

Socio-economic status (SES) change is examined on the longitudinal growth of reading achievement from first to fifth grade. Data are from a nationally representative, longitudinal data set taken from the United States of America. Several predictors were included in the analysis while following an ecological framework: approaches to learning, self-control, the parental education expectations, the parental involvement in school, the parental support of school staff, negative school environment, and neighborhood problems. In this research, we accounted for various expected factors that turned out to be not associated with change in SES and reading growth. However groups were different at baseline.