

# Startling Statistics

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- 9/day – the average number of words learned from 18 months on by a child of middle class
- 500,000 – the number of words the average middle class child is exposed to by kindergarten
- 2 million/year – the number of words read outside of school by 5<sup>th</sup> graders in the 90<sup>th</sup> %
- 10 million/year – the number of words read by middle school students who read well
- 3/day – the average number of words learned from 18 months on by a child of low income
- <250,000 – the number of words a child of low income is exposed to by kindergarten
- 8,000/year – the number of words read outside of school by 5<sup>th</sup> graders in the 10<sup>th</sup>%
- <100,000/year – the number of words read by middle school students with reading difficulties

# Consequences

- 50% of minority students do not graduate from high school
- 93% of students of low income do not earn a college degree
- Average yearly earnings:
  - Advanced degree, \$72,000
  - Bachelor's degree, \$42,000
  - High school graduates, \$26,200
  - Non-graduates, \$18,826
- 70% of all inmates are functionally illiterate or read below 4<sup>th</sup> grade level
- 70% of all inmates dropped out of high school

# School Factors

- Teacher quality has more impact on student achievement (explained 40% of the variance) than any other single factor, including family income and parent education
- School leadership is second only to teaching among school related factors that impact student learning

Black, P., & William D. (October 1998b). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2), 139-148.

# Feedback

“Academic feedback is more strongly and consistently related to achievement than any other teaching behavior...This relationship is consistent regardless of grade, socioeconomic status, race, or school setting...When feedback and corrective procedures are used, most students can attain the same level of achievement as the top 20% of students.”

Bellon, J., Bellon, E., & Blank, M.A. (1992). *Teaching from a research knowledge base: A developmental and renewal process*. New York: McMillan.