



Appendix E:

Current Research on Learners Ages 16-21 who are Pursuing a GED

The *GED® Testing Service Research Studies* from the American Council on Education provides updated data and analysis of GED testing. Two recent studies specifically address youth who take the GED:

Differences Between Students Who Were and Were Not Retained in Grade (2007)

Grade promotion policies regarding the low-performing students in grade schools have been increasingly under strict scrutiny and contentious debate with regard to these policies' effect on achievement, self-esteem, and the likelihood of students' dropping out of school. In an examination of the differences between students who were and were not retained in grade and who immediately pursued a GED® credential after dropping out of high school, this study, Differences Between Students Who Were and Were Not Retained in Grade, addresses how the populations of GED candidates who were and were not retained in grade differ demographically, in terms of evidence of negative-impact characteristics, reasons for pursuing a GED credential, and GED Tests performance.

Dropouts Immediately Pursuing a GED Credential (2006)

This study, Dropouts Immediately Pursuing a GED Credential, serves as a preliminary examination of how reasons for not completing school vary by institutional characteristic and presence of high-stakes exit exams. As the research on factors contributing to dropping out of school continues to develop and as research on the impact of high-stakes testing continues to grow and provide inconsistent conclusions, this study was designed to provide empirical data on a specific subset of high school dropouts: those who recently left high school and pursued a high school equivalency credential within one year.

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