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Titolo	On the success of failure : a reassessment of the effects of retention in the primary grades // Karl L. Alexander, Doris R. Entwisle, Susan L. Dauber [[electronic resource]]
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Descrizione fisica	1 online resource (xii, 314 pages) : digital, PDF file(s)
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Nota di contenuto	Cover; Half-title; Title; Copyright; Contents; Preface to the Second Edition; 1 Grade Retention; 2 Research on Grade Repetition; 3 Retainees in the "Beginning School Study"; 4 Children's Pathways through the Elementary and Middle School Years; 5 Characteristics and Competencies of Repeaters; 6 Achievement Scores before and after Retention; 7 Adjusted Achievement Comparisons; 8 Academic Performance as Judged by Teachers; 9 The Stigma of Retention; 10 Retention in the Broader Context of Elementary and Middle School Tracking; 11 Dropout in Relation to Grade Retention; 12 The Retention Puzzle AppendixReferences; Author Index; Subject Index
Sommario/riassunto	This book is about the practice of grade retention in elementary school,

a particularly vexing problem in urban school systems, where upward of half the students may repeat a grade. *On the Success of Failure* addresses whether repeating a grade is helpful or harmful when children are not keeping up. It describes the school context of retention and evaluates its consequences by tracking the experiences of a large, representative sample of Baltimore school children from first grade through high school. In addition to evaluating the consequences of retention, the book describes the cohort's dispersion along many different educational pathways from first grade through middle school, the articulation of retention with other forms of educational tracking (like reading group placements in the early primary grades and course-level assignments in middle school), and repeaters' academic and school adjustment problems before they were held back.
