Gallaudet Reading Data: Key Points

“The observed range of performance is much larger for a greater share of the deaf and hard-of-hearing students compared to the hearing students. Altogether this implies that the higher performing deaf and hard of hearing students are likely to be making the same amount of annual achievement growth as hearing students...
... though the level of performance of the top deaf and hard-of-hearing students is only on a par with the middle of the pack hearing students, while the lower performing deaf and hard-of-hearing students are further and further behind.”

*Karchmer and Mitchell, 2003, p. 32*
“These results emphasise an important point: to understand the diversity of academic accomplishments of deaf and hard of hearing students, analysts must attend to both the central tendency and the dispersion of achievement.”

Karchmer and Mitchell, 2003, p. 32