The Long-Term Effects of Gifted Students' Programs

Niv Brosh, **Oren Danieli**, David Maagan, Ran Shorrer, Noam Zussman

June, 2026

Should We Have Special Programs for Gifted Students?

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The New York Times

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'A Hornet's Nest:' Mamdani's Gifted Education Plan Divides New Yorkers

Zohran Mamdani wants to phase out the city's gifted program for kindergarten students if elected, a proposal that drew intense criticism and praise.

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Zohran Mamdani, the Democratic front-runner for mayor in New York City, argues that kindergarten is too early to decide which children are gifted. Angelina Katsanis for The New York Times

By Troy Closson

Oct. 3, 2025

Criticism

Critics point to several potential problems with gifted programs:

1. **Increase Inequality** Why should governments spend resources on children that are likely to be successful anyway?

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2. **Lack of Diversity** Admit mostly males of high socioeconomic (SES) background
3. **Peer Effects** Removing gifted students from their neighborhood schools may deprive their peers of positive peer effects
4. **Ineffective** Research finds little effect, mostly considering short-term outcomes

Advantages

Proponents point to several reasons why societies should invest in gifted education (Rutigliano and Quarshie, 2021), among them:

1. **Positive Externalities** Gifted students could promote society/humanity via discoveries/innovations/leadership.

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2. **"Lost Einsteins/Marie Curies"**(Bell et al., 2019; Hoisl et al., 2023) Help students from underrepresented groups to fulfill their potential
3. **Socioemotional Needs** Children with high cognitive ability might have special needs (e.g., socioemotional challenges due to asynchronous development)

This Paper: Brings Empirical Evidence to the Debate

We study the long-term causal effect of three programs for gifted students

- Long-standing elementary school programs in Israel
- Full-time; Pull-out; Afternoon
- Link admission score to rich administrative data
- Regression discontinuity based on admission scores

Preview of Results

Negatives:

- **Lack of diversity.** Women and low SES students are underrepresented

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Bottom-line: Could be effective tools, especially with more diversity in admission.

- Effect is stronger for full time program.

Institutional Details

Background

Three national programs in Israel:

- Elementary school programs, between grades 3–6
- Started in the early 70s with the establishment of the Department of Gifted Education
  - We have data since 1988
- Special enrichment curriculum
  - Example
  - No overlap with school curriculum
  - No acceleration
- Exposure to high-ability peers
- Strong signal about own ability

The Three Programs

	Full-time	**Pull-Out**	**Afternoon**
Timing	All school hours	One day a week during school hours	After school hours
Missing School	No	Yes	No
Curriculum	Enrichment + standard	Enrichment (3 sessions)	Enrichment (1–2 sessions)
Population	Top 1–3%	Top 1–3%	Next 3–5%
Availability	Few large municipalities	Most municipalities	Most municipalities
Location	Elementary school in city	Gifted center	Gifted center
Transportation	Some municipalities	Some municipalities	Not provided
Price	Free	Free	Co-payments

Admission Process

1. Screening exam + recommendation: 10–15% of students

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2. Admission exam: paper-based IQ test
   - Five chapters: mathematical/logical thinking, language, and general knowledge
   - Students, parents and teachers only know the final decision, not the score
   - Full scores + final decision is available to us
   - Predictive of later life success

Data

Data Sources

1. **Exam Records:** Scores for each chapter of the admission exam and the final admission decision
2. **Population Registry:** Data with birth date, marital status, residency/immigration status, and links to parents, spouses, and children
3. **Ministry of Education (MOE):** Test scores and classroom peers
4. **Council for Higher Education:** Panel data on educational attainment at all levels, including institution details, study programs, and university entrance exam scores
5. **Ministry of Finance:** Panel data on all forms of reported income, employment, and self-employment, with three-digit industry identifiers (including tech and academic sectors)
6. **Google Scholar:** Scientific records
7. **Patent data** From PatentsView

Data

We merge all datasets based on the unique national identification number.

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Limited data on participation in early years.

- We use data from later years to estimate the impact on participation.

Summary Stats Table - 1978–1988 Cohorts Full Data

Outcome	Full-Time	Pull-Out	Afternoon	Tested, Not Admitted	Not Tested
High School GPA (standardized)	1.292	1.068	1.024	0.644	0.089
	(0.436)	(0.576)	(0.579)	(0.716)	(0.932)
	[635]	[4,270]	[2,828]	[28,173]	[511,919]
BA by 28	0.706	0.532	0.549	0.435	0.247
	(0.456)	(0.499)	(0.498)	(0.496)	(0.431)
	[694]	[4,856]	[3,233]	[34,457]	[806,761]
MA by 32	0.341	0.251	0.235	0.168	0.085
	(0.474)	(0.434)	(0.424)	(0.374)	(0.280)
	[693]	[4,851]	[3,229]	[34,428]	[806,725]
PhD by 34	0.100	0.061	0.066	0.027	0.009
	(0.300)	(0.239)	(0.248)	(0.163)	(0.096)
	[693]	[4,849]	[3,228]	[34,409]	[806,711]
Married by 30	0.401	0.512	0.470	0.540	0.569
	(0.490)	(0.500)	(0.499)	(0.498)	(0.495)
	[683]	[4,749]	[3,171]	[33,772]	[773,720]

Lack of Diversity

Outcome	Full-Time	Pull-Out	Afternoon	Tested, Not Admitted
Female	0.316	0.344	0.300	0.420
	(0.465)	(0.475)	(0.458)	(0.494)
	[702]	[4,911]	[3,266]	[34,824]
Mother MA	0.177	0.134	0.140	0.081
	(0.382)	(0.341)	(0.347)	(0.273)
	[702]	[4,911]	[3,266]	[34,824]
Mother PhD	0.053	0.025	0.028	0.011
	(0.224)	(0.156)	(0.165)	(0.106)
	[702]	[4,911]	[3,266]	[34,824]
Father MA	0.160	0.127	0.129	0.070
	(0.366)	(0.333)	(0.335)	(0.256)
	[702]	[4,911]	[3,266]	[34,824]
Father PhD	0.047	0.034	0.036	0.018
	(0.212)	(0.182)	(0.185)	(0.134)
	[702]	[4,911]	[3,266]	[34,824]
Parents Income Percentile	0.636	0.542	0.568	0.485
	(0.280)	(0.273)	(0.277)	(0.270)
	[702]	[4,911]	[3,266]	[34,824]

Method

RDD

We identify a causal effect using a regression discontinuity design (RDD).

- ITT: Show the effect of admission (not participation)

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- Aggregate results using a pooled estimator (Cattaneo et al., 2016)

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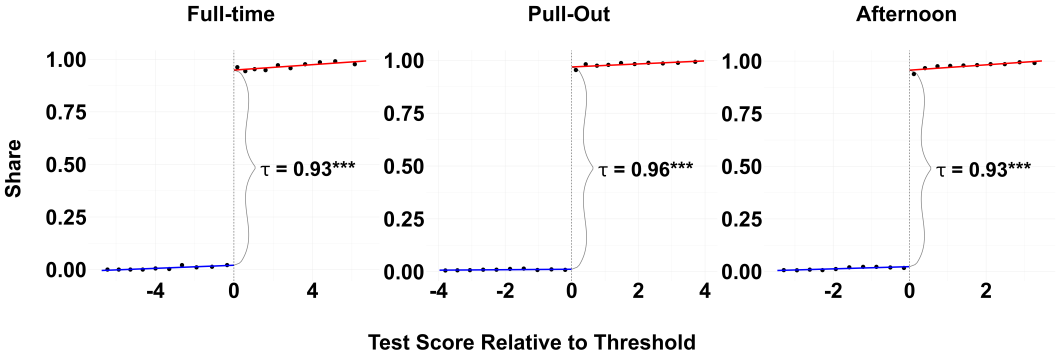
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  - Minimizing the number of misclassifications.

RDD

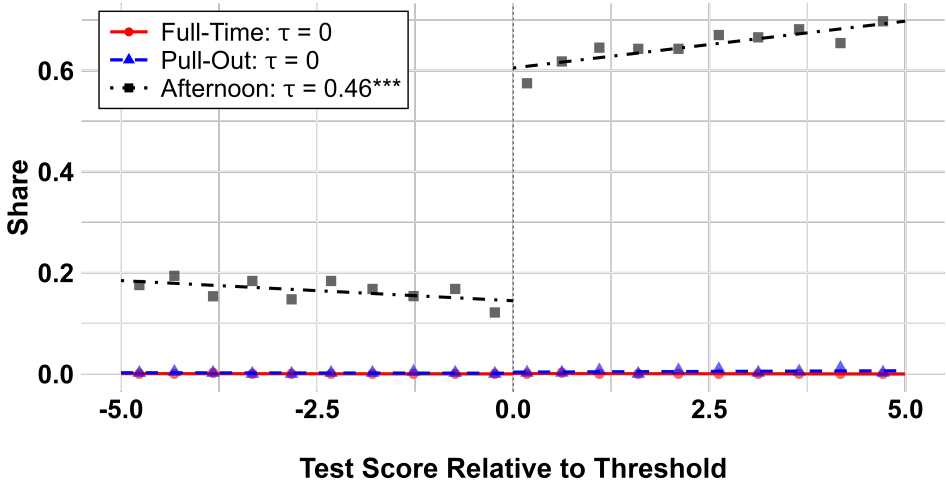
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- ITT: Show the effect of admission (not participation)
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- Cluster SEs at the gifted center by year level

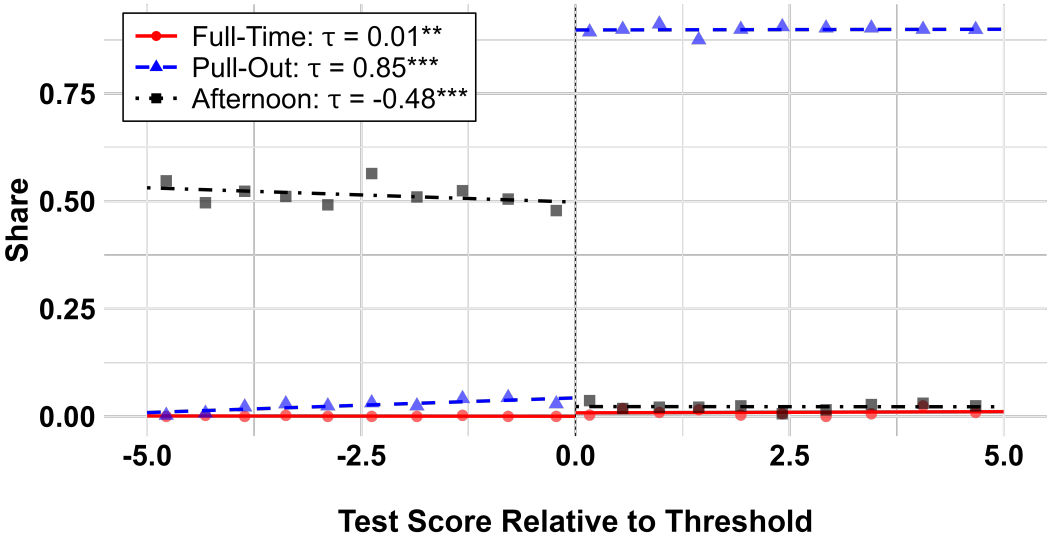
First-Stage - Admission



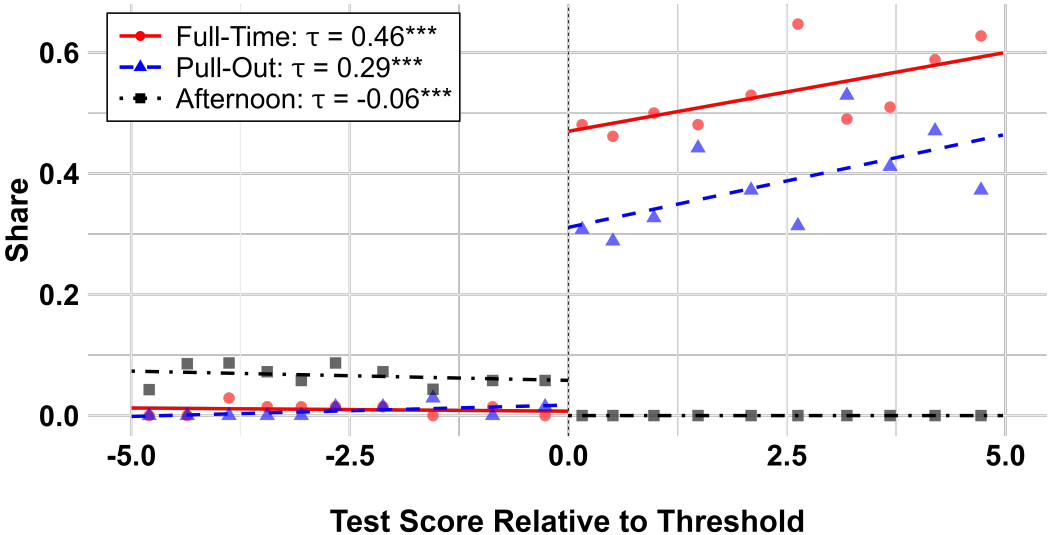
Participation Afternoon 2012–2020



Participation Pull-Out 2012–2020



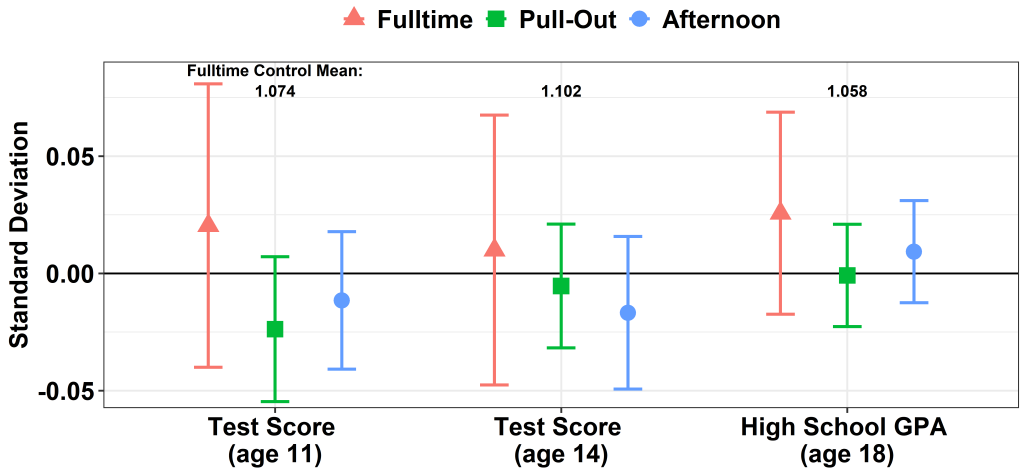
Participation Full-Time 2012–2020



Average Effect on Admitted Students

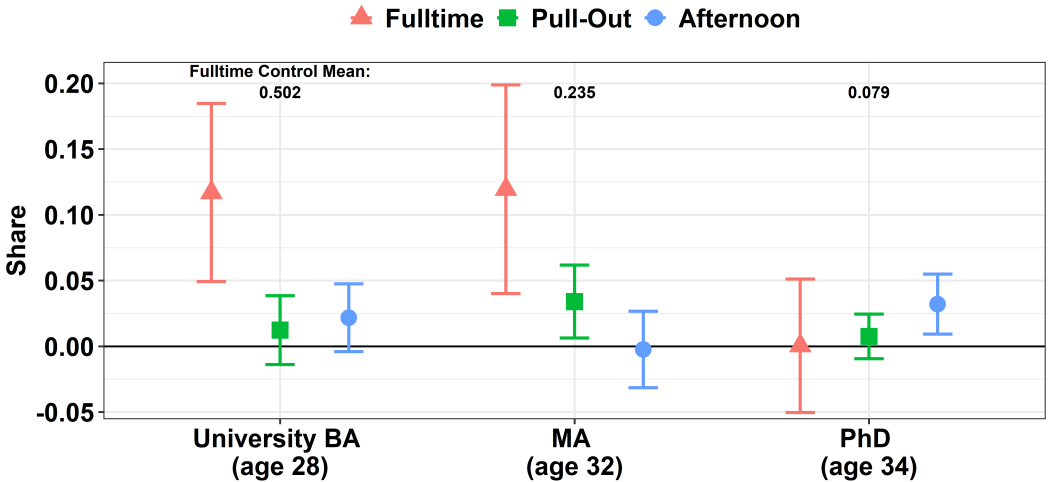
Educational Outcomes

Short/Medium Term Effects

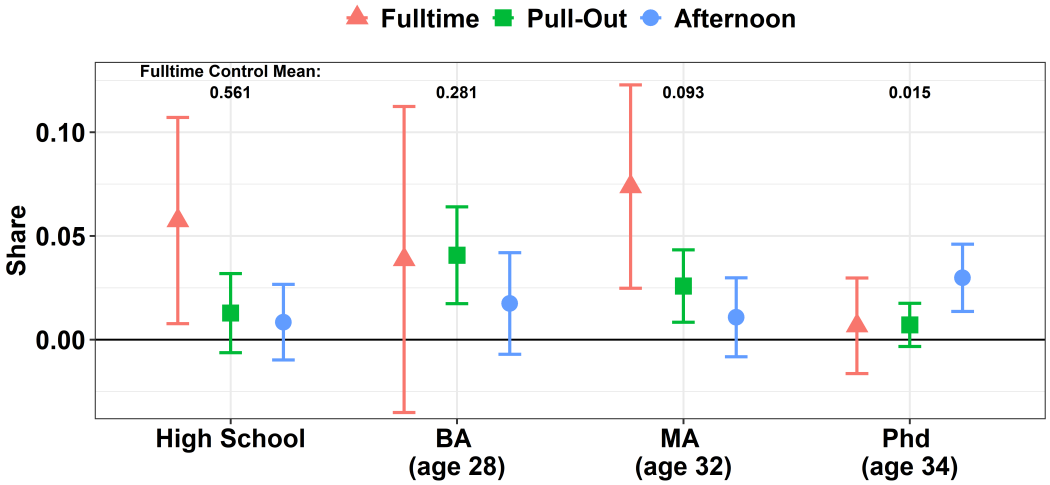


Confidence intervals at 90% levels.

Positive Effects on Higher Education

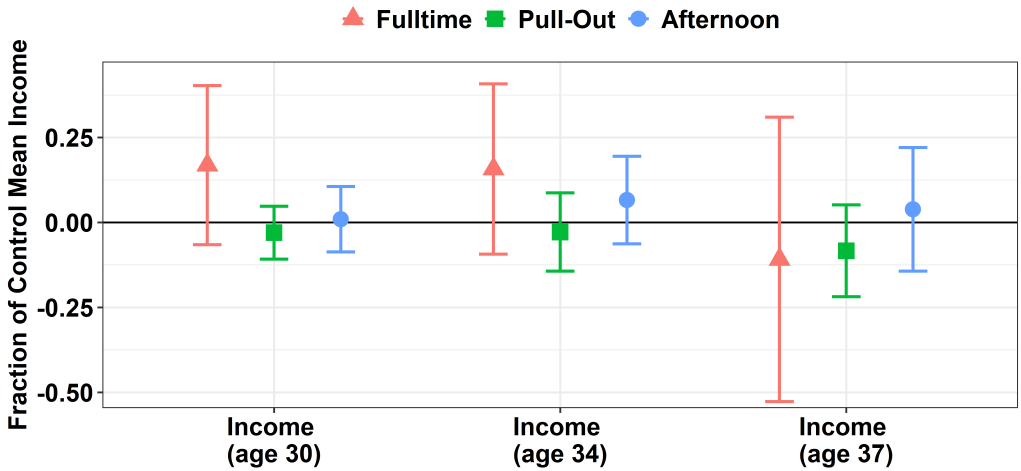


STEM Education Non-STEM



Income

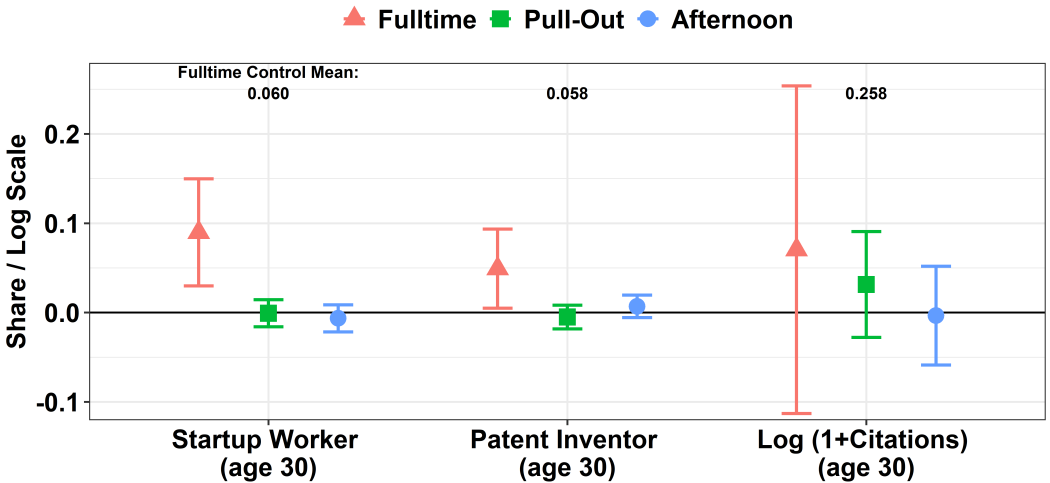
Income (divided by control mean)



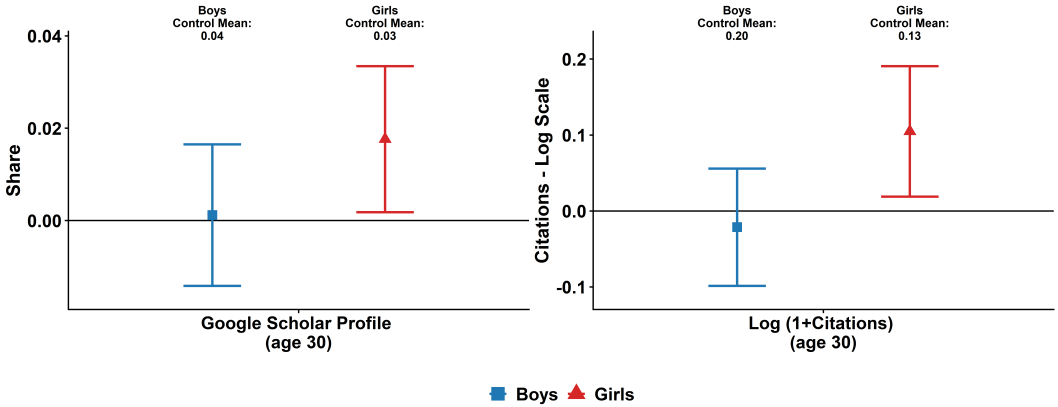
Log(Income + 1) Surrogate

Externalities

Promoting Human Knowledge



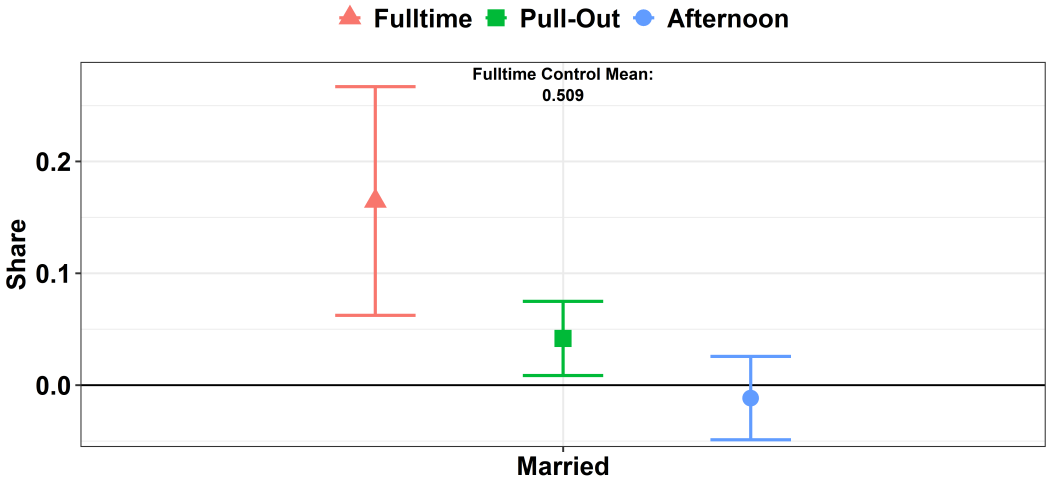
Google Scholar - Pull-Out



No effect in Full-time or afternoon programs.

Marriage

Marriage - Above 30



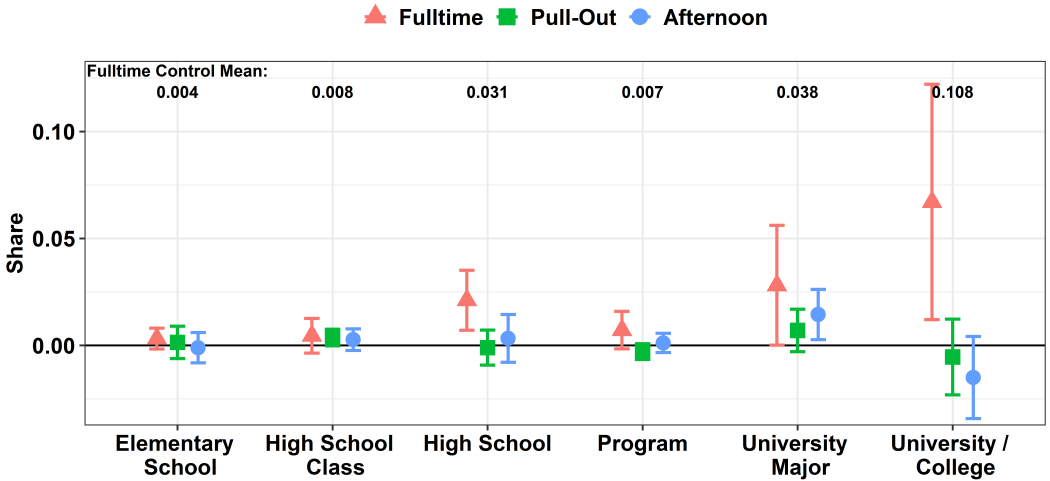
By Gender

Mechanisms

1. Admission puts you on a path to meet more people who you are likely to marry.
   - Some evidence, particularly for full-time boys.

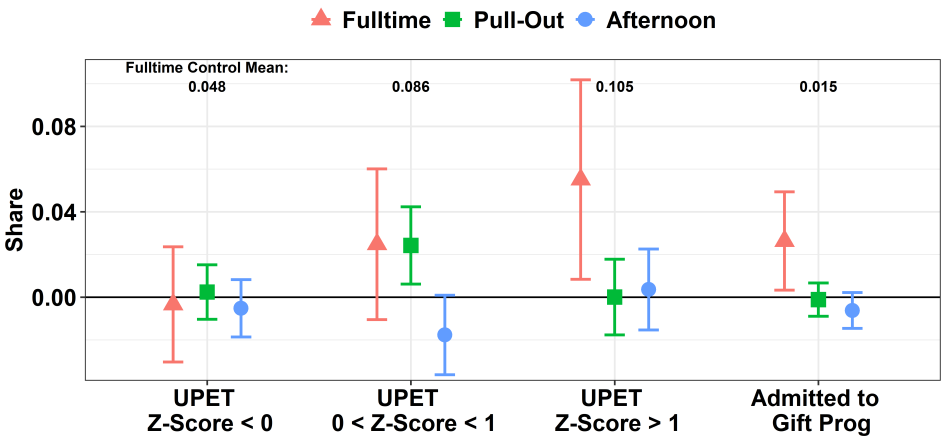
2. Programs develop skills that are helpful in the marriage market
   - Suggestive evidence for girls.

Married Someone From... By Gender



Ever married someone from that group, for individuals above the age of 25.

Marriage by Partner UPET By Gender

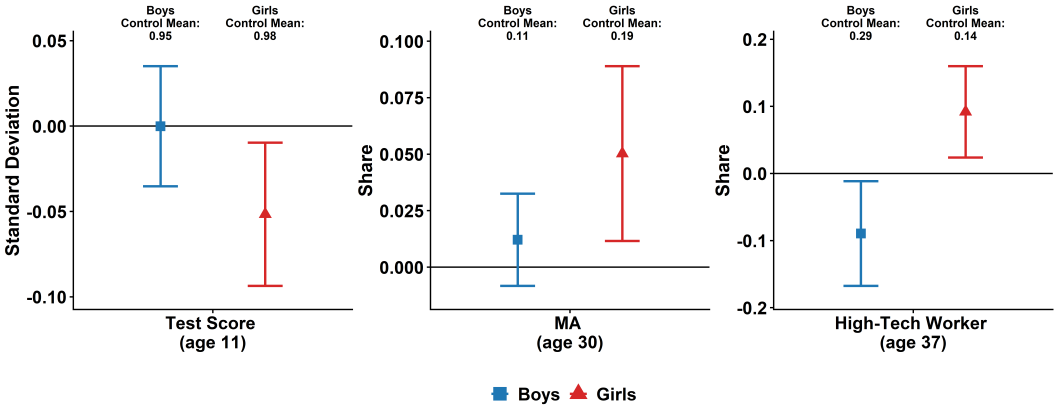


University psychometric entry test (UPET) - Israeli version of SAT, in standard deviation units.

Heterogeneity

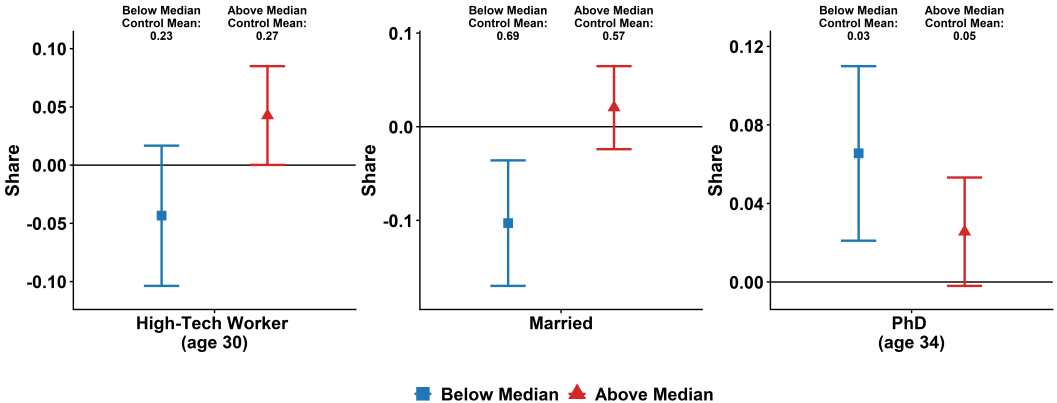
By Gender - Pull-Out

Full-Time | Afternoon | Participation



By SES - Afternoon

Full-Time Pull-Out

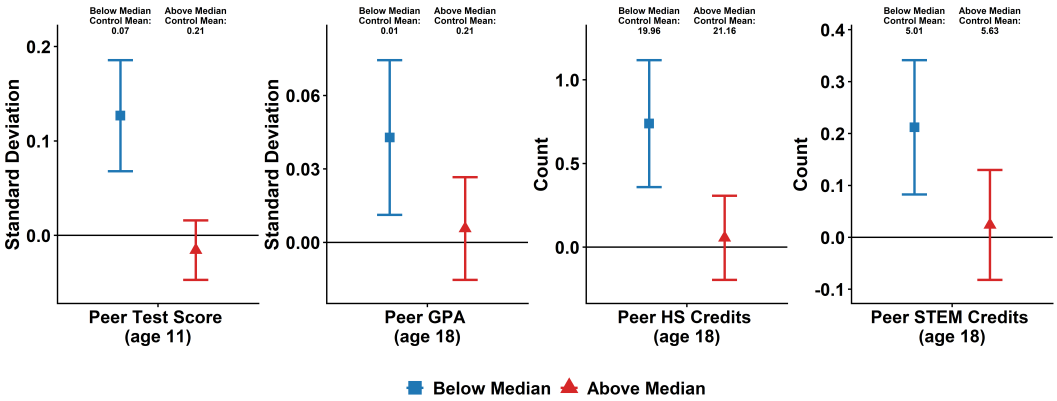


Spillovers

No substantial negative effects on classmates

	Full-Time			Pull-Out			Afternoon		
Outcome	Control Mean	(1)	(2)	Control Mean	(3)	(4)	Control Mean	(5)	(6)
Peer Test Score 5 (std)	0.31	0.01	0.01	0.15	0.00	-0.00	0.17	0.01	0.01
		(0.03)	(0.03)		(0.02)	(0.02)		(0.02)	(0.02)
		[3894]	[3673]		[19685]	[19882]		[22704]	[21660]
Peer High School GPA (std)	0.31	-0.02	-0.01	0.17	0.00	-0.01	0.14	0.01	0.01
		(0.03)	(0.02)		(0.01)	(0.01)		(0.02)	(0.01)
		[6685]	[6591]		[34160]	[35437]		[40674]	[34822]
Peer High School Credits	21.58	-0.13	-0.05	21.10	0.11	0.02	20.84	0.13	0.24
		(0.29)	(0.26)		(0.15)	(0.12)		(0.16)	(0.15)
		[5985]	[5202]		[35064]	[39257]		[36762]	[33124]
Peer Advanced Math	0.22	-0.00	0.00	0.18	0.00	0.00	0.18	0.00	0.00
		(0.01)	(0.01)		(0.00)	(0.00)		(0.00)	(0.00)
		[6906]	[5811]		[31494]	[30080]		[40084]	[40264]
Peer MA	0.11	-0.00	-0.00	0.09	-0.00	-0.00	0.09	0.00	0.00
		(0.02)	(0.02)		(0.01)	(0.01)		(0.01)	(0.01)
		[882]	[836]		[7625]	[7962]		[6904]	[7090]
Peer Started PhD at 32	0.03	-0.00	-0.00	0.02	-0.00	-0.00	0.02	0.00	0.00
		(0.01)	(0.01)		(0.00)	(0.00)		(0.00)	(0.00)
		[881]	[945]		[6942]	[6855]		[5414]	[5467]
Controls		No	Yes		No	Yes		No	Yes

By SES - Afternoon - Peer



Conclusion

Overall, our findings support the arguments in favor of such programs.

- **Effective** Zero-negative short-term effect turns into strong and positive long-term effects
- **Promote Innovation** - patents, scientific publication (weaker), employment in startups
- **Can improve mobility** Women and low SES students are underrepresented. However, the effect on women is often stronger.
- **Increase Marriage Rates** where gifted students lag behind the general population. Possibly due to better socioemotional skills.
- **No negative peer effects** Reject substantial negative effects

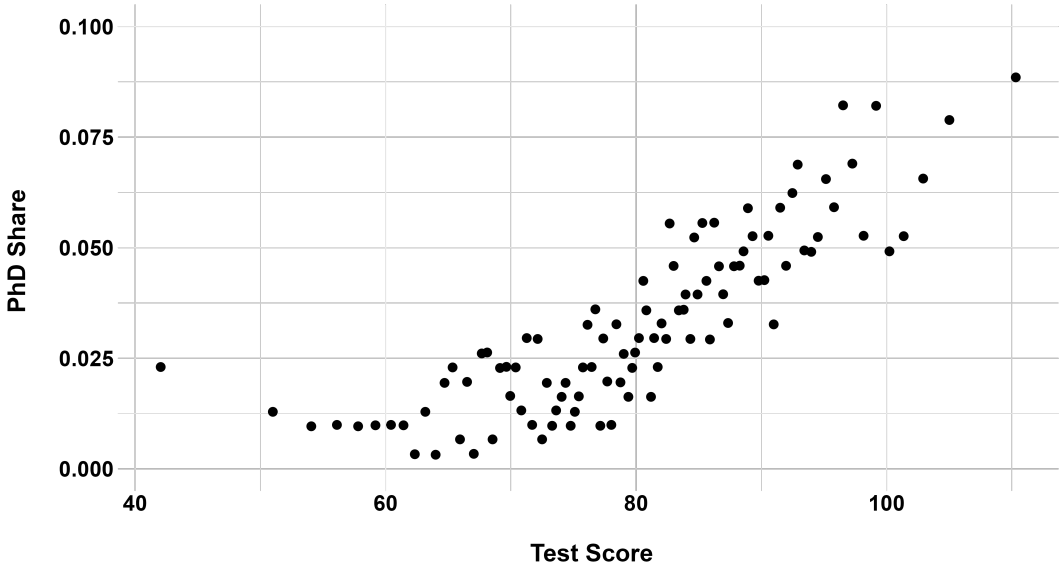
Example of Schedule - Pull-Out - Third Grade

Back

Classsrom	C. 1	C. 2	C. 3	C. 4	C. 5	C. 6	C. 7	C. 8	C. 9	C. 10	C. 11
Unit 1	Numbers and games	Theater	Food for the body and soul	The wonderful world of mathematics	Math from a different angle	The inventions that changed the world	Art workshop following wall paintings	The chemistry of everyday	Dungeons and Dragons	The wonderful numbers	Animation
8:15-9:45	Veronica	Neta	Efrat	Gilad	Jeff	Yvonne	Ruthie	Michal	Ran	Liat	Nurit
Snack 9:45-9:45											
Break 9:55-10:20											
Unit 2	Suns, comets and stars	Numbers and games	``Fantastic Beasts and Where to Find Them'' ecology	Food for the body and soul	The soul bird	Animation	Dungeons and Dragons	Art workshop following wall paintings Ruthie	Math from a different angle	Mechanics and chain reactions	Tactical-strategic games
10:20-11:40	Meir P.	Veronica	Dana	Efrat	Judith	Nurit	Ran		Jeff	Joseph	Meir T.
Break 11:40-12:00											
Unit 3	Theater	Suns, comets and stars	The wonderful world of mathematics	``Fantastic Beasts and Where to Find Them'' ecology	The inventions that changed the world	Mechanics and chain reactions	The chemistry of everyday	Tactical-strategic games	"Folded world"	The soul bird	The wonderful numbers
12:00-13:30	Neta	Meir P.	Gilad	discusses	Yvonne	Joseph	Michal	Meir T.	Esther	Judith	Liat

Second Grade Exam is Quite Predictive

Back



Summary Stats Table - 1978–2008 Cohorts

Back

Outcome	Not Tested	Tested, Not Admitted	Afternoon	Pull-Out	Full-Time
Test Score Grade 5 (standardized)	-0.003	0.657	0.912	1.044	1.095
	(0.796)	(0.529)	(0.434)	(0.381)	(0.323)
	[411,182]	[62,401]	[11,772]	[9,021]	[1,218]
High School GPA (standardized)	0.070	0.619	0.905	1.101	1.229
	(0.906)	(0.720)	(0.602)	(0.515)	(0.433)
	[1,292,760]	[145,072]	[23,009]	[20,901]	[2,725]
BA by 28	0.239	0.421	0.519	0.529	0.669
	(0.427)	(0.494)	(0.500)	(0.499)	(0.471)
	[1,215,264]	[82,897]	[7,604]	[10,172]	[1,364]
MA by 32	0.084	0.164	0.231	0.251	0.341
	(0.277)	(0.371)	(0.422)	(0.433)	(0.474)
	[945,159]	[51,313]	[4,666]	[6,556]	[765]
PhD by 34	0.009	0.027	0.066	0.061	0.100
	(0.096)	(0.163)	(0.248)	(0.239)	(0.300)
	[806,711]	[34,409]	[3,228]	[4,849]	[693]

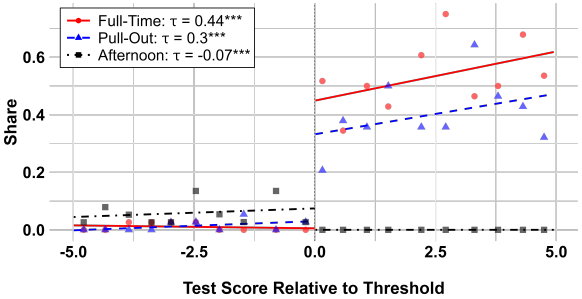
Summary Stats Table - 1978–2008 Cohorts

Back

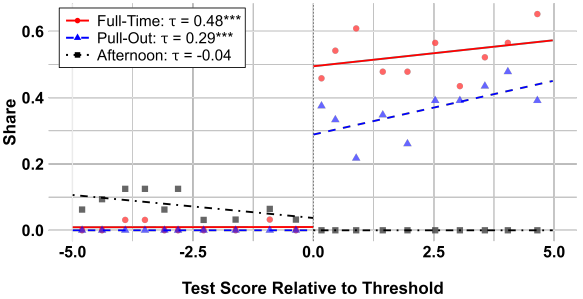
Outcome	Not Tested	Tested, Not Admitted	Afternoon	Pull-Out	Full-Time
Age by 2020	26.997	23.493	20.406	22.754	22.327
	(9.008)	(7.483)	(6.936)	(8.025)	(8.041)
	[2,201,775]	[206,668]	[36,053]	[29,952]	[4,139]
Married by 25	0.220	0.162	0.117	0.149	0.041
	(0.415)	(0.368)	(0.322)	(0.356)	(0.199)
	[1,229,714]	[89,765]	[8,255]	[10,955]	[1,497]
Married by 30	0.560	0.513	0.446	0.478	0.384
	(0.496)	(0.500)	(0.497)	(0.500)	(0.487)
	[912,117]	[50,663]	[4,608]	[6,454]	[755]
Number of Children by 25	0.220	0.124	0.080	0.113	0.011
	(0.608)	(0.458)	(0.371)	(0.439)	(0.143)
	[1,280,569]	[91,042]	[8,360]	[11,107]	[1,515]
Number of Children by 30	0.854	0.661	0.489	0.593	0.248
	(1.169)	(1.058)	(0.937)	(1.042)	(0.582)
	[945,177]	[51,341]	[4,669]	[6,558]	[766]

Participation - Gender Heterogeneity - Full-Time

Back

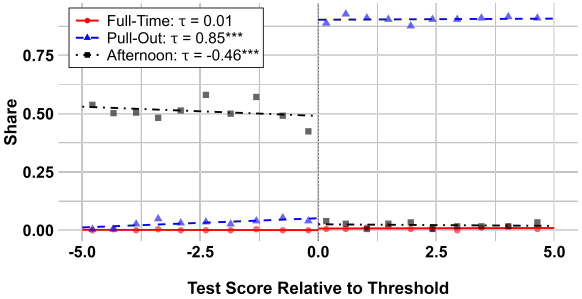


Boys

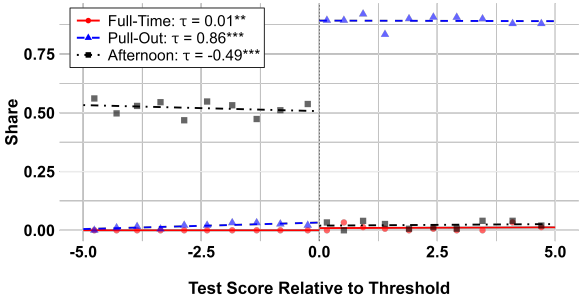


Girls

Participation - Gender Heterogeneity - Pull-Out

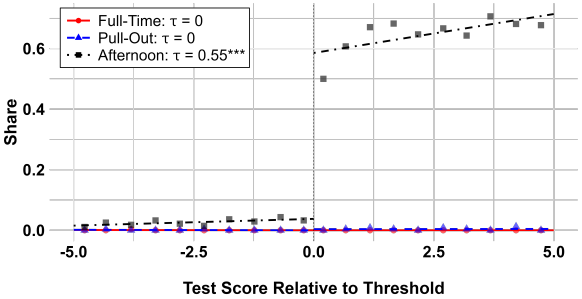


Boys

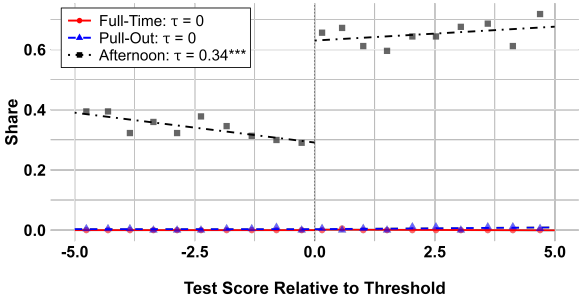


Girls

Participation - Gender Heterogeneity - Afternoon



Boys

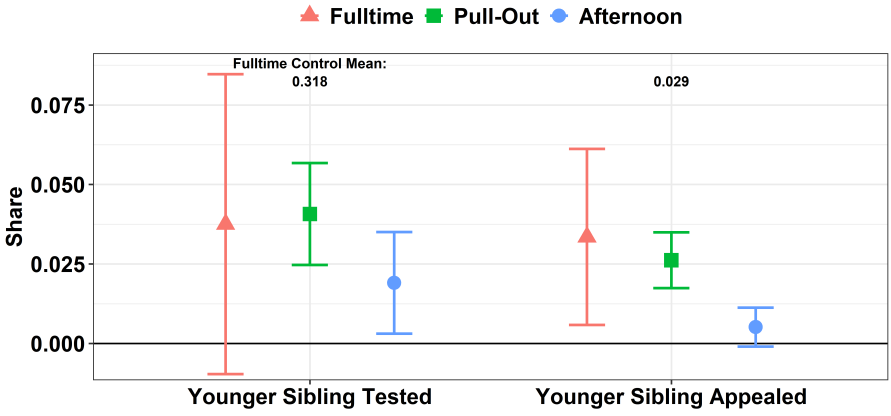


Girls

Falsification Table

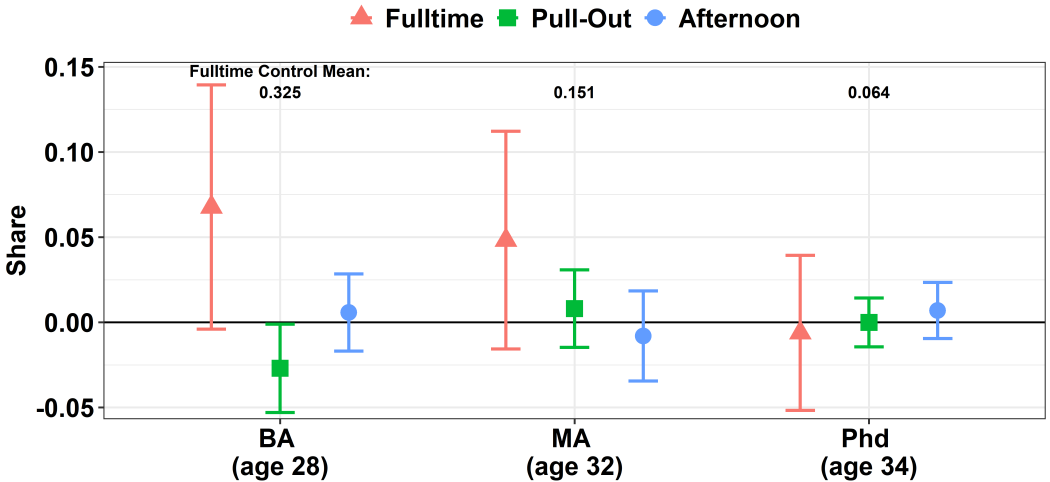
	Full-Time			Pull-Out			Afternoon		
Outcome	Control Mean	(1)	(2)	Control Mean	(3)	(4)	Control Mean	(5)	(6)
Female	0.42	0.00	0.00	0.44	-0.01	-0.00	0.42	-0.01	-0.01
		(0.03)	(0.03)		(0.01)	(0.01)		(0.01)	(0.01)
		[5190]	[5443]		[44488]	[44000]		[28703]	[28637]
Siblings Born Before Exam	1.53	-0.13	-0.11	2.06	0.03	0.01	1.94	-0.03	0.00
		(0.05)	(0.05)		(0.03)	(0.02)		(0.03)	(0.02)
		[4427]	[4454]		[38984]	[44904]		[43988]	[44232]
Mother Born Abroad	0.21	0.03	0.03	0.24	0.00	0.00	0.26	0.03	0.02
		(0.02)	(0.02)		(0.01)	(0.01)		(0.01)	(0.01)
		[6430]	[6722]		[46313]	[44036]		[35324]	[35467]
Mother MA at Exam	0.23	-0.05	-0.04	0.19	-0.00	-0.00	0.16	-0.00	-0.00
		(0.03)	(0.03)		(0.01)	(0.01)		(0.01)	(0.01)
		[4223]	[4302]		[40047]	[42250]		[43047]	[38323]
Parental Income Percentile (Ages 8)	0.59	-0.00	-0.00	0.54	0.00	0.00	0.52	-0.00	-0.00
		(0.02)	(0.02)		(0.01)	(0.01)		(0.01)	(0.01)
		[5416]	[5430]		[37312]	[35309]		[44768]	[41643]
School SES Mean	0.38	-0.01	-0.01	0.12	0.00	0.00	0.09	0.01	0.01
		(0.03)	(0.03)		(0.01)	(0.01)		(0.02)	(0.01)
		[6537]	[7335]		[46671]	[48130]		[46874]	[38551]
Controls		No	Yes		No	Yes		No	Yes

Younger Siblings

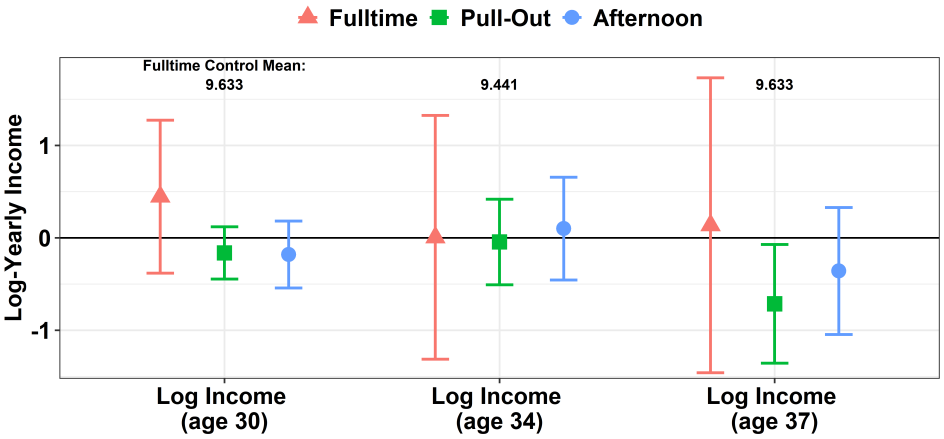


Revealed preferences: parents are happy with the program.

Non-STEM Education - Back



Log(Income+1) Back



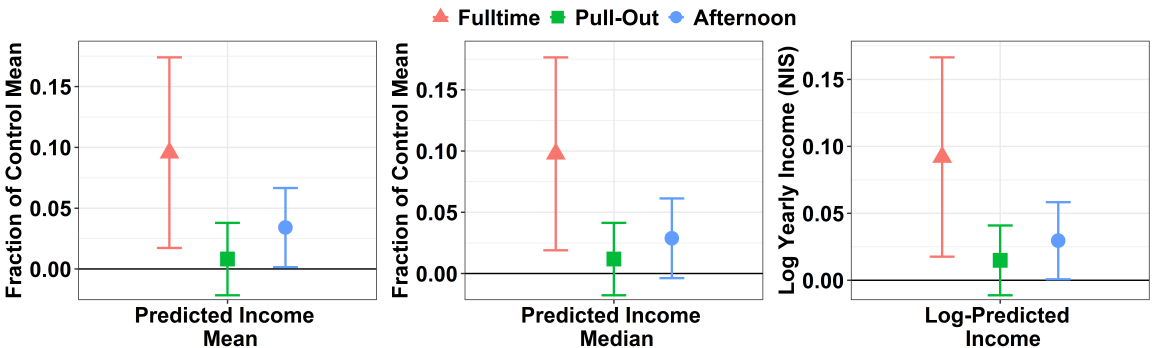
Income – Surrogate Index

Due to long military service and many years of education, age 37 might be too soon to observe income effects.

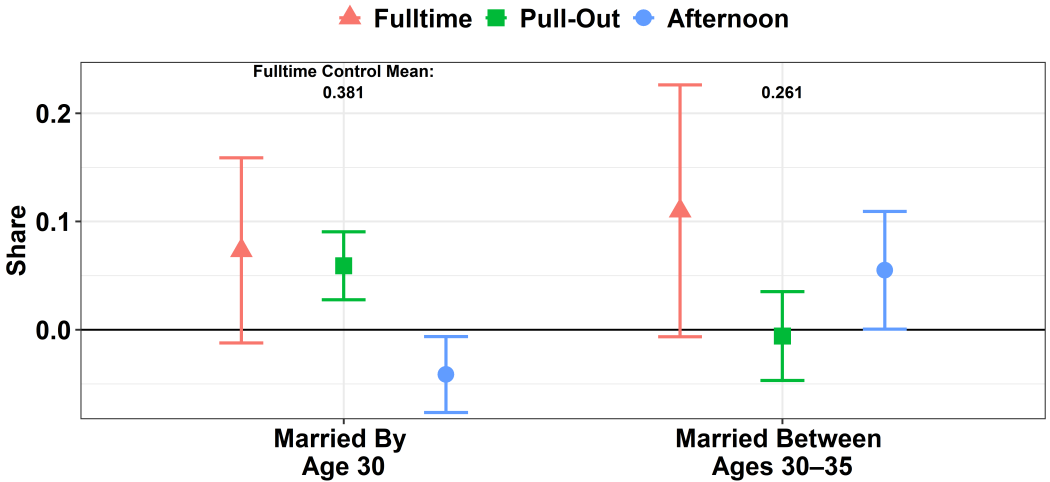
- We can perform a surrogate exercise based on earlier outcomes, such as degree institution and field.
- We can use the average income in the overall population by these degree type, to predict income at a later age - In progress
- For today, we will only use our data and predict income at 37 based on earlier degrees, and see similar patterns.

Predicted Income

Back



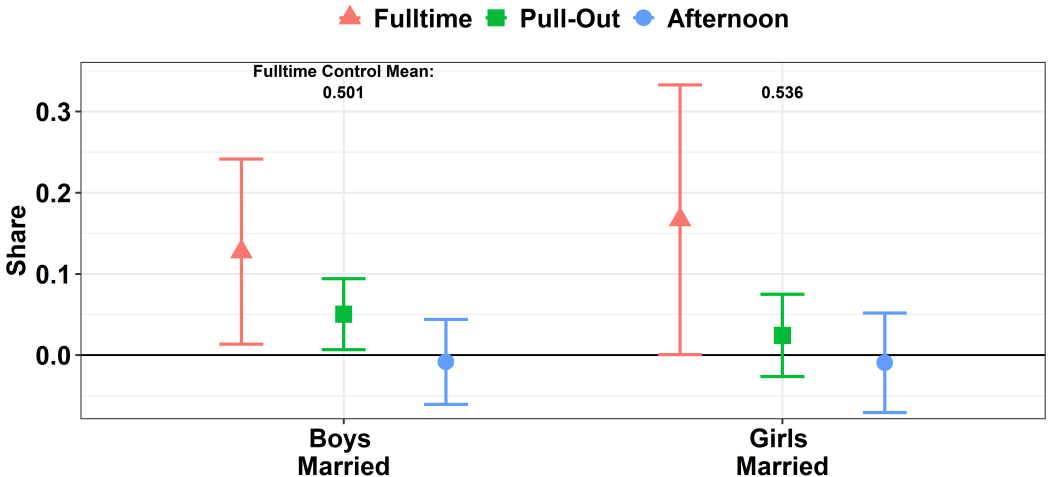
Marriage



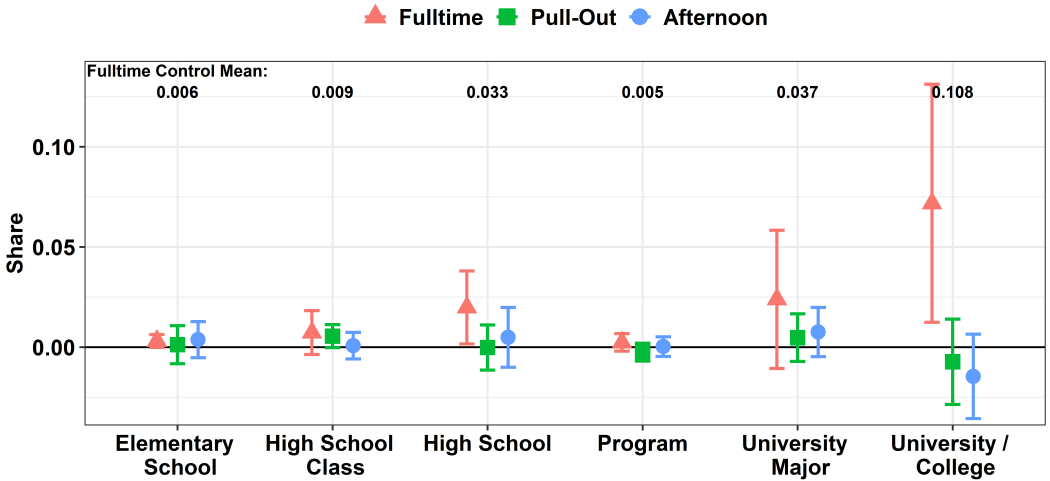
By Gender

Marriage by Gender

Back

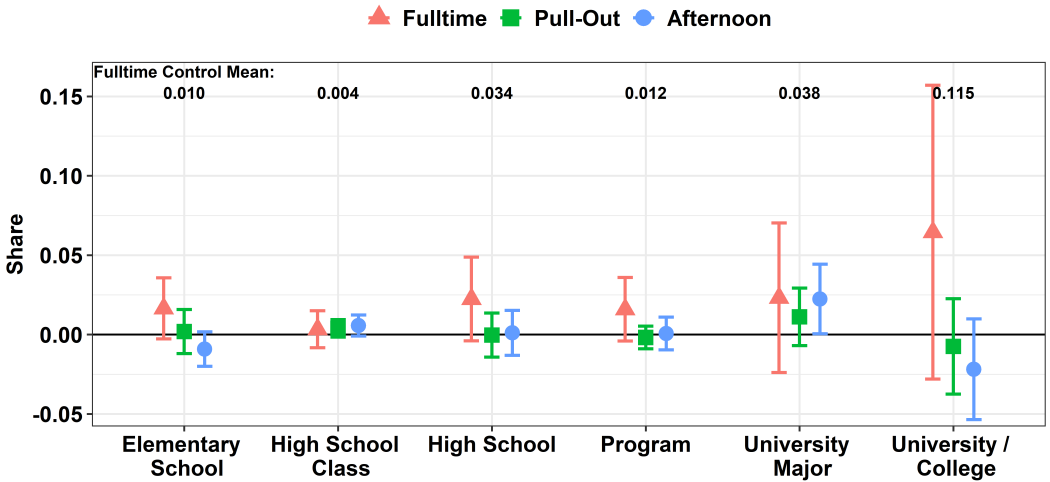


Boys - Married Someone From...



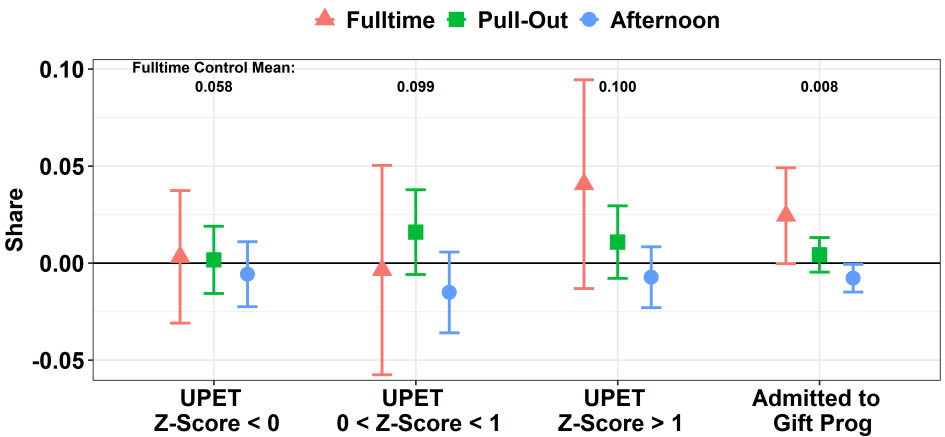
Ever married someone from that group, for individuals above the age of 25.

Girls - Married Someone From... Back



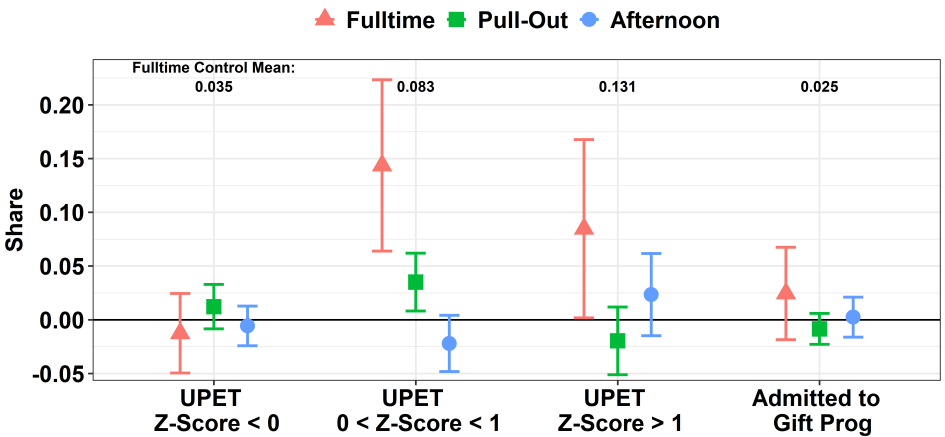
Ever married someone from that group, for individuals above the age of 25.

Marriage by Partner UPET - Boys



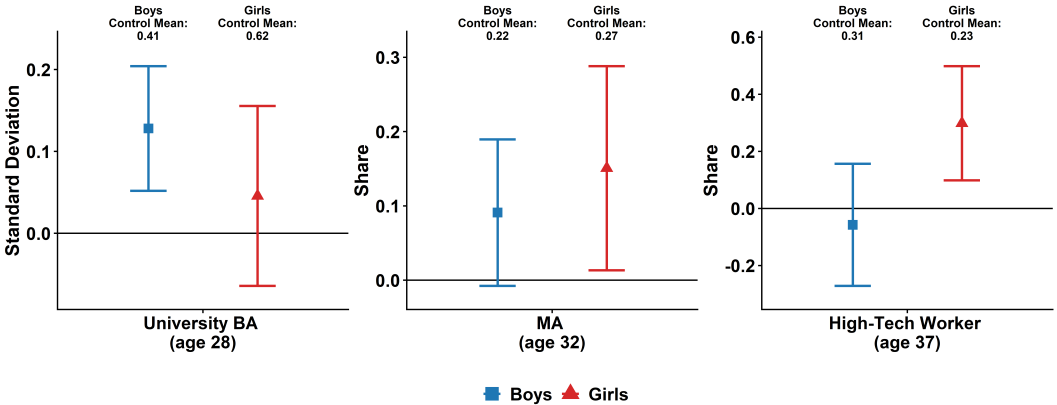
Marriage by Partner UPET - Girls

Back



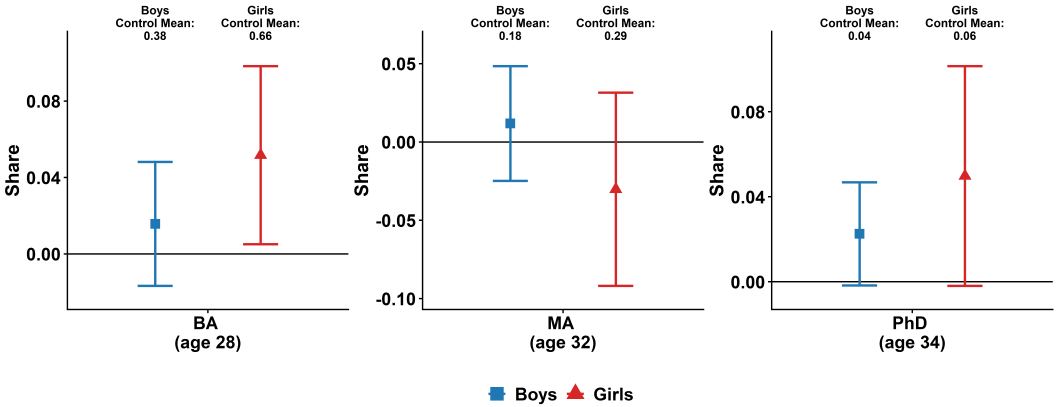
By Gender - Full-Time

Back



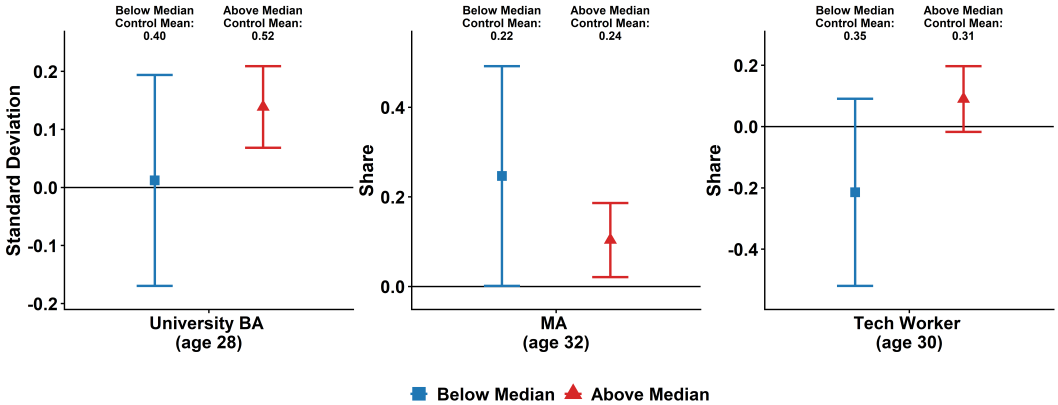
By Gender - Afternoon

Back



By SES - Full-Time

Back



By SES - Pull-Out

Back

