

# Overview of What Gifted Education Looks Like

Presented by D. Betsy McCoach

NATIONAL  
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**NCRGE's First Five Years:  
Results, Reflections, and Recommendations**

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# identification



# program services

# academic growth



**NCRGE's First Five Years:**

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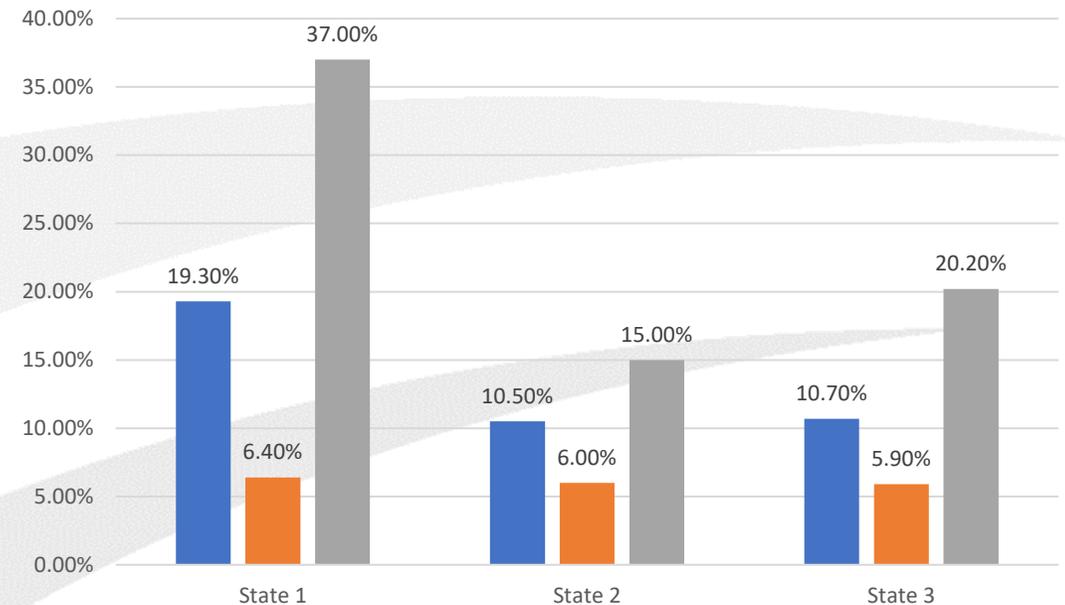
# 11-19%

# g/t overall

# 6%

# under- represented

Percent Identified as Gifted by 5th Grade



■ Total Percentage of Gifted students

■ % of FRPL and Black, Latinx, or Native American students identified as gifted

■ % of Non-FRPL, Non-EL, Non-Black, Non-Latinx, & Non-Native American students identified as gifted



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**How BAD is the**

**U**

**nder Representation  
Of Different Underserved  
Populations**

## **NCRGE's First Five Years: Results, Reflections, and Recommendations**

# Overall State Context

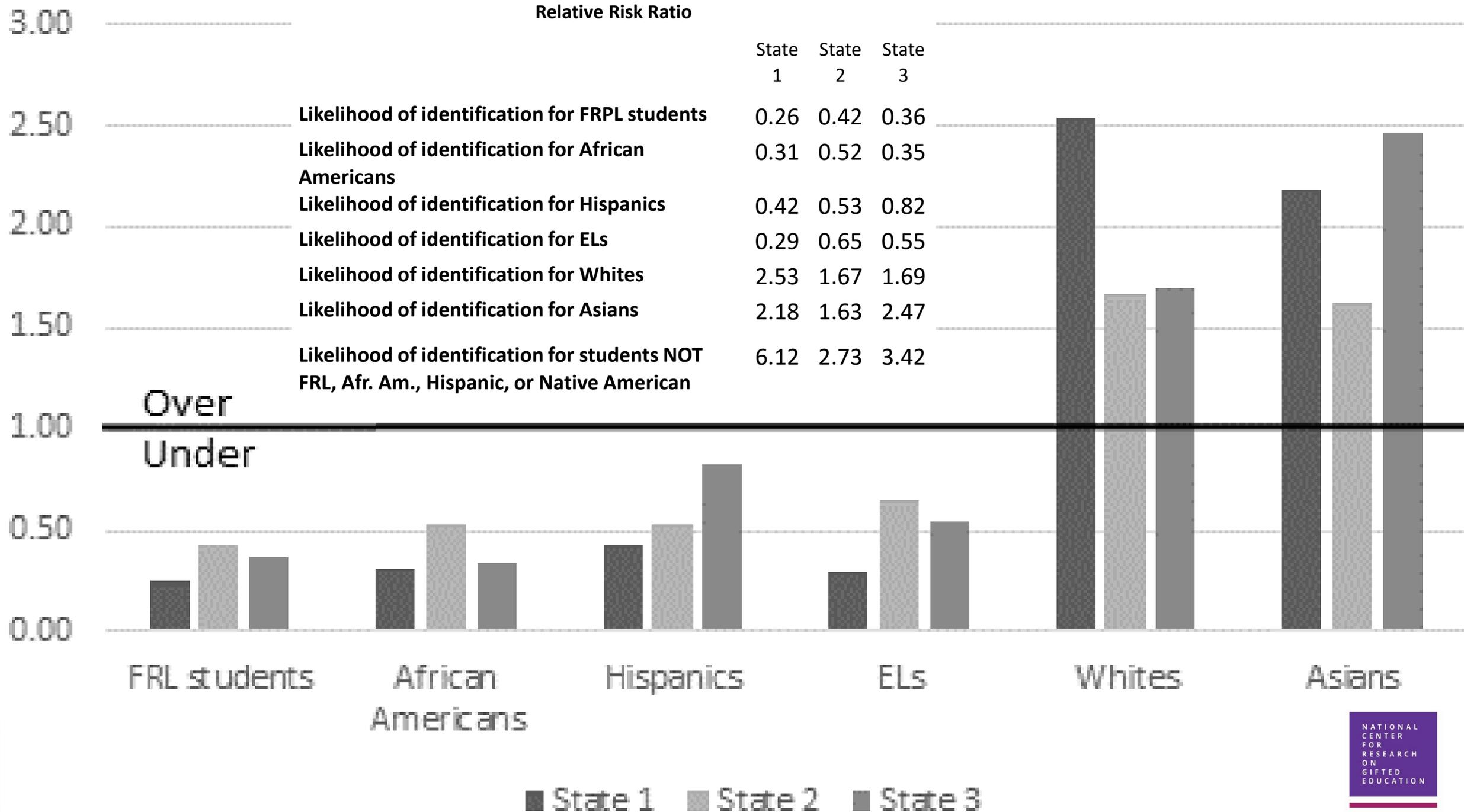
## Overall Percentage of Selected Sub-populations

	State 1	State 2	State 3
<b>Identified as Gifted</b>	17.4%	10.5%	10.5%
<b>FRPL-eligible</b>	60.9%	50.6%	67.1%
<b>African American</b>	24.6%	4.8%	21.9%
<b>Hispanic</b>	15.7%	33.3%	30.6%
<b>EL</b>	12.1%	20.1%	21.7%
<b>White</b>	51.6%	54.6%	40.9%
<b>Asian</b>	2.9%	3.4%	2.8%

# State Context - Within Group

## Percent of Sub-population Identified as Gifted

	State 1 (17.4%)	State 2 (10.5%)	State 3 (10.5%)
<b>% of FRPL-eligible Identified</b>	<b>8.2%</b>	<b>6.2%</b>	<b>6.6%</b>
<b>% of African American Identified</b>	<b>6.5%</b>	<b>5.6%</b>	<b>4.2%</b>
<b>% of Hispanic Identified</b>	<b>8.0%</b>	<b>6.5%</b>	<b>9.1%</b>
<b>% of EL Identified</b>	<b>5.5%</b>	<b>7.4%</b>	<b>6.3%</b>
<b>% of White Identified</b>	<b>24.6%</b>	<b>12.8%</b>	<b>13.8%</b>
<b>% of Asian Identified</b>	<b>36.7%</b>	<b>16.7%</b>	<b>24.9%</b>



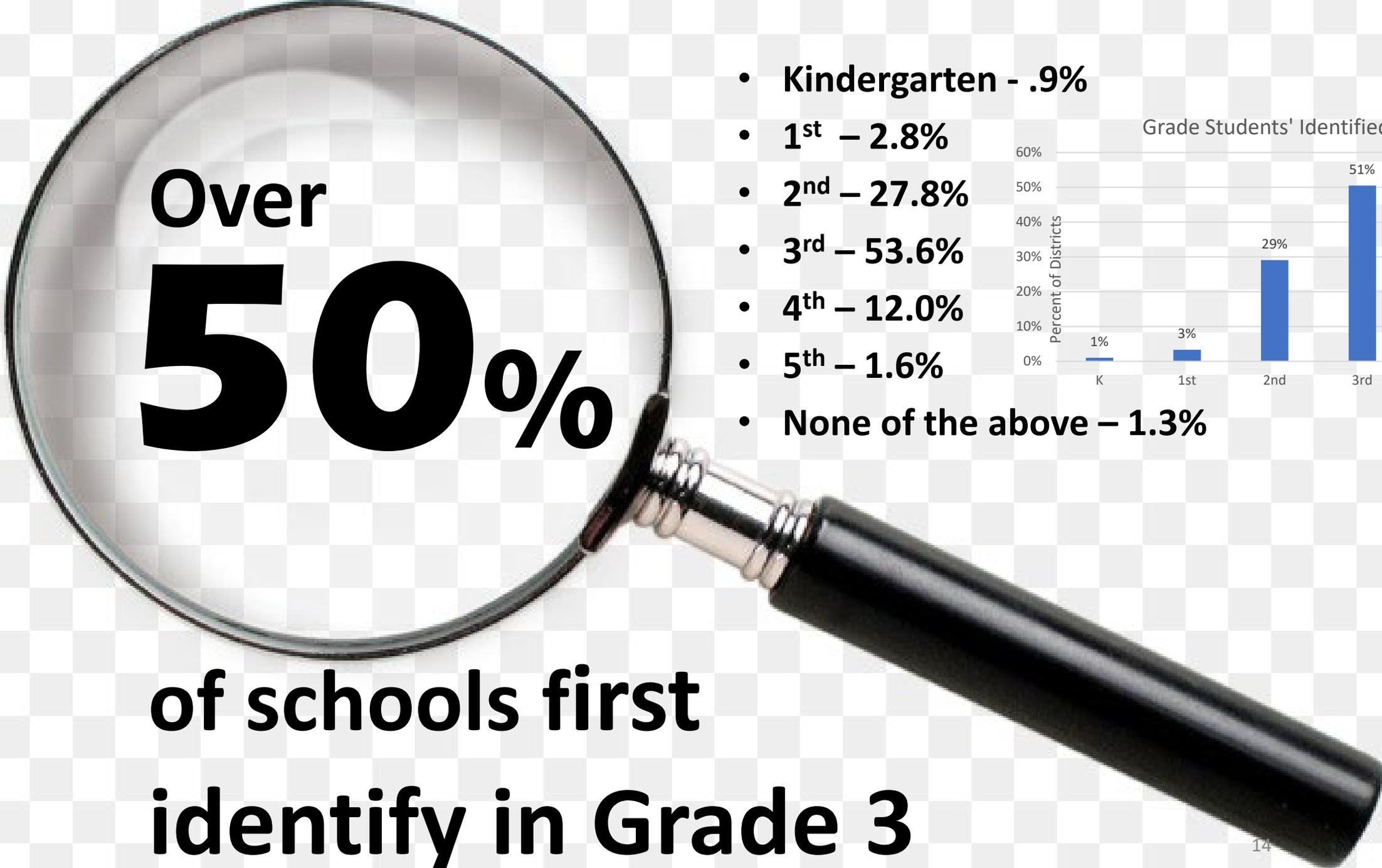
What is the relationship between the % of free and reduced lunch students in a school and the % of students identified as gifted?



Gifted services are not equally distributed across schools within districts

**3X** as much  
variance within  
districts as  
between  
districts

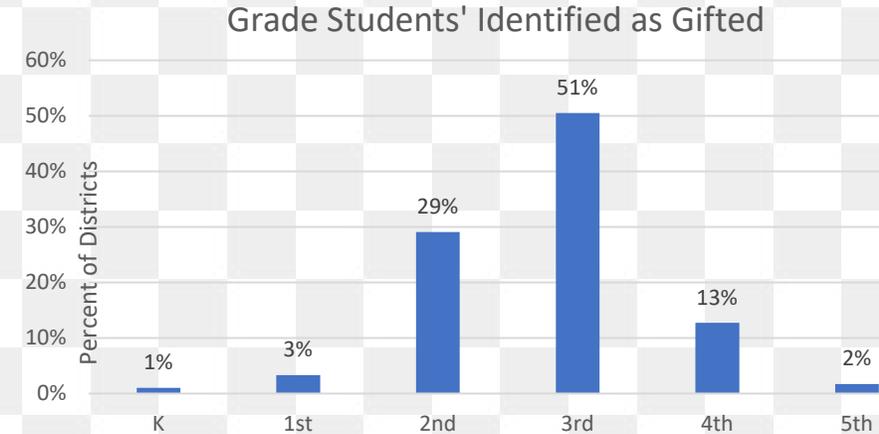
- Percentage of Gifted Students
- Percentage of Free and Reduced-Price Lunch Students
- Average Reading
- Average Math



Over  
**50%**

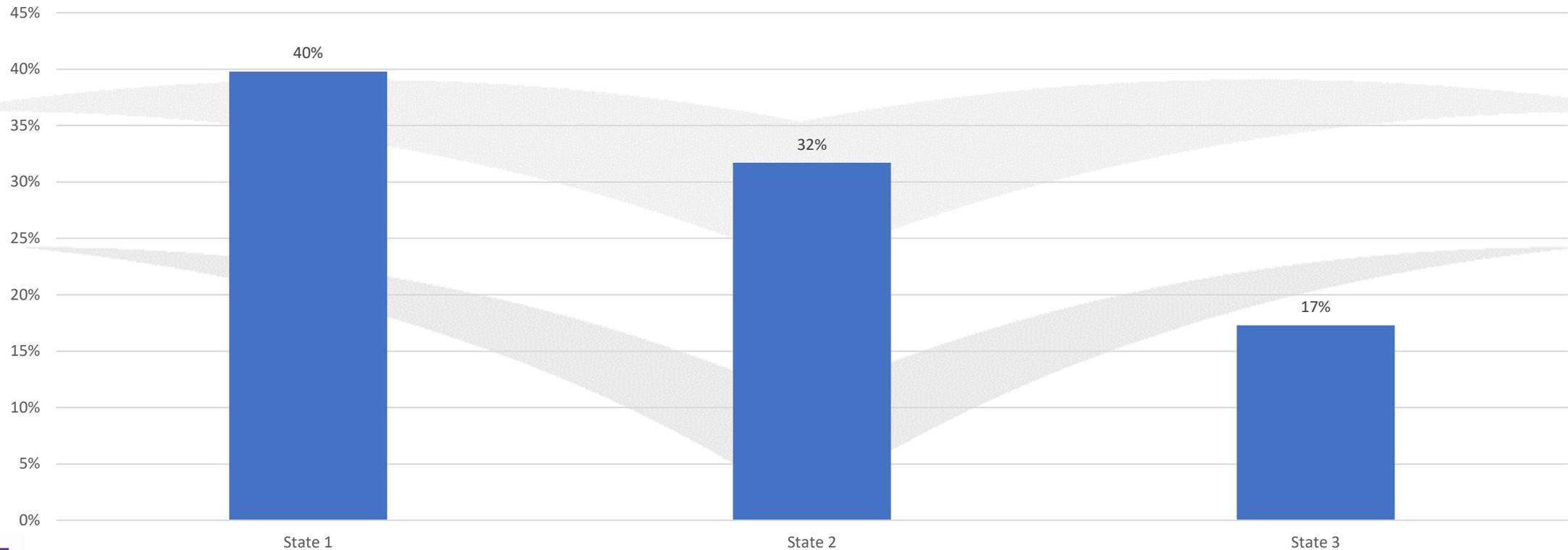
of schools first  
identify in Grade 3

- Kindergarten - .9%
- 1<sup>st</sup> – 2.8%
- 2<sup>nd</sup> – 27.8%
- 3<sup>rd</sup> – 53.6%
- 4<sup>th</sup> – 12.0%
- 5<sup>th</sup> – 1.6%
- None of the above – 1.3%



# Pre-identification talent development programs are rare (17%-40%).

District Offers Special Activities for Potentially Gifted Elementary School Students from Underrepresented Populations



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**There is extensive use of cognitive tests to identify gifted students.**

**Cognitive Tests (90% - 95%)**

**Non-Verbal Tests (41% - 68%)**

**Creativity Tests (4% - 44%)**

**Structure of Identification**

	State 1	State 2	State 3
Universal identification	81%	94%	22%
Modify identification for underrepresented groups	26%	23%	65%
Program to identify underrepresented groups	39%	32%	16%

**Tools for Identification**

Parents can nominate	77%	89%	88%
Teachers can nominate	91%	95%	96%
Use cognitive tests	95%	94%	90%
Use non-verbal tests	45%	68%	41%
Use creativity tests	4%	44%	10%

**Decision process for identification**

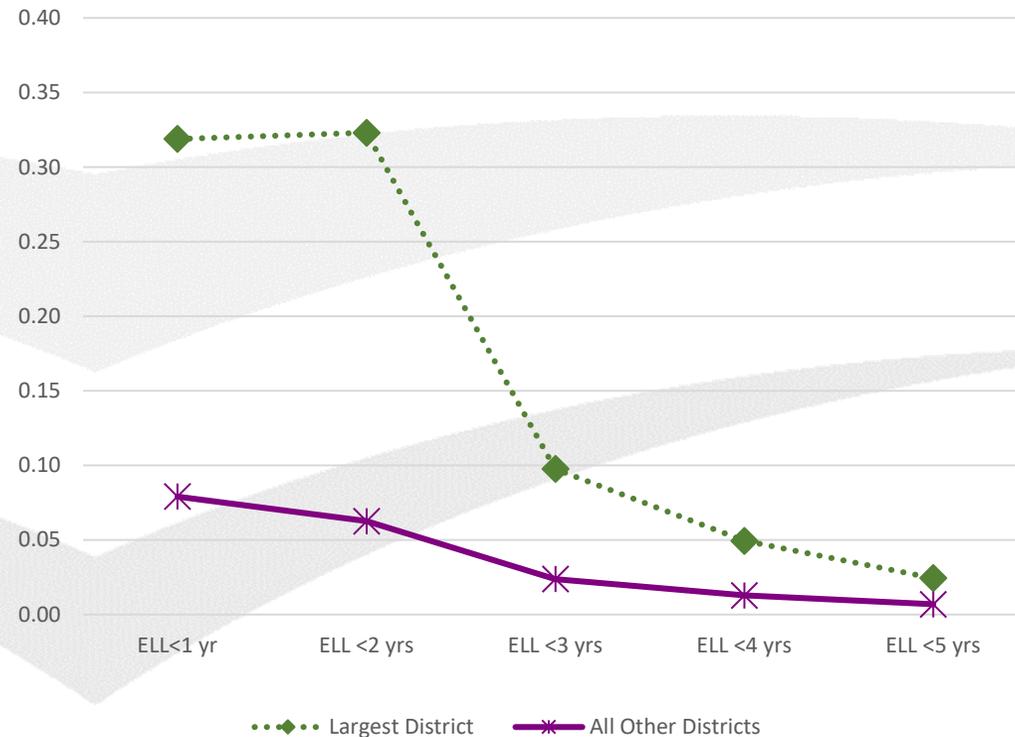
Committee of teachers and administrators decide	64%	74%	31%
Use a matrix to decide	51%	23%	35%
Use cut scores to decide	57%	54%	86%



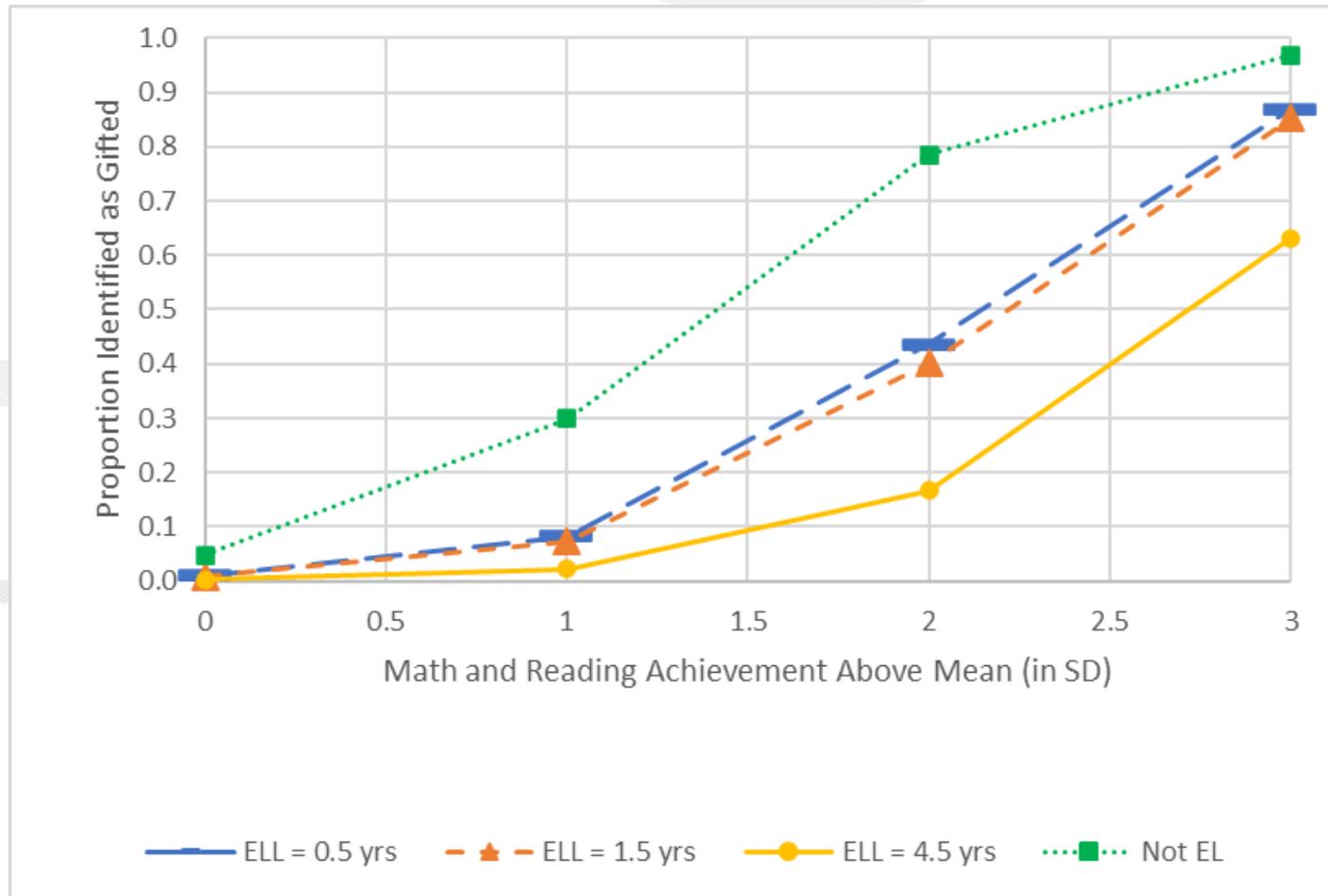


# EL reclassification is linked to gifted identification.

- Each year a student has EL services, he or she is 30% less likely to be identified as gifted.
- EL students exit EL programs faster in schools with greater percentages of gifted students.



# Effect of Time to Exit EL on Identification by Students' Academic Ability (For EL Students Not in the Largest District)



# Review of Key Findings About Identification

- Characteristics of Gifted Students
  - Differences in identification rates by State and Subgroup
  - Gifted services are not equally distributed across schools within districts.
- Gifted Identification Policies
  - Most districts identify in 3<sup>rd</sup> grade
  - Large majority of districts use teacher and parent nominations, cognitive tests
  - Fewer districts have policies to increase diversity such as universal identification, modified identification practices, and non-verbal tests
  - Very few districts re-identify students or have talent development programs
  - EL reclassification is linked to gifted identification.
  - Qualitative evidence finds support for a “talent scout model” to improve identification from under served groups.

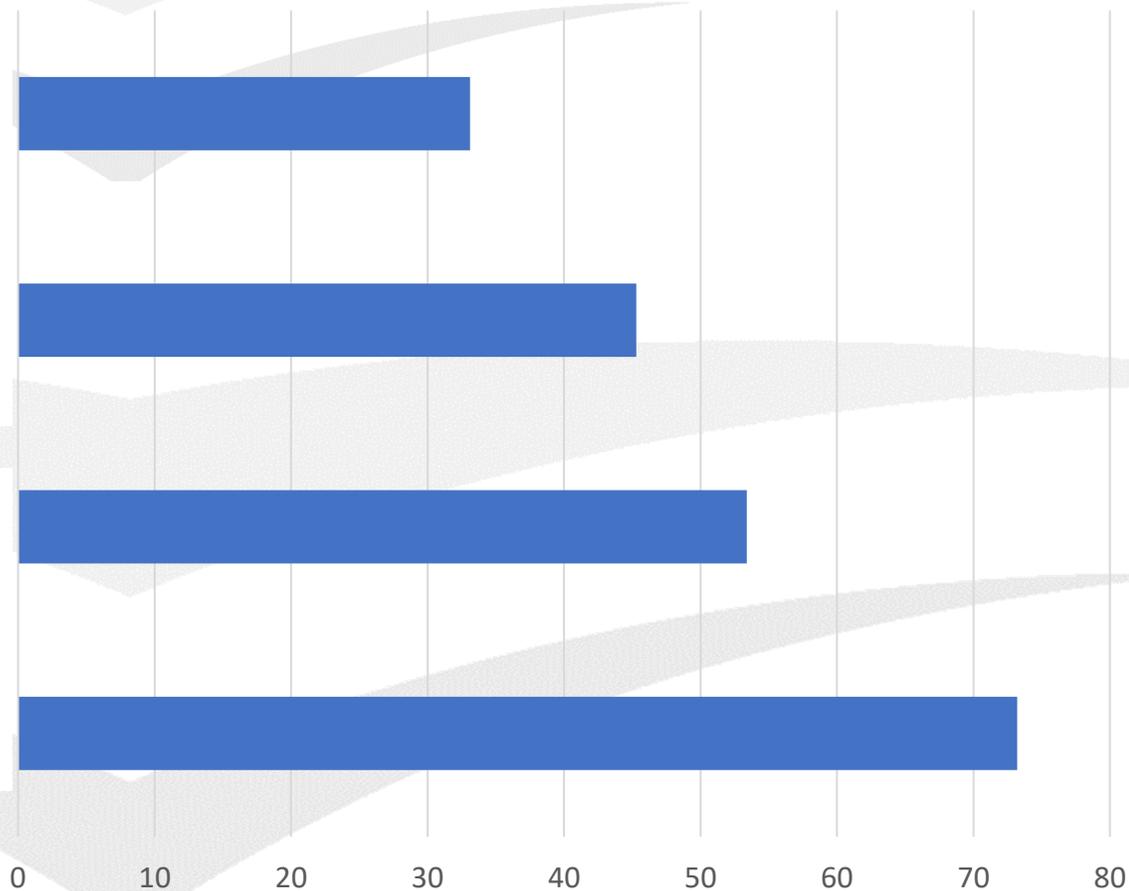
# Most schools use pull-out classes for gifted instruction.

**33% Push-in (1.87 hr/wk)**

**45% Homogenous Grouping**

**54% Cluster Grouping**

**72% Pullout (2.81 hr/wk)**



# Service Delivery...

$\frac{3}{4}$  pullout

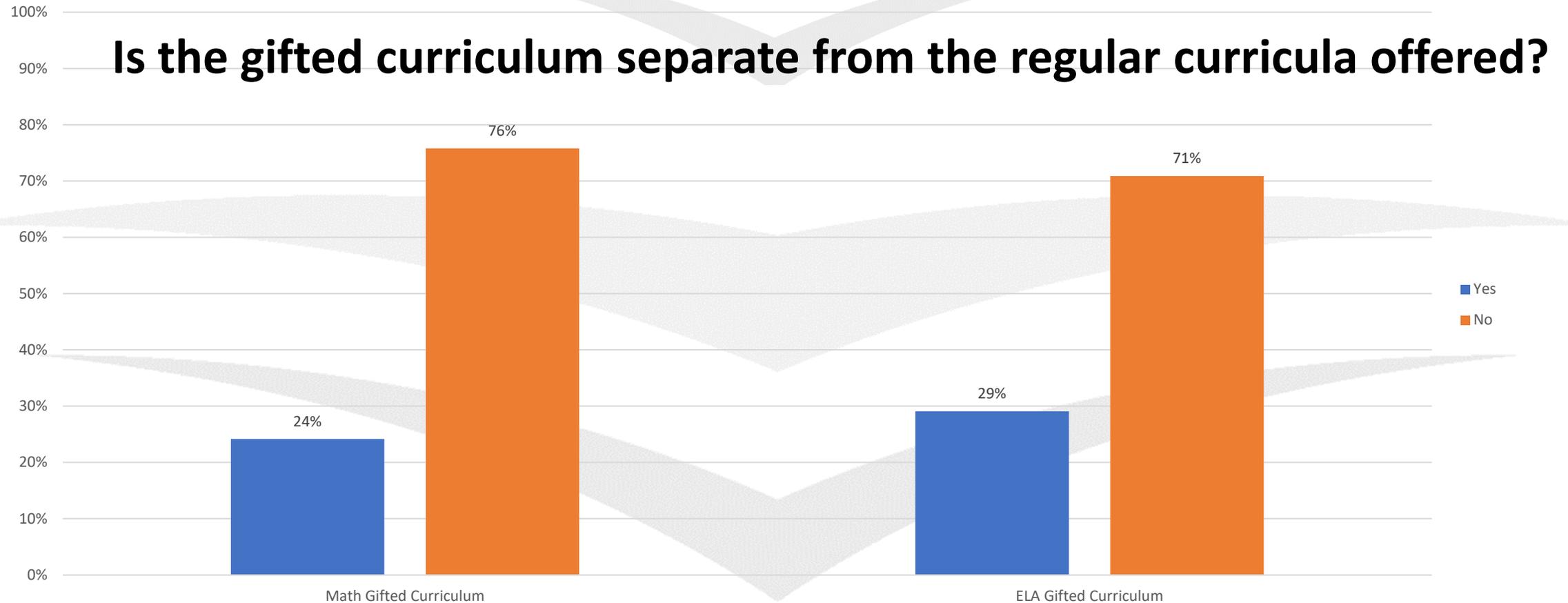
$\frac{1}{2}$  cluster group

$\frac{1}{2}$  homogenous group

$\frac{1}{3}$  push-in



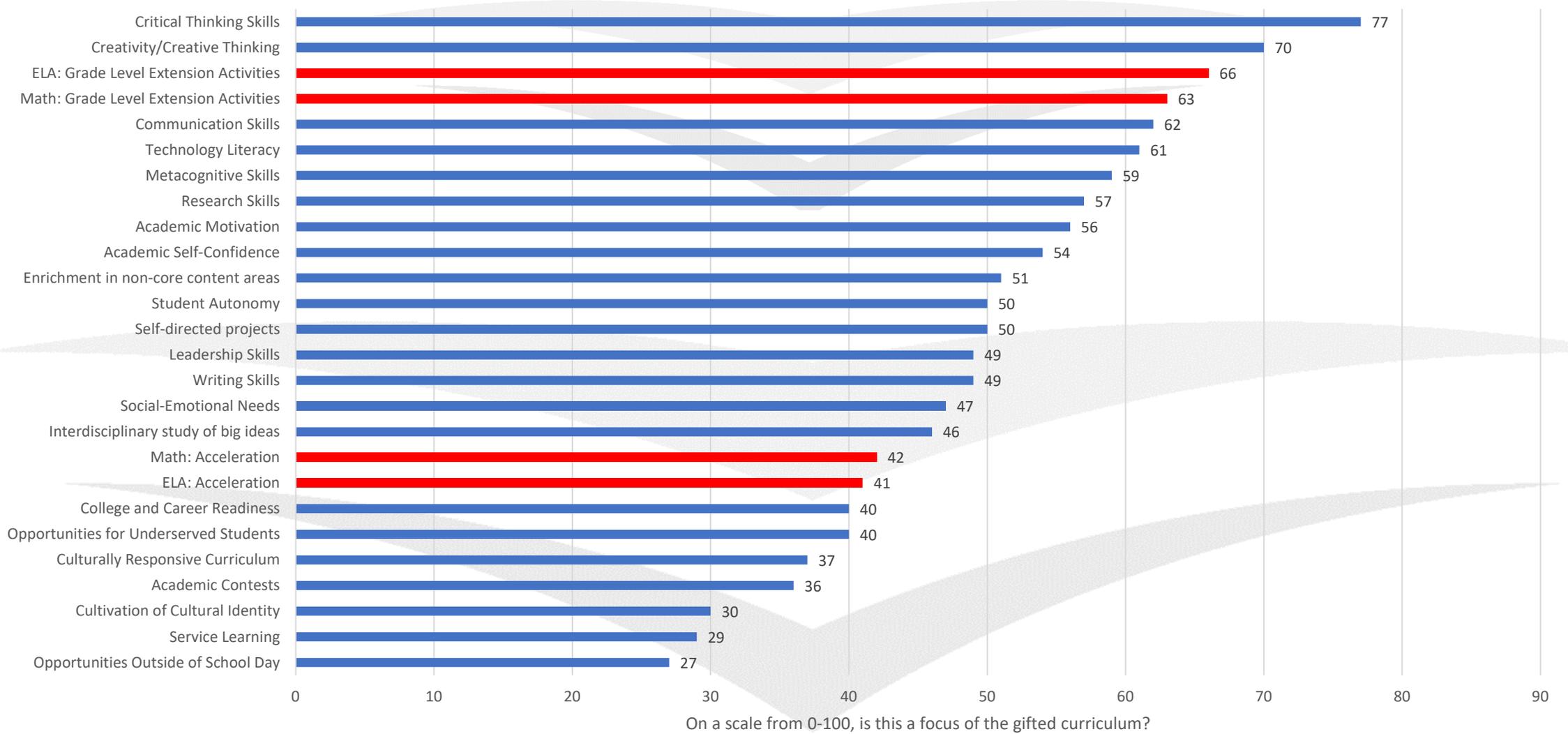
# Gifted programs seldom focus on core curriculum such as math and reading.



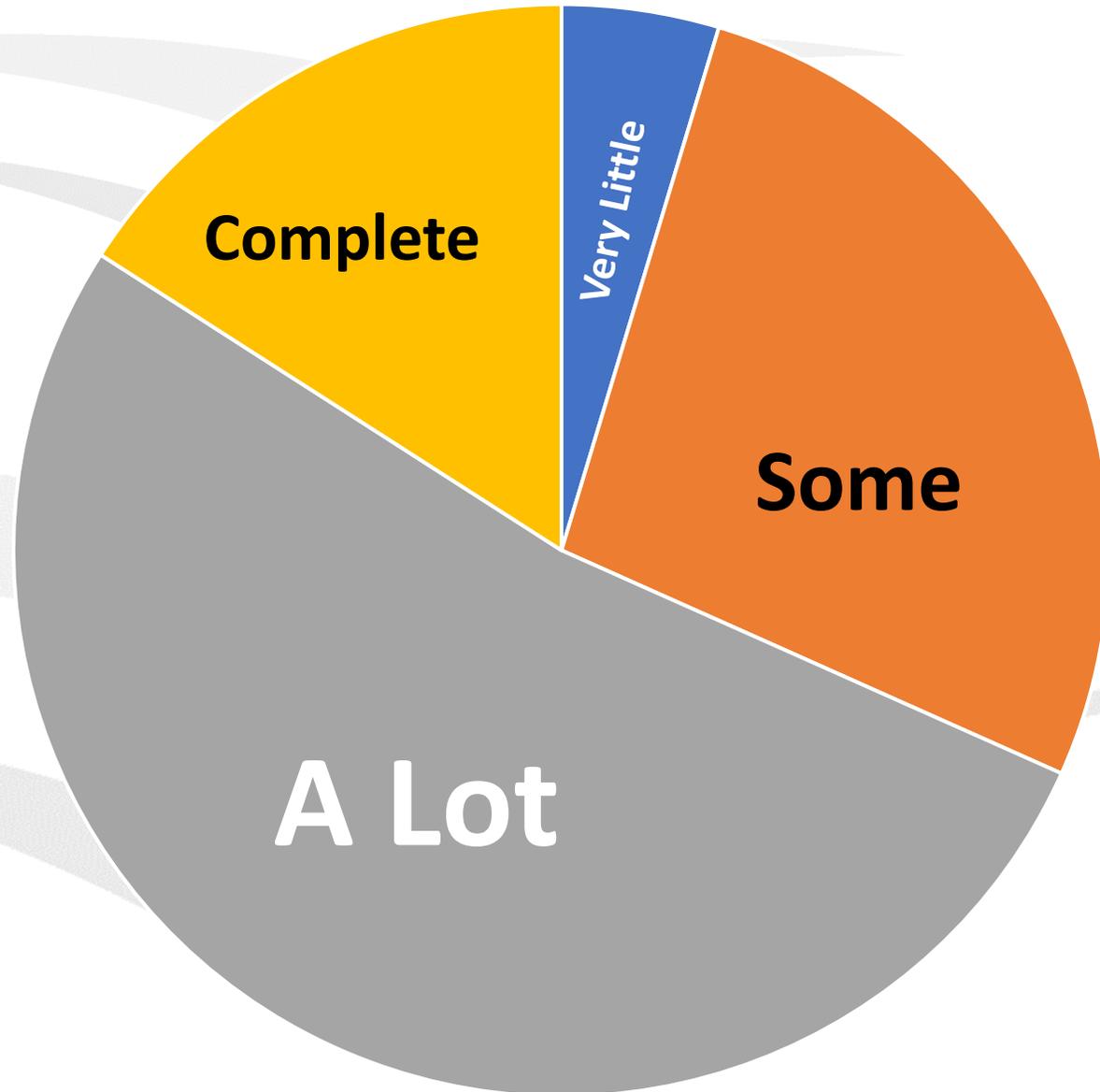
## NCRGE's First Five Years: Results, Reflections, and Recommendations

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## Focus of the Gifted Curriculum



**Teachers  
of the  
gifted have  
autonomy  
in  
choosing  
the content  
to deliver.**





## Acceleration Practices...

- 29% do not accelerate
- 35% subject accelerate
- 26% whole grade accelerate

importance of  
**alignment**

**Identification**

**Services**

**Outcomes**

# Classification of Gifted Students

Students Classified as Gifted in Reading/ELA					
		State 1	State 2	State 3	Total
<b>No</b>	Frequency	10	33	49	92
	Percentage	9.7	22.8	100.0	31.0
<b>Yes</b>	Frequency	93	112	0	205
	Percentage	<b>90.3</b>	<b>77.2</b>	0.0	69.0
<b>Total</b>	Frequency	103	145	49	297
	Percentage	100	100	100	100

Students Classified as Gifted in Math					
		State 1	State 2	State 3	Total
<b>No</b>	Frequency	15	36	49	100
	Percentage	14.56	24.83	100	33.67
<b>Yes</b>	Frequency	88	109	0	197
	Percentage	<b>85.4</b>	<b>75.2</b>	0.0	66.3
<b>Total</b>	Frequency	103	145	49	297
	Percentage	100	100	100	100

# Availability of District Curriculum

**District-Wide Mathematics Curriculum Specifically for Gifted Students?**

		State 1	State 2	State 3	Total
<b>No</b>	Frequency	94	133	50	277
	Percentage	91.3	92.4	96.2	92.6
<b>Yes</b>	Frequency	9	11	2	22
	Percentage	8.7	7.6	3.9	7.4
<b>Total</b>	Frequency	103	144	52	299
	Percentage	100	100	100	100

**District-Wide Reading/ELA Curriculum Specifically for Gifted Students?**

		State 1	State 2	State 3	Total
<b>No</b>	Frequency	90	127	50	267
	Percentage	87.4	87.6	96.2	89
<b>Yes</b>	Frequency	13	18	2	33
	Percentage	12.6	12.4	3.9	11
<b>Total</b>	Frequency	103	145	52	300
	Percentage	100	100	100	100

# This pattern extended to the schools

## Gifted education curriculum for Math that is separate from the regular curricula offered

		State 1	State 2	State 3	Total
<b>No</b>	Frequency	604	308	595	1,507
	Percentage	69.1	78.8	82.2	<b>75.8</b>
<b>Yes</b>	Frequency	270	83	129	482
	Percentage	30.9	21.2	17.8	24.2
<b>Total</b>	Frequency	874	391	724	1,989
	Percentage	100	100	100	100

## Gifted education curriculum for Reading/ELA that is separate from the regular curricula offered

		State 1	State 2	State 3	Total
<b>No</b>	Frequency	564	271	580	1,415
	Percentage	64.2	69.0	80.0	<b>70.9</b>
<b>Yes</b>	Frequency	315	122	145	582
	Percentage	35.8	31.0	20.0	29.1
<b>Total</b>	Frequency	879	393	725	1,997
	Percentage	100	100	100	100

# ELA Curriculum in Schools

Description of ELA curriculum for gifted students				
		State 1 N=309	State 2 N=119	State 3 N=146
<b>Faster Pace</b>	Frequency	115	40	60
	Percentage	37.2	33.6	41.1
<b>More In-Depth</b>	Frequency	236	90	102
	Percentage	76.4	75.6	69.9
<b>Greater Breadth</b>	Frequency	175	53	79
	Percentage	56.6	44.5	54.1
<b>Above Grade Level Content</b>	Frequency	184	82	79
	Percentage	59.6	68.9	54.1
<b>Process Skills</b>	Frequency	252	95	116
	Percentage	<b>81.6</b>	<b>79.8</b>	<b>79.5</b>

# Math Curriculum in Schools

Description of Math curriculum for gifted students				
		State 1 N=269	State 2 N=82	State 3 N=132
<b>Faster Pace</b>	Frequency	122	42	69
	Percentage	45.4	51.2	52.3
<b>More In-Depth</b>	Frequency	207	53	103
	Percentage	77.0	64.6	78.0
<b>Greater Breadth</b>	Frequency	156	40	72
	Percentage	58.0	48.8	54.6
<b>Above Grade Level Content</b>	Frequency	176	57	82
	Percentage	65.4	69.5	62.1
<b>Process Skills</b>	Frequency	204	54	109
	Percentage	75.8	65.9	82.6

# Time in Gen Ed Classrooms

Hours a typical 5th grade gifted (identified as globally gifted or gifted in math) student spend in a regular education math classroom					
		State 1	State 2	State 3	Total
1 hour	Frequency	74	35	141	250
	Percentage	8.9	9.2	20.1	13.1
2 hours	Frequency	36	17	28	81
	Percentage	4.4	4.5	4.0	4.2
3 hours	Frequency	60	23	32	115
	Percentage	7.3	6.0	4.6	6.0
4 hours	Frequency	51	23	41	115
	Percentage	6.2	6.0	5.8	6.0
5 more hours	Frequency	588	263	422	1,273
	Percentage	71.0	69.0	60.0	66.6
Don't Know	Frequency	19	20	39	78
	Percentage	2.3	5.3	5.6	4.1
Total	Frequency	828	381	703	1,912
	Percentage	100	100	100	100

Hours a typical 5th grade gifted (identified as globally gifted or gifted in ELA) student spend in a regular education ELA classroom					
		State 1	State 2	State 3	Total
0 hours	Frequency	76	19	118	213
	Percentage	8.89	4.99	16.57	10.93
1 hour	Frequency	21	15	10	46
	Percentage	2.46	3.94	1.4	2.36
2 hours	Frequency	36	15	34	85
	Percentage	4.21	3.94	4.78	4.36
3 hours	Frequency	14	10	7	31
	Percentage	1.64	2.62	0.98	1.59
4 hours	Frequency	66	26	24	116
	Percentage	7.72	6.82	3.37	5.95
5 more hours	Frequency	622	277	482	1,381
	Percentage	72.75	72.7	67.7	70.89
Don't Know	Frequency	20	19	37	76
	Percentage	2.34	4.99	5.2	3.9
Total	Frequency	855	381	712	1,948
	Percentage	100	100	100	100

# Teacher Autonomy

Almost 60% report a lot or complete autonomy

Teachers' Autonomy in Choosing the Content Taught to Gifted Students					
		State 1	State 2	State 3	Total
<b>None</b>	Frequency	2	2	2	6
	Percentage	1.9	1.4	3.9	2.0
<b>Very Little</b>	Frequency	4	12	6	22
	Percentage	3.9	8.3	11.5	7.3
<b>Some</b>	Frequency	25	51	17	93
	Percentage	24.3	35.2	32.7	31.0
<b>A lot</b>	Frequency	56	63	20	139
	Percentage	54.4	43.5	38.5	<b>46.3</b>
<b>Complete</b>	Frequency	16	17	7	40
	Percentage	15.5	11.7	13.5	<b>13.3</b>
<b>Total</b>	Frequency	103	145	52	300
	Percentage	100	100	100	100

# Pull Out Programs

Do gifted students attend pull-out classes for gifted instruction?					
		State 1	State 2	State 3	Total
<b>No</b>	Frequency	163	127	230	520
	Percentage	18.8	32.7	31.9	26.3
<b>Yes</b>	Frequency	703	261	490	1,454
	Percentage	<b>81.18</b>	<b>67.27</b>	<b>68.06</b>	<b>73.66</b>
<b>Total</b>	Frequency	866	388	720	1,974
	Percentage	100	100	100	100

# Subject Match- Less than 50% answer yes

Subject match between pull-out program and class from which students are pulled?					
		State 1	State 2	State 3	Total
<b>Yes</b>	Frequency	314	112	187	613
	Percentage	45.2	43.6	38.6	42.7
<b>Sometimes</b>	Frequency	312	116	213	641
	Percentage	45.0	45.1	44.0	<b>44.7</b>
<b>No</b>	Frequency	62	22	65	149
	Percentage	8.9	8.6	13.4	<b>10.4</b>
<b>Don't Know</b>	Frequency	6	7	19	32
	Percentage	0.9	2.7	3.9	2.2
<b>Total</b>	Frequency	694	257	484	1,435
	Percentage	100	100	100	100

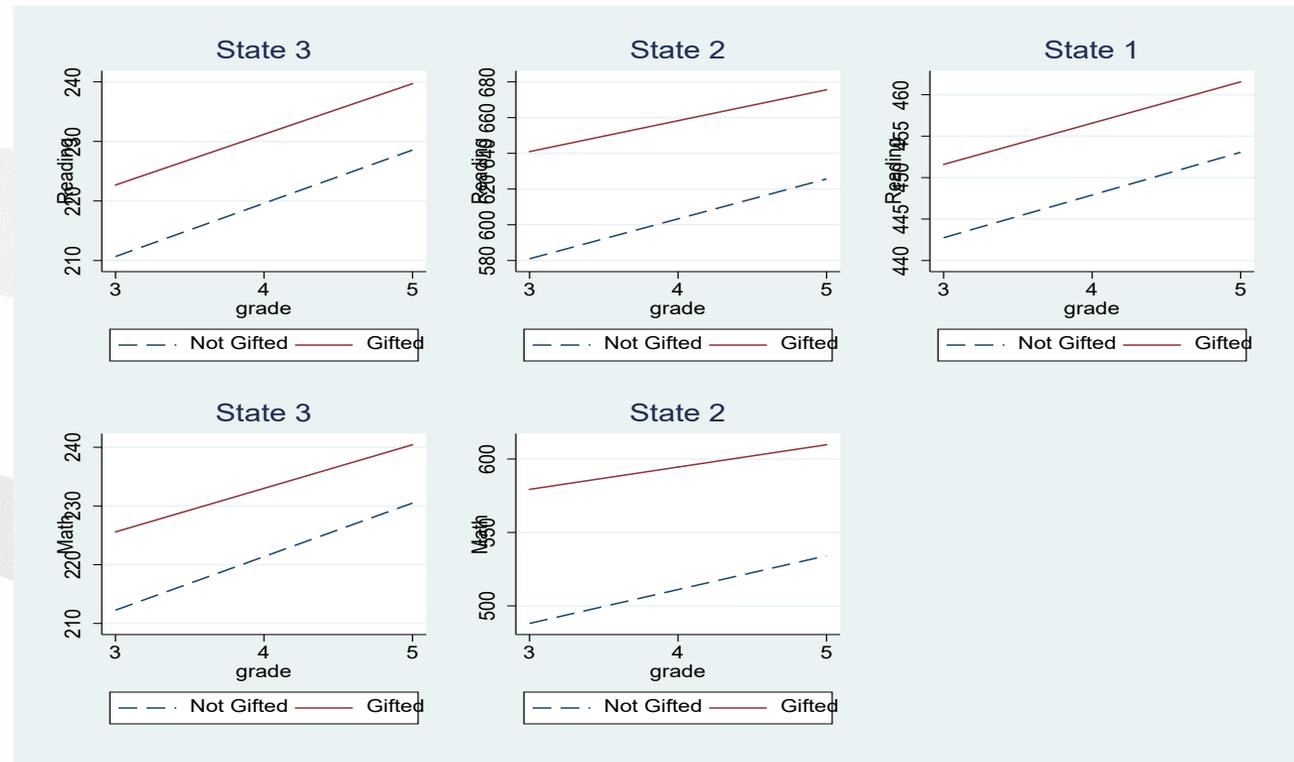
**The misalignment of identification, services, and outcome measures hinders the evaluation of gifted program effectiveness, and ultimately undermines arguments justifying services for gifted and talented students.**

**This situation limits the field's ability to measure the benefits of gifted services, let alone justify them.**

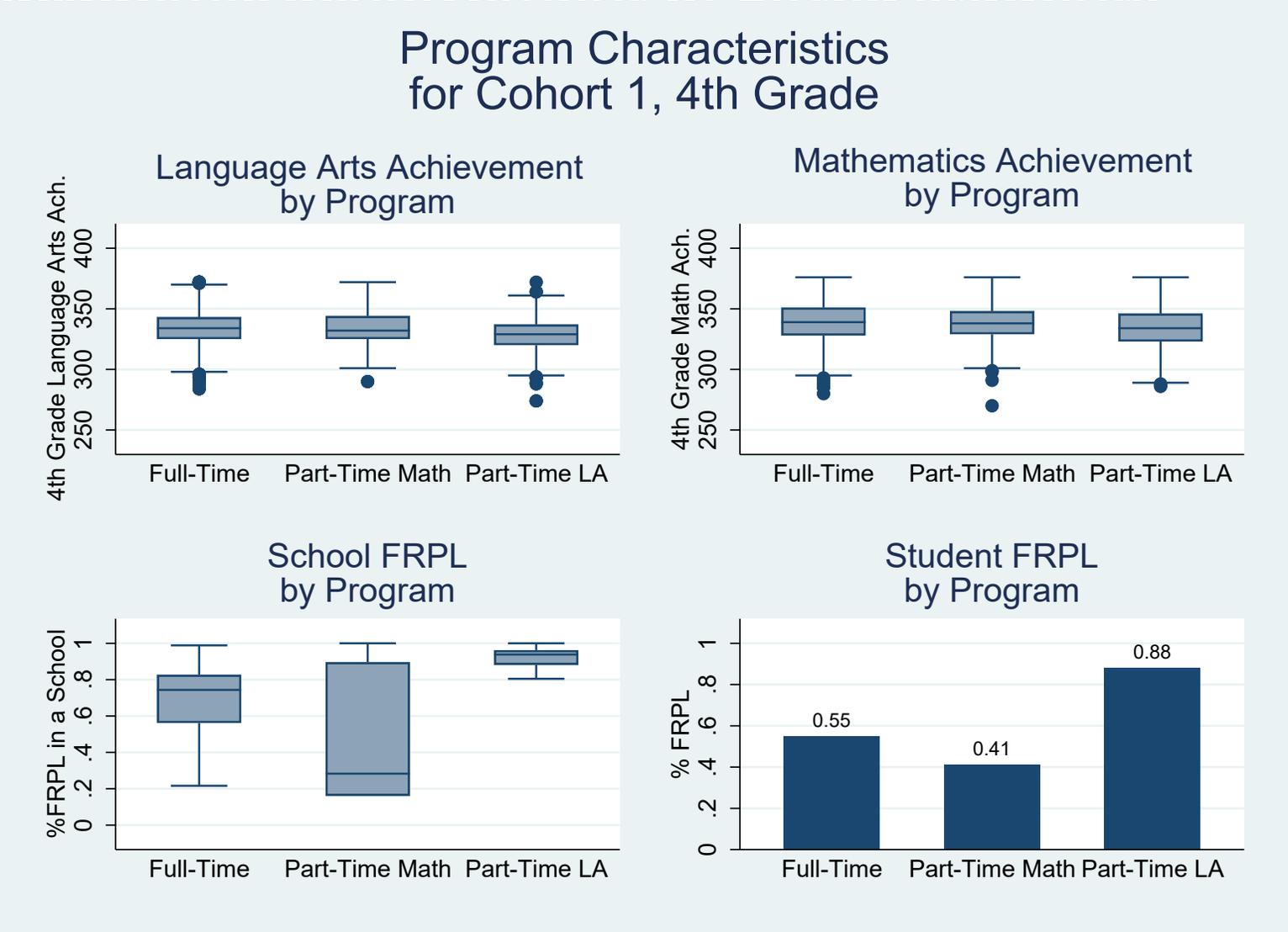
# Key Findings About Gifted Curriculum

- Most schools use pull-out classes for gifted instruction
- Gifted programs seldom focus on core curriculum such as math and reading.
- Gifted programs have a greater focus on critical thinking and creative thinking than reading/language arts and mathematics.
- Identification and program services are seldom aligned
- Teacher of the gifted have autonomy in what they teach.

**Gifted students start ahead in reading and mathematics achievement at 3rd grade but don't grow any faster than other groups by 5th grade. In some cases, gifted students show slower growth than non-identified gifted students.**



# In Phase 2: We found no effect of language arts and mathematics gifted classes on the academic achievement of gifted students



# Key Findings about Gifted Achievement Growth

- Gifted students start ahead in reading and mathematics achievement at 3rd grade but don't grow any faster than other groups by 5th grade. In some cases, gifted students show slower growth during this period than non-identified gifted students.
- Removing gifted students from general education classes appears *not* to have a detrimental effect on the high achieving non-gifted students who remain in general education classes