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Summary of effects	
Study	Effect size
Allen et al. 2009	-0.30 (low quality studies) 0.04 (medium and high quality studies)
Bright, 2011	-0.50
Jimerson, 2001	-0.31
Holmes & Matthews, 1984	-0.34
Yoshida, 1989	-0.60
Indicative effect size	-0.32

For more information about the effect sizes in the Toolkit, click [here](#).

Meta-analyses abstracts	
Study	Abstract
Allen et.al. (2009).	The present meta-analysis examined the effect of grade retention on academic outcomes and investigated systemic sources of variability in effect sizes. Using multi-level modeling, we investigated characteristics of 207 effect sizes across 22 studies published between 1990 and 2007 at two levels: the study (between) and individual (within) levels. Design quality was a study-level variable. Individual level variables were median grade retained and median number of years post retention. Quality of design was associated with less negative effects. Studies employing middle to high methodological designs yielded effect sizes not statistically significantly different from zero and 0.34 higher (more positive) than studies with low design quality. Years post retention was negatively associated with retention effects, and this effect was stronger for studies using grade comparisons versus age comparisons. Results challenge the widely held view that retention has a negative impact on achievement. Suggestions for future research are discussed.
Bright, (2011).	This dissertation investigates the relationship between grade retention and students' academic achievement for K-6 students. A meta-analysis was conducted from studies published between 1990 and 2010 that reported data on the effects of elementary grade retention and students' academic achievement. The primary hypothesis for this dissertation was that there was a positive relationship between grade retention and students' academic performance. An extensive systematic review of the literature was conducted using bibliographic databases and other sources, resulting in the review of hundreds of abstracts and articles. Initially, this review resulted in the identification of approximately 120 articles, from which, 68 were identified as potential studies for inclusion in this meta-analysis. As data were abstracted from each potential study and evaluated, 43 studies remained for inclusion in this meta-analysis. Of these 43 studies, 31 either reported effect sizes in the results section or included sufficient data to calculate the effect sizes. After testing each study for statistical significance and eliminating insignificant studies, 26 studies remained. Effect sizes for these 26 studies were averaged and an effect size of medium strength was revealed ($ES = -0.50$). This effect size indicated that retained students scored 0.50 standard deviations lower than promoted students on academic outcome measures. Sixteen studies included in this meta-analysis had never been included in any prior meta-analysis, thus adding to the existing literature. This study found that there was not a POSITIVE relationship between grade retention and students' academic performance. Results support the findings of most prior studies on grade retention concluding that grade retention is not an effective intervention. Major findings are provided for the four research questions examined in this study. In addition, implications for practitioners and implications for researchers are

	included, as well as, suggestions for future research.
Holmes & Matthews (1984).	In this study data from all studies identified as meeting the selection criteria were mathematically integrated to determine the effect of grade-level retention on elementary and/or junior high school pupils. When each effect size calculated was treated equally, a grand mean effect size of -.37 was obtained indicating that, on the average, promoted children scored .37 standard deviation units higher than retained children on the various outcome measures. When the effect sizes within each study were first averaged so that each study could be given equal weight, a grand mean of -.34 was obtained. By using the effect sizes from only those studies in which the promoted and non-promoted pupils had been matched, a grand mean of -.38 was calculated. The high degree of consistency in these measures lends credibility to the validity of these findings. In addition to the grand means, effects sizes were calculated on various dependent variable measures, including academic achievement (further subdivided into various areas), personal adjustment (which included self-concept, social adjustment, and emotional adjustment), and attitude toward school, behaviour, and attendance. In all cases, the outcomes for promoted pupils were more positive than for retained pupils.
Jimerson (2001).	Retaining a child at grade level has become increasingly popular, consistent with the emphasis on accountability and standards in elementary education. This article provides a comprehensive review of the research examining the academic and socio-emotional outcomes associated with grade retention. Following a brief historical overview of previously published literature reviews, a summary of studies published between 1990 and 1999 is provided. A systematic review and meta-analysis of 20 recent studies includes: outcome variables (i.e., achievement and socio-emotional adjustment), age or grade of retained population, matched or controlled for variables in analyses with comparison groups, and the overall conclusion regarding the efficacy of grade retention. Results of recent studies and this meta-analysis are consistent with past literature reviews from the 1970s and 1980s. In addition to a summary of the results, the discussion addresses the disparity between educational practice and converging research regarding grade retention and suggests directions for practice. This review encourages researchers, educational professionals, and legislators to abandon the debate regarding social promotion and grade retention in favour of a more productive course of action in the new millennium.