

Impact of precocity in mathematics and reading on the transition from compulsory to post-compulsory education and beyond

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This paper focuses on the transition to high school or vocational training of young persons who were precocious in reading and/ or mathematics. Specifically, we are interested in which career track they follow, how that decision was reached and by whom, and whether they are successful thereafter. Our data are the result of a long-running study tracking the careers of precocious young persons, starting with the first year of their compulsory education. We have found that precocious young persons are over-represented in the academic track and that, although their attainment does not exceed that of their non-precocious peers, precocious young persons are: more reluctant to attend school, especially on the vocational track; more prone to truancy; and less challenged by the curriculum. We are currently validating a regression model of the influence of various factors on these outcomes. The results of this process will be presented.