

Park, G., Lubinski, D., & Benbow, C. P. (2013). When less is more: Effects of grade skipping on adult STEM productivity among mathematically precocious adolescents. *Journal of Educational Psychology, 105*, 176-198.

This study used data from a 40-year longitudinal study to assess the influence of grade skipping on the adulthood educational and occupational outcomes of mathematically gifted students. Results showed that compared to propensity-matched peers, students who had skipped a grade were more likely to obtain 1. advanced STEM degrees and peer-reviewed publications; 2. their degrees and publications sooner; and 3. More citations by the age of 50. Together, these findings suggest that skipping a grade fosters and facilitates educational and occupational growth.

Bassok, D., & Reardon, S. F. (2013). “Academic redshirting” in kindergarten: Prevalence, patterns, and implications. *Educational Evaluation and Policy Analysis, 35*(3), 283-297.

In this study using two nationally representative data sets, the authors find that delayed kindergarten entry is less prevalent than popular accounts would have us believe, but that such “redshirting” is more likely in male, white, and high-SES children. Furthermore, the decision to redshirt “may be driven by concerns about children’s relative position within a kindergarten cohort.” To the extent that delaying entry increases the within-class standing of a given student, it increases their probability of being identified as gifted by teacher recommendation or high achievement. These findings, in combination,

provide one possible mechanism by which the gifted student population fails to proportionally represent the surrounding demography.

An, B. P. (2013). The impact of dual enrollment on college degree attainment: Do low-SES students benefit? *Educational Evaluation and Policy Analysis, 35*(1), 57-75.

An has used standard OLS methodology with the National Longitudinal Study of 1988 to investigate the differential impact of dual enrollment on college degree attainment for low-income students. He found that there was a statistically significant difference on the basis of SES, with dual enrollment increasing college attainment to a greater extent for the low-income students. Given the persistent skew in gifted education toward higher incomes and advantage, this finding strongly recommends dual enrollment as an option for high school students identified as gifted.

Additional Articles

Kretschmann, J., Vock, M., & Lüdtke, O. (2014). Acceleration in elementary school: Using propensity score matching to estimate the effects on academic achievement. *Journal Of Educational Psychology*, doi 10.1037/a0036631

Siegle, D., Wilson, H. E., & Little, C. A. (2013). A sample of gifted and talented educators’ attitudes about academic acceleration. *Journal of Advanced Academics, 24*, 27-51.