

Wānangatia te Putanga Taurira
National Monitoring Study
of Student Achievement

**Achievement of Students with
Special Education Needs
in Social Studies**

Key findings 2014



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of Student Achievement

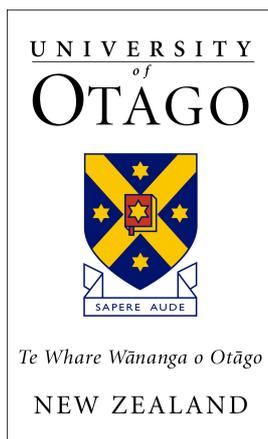
Achievement of Students with
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Educational Assessment Research Unit
and
New Zealand Council for Educational Research



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**National Monitoring Project of Student Achievement Report 6.4:
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- members of the reference groups: Technical, Māori, Pasifika and Special Education
- members of the curriculum advisory panels in social studies and English: reading
- principals and students of the schools where the tasks were piloted and trials were conducted
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- the students who participated in the assessments and their parents, whānau and caregivers
- the teachers who administered the assessments to the students
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- the Ministry of Education Research Team and Steering Committee.

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Executive Summary

In 2014, the National Monitoring Study of Student Achievement (NMSSA) assessed student achievement at Year 4 and Year 8 in two areas of the *New Zealand Curriculum* (NZC) – English: reading and social studies. This brief report presents the results for students with special education needs in social studies.

Students with special education needs made up 10 percent of the Year 4 NMSSA sample and 7 percent of the Year 8 sample. Findings are reported for the combined group of students with special education needs at Year 4 and Year 8. This group included students with ‘high’ and ‘moderate’ special education needs as well as students who were ‘on referral’. More boys than girls in the study were identified as having special education needs at both year levels.

At Year 4, 50 percent of students with special education needs achieved above the minimum score on the Nature of Social Studies (NSS) assessment associated with achieving curriculum level 2 objectives and 7 percent at Year 8 achieved above the minimum score associated with achieving curriculum level 4 objectives. These percentages were lower than the corresponding percentages for all students in the respective national samples (63 percent and 38 percent).

The difference in average scale scores between students with special education needs in Year 4 and Year 8 was 28 scale score units. This was lower than the corresponding difference for all students in the national sample.

Overall, Year 4 students with special education needs had more positive attitudes to social studies than Year 8 students with special education needs. This pattern was similar to that for all students in the national samples. There was no relationship between Attitude to Social Studies scale scores and achievement on the NSS assessment for students with special education needs at Year 4 or Year 8.

Students reported how often they experienced a range of activities that related to learning social studies at school. As for the national samples, the majority of students with special education needs at both year levels reported experiencing each of the activities at least ‘sometimes’. There was a statistically significant but modest correlation between achievement and students’ responses at Year 4 to the statement ‘My teacher tells me how well I am doing in social studies’ and at Year 8 to the statement ‘In social studies I learn things that connect with my own life’.

Forty-two percent of Year 4 students with special education needs scored above the national average for all students in the Year 4 sample and 22 percent of Year 8 students with special education needs scored above the national average for all students in the Year 8 sample.

1. Introduction

This report provides an overview of findings for students with special education needs who were involved in the 2014 social studies assessment programme carried out as part of NMSSA. The report begins with an introduction to NMSSA and the 2014 programme. It then describes how students with special education needs performed on the assessment of social studies used in the study and how they responded to questions in the student questionnaire related to social studies. The final section looks at the characteristics of students with special education needs who performed above the national average for their year level.

This report is part of a series of NMSSA reports about social studies. A parallel series of reports present the findings from the NMSSA English: reading assessment programme¹.

2. The 2014 social studies study

The 2014 National Monitoring Study of Student Achievement

NMSSA is a sample-based monitoring project designed to assess and understand student achievement at Year 4 and Year 8 in New Zealand English-medium state schools. NMSSA aims to cover all learning areas of the NZC during a 5-year cycle. In 2014, the study assessed English: reading and social studies. The study was carried out during Term 3 and involved a nationally representative sample of students in 100 schools at each year level.

How social studies was assessed

A programme of individual performance tasks and one-to-one interviews administered by specially trained teachers was used to assess the NSS.

The NSS focused on three aspects of social studies:

- conceptual understanding
- active participation in society
- values and perspectives.

The NSS covered the four strands of the social sciences learning area in the NZC (i.e., identity, culture and organisation; place and environment; continuity and change; and economic world) and covered a wide range of contexts using New Zealand and global settings.

Reporting achievement

An Item Response Theory (IRT) approach (specifically the Rasch model) was used to construct a reporting scale for the NSS assessment. The scale allows scores for Year 4 and Year 8 students to be reported on the same metric. The scale was constructed so that 100 scale score units represents the combined average score for Year 4 and Year 8, and 20 scale score units is equal to the average standard deviation for a year level. Refer to Chapter 2 of the *Social Studies 2014 – Overview* for more information.

A curriculum alignment exercise was undertaken to link achievement ranges on the NSS scale to the levels of the curriculum. Creating this link allowed scale scores to be reported in terms of curriculum levels.

In the NZC, each of the first four curriculum levels was designed to represent about 2 years of learning at school. In general, the expectations are that students in Year 4 will, on balance, achieve level 2 objectives by the end of the year, and that students in Year 8 will, on balance, achieve level 4 objectives by the end of the year.

Contextual data

A range of contextual data were collected through questionnaires for students, teachers and principals. This report draws on sections of the student questionnaire related to attitudes to social studies and opportunities and experiences to learn in social studies. Additional reporting on contextual data can be found in *Social Studies 2014 – Contextual Report*.

¹ Six reports have been written to present the findings for social studies, and a parallel set of six reports have been written to present the findings for English: reading. A list of the reports for each learning area is provided in Appendix 1.

Students with special education needs participating in the study

Participating schools identified students' special education needs² using the following categories:

- High special education needs: for example, Ongoing Resourcing Scheme (ORS) funded, severe behaviour or communication assistance from Special Education.
- Moderate special education needs: for example, provided with a teacher aide from school funds, on the caseload for Resource Teachers: Learning and Behaviour (RTL) or Child, Youth and Family Services (CYFS).
- On referral: for example, referred to Special Education or CYFS with action pending.

Students who were not identified as having special education needs using the criteria above were assigned to the 'no special education needs' group.

Schools and parents were able to withdraw any students for whom they believed participating in NMSSA would be inappropriate. Table 1 indicates the number of students with special education needs by category withdrawn from the study by principals and parents prior to the assessment programme.

Table 1 Number of Year 4 and Year 8 students with special education needs withdrawn by principals or parents

| Special education needs category | Year 4 | Year 8 |
|----------------------------------|---------------|---------------|
| | N = 45 | N = 55 |
| High special education needs | 10 | 14 |
| Moderate special education needs | 26 | 25 |
| On referral | 5 | 6 |
| Parents (category not specified) | 4 | 10 |

Table 2 shows the number of students with special education needs who participated in the social studies programme, broken down according to special education needs category. Students with special education needs represented about 10 percent of the national sample at Year 4 and 7 percent of the national sample at Year 8.

The 'on referral' and 'high special education needs' groups were very small at each year level and cannot be considered nationally representative. For the purposes of the rest of this report, the three categories of special education needs have been combined.

Table 2 Number of students with special education needs in the national samples for the 2014 NMSSA Social Studies study

| Special education needs category | Nature of Social Studies | | Student questionnaire | |
|----------------------------------|--------------------------|-----------|-----------------------|------------|
| | Year 4 | Year 8 | Year 4 | Year 8 |
| High special education needs | 4 | 3 | 7 | 7 |
| Moderate special education needs | 76 | 49 | 167 | 135 |
| On referral | 4 | 3 | 18 | 7 |
| Combined (total) | 84 | 55 | 192 | 149 |

Students with special education needs were encouraged to participate in the study using the level of assistance normally provided to them in school. The NMSSA project team also prepared accommodations, such as larger print booklets, when these were requested. Students could choose whether or not to read the larger print booklets. None of the three students identified as having visual impairment chose to use the larger print booklets.

² The categories of special education needs were those common in schools and therefore easy for schools to respond to. Schools were asked to describe the funding supports in place for students with special education needs to access the curriculum, through ORS, RTL, Ministry of Education specialist staff and school funds. To capture any unmet needs they were also asked to note students who were on referral to Ministry of Education specialist staff, RTL, etc. These categories were discussed and endorsed by the NMSSA special education needs reference group.

Table 3 shows the number of students with special education needs who participated in the NSS assessment, by gender. Only comparisons by gender are presented because the numbers of students with special education needs at each year level were too small for meaningful comparisons to be made by ethnicity, school decile or school type.

More boys than girls in the study were identified as having special education needs at both year levels.

Table 3 Number of students with special education needs in the national samples for the 2014 NMSSA Social Studies study, by gender

| Gender | Nature of Social Studies | | Student questionnaire | |
|--------|--------------------------|--------|-----------------------|--------|
| | Year 4 | Year 8 | Year 4 | Year 8 |
| Girls | 33 | 17 | 68 | 41 |
| Boys | 51 | 38 | 124 | 108 |

How the findings are presented

Box plots, line graphs and tables of summary statistics have been used throughout the report to present findings from the study. In tables and in the text, average scores (e.g., on the NSS assessment) have been rounded to whole numbers. Any differences between average scores that are reported have been calculated using the non-rounded averages.

Full tables of the results presented in this report can be found in Appendix 2. Refer to Chapter 2 of *English: Reading 2014 – Overview* for more details about the use of graphs and statistical information.

3. Achievement of students with special education needs in social studies

Achievement against the curriculum

Table 4 shows how Year 4 and Year 8 students with special education needs achieved against the agreed alignment of curriculum levels with the NSS assessment.

Fifty percent of Year 4 students with special education needs scored above the minimum score (on the NSS scale) associated with achieving curriculum level 2 objectives and 7 percent of Year 8 students with special education needs scored above the minimum score associated with achieving curriculum level 4 objectives. The corresponding percentages for all students in the national samples were 63 percent at Year 4 and 38 percent at Year 8. In the NZC, the expectations are that students in Year 4 will, on balance, achieve level 2 objectives by the end of the year, and that students in Year 8 will, on balance, achieve level 4 objectives by the end of the year.

Table 4 Percentage of Year 4 and Year 8 students with special education needs achieving across curriculum levels on the Nature of Social Studies assessment

| Curriculum level | Year 4 | | Year 8 | |
|-------------------|----------------|------------------------------------|----------------|-----------------------|
| | SEN combined % | Confidence interval % ³ | SEN combined % | Confidence interval % |
| Level 4 and above | - | - | 7 | (0.0, 15.5) |
| Level 3 | 4 | (0.0, 8.5) | 45 | (29.5, 61.5) |
| Level 2 | 46 | (33.5, 59.5) | 27 | (13.0, 41.5) |
| Below Level 2 | 50 | (37.0, 63.0) | 20 | (7.0, 33.0) |

³ The confidence interval provides a range within which we can be fairly sure that the population value for the percentage statistic lies.

Achievement by gender

Figures 1 and 2 display the distributions of scores for students with special education needs, by gender, on the NSS measure in Year 4 and Year 8, respectively. The horizontal lines represent the cut-scores (minimum achievement scores) associated with the curriculum levels.

At Year 4, scores for students with special education needs were more variable for girls than boys. At Year 4, boys scored, on average, 11 scale score units higher than girls and this difference was statistically significant. At Year 8, scores for students with special education needs were more variable for boys than girls. However, there was no statistically significant difference between the achievement of boys and girls at Year 8.

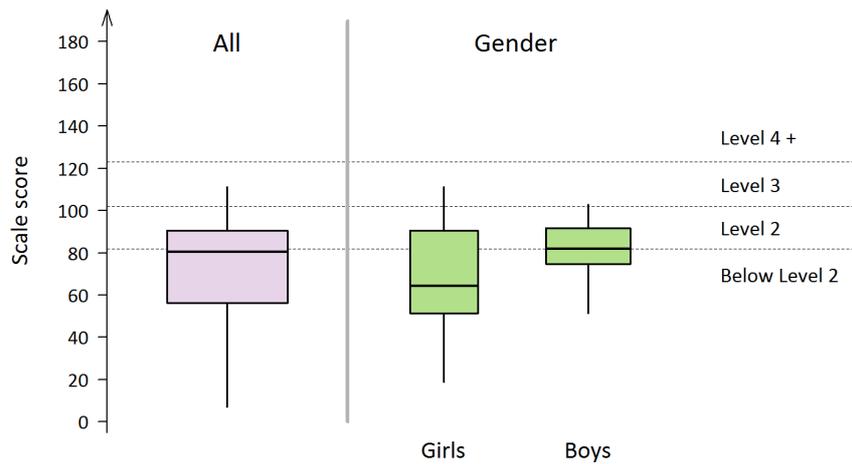


Figure 1 Distribution of scores on the Nature of Social Studies scale for Year 4 students with special education needs, by gender

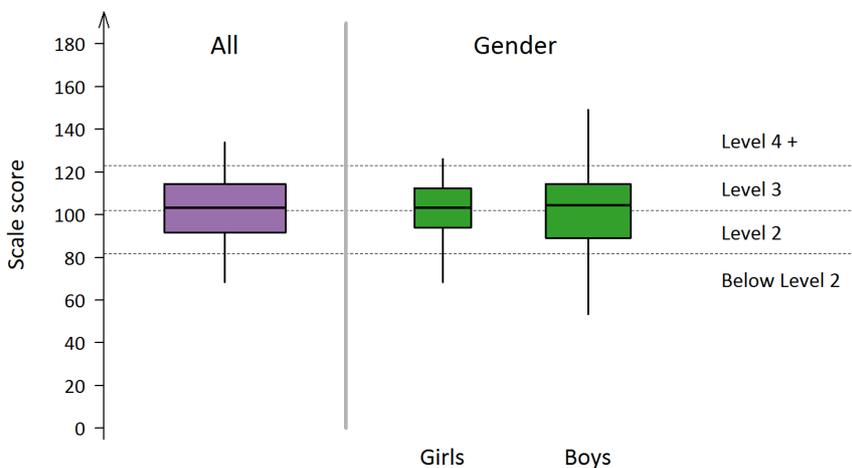


Figure 2 Distribution of scores on the Nature of Social Studies scale for Year 8 students with special education needs, by gender

Difference in achievement between Year 4 and Year 8

Figure 3 shows the distribution of scores on the NSS assessment for Year 4 and Year 8 students with special education needs. The distribution of scores at Year 4 is larger than at Year 8 with some Year 4 students achieving at a similar level as some Year 8 students with special education needs and vice versa.

On average, students with special education needs in Year 8 scored higher on the NSS scale than Year 4 students with special education needs by 28 scale score units. This can be interpreted as an annualised difference of 7 scale score units. This was lower than the average score difference between Year 4 and Year 8 for all students in the national samples.

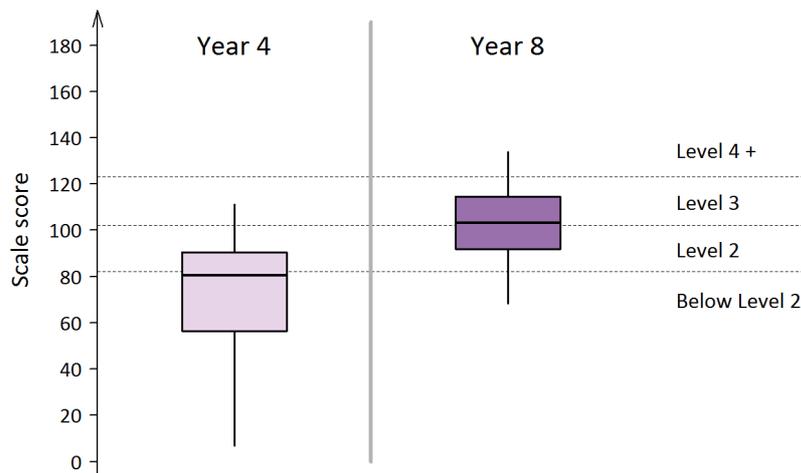


Figure 3 Distribution of achievement on the Nature of Social Studies assessment for Year 4 and Year 8 students with special education needs

4. Attitudes to social studies and opportunities to learn for students with special education needs

The student questionnaire, which was administered to all students in the study, included sections related to attitudes to social studies and students' experiences and opportunities to learn in social studies. This part of the report describes how the combined group of students with special education needs responded to these sections and compares the responses to patterns in achievement.

Attitudes to social studies

Figure 4 shows how students with special education needs responded to a series of statements about their attitudes to social studies. Overall, students were positive in their attitudes to social studies, although Year 4 students tended to use stronger agreement categories than Year 8 students. This pattern of response was similar to all students in the national samples.

As with all students in the national sample, sizeable proportions of Year 4 and Year 8 students with special education needs did not agree at all with two statements: just under 20 percent of students with special education needs at each year level disagreed with 'I would like to do more social studies at school' and 21 percent at Year 4 and 44 percent at Year 8 disagreed with 'Social studies is my favourite subject at school'.

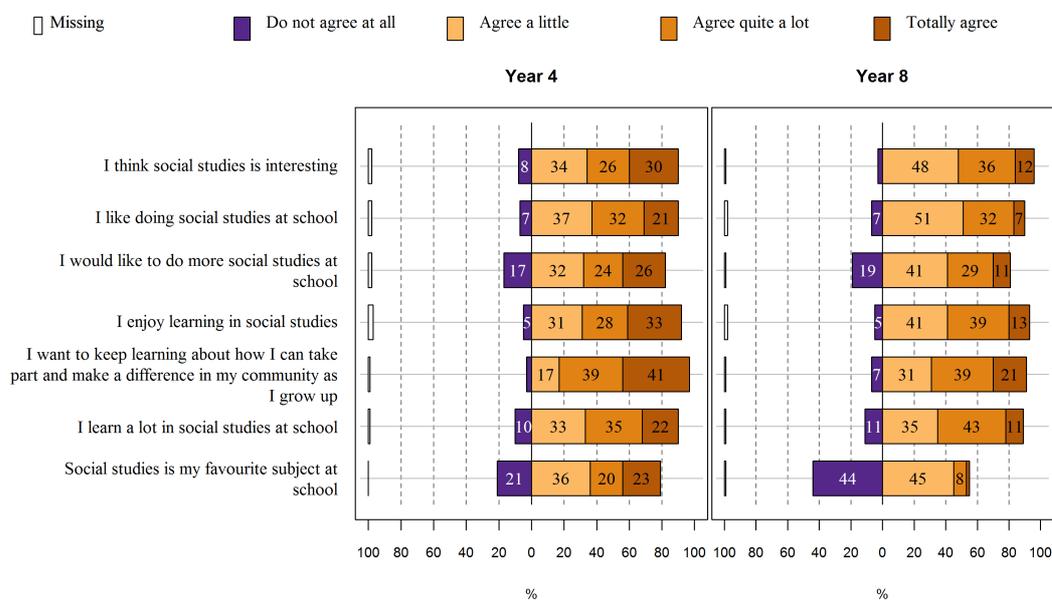


Figure 4 Percentage frequency of responses by Year 4 and Year 8 students with special education needs to individual attitude statements about social studies

Attitude to Social Studies scale

To provide an overall ‘attitude to social studies’ measure, each of the responses to the attitude statements was scored from 1 to 4, where a ‘1’ represented ‘do not agree at all’ and a ‘4’ represented a ‘totally agree’ response. IRT⁴ was then used to convert each student’s total score to an overall Attitude to Social Studies scale score. High scores on the scale indicate a very positive response overall to the attitude statements and low scores indicate a generally negative response to the statements.

Figure 5 shows the distribution of Attitude to Social Studies scale scores for students with special education needs in Year 4 and Year 8. The scale has been divided into regions associated with the likelihood of different response levels to the attitude statements in the questionnaire. Students with attitude scores in the ‘very positive’ region, for example, typically used the category ‘totally agree’ to respond to the individual statements about attitude.

Scores on the Attitude to Social Studies scale for students with special education needs were more variable at Year 4 than at Year 8. On average, Year 4 students with special education needs were located higher on the Attitude to Social Studies scale than Year 8 students. Most Year 8 students, however, were still categorised as ‘positive’ or ‘very positive’. The responses for students with special education needs reflected the pattern for all students in the national samples.

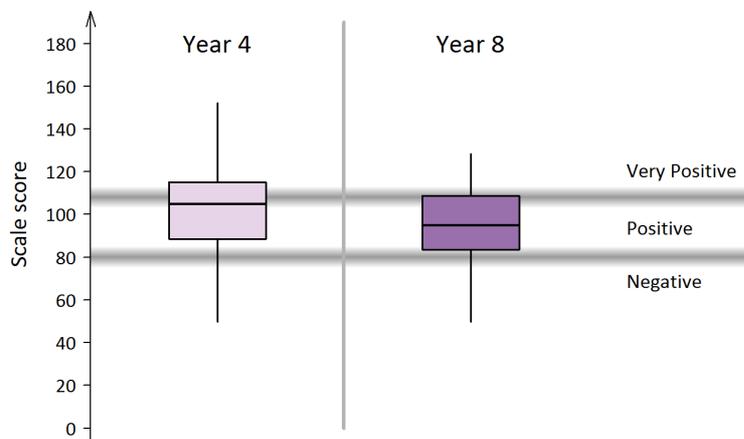


Figure 5 Distribution of scores on the Attitude to Social Studies scale for Year 4 and Year 8 students with special education needs

⁴ See Chapter 2 of the *Social Studies 2014 – Overview* for more information about the Attitude to Social Studies scale.

Relationship between achievement and attitudes to social studies

Figures 6 and 7 show the relationship between achievement on the NSS assessment and attitudes to social studies for students with special education needs by using the ‘very positive’, ‘positive’ and ‘negative’ regions of the Attitude to Social Studies scale to form three groups based on attitudes. In the figures, the distribution of NSS scale scores has been plotted for each attitude grouping for Year 4 and Year 8, respectively. However, the numbers of students with special education needs within these groups were small and the findings should be treated with caution. In general, students with special education needs achieved at reasonably similar levels on the NSS scale irrespective of their attitudes to social studies. There was no statistically significant correlation between achievement and attitude scores for these students at Year 4 or Year 8. This was very similar to the findings for the national samples.

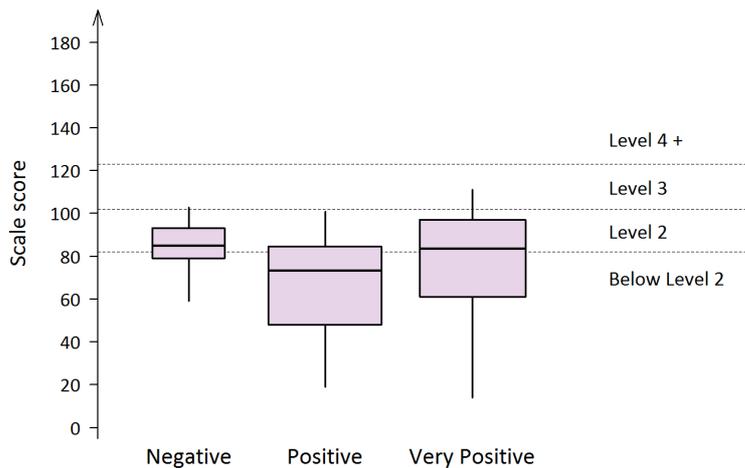


Figure 6 Distribution of scores on the Nature of Social Studies scale, for Year 4 students with special education needs, by category of Attitude to Social Studies

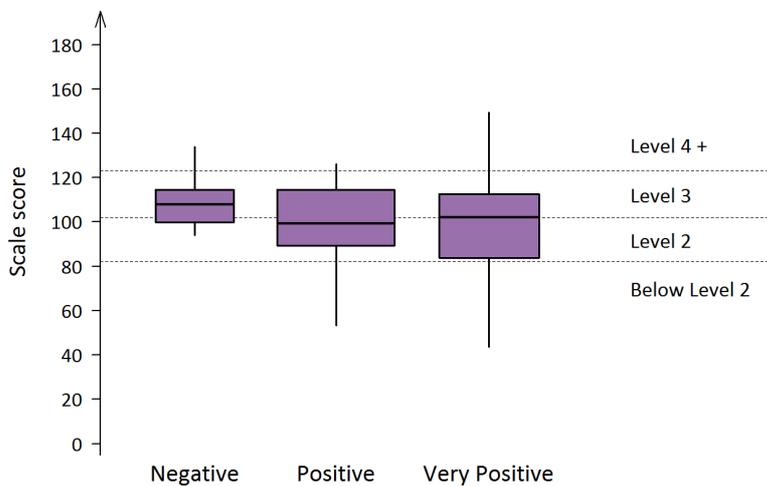


Figure 7 Distribution of scores on the Nature of Social Studies scale, for Year 8 students with special education needs, by category of Attitude to Social Studies scale

Learning opportunities and experiences in social studies at school

Figure 8 shows how Year 4 and Year 8 students with special education needs responded to a series of statements about their learning experiences and opportunities at school. Overall, students' responses were very similar at both year levels with at least 83 percent of students reporting that the opportunities and experiences happened 'sometimes', 'often' and 'very often'. This finding was slightly lower than the national samples of Year 4 and Year 8 students where at least 85 percent of students reported that the opportunities and experiences happened 'sometimes', 'often' and 'very often'.

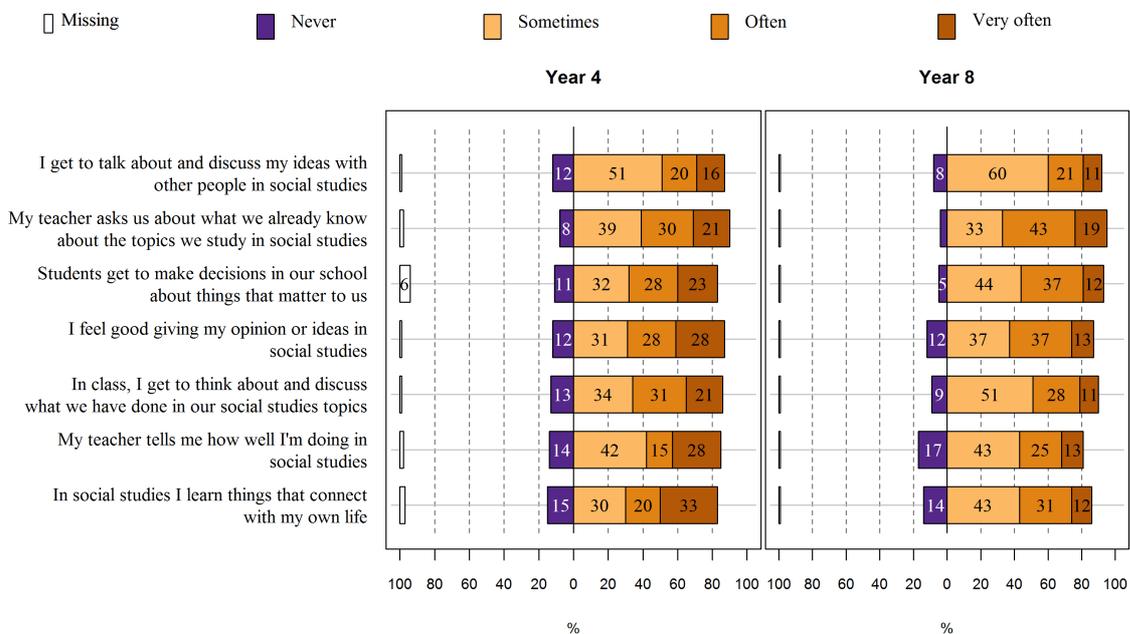


Figure 8 Percentage frequency of responses by Year 4 and Year 8 students with special education needs to the learning opportunities and experiences statements

Relationship between achievement and opportunities to learn

The relationship between students' responses to the learning opportunities and experiences statements and their achievement in social studies was examined by correlating the level of response to the statements with achievement on the NSS measure. The statistically significant correlations⁵ are presented in Table 5.

There was a statistically significant but relatively weak correlation between achievement and one statement at each year level. At Year 4, the statement was 'My teacher tells me how well I am doing in social studies' ($r = 0.28$) and at Year 8 the statement was 'In social studies I learn things that connect with my own life' ($r = 0.27$). This pattern differed a little from the findings of the national samples where a detectable relationship was found between achievement on the NSS assessment and the statements 'I get to talk about and discuss my ideas with other people in social studies' and 'I feel good giving my opinion and ideas in social studies' at both year levels. And in the national samples at Year 8, a detectable relationship was also found for the statements 'My teacher asks us what we already know about the topic we study in social studies' and 'In class I get to think about and discuss what we have done in our social studies topics'.

Table 5 Statistically significant correlations between scores on the Nature of Social Studies scale and learning opportunities and experiences statements at Year 4 and Year 8

| Statement | Year 4 | Year 8 |
|--|-----------|-----------|
| My teacher tells me how well I am doing in social studies | 0.28 | <i>ns</i> |
| In social studies I learn things that connect with my own life | <i>ns</i> | 0.27 |

Note: *ns* = not statistically significant

⁵ Pearson Product Moment Correlation Coefficient ($p < 0.05$).

5. Benchmarking success for students with special education needs

This section examines the profile of Year 4 and Year 8 students with special education needs who scored above the national average for all students in their respective year level (the benchmark) on the NSS assessment. These groups are defined as the ‘highest achieving’⁶. For comparison purposes, a ‘lowest achieving’ group has also been defined at each year level. This group is equal in size to the ‘highest achieving’ group and is made up of students with the lowest scores.

The numbers of students with special education needs in the highest and lowest achieving groups were very small. Results should be interpreted with caution and, unless an indication of statistical significance is given, results should not be considered necessarily generalisable to the wider population.

Forty-two percent of Year 4 students with special education needs scored and 54 percent at Year 8 scored above their respective benchmarks. This compared with 58 percent of all students in the Year 4 national sample and 54 percent of all students in the Year 8 national sample. Table 6 shows that the average scale scores on the NSS assessment for students with special education needs in the highest achieving groups were slightly lower than the averages of students in the national samples achieving above the respective benchmarks.

Table 6 shows that the average scores for students with special education needs in the highest achieving groups at both year levels were lower than the averages of the corresponding highest achieving groups in the national samples. The average NSS scale score was lower by 4 scale score units at Year 4 and by 7 scale score units at Year 8.

Table 6 Average and spread of scores on the Nature of Social Studies assessment at Year 4 and Year 8 for students with special education needs and for all students in the national sample scoring above the benchmarks

| | Nature of Social Studies | | | |
|---------------------|--|--------------|--|--------------|
| | Year 4 students scoring above the Year 4 benchmark | | Year 8 students scoring above the Year 8 benchmark | |
| | SEN students | All students | SEN students | All students |
| Average scale score | 94 | 98 | 124 | 131 |
| Standard deviation | 7 | 10 | 9 | 12 |

⁶ In this first cycle of NMSSA we have used the national average score at Year 4 and Year 8 as benchmark scores for each learning area. The benchmarks established in this cycle, including those for social studies, may be used to compare results across future cycles of NMSSA.

Characteristics of highest and lowest achieving students with special education needs at Year 4⁷

Achievement

Figure 9 shows the percentage of Year 4 students with special education needs, by gender, in the highest and lowest achieving groups. The percentage of all students with special education needs in the national sample is given for reference.

The highest achieving group of students with special education needs included over twice as many boys as girls. This difference was slightly greater than the difference in the proportion of boys compared with girls for all students with special education needs. The lowest achieving group of students with special education needs included a greater proportion of girls than boys.

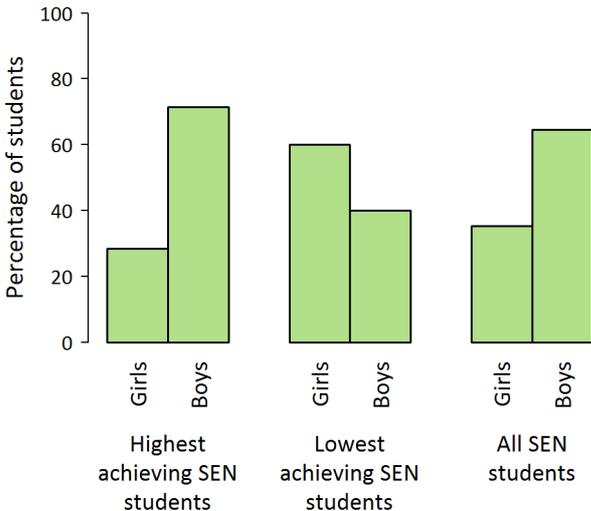


Figure 9 Percentage of Year 4 students with special education needs in the highest achieving, lowest achieving and all students groups, by gender

Attitudes to Social Studies

There was no difference between the average score on the Attitude to Social Studies scale for the highest and lowest achieving groups of students with special education needs at Year 4.

Learning opportunities and experiences in social studies at school

Table 7 shows the percentage of highest and lowest achieving Year 4 students with special education needs who responded ‘often’ or ‘very often’ to the learning opportunities and experiences in social studies statements. Only one statement had a difference of 20 percent or more.

Table 8 Percentage of Year 4 highest and lowest achieving students with special education needs responding ‘often’ or ‘very often’ to the learning opportunities and experiences statements

| Statement | Year 4 | |
|--|---------------------|--------------------|
| | Highest achieving % | Lowest achieving % |
| My teacher tells me how well I’m doing in social studies | 43 | 65 |

⁷ The number of Year 8 students in the highest and lowest achieving groups was too small to allow adequate comparisons.

Appendix 1

Reports of findings for English: reading

- 5.1 NMSSA English: Reading 2014 – Overview
- 5.2 NMSSA Māori Student Achievement in English: Reading – Key findings 2014
- 5.3 NMSSA Pasifika Student Achievement in English: Reading – Key findings 2014
- 5.4 NMSSA Achievement of Students with Special Education Needs in English: Reading – Key findings 2014
- 5.5 NMSSA English: Reading 2014 – Contextual Report
- 7 NMSSA Technical Information 2014 – Social Studies, English: Reading

Reports of findings for social studies

- 6.1 NMSSA Social Studies 2014 – Overview
- 6.2 NMSSA Māori Student Achievement in Social Studies – Key findings 2014
- 6.3 NMSSA Pasifika Student Achievement in Social Studies – Key findings 2014
- 6.4 NMSSA Achievement of Students with Special Education Needs in Social Studies – Key findings 2014
- 6.5 NMSSA Social Studies 2014 – Contextual Report
- 7 NMSSA Technical Information 2014 – Social Studies, English: Reading

All reports are available on line at <http://nmssa.otago.ac.nz/reports/index.htm>.

Appendix 2

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Table A2.1 Achievement on the NSS: Summary statistics for Year 4 students with special education needs

| Group | Actual sample size | Effective sample size | Mean | Confidence interval for the mean | Standard deviation |
|-------------------------------|--------------------|-----------------------|------|----------------------------------|--------------------|
| All (combined) | 84 | 56 | 72 | (65.0, 78.5) | 26 |
| Gender | | | | | |
| Girls | 33 | 22 | 65 | (53.0, 76.5) | 29 |
| Boys | 51 | 34 | 76 | (68.5, 84.5) | 23 |
| Decile band | | | | | |
| Low decile | 24 | 16 | 49 | (35.0, 64.0) | 30 |
| Mid decile | 30 | 20 | 76 | (67.0, 85.0) | 20 |
| High decile | 30 | 20 | 86 | (80.0, 91.5) | 14 |
| School type | | | | | |
| Composite school (Years 1–15) | 2 | 1 | * | * | * |
| Contributing school | 53 | 36 | 69 | (59.5, 79.0) | 29 |
| Full primary school | 29 | 19 | 78 | (70.0, 86.0) | 18 |
| SEN category | | | | | |
| On referral for SEN | 4 | 3 | 74 | (31.5, 117.0) | 36 |
| Moderate SEN | 76 | 51 | 72 | (65.0, 79.5) | 26 |
| High SEN | 4 | 3 | 66 | (52.0, 79.0) | 11 |

* In order to maintain the confidential nature of individual students' results, composite school statistics are not reported.

Table A2.2 Achievement on the NSS: Summary statistics for Year 8 students with special education needs

| Group | Actual sample size | Effective sample size | Mean | Confidence interval for the mean | Standard deviation |
|--------------------------------------|--------------------|-----------------------|------|----------------------------------|--------------------|
| All (combined) | 55 | 37 | 100 | (93.0, 107.0) | 22 |
| Gender | | | | | |
| Girls | 17 | 11 | 101 | (91.5, 111.0) | 16 |
| Boys | 38 | 25 | 100 | (90.5, 108.5) | 24 |
| Decile band | | | | | |
| Low decile | 12 | 8 | 91 | (74.0, 107.5) | 24 |
| Mid decile | 24 | 16 | 97 | (86.0, 108.5) | 23 |
| High decile | 19 | 13 | 109 | (102.0, 117.0) | 14 |
| School type | | | | | |
| Composite school (Years 1–15 & 7–10) | 1 | 1 | * | * | * |
| Full primary school | 27 | 18 | 99 | (88.0, 110.5) | 24 |
| Intermediate school | 19 | 13 | 98 | (86.5, 110.0) | 21 |
| Secondary school (Years 7–15) | 8 | 5 | 108 | (98.0, 117.5) | 11 |
| SEN category | | | | | |
| On referral for SEN | 3 | 2 | 103 | (82.0, 123.5) | 15 |
| Moderate SEN | 49 | 33 | 98 | (91.0, 105.5) | 21 |
| High SEN | 3 | 2 | 123 | (88.0, 158.0) | 25 |

* In order to maintain the confidential nature of individual students' results, composite school statistics are not reported.

Table A2.3 Achievement on the NSS: Differences between subgroup means for Year 4 students with special education needs

| Subgroup 1 | Subgroup 1 effective sample size | Subgroup 2 | Subgroup 2 effective sample size | Difference in means* | Confidence interval for difference in means | Effect size |
|---------------------|----------------------------------|---------------------|----------------------------------|----------------------|---|-------------|
| Gender | | | | | | |
| Girls | 22 | Boys | 34 | -12 | (-26.0, 2.5) | 0.46 |
| Decile band | | | | | | |
| High decile | 20 | Mid decile | 20 | 10 | (-1.0, 20.5) | 0.57 |
| High decile | 20 | Low decile | 16 | 36 | (20.5, 52.0) | 1.62 |
| Mid decile | 20 | Low decile | 16 | 26 | (9.5, 43.5) | 1.06 |
| School type | | | | | | |
| Contributing school | 36 | Full primary school | 19 | -9 | (-21.5, 4.0) | -0.34 |
| SEN category | | | | | | |
| On referral for SEN | 3 | Moderate SEN | 51 | 2 | (-41.0, 45.5) | 0.08 |
| On referral for SEN | 3 | High SEN | 3 | 9 | (-36.0, 53.5) | 0.33 |
| Moderate SEN | 51 | High SEN | 3 | 6 | (-9.0, 22.0) | 0.25 |

* The differences between means in bold are statistically significant ($p < 0.05$)

Table A2.4 Achievement on the NSS: Differences between subgroup means for Year 8 students with special education needs

| Subgroup 1 | Subgroup 1 effective sample size | Subgroup 2 | Subgroup 2 effective sample size | Difference in means* | Confidence interval for difference in means | Effect size |
|---------------------|----------------------------------|-------------------------------|----------------------------------|----------------------|---|-------------|
| Gender | | | | | | |
| Girls | 11 | Boys | 25 | 2 | (-11.5, 15.0) | 0.08 |
| Decile band | | | | | | |
| High decile | 13 | Mid decile | 16 | 12 | (-1.5, 25.5) | 0.61 |
| High decile | 13 | Low decile | 8 | 19 | (0.5, 37.0) | 1.02 |
| Mid decile | 16 | Low decile | 8 | 7 | (-13.5, 27.0) | 0.29 |
| School type | | | | | | |
| Full primary school | 18 | Intermediate school | 13 | 1 | (-15.0, 17.0) | 0.04 |
| Full primary school | 18 | Secondary school (Years 7–15) | 5 | -8 | (-23.0, 6.5) | -0.38 |
| Intermediate school | 13 | Secondary school (Years 7–15) | 5 | -9 | (-24.5, 6.0) | -0.49 |
| SEN category | | | | | | |
| On referral for SEN | 2 | Moderate SEN | 33 | 4 | (-18.0, 26.0) | 0.20 |
| On referral for SEN | 2 | High SEN | 2 | -21 | (-61.0, 20.0) | -0.99 |
| Moderate SEN | 33 | High SEN | 2 | -25 | (-60.5, 11.0) | -1.16 |

* The differences between means in bold are statistically significant ($p < 0.05$)

Table A2.5 Achievement on the NSS: Differences between means for Year 4 and Year 8 students with special education needs, by subgroup

| Group | Year 8 effective sample size | Year 4 effective sample size | Difference in means* | Confidence interval for difference in means | Effect size |
|---------------------|------------------------------|------------------------------|----------------------|---|-------------|
| All (combined) | 37 | 56 | 28 | (18.5, 38.0) | 1.16 |
| Gender | | | | | |
| Girls | 11 | 22 | 36 | (21.0, 51.5) | 1.45 |
| Boys | 25 | 34 | 23 | (11.0, 35.0) | 0.98 |
| Decile band | | | | | |
| Low decile | 8 | 16 | 41 | (19.0, 63.5) | 1.46 |
| Mid decile | 16 | 20 | 21 | (7.0, 35.5) | 1 |
| High decile | 13 | 20 | 24 | (14.0, 33.5) | 1.73 |
| SEN category | | | | | |
| On referral for SEN | 2 | 3 | 28 | (-19.0, 76.0) | 0.96 |
| Moderate SEN | 33 | 51 | 26 | (16.0, 36.5) | 1.08 |
| High SEN | 2 | 3 | 58 | (20.0, 95.0) | 3.20 |

* The differences between means in bold are statistically significant ($p < 0.05$)

Table A2.6 Social studies curriculum levels: Year 4 students with special education needs

| Group | Actual sample size | Effective sample size | Percentage of students at <L2 | Confidence interval for <L2 percentage | Percentage of students at L2 | Confidence interval for L2 percentage | Percentage of students at L3 | Confidence interval for L3 percentage | Percentage of students at L4+ | Confidence interval for L4+ percentage |
|-------------------------------|--------------------|-----------------------|-------------------------------|--|------------------------------|---------------------------------------|------------------------------|---------------------------------------|-------------------------------|--|
| All (combined) | 84 | 56 | 50% | (37.0%, 63.0%) | 46% | (33.5%, 59.5%) | 4% | (0.0%, 8.5%) | - | - |
| Gender | | | | | | | | | | |
| Girls | 33 | 22 | 67% | (47.0%, 86.5%) | 27% | (8.5%, 46.0%) | 6% | (0.0%, 16.0%) | - | - |
| Boys | 51 | 34 | 39% | (23.0%, 55.5%) | 59% | (42.5%, 75.5%) | 2% | (0.0%, 6.5%) | - | - |
| Decile band | | | | | | | | | | |
| Low decile | 24 | 16 | 79% | (59.5%, 99.0%) | 17% | (0.0%, 35.0%) | 4% | (0.0%, 14.0%) | - | - |
| Mid decile | 30 | 20 | 50% | (28.0%, 72.0%) | 50% | (28.0%, 72.0%) | - | - | - | - |
| High decile | 30 | 20 | 27% | (7.5%, 46.0%) | 67% | (46.0%, 87.5%) | 7% | (0.0%, 17.5%) | - | - |
| School type | | | | | | | | | | |
| Composite school (Years 1–15) | 2 | 1 | * | * | * | * | * | * | * | * |
| Contributing school | 53 | 36 | 51% | (34.5%, 67.5%) | 45% | (29.0%, 61.5%) | 4% | (0.0%, 10.0%) | - | - |
| Full primary school | 29 | 19 | 45% | (22.5%, 67.0%) | 52% | (29.5%, 74.0%) | 3% | (0.0%, 11.5%) | - | - |
| SEN category | | | | | | | | | | |
| On referral for SEN | 4 | 3 | 50% | (0.0%, 100.0%) | 25% | (0.0%, 77.0%) | 25% | (0.0%, 77.0%) | - | - |
| Moderate SEN | 76 | 51 | 49% | (35.0%, 62.5%) | 49% | (35.0%, 62.5%) | 3% | (0.0%, 7.0%) | - | - |
| High SEN | 4 | 3 | 75% | (23.0%, 100.0%) | 25% | (0.0%, 77.0%) | - | - | - | - |

* In order to maintain the confidential nature of individual students' results, composite school percentages are not reported.

Table A2.7 Social studies curriculum levels: Year 8 students with special education needs

| Group | Actual sample size | Effective sample size | Percentage of students at <L2 | Confidence interval for <L2 percentage | Percentage of students at L2 | Confidence interval for L2 percentage | Percentage of students at L3 | Confidence interval for L3 percentage | Percentage of students at L4+ | Confidence interval for L4+ percentage |
|--------------------------------------|--------------------|-----------------------|-------------------------------|--|------------------------------|---------------------------------------|------------------------------|---------------------------------------|-------------------------------|--|
| All (combined) | 55 | 37 | 20% | (7.0%, 33.0%) | 27% | (13.0%, 41.5%) | 45% | (29.5%, 61.5%) | 7% | (0.0%, 15.5%) |
| Gender | | | | | | | | | | |
| Girls | 17 | 11 | 18% | (0.0%, 40.0%) | 29% | (3.0%, 56.0%) | 47% | (18.0%, 76.0%) | 6% | (0.0%, 19.5%) |
| Boys | 38 | 25 | 21% | (5.0%, 37.0%) | 26% | (9.0%, 43.5%) | 45% | (25.5%, 64.0%) | 8% | (0.0%, 18.5%) |
| Decile band | | | | | | | | | | |
| Low decile | 12 | 8 | 25% | (0.0%, 55.0%) | 42% | (7.5%, 75.5%) | 33% | (0.5%, 66.0%) | - | - |
| Mid decile | 24 | 16 | 29% | (7.0%, 51.5%) | 25% | (4.0%, 46.0%) | 42% | (17.5%, 66.0%) | 4% | (0.0%, 14.0%) |
| High decile | 19 | 13 | 5% | (0.0%, 17.5%) | 21% | (0.0%, 43.5%) | 58% | (31.0%, 85.0%) | 16% | (0.0%, 36.0%) |
| School type | | | | | | | | | | |
| Composite school (Years 1–15 & 7–10) | 1 | 1 | * | * | * | * | * | * | * | * |
| Full primary school | 27 | 18 | 19% | (0.5%, 36.5%) | 30% | (8.5%, 50.5%) | 44% | (21.5%, 67.5%) | 7% | (0.0%, 19.5%) |
| Intermediate school | 19 | 13 | 32% | (6.0%, 57.0%) | 16% | (0.0%, 36.0%) | 47% | (20.0%, 75.0%) | 5% | (0.0%, 17.5%) |
| Secondary school (Years 7–15) | 8 | 5 | - | - | 38% | (0.0%, 78.5%) | 50% | (7.5%, 92.5%) | 12% | (0.0%, 40.5%) |
| SEN category | | | | | | | | | | |
| On referral for SEN | 3 | 2 | - | - | 67% | (1.5%, 100.0%) | 33% | (0.0%, 98.5%) | - | - |
| Moderate SEN | 49 | 33 | 22% | (8.0%, 36.5%) | 24% | (10.0%, 39.0%) | 47% | (30.0%, 64.0%) | 6% | (0.0%, 14.5%) |
| High SEN | 3 | 2 | - | - | 33% | (0.0%, 98.5%) | 33% | (0.0%, 98.5%) | 33% | (0.0%, 98.5%) |

* In order to maintain the confidential nature of individual students' results, composite school percentages are not reported.

Table A2.8 Attitude to social studies: Summary statistics for Year 4 students with special education needs

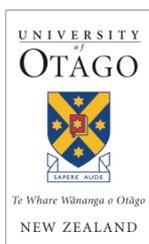
| Group | Actual sample size | Effective sample size | Mean | Confidence interval for the mean | Standard deviation |
|-------------------------------|--------------------|-----------------------|------|----------------------------------|--------------------|
| All (combined) | 192 | 129 | 102 | (98.0, 105.5) | 22 |
| Gender | | | | | |
| Girls | 68 | 46 | 105 | (98.5, 111.0) | 21 |
| Boys | 124 | 83 | 100 | (95.5, 105.0) | 22 |
| Decile band | | | | | |
| Low decile | 66 | 44 | 107 | (102.0, 111.0) | 16 |
| Mid decile | 58 | 39 | 102 | (95.0, 108.0) | 21 |
| High decile | 68 | 46 | 98 | (90.0, 105.5) | 27 |
| School type | | | | | |
| Composite school (Years 1–15) | 5 | 3 | 109 | (79.0, 138.5) | 28 |
| Contributing school | 125 | 84 | 102 | (97.5, 106.5) | 21 |
| Full primary school | 62 | 42 | 101 | (94.0, 108.5) | 24 |
| SEN category | | | | | |
| On referral for SEN | 18 | 12 | 102 | (92.0, 111.5) | 17 |
| Moderate SEN | 167 | 112 | 103 | (99.0, 107.0) | 22 |
| High SEN | 7 | 5 | 79 | (53.5, 104.5) | 28 |

Table A2.9 Attitude to social studies: Summary statistics for Year 8 students with special education needs

| Group | Actual sample size | Effective sample size | Mean | Confidence interval for the mean | Standard deviation |
|--------------------------------------|--------------------|-----------------------|------|----------------------------------|--------------------|
| All (combined) | 149 | 100 | 93 | (88.5, 96.5) | 20 |
| Gender | | | | | |
| Girls | 41 | 27 | 95 | (89.0, 101.0) | 16 |
| Boys | 108 | 72 | 92 | (87.0, 96.5) | 22 |
| Decile band | | | | | |
| Low decile | 27 | 18 | 97 | (86.0, 107.0) | 23 |
| Mid decile | 68 | 46 | 92 | (86.5, 98.5) | 21 |
| High decile | 54 | 36 | 91 | (85.0, 97.0) | 19 |
| School type | | | | | |
| Composite school (Years 1–15 & 7–10) | 3 | 2 | 111 | (96.0, 125.0) | 11 |
| Full primary school | 59 | 40 | 94 | (89.0, 100.0) | 17 |
| Intermediate school | 68 | 46 | 91 | (84.5, 97.0) | 22 |
| Secondary school (Years 7–15) | 19 | 13 | 91 | (78.0, 104.5) | 24 |
| SEN category | | | | | |
| On referral for SEN | 7 | 5 | 88 | (78.0, 99.0) | 11 |
| Moderate SEN | 135 | 90 | 93 | (88.5, 97.0) | 21 |
| High SEN | 7 | 5 | 98 | (82.0, 114.5) | 18 |

Table A2.10 NSS scale score, by Attitude to Social Studies category – students with special education needs

| Group | Attitude to Social Studies category | | | | | |
|----------------|-------------------------------------|----------------------|--------------------|----------------------|--------------------|----------------------|
| | Negative | | Positive | | Very positive | |
| | Actual sample size | Mean NSS scale score | Actual sample size | Mean NSS scale score | Actual sample size | Mean NSS scale score |
| Year 4 | | | | | | |
| All (combined) | 15 | 83 | 37 | 64 | 32 | 76 |
| Girls | 4 | 72 | 16 | 48 | 13 | 83 |
| Boys | 11 | 87 | 21 | 75 | 19 | 72 |
| Year 8 | | | | | | |
| All (combined) | 11 | 105 | 25 | 99 | 18 | 99 |
| Girls | 2 | 105 | 8 | 107 | 6 | 93 |
| Boys | 9 | 105 | 17 | 95 | 12 | 102 |



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