

# Reading Data Available from the Early Childhood Longitudinal Studies

## RESOURCES HANDOUT

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### Websites:

- General ECLS page: [nces.ed.gov/ecls/](https://nces.ed.gov/ecls/)
- NCES publications and products: [nces.ed.gov/pubsearch](https://nces.ed.gov/pubsearch)
- NCES bibliography search tool: [nces.ed.gov/bibliography/](https://nces.ed.gov/bibliography/)
- ECLS survey instruments:
  - ECLS-B: [nces.ed.gov/ecls/birthinstruments.asp](https://nces.ed.gov/ecls/birthinstruments.asp)
  - ECLS-K: [nces.ed.gov/ecls/kinderinstruments.asp](https://nces.ed.gov/ecls/kinderinstruments.asp)
  - ECLS-K:2011: [nces.ed.gov/ecls/instruments2011.asp](https://nces.ed.gov/ecls/instruments2011.asp)
- ECLS User's Manuals and Psychometric reports (under "Technical/Methodological"): [nces.ed.gov/pubsearch/getpubcats.asp?sid=024](https://nces.ed.gov/pubsearch/getpubcats.asp?sid=024)
- Restricted-use datafiles information: [nces.ed.gov/statprog/instruct.asp](https://nces.ed.gov/statprog/instruct.asp)
- ECLS datafiles training: [nces.ed.gov/training/datauser/](https://nces.ed.gov/training/datauser/)

### Example citations on reading using ECLS data:

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- McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., Gebrekristos, S., Zhang, J., Rathbun, A., Barmer, A., Bullock Mann, F., and Hinz, S. (2017). *The Condition of Education 2017* (NCES 2017-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved May 21, 2021 from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144>.
- Mulligan, G.M., McCarroll, J.C., Flanagan, K.D., and McPhee, C. (2019). *Findings from the Fifth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)* (NCES 2019-130). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Palardy, G.J. (2015). Classroom-Based Inequalities and Achievement Gaps in First Grade: The Role of Classroom Context and Access to Qualified and Effective Teachers. *Teachers College Record*, 117(2): 1-48.
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- Robinson, J.P., and Lubienski, S.T. (2011.) The Development of Gender Achievement Gaps in Mathematics and Reading During Elementary and Middle School: Examining Direct Cognitive Assessments and Teacher Ratings. *American Educational Research Journal*, 48(2): 268-302.

### Example citations on summer learning using ECLS data:

- Burkam, D.T., Ready, D.D., Lee, V.E., and LoGerfo, L.F. (2004). Social-Class Differences in Summer Learning Between Kindergarten and First Grade: Model Specification and Estimation. *Sociology of Education*, 77(1): 1-31.
- Coley, R.L., Kruzik, C., and Votruba-Drzal, E. (2020). Do Family Investments Explain Growing Socioeconomic Disparities in Children's Reading, Math, and Science Achievement During School Versus Summer Months? *Journal of Educational Psychology*, 112(6): 1183-1196.
- Quinn, D.M. (2015). Black-White Summer Learning Gaps: Interpreting the Variability of Estimates Across Representations. *Educational Evaluation and Policy Analysis*, 37(1): 50-69.
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- Redford, J., Burns, S., and Hall, L.J. (2018). *The Summer after Kindergarten: Children's Experiences by Socioeconomic Characteristics. Stats in Brief*. (NCES 2018-160). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved May 21, 2021 from <https://nces.ed.gov/pubs2018/2018160.pdf>.
- U.S. Department of Education, National Center for Education Statistics. (2004). *The Summer After Kindergarten: Children's Activities and Library Use by Household Socioeconomic Status* (NCES 2004-037). Washington, DC: Author.
- Von Hippel, P.T., and Hamrock, C. (2019). Do Test Score Gaps Grow Before, During, or Between the School Years? Measurement Artifacts and What We Can Know in Spite of Them. *Sociological Science*, 6(3): 43-80.