

## Repeating a year

Negative impact for very high cost based on limited evidence

Pupils who do not reach a given standard of learning join a class of younger students the following academic year.

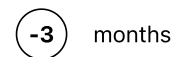
### Implementation cost



### Evidence strength



### Impact (months)



### Subject breakdown

maths: 38  
reading: 45  
toolkit: 71

### School phase breakdown

primary: 60  
secondary: 8  
toolkit: 71

## Technical Appendix

The criteria used to judge the inclusion of studies in the Toolkit are:

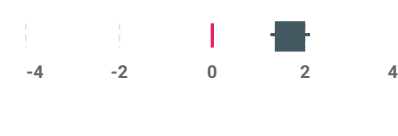
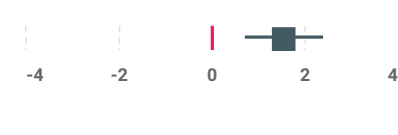
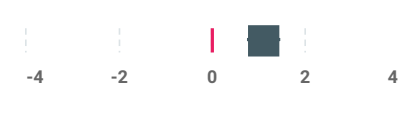
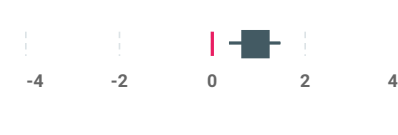
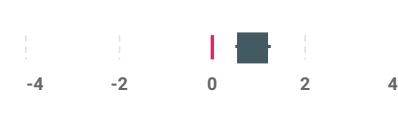
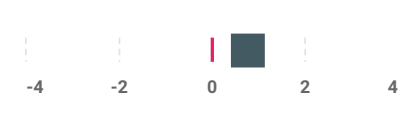
- The population sampled involved early years and school age learners from 3-18 learning in their first language.
- The intervention or approach being tested was educational in nature, including named or clearly defined programmes and recognisable approaches classifiable according to the Toolkit strand definitions (e.g. peer tutoring or small group teaching). The intervention or approach is undertaken in a normal educational setting or environment for the learners involved, such as a nursery or school or a typical setting (e.g. an outdoor field centre or museum).
- A valid comparison was made between those receiving the educational intervention or approach and those not receiving it.  
Outcomes include the assessment of educational or cognitive achievement which reports quantitative results from testing of attainment or learning outcomes, such as by standardised tests or other appropriate curriculum assessments or school examinations or appropriate cognitive measures.
- The study design provided a quantitative estimate of the impact of the intervention or approach on the educational attainment of the sample, calculated or estimated in the form of an effect size (standardised mean difference) based on a counterfactual comparison.

Standardised mean differences and confidence intervals for the most appropriate estimates of the impact of the intervention or approach for the Toolkit were extracted from each included study, along with other study variables. These effect sizes were further synthesised into a single pooled effect using a random effects meta-analysis adopting a restricted maximum likelihood (REML) estimation methods. For the full details of the methodology see the [Protocol and Analysis Plan \(https://educationendowmentfoundation.org.uk/public/files/Toolkit/EEF\\_Evidence\\_Database\\_Protocol\\_and\\_Analysis\\_Plan\\_June2019.pdf\)](https://educationendowmentfoundation.org.uk/public/files/Toolkit/EEF_Evidence_Database_Protocol_and_Analysis_Plan_June2019.pdf).

## References (71)

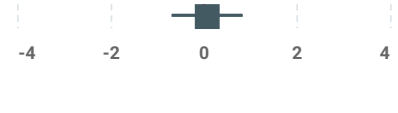

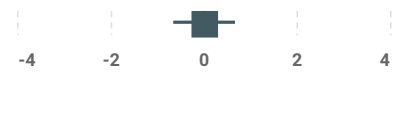
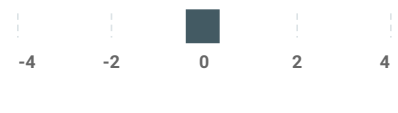
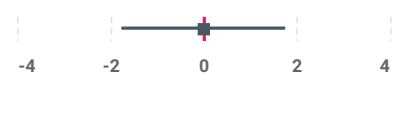



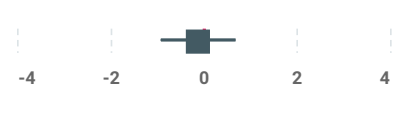
The forest plot below is a graphical representation of the results of all included studies in this Toolkit strand. It shows the effect size and confidence interval of each study, and whether the particular intervention in that study was more or less effective than standard practice or other alternative interventions that the study looked at.

Studies that show an effect size result on the right-hand side of the red vertical red indicate that the particular intervention studied was more effective than standard practice. Studies that show an effect size on the left-hand side of the red vertical indicate that the particular intervention studied was less effective than standard practice.

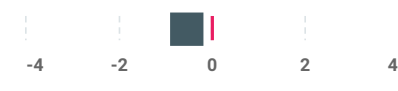
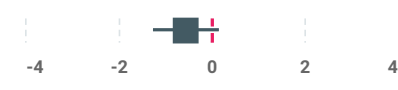
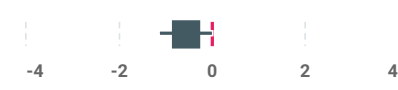






Author	Title	Effect Size	Effect Size (Graph)
Mantzicopoulos (1992) 1_2	Kindergarten Retention: Academic and Behavioral Outcomes through the End of Second Grade ( <i>American Educational Research Journal</i> )	<b>Effect Size:</b> 1.678 <b>LCI:</b> 1.233 <b>UCI:</b> 2.123 <b>Weight:</b> 1.469 <b>Standard error:</b> 0.227	
Coffield (1954) 1_2	A longitudinal study of the effects of non-promotion on educational achievement in the elementary school (NA)	<b>Effect Size:</b> 1.542 <b>LCI:</b> 0.683 <b>UCI:</b> 2.402 <b>Weight:</b> 1.125 <b>Standard error:</b> 0.438	
Peterson (1987) 1_1	A Longitudinal Study of the Effects of Retention/Promotion on Academic Achievement ( <i>American Educational Research Journal</i> )	<b>Effect Size:</b> 1.105 <b>LCI:</b> 0.729 <b>UCI:</b> 1.481 <b>Weight:</b> 1.518 <b>Standard error:</b> 0.192	
Peterson (1987) 1_2	A Longitudinal Study of the Effects of Retention/Promotion on Academic Achievement ( <i>American Educational Research Journal</i> )	<b>Effect Size:</b> 0.915 <b>LCI:</b> 0.341 <b>UCI:</b> 1.488 <b>Weight:</b> 1.368 <b>Standard error:</b> 0.293	
Mantzicopoulos (1992) 1_1	Kindergarten Retention: Academic and Behavioral Outcomes through the End of Second Grade ( <i>American Educational Research Journal</i> )	<b>Effect Size:</b> 0.877 <b>LCI:</b> 0.478 <b>UCI:</b> 1.277 <b>Weight:</b> 1.502 <b>Standard error:</b> 0.204	
Lorence (2006)	Elementary grade retention in Texas and reading achievement among racial groups: 1994-2002 ( <i>Review of Policy Research</i> )	<b>Effect Size:</b> 0.759 <b>LCI:</b> 0.699 <b>UCI:</b> 0.819 <b>Weight:</b> 1.651 <b>Standard error:</b> 0.031	

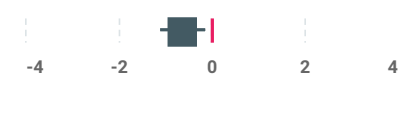
Author	Title	Effect Size	Effect Size (Graph)
Mitchell (1968) 1_2	A longitudinal study of the effects of nonpromotion and remedial summer school on educational achievement in the elementary schools of Rapid City (NA)	<b>Effect Size:</b> 0.595 <b>LCI:</b> 0.225 <b>UCI:</b> 0.966 <b>Weight:</b> 1.522 <b>Standard error:</b> 0.189	
Peterson (1987) 1_3	A Longitudinal Study of the Effects of Retention/Promotion on Academic Achievement (American Educational Research Journal)	<b>Effect Size:</b> 0.557 <b>LCI:</b> -0.2 <b>UCI:</b> 1.315 <b>Weight:</b> 1.212 <b>Standard error:</b> 0.386	
Alexander (1994) 1_4	On the success of failure: a reassessment of the effects of retention in the primary grades (NA)	<b>Effect Size:</b> 0.552 <b>LCI:</b> 0.144 <b>UCI:</b> 0.96 <b>Weight:</b> 1.496 <b>Standard error:</b> 0.208	
Pierson (1992) 1_2	Effect of Grade Retention on Self-System Processes, School Engagement, and Academic Performance (Journal of Educational Psychology)	<b>Effect Size:</b> 0.546 <b>LCI:</b> 0.137 <b>UCI:</b> 0.955 <b>Weight:</b> 1.495 <b>Standard error:</b> 0.209	
Mitchell (1968) 1_6	A longitudinal study of the effects of nonpromotion and remedial summer school on educational achievement in the elementary schools of Rapid City (NA)	<b>Effect Size:</b> 0.521 <b>LCI:</b> -0.197 <b>UCI:</b> 1.239 <b>Weight:</b> 1.246 <b>Standard error:</b> 0.366	
Abidin (1971)	Elementary school retention: An unjustifiable, discriminatory and noxious educational policy (Journal of School Psychology)	<b>Effect Size:</b> 0.486 <b>LCI:</b> 0.115 <b>UCI:</b> 0.858 <b>Weight:</b> 1.521 <b>Standard error:</b> 0.19	
Mariano (2013) RY	The Academic Effects of Summer Instruction and Retention in New York City (Educational Evaluation and Policy Analysis)	<b>Effect Size:</b> 0.481 <b>LCI:</b> 0.203 <b>UCI:</b> 0.759 <b>Weight:</b> 1.577 <b>Standard error:</b> 0.142	
Mitchell (1968) 1_4	A longitudinal study of the effects of nonpromotion and remedial summer school on educational achievement in the elementary schools of Rapid City (NA)	<b>Effect Size:</b> 0.469 <b>LCI:</b> 0.045 <b>UCI:</b> 0.893 <b>Weight:</b> 1.485 <b>Standard error:</b> 0.216	
Alexander (1994) 1_2	On the success of failure: a reassessment of the effects of retention in the primary grades (NA)	<b>Effect Size:</b> 0.45 <b>LCI:</b> 0.157 <b>UCI:</b> 0.742 <b>Weight:</b> 1.569 <b>Standard error:</b> 0.149	

Author	Title	Effect Size	Effect Size (Graph)
Ogden (1971) 1_4	An Evaluation of Nonpromotion as a Method of Improving Academic Performance (NA)	<b>Effect Size:</b> 0.358 <b>LCI:</b> -0.132 <b>UCI:</b> 0.848 <b>Weight:</b> 1.435 <b>Standard error:</b> 0.25	
Farley (1936) 1_3	Regarding repeaters: Sad effect of failures upon the child (The Nation's Schools)	<b>Effect Size:</b> 0.348 <b>LCI:</b> -0.125 <b>UCI:</b> 0.821 <b>Weight:</b> 1.448 <b>Standard error:</b> 0.241	
Oldham (1982)	The Longitudinal Effects of Pupil Retention Practices in the First Three Grades (NA)	<b>Effect Size:</b> 0.246 <b>LCI:</b> -0.151 <b>UCI:</b> 0.644 <b>Weight:</b> 1.503 <b>Standard error:</b> 0.203	
Gleason (2007)	The Short-Term Effect of Grade Retention on Peer Relations and Academic Performance of At-Risk First Graders (The Elementary School Journal)	<b>Effect Size:</b> 0.192 <b>LCI:</b> -0.081 <b>UCI:</b> 0.466 <b>Weight:</b> 1.58 <b>Standard error:</b> 0.139	
Jacob (2004) 1_1	Remedial education and student achievement: A regression-discontinuity analysis (Review of Economics and Statistics)	<b>Effect Size:</b> 0.162 <b>LCI:</b> 0.06 <b>UCI:</b> 0.264 <b>Weight:</b> 1.644 <b>Standard error:</b> 0.052	
Farley (1936) 1_2	Regarding repeaters: Sad effect of failures upon the child (The Nation's Schools)	<b>Effect Size:</b> 0.16 <b>LCI:</b> -0.193 <b>UCI:</b> 0.514 <b>Weight:</b> 1.533 <b>Standard error:</b> 0.18	
Anderson (1957) 1_2	The Identification and Evaluation of Differences among Promoted, Not Promoted, and Considered for Nonpromotion but Promoted Pupils in Third Grades (NA)	<b>Effect Size:</b> 0.159 <b>LCI:</b> -0.172 <b>UCI:</b> 0.49 <b>Weight:</b> 1.547 <b>Standard error:</b> 0.169	
Farley (1936) 1_1	Regarding repeaters: Sad effect of failures upon the child (The Nation's Schools)	<b>Effect Size:</b> 0.09 <b>LCI:</b> -0.21 <b>UCI:</b> 0.391 <b>Weight:</b> 1.564 <b>Standard error:</b> 0.154	
Johnson (1990) 1_2	The effects of early grade retention on the academic achievement of fourth-grade students (Psychology in the Schools)	<b>Effect Size:</b> 0.08 <b>LCI:</b> -0.567 <b>UCI:</b> 0.726 <b>Weight:</b> 1.307 <b>Standard error:</b> 0.33	










Author	Title	Effect Size	Effect Size (Graph)
Mitchell (1968) 1_8	A longitudinal study of the effects of nonpromotion and remedial summer school on educational achievement in the elementary schools of Rapid City (NA)	<b>Effect Size:</b> 0.06 <b>LCI:</b> -0.725 <b>UCI:</b> 0.845 <b>Weight:</b> 1.189 <b>Standard error:</b> 0.4	
Phelps (1992)	Five to ten years after placement: The long-term efficacy of retention and pre-grade transition ( <i>Journal of Psychoeducational Assessment</i> )	<b>Effect Size:</b> 0.03 <b>LCI:</b> -0.536 <b>UCI:</b> 0.596 <b>Weight:</b> 1.374 <b>Standard error:</b> 0.289	
Jimerson (2007) 1_2	A longitudinal study of grade retention: Academic and behavioral outcomes of retained students through adolescence ( <i>School Psychology Quarterly</i> )	<b>Effect Size:</b> -0.005 <b>LCI:</b> -0.688 <b>UCI:</b> 0.678 <b>Weight:</b> 1.276 <b>Standard error:</b> 0.348	
Hong (2005) 1_2	Effects of Kindergarten Retention Policy on Children's Cognitive Growth in Reading and Mathematics ( <i>Educational Evaluation and Policy Analysis</i> )	<b>Effect Size:</b> -0.018 <b>LCI:</b> -0.084 <b>UCI:</b> 0.048 <b>Weight:</b> 1.65 <b>Standard error:</b> 0.034	
Roderick (2005) 1_1	Retention Under Chicago's High-Stakes Testing Program: Helpful, Harmful, or Harmless? ( <i>Educational Evaluation and Policy Analysis</i> )	<b>Effect Size:</b> -0.023 <b>LCI:</b> -1.806 <b>UCI:</b> 1.761 <b>Weight:</b> 0.547 <b>Standard error:</b> 0.91	
Ammons (1975)	A Study of the Effects of Non Promotion and Promotion as related to Achievement and Self-Concept of Elementary School Students (NA)	<b>Effect Size:</b> -0.024 <b>LCI:</b> -0.53 <b>UCI:</b> 0.482 <b>Weight:</b> 1.423 <b>Standard error:</b> 0.258	
Jacob (2004) 1_2	Remedial education and student achievement: A regression-discontinuity analysis ( <i>Review of Economics and Statistics</i> )	<b>Effect Size:</b> -0.077 <b>LCI:</b> -0.191 <b>UCI:</b> 0.037 <b>Weight:</b> 1.641 <b>Standard error:</b> 0.058	
Alexander (1994) 1_6	On the success of failure: a reassessment of the effects of retention in the primary grades (NA)	<b>Effect Size:</b> -0.084 <b>LCI:</b> -0.434 <b>UCI:</b> 0.266 <b>Weight:</b> 1.535 <b>Standard error:</b> 0.178	
Jimerson (1997)	A Prospective, Longitudinal Study of the Correlates and Consequences of Early Grade Retention ( <i>Journal of School Psychology</i> )	<b>Effect Size:</b> -0.133 <b>LCI:</b> -0.961 <b>UCI:</b> 0.694 <b>Weight:</b> 1.152 <b>Standard error:</b> 0.422	


Author	Title	Effect Size	Effect Size (Graph)
Mitchell (1968) 1_9	A longitudinal study of the effects of nonpromotion and remedial summer school on educational achievement in the elementary schools of Rapid City (NA)	<b>Effect Size:</b> -0.181 <b>LCI:</b> -0.489 <b>UCI:</b> 0.127 <b>Weight:</b> 1.561 <b>Standard error:</b> 0.157	
Silbergliitt (2006) 1_1	Examining the Effects of Grade Retention on Student Reading Performance: A Longitudinal Study ( <i>Journal of School Psychology</i> )	<b>Effect Size:</b> -0.21 <b>LCI:</b> -0.607 <b>UCI:</b> 0.187 <b>Weight:</b> 1.504 <b>Standard error:</b> 0.203	
Griffith (2010)	Grade Retention of Students during Grades K-8 Predicts Reading Achievement and Progress during Secondary Schooling ( <i>Reading &amp; Writing Quarterly</i> )	<b>Effect Size:</b> -0.244 <b>LCI:</b> -0.337 <b>UCI:</b> -0.15 <b>Weight:</b> 1.645 <b>Standard error:</b> 0.048	
Niklason (1984)	Nonpromotion: A pseudoscientific solution (retention, grade failure) (NA)	<b>Effect Size:</b> -0.252 <b>LCI:</b> -0.651 <b>UCI:</b> 0.147 <b>Weight:</b> 1.502 <b>Standard error:</b> 0.204	
Pierson (1992) 1_1	Effect of Grade Retention on Self-System Processes, School Engagement, and Academic Performance ( <i>Journal of Educational Psychology</i> )	<b>Effect Size:</b> -0.342 <b>LCI:</b> -0.672 <b>UCI:</b> -0.011 <b>Weight:</b> 1.547 <b>Standard error:</b> 0.169	
Mitchell (1968) 1_5	A longitudinal study of the effects of nonpromotion and remedial summer school on educational achievement in the elementary schools of Rapid City (NA)	<b>Effect Size:</b> -0.367 <b>LCI:</b> -1.078 <b>UCI:</b> 0.344 <b>Weight:</b> 1.252 <b>Standard error:</b> 0.363	
Coffield (1954) 1_8	A longitudinal study of the effects of non-promotion on educational achievement in the elementary school (NA)	<b>Effect Size:</b> -0.371 <b>LCI:</b> -1.071 <b>UCI:</b> 0.329 <b>Weight:</b> 1.261 <b>Standard error:</b> 0.357	
Mitchell (1968) 1_1	A longitudinal study of the effects of nonpromotion and remedial summer school on educational achievement in the elementary schools of Rapid City (NA)	<b>Effect Size:</b> -0.385 <b>LCI:</b> -0.751 <b>UCI:</b> -0.019 <b>Weight:</b> 1.525 <b>Standard error:</b> 0.187	
Worth (1960)	Promotion or nonpromotion? ( <i>Educational Administration and Supervision</i> )	<b>Effect Size:</b> -0.516 <b>LCI:</b> -0.863 <b>UCI:</b> -0.169 <b>Weight:</b> 1.537 <b>Standard error:</b> 0.177	

Author	Title	Effect Size	Effect Size (Graph)
Wallihan (1955)	A comparative study of retardation in the primary grades of the San Diego, California, city schools (NA)	<b>Effect Size:</b> -0.547 <b>LCI:</b> -0.726 <b>UCI:</b> -0.368 <b>Weight:</b> 1.622 <b>Standard error:</b> 0.091	
Cooper (1980)	The Relationship between Nonpromotion and Achievement, Self-Concept, and Overt Behavior of Children Experiencing Difficulty in Kindergarten or First Grade (Education)	<b>Effect Size:</b> -0.568 <b>LCI:</b> -1.296 <b>UCI:</b> 0.159 <b>Weight:</b> 1.238 <b>Standard error:</b> 0.371	
Coffield (1954) 1_3	A longitudinal study of the effects of non-promotion on educational achievement in the elementary school (NA)	<b>Effect Size:</b> -0.569 <b>LCI:</b> -1.147 <b>UCI:</b> 0.009 <b>Weight:</b> 1.364 <b>Standard error:</b> 0.295	
Alexander (1994) 1_3	On the success of failure: a reassessment of the effects of retention in the primary grades (NA)	<b>Effect Size:</b> -0.574 <b>LCI:</b> -0.982 <b>UCI:</b> -0.166 <b>Weight:</b> 1.496 <b>Standard error:</b> 0.208	
Roderick (2005) 1_2	Retention Under Chicago's High-Stakes Testing Program: Helpful, Harmful, or Harmless? (Educational Evaluation and Policy Analysis)	<b>Effect Size:</b> -0.577 <b>LCI:</b> -2.576 <b>UCI:</b> 1.422 <b>Weight:</b> 0.467 <b>Standard error:</b> 1.02	
Chansky (1964)	Progress of Promoted and Repeating Grade 1 Failures (The Journal of Experimental Education)	<b>Effect Size:</b> -0.591 <b>LCI:</b> -1.118 <b>UCI:</b> -0.064 <b>Weight:</b> 1.406 <b>Standard error:</b> 0.269	
Ogden (1971) 1_1	An Evaluation of Nonpromotion as a Method of Improving Academic Performance (NA)	<b>Effect Size:</b> -0.597 <b>LCI:</b> -0.998 <b>UCI:</b> -0.196 <b>Weight:</b> 1.501 <b>Standard error:</b> 0.205	
Coffield (1954) 1_5	A longitudinal study of the effects of non-promotion on educational achievement in the elementary school (NA)	<b>Effect Size:</b> -0.597 <b>LCI:</b> -1.248 <b>UCI:</b> 0.054 <b>Weight:</b> 1.303 <b>Standard error:</b> 0.332	
Coffield (1954) 1_6	A longitudinal study of the effects of non-promotion on educational achievement in the elementary school (NA)	<b>Effect Size:</b> -0.625 <b>LCI:</b> -1.708 <b>UCI:</b> 0.457 <b>Weight:</b> 0.947 <b>Standard error:</b> 0.552	

Author	Title	Effect Size	Effect Size (Graph)
Beebe-Frankenberger (2004) 1_2	Sorting second-grade students: Differentiating those retained from those promoted <i>(Journal of Educational Psychology)</i>	<b>Effect Size:</b> -0.628 <b>LCI:</b> -1.144 <b>UCI:</b> -0.112 <b>Weight:</b> 1.415 <b>Standard error:</b> 0.263	
Ogden (1971) 1_2	An Evaluation of Nonpromotion as a Method of Improving Academic Performance <i>(NA)</i>	<b>Effect Size:</b> -0.638 <b>LCI:</b> -1.143 <b>UCI:</b> -0.133 <b>Weight:</b> 1.423 <b>Standard error:</b> 0.258	
Mitchell (1968) 1_3	A longitudinal study of the effects of nonpromotion and remedial summer school on educational achievement in the elementary schools of Rapid City <i>(NA)</i>	<b>Effect Size:</b> -0.674 <b>LCI:</b> -1.104 <b>UCI:</b> -0.244 <b>Weight:</b> 1.48 <b>Standard error:</b> 0.219	
Hughes (1983)	Cognitive Development in Retained First Grade Pupils (Nonpromotion) <i>(NA)</i>	<b>Effect Size:</b> -0.712 <b>LCI:</b> -1.066 <b>UCI:</b> -0.359 <b>Weight:</b> 1.533 <b>Standard error:</b> 0.18	
Hagborg (1991)	A follow-up study of high school students with a history of grade retention <i>(Psychology in the Schools)</i>	<b>Effect Size:</b> -0.759 <b>LCI:</b> -1.225 <b>UCI:</b> -0.292 <b>Weight:</b> 1.453 <b>Standard error:</b> 0.238	
Mitchell (1968) 1_7	A longitudinal study of the effects of nonpromotion and remedial summer school on educational achievement in the elementary schools of Rapid City <i>(NA)</i>	<b>Effect Size:</b> -0.769 <b>LCI:</b> -1.587 <b>UCI:</b> 0.05 <b>Weight:</b> 1.16 <b>Standard error:</b> 0.418	
Spithill (1965)	The effects of nonpromotion on achievement and maturation in the junior high school <i>(NA)</i>	<b>Effect Size:</b> -0.789 <b>LCI:</b> -1.196 <b>UCI:</b> -0.381 <b>Weight:</b> 1.496 <b>Standard error:</b> 0.208	
McGill (1965)	A Comparison Study of the Gains Made by Non-Promoted and Promoted Students in the Snoqualmie Valley Elementary Schools <i>(NA)</i>	<b>Effect Size:</b> -0.873 <b>LCI:</b> -1.292 <b>UCI:</b> -0.453 <b>Weight:</b> 1.488 <b>Standard error:</b> 0.214	
Reynolds (1992)	Grade Retention and School Adjustment: An Explanatory Analysis <i>(Educational Evaluation and Policy Analysis)</i>	<b>Effect Size:</b> -0.919 <b>LCI:</b> -1.118 <b>UCI:</b> -0.72 <b>Weight:</b> 1.614 <b>Standard error:</b> 0.102	



Author	Title	Effect Size	Effect Size (Graph)
Alexander (1994) 1_5	On the success of failure: a reassessment of the effects of retention in the primary grades (NA)	<b>Effect Size:</b> -0.931 <b>LCI:</b> -1.33 <b>UCI:</b> -0.532 <b>Weight:</b> 1.502 <b>Standard error:</b> 0.203	
Coffield (1954) 1_7	A longitudinal study of the effects of non-promotion on educational achievement in the elementary school (NA)	<b>Effect Size:</b> -0.941 <b>LCI:</b> -2.066 <b>UCI:</b> 0.185 <b>Weight:</b> 0.916 <b>Standard error:</b> 0.574	
Dobbs (1967)	The effect of nonpromotion on the achievement of groups matched from retained first graders and promoted second graders ( <i>Journal of Educational Research</i> )	<b>Effect Size:</b> -0.955 <b>LCI:</b> -1.491 <b>UCI:</b> -0.419 <b>Weight:</b> 1.399 <b>Standard error:</b> 0.274	
Dennebaum (1994) 1_2	Kindergarten Retention and Transition Classrooms: Their Relationship to Achievement (NA)	<b>Effect Size:</b> -1.098 <b>LCI:</b> -1.762 <b>UCI:</b> -0.434 <b>Weight:</b> 1.292 <b>Standard error:</b> 0.339	
Cosden (1995)	Kindergarten Practices and First-Grade Achievement for Latino Spanish-Speaking, Latino English-Speaking, and Anglo Students ( <i>Journal of School Psychology</i> )	<b>Effect Size:</b> -1.118 <b>LCI:</b> -1.848 <b>UCI:</b> -0.389 <b>Weight:</b> 1.236 <b>Standard error:</b> 0.372	
Alexander (1994) 1_1	On the success of failure: a reassessment of the effects of retention in the primary grades (NA)	<b>Effect Size:</b> -1.242 <b>LCI:</b> -1.556 <b>UCI:</b> -0.928 <b>Weight:</b> 1.557 <b>Standard error:</b> 0.16	
Mitchell (1968) 1_10	A longitudinal study of the effects of nonpromotion and remedial summer school on educational achievement in the elementary schools of Rapid City (NA)	<b>Effect Size:</b> -1.274 <b>LCI:</b> -1.614 <b>UCI:</b> -0.934 <b>Weight:</b> 1.541 <b>Standard error:</b> 0.173	
Coffield (1954) 1_4	A longitudinal study of the effects of non-promotion on educational achievement in the elementary school (NA)	<b>Effect Size:</b> -1.317 <b>LCI:</b> -2.067 <b>UCI:</b> -0.567 <b>Weight:</b> 1.218 <b>Standard error:</b> 0.383	
Garner (1968) 1_1	The effect of age and certain other variables on the retention and subsequent achievement of first grade children ( <i>Education</i> )	<b>Effect Size:</b> -1.317 <b>LCI:</b> -1.674 <b>UCI:</b> -0.959 <b>Weight:</b> 1.53 <b>Standard error:</b> 0.182	

Author	Title	Effect Size	Effect Size (Graph)
Coffield (1954) 1_1	A longitudinal study of the effects of non-promotion on educational achievement in the elementary school (NA)	<b>Effect Size:</b> -1.339 <b>LCI:</b> -1.809 <b>UCI:</b> -0.869 <b>Weight:</b> 1.451 <b>Standard error:</b> 0.24	
Laughlin (1982)	Effect of Nonpromotion on Self-Concept and Reading Achievement (NA)	<b>Effect Size:</b> -1.34 <b>LCI:</b> -1.722 <b>UCI:</b> -0.958 <b>Weight:</b> 1.514 <b>Standard error:</b> 0.195	