

The 20 Most Important Points from Volume II
A Nation Deceived: How Schools Hold Back America's Brightest Students

1. Acceleration is the most effective curriculum intervention for gifted children.
2. For bright students, acceleration has long-term beneficial effects, both academically and socially.
3. Acceleration is a virtually cost-free intervention.
4. Gifted children tend to be socially and emotionally more mature than their age-mates. For many bright students, acceleration provides a better personal maturity match with classmates.
5. When bright students are presented with curriculum developed for age-peers, they can become bored and unhappy and get turned off from learning.
6. Testing, especially above-level testing (using tests developed for older students), is highly effective in identifying students who would benefit from acceleration.
7. The evidence and mechanisms are available to help schools make good decisions about acceleration so that it is a low-risk/high-success intervention for qualified students. The *Iowa Acceleration Scale* is a proven, effective instrument for helping schools make decisions about whole-grade acceleration.
8. The 18 types of acceleration available to bright students fall into two broad categories: grade-based acceleration, which shortens the number of years a student spends in the K-12 system and subject-based acceleration, which allows for advanced content earlier than customary.
9. Entering school early is an excellent option for some gifted students both academically and socially. High ability young children who enroll early generally settle in smoothly with their older classmates.
10. Gifted students entering college early experience both short-term and long-term academic success, leading to long-term occupational success and personal satisfaction.
11. Many alternatives to full-time early college entrance are available for bright high school students who prefer to stay with age-peers. These include dual enrollment in high school and college, distance education, and summer programs. Advanced Placement (AP) is the best large-scale option for bright students who want to take college-level courses in high school.
12. Very few early college entrants experience social or emotional difficulties. When these do occur they are usually short-term and part of the adjustment process.
13. Radical acceleration (acceleration by two or more years) is effective academically and socially for highly gifted students.
14. Many educators have been largely negative about the practice of acceleration, despite abundant research evidence for its success and viability.
15. To encourage a major change in America's perceptions of educational acceleration, we will need to use all the engines of change: legislation, the courts, administrative rules, and professional initiatives.
16. Effective implementation of accelerative options for gifted students with disabilities is time- and resource-intensive.
17. It is important for parents to be fully involved in the decision-making process about their child's acceleration.
18. The few problems that have been experienced with acceleration have stemmed primarily from incomplete or poor planning.
19. Educational equity does not mean educational sameness. Equity respects individual differences in readiness to learn and recognizes the value of each student
20. The key question for educators is not whether to accelerate a gifted learner but rather how.

For more information on the research that informs these points, see Volume II of *A Nation Deceived*
www.nationdeceived.org