

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

Annual Statewide Report 2023-2024

[Texas Education Code \(TEC\) §29.316](#) states that it is critical that language acquisition for children who are deaf or hard of hearing (DHH) or deafblind (DB) is closely monitored from birth through age eight to enable the use of timely interventions that support age-appropriate language skills.

Children who are DHH or DB are often at risk for language delay or deprivation. Research shows that addressing these challenges after the child is past the optimal period for language acquisition results in limited success.

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, the TEA has the primary responsibility for data collection.

Annual Statewide Report 2023-2024

For the 2023-2024 school year, the local educational agencies (LEAs) administer one of the approved assessments to assess the student's expressive and receptive language acquisition in English or American Sign Language (ASL). 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.

The approved assessments are as follows:

- Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS)
- Oral and Written Language Scales Second Edition (OWLS II)
- Communication Matrix
- American Sign Language Assessment (ASLA)
- Visual Communication Sign Language (VCSL) Checklist

LEAs submit data to the Special Education Language Acquisition (SELA) core collection within the Texas Student Data System (TSDS) as outlined in TEC §29.316. Currently, the TEA lacks the ability to compare the literacy skills of DHH and DB children in grade 2 and younger as the [State of Texas Assessments of Academic Readiness](#) (STAAR) begin in grade 3. The STAAR measures student learning by subject at each grade level and assesses readiness for advancement providing a means to compare the skills of DHH and DB students those of their peers.



2023-2024 Statewide Results

DHH & DB ages 0 - 8

- 3,504 students reported in TSDS SELA core collection

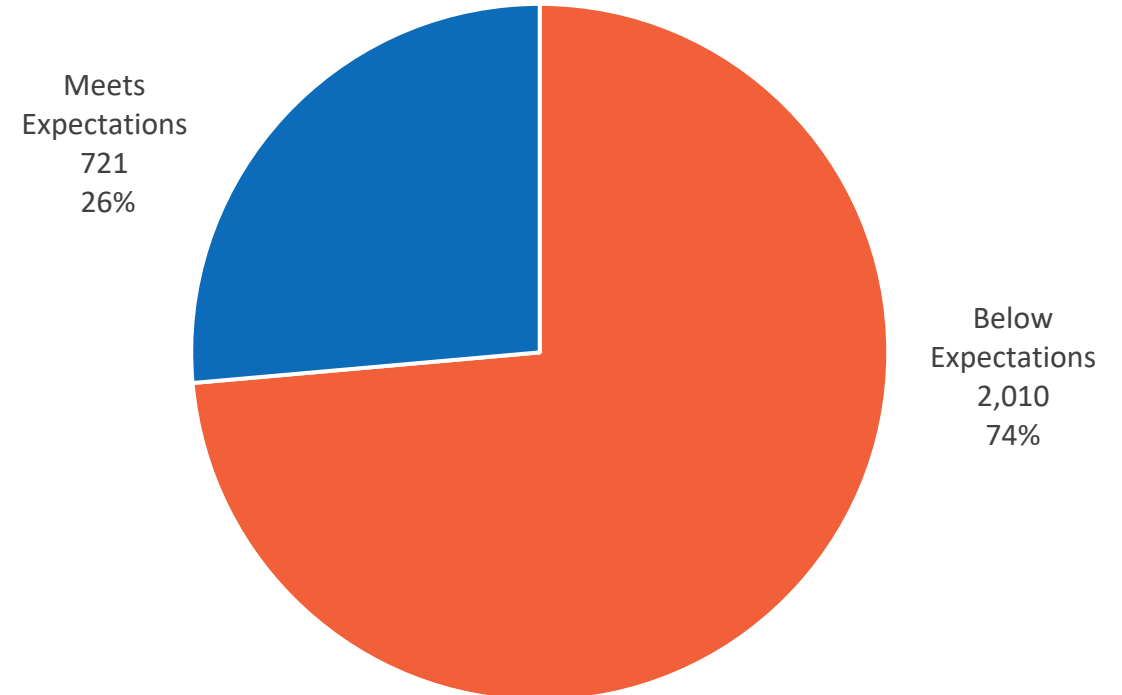
Parental consent obtained

- Families of 2,985 students gave consent to be assessed for language acquisition

Results reported

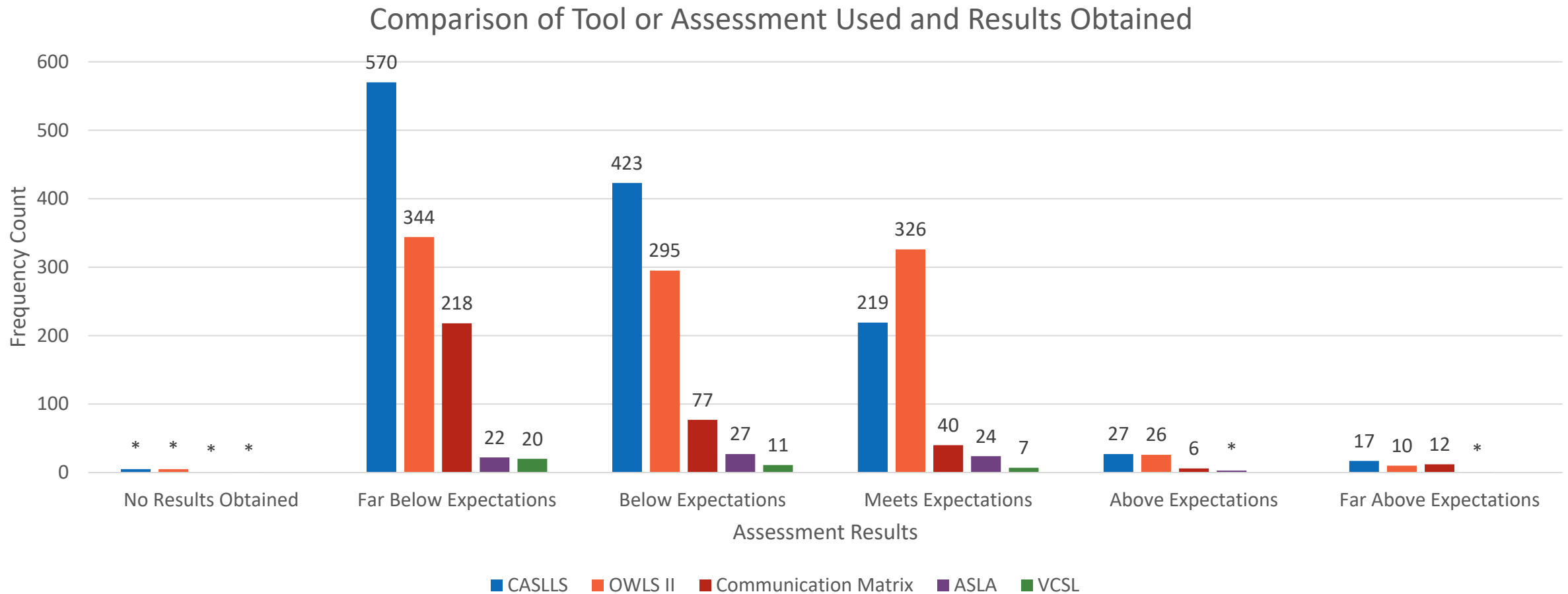
- 2,736 assessment results were reported for the 2023-2024 school year (5 with no results reported)

Statewide Language Acquisition Results Obtained for DHH and DB Students Ages 0-8



Data represented excludes students not assessed or not reported.

Statewide Assessment Results

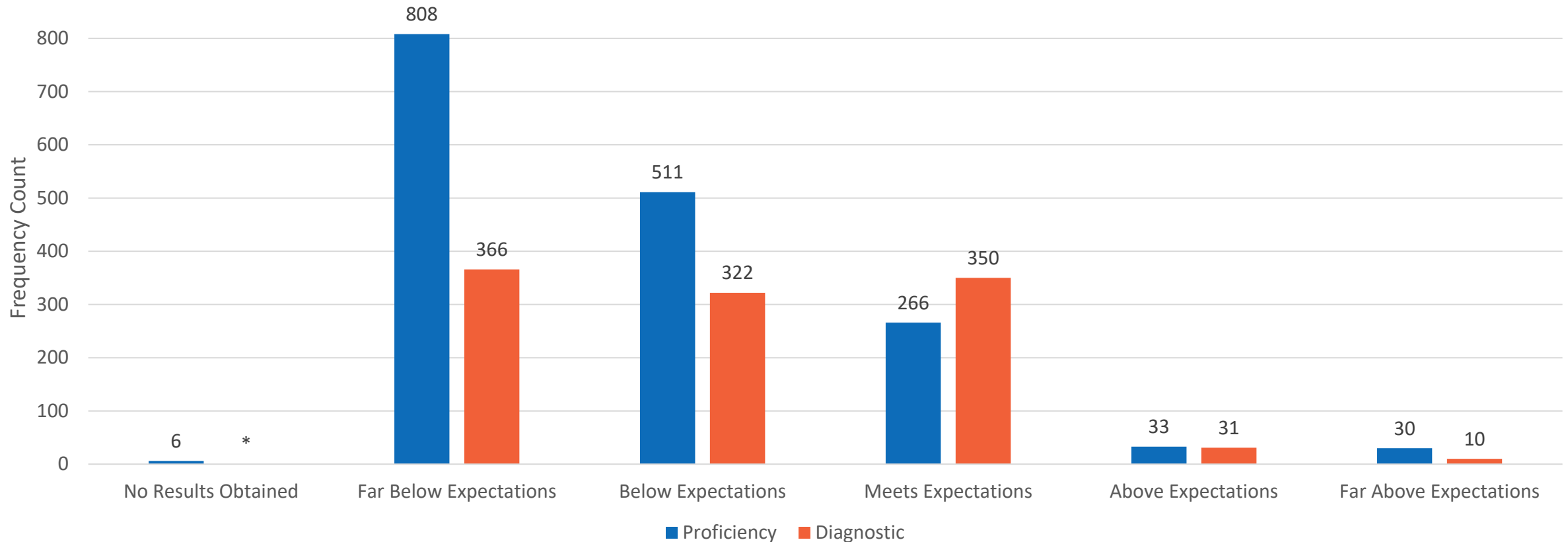


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*Data reported contains small counts of students and is masked for confidentiality.

Statewide Assessment Results by Type

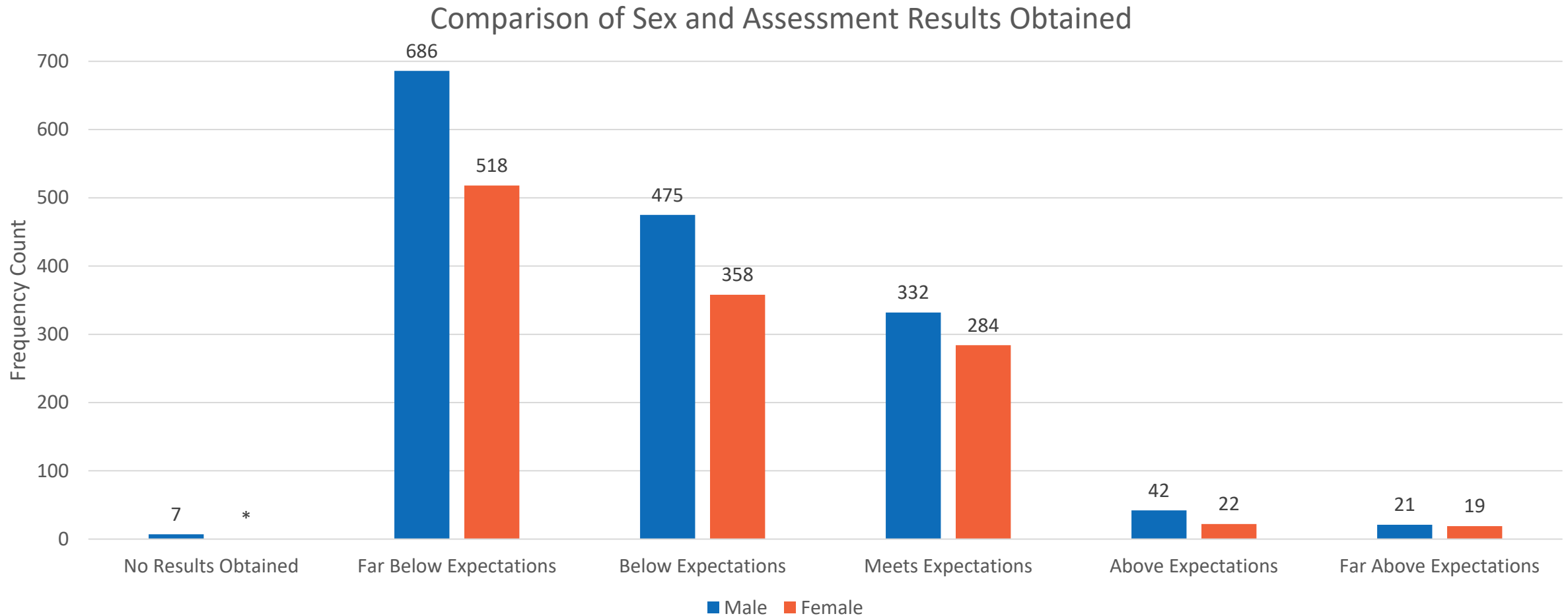
Comparison of Assessment Type and Results Obtained



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Statewide Results by Sex

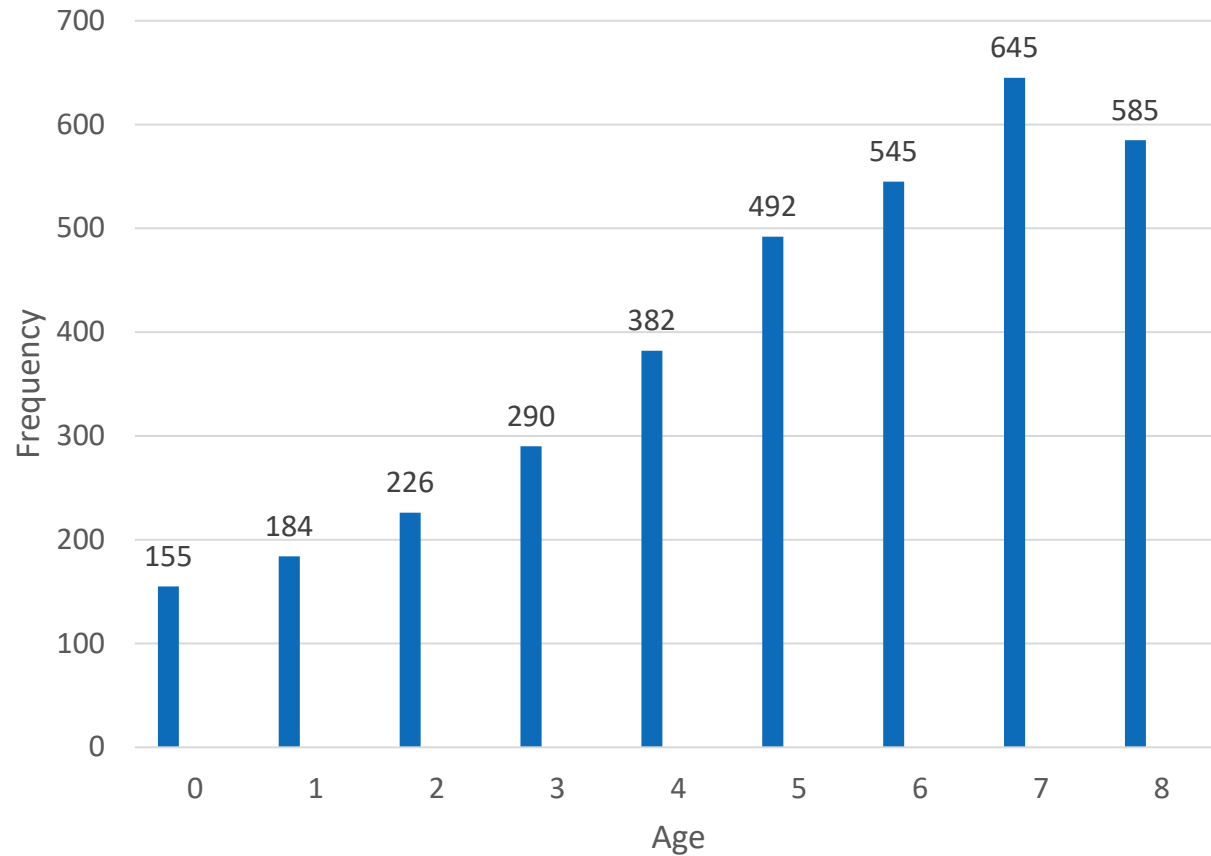


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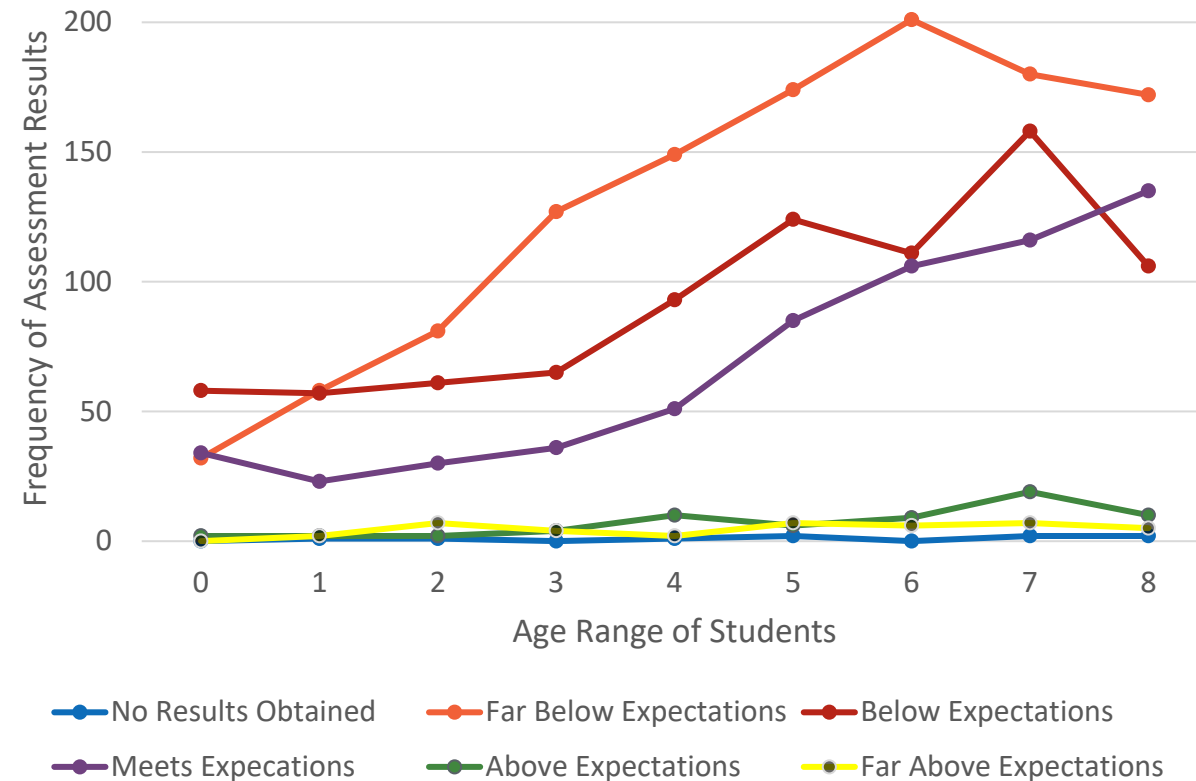
Statewide Results by Age

Age of Students as of September 1, 2023



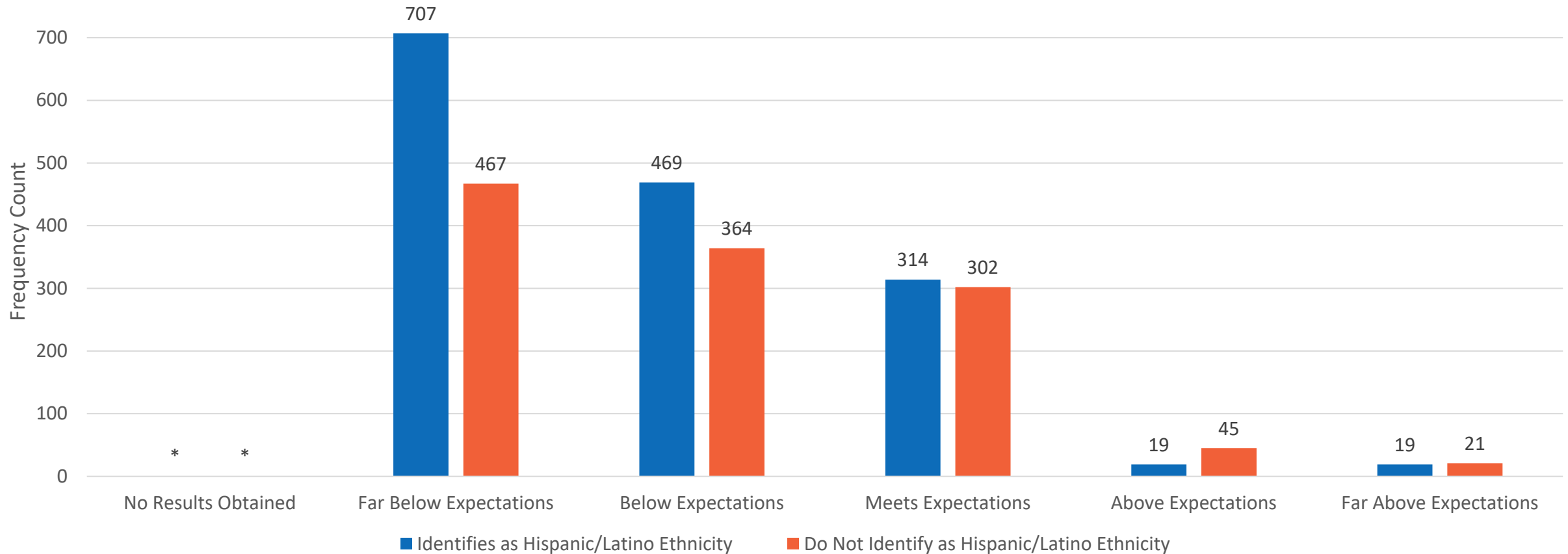
Data represented excludes students not assessed or not reported.

Comparison of Age and Assessment Results Obtained



Statewide Results by Ethnicity

Comparison of Ethnicity and Assessment Results Obtained

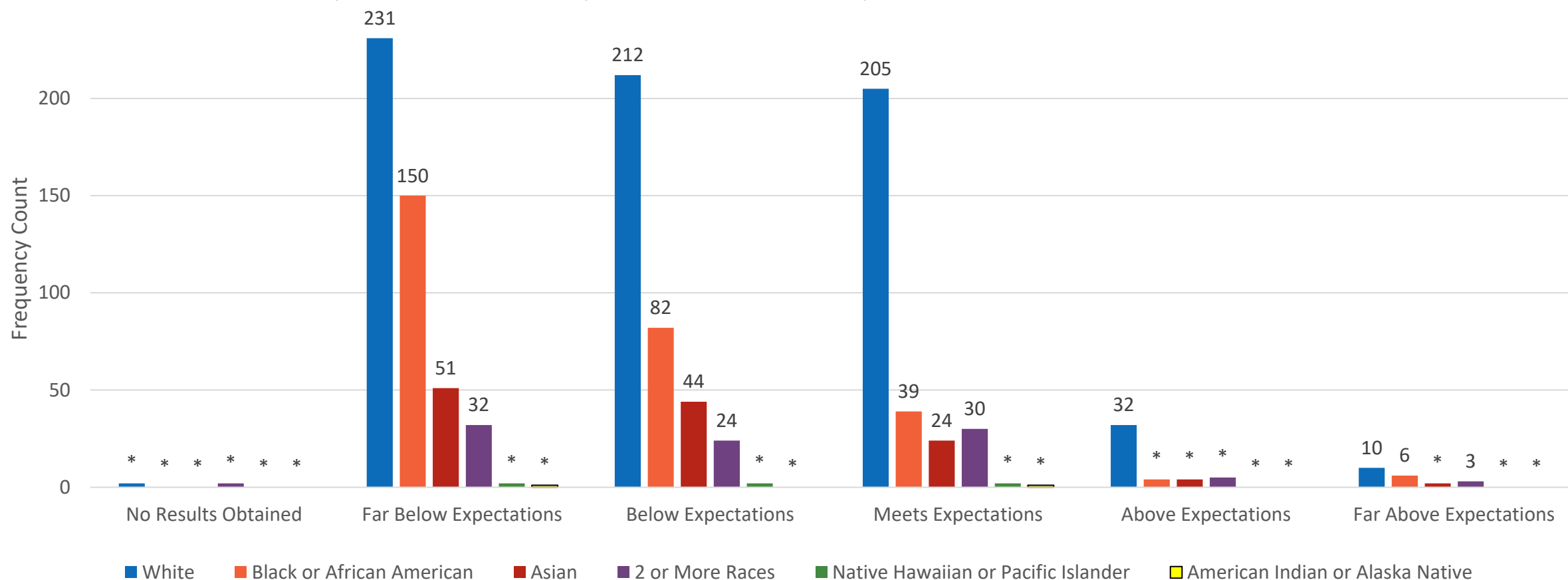


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Statewide Results by Non-Hispanic/Latino Ethnicity

Comparison of Non-Hispanic/Latino Ethnicity and Assessment Results Obtained

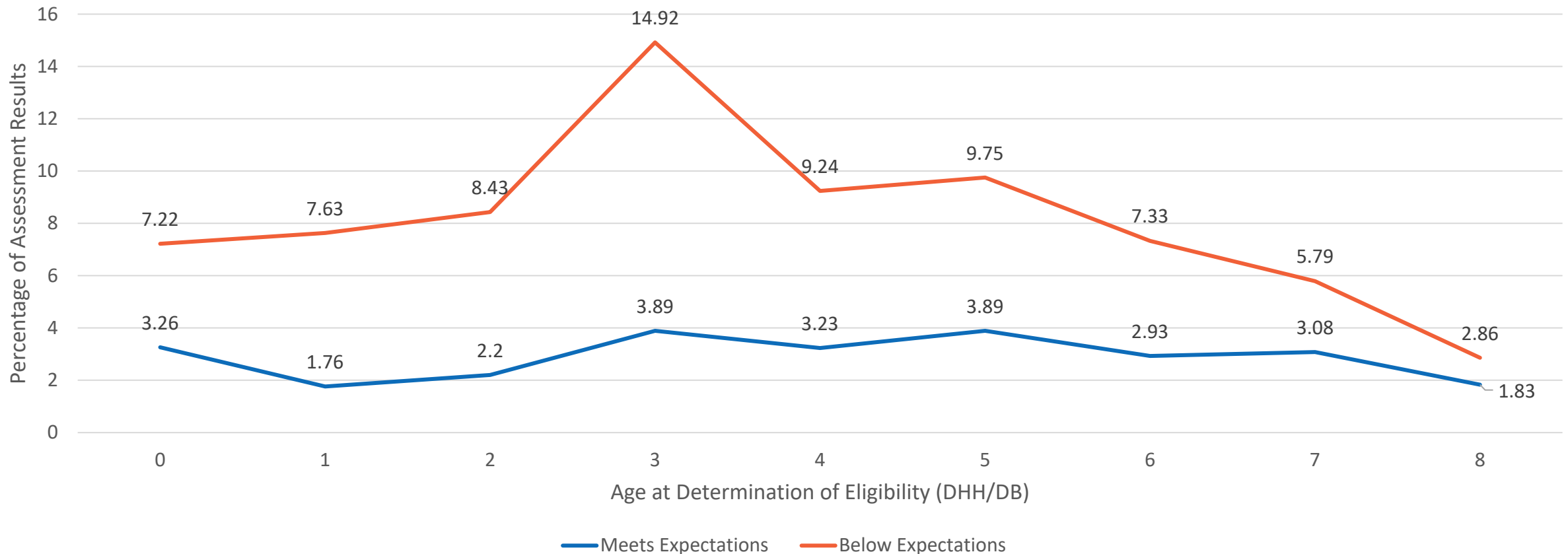


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Statewide Results by Age at Determination of Eligibility

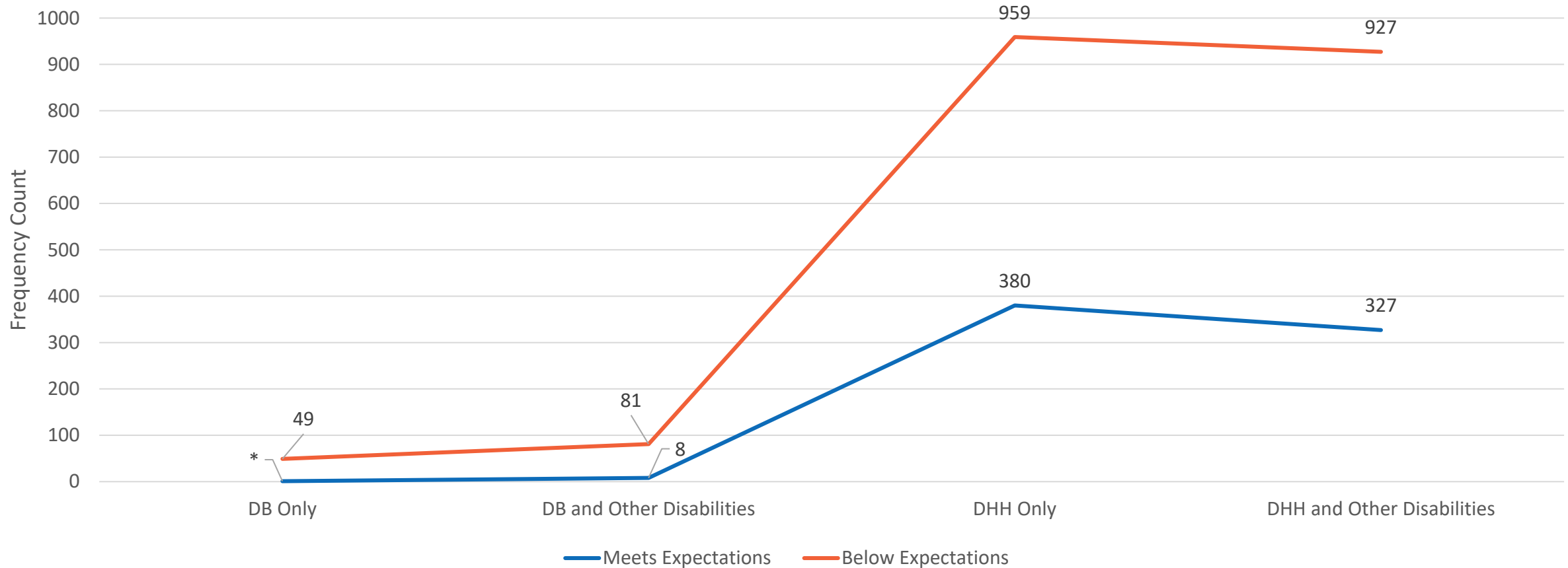
Comparison of Percentage of Assessment Results Obtained and Age at Determination of Eligibility (DHH/DB)



Data represented excludes students not assessed or not reported.

Statewide Results by Disability Categories

Comparison of Disability Categories and Assessment Results Obtained

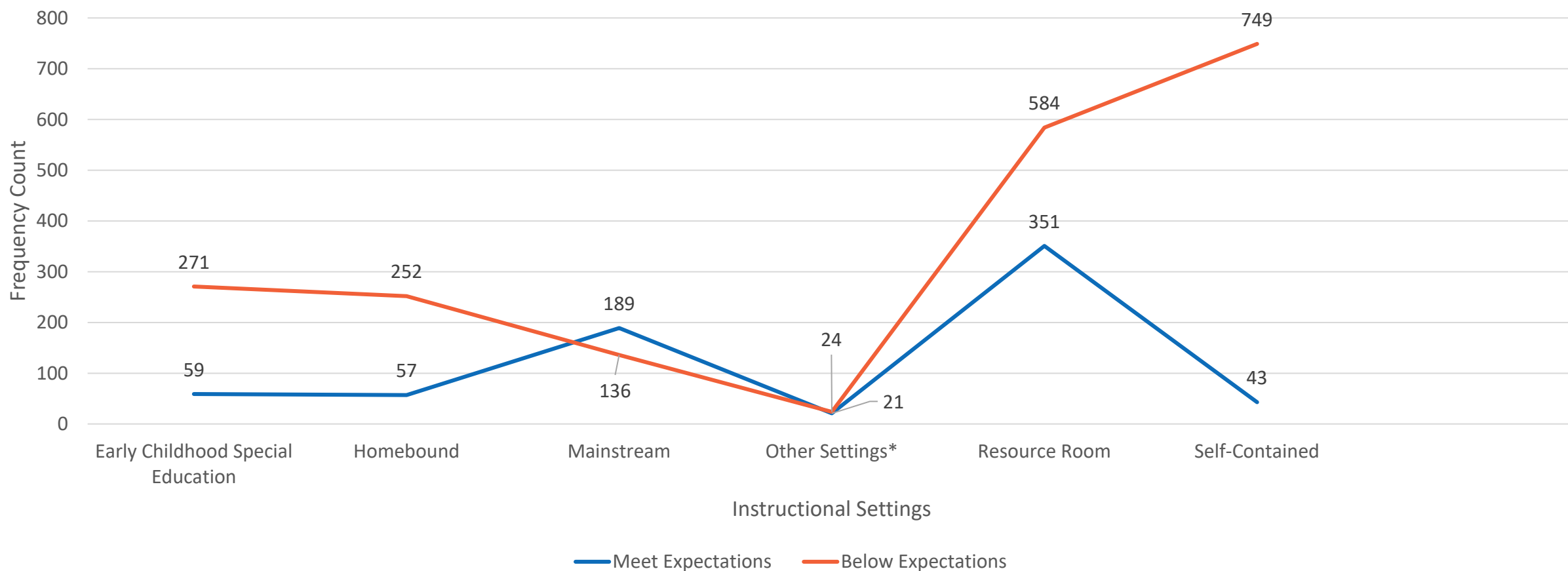


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Statewide Results by Instructional Settings

Comparison of Instructional Settings and Assessment Results Obtained

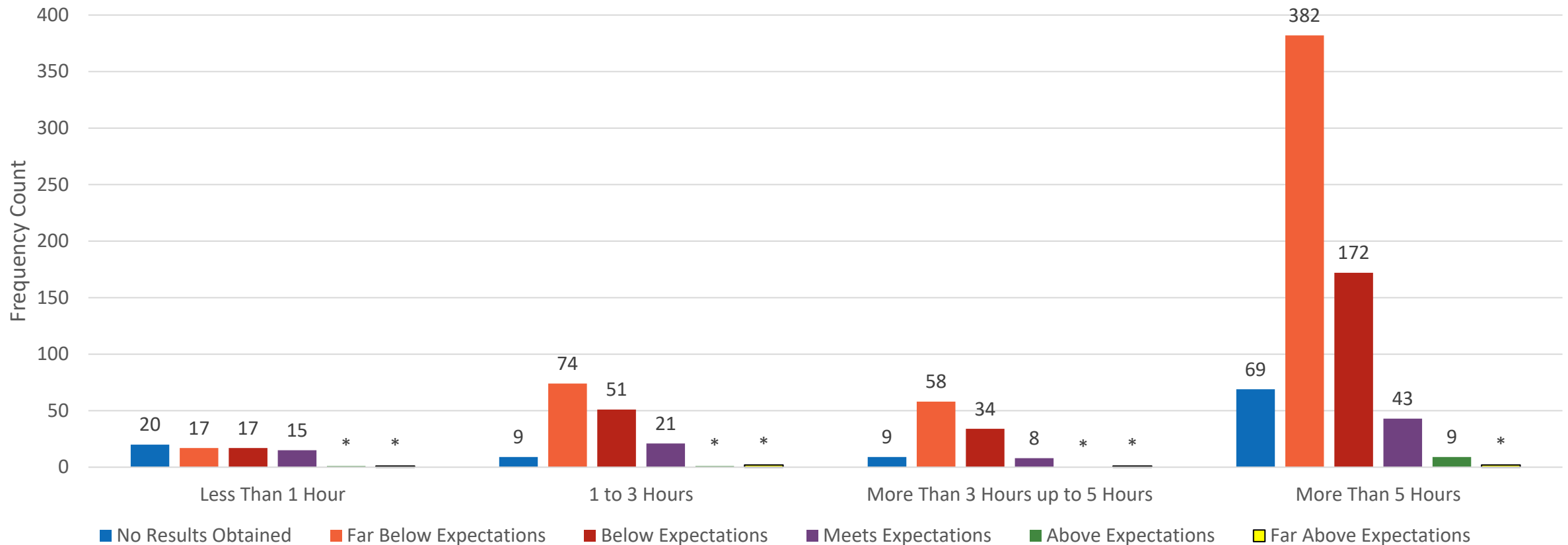


Data represented excludes students not assessed or not reported.

*Other settings are defined as: No Instructional Setting (speech therapy), Nonpublic Day School, Off Home Campus Community Class, Off Home Campus Separate Campus, and Other Environment

Statewide Results by Receiving Direct Services

Comparison of Hours Spent Receiving Direct Services (Daily) and Assessment Results Obtained

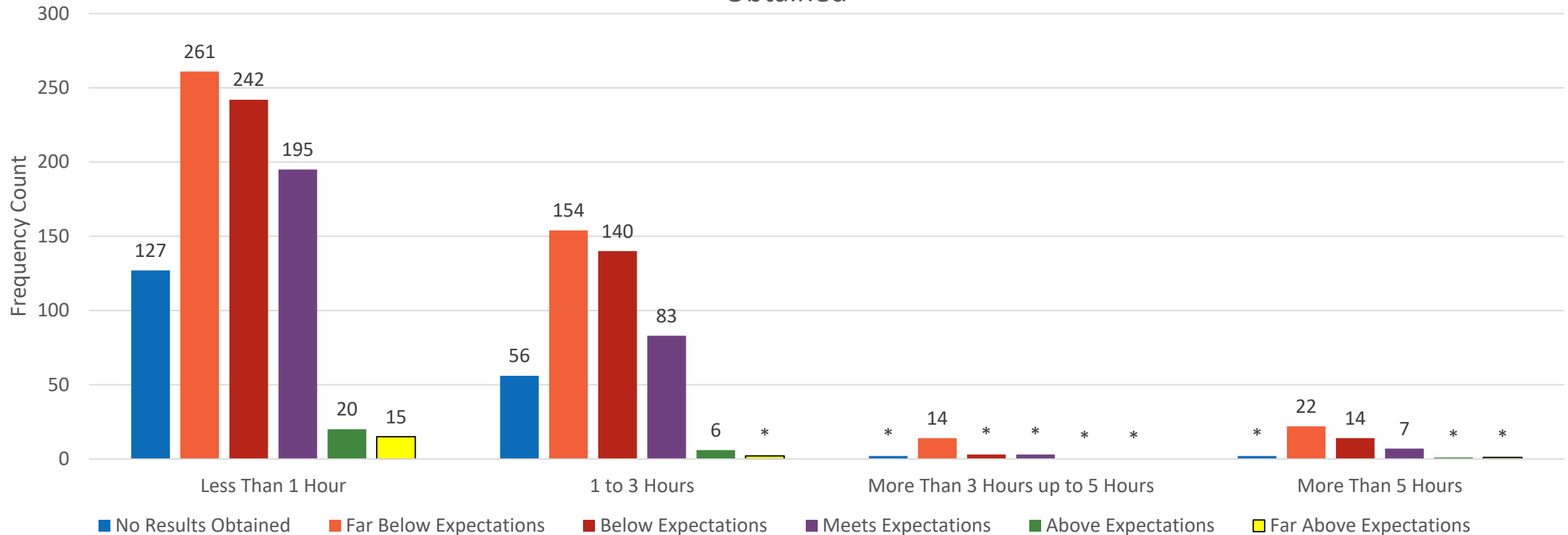


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Statewide Results by Receiving Direct Services

Comparison of Hours Spent Receiving Direct Services (Weekly) and Assessment Results Obtained

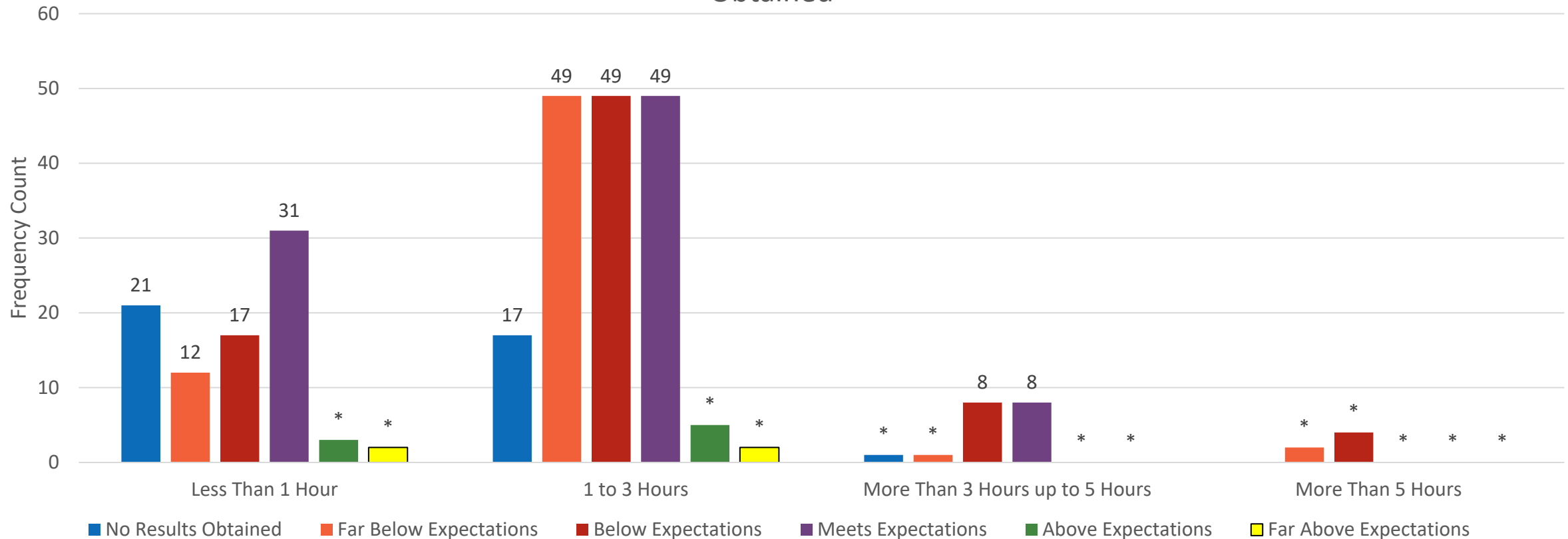


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Statewide Results by Receiving Direct Services

Comparison of Hours Spent Receiving Direct Services (Monthly) and Assessment Results Obtained

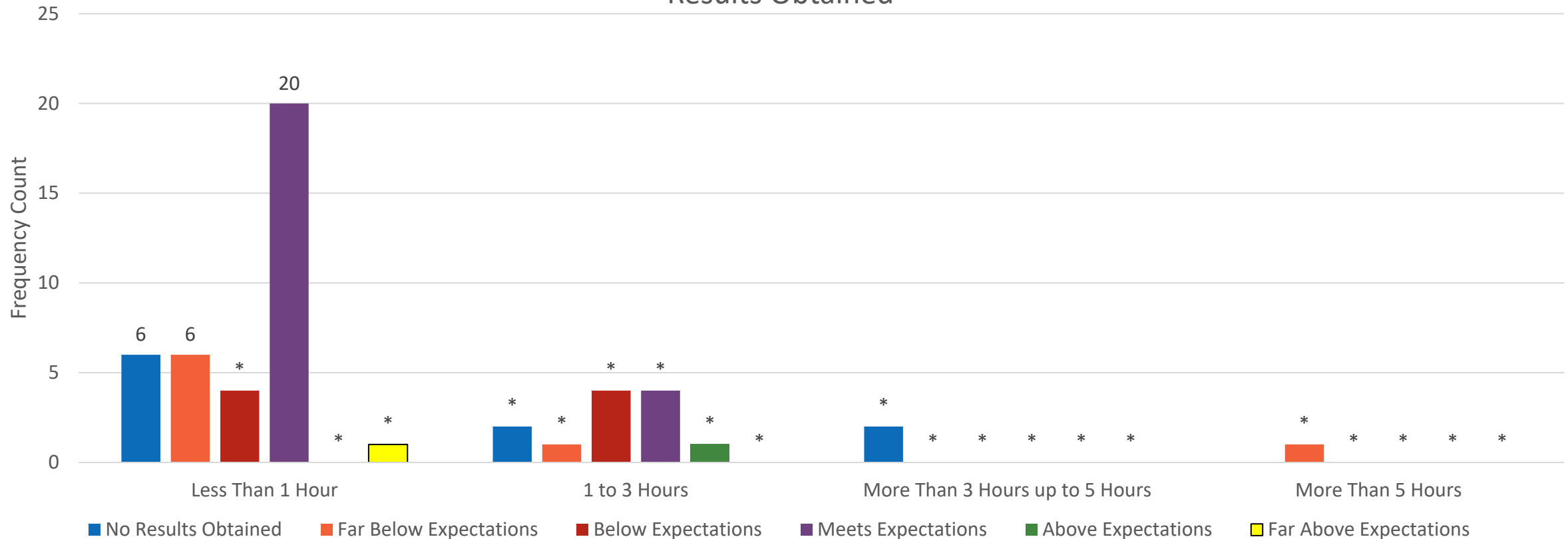


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Statewide Results by Receiving Direct Services

Comparison of Hours Spent Receiving Direct Services (Less than Monthly) and Assessment Results Obtained

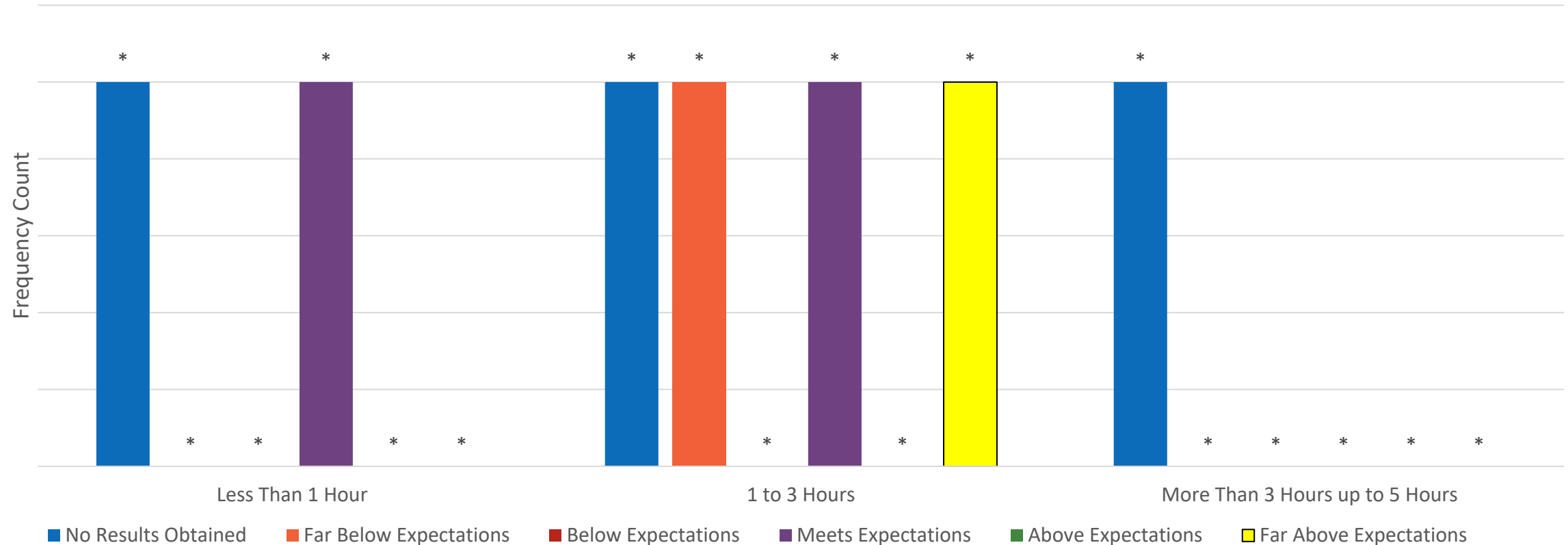


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Statewide Results by Receiving Indirect/Consultative Services

Comparison of Hours Spent Receiving Indirect/Consultative Services (Daily) and Assessment Results Obtained

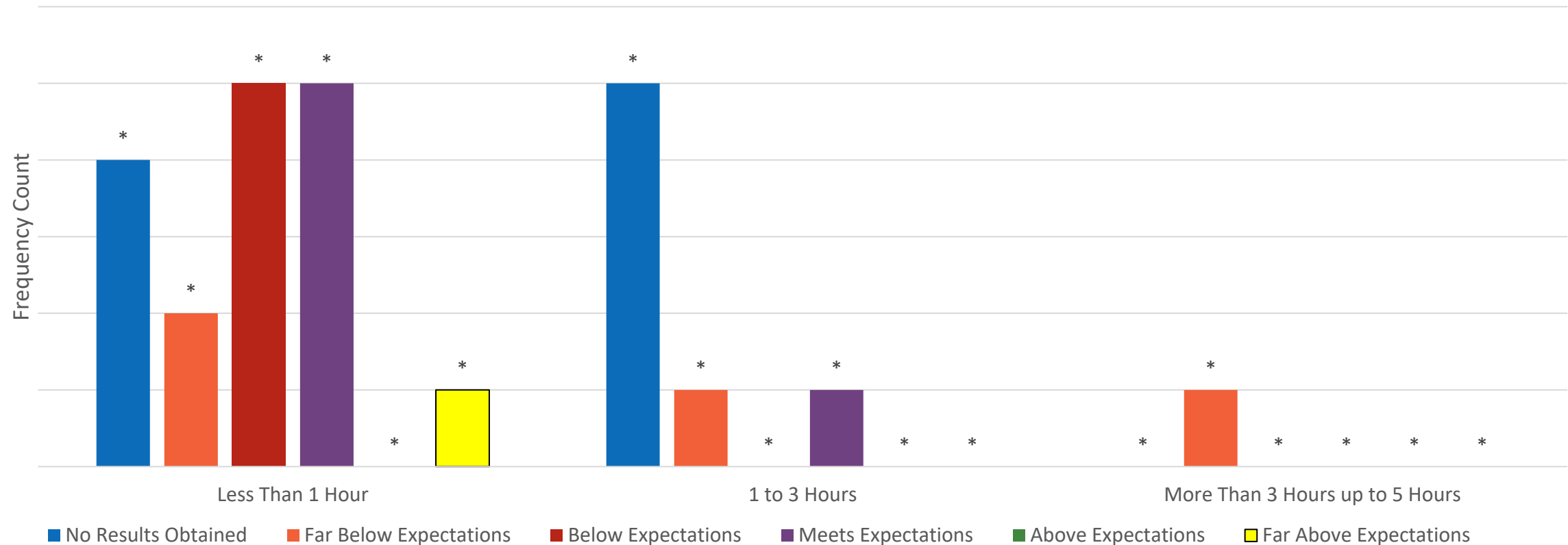


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Statewide Results by Receiving Indirect/Consultative Services

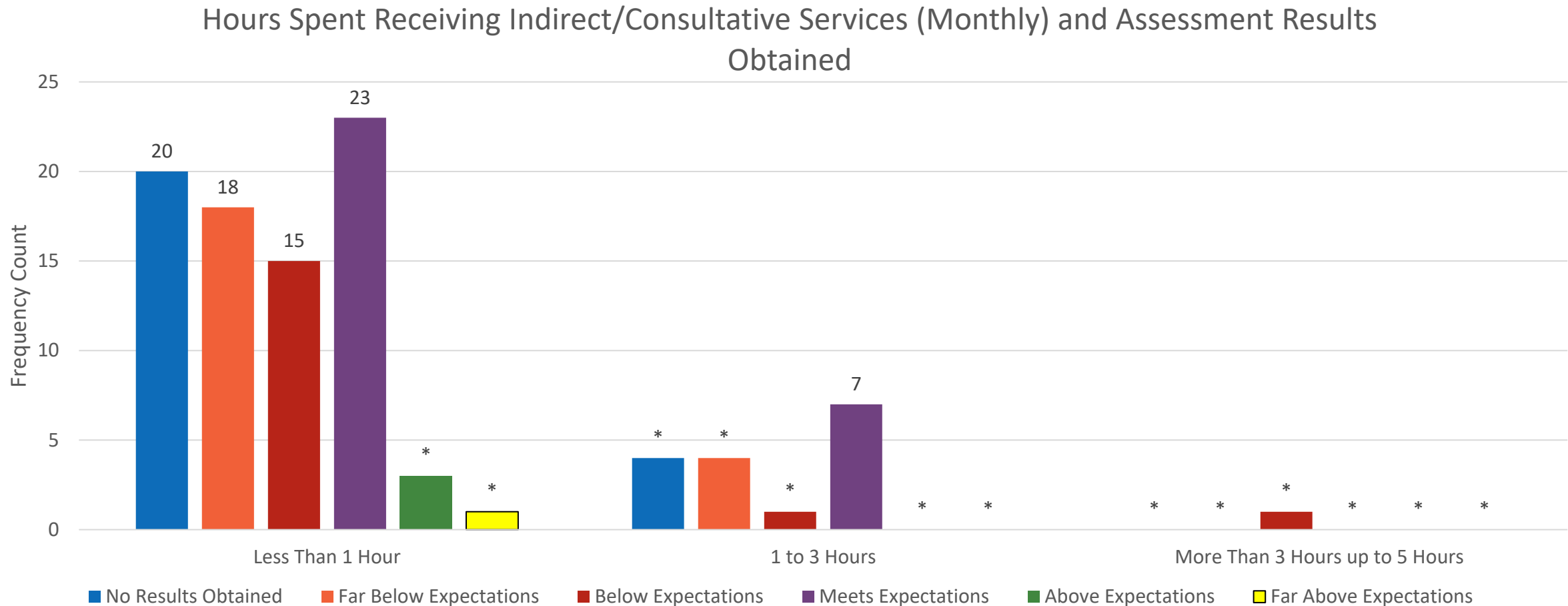
Comparison of Hours Spent Receiving Indirect/Consultative Services (Weekly) and Assessment Results Obtained



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Statewide Results by Receiving Indirect/Consultative Services

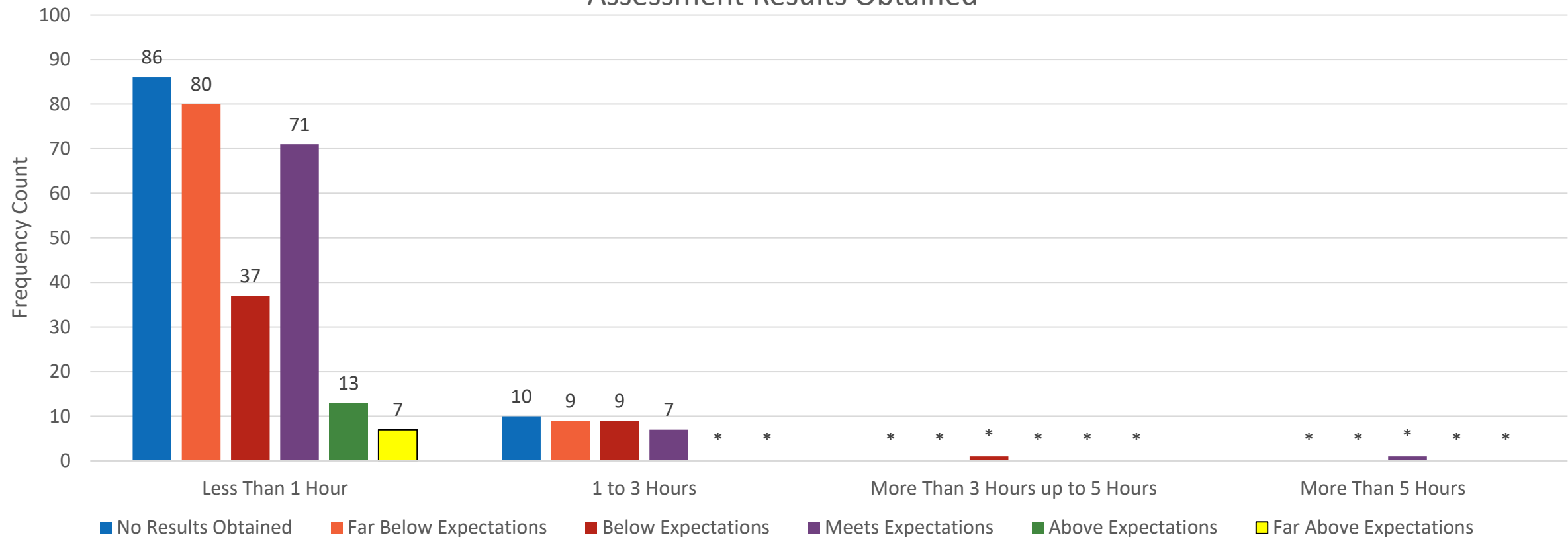


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Statewide Results by Receiving Indirect/Consultative Services

Comparison of Hours Spent Receiving Indirect/Consultative Services (Less than Monthly) and Assessment Results Obtained

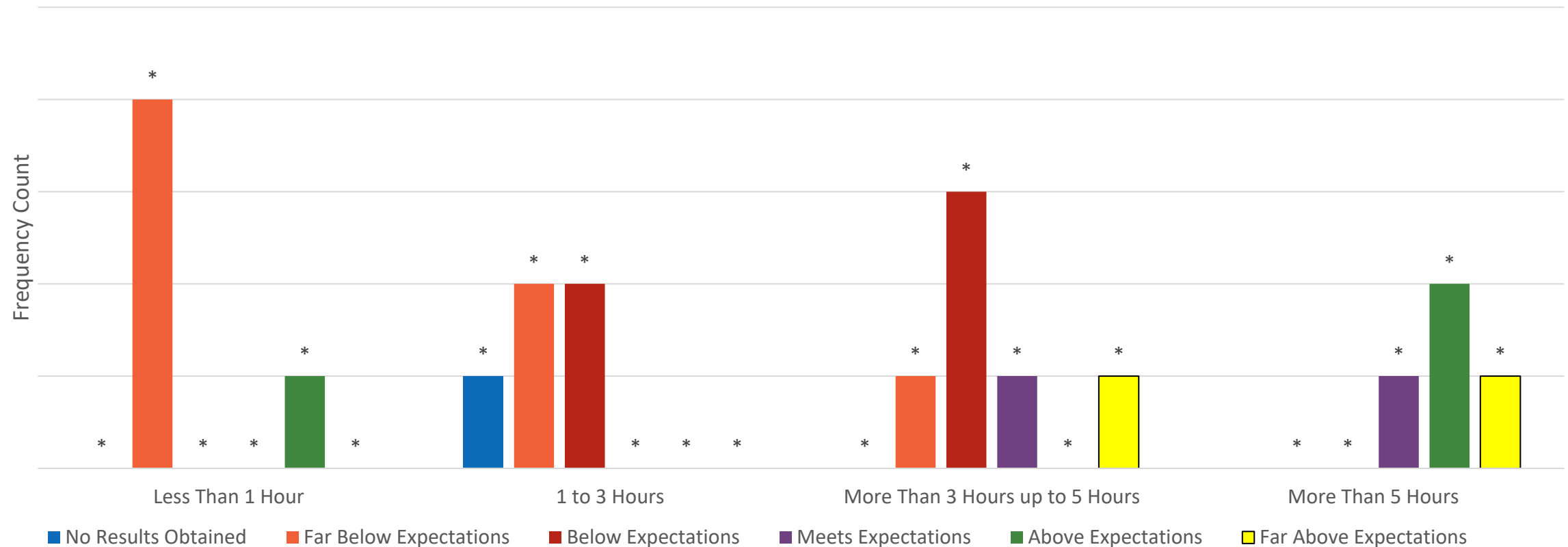


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Statewide Results by Receiving Mainstream Services

Comparison of Hours Spent Receiving Mainstream Direct Services (Daily) and Assessment Results Obtained

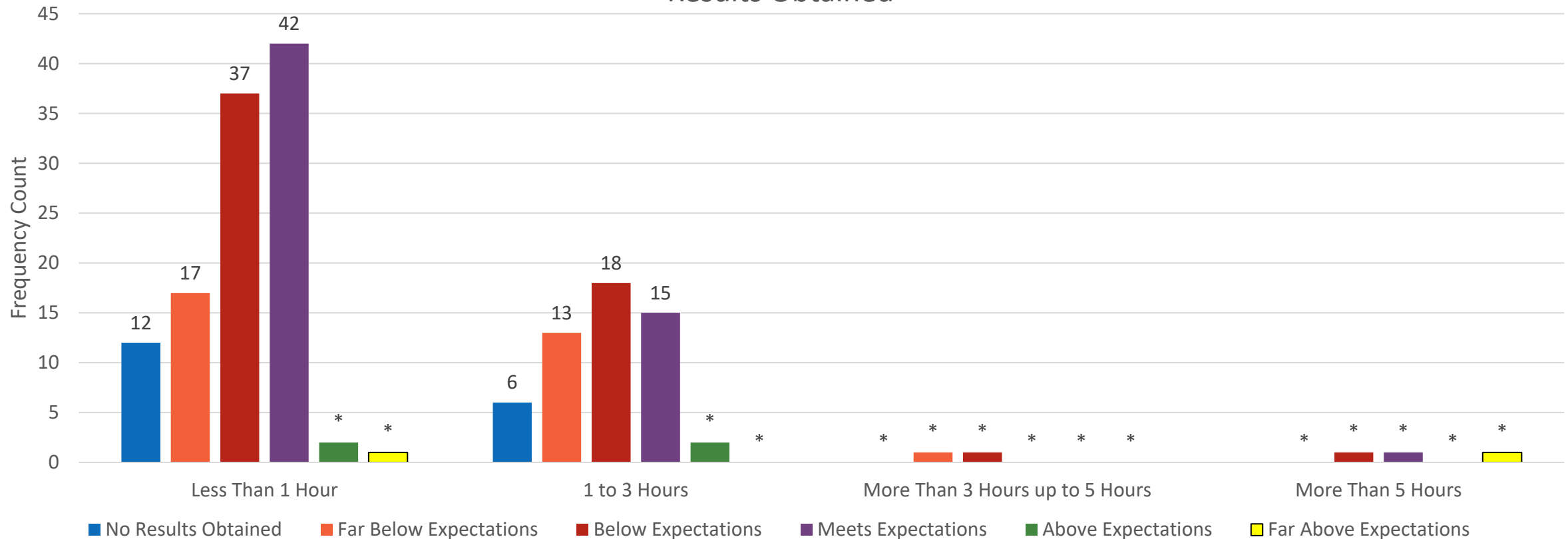


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Statewide Results by Receiving Mainstream Services

Comparison of Hours Spent Receiving Mainstream Direct Services (Weekly) and Assessment Results Obtained

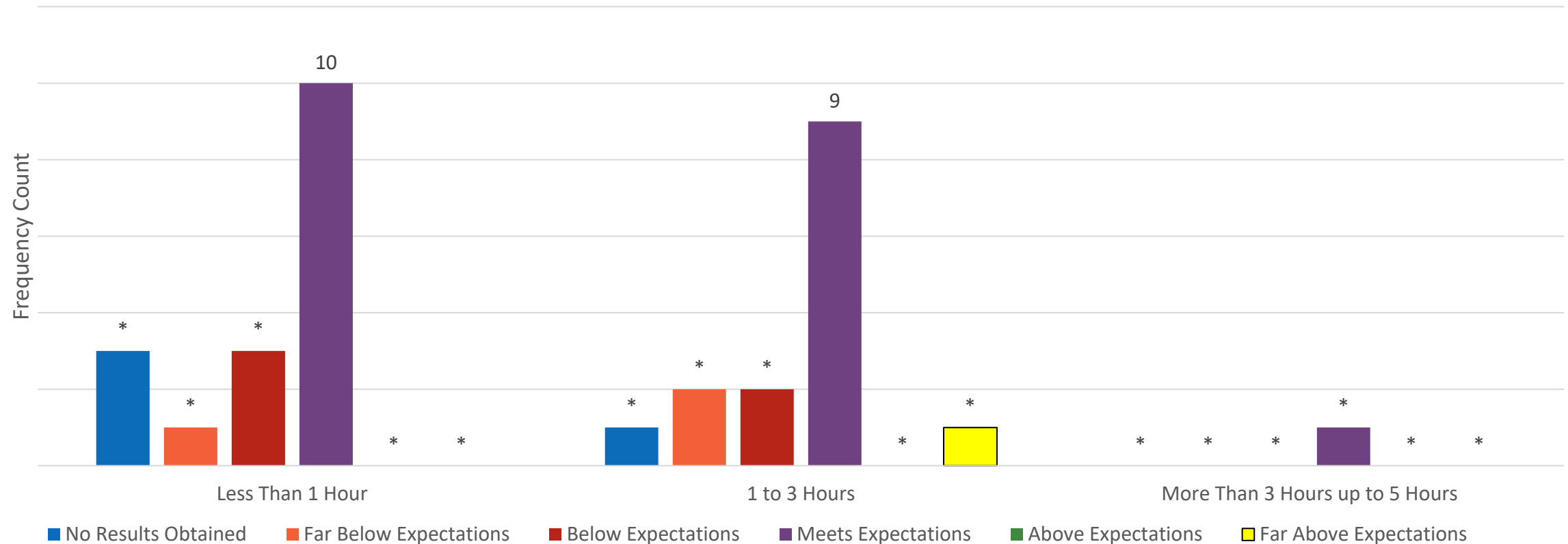


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Statewide Results by Receiving Mainstream Services

Comparison of Hours Spent Receiving Mainstream Direct Services (Monthly) and Assessment Results Obtained

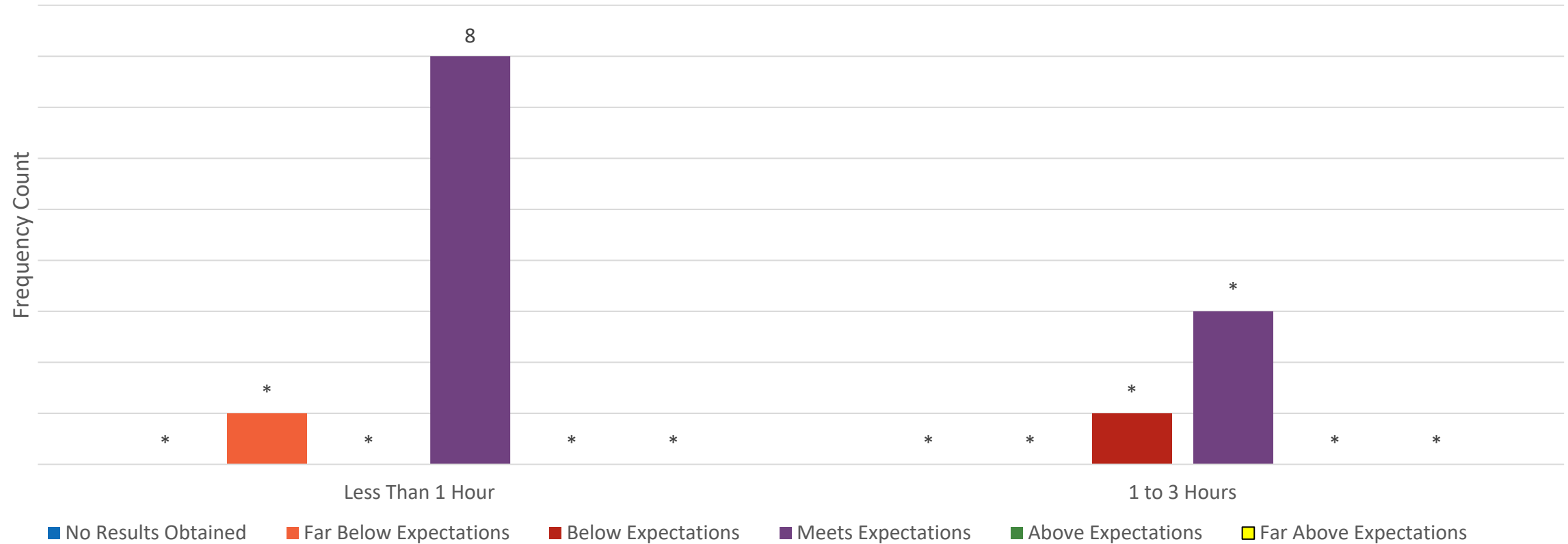


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Statewide Results by Receiving Mainstream Services

Comparison of Hours Spent Receiving Mainstream Direct Services (Less than Monthly) and Assessment Results Obtained

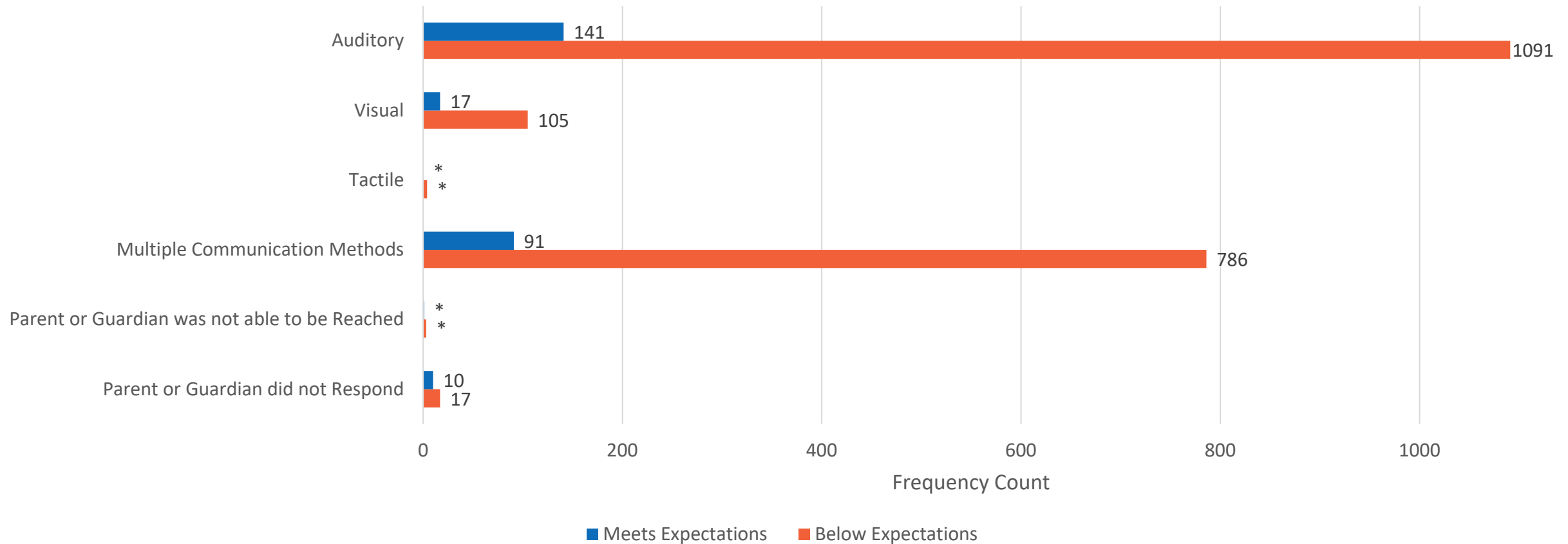


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Statewide Results by Preferred Communication Method

Comparison of Preferred Home Communication Method and Assessment Results Obtained

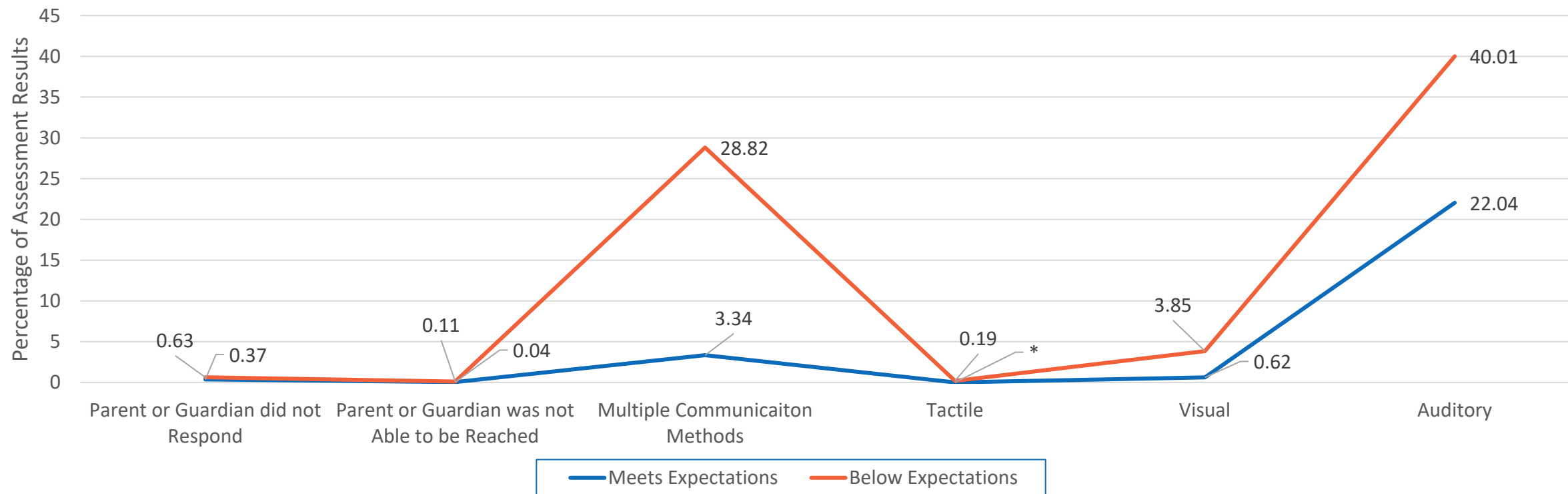


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Statewide Results by Preferred Communication Method

Comparison of Percentage of Assessment Results Obtained and the Preferred Communication Method



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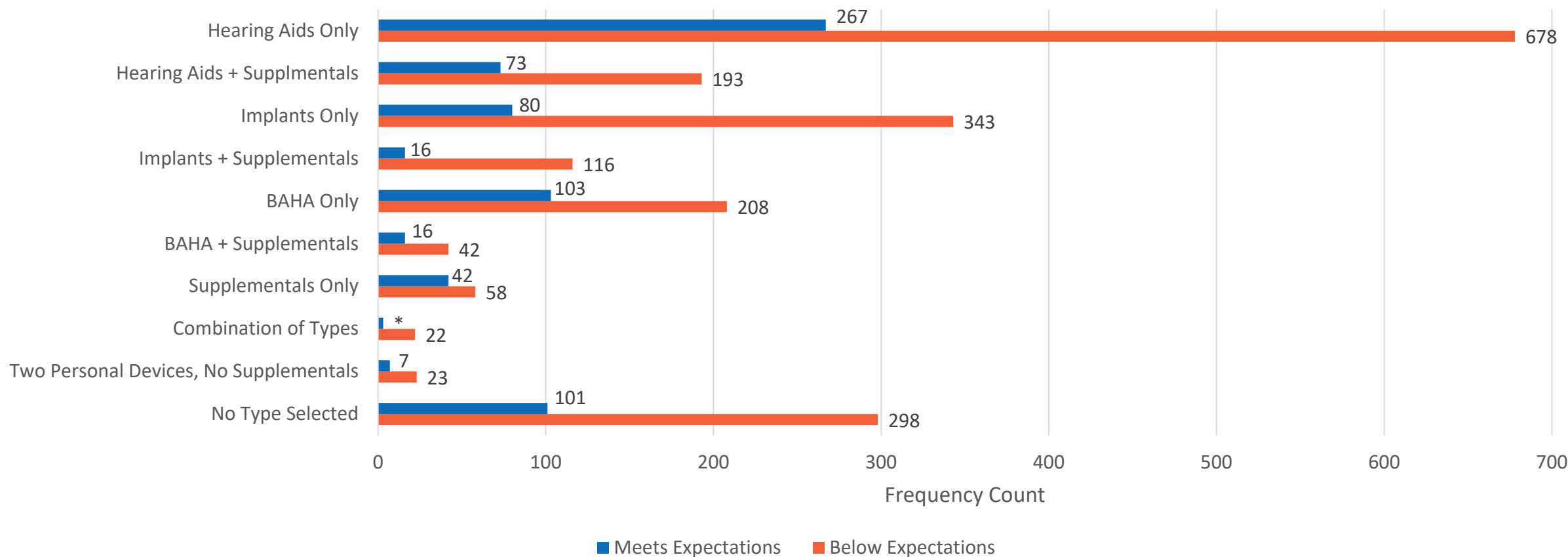
Hearing Amplifications

Though the effectiveness of hearing amplification varies among individuals, it can be a valuable resource for some students as they acquire language. Not all students benefit from traditional aids like hearing aids, bone-anchored hearing aids (BAHAs), or cochlear implants. Supplemental tools such as frequency modulation (FM) systems may also be used to enhance sound delivery. Recent SELA data indicates that many students are employing various combinations of these devices, for example, pairing a cochlear implant with a supplemental device in one ear, while using a hearing aid (with or without additional support) in the other ear.

Research indicates amplification significantly contributes to achieving typical language development as students grow. Early identification, timely assessment, and fitting of amplification devices before the age of one is critical.

Statewide Results by Hearing Amplification Type

Comparison of Hearing Amplification Type and Assessment Results Obtained

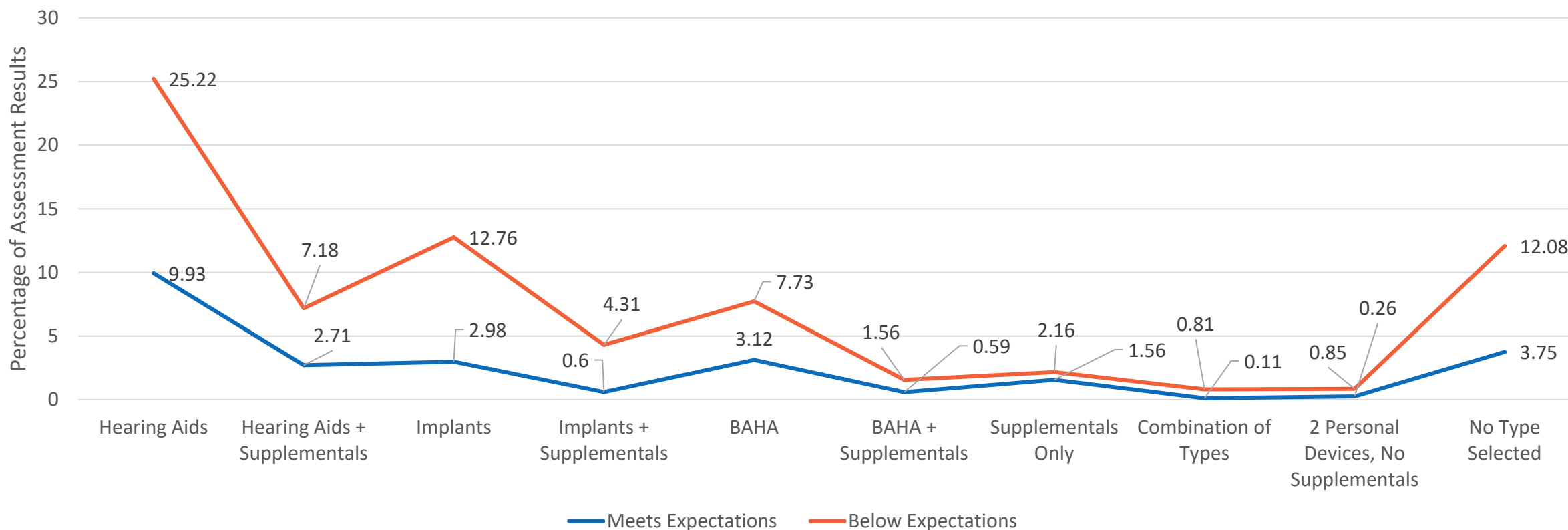


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Statewide Results by Hearing Amplification Type

Comparison of Percentage of Hearing Amplification Type and Assessment Results Obtained

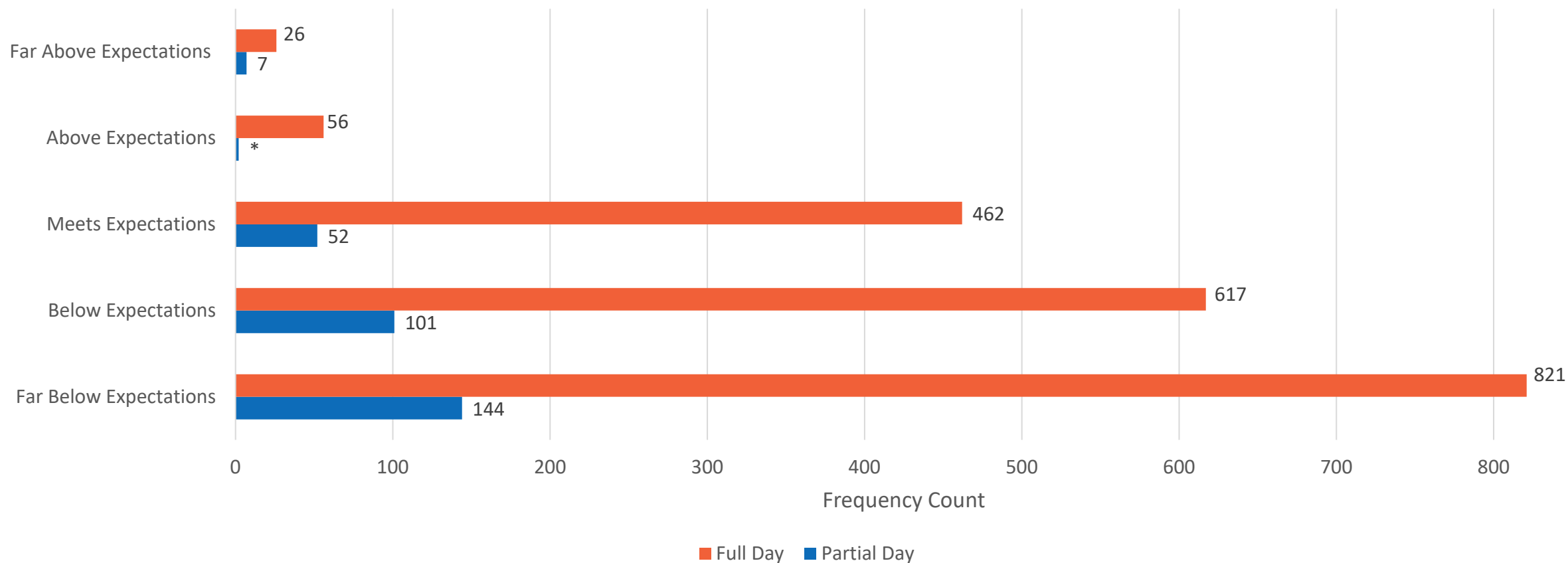


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Statewide Results by Hearing Amplification Access

Comparison of Hearing Amplification Access and Assessment Results Obtained

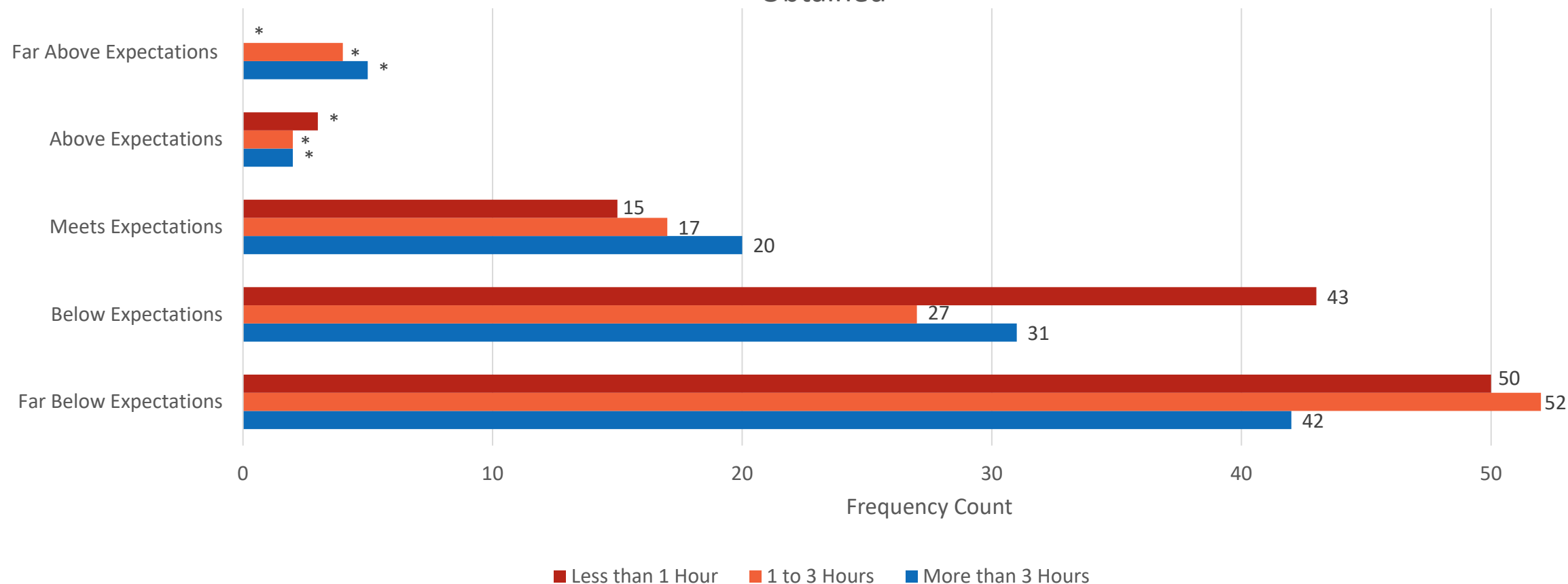


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Statewide Results by Hearing Amplification Access

Comparison of Hearing Amplification Average Partial Daily Use and Assessment Results Obtained



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Next Steps

TEA, in partnership with HHSC and TSD, will continue to assess data from the 2020–2024 school years and compare it with data from future school years. To support more effective data reporting and ensure continuous improvement, the following initiatives will be implemented:

- **Ongoing training for TSDS Public Education Information Management System (PEIMS) champions** to ensure accurate data entry into the TSDS SELA core collection.
- **Establishment of a task force** focused on reviewing literacy data for DHH and DB students, with the goal of expanding opportunities for literacy instruction statewide.
- **Enhanced community engagement**, including the creation of bilingual (English and Spanish) resources to help families understand the impact of language deprivation for DHH or DB students.

Multiple stakeholders will collaborate to review the annual statewide report, aiming to raise awareness of challenges related to language delay and deprivation among DHH or DB children. Over time, the purpose and methods of data collection will evolve, with improvements in how data is collected, stored, analyzed, and applied.

Additionally, new guidance and training opportunities will be developed for local educational agencies (LEAs) to evaluate the effectiveness of services and interventions. This will ensure the ongoing growth of language acquisition for students who are DHH or DB, especially those aged 8 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](#)
- [2022-2023 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 ages 8 years old and younger, or the TSDS SELA core collection, please contact the SELA mailbox at SELA@tea.texas.gov.