Annual Statewide Report on Language Acquisition for Students who are Deaf or

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.

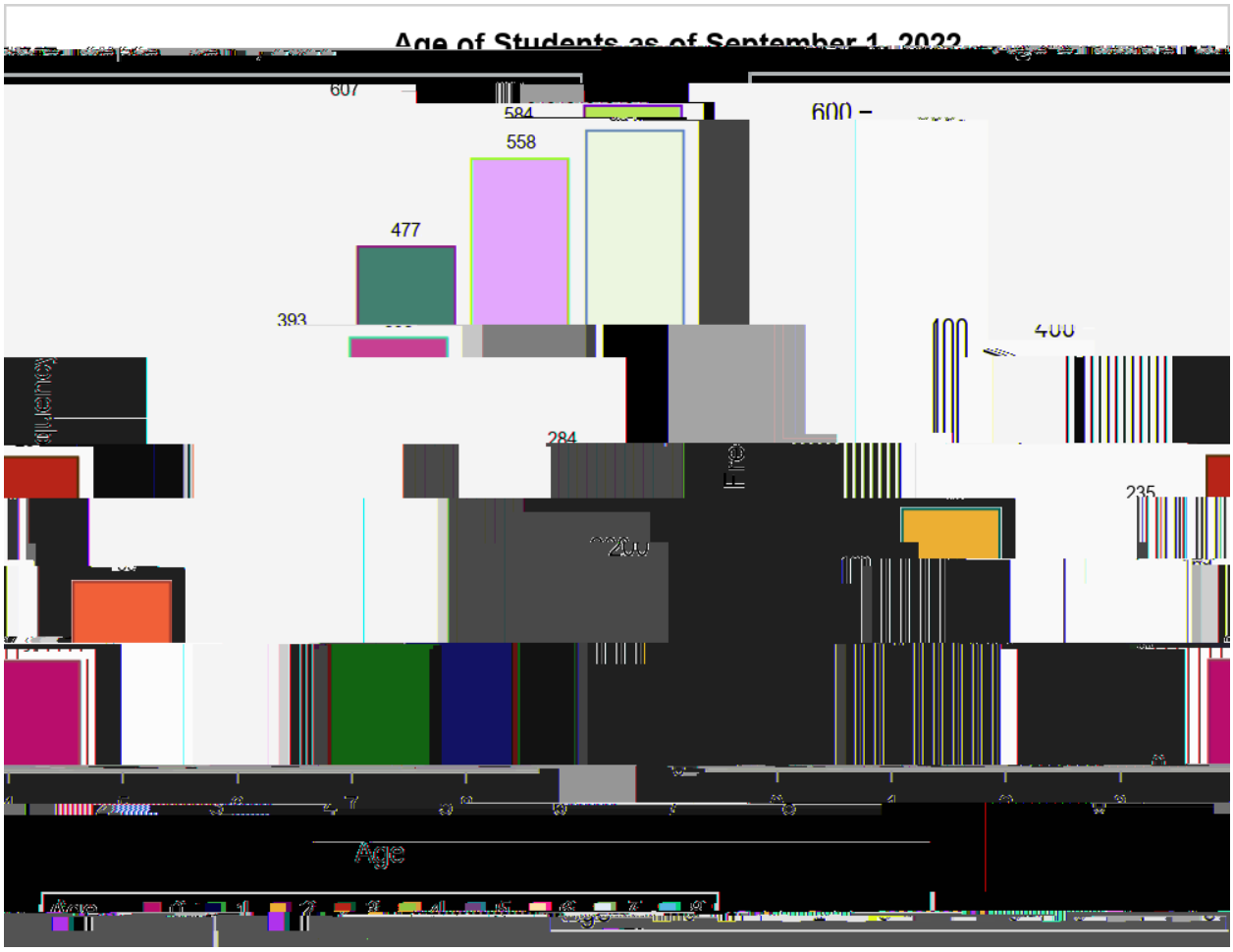
Annually, local education agencies (LEAs) are expected to report the assessment results of eligible students whose families have provided consent to assess for language acquisition in the TSDS SELA core collection. Students with the eligibility codes of auditory impairment (AI) or (DB) who are currently 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

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

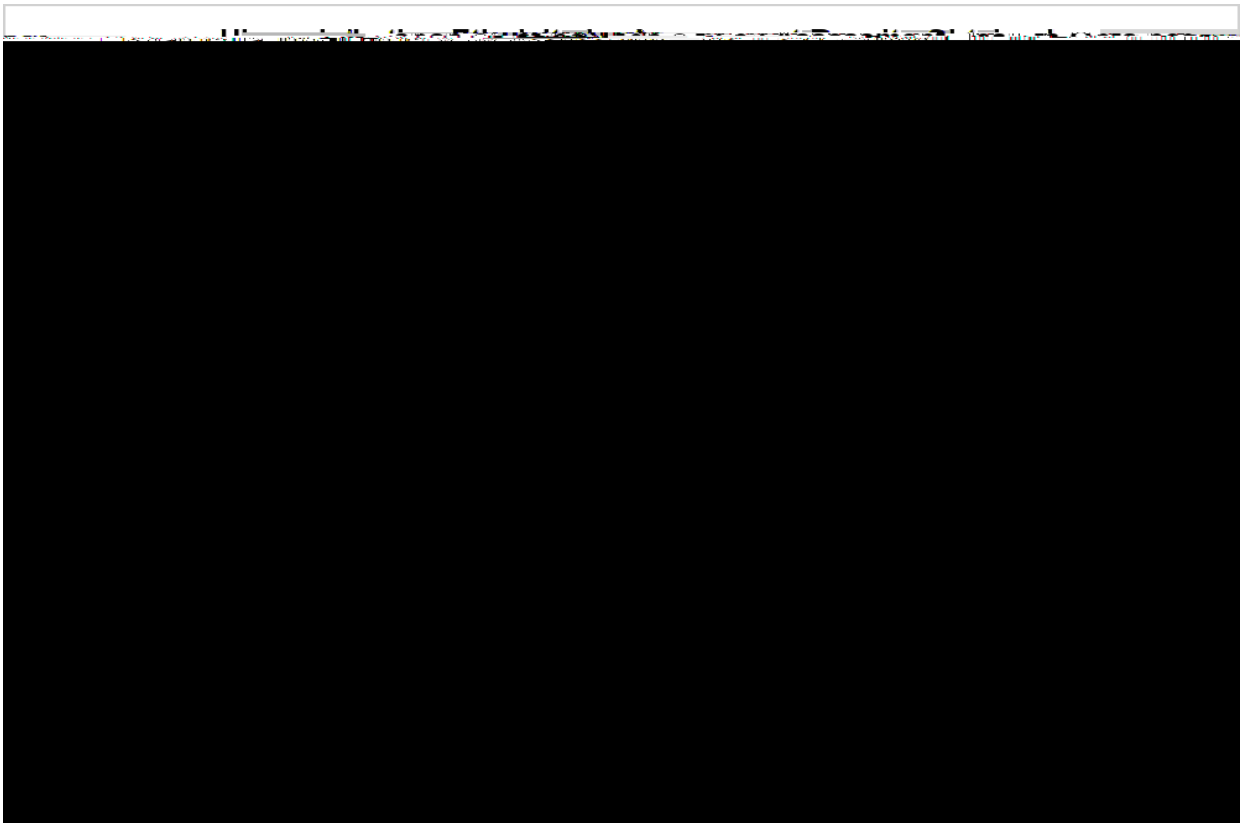
Please note, to comply with the Family Educational Rights and Privacy Act (FERPA), SELA core collection data is masked when there is a small number of students reported to protect the privacy of the student's information (indicated with an asterisk).

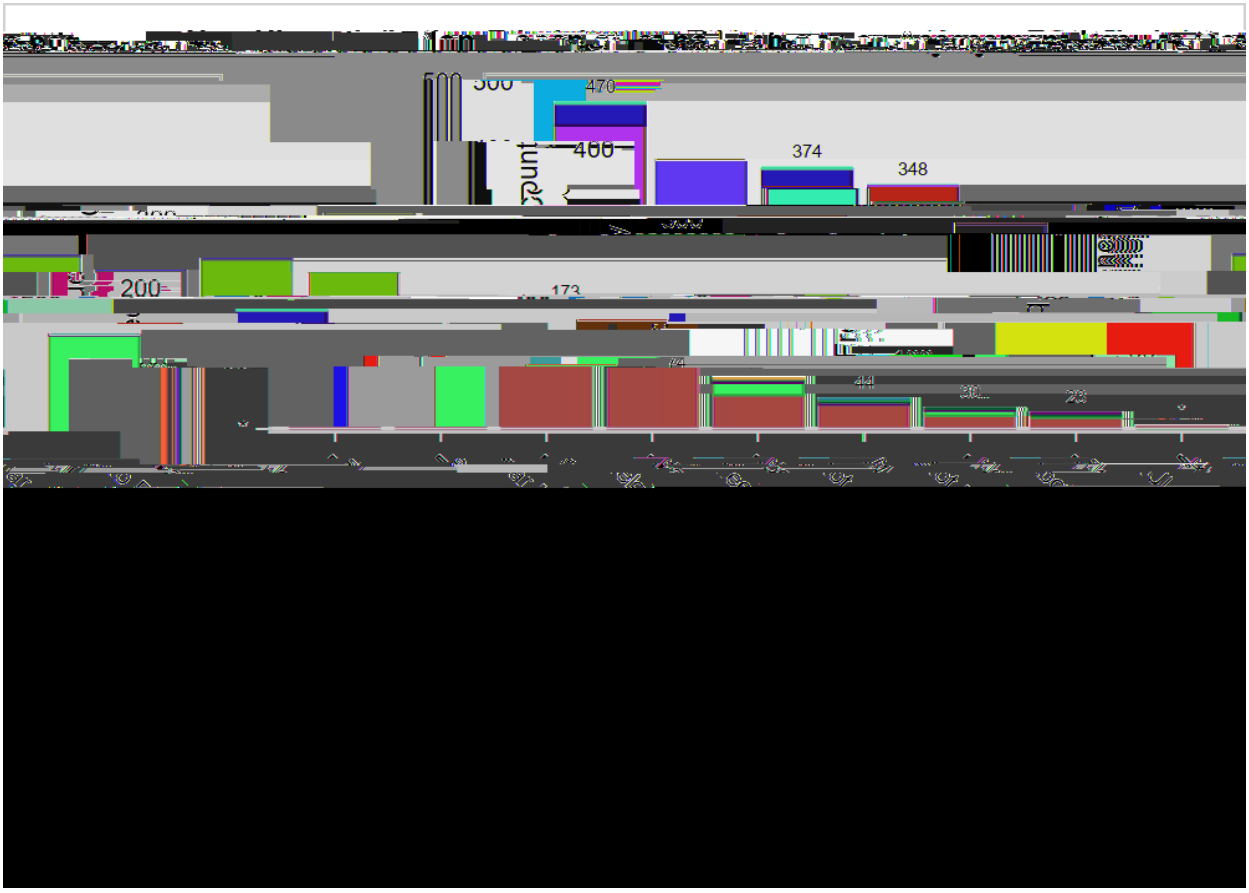
This bar graph describes the assessment results obtained by gender. There were more male students who participated in the data collection; 12% of male students reported either met or exceeded expectations, 33% were below expectations or far below expectations, and 9% reported as either no results obtained or were not assessed. In the data, "NULL" is defined as those students who took an achievement assessment, which was not obtained at present.



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



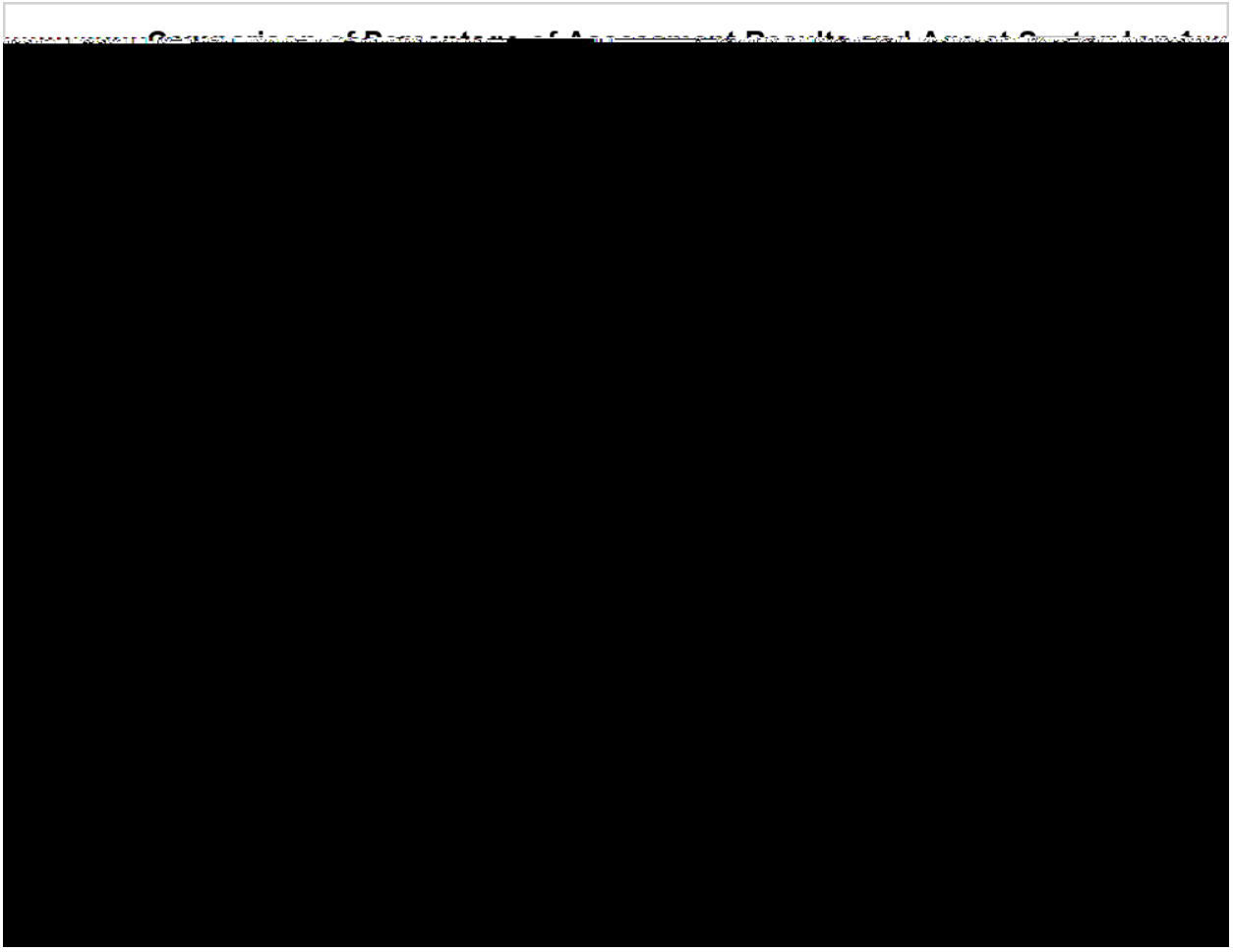


*Data reported contains small counts of students and is masked for confidentiality.

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.

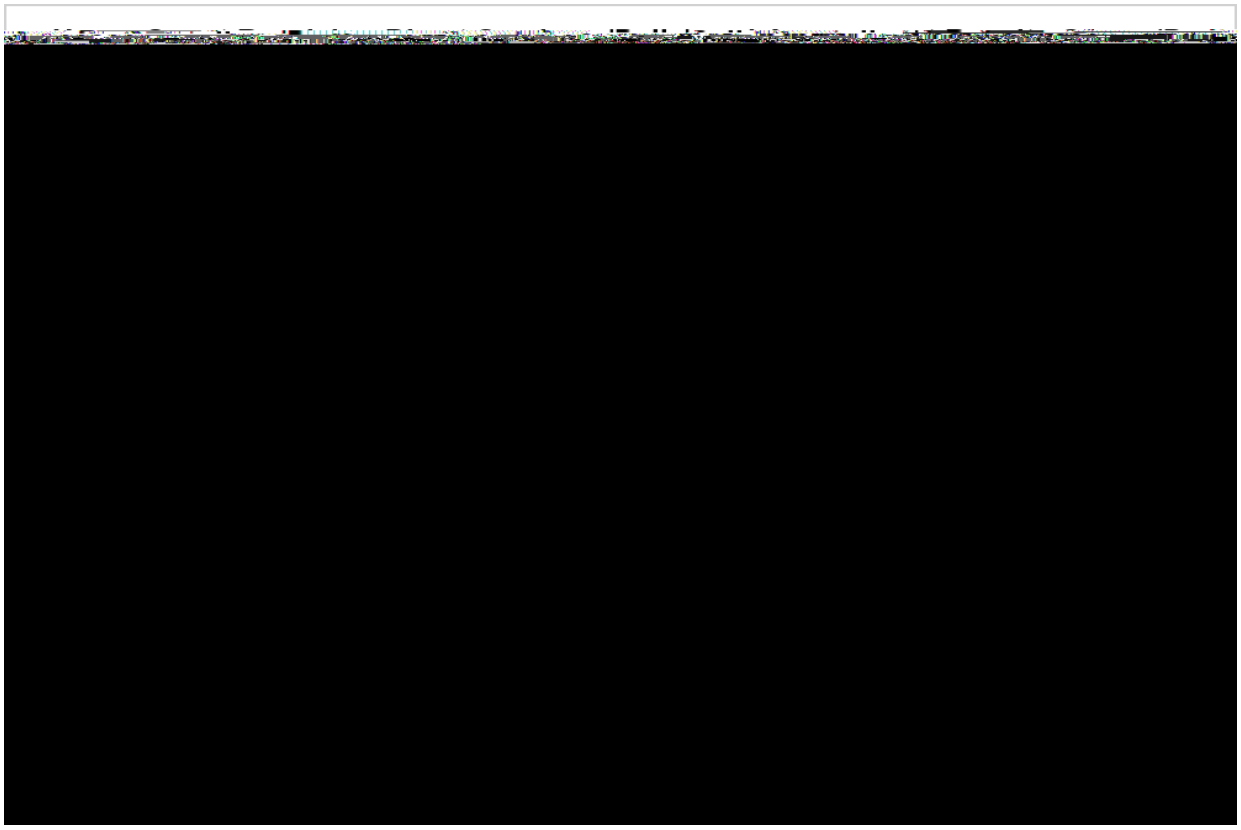
Comparison of Age at Determination of Eligibility for Special Education Services and Assessment Results

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



The line graph above shows the percentage of the gap between meeting and not meeting

	*	*	1.50	0.47	**2.03**
Meets Expectations	* *	14 0.41	371 10.90	276 8.11	**664** **19.51**
Below Expectations	11 0.32	15 0.44	429 12.60	423 12.43	**878** **25.79**
Far Below Expectations	31 0.91	58 1.70	472 13.87	609 17.89	**1,170** **34.37**
NULL	* *	* *	22 0.65	34 1.00	**60** **1.76**
No results Obtained	* *	* *	6 0.18	7 0.21	**15**



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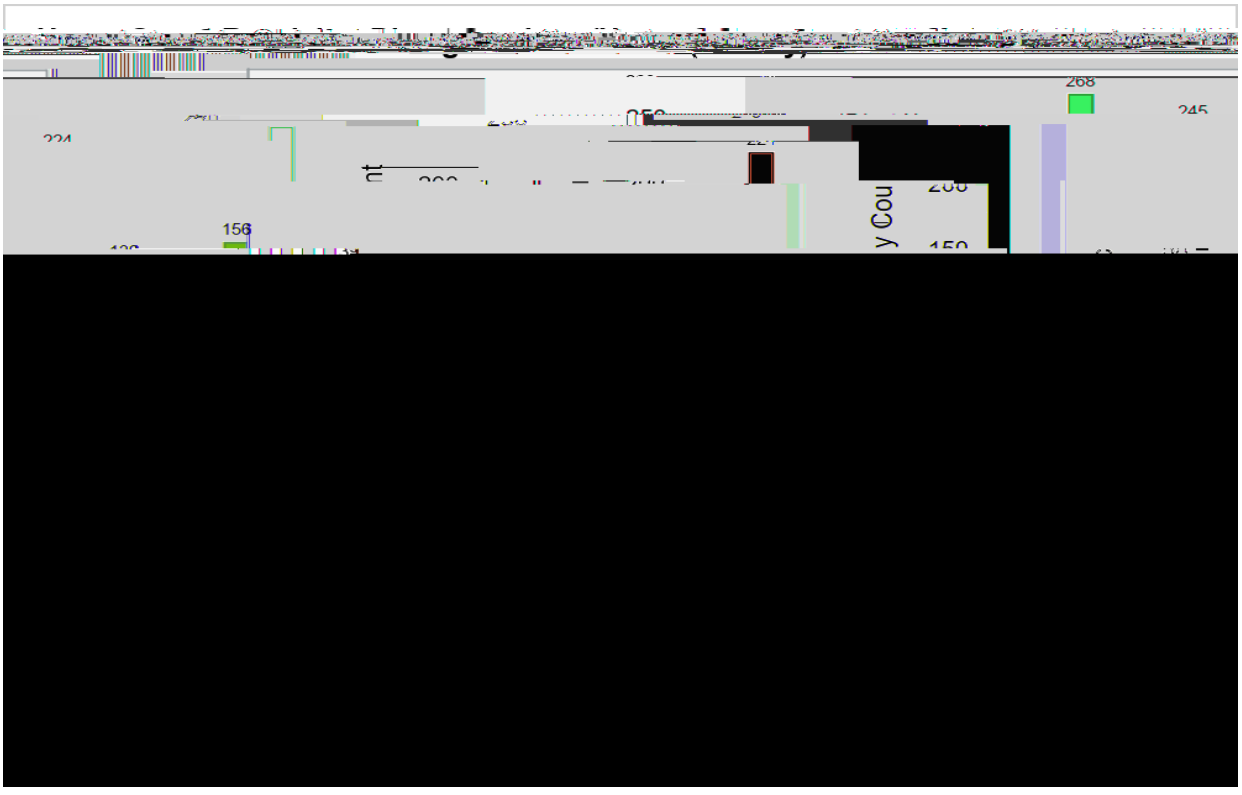

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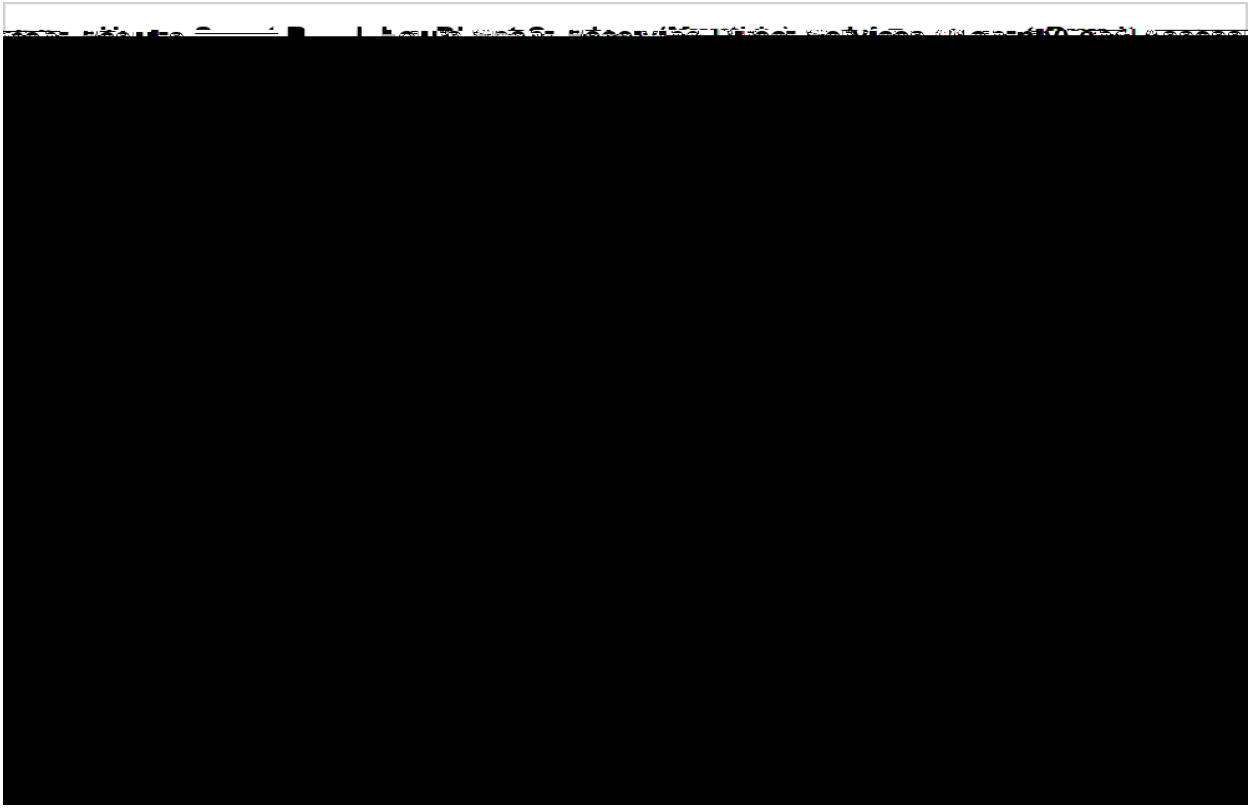

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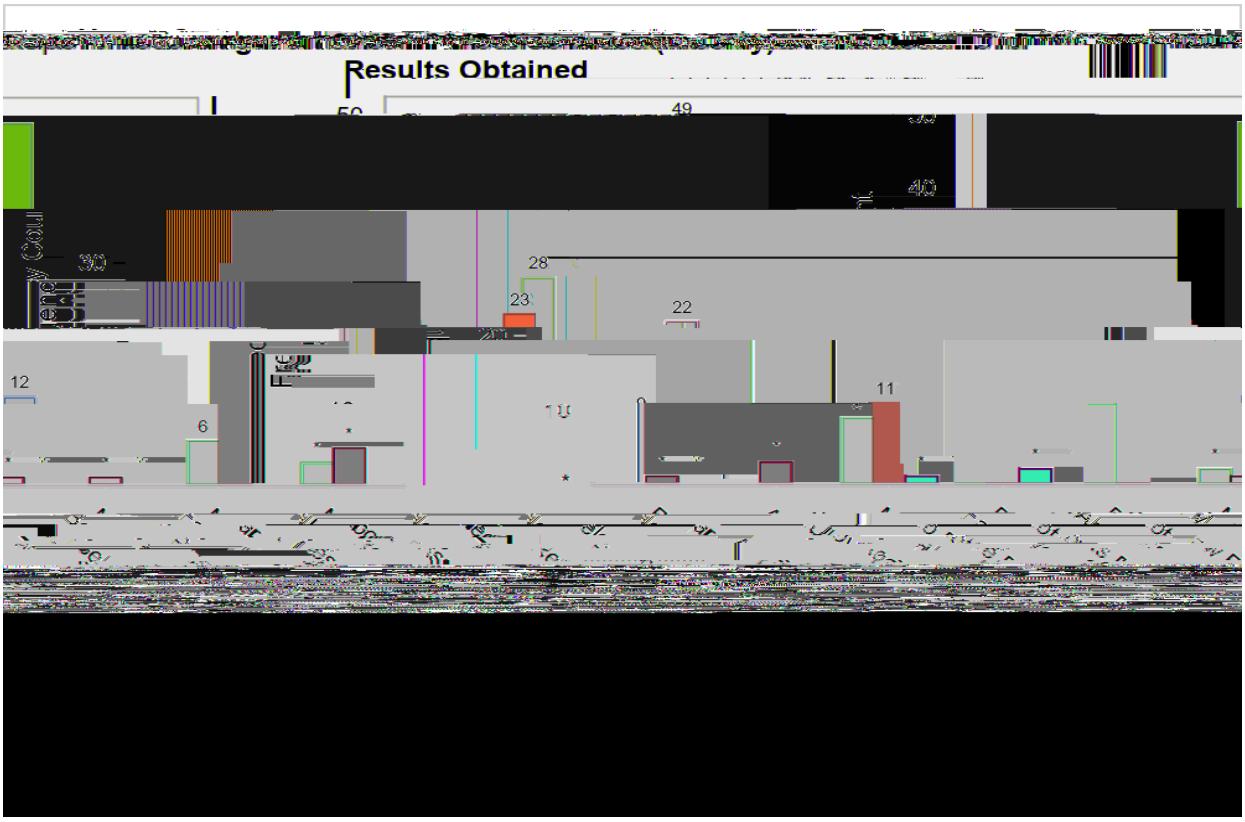
TEC §29.316(c)(2)(A) charges the agency with collecting data on time spent by students in a mainstream setting. As opposed to the mainstream instructional arrangement used for attendance accounting purposes



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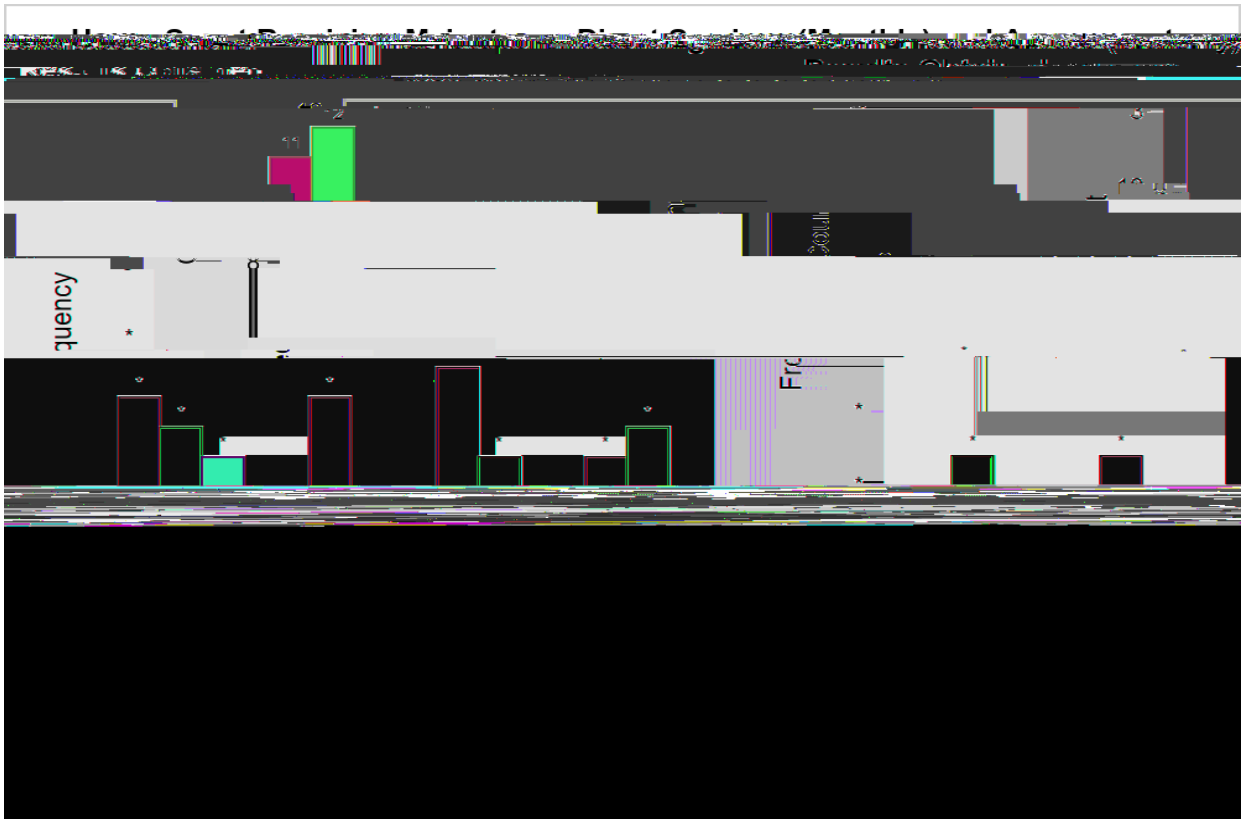

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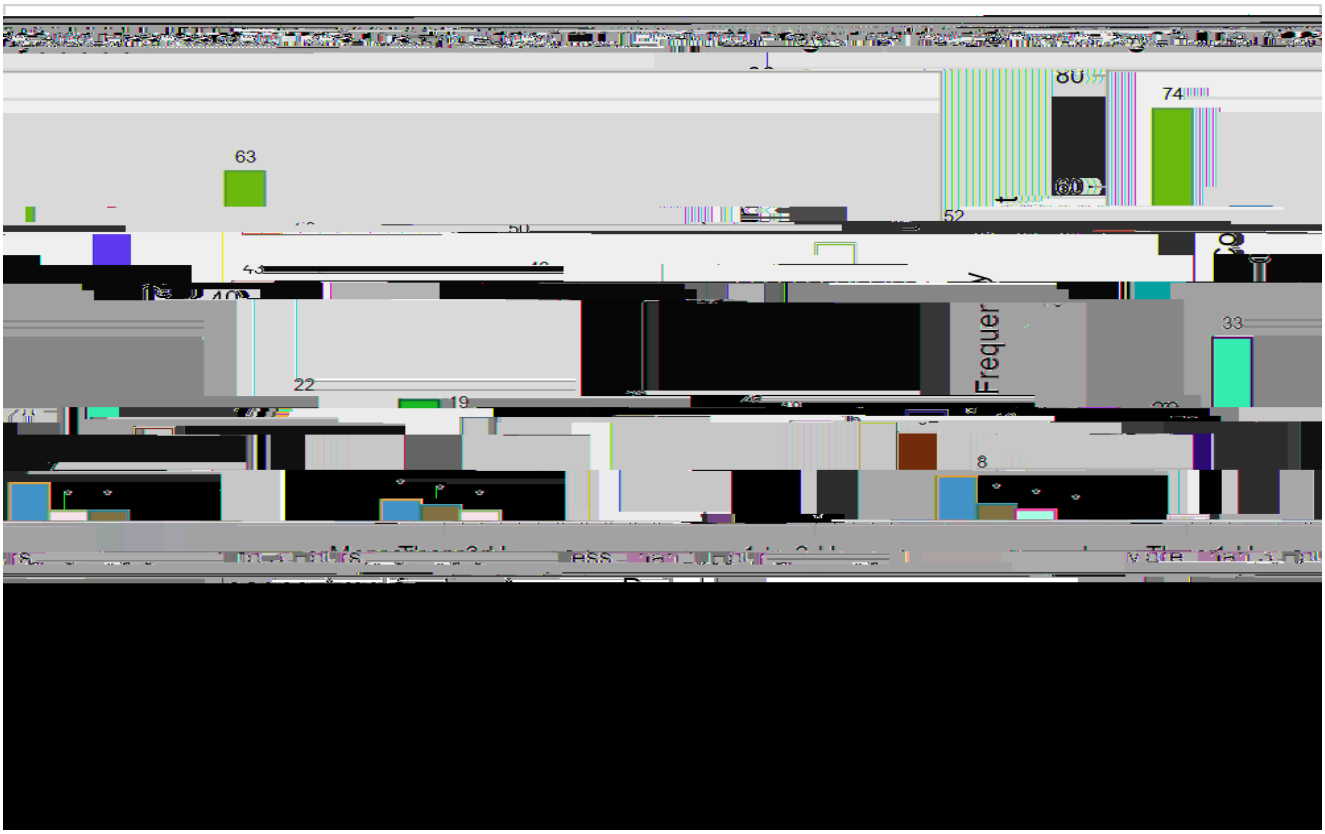
Students are exposed to various communication modes in the home and in different instructional arrangements. Students utilize a continuum of communication modes such as auditory (spoken English s-0.001 Tc 0.87 0 4d( )TjASL0.0010 Tw 2.87(y)6d( )Tj0.001 Tc 0.003 Tw 0.23 0 Td[o)-2 (f)6 (lan)a (u)-4ior a

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 Supplementalss			(	d	[redacted]		+	)	-	6

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.



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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,

- 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