

# Prof. Rex Li's Writings

**Category:** Education

**Sub-category:** Gifted Education

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**Title:** Acceleration in the USA — Readings of  
*Fundamentals of Gifted Education* (2018),  
Chapter 17 (p. 173-186)

**Year Written:** 2022

**Summary/ Abstract:** A short summary and notes on the recent status  
acceleration in the USA (2000-2020).

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**Acceleration in the USA — Readings of  
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Assouline, Shoplik and Colangelo: *Evidence overcome Excuses*

- p. 173           (1) 5<sup>th</sup> grade needs 7<sup>th</sup> grade mathematics  
                  (2) 20 forms of acceleration  
                  R: It's common. Parents should take responsibility.  
                  (3) 1965 – 2004, acceleration in good  
                      *A Nation Deceived: How Schools Hold Back America's Brightest  
                      Students (2007)*  
  
                  R: (1) The authors synthesized research and encourage dialogue.  
                      (2) It can be seen that research moves ahead of practice  
                      (3) Reason: low standard of teachers.
- p. 174           *A Nation Empowered: Evidence Trumps the Excuses Holding Back America's  
                      Brightest Students (2015)*  
                  Acceleration — subject based vs grade based
- p. 175           20 types of Acceleration (R: many are commonsense)
- p. 176           Early college entrance  
  
                  R: (2) We visited some of these schools in 2013.  
                      (4) Similar to KSA
- p. 177           Findings — 5 months in advance (Effect size = 0.3 or above)

In other words, students who were accelerated, compared to bright peers who were not, were likely to gain academic benefits of around 5 months while experiencing very small benefits socially and psychologically.

Long-term impact – “produces scholarly works... at rates well above societal baselines”, “earn more money”.

McClarty’s (2015) longitudinal research also revealed that accelerated students demonstrate advantages over older peers of similar ability who began their careers at the same time (thus removing any advantages or disadvantages associated with a particular economic cycle). As adults, students who had been accelerated show higher rates of productivity, work in more prestigious occupations, are more successful, and earn more money and increase their incomes faster than older, similar ability,

p. 178 Social-emotional effects are also positive, but need further research.

When examining socialization measures in her meta-analysis, Rogers (2015) reported an effect size of .34 for elementary students who grade skipped, .26 for middle school students, and .23 for high school students, which are all small and positive effects.

Early entrance: Robinson suggested 3 months at most.

p. 179 Early College entrance is generally positive.

p. 180 Twice Exceptional Students: gifted + disabled

The presence of a disability in a gifted student should no longer be considered a barrier to readiness for acceleration.

p. 181 Common core State Standard (2020, 2012)

Next Generation Science standard (NGSS)

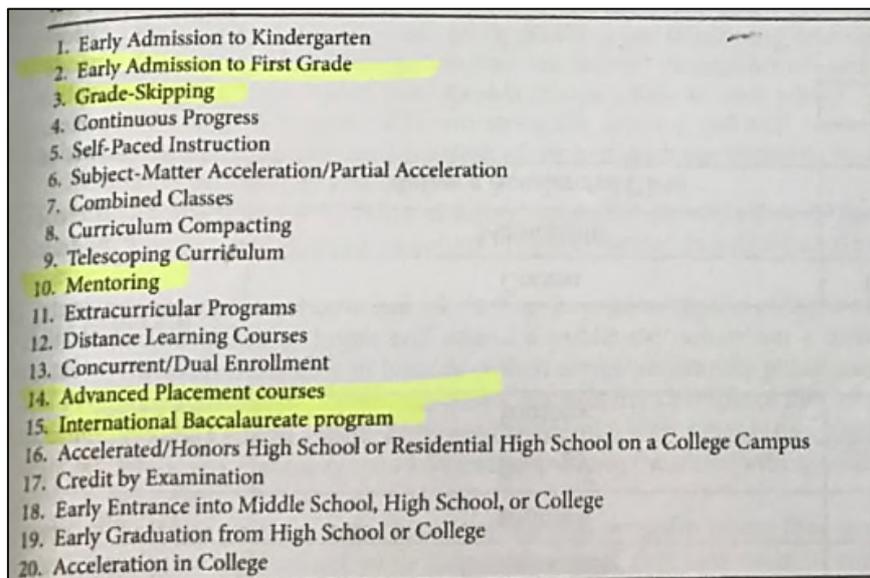
p. 181 Hertberg-Davis saw it as Teacher training problem:

Lack of sustained teacher training in the specific philosophy and methods of differentiation, underlying beliefs prevalent in our school culture that gifted students do fine without any adaptations to curriculum, lack of general education teacher training in the needs and nature of gifted students, and the difficulty of differentiating instruction without a great depth of content knowledge. (Hertberg-Davis, 2009, p. 252)

- p. 182            How to push Acceleration
- (1) Get in touch with professionals
  - (2) Collaborate with schools
  - (3) Curriculum specialist
  - (4) Explore options
  - (5) Tests
  - (6) Sell positive outcome
  - (7) Push schools

- p. 183            Resources
- The Acceleration Institute (2006)
  - Iowa acceleration scale
  - I – Excel Org / IDEAL

Types of Acceleration (p. 175)

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1. Early Admission to Kindergarten
  2. Early Admission to First Grade
  3. Grade-Skipping
  4. Continuous Progress
  5. Self-Paced Instruction
  6. Subject-Matter Acceleration/Partial Acceleration
  7. Combined Classes
  8. Curriculum Compacting
  9. Telescoping Curriculum
  10. Mentoring
  11. Extracurricular Programs
  12. Distance Learning Courses
  13. Concurrent/Dual Enrollment
  14. Advanced Placement courses
  15. International Baccalaureate program
  16. Accelerated/Honors High School or Residential High School on a College Campus
  17. Credit by Examination
  18. Early Entrance into Middle School, High School, or College
  19. Early Graduation from High School or College
  20. Acceleration in College

## Review

- (1) G.T. is working on gifted education and acceleration and we have been successful. We are on the right track.
- (2) In US, obstacles of acceleration are found in public schools with inertia from school administrators. Similar in HK.
- (3) There are a few acceleration / gifted schools in US which we visited.

- (4) McClarty (2015) claimed ... “accelerated students with advantages over older peers of similar ability”. This requires deeper study (22-year-old PhD > 28-year-old PhD).
- (5) There are so many environmental factors leading to adult success; acceleration is just one factor in personal growth.
- (6) We enter a new era of acceleration: knowledge and specialization everywhere, learning any time, acceleration any domain ..... the point is to push / pull students along a growth path in an appropriate way. In this sense, teacher / mentor is most important, like what we do in group projects today. Opportunities are catalyst to growth.