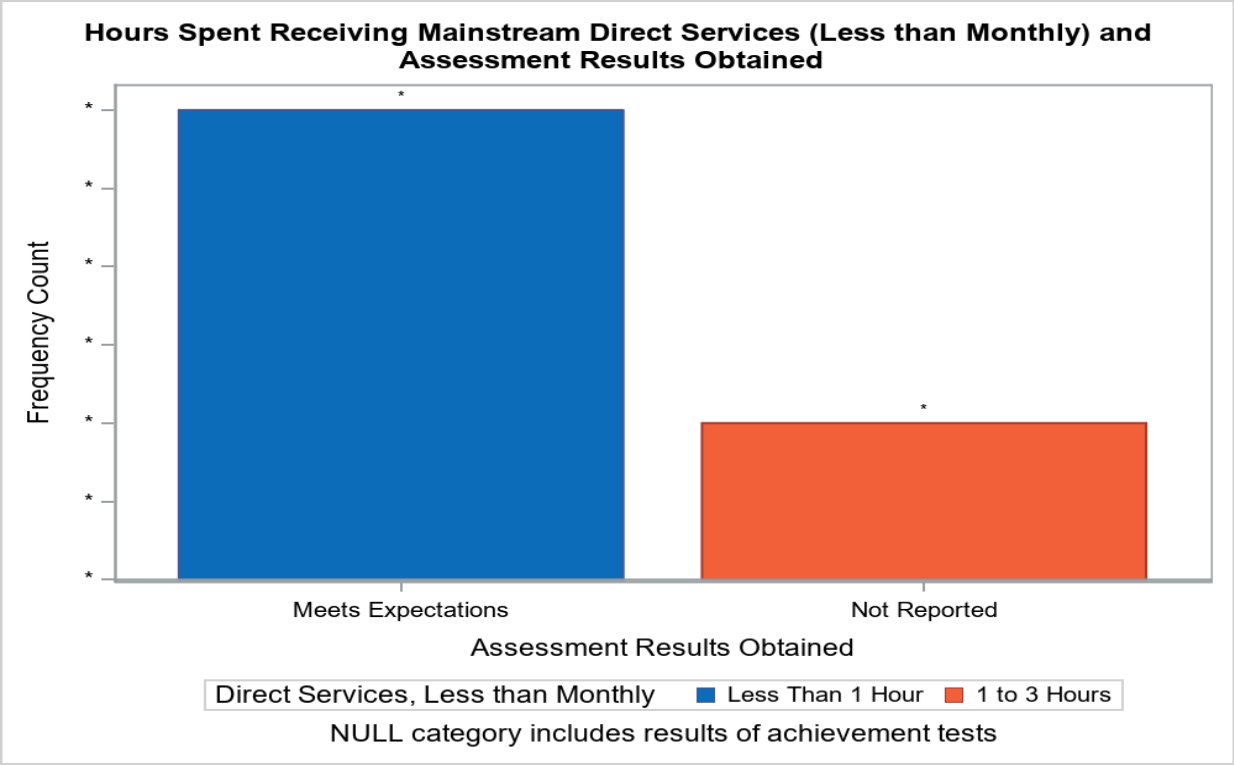

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Students are exposed to various communication modes in the home and in different instructional arrangements. Students utilize a continuum of communication modes such as auditory (spoken English or another language primarily used by a child's parent or guardian), visual (ASL or a sign system such as Signing Exact English or Conceptual Signed English), multiple or total communication (both spoken English or another language and a sign system), or tactile (mode or medium, signing, using touch). Some families chose not to respond to this question, or LEAs were unable to confirm with the family what preferred unique communication mode is used in the home.

Comparison of Preferred Unique Communication Mode Used by the Child in the Home and Assessment Results

Frequency Percent	Auditory	Visual	Multiple or Total Communication	Tactile	No Response from Family	Family Was Not Able to be Reached	Total
Far Above Expectations	23 0.68	12 0.35	16 0.47	* *	* *	* *	52 1.53
Above Expectations	39 1.15	23 0.68	6 0.18	* *	* *	* *	69 2.03

Meets Expectations	530 15.57	37 1.09	90 2.64	* *	* *	* *	664 19.51
Below Expectations	614 18.04	45 1.32	204 5.99	* *	7 0.21	* *	878 25.79
Far Below Expectations	571 16.77	82 2.41	498 14.63	7 0.21	8 0.24	* *	1,170 34.37
NULL	32 0.94	* *	25 0.73	* *	* *	* *	60 1.76
No Results Obtained	7 0.21	* *	5 0.15	* *	* *	* *	15 0.44
Not Assessed	211 6.20	15 0.44	73 2.14	5 0.15	29 0.85	12 0.35	345 10.14
Not Reported	72 2.12	5 0.15	53 1.56	* *	21 0.62	* *	151 4.44
Total	**2,099** **61.66**	**223** **6.55**	**970** **28.50**	**16** **0.47**	**74** **2.17**	**22** **0.65**	**3,404** **100.00**

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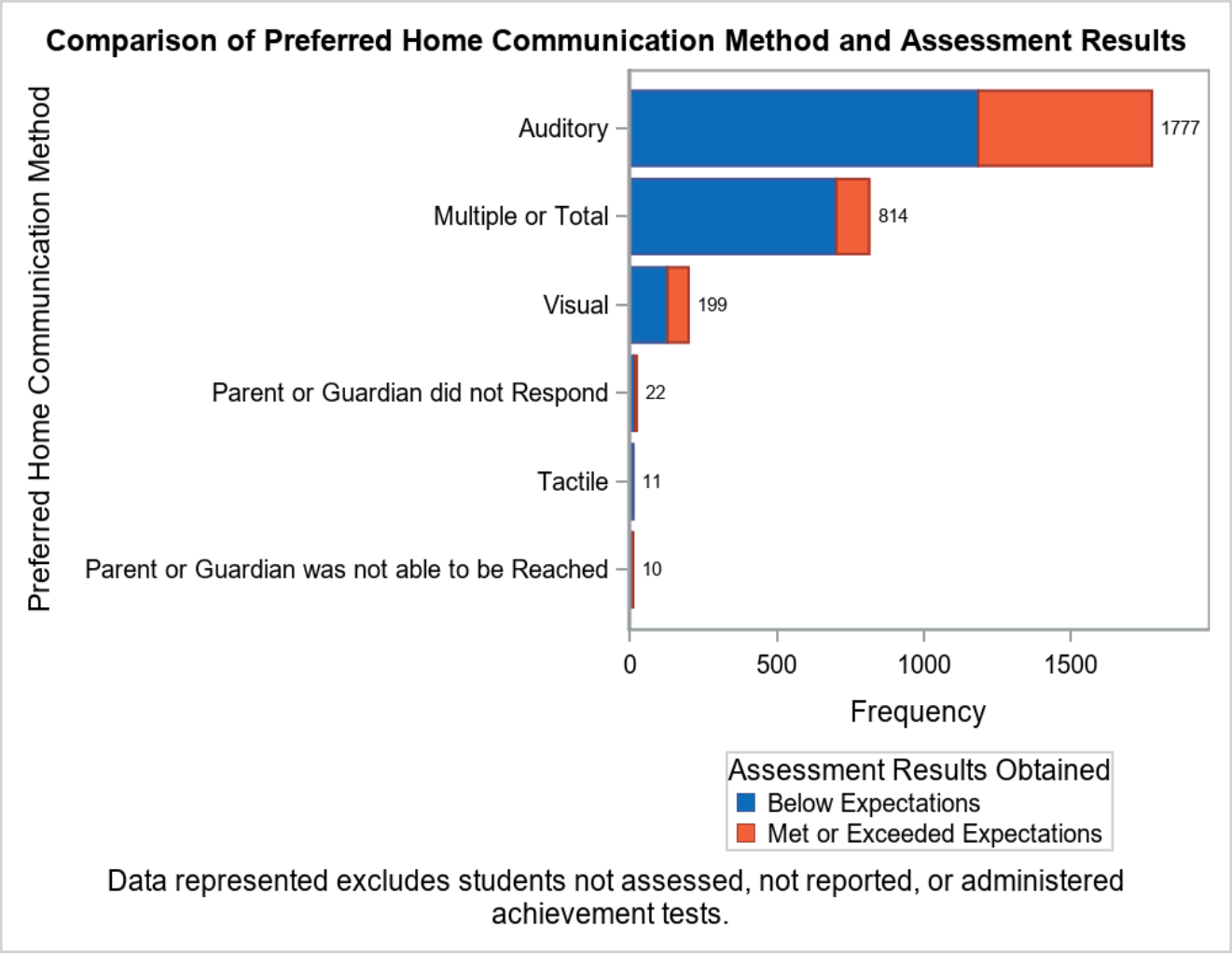

The bar graph above reveals the students have comparable results when either using auditory (spoken English or other spoken language) or visual (ASL) communication modes. Based on the data above, students who use either multiple or total communication (auditory or visual communication modes) have a higher percentage of scoring below expectations on a given assessment.

Hearing amplification is a potential tool for students to utilize, if appropriate, in the acquisition of language. Not all students benefit from using a hearing aid, bone-anchored hearing aid (BAHA), cochlear implant, supplementals such as a frequency modulation (FM) system, or sound system to bring sound to the receiver (hearing aid or cochlear implant). Some data collected shows students are using multiple combinations of amplification devices, such as a cochlear implant with a supplemental device in one ear and a hearing aid with or without supplemental devices.

Comparison of Hearing Amplification Type and Assessment Results

Frequency Percent	Far Above Expectations	Above Expectations	Meets Expectations	Below Expectations	Far Below Expectations	NULL	No Results Obtained	Not Assessed	Not Reported	Total
2 Personal Devices, No Supplementals	*	*	*	12	18	*	*	*	*	44
	*	*	*	0.35	0.53	*	*	*	*	1.29
BAHA	*	*	98	107	98	*	*	35	11	363
	*	*	2.88	3.14	2.88	*	*	1.03	0.32	10.66
BAHA + Supplementals	*	*	18	19	18	*	*	*	*	63
	*	*	0.53	0.56	0.53	*	*	*	*	1.85
Combination of Types	*	*	*	*	8	*	*	*	*	16
	*	*	*	*	0.24	*	*	*	*	0.47
Hearing Aids	16	25	253	329	394	26	*	131	36	1,212
	0.47	0.73	7.43	9.67	11.57	0.76	*	3.85	1.06	35.61
Hearing Aid + Supplementals	*	6	56	77	95	*	*	18	16	273
	*	0.18	1.65	2.26	2.79	*	*	0.53	0.47	8.02
Implants	8	6	68	127	233	15	*	36	19	516
	0.24	0.18	2.00	3.73	6.84	0.44	*	1.06	0.56	15.16
Implant + Supplementals	*	*	14	22	57	*	*	16	8	120
	*	*	0.41	0.65	1.67	*	*	0.47	0.24	3.53
Supplementals Only	*	*	41	48	38	*	*	22	*	159
	*	*	1.20	1.41	1.12	*	*	0.65	*	4.67
No Type Selected	18	20	94	121	188	6	*	71	31	552
	0.53	0.59	2.76	3.55	5.52	0.18	*	2.09	0.91	16.22
Not Reported	*	*	13	12	23	*	*	13	20	86
	*	*	0.38	0.35	0.68	*	*	0.38	0.59	2.53
Total	**52**	**69**	**664**	**878**	**1,170**	**60**	**15**	**345**	**151**	**3,404**
	1.53	**2.03**	**19.51**	**25.79**	**34.37**	**1.76**	**0.44**	**10.14**	**4.44**	**100.00**

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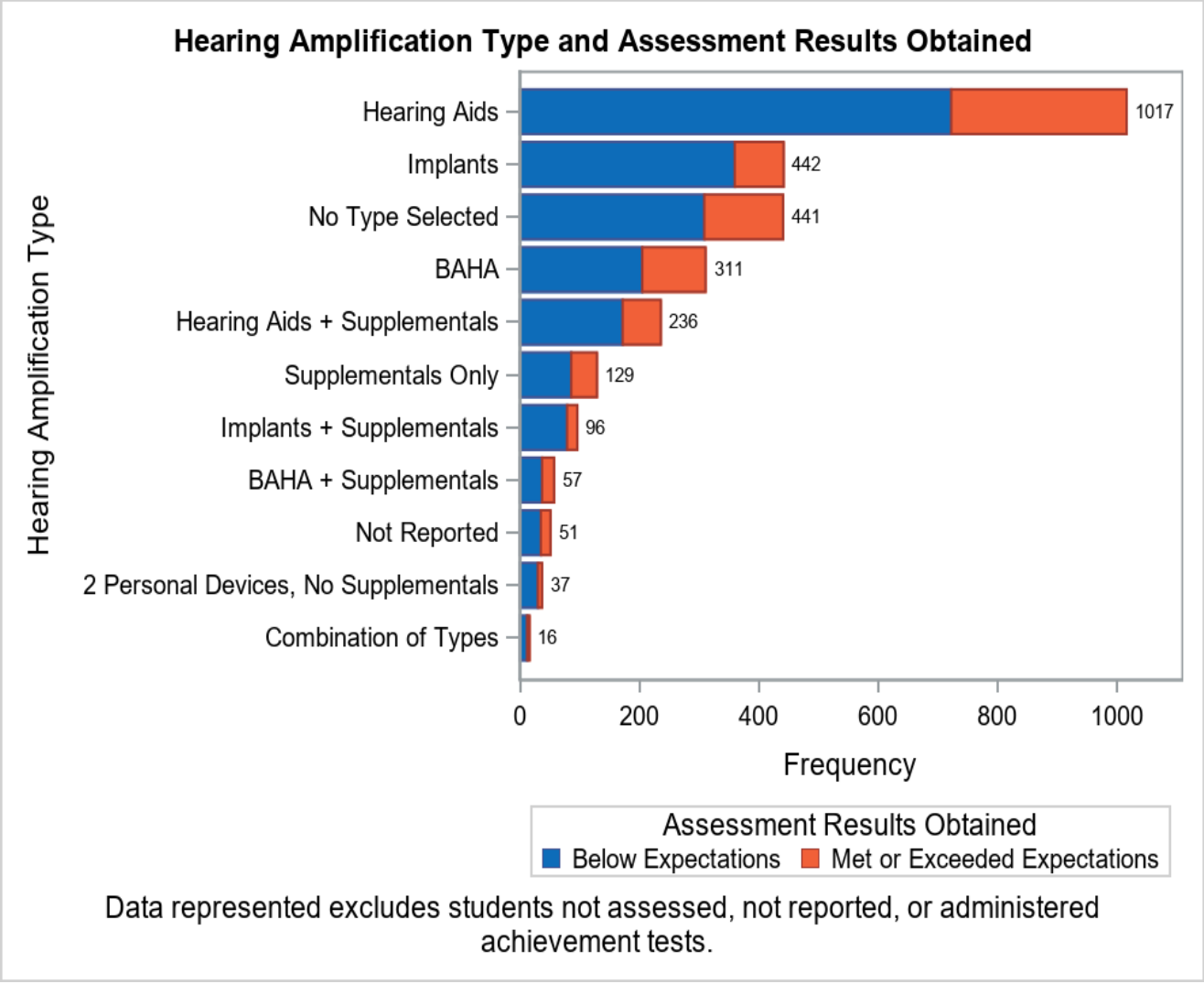
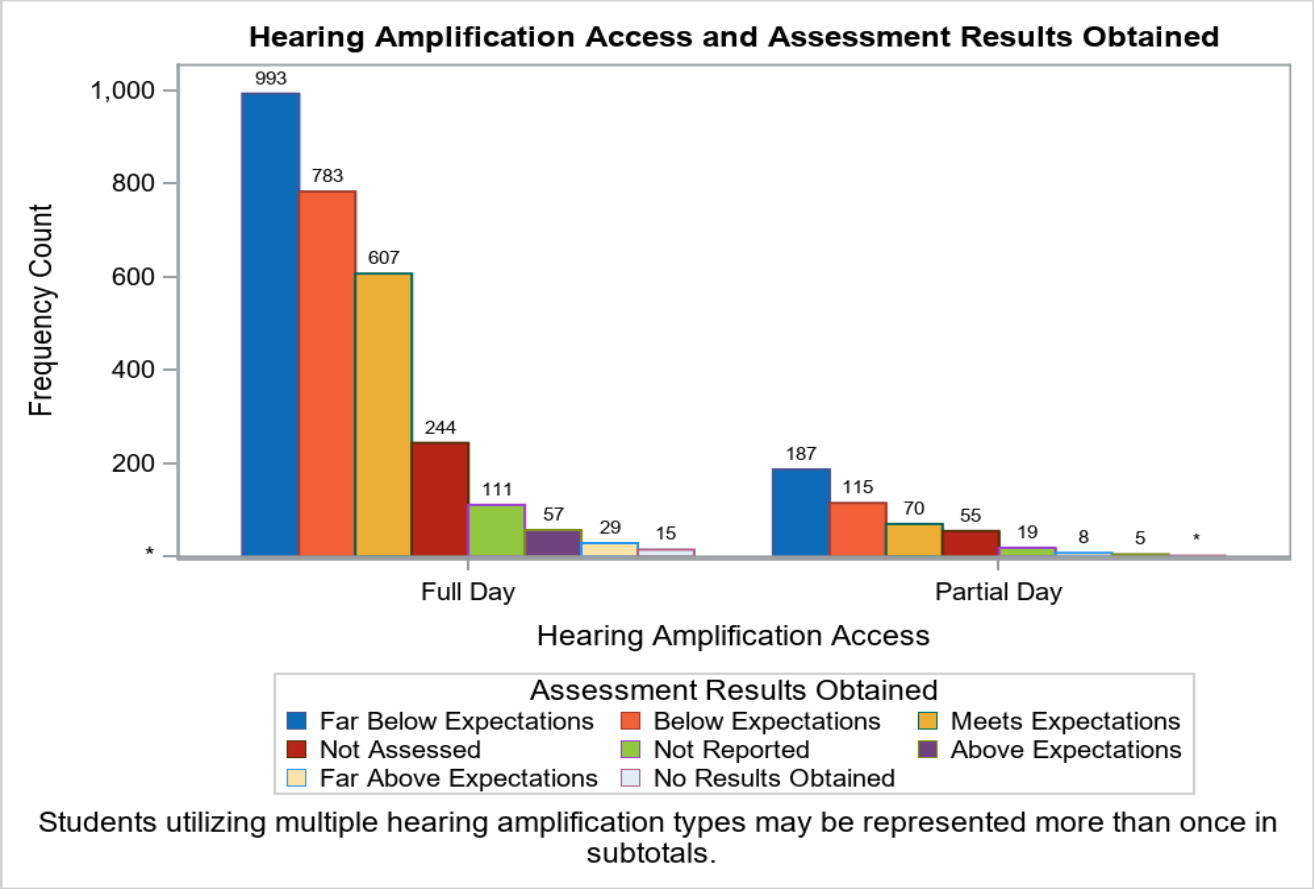
The next bar graph highlights the students' results compared to the amplification used. Most students scored below expectations regardless of the type or types of amplification devices used when comparing assessment results. The TSDS SELA core collection does not collect data on when the student started wearing a hearing amplification device. Research has supported the importance of early identification as well as early amplification assessment and fitting before the age of one. Early amplification has positive effects on reaching normal language development as the student ages. It is difficult to determine if the students were given access to amplification devices at an early age or at a later age and how that affected their ability to acquire language.



Students have the option to access their hearing amplification devices all day or part of the day. Many students use those devices all day; however, some only use supplementals for a partial day.



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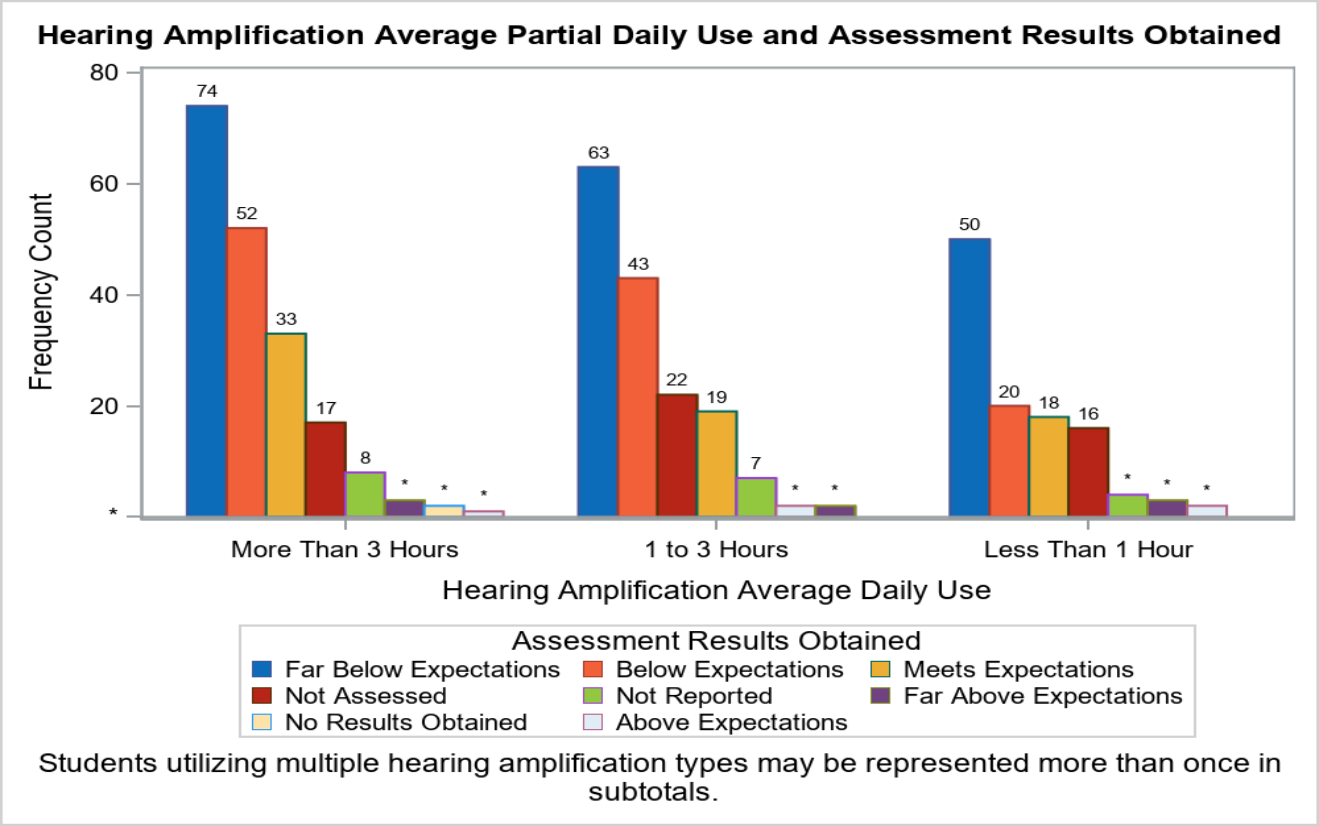

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Conclusion

Students who are DHH or DB and have language delays and/or deprivation may have long-term effects including academic deficits, lack of employment opportunities, difficulties in making and retaining social relationships, and the need for mental health services and preventive health care (Hall et al. 2017).

Periodically, the LAC will review the current list of approved assessments and will make amendments to the list as indicated by data and student needs. The data will drive the need for future technical assistance to be provided to LEAs and families and, eventually, will be used to identify trends across multiple years of data.

TEA, in conjunction with HHSC and TSD, will continue to evaluate the data received from the 2020 – 2023 school years and compare it with the school years to come. Additional supports to assist in the data reporting will be created such as:

- Establishment of a sub-committee to review ASL assessments within the LAC
- Collaborate with the Statewide Outreach Center at TSD to provide ideas to identify and train individuals to become qualified assessors for ASL assessments
- Training to maintain the number of TSDS Public Education Information Management System (PEIMS) champions to enter data into the TSDS SELA core collection

- Establishment of a task force to discuss all relevant literacy data for DHH or DB students and how to increase opportunities for literacy instruction across the state
- Expand on community engagement and share resources in both English and Spanish for families to understand the impact of language deprivation on students who are DHH or DB

Multiple stakeholders will review the annual statewide report to increase awareness of the systematic concerns of language delay and deprivation for children who are DHH or DB. The evolution of the purpose of the data collection will continue to change over time in the way the data is collected, stored, analyzed, and used. Guidance and training opportunities will be developed to allow LEAs to evaluate the efficacy of services and interventions as well as to ensure the continuous growth of language acquisition for students who are DHH or DB and ages 8 years old and younger.

Resources

Additional information can be found in past reports:

HB 548 – Language Acquisition for Deaf and Hard of Hearing Students 0-8 Years of Age

2020-2021 Annual Statewide Report on Language Acquisition for DHH and DB Students Ages 0-8 Years of Age

2021-2022 Annual Statewide Report on Language Acquisition for DHH and DB Students Ages 0 – 8 Years of Age

For more information about language acquisition for students who are DHH or DB and ages 8 years old and younger or the TSDS SELA core collection, please contact the SELA mailbox at SELA@tea.texas.gov.

Reference List

Hall, Wyatte C., Leonard L. Levin, and Melissa L. Anderson. "Language deprivation syndrome: A possible neurodevelopmental disorder with sociocultural origins." *Social psychiatry and psychiatric epidemiology* 52, no. 6 (2017): 761-776.