

In general, increasing achievement in eighth grade predicts increased achievement in twelfth grade. This effect is modified by the effect of eighth-grade SES. As you can see in Figure 9.3a, for students coming from low-SES homes, the effect of low achievement is more dramatic than for students coming from high-SES homes. Specifically, low-achieving students from low-SES homes are expected to have twelfth-grade achievement almost a full standard deviation below low-achieving students coming from more affluent homes. Conversely, SES does not seem to matter much for students who are high achieving.