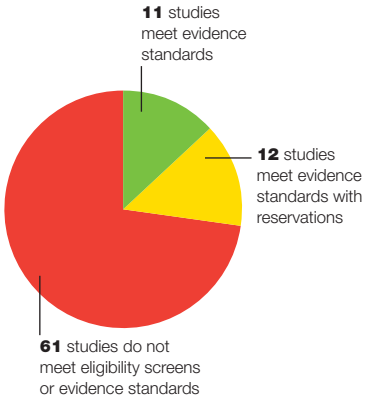
What Works Clearinghouse

ies INSTITUTE OF EDUCATION SCIENCES

WWC identified 84 studies of 22 dropout prevention interventions



The findings in this topic report summarize the WWC dropout prevention intervention reports prepared through September 2008. http://ies.ed.gov/ncee/wwc/

Dropout prevention interventions are school- and community-based initiatives that aim to keep students in school and encourage them to complete their high school education. To be included in the What Works Clearinghouse (WWC) review, interventions have to operate within the United States and include dropout prevention or dropout recovery as one of their primary objectives. The interventions reviewed provide a mix of services, such as counseling, monitoring, school restructuring, curriculum redesign, financial incentives, and community services to mitigate factors impeding academic success.

The review focuses on three outcome domains: staying in school, progressing in school, and completing school. As of September 2008, the WWC looked at 84 studies of 22 dropout prevention interventions that qualified for review. Of these, 23 studies of 16 interventions meet WWC evidence standards—11 without reservations and 12 with reservations. The six other interventions have no studies that meet WWC eligibility or evidence screens.

In looking at the three outcome domains for the 16 interventions, four interventions had positive or potentially positive effects in two domains:

- *Accelerated Middle Schools* had potentially positive effects (+) on staying in school and positive effects on progressing in school (++)
- *ALAS (Achievement for Latinos through Academic Success)* had potentially positive effects on staying in school (+) and on progressing in school (+)
- *Career Academies* had potentially positive effects on staying in school (+) and on progressing in school (+)
- *Check & Connect* had positive effects on staying in school (++) and potentially positive effects on progressing in school (+)

Eight other interventions had potentially positive effects in one domain. Four had no discernible effects in any of the three domains.

Absence of conflict of interest

Several studies in the WWC review of dropout prevention interventions were conducted by Mathematica Policy Research, Inc. (MPR). Because the principal investigator for the WWC review is an MPR staff member, these MPR studies were rated by staff from Caliber, an ICF International Company, which also prepared the corresponding intervention reports. These reports were then reviewed by MPR staff as well as external peer reviewers.

Intervention Ratings for Dropout Prevention

Each dropout prevention intervention that had at least one study meeting WWC standards (with or without reservations) received a rating of effectiveness in one or more of the three outcome domains: staying in school, progressing in school, and completing school. The ratings characterize evidence in a domain, taking into account the quality of the research design, the statistical significance of the findings, the size of the difference between participants in the intervention and comparison conditions, and the consistency in findings across studies.

The research evidence can be rated as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative (see the WWC Intervention Rating Scheme). Table 1 shows the effectiveness ratings for the 16 dropout prevention interventions (empty cells indicate that studies meeting standards did not report findings in that domain).

Table 1 Effectiveness ratings for 16 dropout prevention interventions in three domains

Intervention name	Staying in school		Progressing in school		Completing school	
	Rating of effectiveness	Extent of evidence[1]	Rating of effectiveness	Extent of evidence[1]	Rating of effectiveness	Extent of evidence[1]
Accelerated Middle Schools *(no website available)*	+	Medium to large	++	Medium to large		
ALAS (Achievement for Latinos through Academic Success) *(http://www.ndpc-sd.org/documents/Evidence_Based_Practices/ALAS_Model_Description.pdf)*	+	Small	+	Small		
Career Academies *(http://ncacinc.com)*	+	Small	+	Small	O	Small
Check & Connect *(http://ici.umn.edu/checkandconnect)*	++	Small	+	Small	O	Small
Financial Incentives for Teen Parents to Stay in School *(no website available)*	+	Medium to large	O	Small	O	Medium to large
First Things First *(http://www.irre.org)*	O	Small				
High School Redirection *(no website available)*	+−	Medium to large	+	Medium to large	O	Medium to large
Job Corps *(http://www.jobcorps.dol.gov/about.htm)*			O	Small	+	Small
JOBSTART *(no website available)*					+	Small
Middle College High School *(http://www.mcnc.us)*	O	Small			O	Small
New Chance *(no website available)*					+	Small
Project GRAD *(http://www.projectgrad.org)*			O	Small	O	Small
Quantum Opportunity Program *(http://www.eisenhowerfoundation.org/qop.php)*			O	Small	O	Small
Talent Development High Schools *(http://www.csos.jhu.edu/tdhs)*			+	Small		
Talent Search *(http://www.ed.gov/programs/triotalent/index.html)*					+	Medium to large
Twelve Together *(no website available)*	+	Small	O	Small		

Note: WWC intervention reports describe each intervention and provide information on the students, cost, and scope of use. To view the intervention reports, please click on the intervention name or go to http://ies.ed.gov/ncee/wwc/. When available, websites offering additional information about the intervention are included after the intervention name.

Key

++ Positive effects: strong evidence of a positive effect with no overriding contrary evidence

\+ Potentially positive effects: evidence of a positive effect with no overriding contrary evidence

+− Mixed effects: evidence of inconsistent effects

O No discernible effects: no affirmative evidence of effects

− Potentially negative effects: evidence of a negative effect with no overriding contrary evidence

−− Negative effects: strong evidence of a negative effect with no overriding contrary evidence

[1]A rating of "medium to large" requires at least two studies and two schools across studies in one domain and a total sample size across studies of at least 350 students or 14 classrooms. Otherwise, the rating is "small."

Average improvement indices

The WWC computes an average improvement index for each domain and each study and a domain average improvement index across studies of the same intervention (see the Technical Details of WWC-Conducted Computations).

The improvement index represents the difference between the percentile rank of the average student in the intervention condition and the percentile rank of the average student in the comparison condition. It can take on values between –50 and +50, with positive numbers denoting results favorable to the intervention group. Unlike the rating of effectiveness, which is based on four factors, the improvement index is based only on the size of the difference between the intervention and the comparison conditions.[1]

Staying in school

The staying in school domain includes measures of whether the student remained enrolled in school or dropped out of school without earning a high school diploma or GED certificate, as well as the number of school days enrolled. The WWC reviewed outcomes in this domain for 9 dropout prevention interventions, and the average improvement index ranged from –3 to +42 percentile points (figure 1).

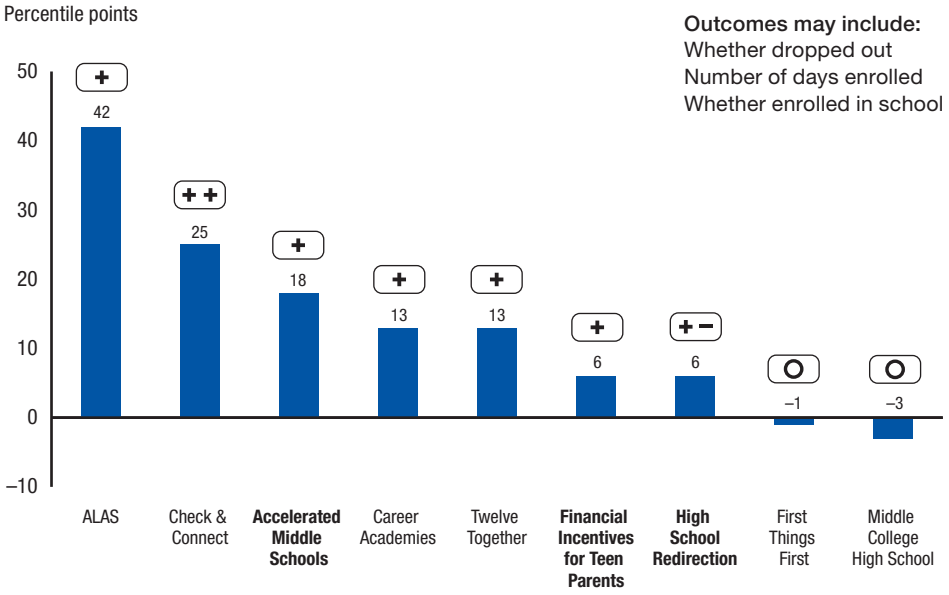
Progressing in school

The progressing in school domain includes measures of credits earned, grade promotion, whether the student is making normal progress toward graduation, and highest grade completed. The WWC reviewed outcomes in this domain for 11 interventions, and the average improvement index ranged from –6 to +35 percentile points (figure 2).

Completing school

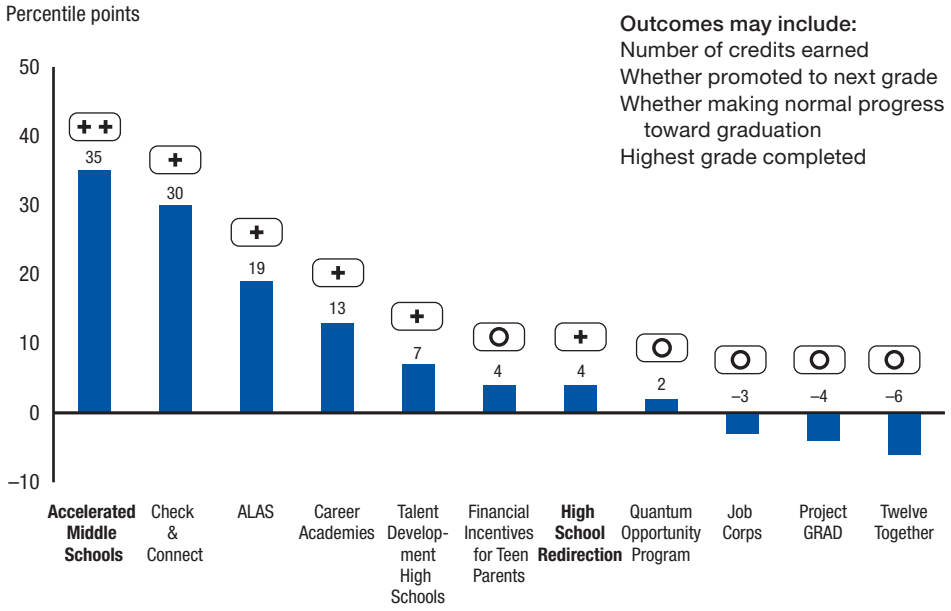
The completing school domain includes measures of whether the student earned a high school diploma or received a GED certificate. The WWC reviewed outcomes in this domain for 11 interventions, and the average improvement index ranged from –3 to +17 percentile points (figure 3).

Figure 1 Staying in school: average improvement



Note: Bold text indicates interventions with a medium to large extent of evidence.

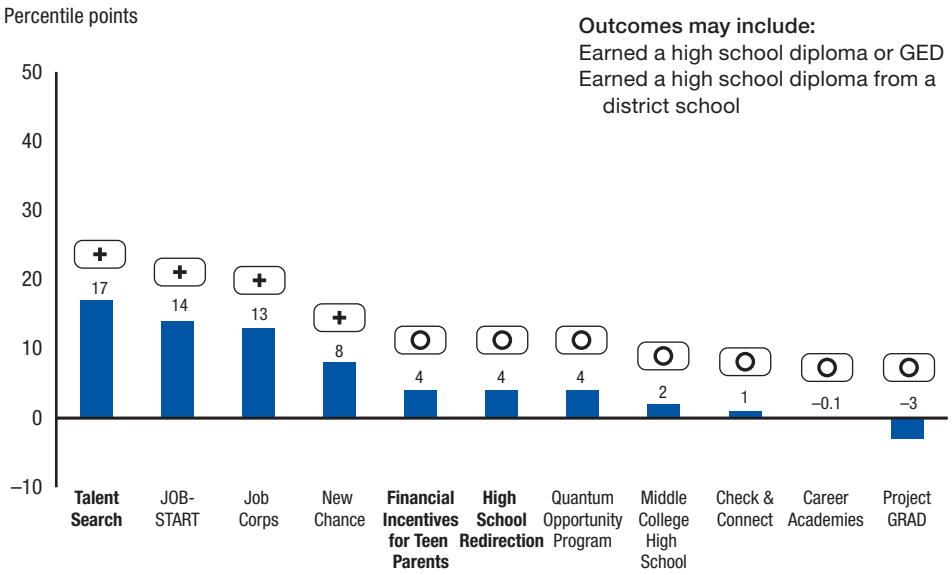
Figure 2 Progressing in school: average improvement



Note: Bold text indicates interventions with a medium to large extent of evidence.

1. To enable comparisons across interventions, improvement indices are calculated from student-level findings. For further details please see Technical Details of WWC-Conducted Computations.

Figure 3 Completing school: average improvement



Note: Bold text indicates interventions with a medium to large extent of evidence.

Table 2 Interventions reviewed with no studies meeting WWC eligibility or evidence screens[1]

Belief Academy *(no website available)*
Coca-Cola Valued Youth Program *(http://www.idra.org/Coca-Cola_Valued_Youth_Program.html)*
National Guard Youth ChalleNGe Corps *(http://www.ngycp.org)*
New Century High Schools Initiative *(http://www.newvisions.org/schools/nchs/index.asp)*
Project COFFEE *(http://www.oxps.org)*
Talent Development Middle Grades Program *(http://web.jhu.edu/CSOS/tdmg/index.html)*

1. The table includes all eligible interventions considered for the WWC dropout prevention review with no studies meeting eligibility screens or evidence standards.

For more information about studies reviewed and WWC methodology, please see the Dropout Prevention Technical Appendices.

Appendix

Appendix A1 Extent of evidence

Intervention name	Staying in school			Progressing in school			Completing school		
	Number of studies	Sample size (schools/ students)	Extent of evidence[1]	Number of studies	Sample size (schools/ students)	Extent of evidence[1]	Number of studies	Sample size (schools/ students)	Extent of evidence[1]
Accelerated Middle Schools	3	14/848	Medium to large	3	14/848	Medium to large	0	0	na
ALAS (Achievement for Latinos through Academic Success)	1	1/94	Small	1	1/81	Small	0	0	na
Career Academies	1	9/345	Small	1	9/316	Small	1	9/360	Small
Check & Connect	2	nr/238	Small	1	nr/92	Small	1	nr/144	Small
Financial Incentives for Teen Parents to Stay in School	2	nr/1,819	Medium to large	1	nr/913	Small	2	nr/1,819	Medium to large
First Things First	1	16/nr	Small	0	0	na	0	0	na
High School Redirection	3	3/1,634	Medium to large	2	2/732	Medium to large	3	3/1,510	Medium to large
Job Corps	0	0	na	1	105/11,313	Small	1	105/8,597	Small
JOBSTART	0	0	na	0	0	na	1	13/1,941	Small
Middle College High School	1	1/394	Small	0	0	na	1	1/394	Small
New Chance	0	0	na	0	0	na	1	16/2,079	Small
Project GRAD	0	0	na	1	13/nr	Small	1	13/nr	Small
Quantum Opportunity Program	0	0	na	1	11/766	Small	1	11/915	Small
Talent Development High Schools	0	0	na	1	11/nr	Small	0	0	na
Talent Search	0	0	na	0	0	na	2	200+/9,854	Medium to large
Twelve Together	1	9/219	Small	1	9/219	Small	0	0	na

na = not applicable/not studied
nr = not reported

1. A rating of "medium to large" requires at least two studies and two schools across studies in one domain and a total sample size across studies of at least 350 students or 14 classrooms. Otherwise, the rating is "small."

Appendix A2 Targeted population

Intervention name	Students targeted by the intervention	Students in reviewed studies same as full target population?
Accelerated Middle Schools	Middle school students who are behind grade level	Yes
ALAS (Achievement for Latinos through Academic Success)	Middle school students deemed at risk of dropping out; served throughout their three years of middle or junior high school	Yes
Career Academies	High school students; intervention originally served only at-risk students; now serves a more general student population	No. Studies reviewed focused only on at-risk students.
Check & Connect	Middle and high school students deemed at risk of dropping out; served throughout their time in middle or high school	No. Studies reviewed focused only on high school students.
Financial Incentives for Teen Parents to Stay in School	Teen parents receiving cash assistance	Yes
First Things First	Students in elementary, middle, and high schools serving significant proportions of economically disadvantaged students	No. Studies reviewed focused only on high school students.
High School Redirection	High school students who have dropped out or are considered at risk of dropping out	Yes
Job Corps	Economically disadvantaged youth, most of whom lack a high school diploma or GED certificate	Yes
JOBSTART	Young disadvantaged high school dropouts	Yes
Middle College High School	High school students who have dropped out or are considered at risk of dropping out	Yes
New Chance	Young welfare mothers without a high school diploma or GED certificate	Yes
Project GRAD	Serves all students in a participating high school, as well as its feeder elementary and middle schools	No. Studies reviewed focused only on high school students.
Quantum Opportunity Program	Students from high schools with high dropout rates; support provided for four to five years beginning in the ninth grade	Yes
Talent Development High Schools	School-wide reform serving all students in a participating high school	Yes
Talent Search	Low-income middle and high school students; middle and high school students whose parents did not earn high school degrees	No. Studies reviewed focused only on high school students.
Twelve Together	Middle and early high school students; serves a mix of those at high risk of academic failure as well as those at lower risk; services provided for one year	No. Studies reviewed focused only on middle school students.

Appendix A3 Characteristics of interventions

Intervention name	Academic approach	Support services
Accelerated Middle Schools	An additional year of curriculum is covered during a student's one to two years in the intervention	Small class sizes, tutoring, attendance monitoring, counseling, and family outreach
ALAS (Achievement for Latinos through Academic Success)	Regular school curriculum supplemented with special classes on problem-solving skills	Close monitoring of attendance, regular feedback to parents and students on performance, case management, and counseling
Career Academies	School-within-a-school approach operating within a regular high school; coursework organized around a career theme	Internships and mentors from local employers that reinforce the specific career theme of the academy
Check & Connect	Regular school curriculum supplemented with tutoring as needed	Close monitoring of attendance, mentoring, case management, and family outreach
Financial Incentives for Teen Parents to Stay in School	Does not include an academic component	Bonuses and sanctions applied to the welfare grant to encourage school attendance and improved academic performance; case management
First Things First	Theme-based small learning communities, family and student advocate system, and instructional improvements	Students assigned an advocate, typically one of their teachers, who serves as a mentor and a liaison between the school and the student's family
High School Redirection	Alternative high school model focusing on basic skills acquisition, remedial reading instruction, and accelerated credit accumulation	Onsite child care, limited extracurricular activities
Job Corps	Remedial education, GED preparation, vocational training, job placement assistance	Residential living services, counseling, health services, social-skills training, and a biweekly living allowance
JOBSTART	Basic academic skills instruction, GED preparation, occupational skills training, job placement assistance	Training-related support services, such as transportation assistance and childcare
Middle College High School	Alternative high school operating on a college campus; college-preparatory curriculum emphasizing individualized attention and the development of critical thinking skills	Community service opportunities, internships, peer support, and specialized counseling
New Chance	GED preparation classes and a parenting and life skills curriculum, followed by occupational training and job placement assistance	Case management and child care
Project GRAD	Model uses regular school curriculum at the high school level; includes curriculum reforms at the elementary and middle school level focused on reading and math instruction	College scholarships for students performing well academically, six-week academic summer program on a college campus, counseling on college preparation and admissions
Quantum Opportunity Program	Regular school curriculum supplemented with tutoring, computer-assisted learning, and life skills instruction	Case management, mentoring, transportation assistance, child care, and financial incentives to promote participation
Talent Development High Schools	School restructured into small "learning communities," curriculum emphasizes college preparation and reading and math instruction	Ongoing technical assistance and professional development for school staff
Talent Search	Regular school curriculum supplemented with tutoring and study skills assistance	Career exploration, aptitude assessment, academic advising, college campus visits, college and financial aid application assistance, assistance with preparing for college entrance exams
Twelve Together	Regular school curriculum supplemented with homework assistance	Weekly peer support sessions led by trained adult facilitators, college campus visits, social events

Appendix A4 Summary of statistically significant[1] or substantively important[2] positive findings

Intervention name	Staying in school		Progressing in school		Completing school	
	Positive findings	Findings across outcomes	Positive findings	Findings across outcomes	Positive findings	Findings across outcomes
Accelerated Middle Schools						
Dynarski, Gleason, Rangarajan, & Wood, 1998—Georgia study (randomized controlled trial with differential attrition)	Dropped out of school	ns, Substantively important	Highest grade completed after two years	Statistically significant, Substantively important	na	na
Dynarski, Gleason, Rangarajan, & Wood, 1998—New Jersey study (randomized controlled trial)	None	ns, nsi	Highest grade completed after two years	Statistically significant, Substantively important	na	na
Dynarski, Gleason, Rangarajan, & Wood, 1998—Michigan study (randomized controlled trial with differential attrition)	Dropped out of school	Statistically significant, Substantively important	Highest grade completed after two years	Statistically significant, Substantively important	na	na
ALAS (Achievement for Latinos through Academic Success)						
Larson & Rumberger, 2005 (randomized controlled trial)	Enrollment: end of grade 9	Statistically significant, Substantively important	On track to graduate on time: end of 9th grade	Statistically significant, Substantively important	na	na
Career Academies						
Kemple, 2004 (randomized controlled trial)	Dropped out of school	Statistically significant, Substantively important	Total credits earned Credits earned met graduation requirements	Statistically significant, Substantively important	None	ns, nsi
Check & Connect						
Sinclair, Christenson, Evelo, & Hurley, 1998 (randomized controlled trial)	Dropped out of school	Statistically significant, Substantively important	Credits earned	Statistically significant, Substantively important	None	ns, nsi
Sinclair, Christenson, & Thurlow, 2005 (randomized controlled trial with attrition problems)	Dropped out of school	Statistically significant, Substantively important	na	na	None	ns, nsi
Financial Incentives for Teen Parents to Stay in School						
Long, Gueron, Wood, Fisher, & Fellerath, 1996 (randomized controlled trial)	None	ns, nsi	None	ns, nsi	None	ns, nsi
Mauldon, Malvin, Stiles, Nicosia, & Seto, 2000 (randomized controlled trial with attrition problems)	Dropped out of school	Statistically significant, nsi	na	na	None	ns, nsi
First Things First						
Quint, Bloom, Black, & Stephens, 2005—Houston study (quasi-experimental design)	None	ns, nsi	na	na	na	na
High School Redirection						
Dynarski & Wood, 1997—Stockton study (randomized controlled trial with control group crossover)	Number of days enrolled: year 1 Number of days enrolled: year 2	Statistically significant, Substantively important	Total credits earned: end of year 4	Statistically significant, Substantively important	None	ns, nsi
Dynarski & Wood, 1997—Wichita study (randomized controlled trial)	None	ns, nsi	None	ns, nsi	None	ns, nsi
Dynarski & Wood, 1997—Cincinnati study (randomized controlled trial)	None	ns, nsi	na	na	None	ns, nsi

(continued)

Appendix A4 Summary of statistically significant[1] or substantively important[2] positive findings *(continued)*

Intervention name	Staying in school		Progressing in school		Completing school	
	Positive findings	Findings across outcomes	Positive findings	Findings across outcomes	Positive findings	Findings across outcomes
Job Corps Schochet, Burghardt, & Glazerman, 2001 (randomized controlled trial)	na	na	None	ns, nsi	Earned a high school diploma/GED	Statistically significant, Substantively important
JOBSTART Cave, Bos, Doolittle, & Toussaint, 1993 (randomized controlled trial)	na	na	na	na	Earned a high school diploma/GED	Statistically significant, Substantively important
Middle College High School Dynarski, Gleason, Rangarajan, & Wood, 1998 (randomized controlled trial)	None	ns, nsi	na	na	None	ns, nsi
New Chance Quint, Bos, & Polit, 1997 (randomized controlled trial)	na	na	na	na	Earned a high school diploma/GED	Statistically significant, nsi
Project GRAD Snipes, Holton, Doolittle, & Sztejnberg, 2006 (quasi-experimental design)	na	na	None	ns, nsi	None	ns, nsi
Quantum Opportunity Program Schirm, Stuart & McKie, 2006 (randomized controlled trial with differential attrition)	na	na	None	ns, nsi	None	ns, nsi
Talent Development High Schools Kemple, Herlihy, & Smith, 2005 (quasi-experimental design)	na	na	Total credits earned: end of year 2 Enrolled in 10th grade: end of year 2	Statistically significant, nsi	na	na
Talent Search Constantine, Seftor, Martin, Silva, & Myers, 2006—Texas study (quasi-experimental design)	na	na	na	na	Earned high school diploma/GED	Statistically significant, Substantively important
Constantine, Seftor, Martin, Silva, & Myers, 2006—Florida study (quasi-experimental design)	na	na	na	na	Earned high school diploma/GED	Statistically significant, Substantively important
Twelve Together Dynarski, Gleason, Rangarajan, & Wood, 1998 (randomized controlled trial with differential attrition)	Dropped out of school	ns, Substantively important	None	ns, nsi	na	na

ns = not statistically significant nsi = not substantively important na = not studied

1. According to WWC criteria, if an intervention finds a statistically significant effect, there is less than a 5% chance that this difference is due to chance. The level of statistical significance was calculated by the WWC and, where necessary, corrects for clustering within classrooms or schools and for multiple comparisons. For an explanation about the clustering comparison, see the WWC Tutorial on Mismatch. For the formulas the WWC used to calculate statistical significance, see the Technical Details of WWC-Conducted Computations.
2. For rating purposes, the WWC considered the statistical significance of the findings and the magnitude of the effect, also called the effect size. An average effect size is the sum of all the effect sizes of the student outcomes in a study in a single domain divided by the number of those outcomes. The WWC considers an average effect size across all student outcomes in one study in a given domain to be substantively important if it is equal to or greater than 0.25.

Appendix A5 Methodology

Eighty-four studies on 22 dropout prevention interventions were classified for the strength of their design. To be fully reviewed, a study had to be a randomized controlled trial or a quasi-experimental design with evidence of equating between the treatment and comparison groups.

Eligibility Screens and Evidence Standards

Quasi-experiments eligible for review include those equating through matching or statistical adjustment, regression discontinuity designs, and single case designs. No studies based on the latter two types of designs were identified for the dropout prevention review. The WWC is currently developing evidence standards for regression discontinuity designs and single case designs.

The review considered the properties of measurement instruments, the percentage of students, classrooms, or schools in the study sample that were not included in the reported results, and any sample characteristics or events that might serve as alternative explanations for the observed effect. For details please see the WWC Evidence Standards. Long-term outcomes were preferred over short-term outcomes in the WWC's analysis of intervention effects.

The research evidence for interventions that have at least one study meeting WWC evidence standards with or without reservations is summarized in individual intervention reports posted on the WWC website. See http://ies.ed.gov/ncee/wwc/. So far, 23 studies of 16 dropout prevention interventions meet evidence standards with or without reservations. The lack of evidence for the remaining interventions does not mean that those interventions are ineffective; some interventions have not yet been studied using a study design that permits the WWC to draw any conclusions about their effectiveness. And for some studies, not enough data were reported (such as descriptive statistics of the findings) to enable the WWC to confirm statistical findings.

Rating of effectiveness

Each dropout prevention intervention that had at least one study meeting WWC standards with or without reservations received a rating of effectiveness in at least one outcome domain. The rating of effectiveness aims to characterize the existing evidence base in a given domain. The intervention effects based on the research evidence can be rated as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative.

The rating of effectiveness takes into account four factors: the quality of the research design, the statistical significance of the findings, the size of the difference between participants in the intervention and the comparison conditions, and the consistency in findings across studies (see the WWC Intervention Rating Scheme).

The level of statistical significance was reported by the study authors or, where necessary, calculated by the WWC to correct for clustering within classrooms or schools and for multiple comparisons. Because of these corrections, the level of statistical significance as calculated by the WWC may differ from the one originally reported by the study authors. For an explanation, see the WWC Tutorial on Mismatch. For the formulas that the WWC used to calculate statistical significance, see Technical Details of WWC-Conducted Computations. If the average effect size across all outcomes in one study in a single domain is at least 0.25, it is considered substantively important, contributing toward the rating of effectiveness. See the technical appendices of the dropout prevention intervention reports for further details.

Extent of evidence

The evidence base rating represents the size and number of independent samples that were assessed for the purposes of analysis of the intervention effects. A "medium to large" evidence base requires at least two studies and two schools across studies within one domain, and a total sample size across studies of at least 350 students or 14 classrooms. Otherwise, the evidence is considered to be "small." The WWC is currently working to define a "large" evidence base. This term should not be confused with external validity, as other facets of external validity—such as variations in settings, important subgroups of

Appendix A5 Methodology *(continued)*

students, implementation, and outcomes measures—were not taken into account for the purposes of this rating.

Improvement index

The WWC computes an improvement index for each individual finding. In addition, within each outcome domain, the WWC computes an average improvement index for each domain and each study and a domain average improvement index across studies of the same intervention (see the Technical Details of WWC-Conducted Computations). The improvement index represents the difference between the percentile rank of the average student in the intervention condition and the percentile rank of the average student in the comparison condition. The improvement index can take on values between –50 and +50, with positive numbers denoting results favorable to the intervention group. Unlike the rating of effectiveness, the improvement index is based only on the size of the difference between the intervention and the comparison conditions.

Appendix A6 References

Meets WWC standards

Accelerated Middle Schools

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation*. Princeton, NJ: Mathematica Policy Research, Inc. **(New Jersey study)**

ALAS (Achievement for Latinos through Academic Success)

Larson, K. A., & Rumberger, R. W. (1995). ALAS: Achievement for Latinos through Academic Success. In H. Thornton (Ed.), *Staying in school. A technical report of three dropout prevention projects for junior high school students with learning and emotional disabilities*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Additional sources:

Gándara, P., Larson, K. A., Mehan, H., & Rumberger, R. W. (1998). *Capturing Latino students in the academic pipeline.* Berkeley, CA: Chicano/Latino Policy Project.

Larson, K. A. (1989). Task-related and interpersonal problem-solving training for increasing school success in high-risk young adolescents. *Remedial and Special Education*, *10*(5), 32–42.

Larson, K. A., & Rumberger, R. W. (1995). Doubling school success in highest-risk Latino youth: Results from a middle school intervention study. In R. F. Macías and R. G. García Ramos (Eds.), *Changing Schools for Changing Students*. Santa Barbara: University of California Linguistic Minority Research Institute.

Rumberger, R. W., & Larson, K. A. (1994). Keeping high-risk Chicano students in school: Lessons from a Los Angeles junior high school dropout prevention intervention. In R. J. Rossi (Ed.), *Educational Reforms for At-Risk Students* (pp. 141–162). New York: Teachers College Press.

Career Academies

Kemple, J. J. (2004). *Career Academies: Impacts on labor market outcomes and educational attainment.* New York: MDRC.

Additional sources:

Kemple, J. J., & Snipes, J. C. (2000). *Career Academies: Impacts on students' engagement and performance in high school.* New York: MDRC.

Kemple, J. J., & Rock, J. L. (1996). *Career Academies: Early implementation lessons from a 10-site evaluation.* New York: MDRC.

Check & Connect

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children, 65*(1), 7–21.

Additional sources:

Christenson, S. L., Sinclair, M. F., Thurlow, M. L., & Evelo, D. (1999). Promoting student engagement with school using the Check & Connect model. *Australian Journal of Guidance & Counseling, 9*(1), 169–184.

Sinclair, M. F., Christenson, S. L., Lehr, C. A., & Anderson, A. R. (2003). Facilitating student engagement: Lessons learned from Check & Connect longitudinal studies. *The California School Psychologist, 8*(1), 29–42.

Financial Incentives for Teen Parents to Stay in School

Long, D., Gueron, J. M., Wood, R. G., Fisher, R., & Fellerath, V. (1996). *LEAP: Three-year impacts of Ohio's welfare initiative to improve school attendance among teenage parents.* New York: MDRC.

Additional sources:

Bloom, D., Kopp, H., Long, D., & Polit, D. (1991). *LEAP: Implementing a welfare initiative to improve school attendance among teenage parents.* New York: MDRC.

Bos, J. M., & Fellerath, V. (1997). *LEAP: Final report on Ohio's welfare initiative to improve school attendance among teenage parents.* New York: MDRC.

Appendix A6 References *(continued)*

High School Redirection

Dynarski, M., & Wood, R. (1997). *Helping high-risk youth: Results from the Alternative Schools Demonstration Program.* Princeton, NJ: Mathematica Policy Research, Inc. **(Wichita study)**

Additional sources:

Rubenstein, M. (1995). G*iving students a second chance: The evolution of the Alternative Schools Demonstration Program.* Washington, DC: Policy Studies Associates.

Weinbaum, A. T., & Baker, A. M. (1991). *Final implementation report: High School Redirection replication project.* New York: Academy for Educational Development.

Dynarski, M., & Wood, R. (1997). *Helping high-risk youth: Results from the Alternative Schools Demonstration Program.* Princeton, NJ: Mathematica Policy Research, Inc. **(Cincinnati study)**

Additional sources:

Rubenstein, M. (1995). *Giving students a second chance: The evolution of the Alternative Schools Demonstration Program.* Washington, DC: Policy Studies Associates.

Weinbaum, A. T., & Baker, A. M. (1991). *Final implementation report: High School Redirection replication project.* New York: Academy for Educational Development.

Job Corps

Schochet, P. Z., Burghardt, J., & Glazerman, S. (2001). *National Job Corps Study: The impacts of Job Corps on participants' employment and related outcomes*. Princeton, NJ: Mathematica Policy Research, Inc.

Additional sources:

Burghardt, J., McConnell, S., Meckstroth A., Schochet, P. Z., Johnson T., & Homrighausen J. (1999). *National Job Corps Study: Report on study implementation.* Princeton, NJ: Mathematica Policy Research, Inc.

McConnell, S., & Glazerman, S. (2001). *National Job Corps Study: The benefits and costs of Job Corps.* Princeton, NJ: Mathematica Policy Research, Inc.

JOBSTART

Cave, G., Bos, H., Doolittle, F., & Toussaint, C. (1993). *JOBSTART: Final report on a program for school dropouts.* New York, NY: MDRC.

Additional sources:

Auspos, P., Cave, G., Doolittle, F., & Hoerz, G. (1989). *Implementing JOBSTART: A demonstration for school dropouts in the JTPA system*. New York, NY: MDRC.

Cave, G., & Doolittle, F. (1991). *Assessing JOBSTART: Interim impacts of a program for school dropouts*. New York, NY: MDRC.

Middle College High School

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation.* Princeton, NJ: Mathematica Policy Research, Inc.

Additional sources:

Dynarski, M., & Gleason, P. (1998). *How can we help? What we have learned from evaluations of federal dropout-prevention programs.* Princeton, NJ: Mathematica Policy Research, Inc.

Hershey, A., Adelman, N., & Murray, S. (1995). *Helping kids succeed: Implementation of the School Dropout Demonstration Assistance Program.* Princeton, NJ: Mathematica Policy Research, Inc.

Rosenberg, L., & Hershey, A. (1995). *The cost of dropout prevention programs.* Princeton, NJ: Mathematica Policy Research, Inc.

New Chance

Quint, J. C., Bos, H. M., & Polit, D. F. (1997). *New Chance: Final report on a comprehensive program for young mothers in poverty and their children*. New York, NY: MDRC.

Additional sources:

Quint, J. C., Fink, B. L., & Rowser, S. L. (1991). *New Chance: Implementing a comprehensive program for disadvantaged young mothers and their children*. New York, NY: MDRC.

Appendix A6 References *(continued)*

Quint, J., Polit, D., Bos, H., & Cave, G. (1994). *New Chance: Interim findings on a comprehensive program for disadvantaged young mothers and their children*. New York, NY: MDRC.

Meets WWC standards with reservations

Accelerated Middle Schools

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation*. Princeton, NJ: Mathematica Policy Research, Inc. **(Georgia study)**

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation*. Princeton, NJ: Mathematica Policy Research, Inc. **(Michigan study)**

Additional sources:

Dynarski, M., & Gleason, P. (1998). *How can we help? What we have learned from evaluations of federal dropout prevention programs*. Princeton, NJ: Mathematica Policy Research, Inc.

Hershey, A., Adelman, N., & Murray, S. (1995). *Helping kids succeed: Implementation of the School Dropout Demonstration Assistance Program*. Princeton, NJ: Mathematica Policy Research, Inc.

Rosenberg, L., & Hershey, A. (1995). *The cost of dropout prevention programs*. Princeton, NJ: Mathematica Policy Research, Inc.

Check & Connect

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children, 71*(4), 465–482.

Additional source:

Sinclair, M. F., Christenson, S. L., Evelo, D. L., Hurley, C. M., Kau, M. Y., Logan, D. T., Thurlow, M. L., & Westberry, D. (2001). *Persistence Plus: Using Check & Connect procedures to improve service delivery and positive post-school outcomes for secondary students with serious emotional disturbance*. (CDFA No. 84.237H). Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Financial Incentives for Teen Parents to Stay in School

Mauldon, J., Malvin, J., Stiles, J., Nicosia, N., & Seto, E. (2000). *Impact of California's Cal-Learn Demonstration Project: Final report.* Berkeley, CA: University of California, UC DATA.

First Things First

Quint, J., Bloom, H. S., Black, A. R., & Stephens, L. (2005). *Scaling up First Things First: The challenge of scaling up educational reform*. New York, NY: MDRC. **(Houston study)**

Additional Sources:

Quint, J. C., Byndloss, D. C., and Melamud, B. (2003). *Scaling up First Things First: Findings from the first implementation year.* New York, NY: MDRC.

High School Redirection

Dynarski, M., & Wood, R. (1997). *Helping high-risk youth: Results from the Alternative Schools Demonstration Program.* Princeton, NJ: Mathematica Policy Research, Inc. **(Stockton study)**

Additional sources:

Rubenstein, M. (1995). *Giving students a second chance: The evolution of the Alternative Schools Demonstration Program.* Washington, DC: Policy Studies Associates.

Weinbaum, A. T., & Baker, A. M. (1991). *Final implementation report: High School Redirection replication project.* New York: Academy for Educational Development.

Project GRAD

Snipes, J. C., Holton, G. I., Doolittle, F., & Sztejnberg, L. (2006). *Striving for student success: The effect of Project GRAD on high school student outcomes in three urban school districts.* New York, NY: MDRC. **(Houston study)**

Appendix A6 References *(continued)*

Quantum Opportunity Program

Schirm, A., Stuart, E., & McKie, A. (2006). *The Quantum Opportunity Program demonstration: Final impacts*. Washington, DC: Mathematica Policy Research, Inc.

Additional sources:

Maxfield, M., Castner, L., Maralani, V., & Vencill, M. (2003). *The Quantum Opportunity Program demonstration: Implementation findings*. Washington, DC: Mathematica Policy Research, Inc.

Maxfield, M., Schirm, A., & Rodriguez-Planas, N. (2003). *The Quantum Opportunity Program demonstration: Implementation and short-term impacts*. Washington, DC: Mathematica Policy Research, Inc.

Schirm, A., & Rodriguez-Planas, N. (2004). *The Quantum Opportunity Program demonstration: Initial post-intervention impacts*. Washington, DC: Mathematica Policy Research, Inc.

Schirm, A., Rodriguez-Planas, N., Maxfield, M., & Tuttle, C. (2003). *The Quantum Opportunity Program demonstration: Short-term impacts*. Washington, DC: Mathematica Policy Research, Inc.

Talent Development High Schools

Kemple, J., Herlihy, C., & Smith, T. (2005). *Making progress toward graduation: Evidence from the talent development high school model.* New York: MDRC.

Additional source:

Kemple, J., & Herlihy, C. (2004). *The Talent Development High School Model: Context, components, and initial impacts on ninth-grade students' engagement and performance.* New York: MDRC.

Talent Search

Constantine, J. M., Seftor, N. S., Martin, E. S., Silva, T., & Myers, D. (2006). *A study of the effect of the Talent Search program on secondary and postsecondary outcomes in Florida, Indiana, and Texas: Final report from phase II of the national evaluation*. Report prepared by Mathematica Policy Research, Inc. for the US Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service. Washington, DC: US Department of Education. **(Texas study)**

Constantine, J. M., Seftor, N. S., Martin, E. S., Silva, T., & Myers, D. (2006). *A study of the effect of the Talent Search program on secondary and postsecondary outcomes in Florida, Indiana, and Texas: Final report from phase II of the national evaluation*. Report prepared by Mathematica Policy Research, Inc. for the US Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service. Washington, DC: US Department of Education. **(Florida study)**

Twelve Together

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation.* Princeton, NJ: Mathematica Policy Research, Inc.

Additional sources:

Dynarski, M., & Gleason, P. (1998). *How can we help? What we have learned from evaluations of federal dropout-prevention programs.* Princeton, NJ: Mathematica Policy Research, Inc.

Hershey, A., Adelman, N., & Murray, S. (1995). *Helping kids succeed: Implementation of the School Dropout Demonstration Assistance Program.* Princeton, NJ: Mathematica Policy Research, Inc.

Rosenberg, L., & Hershey, A. (1995). *The cost of dropout prevention programs.* Princeton, NJ: Mathematica Policy Research, Inc.

Does not meet WWC eligibility screens or evidence standards

Belief Academy

Edgar, E., & Johnson, E. (1995). *Belief Academy: Dropout prevention and intervention project targeting middle school youth*

Appendix A6 References *(continued)*

with learning disabilities and emotional/behavioral disorders at risk for dropping out of school. Project Evaluation 1990–1995. Washington, DC: US Department of Education, Office of Special Education Programs. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Career Academies

Dayton, C., & Weisberg, A. (1987). *School-to-work and academy demonstration programs: 1986-87 evaluation report* (Policy Paper No. PC87-11-12-EMCF). Berkeley, CA: Policy Analysis for California Education. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Additional source:

Dayton, C. (1988). *"Jobs for the Disadvantaged" graduate follow-up survey* (Policy Paper No. PP88-5-6). Berkeley, CA: Policy Analysis for California Education.

Dayton, C., Weisberg, A., & Stern, D. (1989). *California Partnership Academies: 1987–88 evaluation report* (Policy Paper No. PP89-9-1). Berkeley, CA: Policy Analysis for California Education. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Additional sources:

Dayton, C., Reller, D., & Evans, J. (1987). *Peninsula Academies replication: 1985-86 evaluation report* (Report No. PC87-1-1-WFHF). Berkeley, CA: Policy Analysis for California Education.

Dayton, C., Weisberg, A., Stern, D., & Evans, J. (1988). *Peninsula Academies replication: 1986-87 evaluation report* (Policy Paper No. PP88-4-3). Berkeley, CA: Policy Analysis for California Education.

Stern, D., Dayton, C., Paik, I., Weisberg, A., & Evans, J. (1988). Combining academic and vocational courses in an integrated program to reduce high school dropout rates: Second-year results from replications of the California Peninsula Academies. *Educational Evaluation and Policy Analysis, 10*(2), 161–170.

Stern, D., Dayton, C., Paik, I., & Weisberg, A. (1989). Benefits and costs of dropout prevention in a high school program combining academic and vocational education: Third-year results from replications of the California Peninsula Academies. *Educational Evaluation and Policy Analysis, 11*(4), 405–416.

Elliott, M. N., Hanser, L. M., & Gilroy, C. L. (2002). Career Academies: Additional evidence of positive student outcomes. *Journal of Education for Students Placed at Risk, 7*(1), 71–90. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Hanser, L., & Stasz, C. (1999). *The effects of enrollment in the Transportation Career Academy program on student outcomes.* Santa Monica, CA: RAND. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Maxwell, N., & Rubin, L. (2000). *High school career academies: A pathway to educational reform in urban school districts?* Kalamazoo, MI: Upjohn Institute for Employment Research. The study does not meet evidence standards because the overall attrition rate exceeds WWC standards for this area.

Additional sources:

Maxwell, N. (2001). Step to college: Moving from the high school career academy through the 4-Year University. *Evaluation Review, 25*(6), 619–654.

Maxwell, N., & Rubin, L. (1997). *The relative impact of a career academy on post-secondary work and education skills in urban, public high schools* (Discussion Paper No. 97-2). Hayward, CA: California State University, Human Investment Research and Education Center.

Maxwell, N., & Rubin, L. (2001). *Career academy programs in California: Outcomes and implementation.* Berkeley, CA: University of California, California Policy Research Center.

Reller, D. J. (1984). *The Peninsula Academies: Final technical evaluation report.* Palo Alto, CA: American Institutes for Research. The study does not meet evidence standards

Appendix A6 References *(continued)*

because the intervention and comparison groups are not shown to be equivalent at baseline.

Additional sources:

Reynolds, D. F. (1984). *The Peninsula Academies: Third yearly interim report.* Palo Alto, CA: American Institutes for Research.

Reynolds, D. F., & Reeves, J. K. (1983). *The Peninsula Academies: Second yearly interim report.* Palo Alto, CA: American Institutes for Research.

Check & Connect

Anderson, A. R., Christenson, S. L., Sinclair, M. F., & Lehr, C. A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology, 42*, 95–113. This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Lehr, C. A., Sinclair, M. F., & Christenson, S. L. (2004). Addressing student engagement and truancy prevention during the elementary school years: A replication study of the Check & Connect model. *Journal of Education for Students Placed At-Risk, 9*(3), 279–301. This study is ineligible for review because it does not use a sample within the age or grade range specified in the protocol.

Additional sources:

Sinclair, M. F., & Lehr, C. A. (2001). *Dakota County: Elementary Check & Connect programs. Program evaluation 2001 summary report*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Sinclair, M. F., & Lehr, C. A. (2000). *Dakota County: Elementary Check & Connect programs. Annual summative program evaluation report*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Sinclair, M. F., & Kaibel, C. (2002). *Dakota County: Secondary Check & Connect programs. Program evaluation 2002 final summary report*. Minneapolis, MN: University of Minnesota, Institute on Community Integration. This study is ineligible for review because it does not use a comparison group.

Thorton, H. E. (Ed.). (1995). *Staying in school: A technical report of three dropout prevention projects for middle school students with learning and emotional disabilities. Technical report 1990–1995*. ABC dropout prevention and intervention series. Washington, DC: US Department of Education. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Coca-Cola Valued Youth Program

Cardenas, J. A., Montecel, M. R., Supik, J. D., & Harris, R. J. (1992). The Coca-Cola Valued Youth Program: Dropout prevention strategies for at-risk students. *Texas Researcher, 3,* 111–130. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Robledo, M. R., Cardenas, J. A., Garcia, Y. M., Montemayor, A. M., Ramos, M. G., Supik, J. D., & Villarreal, A. (1990). *Partners for Valued Youth: Dropout prevention strategies for at-risk language minority students. A technical report*. Washington, DC: IDRA/Development Associates. This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

First Things First

Quint, J., Bloom, H. S., Black, A. R., & Stephens, L. (2005). *Scaling up First Things First: The challenge of scaling up educational reform*. New York, NY: MDRC. **(Riverview Gardens study)** The study does not meet evidence standards because the measures of effect cannot be attributed solely to the intervention – there was only one unit of analysis in one or both conditions.

Quint, J., Bloom, H. S., Black, A. R., & Stephens, L. (2005). *Scaling up First Things First: The challenge of scaling up educational reform*. New York, NY: MDRC. **(Kansas City study)** The study does not meet evidence standards because

Appendix A6 References *(continued)*

the intervention and comparison groups are not shown to be equivalent at baseline.

Quint, J., Bloom, H. S., Black, A. R., & Stephens, L. (2005). *Scaling up First Things First: The challenge of scaling up educational reform*. New York, NY: MDRC. **(Shaw and Greenville study)** This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Gambone, M. A., Klem, A. M., Summers, J. A., Akey, T. A., & Sipe, C. L. (2004). *Turning the tide: The achievements of the First Things First education reform in the Kansas City, Kansas Public School District*. Philadelphia, PA: Youth Development Strategies, Inc. This study is ineligible for review because it does not use a comparison group.

High School Redirection

Baker, A. M. (1992). Using a theory of dropout prevention to determine the effectiveness of the High School Redirection replication program. *Dissertation Abstracts International 52*(08), 2761A. (UMI No. 9136351) This study is ineligible for review because it does not use a comparison group.

Foley, E., & Crull, P. (1984). *Educating the at-risk adolescent: More lessons from alternative high schools.* A report. New York: Public Education Association. This study is ineligible for review because it does not use a comparison group.

Job Corps

Lin, C. W. (1999). *Affective work competencies: Evaluation of work-related attitude change in a Job Corps residential center*. (Doctoral dissertation, Kansas State University, 1999). *Dissertation Abstracts International*, 60 (5-A), 1463. This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Middle College High School

Cavalluzzo, L., Jordan, W., & Corallo, C. (2002). *Case studies of high schools on college campuses: An alternative to the traditional high school program.* Charleston, WV: AEL. This study is ineligible for review because it does not use a comparison group.

Cullen, C. L. (1991). *Middle College High School: Its organization and effectiveness.* (Doctoral dissertation, Columbia University). *Dissertation Abstracts International, 52,* 358. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Heard, F. B. (1988). *An assessment of the Tennessee Statewide School-College Collaborative for Educational Excellence: The Middle College High School.* (Doctoral dissertation, Nova University). (ERIC Document Reproduction Service No. ED249637) The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Lieberman, J. E. (1986). *Middle College: A ten year study.* (ERIC Document Reproduction Service No. ED271153) The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Lieberman, J. E. (1992). *A final report to the Ford Foundation on Middle College replication.* Long Island City, NY: LaGuardia Community College. This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

National Guard Youth ChalleNGe Corps

Wenger, J. W., & Hodari, A. K. (2004). *Final analysis of evaluation of homeschool and ChalleNGe program recruits*. Alexandria, VA: CNA Corporation. This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Garcia, F. E., Gasch, J. L., Wenger, J. W., & Ray, B. D. (2001). *Evaluation of the pilot program for home school and ChallenGe program recruits*. Alexandria, VA: CNA Corporation. This study is ineligible for review because it does not use a comparison group.

Appendix A6 References *(continued)*

New Century High Schools Initiative

Brand, B. (2005). *Enhancing high school reform: Lessons from site visits to four cities.* Washington, DC: American Youth Policy Forum. This study is ineligible for review because it does not examine the effectiveness of an intervention.

Foley, E. M., Klinge, A., & Reisner, R. (2007, revised 2008). *Evaluation of New Century High Schools: Profile of an initiative to create and sustain small, successful high schools.* Washington, DC: Policy Studies Associates, Inc. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Galiatsos, S. (2007). *Reforming high schools.* New York, NY: New Visions for Public Schools. This study is ineligible for review because it does not use a comparison group.

Hirota, J. M. (2005). *Reframing education: The partnerships strategy and public schools.* New York, NY: Youth Development Institute, Fund for the City of New York with the assistance of New Visions for Public Schools. This study is ineligible for review because it does not examine the effectiveness of an intervention.

Huebner, T. A. (2005). *Rethinking high school: An introduction to New York City's experience.* San Francisco, CA: WestEd. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Huebner, T. A., Calisi Corbett, G. & Phillippo, K. (2006). *Rethinking high school; Inaugural graduations at New York City's new high schools.* San Francisco, CA: WestEd. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Melcher, M. (2006). *New Century High Schools and the small schools movement in New York City.* New York, NY: New Visions for Public Schools. This study is ineligible for review because it does not examine the effectiveness of an intervention.

New Visions for Public Schools with L. Kurgan. (2005). *From large school buildings to small school campuses: Orchestrating the shift.* New York, NY: New Visions for Public Schools. This study is ineligible for review because it does not examine the effectiveness of an intervention.

Policy Studies Associates. (2006). *Evaluation of the New Century High Schools Initiative: Report on the third year.* Washington, DC. The study does not meet WWC evidence standards because it only includes outcomes that are overaligned with the intervention or measured in a way that is inconsistent with the protocol.

Reisner, E. R., Rubenstein, M. C., Johnson, M. L., & Fabiano, L. (2003). *Evaluation of the New Century High Schools Initiative: Report on program implementation in the first year.* Washington, DC: Policy Studies Associates, Inc. This study is ineligible for review because it does not examine the effectiveness of an intervention.

Rubenstein, M. C., Reisner, E. R., Coon, M. J., & Fabiano, L. (2005). *New Century High Schools: Evaluation findings from the second year.* Washington, DC: Policy Studies Associates, Inc. This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Theroux, K. (2007). Small schools in the big city: Promising results validate reform efforts in New York City high schools. *Carnegie Reporter, 4*(3). New York, NY: Carnegie Corporation of New York. This study is ineligible for review because it does not examine the effectiveness of an intervention.

Project COFFEE

Hayward, B. J., & Tallmadge, K. G. (1995). *Strategies for keeping kids in school: Evaluation of dropout prevention and reentry projects in vocational education. Final report*. Washington, DC: American Institutes for Research, Research Triangle Institute, and RMC Research Corporation, Arlington, VA. **(Turtle Mountain study)** The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Hayward, B. J., & Tallmadge, K. G. (1995). *Strategies for keeping kids in school: Evaluation of dropout prevention and reentry projects in vocational education. Final report*. Washington, DC:

Appendix A6 References *(continued)*

American Institutes for Research, Research Triangle Institute, and RMC Research Corporation, Arlington, VA. **(Fort Totten study)** The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Hayward, B. J., & Tallmadge, K. G. (1995). *Strategies for keeping kids in school: Evaluation of dropout prevention and reentry projects in vocational education. Final report*. Washington, DC: American Institutes for Research, Research Triangle Institute, and RMC Research Corporation, Arlington, VA. **(Fort Berthold study)** The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Hayward, B. J., & Tallmadge, K. G. (1995). *Strategies for keeping kids in school: Evaluation of dropout prevention and reentry projects in vocational education. Final report*. Washington, DC: American Institutes for Research, Research Triangle Institute, and RMC Research Corporation, Arlington, VA. **(Fort Yates study)** The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Project GRAD

Opuni, K. (1999). *Project GRAD: Graduation Really Achieves Dreams. 1998–99 program evaluation report.* Houston, TX: University of Houston. This study is ineligible for review because it does not use a comparison group.

Opuni, K., & Ochoa, M. (2002). *Project GRAD: A comprehensive school reform model.* Houston, TX: University of Houston. This study is ineligible for review because it does not use a comparison group.

Snipes, J. C., Holton, G. I., Doolittle, F., & Sztejnberg, L. (2006). *Striving for student success: The effect of Project GRAD on high school student outcomes in three urban school districts.* New York, NY: MDRC. **(Atlanta study)** The study does not meet evidence standards because the measures of effect cannot be attributed solely to the intervention – there was only one unit of analysis in one or both conditions.

Snipes, J. C., Holton, G. I., Doolittle, F., & Sztejnberg, L. (2006). *Striving for student success: The effect of Project GRAD on high school student outcomes in three urban school districts.* New York, NY: MDRC. **(Columbus study)** The study does not meet evidence standards because the measures of effect cannot be attributed solely to the intervention – there was only one unit of analysis in one or both conditions.

Quantum Opportunity Program

Hahn, A., Leavitt, T., & Aaron, P. (1994). *Evaluation of the Quantum Opportunities Program (QOP): Did the program work? A report on the post secondary outcomes and cost effectiveness of the QOP program (1989–1993)*. Waltham, MA: Brandeis University, Center for Human Resources. The study does not meet evidence standards because the differential attrition rate exceeds WWC standards for this area.

Talent Development High Schools

Balfanz, R., Legters, N., & Jordan, W. (2004). *Catching up: Impact of the Talent Development ninth grade instructional interventions in reading and mathematics in high-poverty high schools*. Baltimore, MD: Johns Hopkins University, CRESPAR. This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

McPartland, J., Balfanz, R., Jordan, W., & Legters, N. (1998). Improving climate and achievement in a troubled urban high school through the Talent Development model. *Journal of Education for Students Placed at Risk*, *1*(4), 337–361. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

McPartland, J., Legters, N., Jordan, W., & McDill, E. L. (1996). *The Talent Development High School: Early evidence of impact on school climate, attendance, and student*

Appendix A6 References *(continued)*

development (Report No. 2). Baltimore, MD: Johns Hopkins University, CRESPAR. This study is ineligible for review because it does not use a comparison group.

Talent Development Middle Grades

Herlihy, C., & Kemple, J. (2004). *The Talent Development Middle School model: Context, components, and initial impacts on students' performance and attendance.* New York: MDRC. This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Mac Iver, D., Plank, S., & Balfantz, R. (2000). *Working together to become proficient readers. Early impact of the Talent Development Middle School's student team literature program.* Baltimore: Johns Hopkins University, Center for Research on the Education of Students Placed At Risk (CRESPAR). This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Mac Iver, D., & Plank, S. (1996). *The Talent Development Middle School. Creating a motivational climate conducive to Talent Development in middle schools: Implementation and effects of student team reading*. Baltimore: Johns Hopkins University, Center for Research on the Education of Students Placed At Risk (CRESPAR). This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Plank, S., & Young, E. (2000). *Lessons for scaling up: Evaluations of the Talent Development Middle School's student team literature program.* Baltimore: Johns Hopkins University, Center for Research on the Education of Students Placed At Risk (CRESPAR). This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Talent Search

Brewer, E. W., & Landers, J. M. (2005). A longitudinal study of the Talent Search program. *Journal of Career Development, 31,* 195–208. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.

Constantine, J. M., Seftor, N. S., Martin, E. S., Silva, T., & Myers, D. (2006). *A study of the effect of the Talent Search program on secondary and postsecondary outcomes in Florida, Indiana, and Texas: Final report from phase II of the national evaluation*. Report prepared by Mathematica Policy Research, Inc. for the US Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service. Washington, DC: US Department of Education. **(Indiana study)** This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Franklin, P. (1985). *Helping disadvantaged youth and adults enter college: An assessment of two Federal programs*. Washington, DC: College Entrance Examination Board. This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Green, C. M. (2003). An assessment of the influence of a Talent Search program on the academic and career goals of program participants. *Dissertation Abstracts International,* Wayne State University. (UMI No. 3086430) This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Simelton, V. E. (1994). *An evaluation of the Educational Talent Search Program at the University of Arkansas at Little Rock*. Unpublished doctoral dissertation, University of Arkansas. This study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Twelve Together

Orr, M. T. (1987). *Keeping students in school. A guide to effective dropout prevention services.* San Francisco: Jossey-Bass Inc. The study does not meet evidence standards because the intervention and comparison groups are not shown to be equivalent at baseline.