

Grant R305F100007

Year of Study:

Title: Reading gaps and complications of scientific studies of learning.

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Cite: Lee, C. D. (2014). Reading gaps and complications of scientific studies of learning. In S. Harper (Ed.), *The Elusive Quest for Civil Rights in Education: Evidence-Based Perspectives from Leading Scholars on the 50th Anniversary of the Civil Rights Act*. Philadelphia, PA: Center for the Study of Race and Equity in Education. The University of Pennsylvania.

Strand of work: Theoretical/Integrative

Abstract:

This report examines relationships between persistent patterns in the achievement gap in reading based on NAEP data and data on federal policies impacting times when the gap has lessened, including historical variations in rates of growth by race/ethnicity comparing growth in math versus reading. The report goes on to argue that differences in overall growth and racial/ethnic disparities within each domain can be explained in part by differences in each domain's articulation of what students need to know and be able to do.

Acknowledgments:

The research reported herein was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305F100007 to University of Illinois at Chicago. The authors thank the other members of Project READI for their assistance and contributions. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.