**TABLE OF BEST PRACTICES in HIGHLY CAPABLE EDUCATION PROGRAMMING**

Best practices are organized **from most effective to least effective by effect size (ES),** according to K. Roger’s meta-analysis of the literature. Anything over ES .30 would help gifted students to learn more in less time than they would without accommodations.

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|  | **INSTRUCTIONAL MANAGEMENT** | | |
|  | **Individualization** | **Grouping** | **Acceleration** |
| **Highest Effect** | Compacting in Math/Science grades  K-8 (ES .83) | Regrouping for specific instruction in math/reading (ES .79) | Credit by examination (ES .59) |
|  | Credit for Prior Learning (ES .56) | Pullout grouping for direct extension of classroom curriculum (ES .65) | Single subject acceleration in Math (ES .57) |
|  | Non-graded, continuous progress classroom (ES. 38) | Cluster-grouping of highly capable learners (ES .62) | Grade skipping (ES .49) |
|  | Compacting in other subjects (ES .26) | Fulltime ability grouping, elementary  (ES .49) | Early entrance to school (ES .49) |
|  | Multi-grade/split classroom, K-8  (ES .19) | Cross-graded classes (ES .46) | Grade telescoping (ES .40) |
|  |  | Pullout for critical thinking skills (ES .44) | Early admission to College (ES .30) |
|  |  | Within class ability grouping (ES .34) | Advanced Placement (AP) courses (ES .27) |
|  |  | Like-ability co-operative groups (ES .28) | Concurrent Enrollment (ES .22) |
| **Lowest Effect** |  | Mixed-ability co-operative groups (ES .0) |  |

Informal organization by J. Bonzon and Jenn Angelis from K. Rogers’s “Research Synthesis on Gifted Provisions” at <http://austega.com/gifted/16-gifted/articles/41-research-synthesis-on-gifted-provisions.html>