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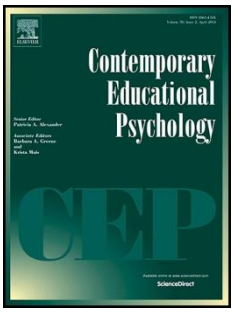

Title: The growth of mathematics and reading skills in segregated and diverse schools: an opportunity-propensity analysis of a national database

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PII: S0361-476X(16)30003-0
DOI: http://dx.doi.org/doi: 10.1016/j.cedpsych.2016.04.002
Reference: YCEPS 1547

To appear in: *Contemporary Educational Psychology*

Please cite this article as: James P. Byrnes, Dana Miller-Cotto, The growth of mathematics and reading skills in segregated and diverse schools: an opportunity-propensity analysis of a national database, *Contemporary Educational Psychology* (2016), http://dx.doi.org/doi: 10.1016/j.cedpsych.2016.04.002.

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The Growth of Mathematics and Reading Skills in Segregated and Diverse Schools: An Opportunity-Propensity Analysis of a National Database

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Temple University

Running head: Diversity, Opportunity, and Propensity

Resubmission date: February 12, 2016

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Highlights:

- Elementary and Middle Schools in the United States remain as racially segregated as they were when the Landmark Brown versus Board of Education Supreme Court Decision was made in 1954
- In this study, schools that vary in their diversity differed significantly in terms of a variety of predictors (e.g., SES, teacher experience and instructional style, classroom misbehaviors, student motivation, negative affect, etc.), and these predictors collectively explained approximately 50% of the variance in growth curves within four HLM analyses.
- However, school diversity still predicted variance in growth curves even after controlling for these variables
- Differences also emerged across models for reading and math, and across models for 3rd graders and 8th graders; these differences require additional study and theoretical analysis

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