Achievements of Deaf Pupils in Scotland

Selected Findings

2000 - 2001
2001- 2002
The Context

• National Priorities for Education

• Legislation which supports ‘inclusion’: *Standards in Scotland’s Schools Act 2000*: ‘presumption of mainstreaming’.

Linguistic Developments

- UK Recognition of BSL, 2003
- Recognition of BSL within Languages of Scotland (Scottish Parliament, 2003)
- New rules from Scottish Qualifications Authority (SQA) allowing all external examinations except those directly examining English, to be signed ie both questions and responses.
Health Developments

• Newborn Hearing Screening: pilot sites - not yet universal in Scotland.

• Increase in the number of children being given cochlear implants

  BATOD 1996: Pre-school 10; School 20
  ADPS 2000-1: Pre-school 37; School 104

• Increasing use of digital hearing aids

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Wider Policy Issues

- USA: *No Child Left Behind Act 2001*
- An Act “to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.”
- Concept of ‘High Stakes Testing’ see Gallaudet Research Institute Newsletter, Fall 2003
High Stakes Testing

“Considering the low average achievement levels that have been seen for deaf and hard-of-hearing students over the years, it appears that the high expectations of the NCLB are on the verge of a collision with the experience of many educators of deaf students.”

GRI Newsletter, Fall 2003, p.5
National Association of the Deaf (USA)

“The NAD fully supports the involvement of deaf and hard-of-hearing individuals in state and district wide assessments and believes information obtained from them should be used to measure an individual’s progress towards benchmarks and goals considered essential for ALL students. The NAD also believes that information obtained from such testing is a critical aspect of the educational accountability system and should primarily be used to evaluate schools and programs. NAD believes that children do not fail, but that schools and programs, including social service delivery systems, fail children.”
National Association of the Deaf (USA)

“The NAD is profoundly concerned that many deaf and hard-of-hearing students are being inappropriately placed in public school settings where they are not being provided with the language and communication access needed, including the need for direct and uninhibited communication access, to acquire the requisite knowledge and skills essential for success in state and district-wide assessments.”

GRI Newsletter, Fall 2003, p.10
Ernst Thoutenhoofd (2003) Attainments and Expectations in Deaf Education

“…the success of inclusion has become a policy presumption rather than a policy goal.”
Ross E. Mitchell and Michael A. Karchmer

Chasing the Mythical Ten Percent: Parental Hearing Status of Deaf and Hard of Hearing Students in the United States

How many deaf children have deaf parents?

Usual answer, 10%, but Mitchell and Karchmer question this.
“...our analysis strongly suggests that Schein’s (1989) “90 percent rule” is not entirely accurate. To expect that 10% of the deaf and hard-of-hearing children and youth in the United States, at least those identified for educational programs or services in relation to their deafness, come from families with at least one deaf parent would certainly overshoot the mark. **Four percent** is a safer estimate, with roughly threequarters of these children coming from families where both parents are deaf.”

Mitchell and Karchmer
deaf preschool children in Scotland by main language used in the child's home
2000/01 (n=211)

- English: 173 (82%)
- Urdu: 26 (12%)
- BSL: 8 (4%)
- English/Urdu: 1 (0.5%)
- Punjabi: 1 (0.5%)
- Urdu: 1 (0.5%)

Non returns: 26 (12%)

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deaf school pupils in Scotland by type of placement
2001/02 (n=1909)

- Full-time mainstream with HI Unit: 189 (10%)
- Full-time mainstream for deaf pupils: 106 (5%)
- Full-time mainstream for SEN: 169 (9%)
- Split placement: 25 (1%)
- Placement info not provided: 18 (1%)
- Other: 20 (1%)

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deaf group A pupils in Scotland by type of placement 2001/02 (n=1377)

- Full-time mainstream with Hi Unit: 189 (13.7%)
- Full-time school for SEN: 120 (8.7%)
- Full-time school for deaf pupils: 106 (7.7%)
- Split placement: 25 (1.8%)
- Other: 5 (0.4%)
- Information not provided: 7 (0.5%)
- Full-time mainstream: 925 (67.2%)

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BATOD 1996: Placement data for Scotland (n=935)

- Mainstream: 658 (70%)
- HI unit: 89 (10%)
- Special school: 39 (4%)
- School for deaf pupils: 149 (16%)

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Instructional settings of deaf and hard-of-hearing students [data source: Gallaudet Research Institute, 2000-01] (n=37,278)

- Regular education settings: 11,817 (31%)
- Self-contained classrooms: 10,251 (27%)
- Special schools: 9,208 (25%)
- Resource rooms: 4,697 (13%)
- Other: 1,305 (4%)

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deaf group A pupils in Scotland by type of placement and hearing loss level: PRIMARY
2001/02 (n=823)

- unilateral (n=21)
- mild (n=230)
- moderate (n=240)
- severe (n=125)
- profound (n=109)
- info not provided (n=98)

Work in progress. Do not quote without permission from ADPS.
P7 group A school pupils for whom 5-14 levels are known (excluding SEN*)
2000/01 (n=98) and 2001/02 (n=137)

Reading
- 2000/01: 76.5% (75)
- 2001/02: 83.2% (114)

Writing
- 2000/01: 75.5% (74)
- 2001/02: 75.9% (104)

Maths
- 2000/01: 79.6% (78)
- 2001/02: 83.9% (115)

* All P7 pupils in school & units for children with special educational needs (ADPS figures include schools/units for deaf children)
5-14 National Test passes at level D and above among P7 group A school pupils in Scotland and all pupils in Scotland (excluding SEN*)
2000/01 (all P7 pupils n=59,147**; all P7 deaf pupils n=98)

- Reading: 70.9% (41,576) vs. 45.3% (34)
- Writing: 57.0% (33,295) vs. 29.7% (22)
- Maths: 67.5% (39,653) vs. 41.0% (32)

* All P7 pupils in school & units for children with special educational needs (ADPS figures include schools/units for deaf children)
** 'All pupils' figures taken from "5-14 Attainment in Publicly Funded Schools" SEED, 24 Jan 2002
*** P7 total of 'all pupils'*** reading n=58,610 writing n=58,418 maths n=58,726
**** P7 total of deaf pupils*** reading n=75 writing n=74 maths n=78

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5-14 National Test passes at level D and above among P7 group A school pupils and all pupils in Scotland (excluding SEN*)
2001/02 (all P7 pupils n=62,118**; deaf P7 pupils n=137)

- **Reading**
  - P7 total of 'all pupils' reading n=61,568
  - P7 total of deaf pupils reading n=114

- **Writing**
  - P7 total of 'all pupils' writing n=61,426
  - P7 total of deaf pupils writing n=104

- **Maths**
  - P7 total of 'all pupils' maths n=61,686
  - P7 total of deaf pupils maths n=115

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** 'All pupils' figures taken from "5-14 Attainment in Publicly Funded Schools" SEED, 24 Jan 2002
5-14 National Test passes among group A deaf pupils in Scotland (excluding SEN*)
2000/01 (P7 pupils n=98) and 2001/02 (P7 pupils n=137)

- **Reading**
  - P7 total 2000/01: reading = 75
  - P7 total 2001/02: reading n=114

- **Writing**
  - P7 total 2000/01: writing = 74
  - P7 total 2001/02: writing n=104

- **Maths**
  - P7 total 2000/01: maths = 78
  - P7 total 2001/02: maths n=115

* All P7 pupils in school & units for children with special educational needs (ADPS figures include schools/units for deaf children)
### 5-14: Table 12.2

5-14 National Test passes among P7-age group A school pupils in Scotland (excluding SEN*) numbers who have achieved level D or above by hearing loss level

2000/01 and 2001/02: **READING**

<table>
<thead>
<tr>
<th></th>
<th>mild (0-40dB)</th>
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<tr>
<td>total population of P7 age group</td>
<td>29</td>
<td>34</td>
<td>35</td>
<td>41</td>
<td>17</td>
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<tr>
<td>total P7 for whom 5-14 levels are known</td>
<td>21</td>
<td>28</td>
<td>28</td>
<td>40</td>
<td>15</td>
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<tr>
<td>total achieved level D or above</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>% of those for whom 5-14 levels are known</td>
<td>47.6%</td>
<td>42.9%</td>
<td>53.6%</td>
<td>35.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>% of total population</td>
<td>34.5%</td>
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*Pupils in school and units for children with special educational needs (ADPS figures include schools/units for deaf children)
## 5-14: Table 13.2

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### 5-14: Table 14.2

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Work in progress. Do not quote without permission from ADPS.
Standard Grade passes of group A school pupils in Scotland (& total Scottish passes) 2000/01 (all pupil passes* n=443,034; deaf pupil passes n=463)

*all pupils' figures taken from "SQA Attainment in Scottish Schools: 2000-01" SEED, 12 March 2002

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Standard Grade passes of group A school pupils in Scotland (& total Scottish passes) 2001/02 (all pupil passes* n=441,531 ; deaf pupil passes n=387 )

<table>
<thead>
<tr>
<th>Level</th>
<th>All Pupil Passes</th>
<th>Deaf Pupil Passes</th>
</tr>
</thead>
<tbody>
<tr>
<td>foundation</td>
<td>13.6% 59,900</td>
<td>13.6% 59,900</td>
</tr>
<tr>
<td>general</td>
<td>41.6% 183,727</td>
<td>44.2% 171</td>
</tr>
<tr>
<td>credit</td>
<td>44.8% 197,904</td>
<td>33.1% 128</td>
</tr>
</tbody>
</table>


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Standard Grade passes of group A school pupils in Scotland by proportion of passes at each Standard Grade level and by hearing loss 2000/01 (passes n=463)

- Mild loss: 30 passes (n=150)
- Moderate loss: 23 passes (n=116)
- Severe loss: 15 passes (n=62)
- Profound loss: 3 passes (n=68)
- Unilateral loss: 5 passes (n=32)
- Level of loss not known: 7 passes (n=35)
Standard Grade passes of group A school pupils in Scotland by proportion of passes at each Standard Grade level and by hearing loss 2001/02 (passes n=387)

- **Mild loss (n=123):**
  - Credit: 35
  - General: 58
  - Foundation: 30

- **Moderate loss (n=103):**
  - Credit: 46
  - General: 40
  - Foundation: 17

- **Severe loss (n=74):**
  - Credit: 24
  - General: 34
  - Foundation: 16

- **Profound loss (n=55):**
  - Credit: 4
  - General: 33
  - Foundation: 18

- **Level of loss not known (n=32):**
  - Credit: 19
  - General: 6
  - Foundation: 7

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Standard Grade passes achieved by group A school pupils in Scotland with a profound hearing loss by subject and level of pass 2000/01 (pupils n=15; passes n=68)

- credit
- general
- foundation

1. Administration
2. Art & Design
3. Biology
4. Chemistry
5. Computing Studies
6. Craft & Design
7. English
8. English (alt comm)
9. Geography
10. German
11. History
12. Home Economics
13. Mathematics
14. Modern Studies
15. Office & Info Studies
16. Physical Education
17. Physics
18. Science

Work in progress. Do not quote without permission from ADPS.
Standard Grade passes achieved by group A school pupils in Scotland with a profound hearing loss by subject and level of pass 2001/02 (pupils n=20; passes n=55)

1 Administration
2 Art & Design
3 Biology
4 Chemistry
5 Craft & Design
6 Drama
7 English
8 English (alt comm)
9 Geography
10 Graphic Communication
11 History
12 Home Economics
13 Mathematics
14 Physical Education
15 Science
16 Social & Vocational

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