

# COMPARISON REPORT ON LANGUAGE AND LITERACY DEVELOPMENT OF CHILDREN WITH DISABILITIES, BIRTH TO AGE FIVE

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Chapters 238 and 240 (2022 Acts of Assembly) *Virginia Code* § 22.1-217.04

Presented to: General Assembly of Virginia Chairmen, Senate Committee on Education and Health and House Committee on Education

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## LEGISLATIVE DIRECTIVE

This report has been prepared and submitted to fulfill the requirements of Chapters 238 and 240 (Senate Bill 265 and House Bill 649) from the 2022 Virginia General Assembly session. This legislation required the Virginia Department of Education (VDOE) in coordination with the Department for the Deaf and Hard of Hearing (VDDHH), and the Department of Behavioral Health and Developmental Services (DBHDS), to produce a report that compares the language and literacy development of children from birth to age five who are deaf or hard of hearing with the language and literacy development of their peers who are not deaf or hard of hearing.

Using existing data reported in compliance with the federally required State Performance Plan for students with disabilities, the VDOE shall, no later than August 1 of each year make this report available to the public on its website.

### **Data Reporting on Child Outcomes for Acquisition and Use of Knowledge and Skills (Early Language, Communication, and Literacy)**

The United States Department of Education requires states to report on the percent of infants and toddlers with Individualized Family Service Plans (IFSPs) or preschool-aged children with Individualized Education Programs (IEPs) who demonstrate improved acquisition and use of knowledge and skills, including early language, communication, and literacy. These child outcomes are documented annually in the federally required plans and reports, Indicator 3/Outcome 2: Breadth of the Three Child Outcomes for Part C Early Intervention Services, and Indicator 7/Outcome 2: Preschool Outcomes for Part B for School Aged Children.

The following outcomes were reported by the DBHDS on the number of eligible children aged birth through three years who received Part C Early Intervention Services between July 1, 2022 - June 30, 2023 (93 who were Deaf or Hard of Hearing (D/HH)):

	<b>Number of Children Deaf or Hard of Hearing</b>	<b>Percentage of Children Deaf or Hard of Hearing</b>
a. Children who did not improve functioning	10 children or less	10 children or less
b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	39	41.94%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	17	18.28%
d. Children who improved functioning to reach a level comparable to same-aged peers	10 children or less	10 children or less
e. Children who maintained functioning at a level comparable to same-aged peers	27	29.03%

<b>Outcome 2 Summary Statement</b>	<b>Percentage of Children Deaf or Hard of Hearing</b>
1. Of those children who entered or exited the program below age expectations in Outcome 2, the percent who substantially increased their rate of growth by the time they exited the program.	40.91%
2. Percent of children who were functioning within age expectations in Outcome 2 by the time they exited the program.	39.78%

The following outcomes were reported by the VDOE on the number of preschool children aged three through five years, inclusive, with IEPs rated between July 1, 2022 - June 30, 2023 (36 students who were D/HH, including children with Deaf-blindness, in comparison to 5,840 who were Hearing):

	<b>Number of Children Deaf/HH and Deaf- blindness</b>	<b>Percentage of Children Deaf/HH and Deaf- blindness</b>	<b>Number of Children Hearing</b>	<b>Percentage of Children Hearing</b>
a. Preschool children who did not improve functioning	10 children or less	10 children or less	33	0.57%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	10 children or less	10 children or less	347	5.94%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	13	36.1%	3,432	58.77%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	16	44.4%	1,872	32.05%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	10 children or less	10 children or less	156	2.67%

Outcome 2 Summary Statement	Percentage of Children Deaf/HH and Deaf- blindness	Percentage of Children Hearing	FFY 2022 Target	Status for Children Deaf/HH and Deaf- blindness	Status for Children Hearing
1.Of those children who entered or exited the program below age expectations in Outcome 2, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	87.88%	93.31%	94.75%	Did Not Meet Target	Did Not Meet Target
2.The percent of preschool children who were functioning within age expectations in Outcome 2 by the time they turned 6 years of age or exited the program.	52.78%	34.73%	38.50%	Met Target	Did Not Meet Target

## CONCLUSION

State-level planning and collaboration between multiple agencies will ensure support for improving outcomes for early learners with sensory disabilities. The VDOE in collaboration with DBHDS and VDDHH will continue to promote quality teaching to advance student learning to improve the language acquisition and literacy development of children aged birth through five. The VDOE and VDDHH partner directly to support and administer the educational interpreter program to provide quality services and support to young children, students, and their families. The Advisory Committee that both the VDOE and DBHDS staff and support for the Virginia Early Hearing Detection and Intervention Program, screens infants, identifies congenital hearing loss, and assures enrollment in intervention services. This work will be informed by the Office of the Superintendent of Public Instruction’s Divisions of Early Childhood Care and Education and Teaching and Learning. Additionally, resources for parents and service providers focusing on developmental milestones will be developed to support monitoring young children’s language acquisition. Access [Breadth of the Three Child Outcomes](#); [Virginia’s Child Outcomes Booklet-Team Engagement in the Child Outcomes Summary Process](#); [Age Anchoring Guidance for Determining Child Outcomes Summary \(COS\) Ratings](#); and [Indicator 7 Child Outcomes Summary Process and Technical Assistance](#) for more information about early learners and functional outcomes.