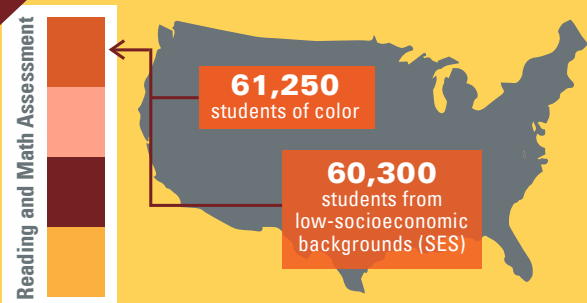


Falling Out of the Lead

Following High Achievers Through High School and Beyond



Nationally, there are 61,250 students of color and 60,300 students from low-socioeconomic backgrounds who perform among the top 25 percent of all students in reading and math at the beginning of high school.

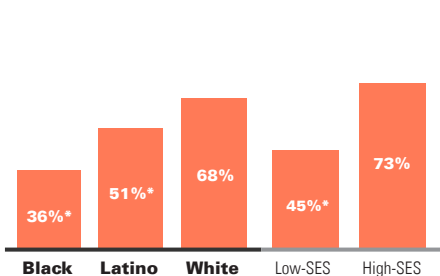
AP SUCCESS

SAT/ACT SCORES

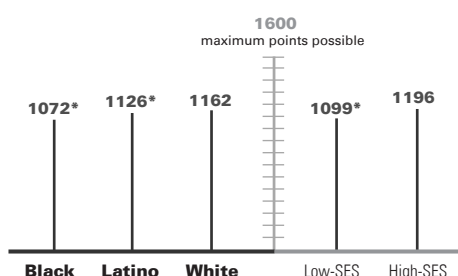
ACADEMIC GPAS

Yet, as these initially high-achieving students progress through high school, they fall behind their peers and lose valuable academic ground. They leave high school with lower AP exam rates, lower SAT/ACT scores, and lower GPAs than their high-achieving white and more advantaged peers. Lower performance on these outcomes indicate that these initial high-performers may not be privy to the same types of instruction and support in their high schools.

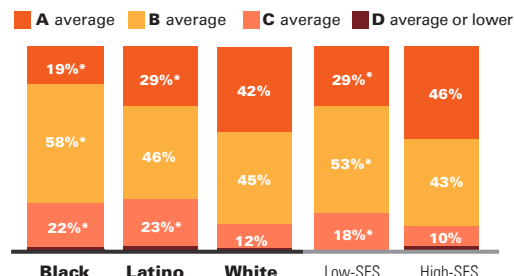
Percent of AP Tests that Receive a Score of 3 or Higher, Taken by High-Achieving Students, by Race and SES



Average SAT/ACT Scores (Expressed as SAT scores, on a 1600-point Scale), High-Achieving Students, by Race and SES



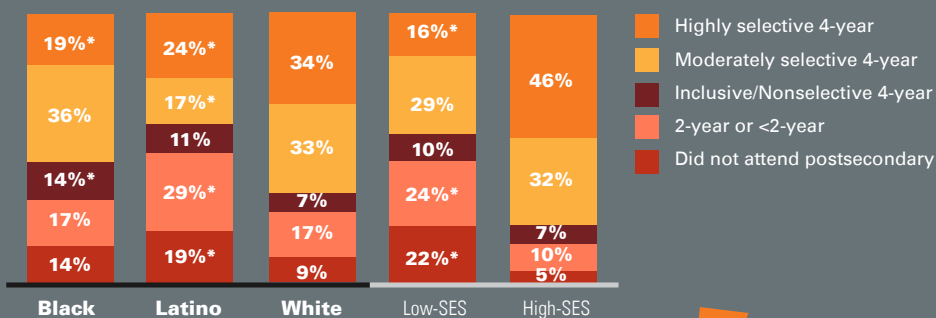
Academic GPAs (4.0 Scale), High-Achieving Students, by Race and SES



POSTSECONDARY SUCCESS

And given these inequitable outcomes on college readiness indicators, it is perhaps unsurprising that they enroll in less selective colleges after graduation.

Postsecondary Enrollment and Selectivity, High-Achieving Students, by Race and SES



STUDENT EXPERIENCE AND REFLECTIONS

The voices of high-achieving students reveal important variations in school experiences that strongly mirror the data. Students, for example, encountered both low- and high-quality coursework during high school and received various levels of academic support. Reducing this variation could greatly benefit high-achieving students.

I took a lot of AP courses, but even my regular courses were rigorous.

My calculus class wasn't really calculus.

When teachers don't take the initiative to explain things to students or help them learn it, students don't feel like they can turn to their teachers for that type of help.

Getting the support was great. From what I hear, you don't get that support in other schools.

WHAT CAN SCHOOLS DO?

Schools can take action to better serve these students. See the full report (www.edtrust.org/fallingoutofthelead) for a series of reflection questions to help educators develop strategies to keep high-achieving students of color and low-income students on the path to success. And read about one school in Ohio where students at every level benefit from a college-going culture.

