



Provide Academic Support and Enrichment to Prevent Dropping Out of School

What is the level of evidence?

This practice was identified by the Institute of Education Sciences as having a moderate effect for preventing dropout. It is labeled by NTACT as a Research-Based Practice, based on the description of the studies used to establish the evidence. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

What is the practice?

Providing academic support and enrichment includes such practices as tutoring, homework assistance, intensive interventions in specific academic areas, remediation within the regular schedule, additional courses in specific areas, additional study time, and credit recovery opportunities. It should be noted that research primarily included students without disabilities; however, academic support is an effective practice for students with disabilities, as well.

Where is the best place to find out how to do this practice?

The Dropout Prevention Practice Guide includes specific guidance and suggestions for potential roadblocks on page 23 of that document, accessed directly here:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf#page=28.

Additionally, a checklist for each of the recommendations in the Practice Guide begins on page 10 of the full document available here:

http://www.transitionta.org/sites/default/files/DO_Prev_Guide.pdf.

References used to establish this evidence base:

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

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