

1. Record Nr.	UNINA9910220153003321
Autore	McCombs Jennifer Sloan <1970->
Titolo	Ending social promotion without leaving children behind : the case of New York City // Jennifer Sloan McCombs, Sheila Nataraj Kirby, Louis T. Mariano, editors
Pubbl/distr/stampa	Santa Monica, CA, : RAND, 2010
ISBN	0-8330-4940-2
Edizione	[1st ed.]
Descrizione fisica	1 online resource (309 p.)
Collana	RAND Corporation monograph series
Altri autori (Persone)	KirbySheila Nataraj <1946-> MarianoLouis T
Disciplina	371.2/8097471
Soggetti	Promotion (School) - New York (State) - New York Grade repetition - New York (State) - New York
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 263-273).
Nota di contenuto	Cover; Preface; Contents; Figures; Tables; Summary; Acknowledgments; Abbreviations; CHAPTER ONE - Introduction; The Current Study; Contribution of the Study; Terminology; Organization of This Monograph; CHAPTER TWO - What We Know About the Effects of Grade Retention and Implementation of Promotion Policies; Methods; Characteristics of Retained Students; Effects of Grade Retention on Students' Academic and Nonacademic Outcomes; Effect of Supportive Components of Promotion Policies on Student Achievement; Summary CHAPTER THREE - Context and Conceptual Framework for Understanding New York City's Promotion Policy New York City's Reform Initiative; Conceptual Framework; Major Research Questions; Summary; CHAPTER FOUR - Data and Methods; Data; Methods; Study Limitations; Summary; CHAPTER FIVE - School-Provided Support for Students: Academic Intervention Services; CHAPTER SIX - Implementation of the Policy: Saturday and Summer Schools; CHAPTER SEVEN - Performance of 5th Graders in New York City and Overall Performance Trends in New York State CHAPTER EIGHT - Measuring the Effect of Supportive Interventions on Proximal-Year Student Achievement CHAPTER NINE - Future Outcomes of Students at Risk of Retention; CHAPTER TEN - The Impact of New York City's Promotion Policy on Students' Socioemotional Status;

CHAPTER ELEVEN - Conclusions and Policy Implications; APPENDIX A - Technical Appendix for Achievement Models; APPENDIX B - Supporting Data for Chapter Five; APPENDIX C - Supporting Data for Chapter Seven; APPENDIX D - Supporting Data for Chapter Ten; APPENDIX E - Data and Analyses for 3rd-Grade Cohorts; References

Sommario/riassunto

The New York City Department of Education asked RAND to conduct an independent longitudinal evaluation of its 5th-grade promotion policy. The findings of that study, conducted between March 2006 and August 2009, provide a comprehensive view of the policy's implementation and its impact on student outcomes, particularly for students at risk of retention and those who were retained in grade.
