

Journal of Research on Educational Effectiveness >
Volume 8, 2015 - Issue 3

333 | 12 | 1
Views | CrossRef citations to date | Altmetric

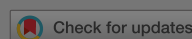
INTERVENTION, EVALUATION, AND POLICY STUDIES

Benchmarks for Expected Annual Academic Growth for Students in the Bottom Quartile of the Normative Distribution






Nancy K. Scammacca , Anna-Mária Fall & Greg Roberts


Pages 366-379 | Published online: 02 Jul 2015

 Cite this article  <https://doi.org/10.1080/19345747.2014.952464>



Sample our
Education
Journals
>> [Sign in here](#) to start your access
to the latest two volumes for 14 days

 Full Article  Figures & data  References  Citations  Metrics

 Reprints & Permissions [Read this article](#)

Abstract

Effect sizes are commonly reported for the results of educational interventions. However, researchers struggle with interpreting their magnitude in a way that transcends generic guidelines. Effect sizes can be interpreted in a meaningful context by benchmarking them against typical growth for students in the normative distribution. This study reports on the results of a meta-analysis of the bottom quartile of the normative distribution of effect sizes for interventions involving students in the bottom quartile of the normative distribution. The results of the meta-analysis show that the effect sizes for interventions involving students in the bottom quartile of the normative distribution are significantly larger than the effect sizes for interventions involving students in the top quartile of the normative distribution. These results suggest that interventions involving students in the bottom quartile of the normative distribution are more effective than interventions involving students in the top quartile of the normative distribution. The results of the meta-analysis also suggest that the effect sizes for interventions involving students in the bottom quartile of the normative distribution are significantly larger than the effect sizes for interventions involving students in the top quartile of the normative distribution. These results suggest that interventions involving students in the bottom quartile of the normative distribution are more effective than interventions involving students in the top quartile of the normative distribution.

About Cookies On This Site

We and our partners use cookies to enhance your website experience, learn how our site is used, offer personalised features, measure the effectiveness of our services, and tailor content and ads to your interests while you navigate on the web or interact with us across devices. You can choose to accept all of these cookies or only essential cookies. To learn more or manage your preferences, click "Settings". For further information about the data we collect from you, please see our [Privacy Policy](#).

Accept All

Essential Only

Settings

Related research

People also read

Recommended articles

Cited by
12

Performance Trajectories and Performance Gaps as Achievement Effect-Size Benchmarks for Educational Interventions [➤](#)

Howard S. Bloom et al.

Journal of Research on Educational Effectiveness

Published online: 13 Oct 2008

About Cookies On This Site

We and our partners use cookies to enhance your website experience, learn how our site is used, offer personalised features, measure the effectiveness of our services, and tailor content and ads to your interests while you navigate on the web or interact with us across devices. You can choose to accept all of these cookies or only essential cookies. To learn more or manage your preferences, click “Settings”. For further information about the data we collect from you, please see our [Privacy Policy](#).

 Accept All

Essential Only

Settings



Information for

Authors

R&D professionals

Editors

Librarians

Societies

Opportunities

Reprints and e-prints

Advertising solutions

Accelerated publication

Corporate access solutions

Open access

Overview

Open journals

Open Select

Dove Medical Press

F1000Research

Help and information

Help and contact

Newsroom

All journals

Books

Keep up to date

Register to receive personalised research and resources by email



Sign me up



Copyright © 2024 Informa UK Limited [Privacy policy](#) [Cookies](#) [Terms & conditions](#)

[Accessibility](#)



Taylor & Francis Group
an informa business

Registered in England & Wales No. 3099067
5 Howick Place | London | SW1P 1WG

About Cookies On This Site

We and our partners use cookies to enhance your website experience, learn how our site is used, offer personalised features, measure the effectiveness of our services, and tailor content and ads to your interests while you navigate on the web or interact with us across devices. You can choose to accept all of these cookies or only essential cookies. To learn more or manage your preferences, click “Settings”. For further information about the data we collect from you, please see our [Privacy Policy](#).

Accept All

Essential Only

Settings