

Data mentioned in discussion with Julie Washington 6/28.

Reading achievement is correlated with socioeconomic status (income, wealth).
Black, Hispanic tend to have lower SES and lower reading scores than white.

Within the same school district, Whites usually score higher than Blacks, Hispanics. Data provide important evidence about impact in economic inequality.

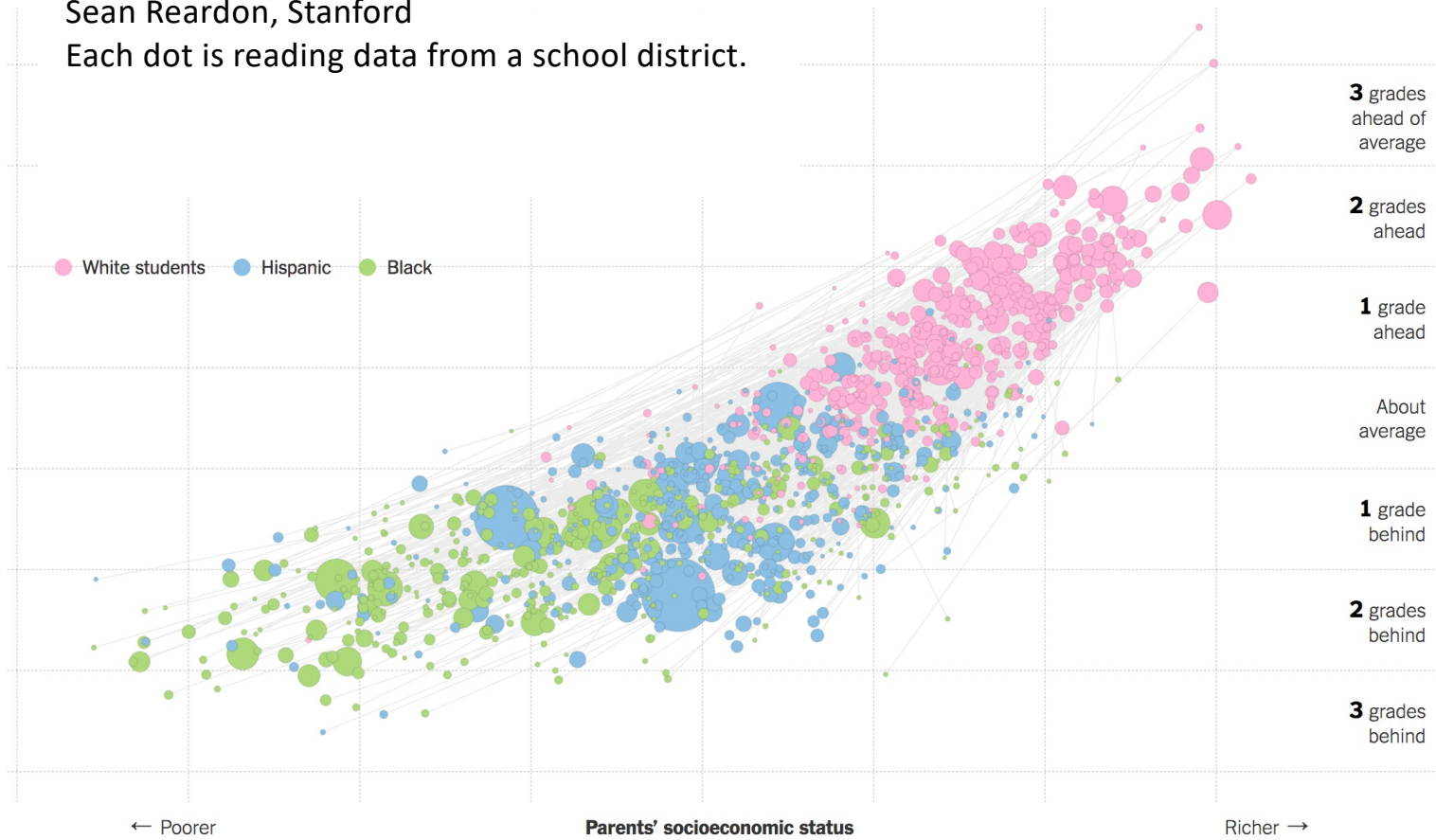
These data led many educators (e.g., Diane Ravitch) to conclude that low reading achievement is an economic issue, not an educational one.

But as Julie and Mark discussed,

- a. **Poor kids aren't all alike.** Some children do well. Impact of low SES depends on other factors, like school quality, social supports, community factors.
- b. **Poor kids are as entitled to a quality education as kids from higher SES backgrounds.** They are more dependent on school than children who have access to more resources in the home and community.

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Each dot is reading data from a school district.



You can see the data for individual school districts here: <https://nyti.ms/3hkc026>
Here, for example, is the “achievement gap” for Austin TX

