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IS THERE A GIFTED GAP?

GIFTED EDUCATION IN HIGH-POVERTY SCHOOLS



THOMAS B.
FORDHAM
INSTITUTE
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FOREWORD

BY CHESTER E. FINN, JR. AND AMBER M. NORTHERN

The United States wastes an enormous amount of its human capital by failing to cultivate the innate talents of many of its young people, particularly high-ability girls and boys from disadvantaged and minority backgrounds. That failure exacts a great cost from the nation's economy, widens painful gaps in income, frustrates efforts to spur upward mobility, contributes to civic decay and political division, and worsens the inequalities that plague so many elements of our society.

All of this was reinforced in a widely noted recent study by Alex Bell, Raj Chetty, and colleagues at the Equality of Opportunity Project, which highlighted the inexcusable number of “lost Einsteins” among American students, most of whom come from disadvantaged backgrounds.

Their team found that as early as third grade, math scores help to predict who will be awarded patents in later life—that's the metric they used for “Einsteins”—but such scores explain less than one-third of the “innovation gap” between those growing up in high- versus low-income families. Because this gap grows much wider in the later grades, Bell and Chetty suggest that “low-income children start out on relatively even footing with their higher-income peers in terms of innovation ability, but fall behind over time, perhaps because of differences in their childhood environment.”

That “environment” includes things like residential segregation, access to higher education, and exposure to innovation via family or neighborhood. But it also includes the quality of kids' schools and the educational opportunities found therein. If the talents of low-income children are not sufficiently cultivated in our K–12 system, we will continue to lose many potential Einsteins before they even graduate from high school.

This new Fordham study shows some of the ways we lose potential Einsteins: specifically, the education system's inability (or unwillingness) to do what it takes to develop the potential of hundreds of thousands of capable young people who hail from modest backgrounds.

Consider—as documented in the pages that follow—how few such youngsters make it into the gifted-and-talented programs that schools and districts offer. We learn from these data that, while schools attended by low-income children generally report having such programs at the same rate as schools serving more prosperous kids, *enrollments* in those programs are far smaller in the former schools. We also learn that black and Hispanic pupils are particularly under-represented within those meager enrollments.

When high-achieving or high-potential poor and minority students have less access to gifted education than their peers, the existence of such programs may actually worsen inequalities, thus widening what Jonathan Plucker at Johns Hopkins University and the Jack Kent Cooke Foundation term “excellence gaps”—the differences between subgroups of students performing at the highest levels of achievement.

For tomorrow's leaders and innovators to reflect America's diversity, today's schools must cultivate talented children from every kind of background. First-rate gifted programming in high-poverty schools can contribute a great deal toward this goal.

The present study by Christopher Yaluma of Ohio State and Fordham's own Adam Tyner breaks new ground by documenting several specific and worrisome discrepancies. For the longest time, we had scant data regarding the extent of and enrollment in gifted-and-talented programs in U.S. public schools. Beginning in 2011, however, the Education Department's Office for Civil Rights (OCR) began asking schools to provide basic information on enrollment in such programs and to break out that enrollment by racial and ethnic groups. The resulting data are not nearly as comprehensive as we would wish; for example, they include no information on the quality or characteristics of gifted programs, how children are admitted to them, and much else. But they're still illuminating.

Fordham's longtime interest in gifted education aligned with the interests of Messrs. Yaluma and Tyner, who set out to investigate the extent to which access to and participation in gifted programs vary for different groups of students. Thanks to their expert analysis, this report provides answers to three key questions:

1. To what extent do high-poverty schools offer gifted-and-talented programs?
2. What proportion of students in such schools *participates* in those programs?
3. How does student participation in those programs vary by race within schools, particularly high-poverty schools?

Using OCR's school-level data and other information available from the National Center for Education Statistics, they focused on high-poverty schools, but also showed national results at all poverty levels and then went on to compare states.

They unearthed some good news, notably that most schools at every poverty level—and with every level of minority enrollment—have gifted programs of some kind. The bad news is that students in low-poverty schools are more than twice as likely to *participate* in such programs and that (regardless of the school's poverty level) minority youngsters are much less likely to participate. While 12.4 percent of students in low-poverty schools with gifted programs are enrolled in those programs, that's true of less than half as many (6.1 percent) in high-poverty schools.

Examined by racial and ethnic group, we find that Asian students constitute 4.8 percent of the overall pupil population but 8.6 percent of those enrolled in gifted programs. White students constitute 47.9 percent of the student population and 55.2 percent of students enrolled in gifted programs. On the other hand, the comparable figures for black students are 15.0 and 10.0 percent and, for Hispanic students, 27.6 and 20.8 percent.

These patterns vary quite a lot from state to state. In a few jurisdictions (e.g., Virginia, Mississippi, Kentucky, Colorado, Maryland, and Oklahoma), 90 percent or more of high-poverty schools report having gifted programs. At the opposite end, three states and the District of Columbia report less than 10 percent of their high-poverty schools with such programs.

There is also substantial variation in participation by children of color. In three states (Maryland, Kentucky, and New Hampshire), more than 10 percent of black and Hispanic students in elementary and middle schools with gifted programs take part in those programs. In twenty-two other states, however, not even 5 percent of these students are enrolled in gifted programs.

What might be done to alter our approach so as to develop more young students into Einsteins—and to do so across more segments of the population?

We know that high academic achievement—often a prerequisite for gifted-and-talented enrollment—is not

distributed equally across groups today; hence the glaring and oft-remarked “achievement gaps.” We know that’s a serious problem in need of solving, preferably via the panoply of reform measures already underway across most of the country.

But we also need more and better approaches to schooling itself. That includes harnessing today’s enthusiasm for personalized learning (and the technologies that facilitate it) not only to customize children’s education experiences but also to allow able students to move ahead when they’re ready. To the extent that personalized learning is well designed, tailored to students’ needs, and suitable for effectively demonstrating what one has learned, acceleration of strong students should be more widely practiced than it is now.

We obviously also need to do better at identifying high-potential youngsters for inclusion in gifted education and equipping all of them, especially children of color, to succeed in these challenging academic opportunities. As a result of their lower gifted-and-talented participation rates, many black and Hispanic students will be less prepared to succeed in challenging high school coursework, and, in turn, less likely to enroll in the most demanding universities and career-preparation programs. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would change the trajectories of some children and gradually lessen social and economic inequality.

Thus we heartily endorse two recommendations made by the authors. First, schools should employ universal screening practices to determine which children may benefit from gifted services. Such practices have been shown to boost participation of minority students and can be implemented at low cost, especially since students already take multiple federal, state, and local assessments, one or more of which could surely function well for screening purposes.

Second, school systems should consider identifying the high achievers *at each school* as opposed to throughout the district. Although students within schools will meet different standards for inclusion than those across the district, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

For the K–12 system to do its part in equalizing opportunities for poor and minority youngsters in the United States, clearly much is needed in addition to gifted education. But too often, reform efforts intended to boost the prospects of such children focus entirely on those who, for a hundred reasons, are struggling to achieve academically. As a result, we tend to neglect those kids who are academically able and doing well—yet whose schools do not challenge them to achieve all that they are capable of. For schools to *offer* gifted education is an important start. But it isn’t enough unless schools also encourage and assist students to participate in such programs—and unless those programs have both the capacity to serve them and the quality to serve them well.

ACKNOWLEDGMENTS

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INTRODUCTION

In 2018, the United States continues to see wide and worrying achievement gaps among student groups, despite decades of programs and policies meant to narrow them. Many factors inside and outside the education system contribute to these gaps, but researchers have consistently shown that black, Hispanic, and low-income students tend to enter school far behind their peers, and are then less likely to have access to quality education programming.¹

A related issue is the wide variation in the achievement level of students in any given classroom, school, or grade. A recent study found a range of more than eleven grade levels among fourth graders in a small group of diverse elementary schools.² Without differentiated programs for these different students, those who lag behind will miss out on the attention they need to catch up while students who are ahead will become bored and disengaged. Gifted-and-talented programs are a key source of enriched and accelerated academic opportunities for this latter group: the students who are performing—or could perform—well beyond their peers.

When high-achieving poor and minority students have less access to these special programs than do their peers, gifted education may exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability kids from diverse backgrounds, and gifted programming in high-poverty schools plays an important role.

To better understand the state of gifted education in the United States today and investigate the extent to which access and participation in gifted programs vary for different students, this report uses federal data to answer three key questions:

1. To what extent do high-poverty schools offer gifted-and-talented programs?
2. What proportion of students in such schools *participates* in those programs?
3. How does student participation in those programs vary by race within schools, particularly high-poverty schools?

We analyze the representation and participation of gifted students using school-level data at the state and national levels. After briefly describing our approach, we examine the extent to which schools report offering any gifted programming, analyzing schools by their poverty level and racial and ethnic composition. Next, we turn to student participation and representation, again with an eye toward the school's poverty level as well as student race and ethnicity. Although our emphasis is on high-poverty schools, we show national results at all poverty levels and break down the availability and participation in gifted programming by state. These comparisons show the prevalence of such programs in high-poverty schools and the extent of black and Hispanic participation in them. Finally, we describe gifted programming in detail for each state via a series of customized profiles.

DATA & RESEARCH METHODS

We conduct national and state analyses of gifted-and-talented programs for all elementary and middle schools (urban, suburban, and rural) using data from three sources: the Department of Education’s Office for Civil Rights (OCR), the National Center for Educational Statistics (NCES), and the National Assessment of Educational Progress (NAEP).

The OCR data include gifted program enrollment for each school by student racial/ethnic group, and the NCES data include the proportion of students who are eligible for free or reduced-price lunch and school enrollments for each racial and ethnic group. First, we merged the 2013–14 OCR gifted-and-talented enrollment data with the 2014–15 NCES data.³ Then, we divided gifted enrollment by school enrollment for each student group and for the school overall to calculate the percentage of students enrolled in gifted education. School poverty is gauged by participation in the free and reduced-price lunch (FRPL) program.⁴ We follow NCES’s poverty classification, which defines low-poverty schools as having no more than 25 percent of students on FRPL, middle-poverty schools between 25 percent and 75 percent, and high-poverty schools as those having 75 percent or more.⁵

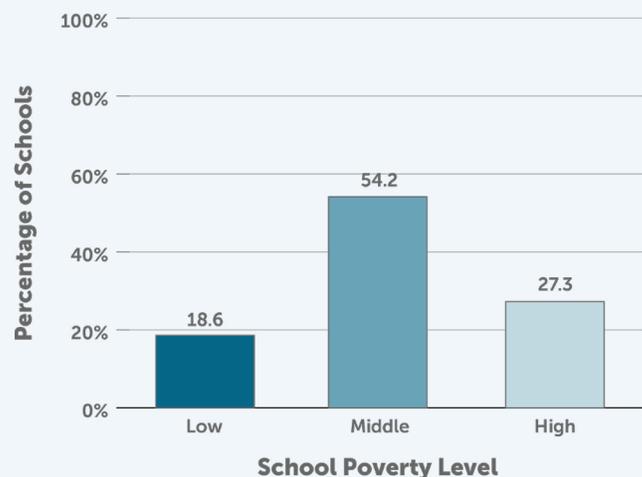
We use the 2015 NAEP fourth-grade results to show different performance across student groups and provide additional context around varying gifted enrollment rates.

Our national sample includes 59,215 elementary and middle schools (Figure 1).⁶ More than one-quarter of the national sample (27.3 percent) are high-poverty schools, 18.6 percent are low-poverty, and a majority (54.2 percent) are classified as middle-poverty.

For school-level analyses (e.g., in calculating the percentage of schools with gifted programs), we exclude very small schools—those with fewer than an average of twenty students per grade, since these schools are much less likely to have gifted programs and, by definition, serve few students.⁷ (See *Appendix* for the prevalence of gifted programs by school size.) Tennessee is excluded from the analyses because it has no FRPL data in the 2014–15 NCES dataset.

State profiles show the percentage of schools offering gifted programs and the percentage and racial/ethnic breakdown of students enrolled in them. We keep our focus on high-poverty schools, except for states with fewer than ten of them with gifted programs (Delaware, Hawaii, Montana, New Hampshire, North Dakota, South Dakota, West Virginia, and Wyoming), where we broaden our focus to include all schools in the state.⁸ The District of Columbia, Rhode Island, and Vermont report very few schools offering gifted programs at all, and are therefore excluded from the state profiles entirely.

FIGURE 1:
MORE THAN ONE-QUARTER OF ELEMENTARY AND MIDDLE SCHOOLS ARE HIGH-POVERTY.



Note: Total schools (N=59,215). Source: 2014–15 NCES data.

LIMITATIONS

Although we are able to calculate the proportion of students eligible for free or reduced-price lunch (FRPL) in each school, we are unable to identify which FRPL students enroll in gifted programming. Because we limit some analysis to schools with at least 75 percent of FRPL students, we can be confident that findings are applicable to many students who are high-poverty.

Because of the nature of the data, we use binary classifications of gifted enrollment for students. We do not have data on the quality or characteristics of gifted programming, although this is known to vary considerably across schools.⁹ Whether gifted programming is targeted to specific subjects, what types of professional development that teachers of gifted students experience, and the extent to which students can engage curriculum outside of their grade level are questions beyond the scope of the report. Further, we have no information about what constitutes “gifted programming,” as OCR provides no guidance to states about what to include or exclude.¹⁰

Results are based on data reported to the U.S. Department of Education, and in some cases, the latter may be incomplete or simply incorrect. If states or districts vary in the way that they choose to report gifted enrollment or other related data (not improbable given the lack of guidance), it will impact comparisons across states and other localities.

NATIONAL FINDINGS

First, we examine the prevalence of gifted programs and participation across different types of schools.

1. MORE THAN TWO-THIRDS OF ELEMENTARY AND MIDDLE SCHOOLS HAVE GIFTED PROGRAMS.

A large majority (68.3 percent) of elementary and middle schools in the country report having gifted programs (Figure 2).¹¹

2. OVERALL, HIGH-POVERTY SCHOOLS ARE AS LIKELY AS LOW-POVERTY SCHOOLS TO HAVE GIFTED PROGRAMS.

As the proportion of students eligible for FRPL increases, the differences in the percentage of schools that report having gifted programs is stable, meaning that high-poverty schools are as likely as low-poverty schools to provide some form of gifted-and-talented education (Figure 3). For the most impoverished schools, the proportion of schools with gifted programs declines slightly, but high-poverty and middle-poverty schools are, overall, slightly more likely to have gifted programs than low-poverty schools. On average, 64.5, 69.2, and 69.1 percent of low-, middle-, and high-poverty schools, respectively, have gifted-and-talented programs.

FIGURE 2:
MORE THAN TWO-THIRDS OF SCHOOLS HAVE GIFTED PROGRAMS.

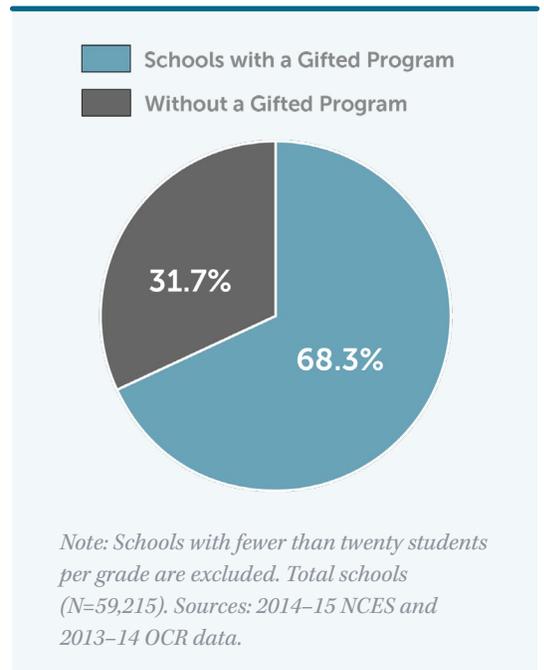
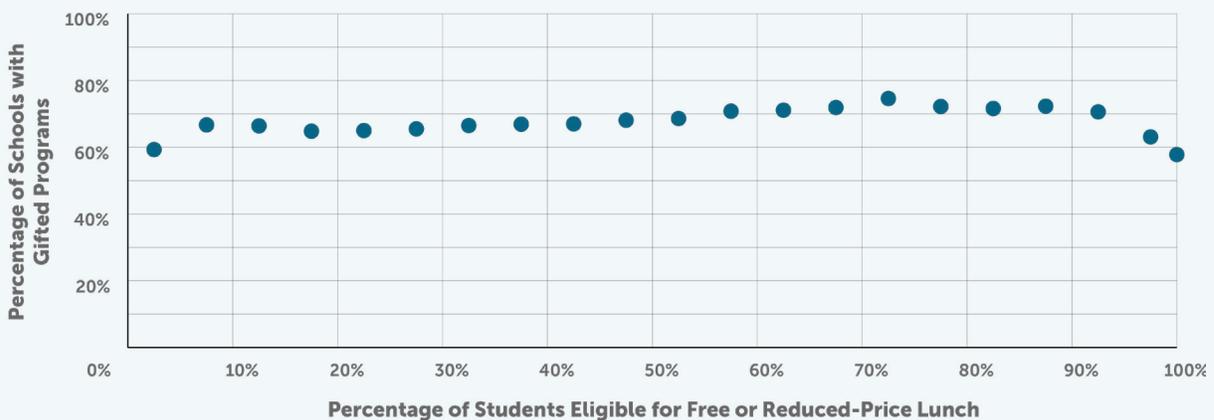


FIGURE 3:
HIGH-POVERTY SCHOOLS ARE GENERALLY JUST AS LIKELY TO HAVE A GIFTED PROGRAM AS LOW-POVERTY SCHOOLS.

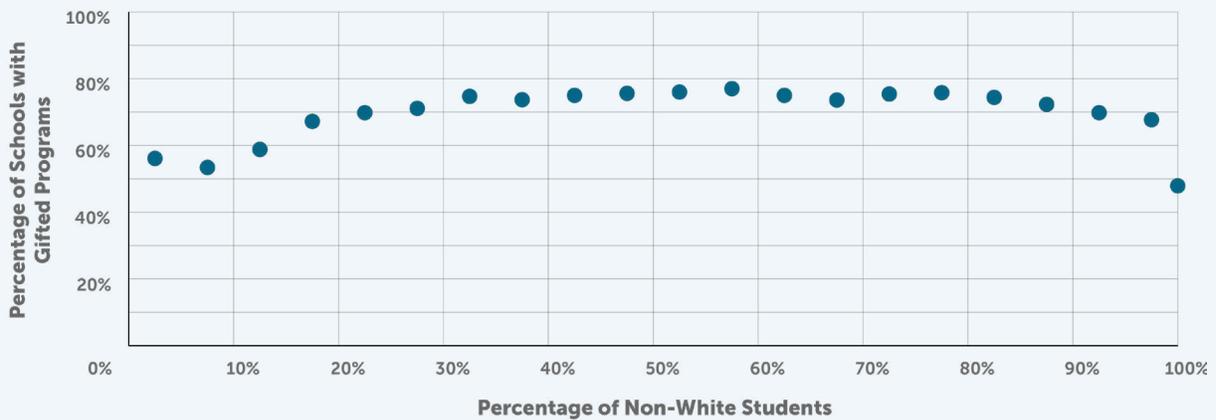


Note: Schools with fewer than twenty students per grade are excluded. Total schools (N=59,215). Sources: 2014–15 NCES and 2013–14 OCR data.

3. GENERALLY, SCHOOLS WITH A HIGHER PROPORTION OF MINORITY STUDENTS ARE AS LIKELY TO PROVIDE GIFTED EDUCATION AS SCHOOLS WITH A LOWER PROPORTION OF MINORITY STUDENTS.

As shown in Figure 4, schools with different racial compositions have similar probabilities of reporting having a gifted program. In general, there is no relationship between the percentage of white (or non-white) students in a school and the likelihood that the school reports having a gifted program. An exception is schools that have less than 15 percent minority students and schools that are almost 100 percent non-white, which are slightly less likely to report having gifted programs than other schools.

FIGURE 4:
SCHOOLS WITH A HIGHER PROPORTION OF MINORITY STUDENTS ARE JUST AS LIKELY TO PROVIDE GIFTED EDUCATION AS SCHOOLS WITH A LOWER PROPORTION OF MINORITY STUDENTS.

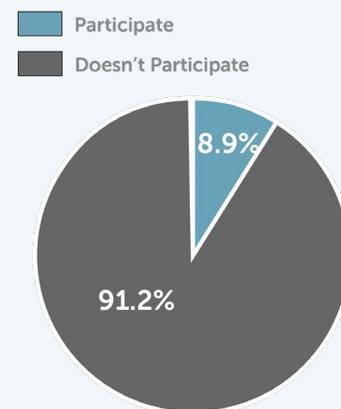


Note: Schools with fewer than twenty students per grade are excluded. Total schools (N=59,215). Sources: 2014–15 NCES and 2013–14 OCR data.

4. ABOUT NINE PERCENT OF STUDENTS IN ELEMENTARY AND MIDDLE SCHOOLS WITH GIFTED-AND-TALENTED PROGRAMS ACTUALLY PARTICIPATE IN THOSE PROGRAMS.

In the 41,448 schools with gifted programs, 8.9 percent of students participate in gifted-and-talented programs (Figure 5).¹² This represents about 2.3 million elementary and middle school students in gifted programs in the schools in our sample.

FIGURE 5:
ALMOST NINE PERCENT OF STUDENTS AT SCHOOLS WITH GIFTED PROGRAMS ARE ENROLLED IN THOSE PROGRAMS.



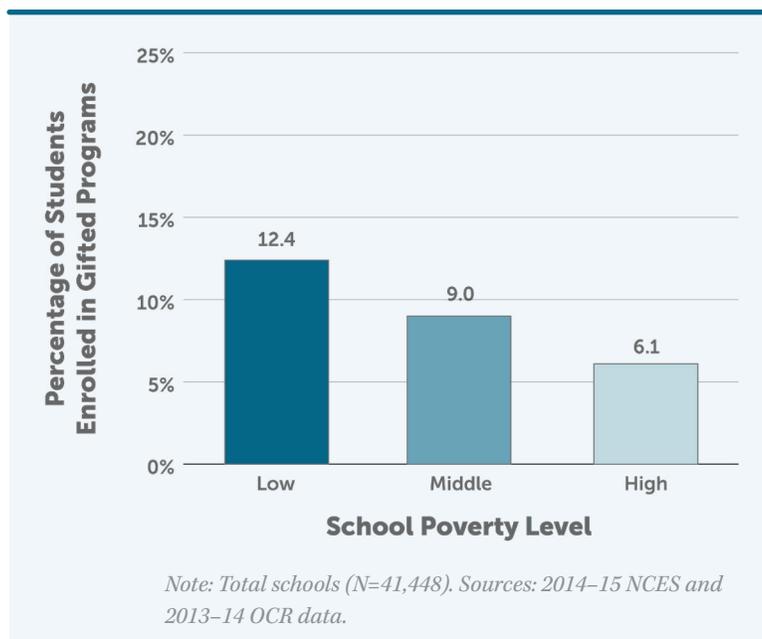
Note: Total schools (N=41,448). Total students (N=22,582,617). Source: 2013–14 OCR data.

5. STUDENTS IN LOW-POVERTY SCHOOLS PARTICIPATE IN GIFTED PROGRAMS AT TWICE THE RATE OF STUDENTS IN HIGH-POVERTY SCHOOLS.

Although high-poverty schools are as likely to have gifted programs as low-poverty schools (Figure 3, page 10), far fewer students in high-poverty schools actually participate in gifted programs. While 12.4 percent of students in low-poverty schools with gifted programs participate in the programs, less than half of that proportion (6.1 percent) of students in high-poverty schools participate in gifted programs (Figure 6). Students in middle-poverty schools participate at a rate of 9.0 percent, between the rates of low- and high-poverty schools.

Next, we compare the racial and ethnic composition of schools to the composition of those subgroups in gifted programs. Before we do so, one caveat bears mentioning. States define giftedness and identify students for gifted

FIGURE 6:
STUDENTS IN LOW-POVERTY SCHOOLS ARE MORE THAN TWICE AS LIKELY TO PARTICIPATE IN GIFTED PROGRAMS AS STUDENTS IN HIGH-POVERTY SCHOOLS.



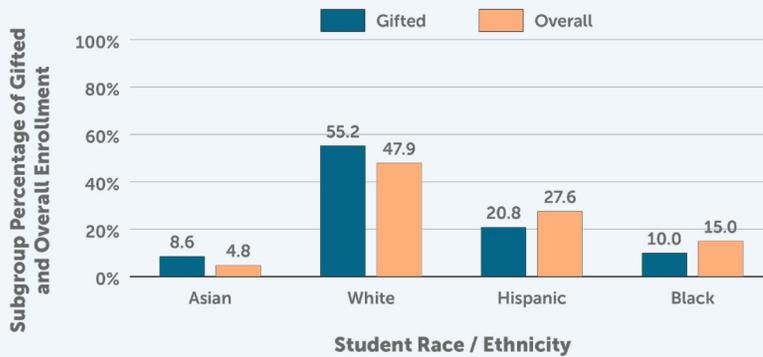
services through various methods that impact participation rates in such services—and not all students who are identified end up participating. For example, schools may identify students based on intellectual giftedness, creative or divergent thinking, abilities related to the visual and performing arts, specific types of academic aptitude, and/or demonstration of leadership.¹³

Since some potential program qualifications (e.g., prior academic achievement) are not equally distributed across groups, finding that groups have differing proportions of students enrolled in gifted programs does not necessarily imply that racial bias is involved in identifying and enrolling gifted students—although it may reflect other types of inequities within schools or communities.¹⁴ (We discuss strategies for states, districts, and schools to improve the participation rates of students from consistently underrepresented groups in *Policy Implications*.)

6. NATIONALLY, BLACK AND HISPANIC STUDENTS PARTICIPATE IN GIFTED PROGRAMS AT LOWER RATES THAN THEIR ASIAN AND WHITE PEERS.

Among all elementary and middle urban, suburban, and rural schools with gifted programs, a total of 8.9 percent of students are enrolled in gifted programs (Figure 5, page 11). Asian students constitute 4.8 percent of the overall student population and 8.6 percent of students enrolled in gifted programs. Black students constitute 15.0 percent of the student population and 10.0 percent of those enrolled in gifted programs. Hispanic students constitute 27.6 percent of the student population and 20.8 percent of students enrolled in gifted programs. Finally, white students constitute 47.9 percent of the student population and 55.2 percent of students enrolled in gifted programs (Figure 7).

FIGURE 7:
BLACK AND HISPANIC STUDENTS PARTICIPATE IN GIFTED PROGRAMS AT LOWER RATES THAN THEIR ASIAN AND WHITE PEERS.

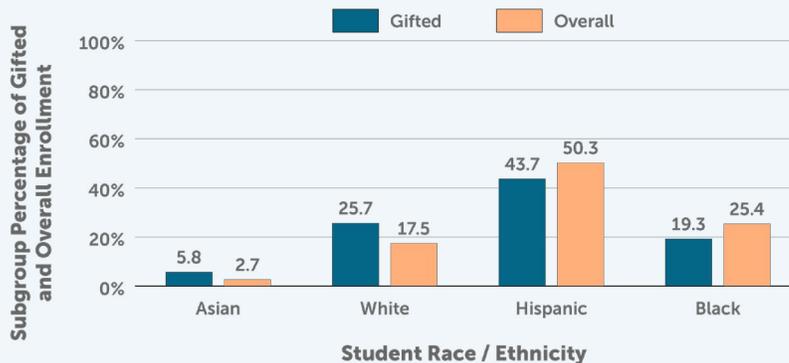


Note: Total schools (N=41,448). Sources: 2014–15 NCES and 2013–14 OCR data.

7. IN HIGH- AND MIDDLE-POVERTY SCHOOLS, BOTH ASIAN AND WHITE STUDENTS ARE STATISTICALLY OVERREPRESENTED IN GIFTED PROGRAMS; IN LOW-POVERTY SCHOOLS, THAT'S THE CASE ONLY FOR ASIAN STUDENTS.

High-poverty schools with gifted programs have below-average participation in general, with just 6.1 percent of their students enrolled in gifted programs (Figure 6, page 12). As shown in Figure 8, both Asian and white students, however, are statistically overrepresented compared to the proportion of the population they comprise: Asian students constitute 2.7 percent of the student population and 5.8 percent of students enrolled in gifted programs in these high-poverty schools; white students constitute 17.5 percent of the student population and 25.7 percent of students enrolled in gifted programs. On the other hand, black students constitute 25.4 percent of the student population and 19.3 percent of students enrolled in gifted programs and Hispanic students constitute 50.3 percent of the student population and 43.7 percent of students enrolled in gifted programs. These results are similar for middle-poverty schools (see *Appendix*).

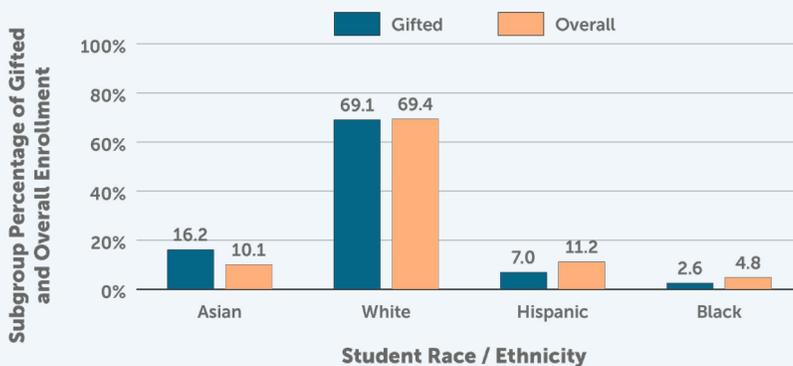
FIGURE 8:
IN HIGH-POVERTY SCHOOLS, ASIAN AND WHITE STUDENTS ARE STATISTICALLY OVERREPRESENTED IN GIFTED PROGRAMS.



Note: High-poverty schools have 75 percent or more students participating in the FRPL program. Total schools (N=11,368). Sources: 2014–15 NCES and 2013–14 OCR data.

In contrast, low-poverty schools with gifted programs have a total of 12.4 percent of their students enrolled in those programs (Figure 6, page 12). Asian students, however, are the only subgroup that is statistically overrepresented, comprising 10.1 percent of the overall pupil population and 16.2 percent of the gifted-program population. As with high-poverty schools, black and Hispanic students are statistically underrepresented: black students constitute 4.8 percent of the student population and 2.6 percent of students enrolled in gifted programs; Hispanic students constitute 11.2 percent of the student population and 7.0 percent of students enrolled in gifted programs (Figure 9). White students are represented in gifted programming at a rate very similar to their share of the overall population in low-poverty schools, with 69.4 percent and 69.1 percent, respectively, comprising the student and gifted-program populations.

FIGURE 9:
IN LOW-POVERTY SCHOOLS, ONLY ASIAN STUDENTS ARE STATISTICALLY OVERREPRESENTED IN GIFTED PROGRAMS.



Note: Low-poverty schools have no more than 25 percent of students participating in the FRPL program. Total schools (N=7,233). Sources: 2014–15 NCES and 2013–14 OCR data.

8. OVERALL, A SIMILAR PERCENTAGE OF STUDENTS IS ENROLLED IN GIFTED PROGRAMS AS SCORES ADVANCED ON THE LATEST NAEP MATH ASSESSMENT.

Prior research has detected achievement gaps when students first enroll in kindergarten.¹⁵ Given that high academic achievement—often a prerequisite for gifted and talented enrollment—is not equally distributed across groups, it is not surprising that different racial and ethnic groups are represented in gifted programs at different rates. One way to estimate readiness for gifted programming is to eyeball the proportion of students who score “Advanced” on early-grade assessments. Below, we compare scores on the 2015 National Assessment of Educational Progress to overall gifted enrollment in schools with gifted programs in the 2013–2014 OCR data. Figure 10 shows the proportions of students scoring Advanced on the fourth-grade NAEP math assessment and gifted enrollment rates in the entire elementary school sample only for different racial and ethnic student groups. (The findings are similar for NAEP reading; see *Appendix*.)

Overall, this albeit crude comparison shows a similar percentage of students is enrolled in gifted programs as score Advanced on the latest NAEP math assessment for which data are available. (Relative performance on the NAEP reading assessment is similar; see *Appendix*.) Slightly more students (8.9 percent) take part in gifted programs than score Advanced on NAEP math (7.3 percent of students).

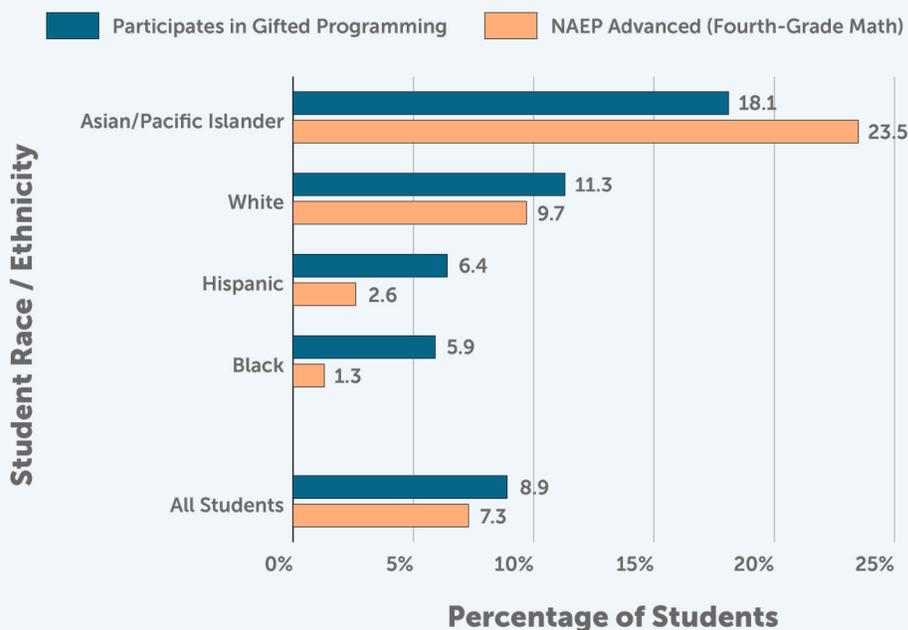
While overall proportions are similar, they vary widely across racial and ethnic groups. Asian students are the only group for which a lower proportion participates in gifted programming than is identified as Advanced on NAEP.

Specifically, 23.5 percent of Asian students score Advanced on NAEP math, whereas 18.1 percent take part in gifted programs. Recall that Asian students are statistically overrepresented in gifted programs (Figure 9), yet they participate in gifted services at a lower rate than one might expect based on their performance on the NAEP alone.

For all other groups, students participate in gifted programming at a higher rate than their NAEP math-advanced rate, but here, too, the differences vary considerably. While just 1.3 percent of black students score Advanced on NAEP math, more than four times this rate (5.9 percent) are enrolled in gifted programs. More than double the percentage of Hispanic students are enrolled in gifted programs (6.4 percent) as score Advanced on NAEP math (2.6 percent). White students are near the average: 9.7 percent score Advanced on NAEP math while 11.3 percent are enrolled in gifted programs.

Gifted and talented participation is not just a consequence of high academic achievement but also likely a driver of it, and the fourth-grade NAEP data will include any effects of gifted programming in earlier grades. Although achievement and participation in gifted programming interact and overlap, it appears that, if anything, the processes by which students are identified for and placed into gifted programming are moderating achievement disparities among groups more than exacerbating them, particularly for Hispanic and black students.

FIGURE 10:
ALL GROUPS, EXCEPT ASIAN STUDENTS, PARTICIPATE IN GIFTED PROGRAMMING AT A HIGHER RATE THAN THEY SCORE ADVANCED ON THE FOURTH-GRADE NAEP MATH ASSESSMENT.



For the merged OCR and NCES data (N=39,940). Sources: 2013–14 OCR, 2014–15 NCES, and 2015 NAEP data.

STATE COMPARISONS

In this section we compare the prevalence of gifted programs and student participation in those programs across states.

WHICH STATES HAVE THE MOST HIGH-POVERTY SCHOOLS THAT OFFER GIFTED PROGRAMMING?

The extent of gifted programs in high-poverty schools varies substantially across states (Table 1). In several states, such as Virginia, Mississippi, Kentucky, Colorado, Maryland, and Oklahoma, 90 percent or more of high-poverty schools report having such programs. At the opposite end, three states and the District of Columbia report less than 10 percent of their high-poverty schools with these programs. Other states fall between these extremes.

TABLE 1:
IN SIX STATES, 90 PERCENT OR MORE OF HIGH-POVERTY ELEMENTARY AND MIDDLE SCHOOLS HAVE GIFTED PROGRAMS WHILE IN THREE STATES AND THE DISTRICT OF COLUMBIA, LESS THAN 10 PERCENT DO.

STATE	PERCENTAGE OF HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS	NUMBER OF HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS	NUMBER OF HIGH-POVERTY SCHOOLS
VA	92.9%	183	197
MS	92.1%	328	356
KY	91.8%	178	194
CO	91.1%	235	258
MD	90.8%	237	261
OK	90.0%	342	380
SC	89.2%	248	278
NC	88.5%	636	719
IA	88.2%	60	68
OR	87.9%	152	173
AR	87.7%	199	227
GA	85.7%	677	790
TX	85.6%	2,027	2,367
AL	84.5%	131	155
FL	84.5%	794	940
NE	83.1%	69	83
NM	80.5%	173	215
AZ	79.7%	200	251

Note: Data not shown for the five states with ten or fewer high-poverty elementary and middle schools. Schools with fewer than twenty students per grade are excluded. Sources: 2014–15 NCES and 2013–14 OCR data.

**TABLE 1, CONTINUED:
IN SIX STATES, 90 PERCENT OR MORE OF HIGH-POVERTY ELEMENTARY AND MIDDLE SCHOOLS HAVE GIFTED PROGRAMS
WHILE IN THREE STATES AND THE DISTRICT OF COLUMBIA, LESS THAN 10 PERCENT DO.**

STATE	PERCENTAGE OF HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS	NUMBER OF HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS	NUMBER OF HIGH-POVERTY SCHOOLS
NV	79.2%	103	130
LA	74.3%	289	389
CA	72.7%	2,083	2,866
ME	70.0%	14	20
MO	67.9%	178	262
AK	65.4%	17	26
IN	65.3%	175	268
KS	64.9%	111	171
MN	58.4%	66	113
OH	54.3%	310	571
ID	53.7%	29	54
WI	52.6%	90	171
WA	50.6%	117	231
UT	45.0%	27	60
PA	44.8%	161	359
MT	40.0%	20	50
IL	32.8%	271	826
DE	31.6%	6	19
NJ	30.3%	82	271
CT	24.8%	28	113
SD	20.7%	6	29
HI	19.5%	8	41
NY	13.0%	40	308
MA	6.5%	16	247
MI	4.8%	20	417
RI	2.2%	1	46
DC	0.7%	1	134
Total	69.1%	11,151	16,138

Note: Data not shown for the five states with ten or fewer high-poverty elementary and middle schools. Schools with fewer than twenty students per grade are excluded. Sources: 2014–15 NCES and 2013–14 OCR data.

WHICH STATES ENROLL THE MOST BLACK AND HISPANIC STUDENTS IN GIFTED SERVICES?

There is substantial variation in the proportion of black and Hispanic students enrolled in gifted services across states. Tables 2 and 3 show this variation by describing the proportion of black and Hispanic students enrolled in gifted programs in the schools that have those programs. Table 2 shows black and Hispanic enrollment for all schools with gifted programs, while Table 3 focuses on high-poverty schools with gifted programs.

In ten states, more than 7 percent of black and Hispanic students in elementary and middle schools with gifted programs are enrolled in these programs. In twenty-two states, less than 5 percent of these students are enrolled in these programs.

**TABLE 2:
ONLY MARYLAND, KENTUCKY, AND NEW HAMPSHIRE ENROLL MORE THAN 10 PERCENT OF THE STATE'S BLACK AND HISPANIC STUDENTS IN ELEMENTARY AND MIDDLE SCHOOL GIFTED PROGRAMS (WITHIN SCHOOLS THAT HAVE THOSE PROGRAMS).**

STATE	PERCENT OF BLACK AND HISPANIC STUDENTS IN GIFTED EDUCATION	NUMBER OF BLACK AND HISPANIC STUDENTS IN GIFTED EDUCATION	PERCENT OF ALL STUDENTS IN GIFTED EDUCATION	NUMBER OF SCHOOLS WITH GIFTED PROGRAMS
MD	11.7%	27,443	16.5%	842
KY	11.1%	5,991	14.6%	922
NH	10.4%	57	11.2%	47
IN	8.5%	7,073	12.9%	1,154
OK	8.4%	7,429	12.2%	1,080
NE	7.9%	3,932	12.4%	471
SC	7.8%	13,627	14.7%	833
VA	7.6%	21,432	12.6%	1,416
MN	7.0%	4,725	11.5%	556
AR	7.0%	6,856	9.9%	596
AL	6.9%	8,495	10.8%	773
GA	6.7%	36,416	11.3%	1,552
MA	6.2%	940	9.6%	71
MI	6.2%	1,411	9.4%	214
CA	6.2%	117,323	9.0%	4,749
NJ	6.1%	11,564	10.1%	1,148
AK	5.9%	520	8.6%	153
NY	5.9%	2,714	9.9%	370
MS	5.9%	8,081	9.6%	555
TX	5.6%	120,815	7.8%	5,310

Note: Data not shown for the three states with ten or fewer elementary and middle schools with gifted programs. Sources: 2014–15 NCES and 2013–14 OCR data.

**TABLE 2, CONTINUED:
ONLY MARYLAND, KENTUCKY, AND NEW HAMPSHIRE ENROLL MORE THAN 10 PERCENT OF THE STATE'S BLACK AND HISPANIC STUDENTS IN ELEMENTARY AND MIDDLE SCHOOL GIFTED PROGRAMS (WITHIN SCHOOLS THAT HAVE THOSE PROGRAMS).**

STATE	PERCENT OF BLACK AND HISPANIC STUDENTS IN GIFTED EDUCATION	NUMBER OF BLACK AND HISPANIC STUDENTS IN GIFTED EDUCATION	PERCENT OF ALL STUDENTS IN GIFTED EDUCATION	NUMBER OF SCHOOLS WITH GIFTED PROGRAMS
OH	5.3%	4,343	7.8%	1,492
IL	5.2%	10,893	9.0%	1,022
ME	5.1%	212	6.2%	287
DE	5.0%	797	9.1%	55
IA	5.0%	2,057	8.3%	843
MT	4.9%	163	6.9%	190
WI	4.8%	3,238	8.4%	877
AZ	4.5%	11,718	7.1%	840
NC	4.5%	15,882	9.6%	1,702
FL	4.5%	40,284	6.8%	2,357
CO	4.4%	8,112	6.9%	1,160
UT	4.1%	814	6.4%	201
WA	4.1%	3,851	6.9%	721
CT	4.0%	1,583	6.3%	303
HI	3.9%	301	6.6%	97
NM	3.9%	4,620	5.2%	457
SD	3.8%	67	5.7%	60
NV	3.7%	3,419	6.2%	338
ND	3.5%	109	7.5%	77
ID	3.4%	496	5.9%	241
OR	3.4%	2,519	6.5%	723
WV	3.3%	164	4.4%	201
MO	3.2%	3,240	5.5%	1,091
WY	3.0%	140	5.5%	112
LA	2.9%	4,861	4.5%	746
PA	2.7%	2,839	4.5%	1,711
KS	1.8%	905	2.9%	722
Total	5.7%	534,740	8.9%	41,448

Note: Data not shown for the three states with ten or fewer elementary and middle schools with gifted programs. Sources: 2014–15 NCES and 2013–14 OCR data.

Table 3 focuses on gifted participation in high-poverty schools. In six states, more than 7 percent of black and Hispanic students in high-poverty elementary and middle schools with gifted programs are enrolled in these programs. In twenty-six states, less than 5 percent of these students are enrolled in these programs.

**TABLE 3:
NO STATE ENROLLS MORE THAN 10 PERCENT OF ITS BLACK AND HISPANIC STUDENTS IN HIGH-POVERTY ELEMENTARY AND MIDDLE SCHOOLS IN GIFTED PROGRAMMING.**

STATE	PERCENT OF BLACK AND HISPANIC STUDENTS IN GIFTED EDUCATION	PERCENT OF ALL STUDENTS IN GIFTED EDUCATION	NUMBER OF HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS
NE	9.9%	11.7%	72
KY	9.9%	10.4%	185
MA	8.9%	10.9%	16
NJ	7.6%	8.8%	82
OK	7.5%	9.4%	415
AR	7.2%	8.8%	210
MN	6.1%	8.3%	68
MD	6.1%	6.7%	238
CA	6.0%	7.1%	2,104
SC	5.8%	8.3%	252
TX	5.8%	6.4%	2,048
AK	5.5%	7.2%	17
GA	5.4%	7.2%	677
MS	5.2%	7.1%	334
VA	4.7%	6.2%	185
MI	4.6%	5.7%	20
ME	4.2%	5.1%	19
MT	4.2%	4.3%	21
NY	4.2%	5.9%	40
IL	4.2%	4.9%	272
IN	4.1%	6.3%	177
WA	3.8%	5.0%	117
AL	3.8%	5.2%	136
AZ	3.8%	4.5%	204
MO	3.5%	4.0%	181
FL	3.5%	4.4%	800
CO	3.3%	4.2%	237

Note: Data not shown for the ten states with ten or fewer high-poverty elementary and middle schools with gifted programs. Sources: 2014–15 NCES and 2013–14 OCR data.

**TABLE 3, CONTINUED:
NO STATE ENROLLS MORE THAN 10 PERCENT OF ITS BLACK AND HISPANIC STUDENTS IN HIGH-POVERTY ELEMENTARY AND MIDDLE SCHOOLS IN GIFTED PROGRAMMING.**

STATE	PERCENT OF BLACK AND HISPANIC STUDENTS IN GIFTED EDUCATION	PERCENT OF ALL STUDENTS IN GIFTED EDUCATION	NUMBER OF HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS
IA	3.2%	5.3%	60
OH	3.1%	4.2%	311
NC	3.1%	5.1%	643
NM	2.8%	3.5%	185
UT	2.4%	3.8%	27
NV	2.3%	3.1%	103
OR	2.3%	3.9%	157
CT	2.2%	3.0%	28
ID	2.0%	4.0%	30
WI	2.0%	2.9%	92
LA	1.6%	2.2%	292
PA	1.3%	2.2%	162
KS	1.1%	1.8%	112
Total	5.0%	6.1%	11,368

Note: Data not shown for the ten states with ten or fewer high-poverty elementary and middle schools with gifted programs. Sources: 2014–15 NCES and 2013–14 OCR data.

POLICY IMPLICATIONS

Within these findings we see a fair mix of good and bad news. First, the good news: Nationally, students in high-poverty elementary and middle schools typically are as likely to have gifted programs in their schools as their peers in low-poverty schools. The same is true for students attending schools with high proportions of minority students: there is no correlation between the percentage of white (or non-white) enrollment students in a school and whether or not it has a gifted program.

On the downside, however, while black and Hispanic students have gifted programs in their schools, they participate in those programs at much lower rates than other students. This means many will be less prepared to succeed in the most challenging high school coursework, and, in turn, less likely to enroll in the most demanding post-secondary universities and programs.¹⁶ Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would change the trajectories of some children and eventually help to lessen social and economic inequality.

We offer three recommendations to improve participation of underrepresented groups.

1. CONSIDER UNIVERSAL SCREENING AND OTHER WAYS TO STREAMLINE IDENTIFICATION PROCESSES AND MAKE THEM MORE EQUITABLE.

Schools could improve participation rates by optimizing policies for identifying students. Universal screening practices, which assess all students to determine which are eligible for gifted services, have been shown to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.¹⁷ When paired with a mechanism to identify promising students who miss the assessment cutoff, test-based universal screening can be the basis of a streamlined and more equitable identification process.

Critics argue that such screening is too resource intensive, often requiring additional testing for students and time for teachers and administrators to review student qualifications for participation in the programs.¹⁸ This is especially true when identification processes are complicated, multi-stage affairs.¹⁹ Yet in most schools, students already take multiple assessments to meet local, state, and federal requirements. Schools should consider using these assessments to screen students, reducing financial costs as well as the extra testing burden on students and teachers.

Schools should also reexamine the use of nominations in the identification process to complement universal assessment-based screening. While teacher nominations are a good mechanism for identifying students who may benefit from gifted programming but do not meet the testing cutoff, relying primarily on parent and teacher nominations, as happens in many schools, is prone to bias, favoritism, and abuse.²⁰ More generally, when identification processes are more complicated, they exacerbate the disadvantages of students whose parents are less engaged or lack the connections to get their children identified as gifted by teachers and administrators in the first place. Simpler, more transparent processes are generally less vulnerable to parent lobbying efforts and other kinds of bias.²¹

2. IDENTIFY STUDENTS FOR GIFTED PROGRAMS USING LOCAL NORMS.

Since students tend to cluster in schools with other students from similar backgrounds, policies that identify students for gifted services at the building level also tend to increase representation of typically underrepresented groups. Therefore larger districts should consider identifying the highest achievers at each school as opposed to across the district. Although students within schools will meet different standards for inclusion than those across the district, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district's gifted program.²²

Of course, part of what drives underrepresentation of black and Hispanic students is lower enrollment in gifted services—i.e., smaller programs—at high-poverty schools. As indicated, lower numbers of students enrolled in gifted programs in high-poverty schools could stem from subpar identification policies (for example, not using local norms) or from devoting fewer resources to gifted programming. Identifying the source of these disparities is beyond the scope of this report, but the extent to which resources are available for and allocated to gifted programs at high-poverty schools is a question ripe for future study.

3. COUNTER BIAS IN IDENTIFYING AND SERVING MINORITY GIFTED STUDENTS.

Some scholars have argued that forms of bias against black and Hispanic students contribute to their underrepresentation in gifted programs,²³ and recent studies have shown that these students are indeed likelier to be identified for gifted programs when taught by teachers of their same race.²⁴ To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teaching force could lead to greater representation for these students.

Still, changing the racial composition of a district's teaching force is a long-term strategy at best. Thus schools should consider other interventions shown to counter unconscious bias and help teachers recognize giftedness among students from diverse backgrounds. That said, recent reviews of these interventions have highlighted their inconsistent effects, and more research is needed on their effectiveness, particularly in the classroom context.²⁵

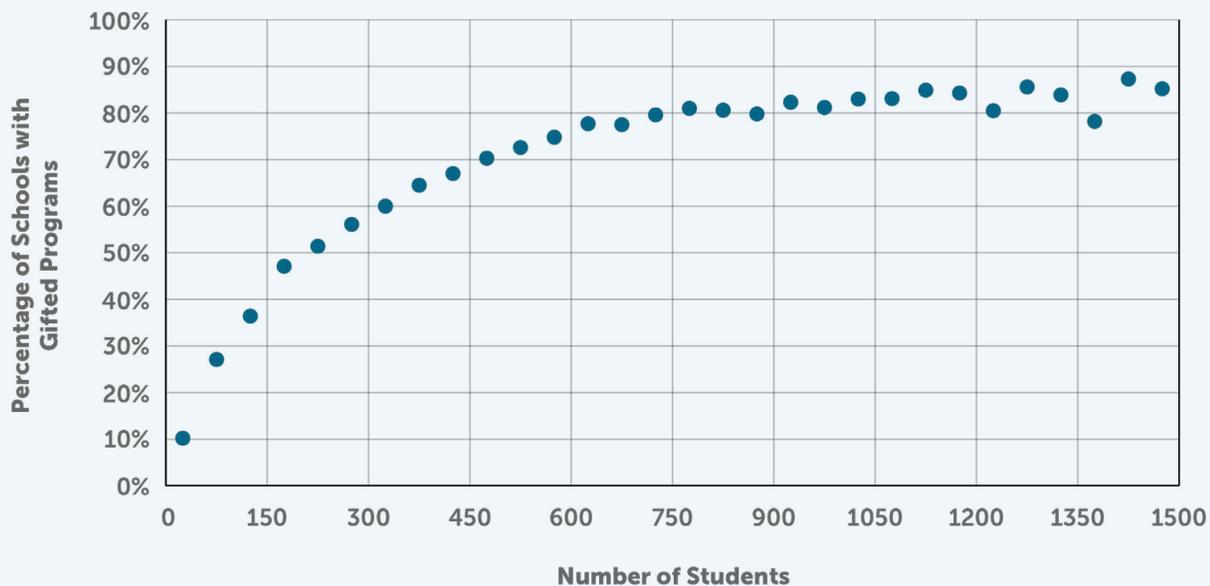
APPENDIX

In this appendix, we describe gifted programming by school size, show racial/ethnic representation in gifted education in middle-poverty schools, and report additional fourth-grade NAEP scores to provide additional context around disproportionate enrollment in gifted programs.

GIFTED PROGRAMMING BY SCHOOL SIZE

Throughout our analysis, we exclude very small schools—those with fewer than an average of twenty students per grade—when calculating the percentage of schools with gifted programs (high-poverty or otherwise). Figure A1 shows why. By definition, the schools serve very few students, but they are also disproportionately unlikely to offer gifted services. About 50 percent of schools with 250 students have gifted programs, but more than 70 percent of schools with more than 500 students have gifted programs. Schools with fewer than 250 students are even less likely to have gifted programs.

FIGURE A1:
SMALLER SCHOOLS ARE LESS LIKELY TO HAVE GIFTED PROGRAMS.



Note: This figure excludes 187 schools with student populations greater than 1,500 students and includes very small schools (with fewer than twenty students per grade) that are elsewhere excluded in the report's school-level analyses. Total schools (N=62,815). Sources: 2014–15 NCES and 2013–14 OCR data.

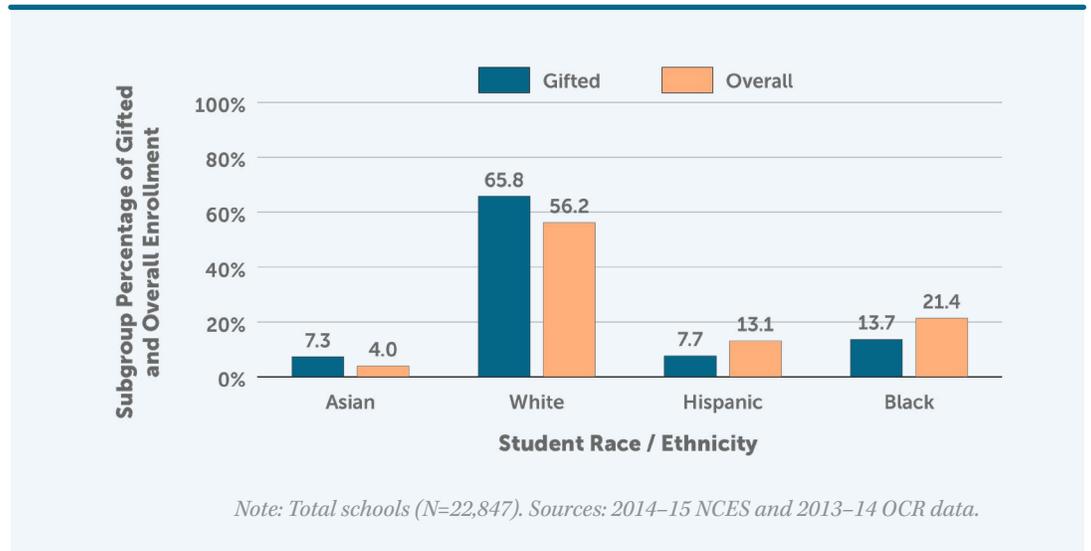
RACIAL/ETHNIC REPRESENTATION IN MIDDLE-POVERTY SCHOOLS

In the body of the report, we present the racial and ethnic representation of gifted programs for all schools, for high-poverty schools, and for low-poverty schools. Here, we show that the pattern of enrollment in middle-poverty schools is similar to that of high-poverty schools.

As shown in Figure A2, Asian and white students are statistically overrepresented in gifted programs in middle schools. Specifically,

Asian students constitute 4.0 percent of the overall student population and 7.3 percent of students enrolled in gifted programs. White students constitute 56.2 percent of the student population and 65.8 percent of students enrolled in gifted programs. On the other hand, Hispanic students constitute 21.4 percent of the student population and 13.7 percent of students enrolled in gifted programs. Finally, black students constitute 13.1 percent of the student population and 7.7 percent of students enrolled in gifted programs.

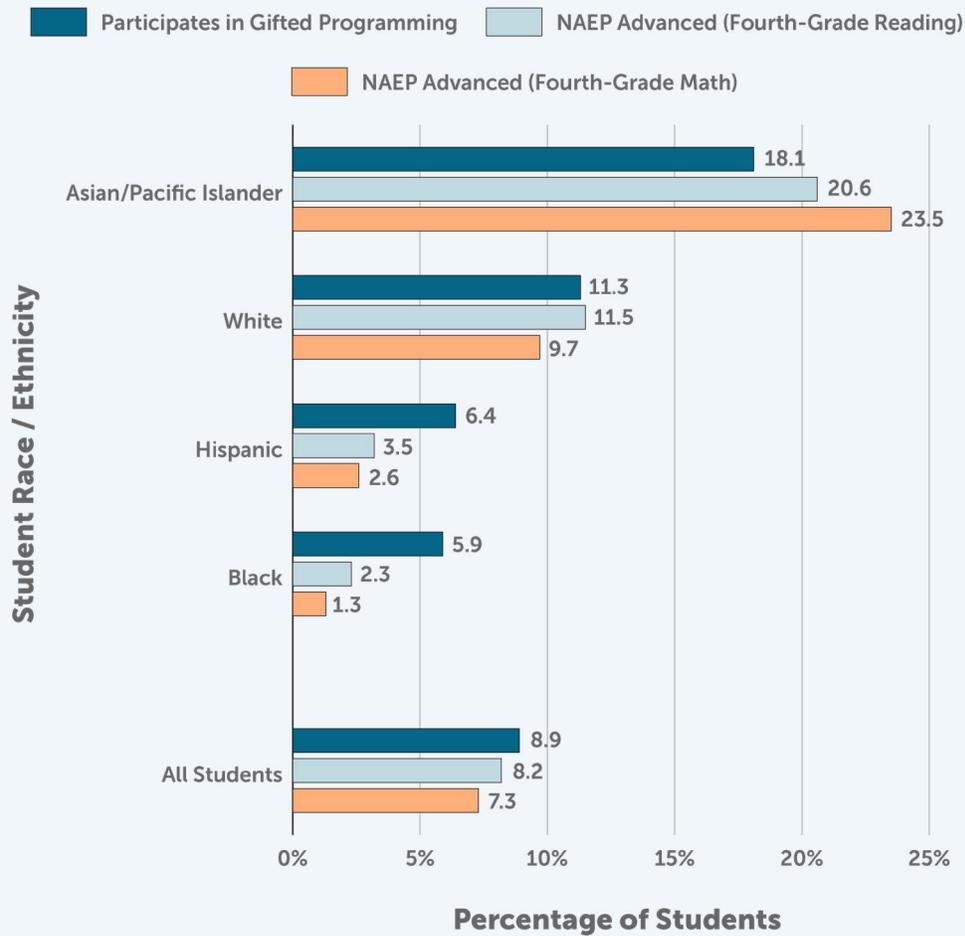
FIGURE A2:
IN MIDDLE-POVERTY SCHOOLS, ASIAN AND WHITE STUDENTS ARE STATISTICALLY OVERREPRESENTED IN GIFTED PROGRAMS.



PARTICIPATION IN GIFTED PROGRAMMING AND NAEP MATH AND READING

In Figure 10 of the report (see page 15), we show participation in gifted programming and 2015 fourth-grade NAEP math outcomes for each racial and ethnic group. Although the patterns are very similar, Figure A3 shows 2015 fourth-grade NAEP reading outcomes for additional context.

**FIGURE A3:
NATIONAL GIFTED PARTICIPATION IN ELEMENTARY SCHOOLS WITH GIFTED PROGRAMS AND
NAEP FOURTH-GRADE ADVANCED PROFICIENCY**



Note: For the merged OCR and NCES data (N=39,940). Sources 2013–14 OCR, 2014–15 NCES, and 2015 NAEP data.

ENDNOTES

1. A. Flores, “Examining Disparities in Mathematics Education: Achievement Gap or Opportunity Gap?” *High School Journal* 91, no.1 (2007), 29–42; R. Evans, “Reframing the Achievement Gap,” *Phi Delta Kappan* 86, no. 8 (2005), 582–589.
2. J. Firmender et al., “Reading Comprehension and Fluency Levels Ranges across Diverse Classrooms: The Need for Differentiated Reading Instruction and Content,” *Gifted Child Quarterly* 57, no. 1 (2013), 3–14.
3. Data are from different years due to unavailability of free and reduced-price lunch NCES Common Core data for 2013–14. All other data are from 2013–14. We expect that very few schools would experience large differences in their percentage of FRPL students between these two years.
4. The proportion of students who are eligible for free or reduced-price lunch is a common proxy for poverty in education research, but it does not precisely capture poverty for a variety of reasons. See for instance, D. Boyd et al., “The Narrowing Gap in New York City Teacher Qualifications and Its Implications for Student Achievement in High-Poverty Schools,” *Journal of Policy Analysis and Management* 27, no. 4 (2008), 793–818.
5. National Center for Education Statistics, “Concentration of Public School Students Eligible for Free or Reduced-Price Lunch” (Washington, D.C.: NCES), https://nces.ed.gov/programs/coe/indicator_clb.asp.
6. We define elementary and middle schools as those schools without grade 9 or higher; we also exclude schools with grade codes for “adult education” or “ungraded.”
7. We calculate the number of grades for each school with reference to the highest and lowest grades in the NCES dataset. For the few schools without information on the highest and lowest grades, we assume that they are Pre-K–8, which in this case means they must have at least 200 students to be included in the school-level analyses.
8. Tennessee, which did not report data for free and reduced-price lunch participation at the school level for 2014–15, is excluded from the state summaries as well as the national analysis.
9. For example, see K. Rogers, *Re-Forming Gifted Education: Matching the Program to the Child* (Scottsdale, AZ: Great Potential Press, 2002).
10. Respondents are simply asked to report the “number of students enrolled in gifted-and-talented programs (disaggregated by race, sex, disability-IDEA, LEP).”
11. All schools reporting gifted programs also report enrolling students in those programs. The content of these programs is not provided to OCR and is beyond the scope of this report.
12. The inclusion of middle schools increases the overall gifted participation rate. In our sample, the participation rate of elementary schools with gifted programs (defined as having a highest grade of grade 5 or lower) is 6.9 percent, and the rate for middle schools with gifted programs (defined as having a lowest grade of 5 grade or higher) is 13.6 percent. We pool elementary and middle schools for all of this report’s analyses.
13. C. Callahan et al., “Describing the Status of Programs for the Gifted: A Call for Action,” *Journal for the Education of the Gifted* 40, no.1 (2017), 20–49.
14. Because the criteria for identification of students are not uniformly distributed across groups, a group’s *statistical* over- or underrepresentation does not necessarily imply *normative* over- or underrepresentation, depending on how ideal representation is defined. Some studies have ignored this important distinction. For example, Donna Ford constructs an “equity index” that assumes that when groups are represented unevenly, the only explanations are “statistical chance” and “human error” such as discriminatory “attitudes, [or] biased or inappropriate tests and instruments.” See D. Ford, “Segregation and the Underrepresentation of Blacks and Hispanics in Gifted Education: Social Inequality and Deficit Paradigms,” *Roeper Review* 36, no. 3 (2014), 143–154.

15. J. Isaacs, "Starting School at a Disadvantage: The School Readiness of Poor Children: The Social Genome Project," (Washington, D.C.: Brookings Institution Center on Children and Families, 2012).
16. The New York Times recently documented lower enrollment rates at top colleges and universities for black and Hispanic students. See J. Ashkenas et al., "Even with Affirmative Action, Blacks and Hispanics are More Underrepresented at Top Colleges than 35 Years Ago," *New York Times*, August 24, 2017, https://www.nytimes.com/interactive/2017/08/24/us/affirmative-action.html?_r=0.
17. D. Card and L. Giuliano, "Can Universal Screening Increase the Representation of Low Income and Minority Students in Gifted Education?" Working Paper 21519 (Washington, D.C.: National Bureau of Economic Research, September 2015).
18. For example, see J. Lakin, "Universal Screening and the Representation of Historically Underrepresented Minority Students in Gifted Education: Minding the Gaps in Card and Giuliano's Research," *Journal of Advanced Academics* 27, no. 2 (2016), 139–149.
19. For example, see the comparison of the identification processes in Sarasota, Florida and Los Angeles, California in C. Finn and B. Wright, *Failing Our Brightest Kids: The Global Challenge of Educating High-Ability Students* (Cambridge: Harvard Education Press, 2015), 227–229.
20. Specifically, 80.5 percent of districts use parent nominations as part of the identification process. See C. Callahan et al., "Status of Elementary Gifted Programs 2013" (Charlottesville, VA: University of Virginia National Research Center on the Gifted and Talented, 2013). <http://www.nagc.org/sites/default/files/key%20reports/ELEM%20school%20GT%20Survey%20Report.pdf>.
21. See, for instance, C. Finn and B. Wright, *Failing Our Brightest Kids: The Global Challenge of Educating High-Ability Students*, 48–49.
22. New York City offers an example of worst practices in this regard. Because the city uses a single cutoff score for the entire jurisdiction, qualification for gifted programming varies drastically across neighborhoods, leading to a much less socioeconomically diverse population of students enrolled in the programs. In some parts of the South Bronx, just 5.0 percent of students qualify for gifted programs, while on the affluent Upper West Side and Upper East Side of Manhattan, more than 40.0 percent of students qualify. Using local norms to select students would, by definition, even the distribution across neighborhoods.
23. For example, see D. Ford, "The Underrepresentation of Minority Students in Gifted Education: Problems and Promises in Recruitment and Retention," *The Journal of Special Education* 32, no. 1 (1998), 4–14.
24. J. Grissom et al., "Teacher and Principal Diversity and the Representation of Students of Color in Gifted Programs: Evidence from National Data," *Elementary School Journal* 117, no. 3 (2017), 396–422; S. Nicholson-Crotty et al., "Disentangling the Causal Mechanisms of Representative Bureaucracy: Evidence from Assignments of Students to Gifted Programs," *Journal of Public Administration Research and Theory* 26, no. 4 (October 2016), 745–57; J. Grissom and C. Redding, "Discretion and Disproportionality," *AERA Open* 2, no. 1 (2016), 1–25, <https://doi.org/10.1177/2332858415622175>.
25. E. Paluck, "Interventions Aimed at the Reduction of Prejudice and Conflict," *The Oxford Handbook of Intergroup Conflict*, Linda Tropp, ed., (Oxford: Oxford Library of Psychology, 2012), 400.

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** Because of the low number of high-poverty schools with gifted programs in these states, these profiles include schools of all poverty levels, unless otherwise specified. Therefore the descriptions therein should not be compared with other state profiles that focus on high-poverty schools.*

ALABAMA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Alabama's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Yellowhammer State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 918 urban, suburban, and rural elementary and middle schools in our Alabama sample, 163 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 21 very small schools in Alabama with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Alabama, 84.6 percent of schools have a gifted program. Low-poverty schools are somewhat less likely to have gifted programs than high-poverty schools. Schools in Alabama are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Alabama who attend schools with gifted programs, 10.8 percent participate in those programs. Students in low-poverty schools are more than four times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Yellowhammer State enroll students at a somewhat higher rate than the national average, and high-poverty schools in the state enroll students at a similar rate to the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

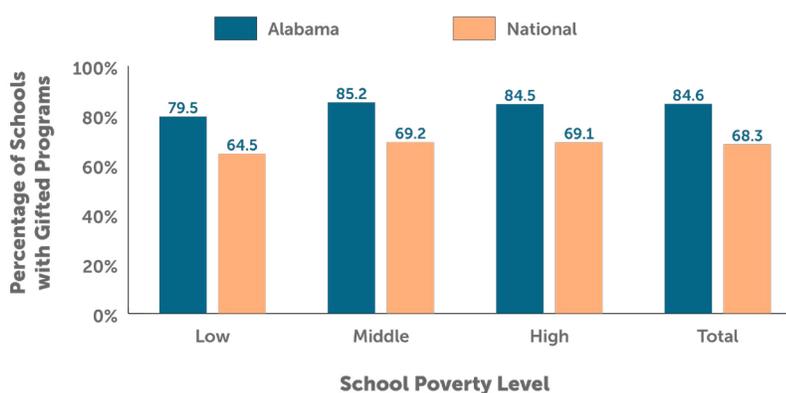
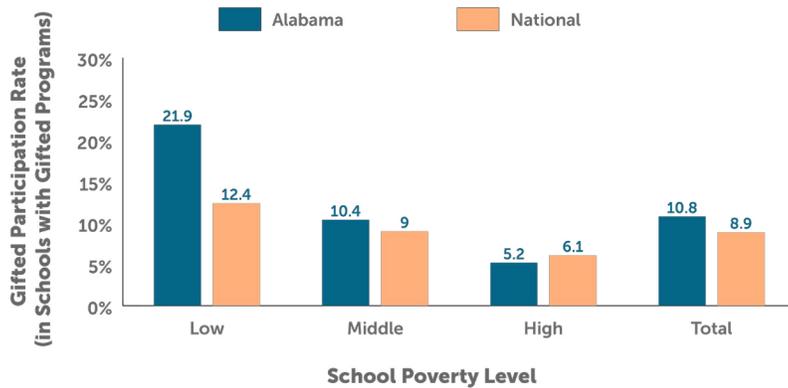


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

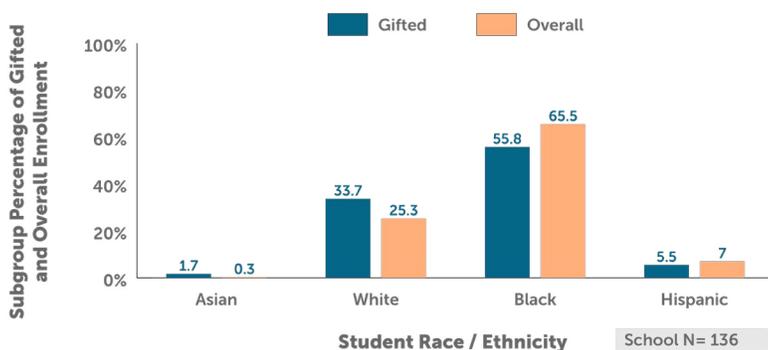


GIFTED REPRESENTATION BY RACE

In Alabama, only 5.2 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Alabama’s high-poverty schools.

Asian students constitute 0.3 percent of the overall student population and 1.7 percent of students enrolled in gifted education in these schools. Black students constitute 65.5 percent of the student population and 55.8 percent of students enrolled in gifted education. Hispanic students constitute 7.0 percent of the student population and 5.5 percent of students enrolled in gifted education. Finally, white students constitute 25.3 percent of the student population and 33.7 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Alabama) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

ALASKA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Alaska's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Last Frontier, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 205 urban, suburban, and rural elementary and middle schools in our Alaska sample, 30 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 27 very small schools in Alaska with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

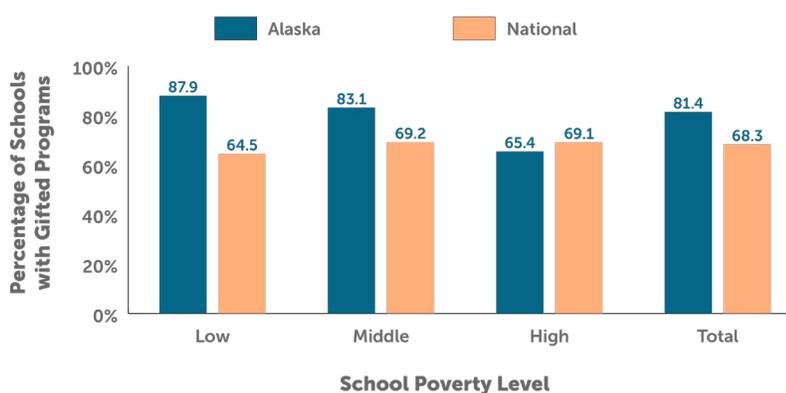
GIFTED PROGRAMS

In Alaska, 81.4 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Alaska are much more likely to have gifted programs than the national average, and high-poverty schools in the state are approximately equally likely to have gifted programs as the national average (Figure 1).

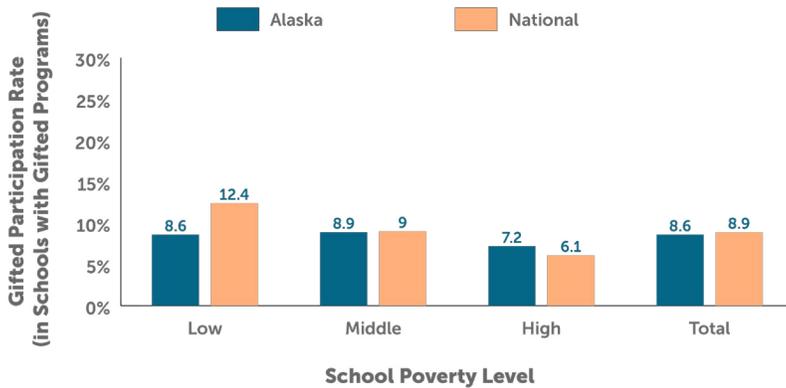
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Alaska who attend schools with gifted programs, 8.6 percent participate in those programs. Students in low-poverty schools are somewhat more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Last Frontier enroll students at a similar rate to the national average, and high-poverty schools in the state enroll students at a somewhat higher rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

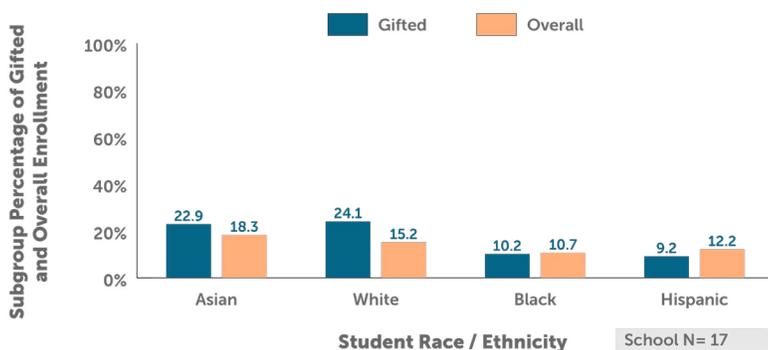


GIFTED REPRESENTATION BY RACE

In Alaska, 7.2 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Alaska’s high-poverty schools.

Asian students constitute 18.3 percent of the overall student population and 22.9 percent of students enrolled in gifted education in these schools. Black students constitute 10.7 percent of the student population and 10.2 percent of students enrolled in gifted education. Hispanic students constitute 12.2 percent of the student population and 9.2 percent of students enrolled in gifted education. Finally, white students constitute 15.2 percent of the student population and 24.1 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data. Note that the NCES data files only include students for these four racial/ethnic categories, but Alaska has a large percentage of students who are Native American, Pacific Islander, or are of two or more racial/ethnic backgrounds.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Alaska) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

ARIZONA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Arizona's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Grand Canyon State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,168 urban, suburban, and rural elementary and middle schools in our Arizona sample, 272 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 76 very small schools in Arizona with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

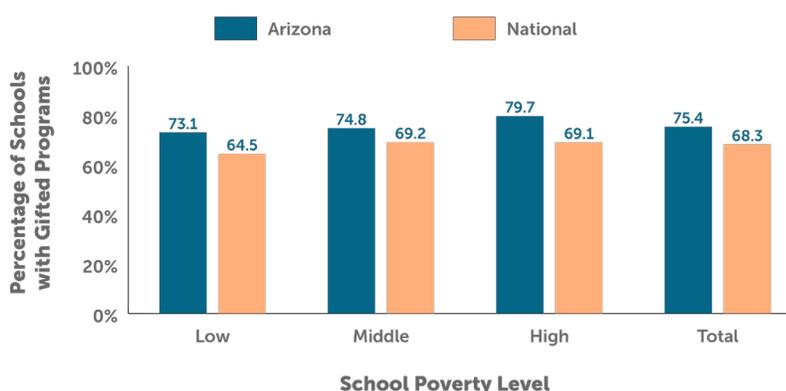
GIFTED PROGRAMS

In Arizona, 75.4 percent of schools have a gifted program. Low-poverty schools are somewhat less likely to have gifted programs than high-poverty schools. Schools in Arizona are somewhat more likely to have gifted programs than the national average, and high-poverty schools in the state are much more likely to have gifted programs than the national average (Figure 1).

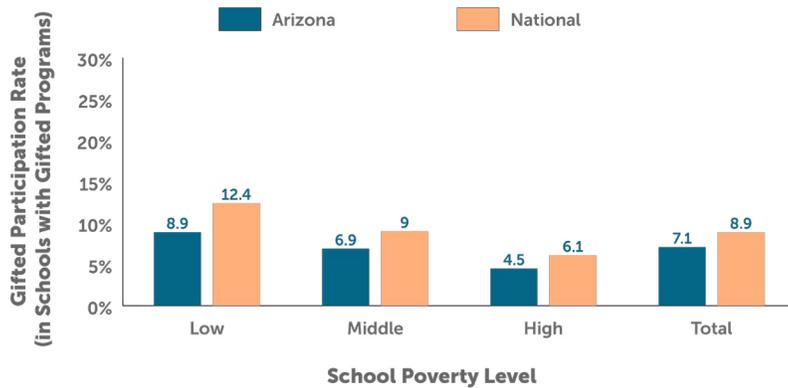
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Arizona who attend schools with gifted programs, 7.1 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Grand Canyon State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state also enroll students at a somewhat lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

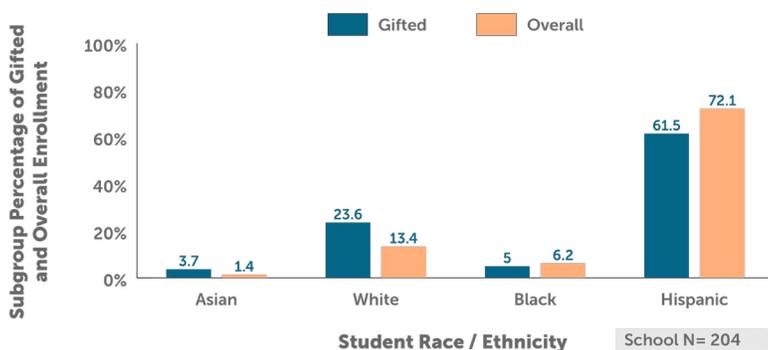


GIFTED REPRESENTATION BY RACE

In Arizona, only 4.5 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Arizona’s high-poverty schools.

Asian students constitute 1.4 percent of the overall student population and 3.7 percent of students enrolled in gifted education in these schools. Black students constitute 6.2 percent of the student population and 5.0 percent of students enrolled in gifted education. Hispanic students constitute 72.1 percent of the student population and 61.5 percent of students enrolled in gifted education. Finally, white students constitute 13.4 percent of the student population and 23.6 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Arizona) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

ARKANSAS

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Arkansas's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Natural State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 668 urban, suburban, and rural elementary and middle schools in our Arkansas sample, 241 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 22 very small schools in Arkansas with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Arkansas, 89.3 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in Arkansas are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Arkansas who attend schools with gifted programs, 9.9 percent participate in those programs. Students in low-poverty schools are somewhat more likely to participate in gifted programs as students in high-poverty schools. Schools with gifted programs in the Natural State enroll students at a somewhat higher rate than the national average, and high-poverty schools in the state enroll students at a much higher rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

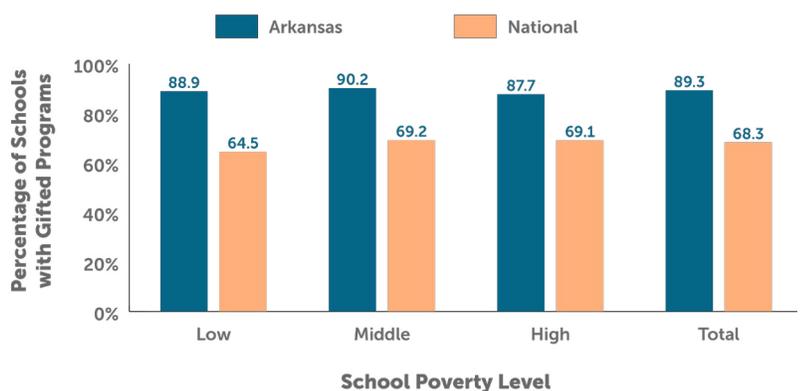
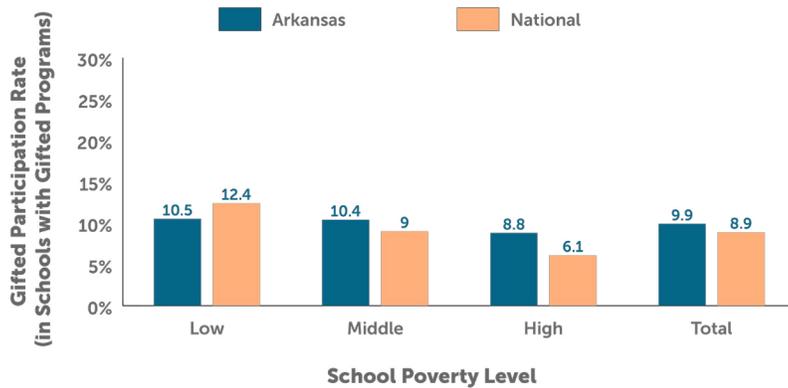


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

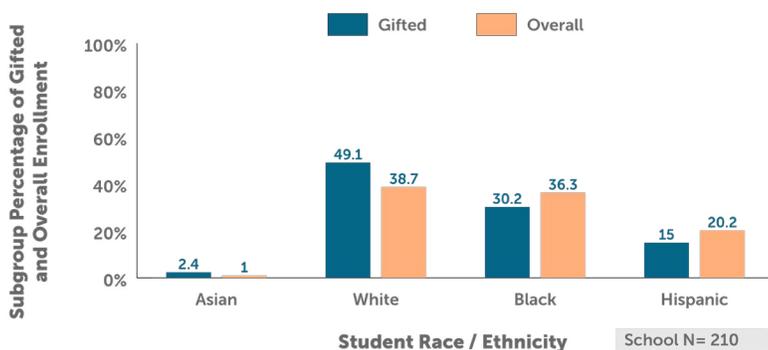


GIFTED REPRESENTATION BY RACE

In Arkansas, 8.8 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Arkansas’s high-poverty schools.

Asian students constitute 1.0 percent of the overall student population and 2.4 percent of students enrolled in gifted education in these schools. Black students constitute 36.3 percent of the student population and 30.2 percent of students enrolled in gifted education. Hispanic students constitute 20.2 percent of the student population and 15.0 percent of students enrolled in gifted education. Finally, white students constitute 38.7 percent of the student population and 49.1 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Arkansas) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

CALIFORNIA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of California's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Golden State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 6,754 urban, suburban, and rural elementary and middle schools in our California sample, 2,982 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 344 very small schools in California with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

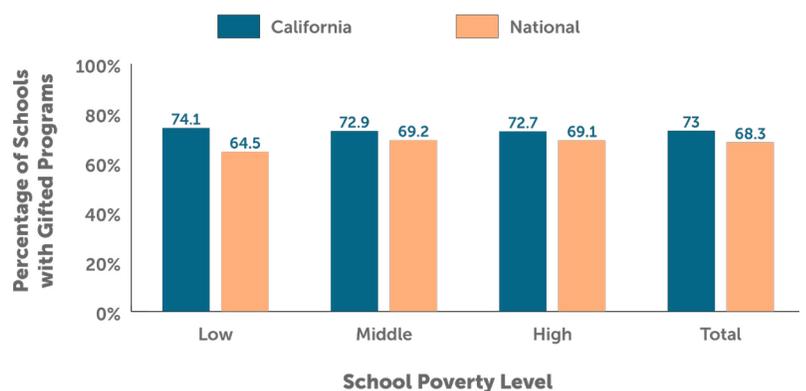
GIFTED PROGRAMS

In California, 73.0 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in California are somewhat more likely to have gifted programs as the national average, and high-poverty schools in the state are approximately equally likely to have gifted programs as the national average (Figure 1).

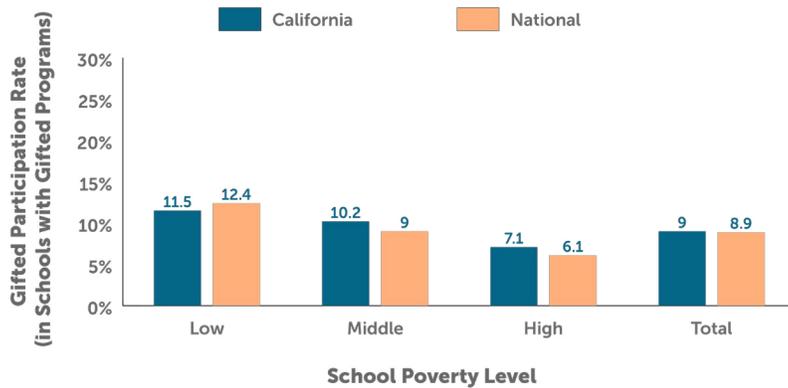
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in California who attend schools with gifted programs, 9.0 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Golden State enroll students at a similar rate to the national average, and high-poverty schools in the state enroll students at a somewhat higher rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

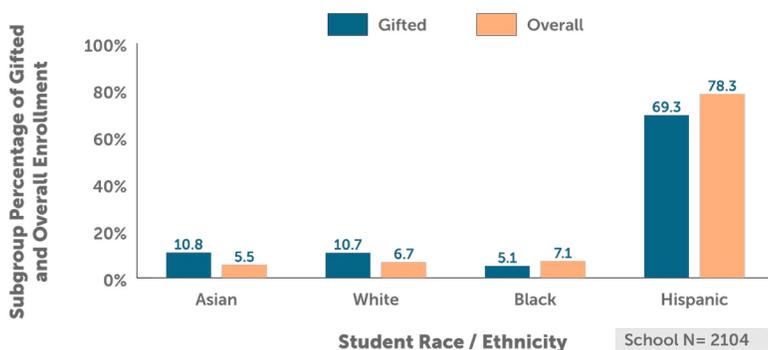


GIFTED REPRESENTATION BY RACE

In California, 7.1 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in California’s high-poverty schools.

Asian students constitute 5.5 percent of the overall student population and 10.8 percent of students enrolled in gifted education in these schools. Black students constitute 7.1 percent of the student population and 5.1 percent of students enrolled in gifted education. Hispanic students constitute 78.3 percent of the student population and 69.3 percent of students enrolled in gifted education. Finally, white students constitute 6.7 percent of the student population and 10.7 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to California) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

COLORADO

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Colorado's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Centennial State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,304 urban, suburban, and rural elementary and middle schools in our Colorado sample, 269 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 83 very small schools in Colorado with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

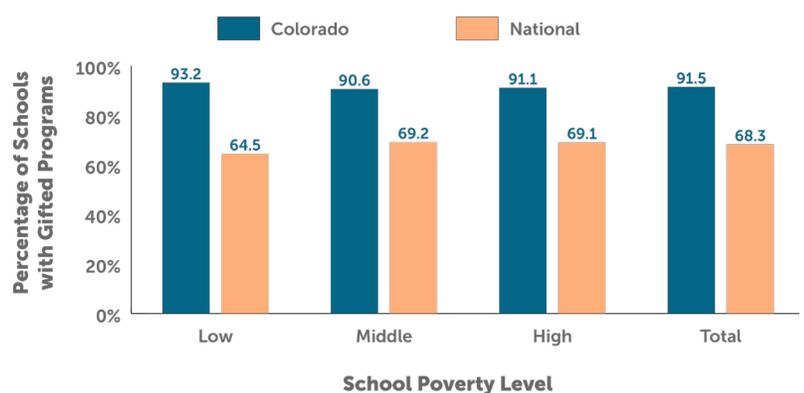
GIFTED PROGRAMS

In Colorado, 91.5 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in Colorado are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

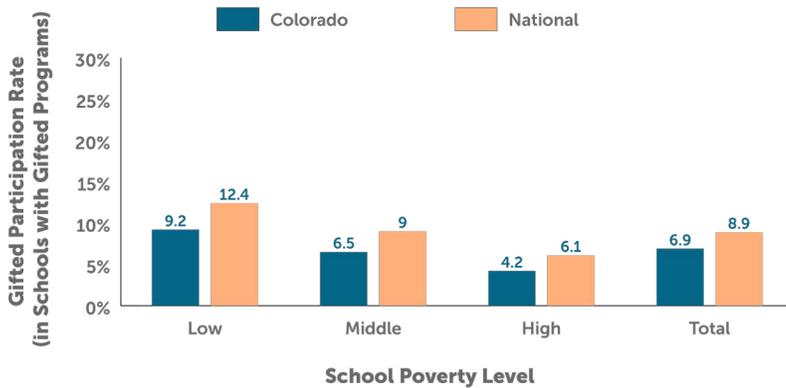
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Colorado who attend schools with gifted programs, 6.9 percent participate in those programs. Students in low-poverty schools are more than twice as likely to participate in gifted programs as students in high-poverty schools. Schools with gifted programs in the Centennial State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state also enroll students at a somewhat lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

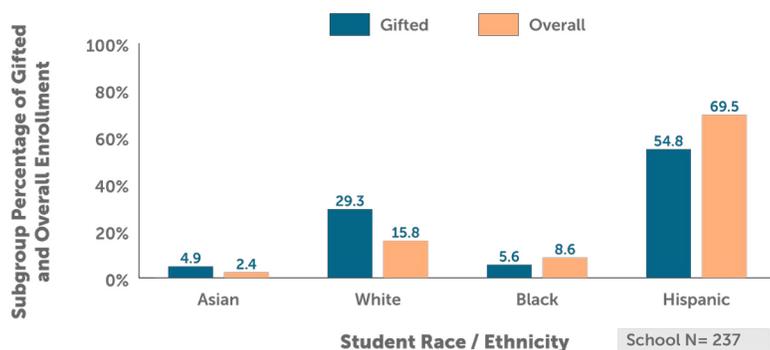


GIFTED REPRESENTATION BY RACE

In Colorado, only 4.2 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Colorado’s high-poverty schools.

Asian students constitute 2.4 percent of the overall student population and 4.9 percent of students enrolled in gifted education in these schools. Black students constitute 8.6 percent of the student population and 5.6 percent of students enrolled in gifted education. Hispanic students constitute 69.5 percent of the student population and 54.8 percent of students enrolled in gifted education. Finally, white students constitute 15.8 percent of the student population and 29.3 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Colorado) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

CONNECTICUT

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Connecticut's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Constitution State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 831 urban, suburban, and rural elementary and middle schools in our Connecticut sample, 115 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 19 very small schools in Connecticut with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Connecticut, 36.9 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Connecticut are much less likely to have gifted programs than the national average, and high-poverty schools in the state are also much less likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Connecticut who attend schools with gifted programs, 6.3 percent participate in those programs. Students in low-poverty schools are more than twice as likely to participate in gifted programs as students in high-poverty schools. Schools with gifted programs in the Constitution State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state enroll students at a much lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

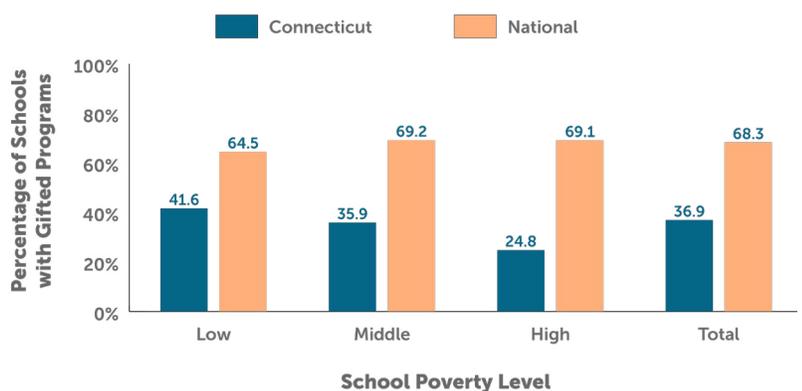
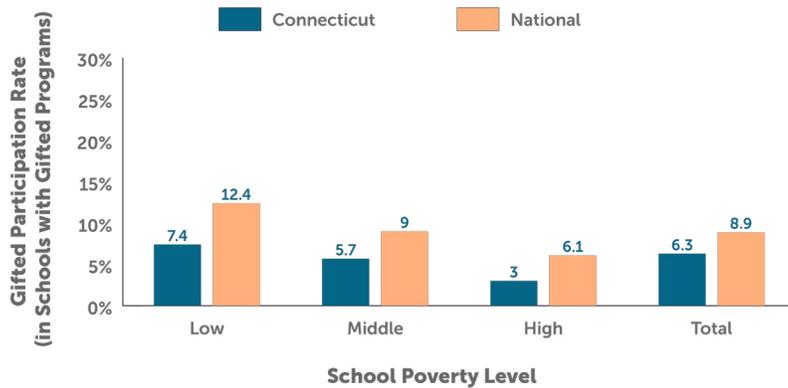


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

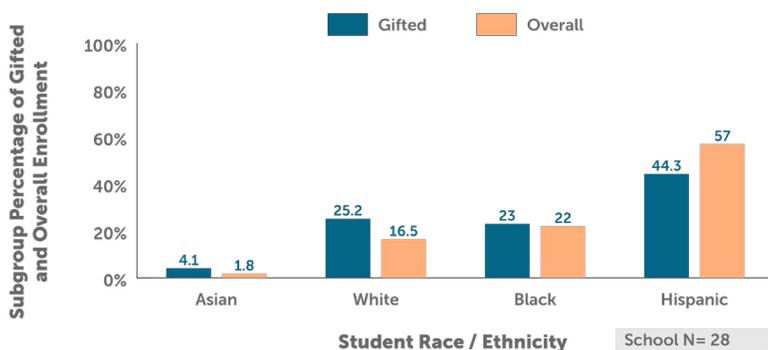


GIFTED REPRESENTATION BY RACE

In Connecticut, only 3.0 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Connecticut’s high-poverty schools.

Asian students constitute 1.8 percent of the overall student population and 4.1 percent of students enrolled in gifted education in these schools. Black students constitute 22.0 percent of the student population and 23.0 percent of students enrolled in gifted education. Hispanic students constitute 57.0 percent of the student population and 44.3 percent of students enrolled in gifted education. Finally, white students constitute 16.5 percent of the student population and 25.2 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Connecticut) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

DELAWARE

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Delaware's gifted programming describes student participation in gifted programs using school-level data. **Because of the low number of high-poverty schools with gifted programs in the First State, this profile includes schools of all poverty levels, unless otherwise specified. Therefore the descriptions below should not be compared with other state profiles that focus on high-poverty schools.**

There are 154 urban, suburban, and rural elementary and middle schools in our Delaware sample.

GIFTED PROGRAMS

In Delaware, 35.7 percent of schools have a gifted program. Schools in Delaware are much less likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Delaware who attend schools with gifted programs, 9.1 percent participate in those programs. Schools with gifted programs in the First State enroll students at a similar rate to the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING

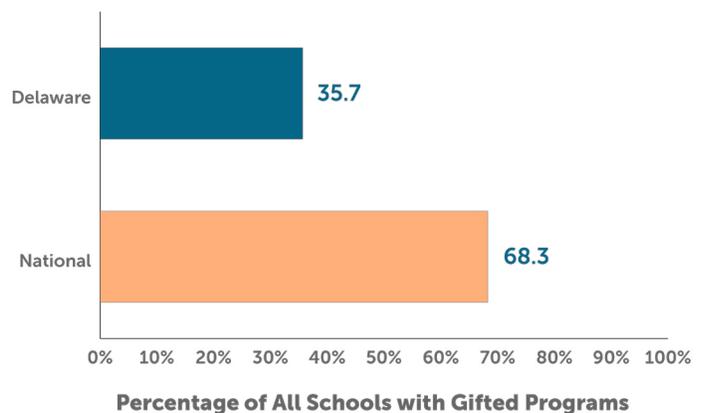
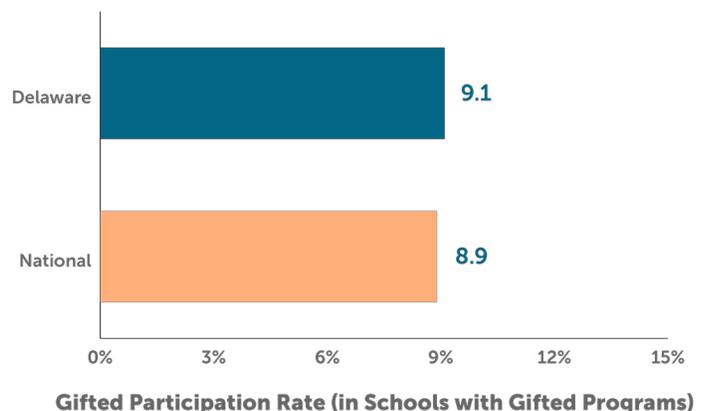


FIGURE 2:
GIFTED PARTICIPATION

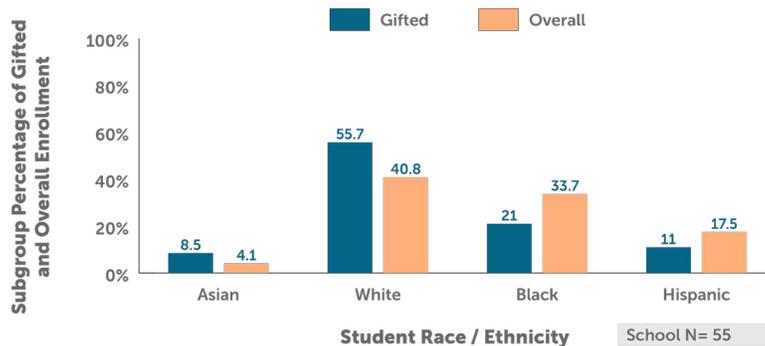


GIFTED REPRESENTATION BY RACE

In Delaware, 9.1 percent of students at schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Delaware's schools.

Asian students constitute 4.1 percent of the overall student population and 8.5 percent of students enrolled in gifted education in these schools. Black students constitute 33.7 percent of the student population and 21.0 percent of students enrolled in gifted education. Hispanic students constitute 17.5 percent of the student population and 11.0 percent of students enrolled in gifted education. Finally, white students constitute 40.8 percent of the student population and 55.7 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN ALL SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Delaware) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district's gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

FLORIDA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Florida's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Sunshine State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 2,745 urban, suburban, and rural elementary and middle schools in our Florida sample, 972 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 112 very small schools in Florida with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

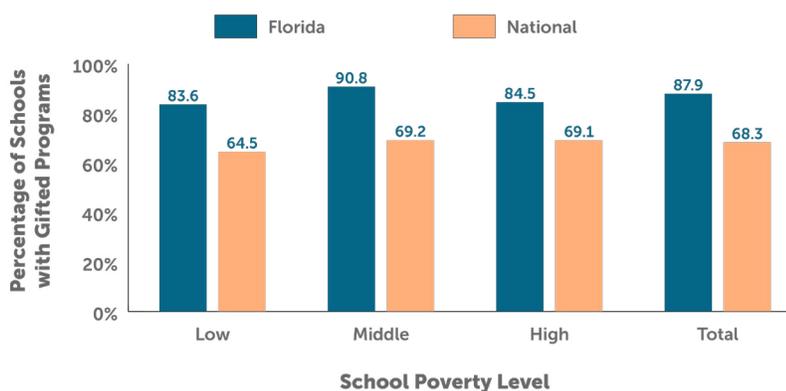
GIFTED PROGRAMS

In Florida, 87.9 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in Florida are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

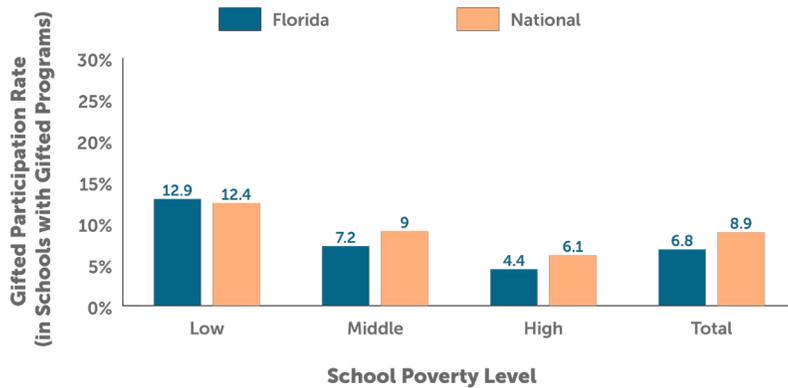
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Florida who attend schools with gifted programs, 6.8 percent participate in those programs. Students in low-poverty schools are more than twice as likely to participate in gifted programs as students in high-poverty schools. Schools with gifted programs in the Sunshine State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state also enroll students at a somewhat lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

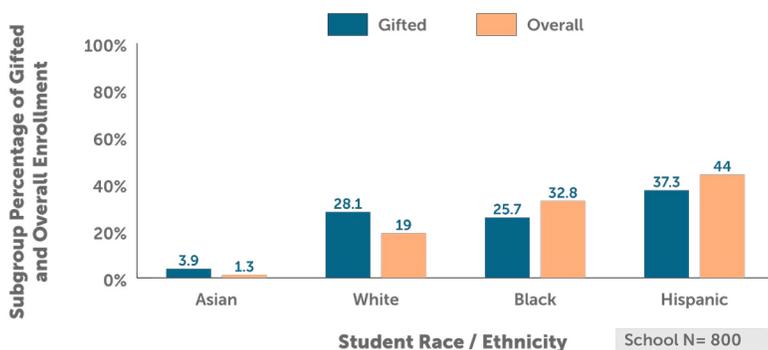


GIFTED REPRESENTATION BY RACE

In Florida, only 4.4 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Florida’s high-poverty schools.

Asian students constitute 1.3 percent of the overall student population and 3.9 percent of students enrolled in gifted education in these schools. Black students constitute 32.8 percent of the student population and 25.7 percent of students enrolled in gifted education. Hispanic students constitute 44.0 percent of the student population and 37.3 percent of students enrolled in gifted education. Finally, white students constitute 19.0 percent of the student population and 28.1 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Florida) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

GEORGIA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Georgia's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Peach State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,705 urban, suburban, and rural elementary and middle schools in our Georgia sample, 791 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 1 very small schools in Georgia with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

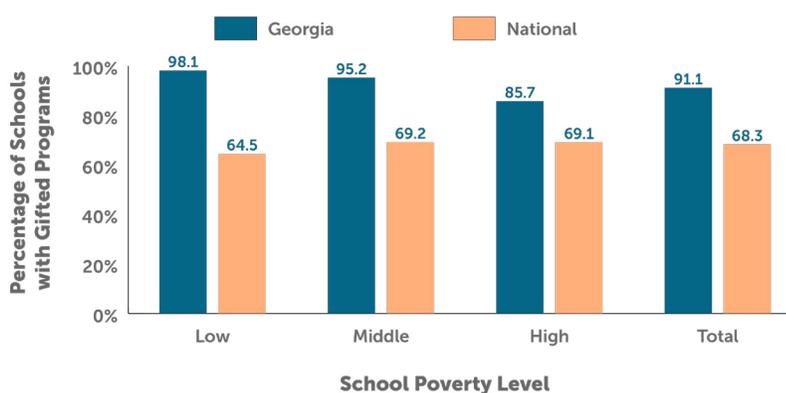
GIFTED PROGRAMS

In Georgia, 91.1 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Georgia are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

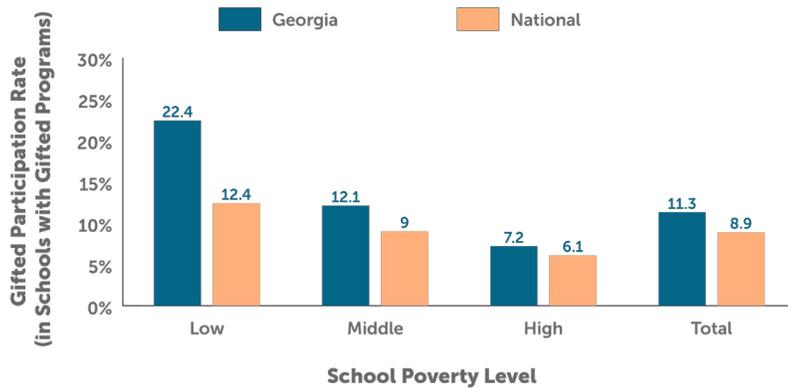
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Georgia who attend schools with gifted programs, 11.3 percent participate in those programs. Students in low-poverty schools are more than three times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Peach State enroll students at a somewhat higher rate than the national average, and high-poverty schools in the state also enroll students at a somewhat higher rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

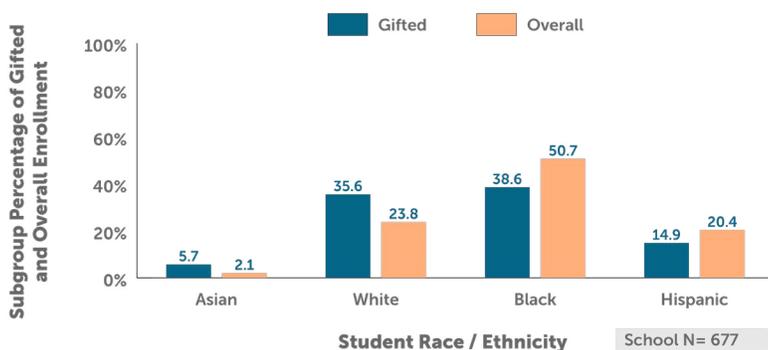


GIFTED REPRESENTATION BY RACE

In Georgia, 7.2 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Georgia’s high-poverty schools.

Asian students constitute 2.1 percent of the overall student population and 5.7 percent of students enrolled in gifted education in these schools. Black students constitute 50.7 percent of the student population and 38.6 percent of students enrolled in gifted education. Hispanic students constitute 20.4 percent of the student population and 14.9 percent of students enrolled in gifted education. Finally, white students constitute 23.8 percent of the student population and 35.6 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Georgia) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

HAWAII

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Hawaii's gifted programming describes student participation in gifted programs using school-level data. **Because of the low number of high-poverty schools with gifted programs in the Aloha State, this profile includes schools of all poverty levels, unless otherwise specified. Therefore the descriptions below should not be compared with other state profiles that focus on high-poverty schools.**

There are 220 urban, suburban, and rural elementary and middle schools in our Hawaii sample. So that we do not distort the analysis by including schools that serve very few students, we exclude the 6 very small schools in Hawaii with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

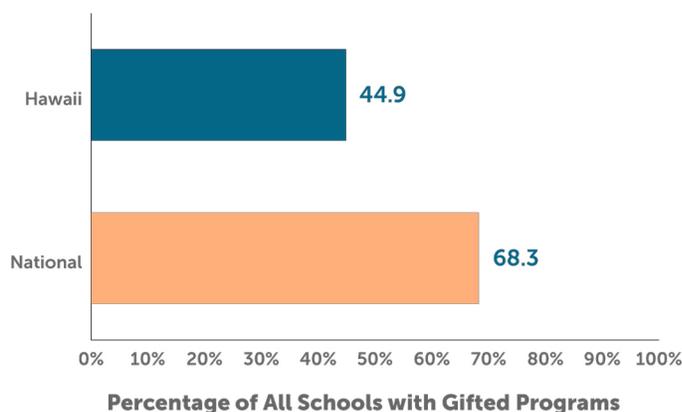
GIFTED PROGRAMS

In Hawaii, 44.9 percent of schools have a gifted program. Schools in Hawaii are much less likely to have gifted programs than the national average (Figure 1).

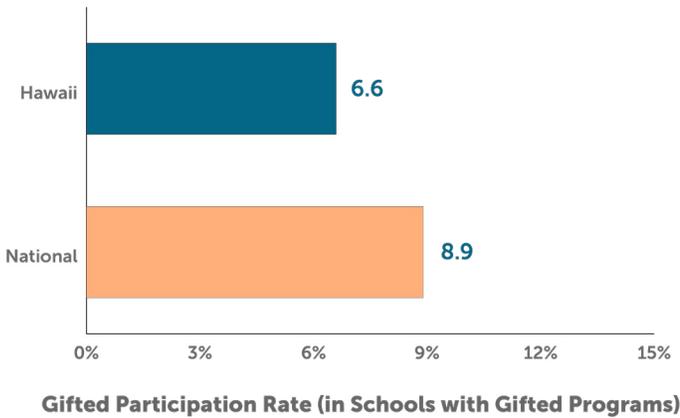
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Hawaii who attend schools with gifted programs, 6.6 percent participate in those programs. Schools with gifted programs in the Aloha State enroll students at a somewhat lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING



**FIGURE 2:
GIFTED PARTICIPATION**

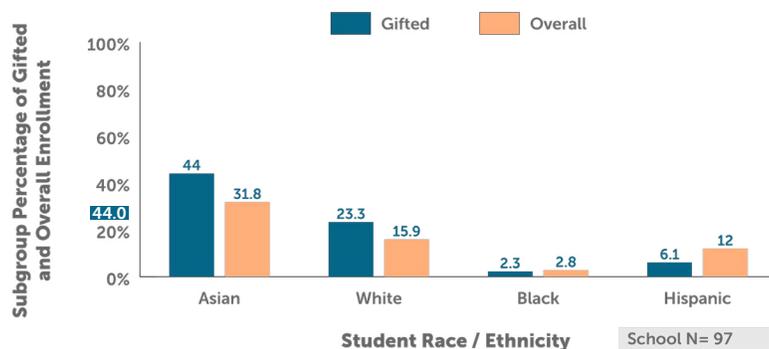


GIFTED REPRESENTATION BY RACE

In Hawaii, 6.6 percent of students at schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Hawaii’s schools.

Asian students constitute 31.8 percent of the overall student population and 44.0 percent of students enrolled in gifted education in these schools. Black students constitute 2.8 percent of the student population and 2.3 percent of students enrolled in gifted education. Hispanic students constitute 12.0 percent of the student population and 6.1 percent of students enrolled in gifted education. Finally, white students constitute 15.9 percent of the student population and 23.3 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN ALL SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data. Note that the NCES data files only include students for these four racial/ethnic categories, but Hawaii has a large percentage of students who are Native American, Pacific Islander, or are of two or more racial/ethnic backgrounds.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Hawaii) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

IDAHO

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Idaho's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Gem State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 450 urban, suburban, and rural elementary and middle schools in our Idaho sample, 59 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 53 very small schools in Idaho with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

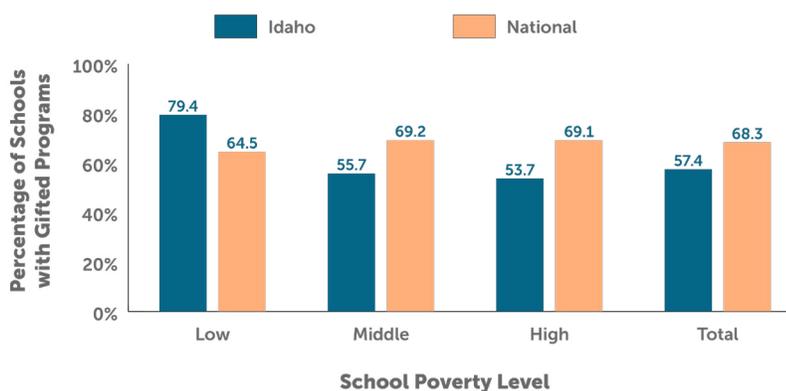
GIFTED PROGRAMS

In Idaho, 57.4 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Idaho are much less likely to have gifted programs than the national average, and high-poverty schools in the state are also much less likely to have gifted programs than the national average (Figure 1).

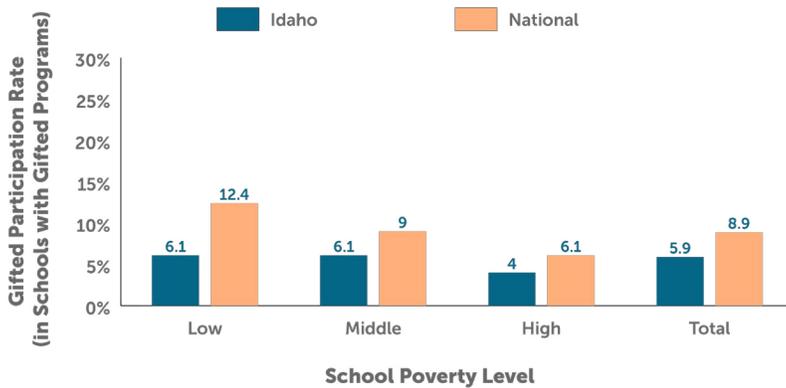
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Idaho who attend schools with gifted programs, 5.9 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Gem State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state also enroll students at a somewhat lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

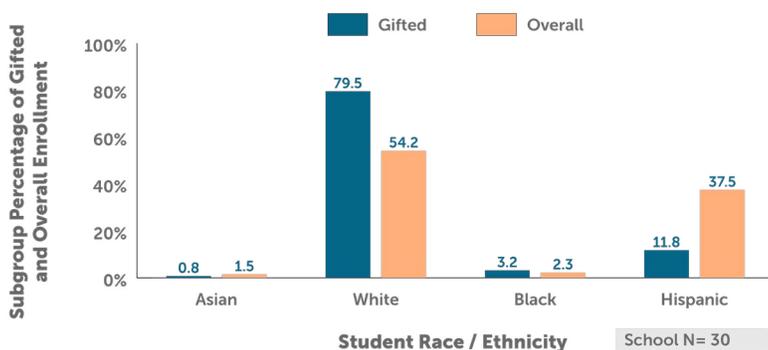


GIFTED REPRESENTATION BY RACE

In Idaho, only 4.0 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Idaho’s high-poverty schools.

Asian students constitute 1.5 percent of the overall student population and 0.8 percent of students enrolled in gifted education in these schools. Black students constitute 2.3 percent of the student population and 3.2 percent of students enrolled in gifted education. Hispanic students constitute 37.5 percent of the student population and 11.8 percent of students enrolled in gifted education. Finally, white students constitute 54.2 percent of the student population and 79.5 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Idaho) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

ILLINOIS

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Illinois's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Prairie State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 3,015 urban, suburban, and rural elementary and middle schools in our Illinois sample, 851 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 133 very small schools in Illinois with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Illinois, 35.2 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Illinois are much less likely to have gifted programs than the national average, and high-poverty schools in the state are also much less likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Illinois who attend schools with gifted programs, 9.0 percent participate in those programs. Students in low-poverty schools are more than twice as likely to participate in gifted programs as students in high-poverty schools. Schools with gifted programs in the Prairie State enroll students at a similar rate to the national average, and high-poverty schools in the state enroll students at a somewhat lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

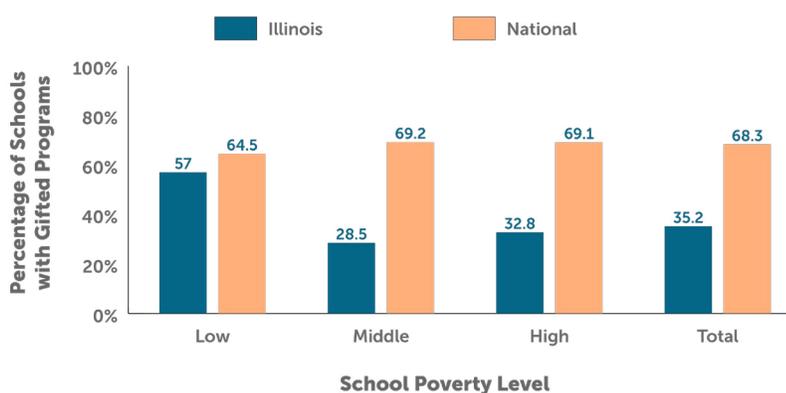
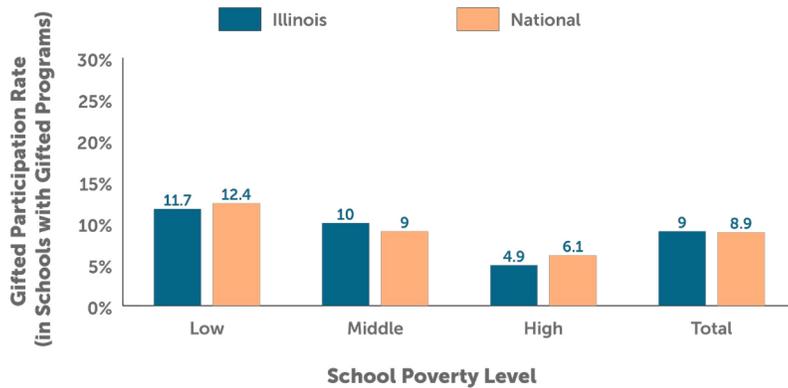


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

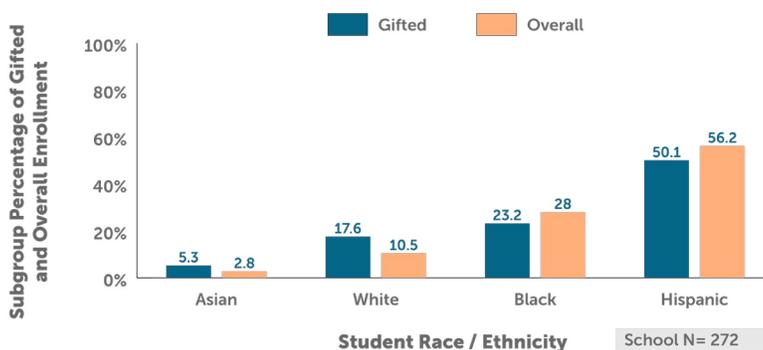


GIFTED REPRESENTATION BY RACE

In Illinois, only 4.9 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Illinois’s high-poverty schools.

Asian students constitute 2.8 percent of the overall student population and 5.3 percent of students enrolled in gifted education in these schools. Black students constitute 28.0 percent of the student population and 23.2 percent of students enrolled in gifted education. Hispanic students constitute 56.2 percent of the student population and 50.1 percent of students enrolled in gifted education. Finally, white students constitute 10.5 percent of the student population and 17.6 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Illinois) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

INDIANA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Indiana's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Hoosier State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,379 urban, suburban, and rural elementary and middle schools in our Indiana sample, 271 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 16 very small schools in Indiana with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Indiana, 84.0 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Indiana are much more likely to have gifted programs than the national average, and high-poverty schools in the state are approximately equally likely to have gifted programs as the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Indiana who attend schools with gifted programs, 12.9 percent participate in those programs. Students in low-poverty schools are more than three times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Hoosier State enroll students at a much higher rate than the national average, and high-poverty schools in the state enroll students at a similar rate to the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

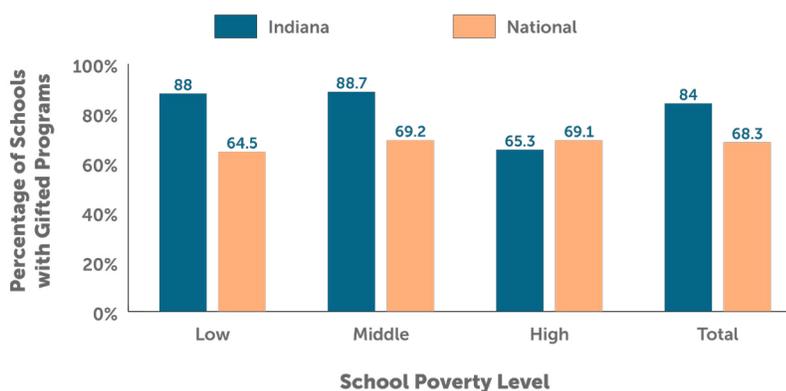
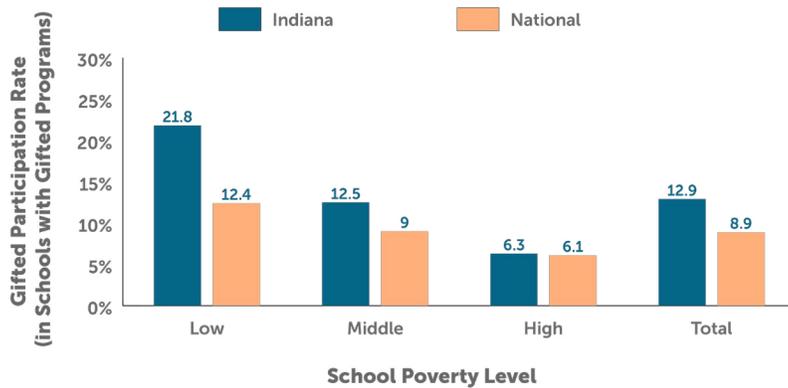


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

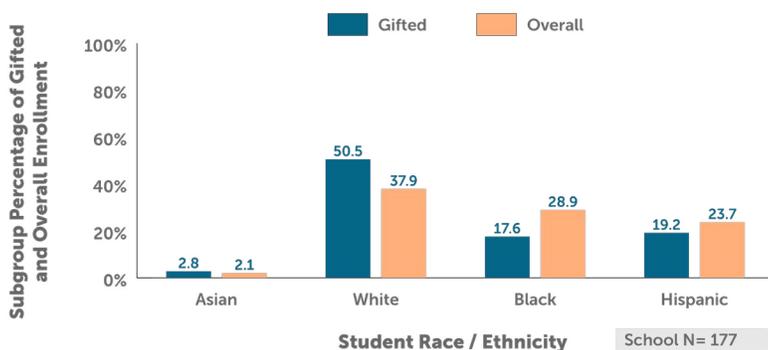


GIFTED REPRESENTATION BY RACE

In Indiana, 6.3 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Indiana’s high-poverty schools.

Asian students constitute 2.1 percent of the overall student population and 2.8 percent of students enrolled in gifted education in these schools. Black students constitute 28.9 percent of the student population and 17.6 percent of students enrolled in gifted education. Hispanic students constitute 23.7 percent of the student population and 19.2 percent of students enrolled in gifted education. Finally, white students constitute 37.9 percent of the student population and 50.5 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Indiana) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow’s leaders to reflect the diversity of our country, today’s elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Iowa’s gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Hawkeye State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 947 urban, suburban, and rural elementary and middle schools in our Iowa sample, 69 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 61 very small schools in Iowa with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Iowa, 90.6 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in Iowa are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Iowa who attend schools with gifted programs, 8.3 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Hawkeye State enroll students at a similar rate to the national average, and high-poverty schools in the state also enroll students at a similar rate to the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

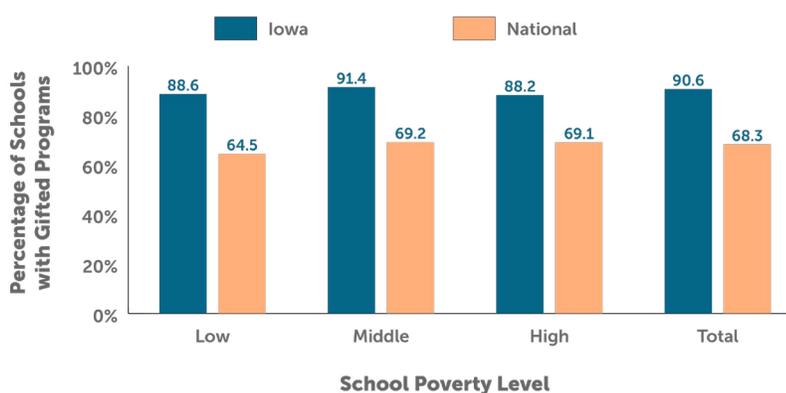
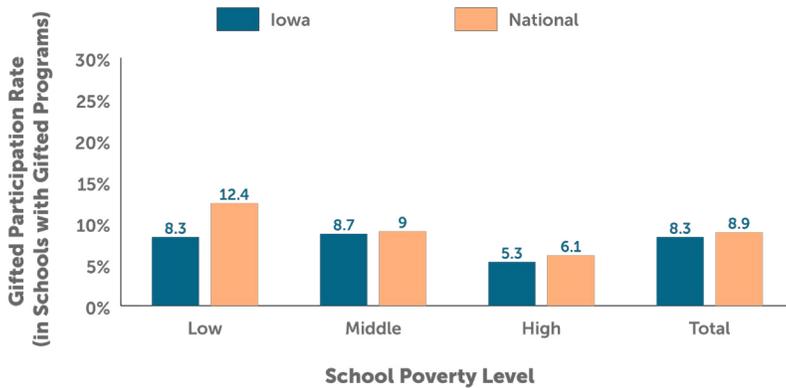


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

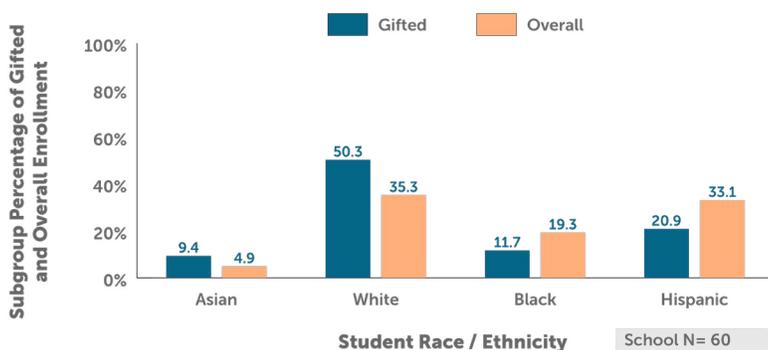


GIFTED REPRESENTATION BY RACE

In Iowa, only 5.3 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Iowa’s high-poverty schools.

Asian students constitute 4.9 percent of the overall student population and 9.4 percent of students enrolled in gifted education in these schools. Black students constitute 19.3 percent of the student population and 11.7 percent of students enrolled in gifted education. Hispanic students constitute 33.1 percent of the student population and 20.9 percent of students enrolled in gifted education. Finally, white students constitute 35.3 percent of the student population and 50.3 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Iowa) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

KANSAS

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Kansas's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Sunflower State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 951 urban, suburban, and rural elementary and middle schools in our Kansas sample, 182 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 120 very small schools in Kansas with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Kansas, 80.7 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Kansas are much more likely to have gifted programs than the national average, and high-poverty schools in the state are somewhat less likely to have gifted programs as the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Kansas who attend schools with gifted programs, 2.9 percent participate in those programs. Students in low-poverty schools are more than twice as likely to participate in gifted programs as students in high-poverty schools. Schools with gifted programs in the Sunflower State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state enroll students at a much lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

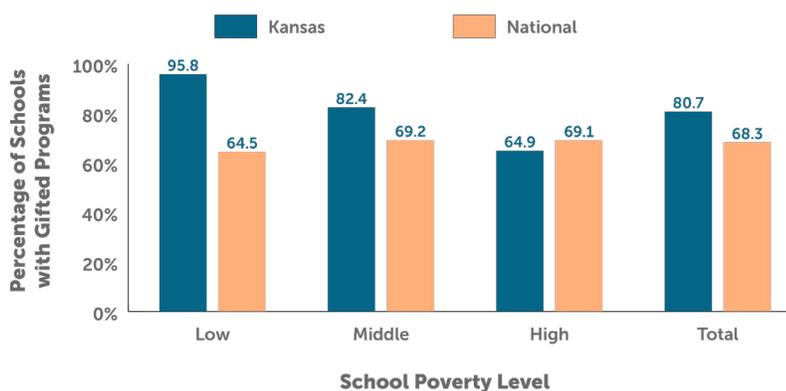
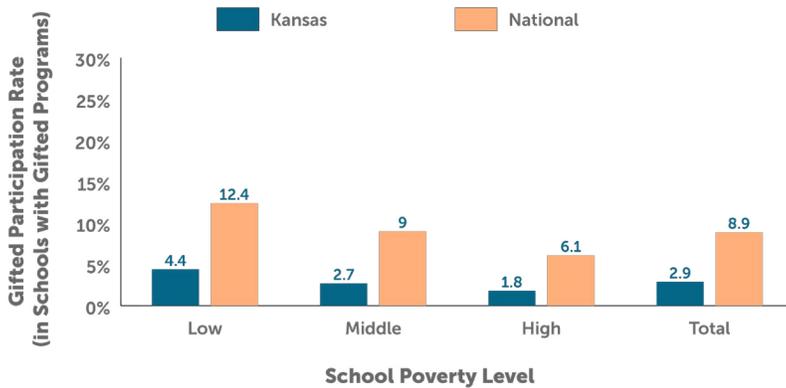


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

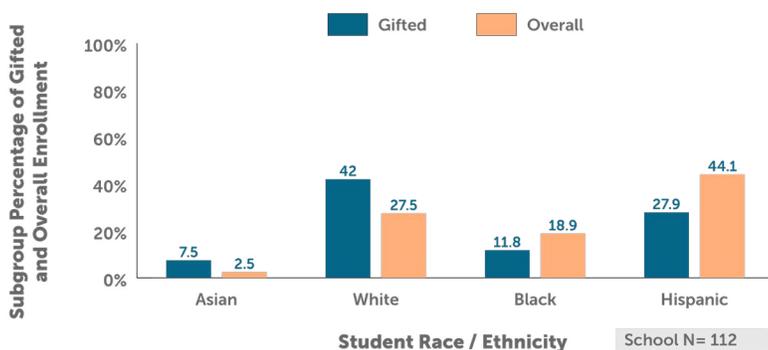


GIFTED REPRESENTATION BY RACE

In Kansas, only 1.8 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Kansas’s high-poverty schools.

Asian students constitute 2.5 percent of the overall student population and 7.5 percent of students enrolled in gifted education in these schools. Black students constitute 18.9 percent of the student population and 11.8 percent of students enrolled in gifted education. Hispanic students constitute 44.1 percent of the student population and 27.9 percent of students enrolled in gifted education. Finally, white students constitute 27.5 percent of the student population and 42.0 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Kansas) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

KENTUCKY

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Kentucky's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Bluegrass State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 975 urban, suburban, and rural elementary and middle schools in our Kentucky sample, 203 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 25 very small schools in Kentucky with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

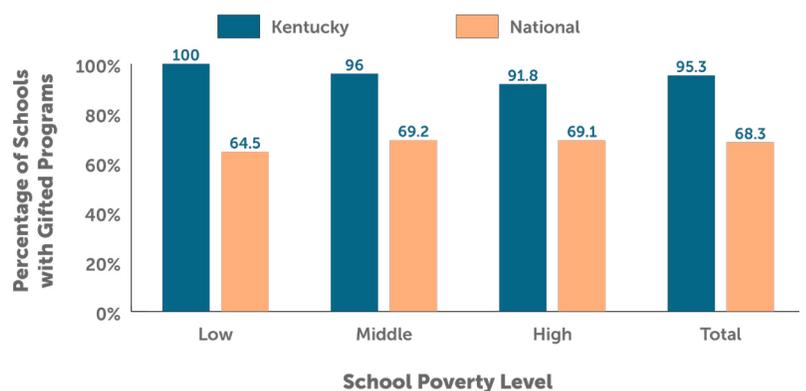
GIFTED PROGRAMS

In Kentucky, 95.3 percent of schools have a gifted program. Low-poverty schools are somewhat more likely to have gifted programs than high-poverty schools. Schools in Kentucky are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

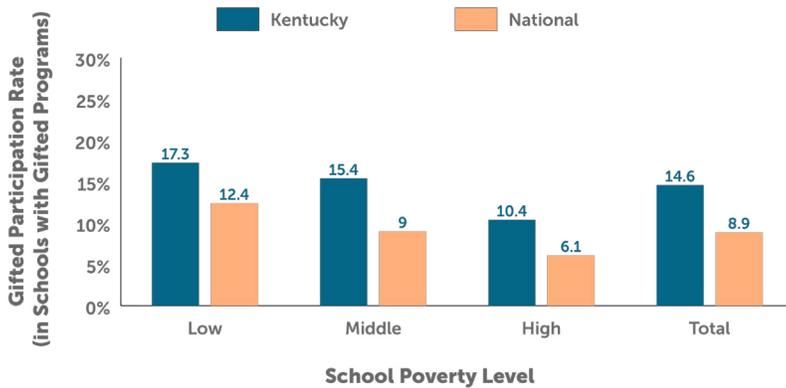
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Kentucky who attend schools with gifted programs, 14.6 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Bluegrass State enroll students at a much higher rate than the national average, and high-poverty schools in the state also enroll students at a much higher rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

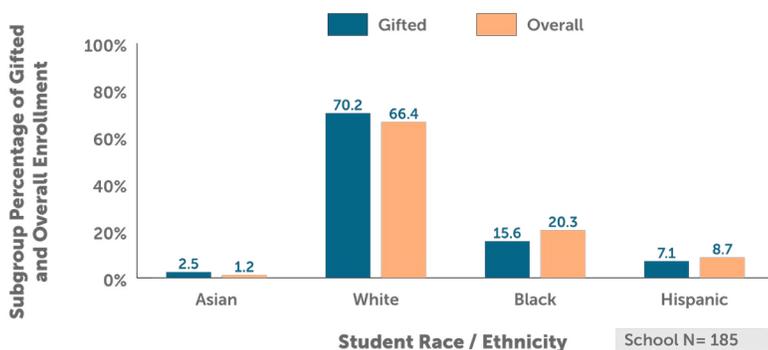


GIFTED REPRESENTATION BY RACE

In Kentucky, 10.4 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are minor differences in enrollment across racial groups in Kentucky’s high-poverty schools.

Asian students constitute 1.2 percent of the overall student population and 2.5 percent of students enrolled in gifted education in these schools. Black students constitute 20.3 percent of the student population and 15.6 percent of students enrolled in gifted education. Hispanic students constitute 8.7 percent of the student population and 7.1 percent of students enrolled in gifted education. Finally, white students constitute 66.4 percent of the student population and 70.2 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Kentucky) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

LOUISIANA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Louisiana's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Pelican State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 891 urban, suburban, and rural elementary and middle schools in our Louisiana sample, 394 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 11 very small schools in Louisiana with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Louisiana, 84.0 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Louisiana are much more likely to have gifted programs than the national average, and high-poverty schools in the state are somewhat more likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Louisiana who attend schools with gifted programs, 4.5 percent participate in those programs. Students in low-poverty schools are more than seven times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Pelican State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state enroll students at a much lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

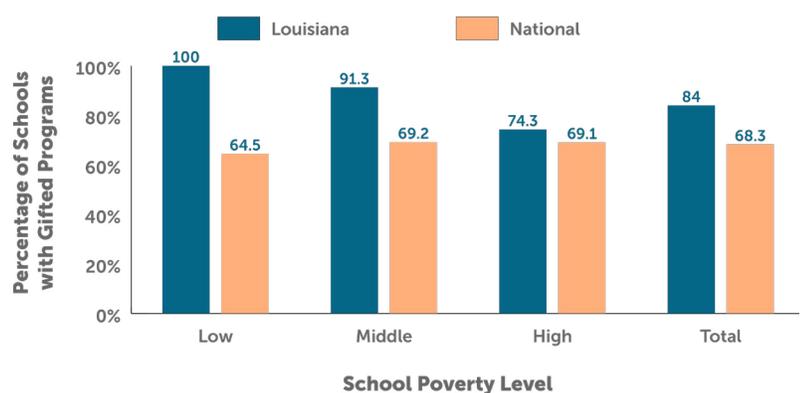
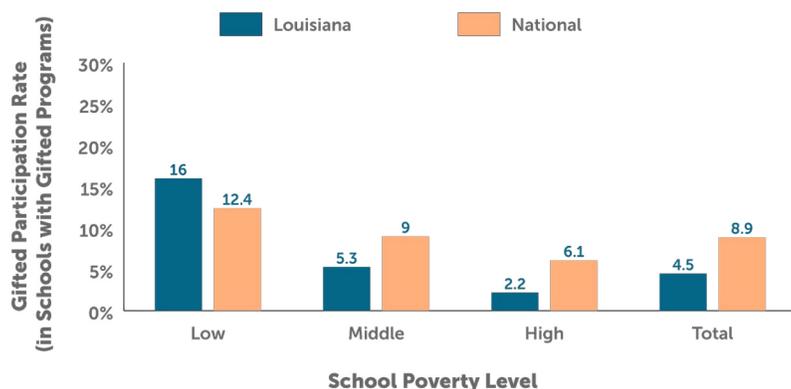


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

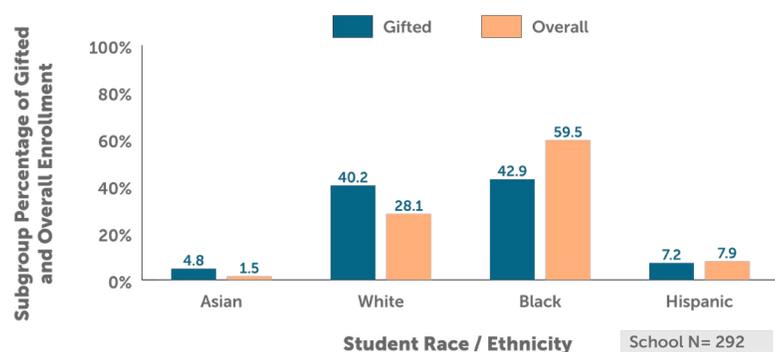


GIFTED REPRESENTATION BY RACE

In Louisiana, only 2.2 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Louisiana’s high-poverty schools.

Asian students constitute 1.5 percent of the overall student population and 4.8 percent of students enrolled in gifted education in these schools. Black students constitute 59.5 percent of the student population and 42.9 percent of students enrolled in gifted education. Hispanic students constitute 7.9 percent of the student population and 7.2 percent of students enrolled in gifted education. Finally, white students constitute 28.1 percent of the student population and 40.2 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Louisiana) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

MAINE

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Maine's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Pine Tree State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 420 urban, suburban, and rural elementary and middle schools in our Maine sample, 33 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 99 very small schools in Maine with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Maine, 73.1 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in Maine are somewhat more likely to have gifted programs as the national average, and high-poverty schools in the state are approximately equally likely to have gifted programs as the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Maine who attend schools with gifted programs, 6.2 percent participate in those programs. Students in low-poverty schools are somewhat more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Pine Tree State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state also enroll students at a somewhat lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

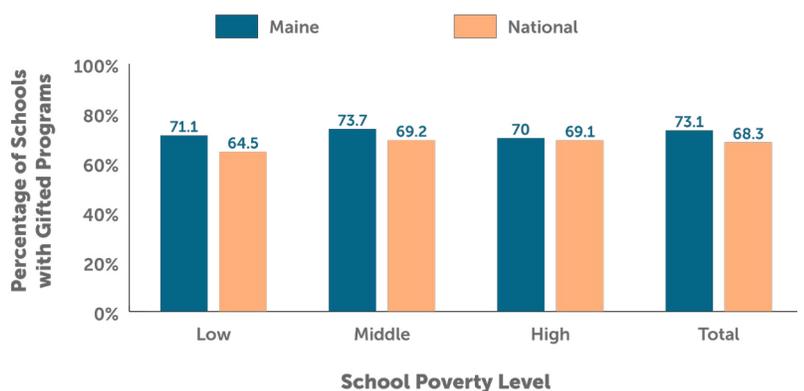
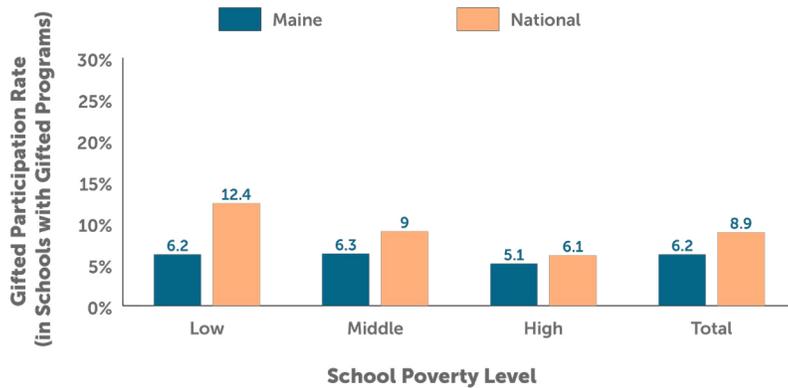


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

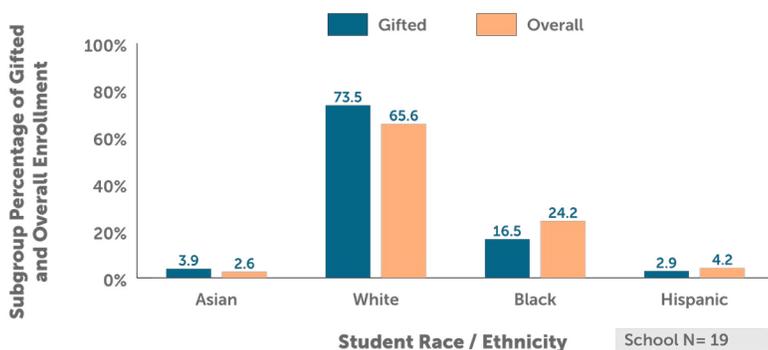


GIFTED REPRESENTATION BY RACE

In Maine, only 5.1 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Maine’s high-poverty schools.

Asian students constitute 2.6 percent of the overall student population and 3.9 percent of students enrolled in gifted education in these schools. Black students constitute 24.2 percent of the student population and 16.5 percent of students enrolled in gifted education. Hispanic students constitute 4.2 percent of the student population and 2.9 percent of students enrolled in gifted education. Finally, white students constitute 65.6 percent of the student population and 73.5 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Maine) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

MARYLAND

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Maryland's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Old Line State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,087 urban, suburban, and rural elementary and middle schools in our Maryland sample, 265 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 18 very small schools in Maryland with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

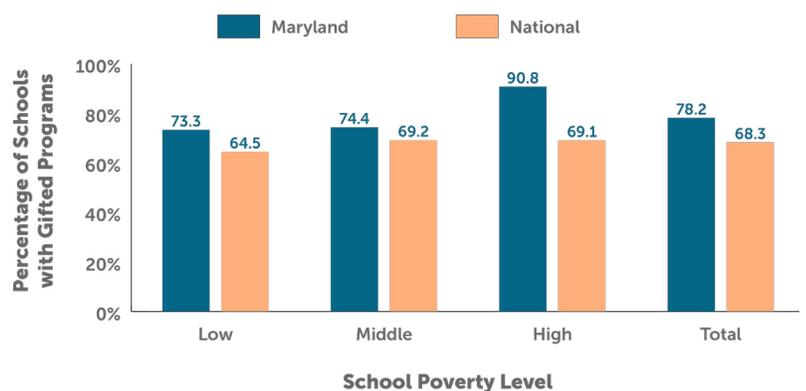
GIFTED PROGRAMS

In Maryland, 78.2 percent of schools have a gifted program. Low-poverty schools are much less likely to have gifted programs than high-poverty schools. Schools in Maryland are somewhat more likely to have gifted programs than the national average, and high-poverty schools in the state are much more likely to have gifted programs than the national average (Figure 1).

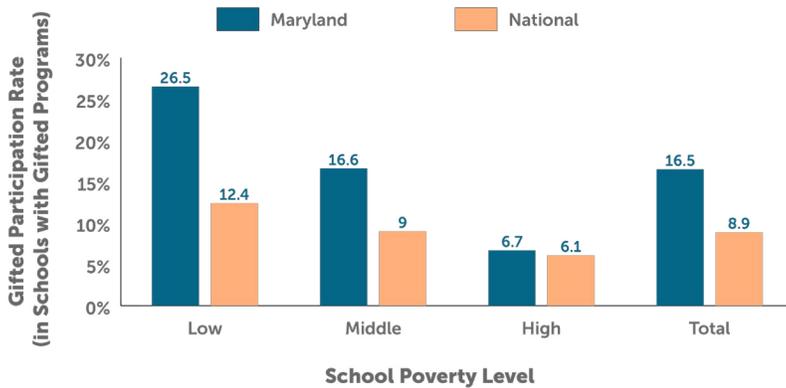
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Maryland who attend schools with gifted programs, 16.5 percent participate in those programs. Students in low-poverty schools are more than three times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Old Line State enroll students at a much higher rate than the national average, and high-poverty schools in the state enroll students at a similar rate to the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

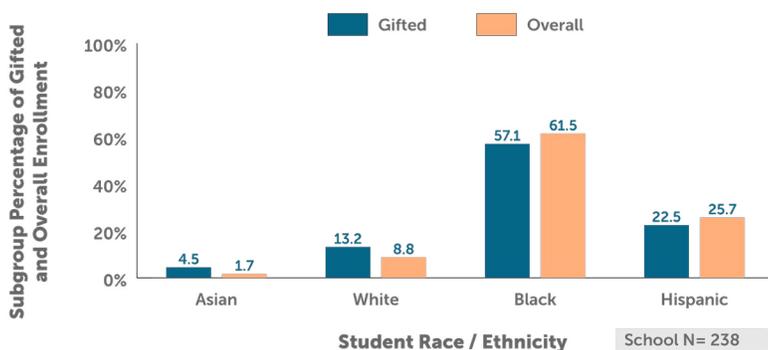


GIFTED REPRESENTATION BY RACE

In Maryland, 6.7 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are minor differences in enrollment across racial groups in Maryland’s high-poverty schools.

Asian students constitute 1.7 percent of the overall student population and 4.5 percent of students enrolled in gifted education in these schools. Black students constitute 61.5 percent of the student population and 57.1 percent of students enrolled in gifted education. Hispanic students constitute 25.7 percent of the student population and 22.5 percent of students enrolled in gifted education. Finally, white students constitute 8.8 percent of the student population and 13.2 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Maryland) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

MASSACHUSETTS

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Massachusetts's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Bay State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,389 urban, suburban, and rural elementary and middle schools in our Massachusetts sample, 253 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 42 very small schools in Massachusetts with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

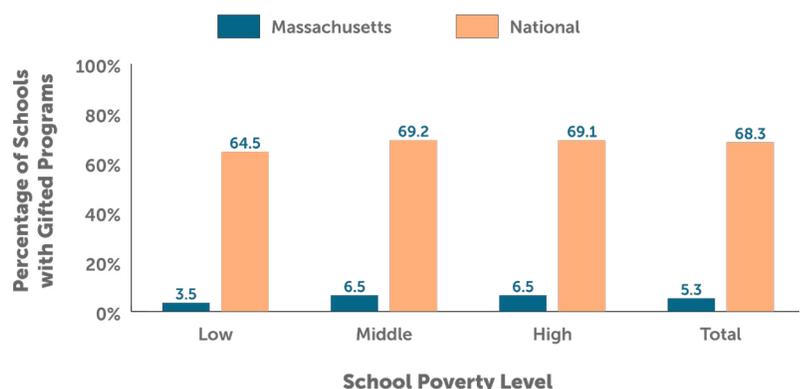
GIFTED PROGRAMS

In Massachusetts, 5.3 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in Massachusetts are much less likely to have gifted programs than the national average, and high-poverty schools in the state are also much less likely to have gifted programs than the national average (Figure 1).

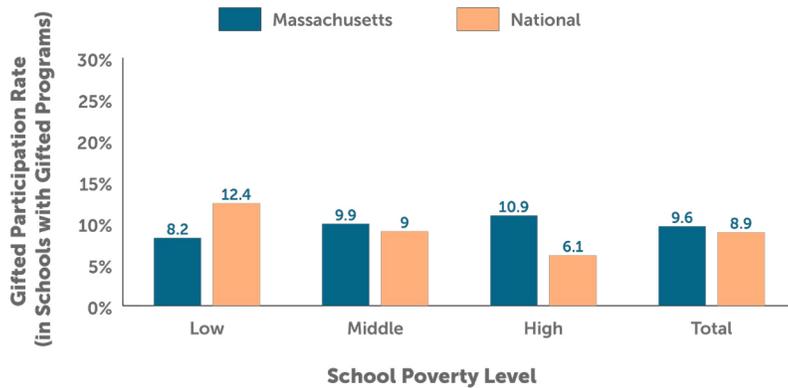
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Massachusetts who attend schools with gifted programs, 9.6 percent participate in those programs. Students in low-poverty schools are somewhat less likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Bay State enroll students at a similar rate to the national average, and high-poverty schools in the state enroll students at a much higher rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

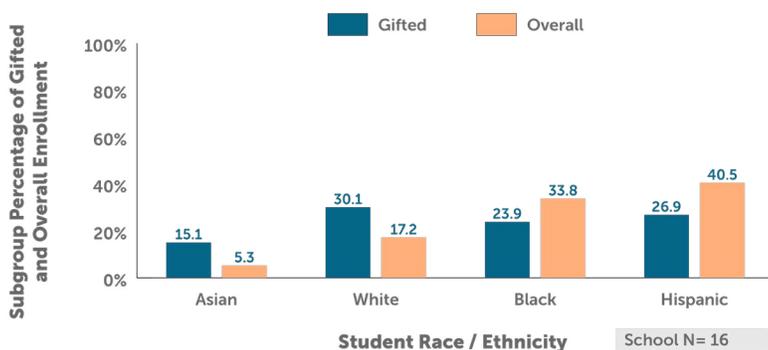


GIFTED REPRESENTATION BY RACE

In Massachusetts, 10.9 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Massachusetts’s high-poverty schools.

Asian students constitute 5.3 percent of the overall student population and 15.1 percent of students enrolled in gifted education in these schools. Black students constitute 33.8 percent of the student population and 23.9 percent of students enrolled in gifted education. Hispanic students constitute 40.5 percent of the student population and 26.9 percent of students enrolled in gifted education. Finally, white students constitute 17.2 percent of the student population and 30.1 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Massachusetts) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

MICHIGAN

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Michigan's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Great Lakes State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 2,146 urban, suburban, and rural elementary and middle schools in our Michigan sample, 432 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 73 very small schools in Michigan with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

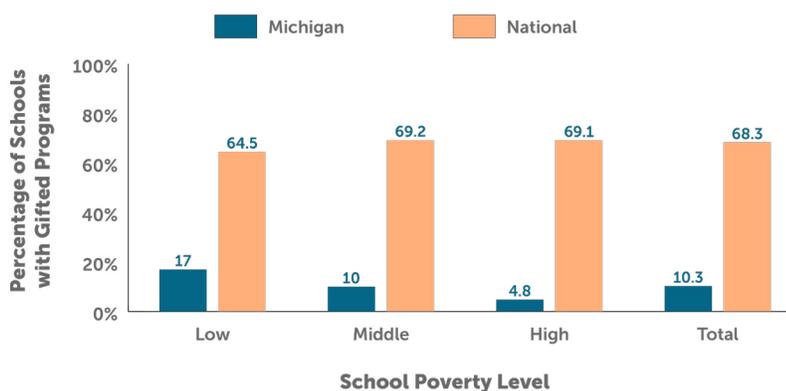
GIFTED PROGRAMS

In Michigan, 10.3 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Michigan are much less likely to have gifted programs than the national average, and high-poverty schools in the state are also much less likely to have gifted programs than the national average (Figure 1).

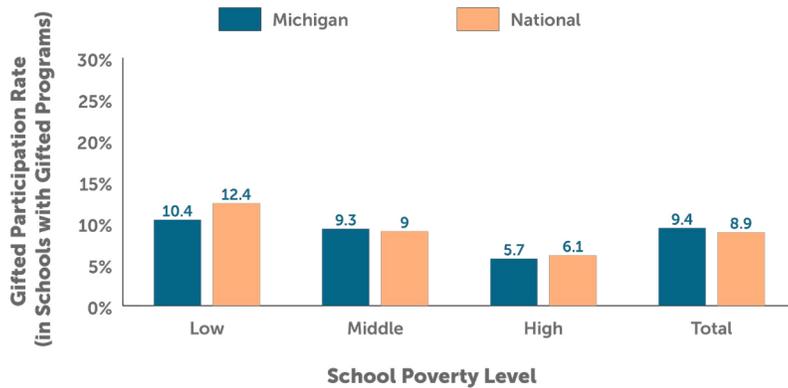
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Michigan who attend schools with gifted programs, 9.4 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Great Lakes State enroll students at a similar rate to the national average, and high-poverty schools in the state also enroll students at a similar rate to the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

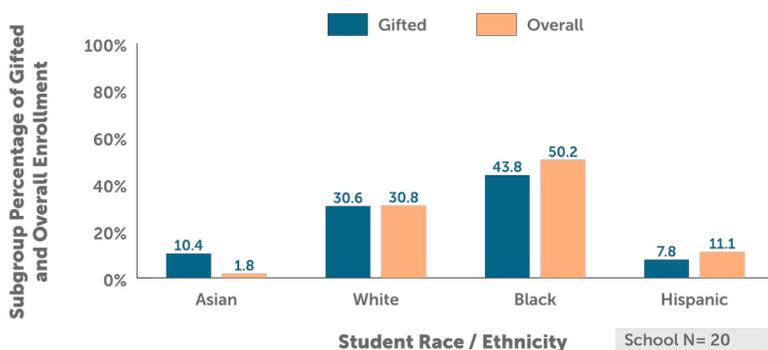


GIFTED REPRESENTATION BY RACE

In Michigan, only 5.7 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Michigan’s high-poverty schools.

Asian students constitute 1.8 percent of the overall student population and 10.4 percent of students enrolled in gifted education in these schools. Black students constitute 50.2 percent of the student population and 43.8 percent of students enrolled in gifted education. Hispanic students constitute 11.1 percent of the student population and 7.8 percent of students enrolled in gifted education. Finally, white students constitute 30.8 percent of the student population and 30.6 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Michigan) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

MINNESOTA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Minnesota's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the North Star State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,148 urban, suburban, and rural elementary and middle schools in our Minnesota sample, 128 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 94 very small schools in Minnesota with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

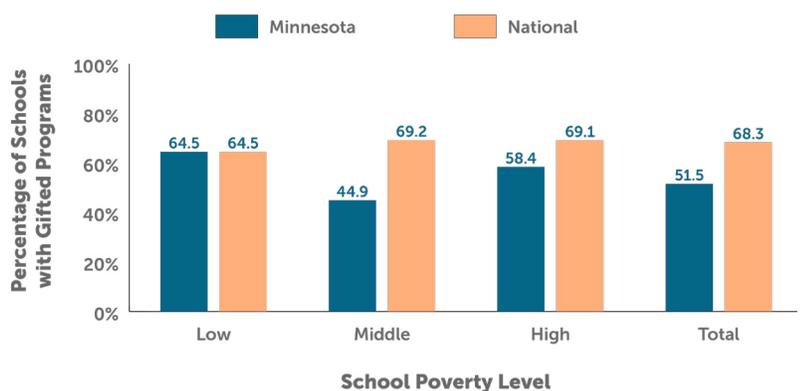
GIFTED PROGRAMS

In Minnesota, 51.5 percent of schools have a gifted program. Low-poverty schools are somewhat more likely to have gifted programs than high-poverty schools. Schools in Minnesota are much less likely to have gifted programs than the national average, and high-poverty schools in the state are also much less likely to have gifted programs than the national average (Figure 1).

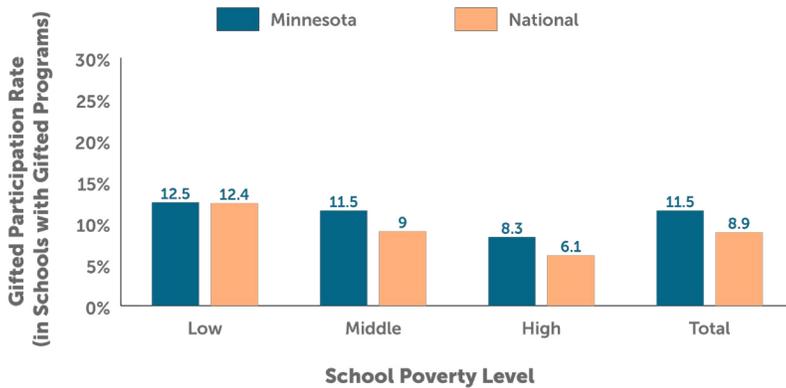
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Minnesota who attend schools with gifted programs, 11.5 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the North Star State enroll students at a somewhat higher rate than the national average, and high-poverty schools in the state also enroll students at a somewhat higher rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

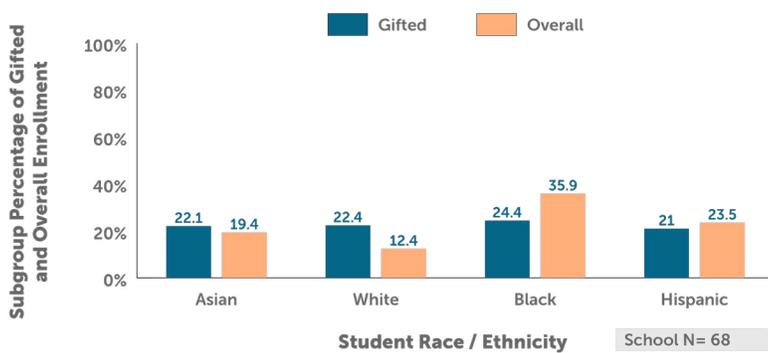


GIFTED REPRESENTATION BY RACE

In Minnesota, 8.3 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Minnesota’s high-poverty schools.

Asian students constitute 19.4 percent of the overall student population and 22.1 percent of students enrolled in gifted education in these schools. Black students constitute 35.9 percent of the student population and 24.4 percent of students enrolled in gifted education. Hispanic students constitute 23.5 percent of the student population and 21.0 percent of students enrolled in gifted education. Finally, white students constitute 12.4 percent of the student population and 22.4 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Minnesota) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

MISSISSIPPI

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Mississippi's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Magnolia State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 597 urban, suburban, and rural elementary and middle schools in our Mississippi sample, 362 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 7 very small schools in Mississippi with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Mississippi, 92.9 percent of schools have a gifted program. Low-poverty schools are somewhat more likely to have gifted programs than high-poverty schools. Schools in Mississippi are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Mississippi who attend schools with gifted programs, 9.6 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Magnolia State enroll students at a similar rate to the national average, and high-poverty schools in the state enroll students at a somewhat higher rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

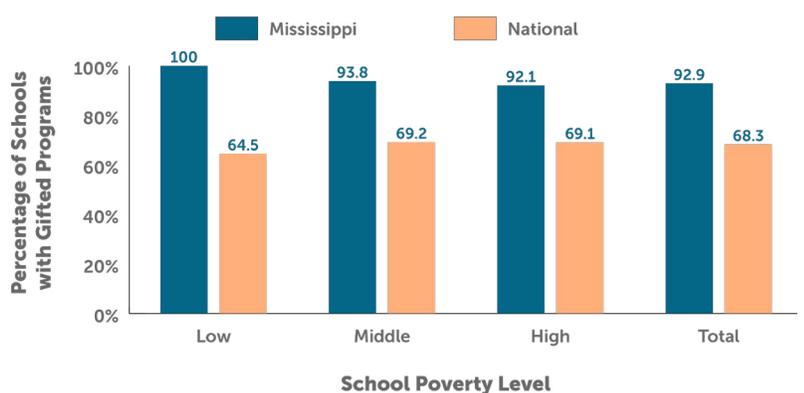
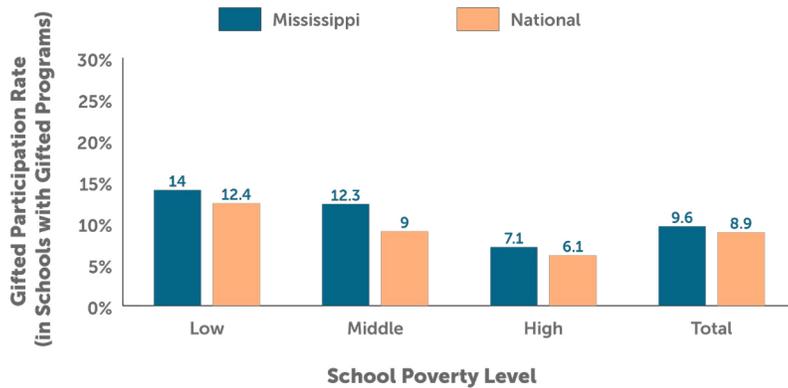


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

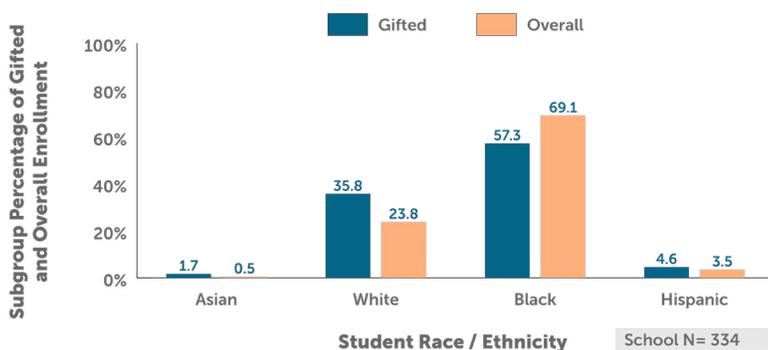


GIFTED REPRESENTATION BY RACE

In Mississippi, 7.1 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Mississippi's high-poverty schools.

Asian students constitute 0.5 percent of the overall student population and 1.7 percent of students enrolled in gifted education in these schools. Black students constitute 69.1 percent of the student population and 57.3 percent of students enrolled in gifted education. Hispanic students constitute 3.5 percent of the student population and 4.6 percent of students enrolled in gifted education. Finally, white students constitute 23.8 percent of the student population and 35.8 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Mississippi) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district's gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

MISSOURI

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Missouri's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Show Me State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,562 urban, suburban, and rural elementary and middle schools in our Missouri sample, 294 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 165 very small schools in Missouri with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Missouri, 76.7 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Missouri are somewhat more likely to have gifted programs than the national average, and high-poverty schools in the state are approximately equally likely to have gifted programs as the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Missouri who attend schools with gifted programs, 5.5 percent participate in those programs. Students in low-poverty schools are more than twice as likely to participate in gifted programs as students in high-poverty schools. Schools with gifted programs in the Show Me State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state also enroll students at a somewhat lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

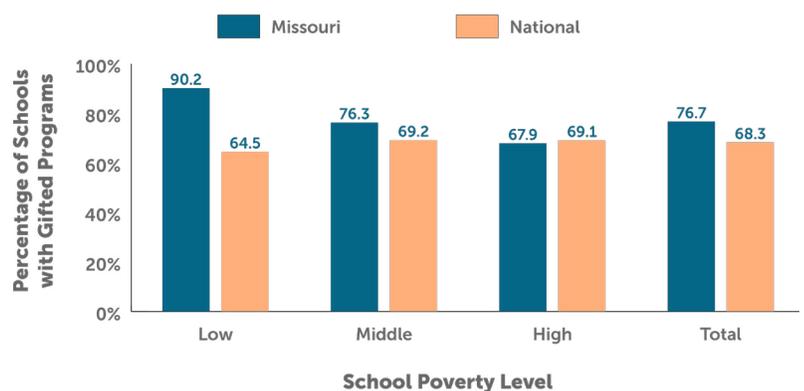
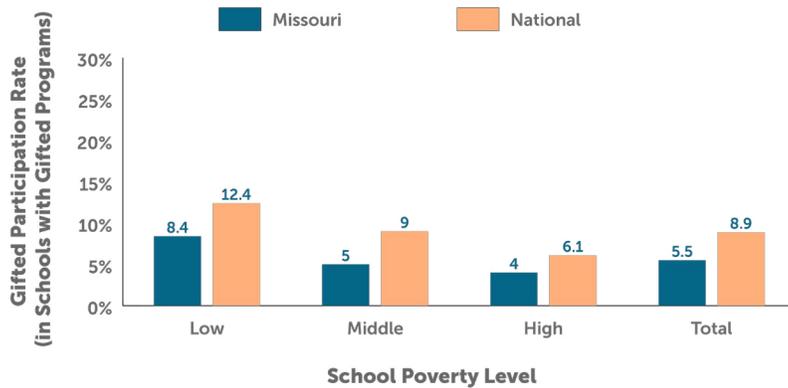


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

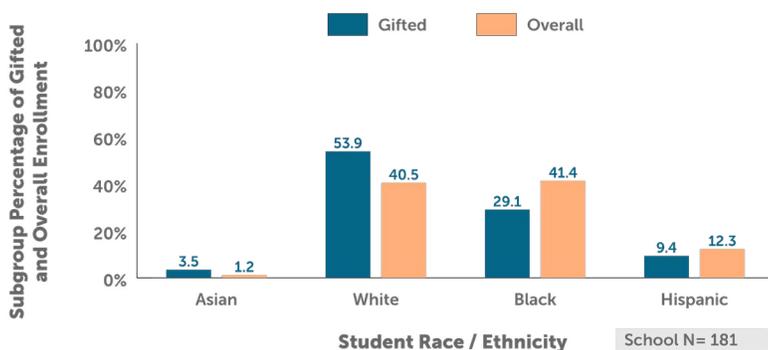


GIFTED REPRESENTATION BY RACE

In Missouri, only 4.0 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Missouri’s high-poverty schools.

Asian students constitute 1.2 percent of the overall student population and 3.5 percent of students enrolled in gifted education in these schools. Black students constitute 41.4 percent of the student population and 29.1 percent of students enrolled in gifted education. Hispanic students constitute 12.3 percent of the student population and 9.4 percent of students enrolled in gifted education. Finally, white students constitute 40.5 percent of the student population and 53.9 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Missouri) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

MONTANA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Montana's gifted programming describes student participation in gifted programs using school-level data. **Because of the low number of high-poverty schools with gifted programs in the Treasure State, this profile includes schools of all poverty levels, unless otherwise specified. Therefore the descriptions below should not be compared with other state profiles that focus on high-poverty schools.**

There are 565 urban, suburban, and rural elementary and middle schools in our Montana sample. So that we do not distort the analysis by including schools that serve very few students, we exclude the 266 very small schools in Montana with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

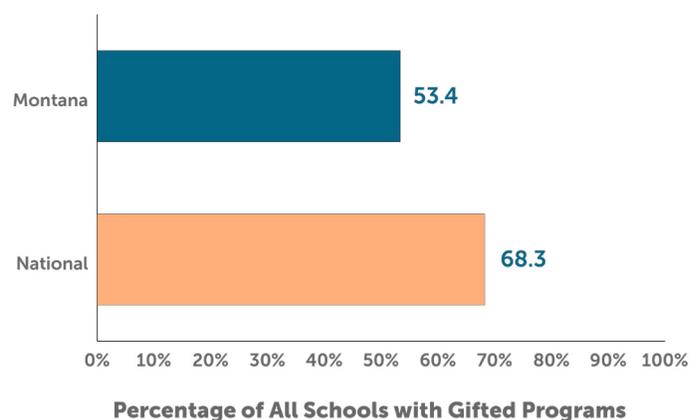
GIFTED PROGRAMS

In Montana, 53.4 percent of schools have a gifted program. Schools in Montana are much less likely to have gifted programs than the national average (Figure 1).

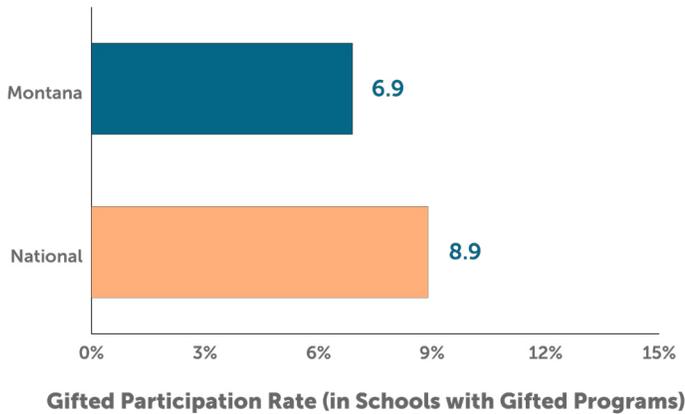
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Montana who attend schools with gifted programs, 6.9 percent participate in those programs. Schools with gifted programs in the Treasure State enroll students at a somewhat lower rate than the national average (Figure 2).

**FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING**



**FIGURE 2:
GIFTED PARTICIPATION**

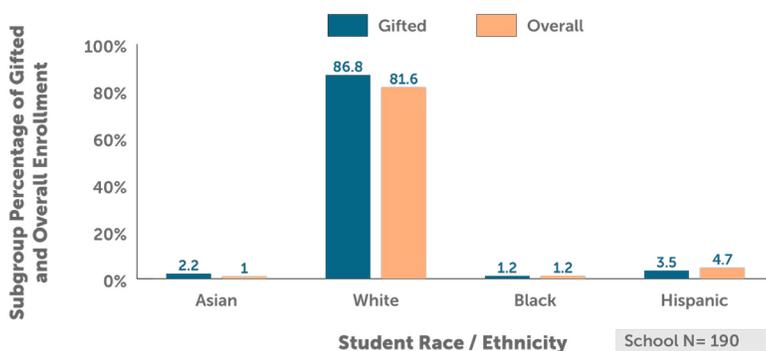


GIFTED REPRESENTATION BY RACE

In Montana, 6.9 percent of students at schools with gifted programs participate in gifted education, and there are minor differences in enrollment across racial groups in Montana’s schools.

Asian students constitute 1.0 percent of the overall student population and 2.2 percent of students enrolled in gifted education in these schools. Black students constitute 1.2 percent of the student population and 1.2 percent of students enrolled in gifted education. Hispanic students constitute 4.7 percent of the student population and 3.5 percent of students enrolled in gifted education. Finally, white students constitute 81.6 percent of the student population and 86.8 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN ALL SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data. Note that the NCES data files only include students for these four racial/ethnic categories, but Montana has a large percentage of students who are Native American, Pacific Islander, or are of two or more racial/ethnic backgrounds.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Montana) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

NEBRASKA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Nebraska's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Cornhusker State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 672 urban, suburban, and rural elementary and middle schools in our Nebraska sample, 87 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 146 very small schools in Nebraska with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Nebraska, 77.2 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in Nebraska are somewhat more likely to have gifted programs than the national average, and high-poverty schools in the state are much more likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Nebraska who attend schools with gifted programs, 12.4 percent participate in those programs. Students in low-poverty schools are somewhat more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Cornhusker State enroll students at a somewhat higher rate than the national average, and high-poverty schools in the state enroll students at a much higher rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

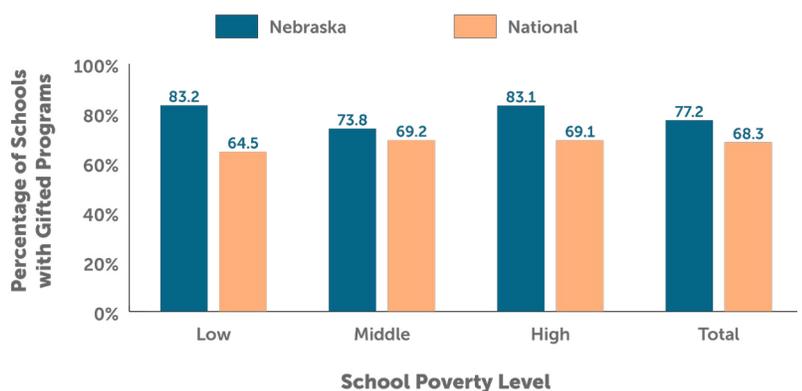
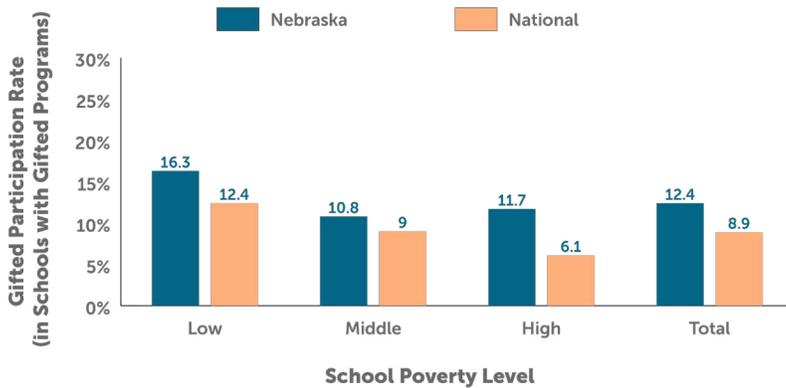


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

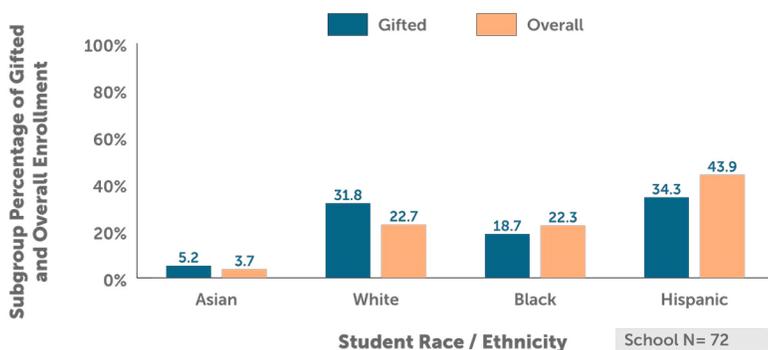


GIFTED REPRESENTATION BY RACE

In Nebraska, 11.7 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Nebraska’s high-poverty schools.

Asian students constitute 3.7 percent of the overall student population and 5.2 percent of students enrolled in gifted education in these schools. Black students constitute 22.3 percent of the student population and 18.7 percent of students enrolled in gifted education. Hispanic students constitute 43.9 percent of the student population and 34.3 percent of students enrolled in gifted education. Finally, white students constitute 22.7 percent of the student population and 31.8 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Nebraska) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

NEVADA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Nevada's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Silver State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 474 urban, suburban, and rural elementary and middle schools in our Nevada sample, 141 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 38 very small schools in Nevada with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

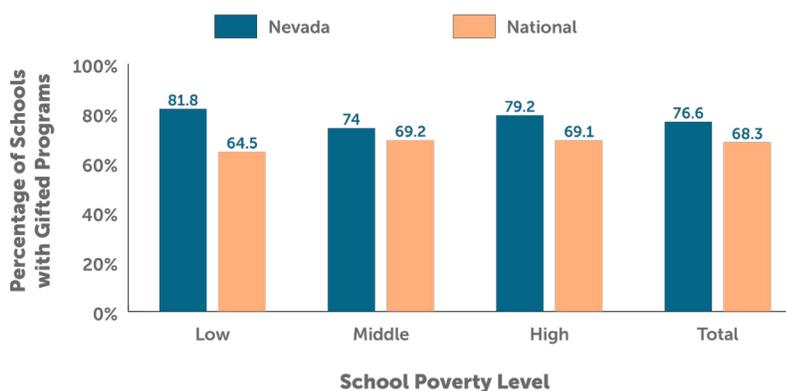
GIFTED PROGRAMS

In Nevada, 76.6 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in Nevada are somewhat more likely to have gifted programs than the national average, and high-poverty schools in the state are much more likely to have gifted programs than the national average (Figure 1).

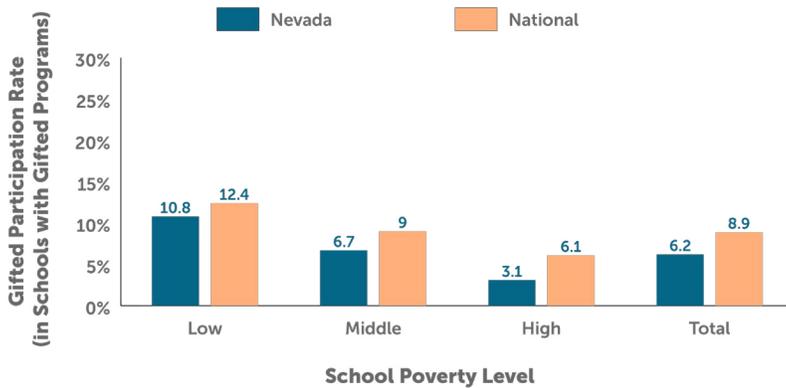
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Nevada who attend schools with gifted programs, 6.2 percent participate in those programs. Students in low-poverty schools are more than three times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Silver State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state enroll students at a much lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

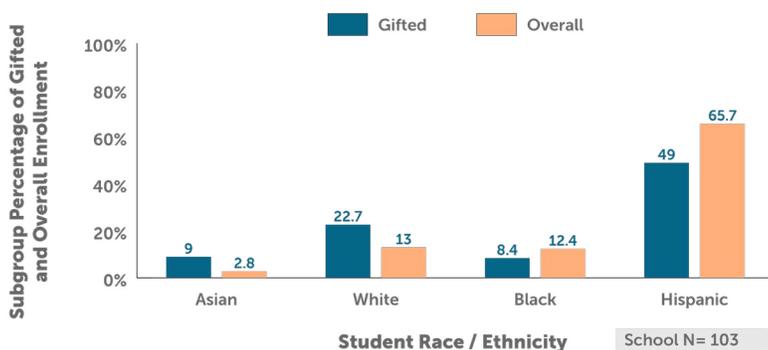


GIFTED REPRESENTATION BY RACE

In Nevada, only 3.1 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Nevada’s high-poverty schools.

Asian students constitute 2.8 percent of the overall student population and 9.0 percent of students enrolled in gifted education in these schools. Black students constitute 12.4 percent of the student population and 8.4 percent of students enrolled in gifted education. Hispanic students constitute 65.7 percent of the student population and 49.0 percent of students enrolled in gifted education. Finally, white students constitute 13.0 percent of the student population and 22.7 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Nevada) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

NEW HAMPSHIRE

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of New Hampshire's gifted programming describes student participation in gifted programs using school-level data. **Because of the low number of high-poverty schools with gifted programs in the Granite State, this profile includes schools of all poverty levels, unless otherwise specified. Therefore the descriptions below should not be compared with other state profiles that focus on high-poverty schools.**

There are 380 urban, suburban, and rural elementary and middle schools in our New Hampshire sample. So that we do not distort the analysis by including schools that serve very few students, we exclude the 66 very small schools in New Hampshire with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

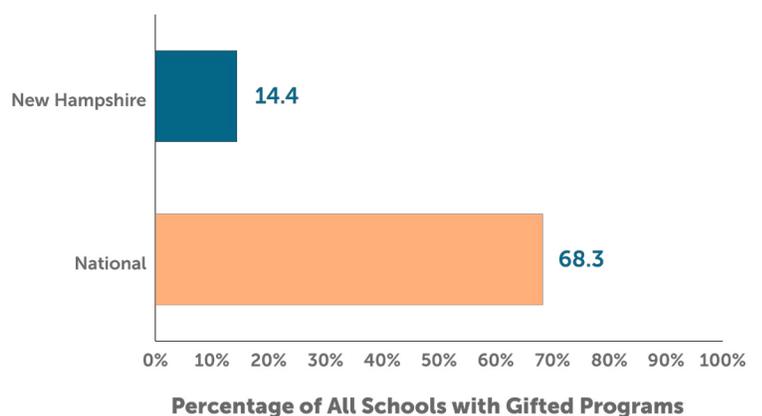
GIFTED PROGRAMS

In New Hampshire, 14.4 percent of schools have a gifted program. Schools in New Hampshire are much less likely to have gifted programs than the national average (Figure 1).

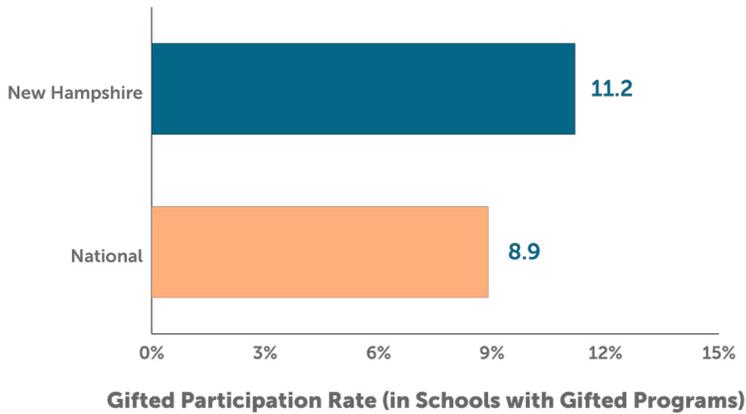
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in New Hampshire who attend schools with gifted programs, 11.2 percent participate in those programs. Schools with gifted programs in the Granite State enroll students at a somewhat higher rate than the national average (Figure 2).

**FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING**



**FIGURE 2:
GIFTED PARTICIPATION**

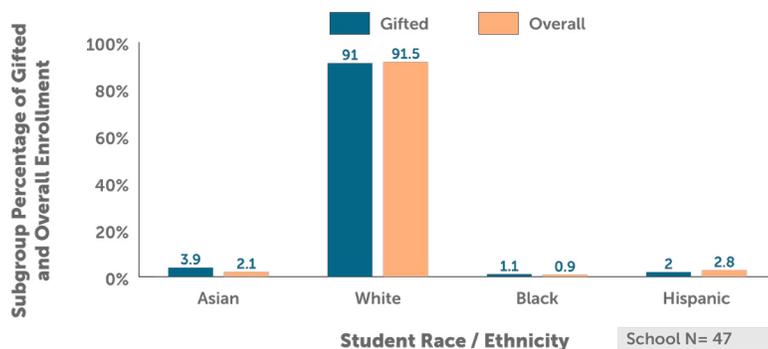


Gifted Representation by Race

In New Hampshire, 11.2 percent of students at schools with gifted programs participate in gifted education, and there are minor differences in enrollment across racial groups in New Hampshire’s schools.

Asian students constitute 2.1 percent of the overall student population and 3.9 percent of students enrolled in gifted education in these schools. Black students constitute 0.9 percent of the student population and 1.1 percent of students enrolled in gifted education. Hispanic students constitute 2.8 percent of the student population and 2.0 percent of students enrolled in gifted education. Finally, white students constitute 91.5 percent of the student population and 91.0 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN ALL SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to New Hampshire) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

NEW JERSEY

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of New Jersey's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Garden State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,913 urban, suburban, and rural elementary and middle schools in our New Jersey sample, 274 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 54 very small schools in New Jersey with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In New Jersey, 61.1 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in New Jersey are somewhat less likely to have gifted programs than the national average, and high-poverty schools in the state are much less likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in New Jersey who attend schools with gifted programs, 10.1 percent participate in those programs. Students in low-poverty schools are somewhat more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Garden State enroll students at a somewhat higher rate than the national average, and high-poverty schools in the state enroll students at a much higher rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

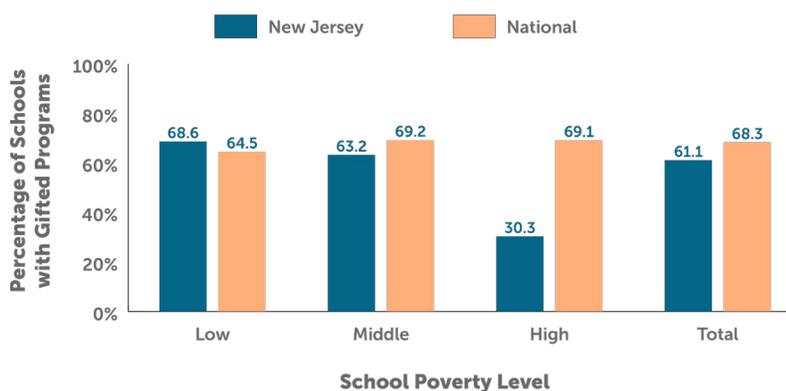
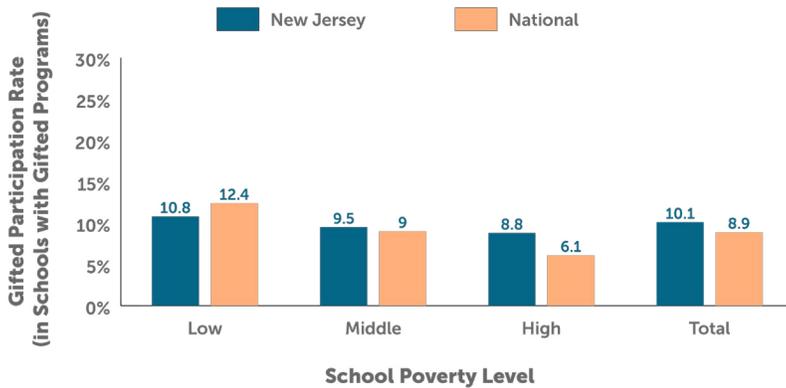


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

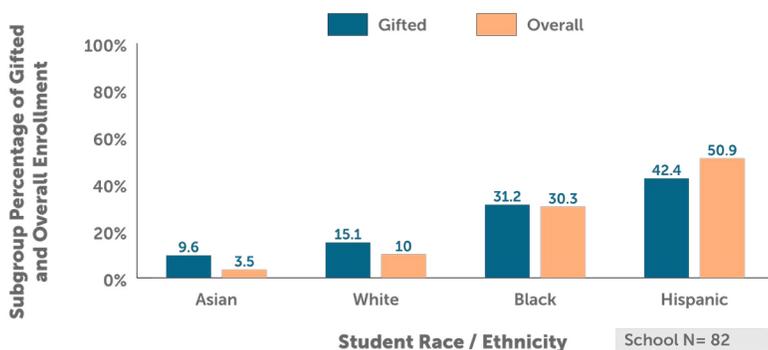


GIFTED REPRESENTATION BY RACE

In New Jersey, 8.8 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in New Jersey’s high-poverty schools.

Asian students constitute 3.5 percent of the overall student population and 9.6 percent of students enrolled in gifted education in these schools. Black students constitute 30.3 percent of the student population and 31.2 percent of students enrolled in gifted education. Hispanic students constitute 50.9 percent of the student population and 42.4 percent of students enrolled in gifted education. Finally, white students constitute 10.0 percent of the student population and 15.1 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to New Jersey) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

NEW MEXICO

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of New Mexico's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Land of Enchantment, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 612 urban, suburban, and rural elementary and middle schools in our New Mexico sample, 256 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 89 very small schools in New Mexico with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

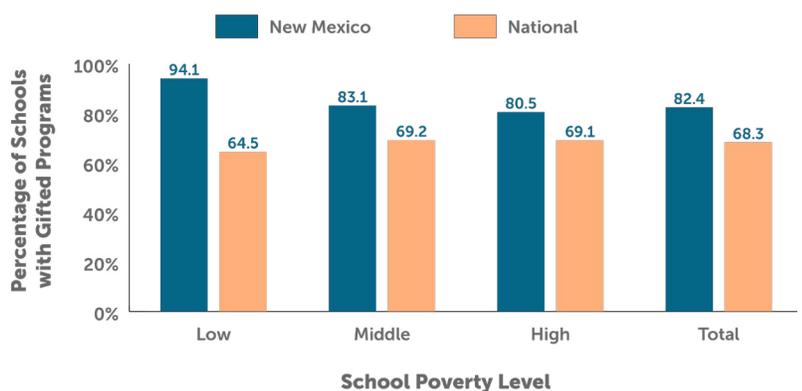
GIFTED PROGRAMS

In New Mexico, 82.4 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in New Mexico are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

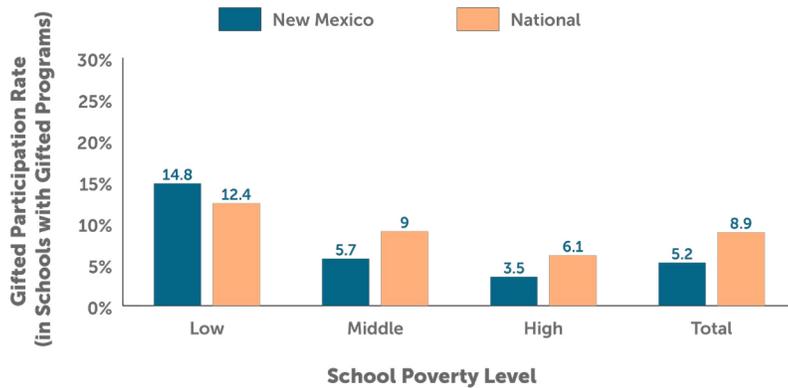
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in New Mexico who attend schools with gifted programs, 5.2 percent participate in those programs. Students in low-poverty schools are more than four times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Land of Enchantment enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state enroll students at a much lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

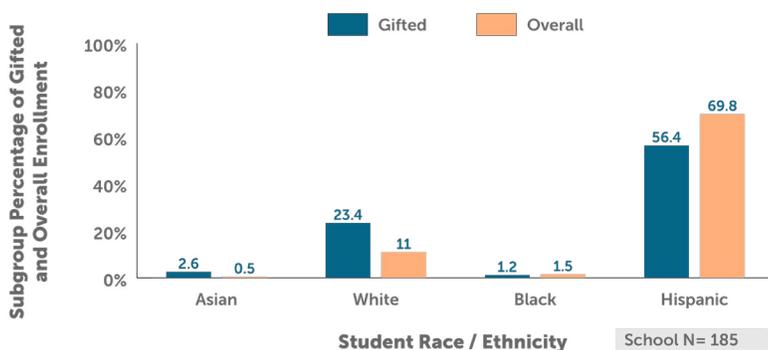


GIFTED REPRESENTATION BY RACE

In New Mexico, only 3.5 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in New Mexico’s high-poverty schools.

Asian students constitute 0.5 percent of the overall student population and 2.6 percent of students enrolled in gifted education in these schools. Black students constitute 1.5 percent of the student population and 1.2 percent of students enrolled in gifted education. Hispanic students constitute 69.8 percent of the student population and 56.4 percent of students enrolled in gifted education. Finally, white students constitute 11.0 percent of the student population and 23.4 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data. Note that the NCES data files only include students for these four racial/ethnic categories, but New Mexico has a large percentage of students who are Native American, Pacific Islander, or are of two or more racial/ethnic backgrounds.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to New Mexico) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

NEW YORK

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of New York's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Empire State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 2,221 urban, suburban, and rural elementary and middle schools in our New York sample, 311 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 22 very small schools in New York with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In New York, 16.8 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in New York are much less likely to have gifted programs than the national average, and high-poverty schools in the state are also much less likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in New York who attend schools with gifted programs, 9.9 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Empire State enroll students at a somewhat higher rate than the national average, and high-poverty schools in the state enroll students at a similar rate to the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

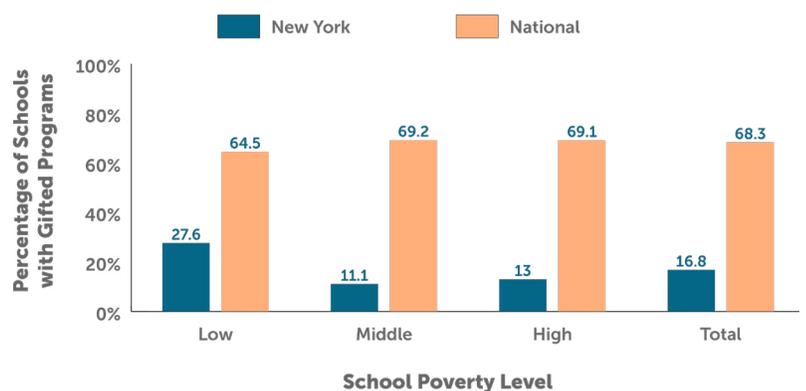
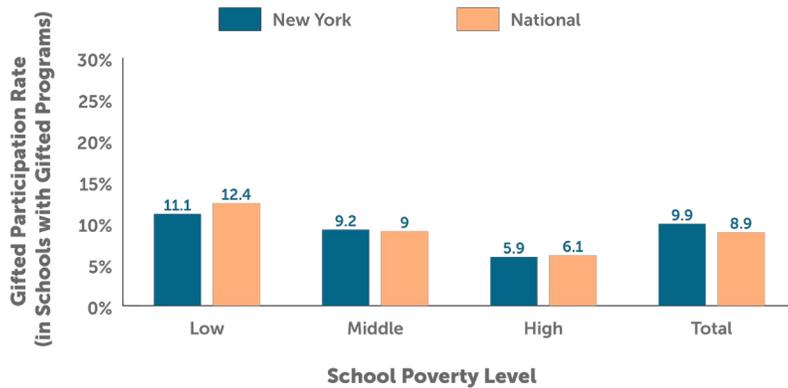


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

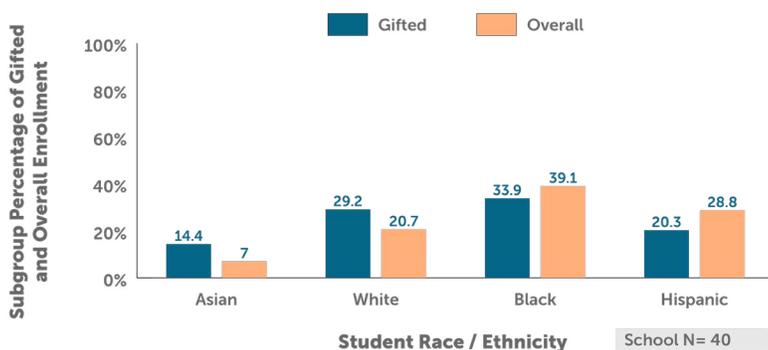


GIFTED REPRESENTATION BY RACE

In New York, only 5.9 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in New York’s high-poverty schools.

Asian students constitute 7.0 percent of the overall student population and 14.4 percent of students enrolled in gifted education in these schools. Black students constitute 39.1 percent of the student population and 33.9 percent of students enrolled in gifted education. Hispanic students constitute 28.8 percent of the student population and 20.3 percent of students enrolled in gifted education. Finally, white students constitute 20.7 percent of the student population and 29.2 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to New York) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

NORTH CAROLINA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of North Carolina's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Tar Heel State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,894 urban, suburban, and rural elementary and middle schools in our North Carolina sample, 734 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 38 very small schools in North Carolina with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

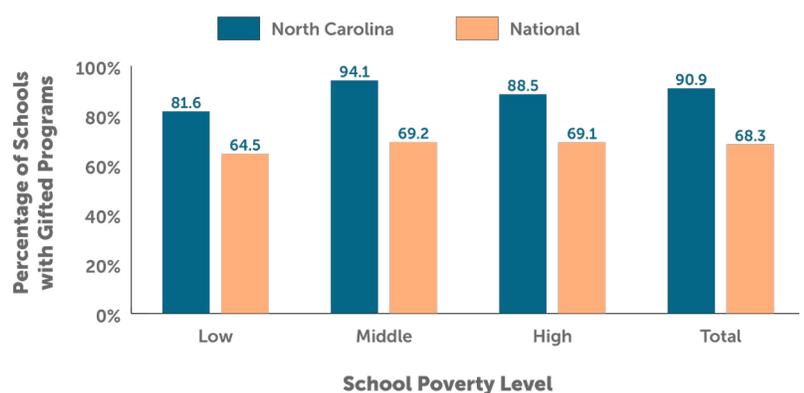
GIFTED PROGRAMS

In North Carolina, 90.9 percent of schools have a gifted program. Low-poverty schools are somewhat less likely to have gifted programs than high-poverty schools. Schools in North Carolina are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

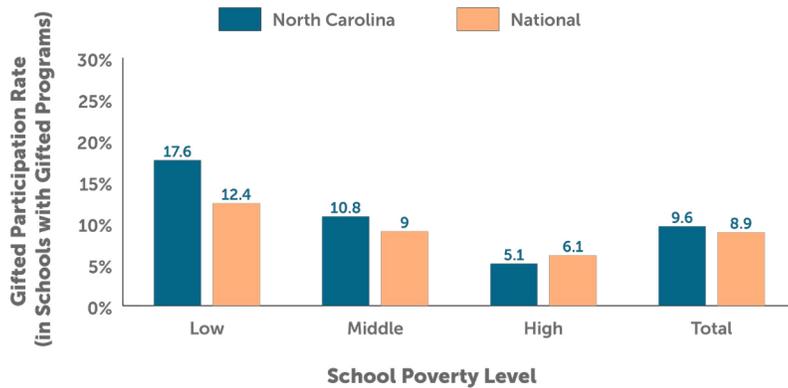
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in North Carolina who attend schools with gifted programs, 9.6 percent participate in those programs. Students in low-poverty schools are more than three times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Tar Heel State enroll students at a similar rate to the national average, and high-poverty schools in the state also enroll students at a similar rate to the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

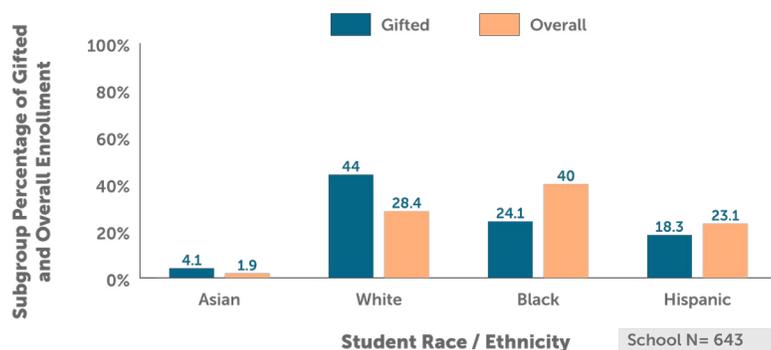


GIFTED REPRESENTATION BY RACE

In North Carolina, only 5.1 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in North Carolina’s high-poverty schools.

Asian students constitute 1.9 percent of the overall student population and 4.1 percent of students enrolled in gifted education in these schools. Black students constitute 40.0 percent of the student population and 24.1 percent of students enrolled in gifted education. Hispanic students constitute 23.1 percent of the student population and 18.3 percent of students enrolled in gifted education. Finally, white students constitute 28.4 percent of the student population and 44.0 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to North Carolina) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

NORTH DAKOTA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of North Dakota's gifted programming describes student participation in gifted programs using school-level data. **Because of the low number of high-poverty schools with gifted programs in the Peace Garden State, this profile includes schools of all poverty levels, unless otherwise specified. Therefore the descriptions below should not be compared with other state profiles that focus on high-poverty schools.**

There are 282 urban, suburban, and rural elementary and middle schools in our North Dakota sample. So that we do not distort the analysis by including schools that serve very few students, we exclude the 114 very small schools in North Dakota with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

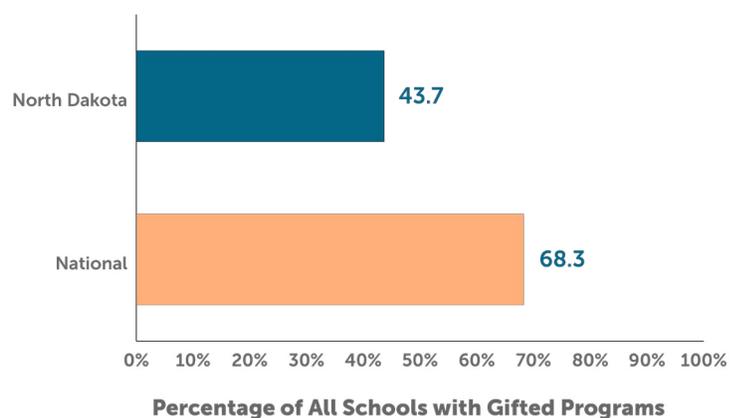
GIFTED PROGRAMS

In North Dakota, 43.7 percent of schools have a gifted program. Schools in North Dakota are much less likely to have gifted programs than the national average (Figure 1).

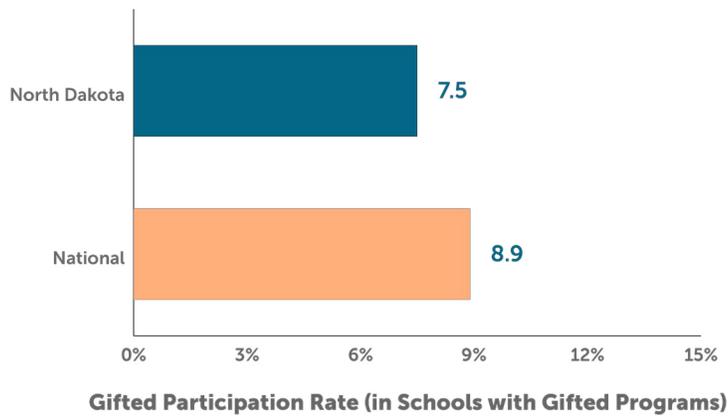
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in North Dakota who attend schools with gifted programs, 7.5 percent participate in those programs. Schools with gifted programs in the Peace Garden State enroll students at a somewhat lower rate than the national average (Figure 2).

**FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING**



**FIGURE 2:
GIFTED PARTICIPATION**

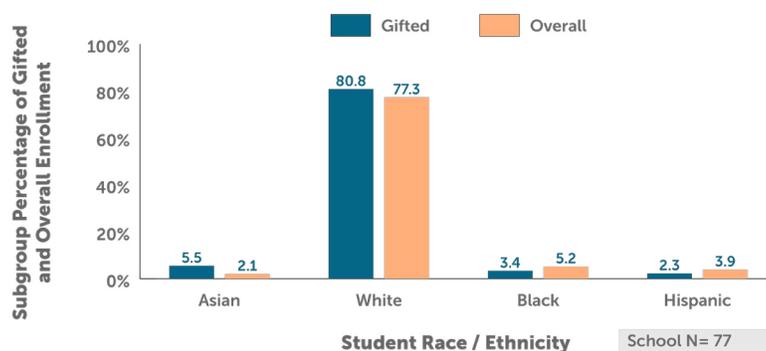


GIFTED REPRESENTATION BY RACE

In North Dakota, 7.5 percent of students at schools with gifted programs participate in gifted education, and there are minor differences in enrollment across racial groups in North Dakota’s schools.

Asian students constitute 2.1 percent of the overall student population and 5.5 percent of students enrolled in gifted education in these schools. Black students constitute 5.2 percent of the student population and 3.4 percent of students enrolled in gifted education. Hispanic students constitute 3.9 percent of the student population and 2.3 percent of students enrolled in gifted education. Finally, white students constitute 77.3 percent of the student population and 80.8 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN ALL SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data. Note that the NCES data files only include students for these four racial/ethnic categories, but North Dakota has a large percentage of students who are Native American, Pacific Islander, or are of two or more racial/ethnic backgrounds.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to North Dakota) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

OHIO

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Ohio's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Buckeye State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 2,470 urban, suburban, and rural elementary and middle schools in our Ohio sample, 593 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 57 very small schools in Ohio with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Ohio, 61.5 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Ohio are somewhat less likely to have gifted programs than the national average, and high-poverty schools in the state are much less likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Ohio who attend schools with gifted programs, 7.8 percent participate in those programs. Students in low-poverty schools are more than twice as likely to participate in gifted programs as students in high-poverty schools. Schools with gifted programs in the Buckeye State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state also enroll students at a somewhat lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

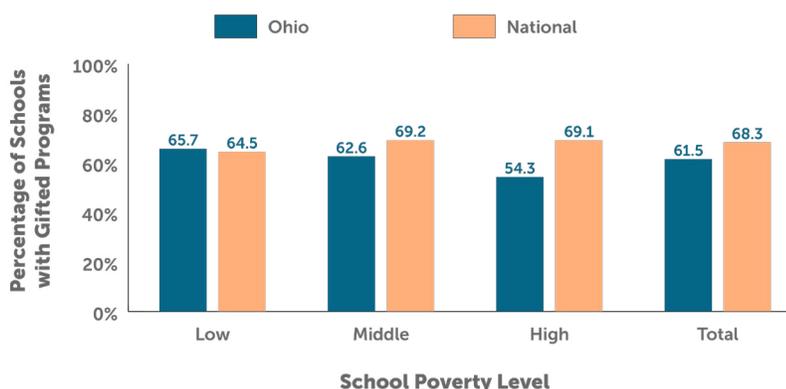
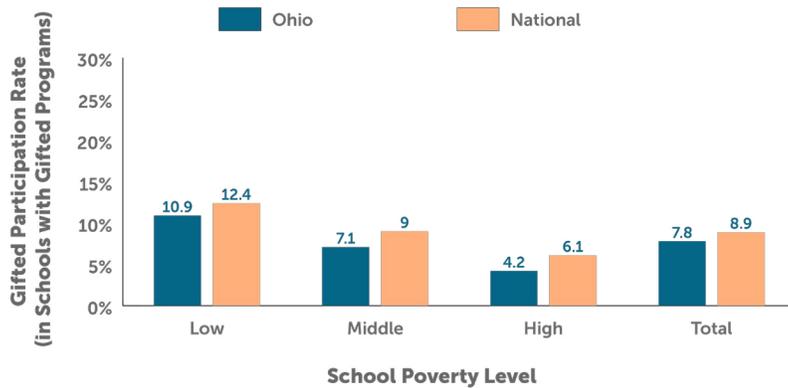


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

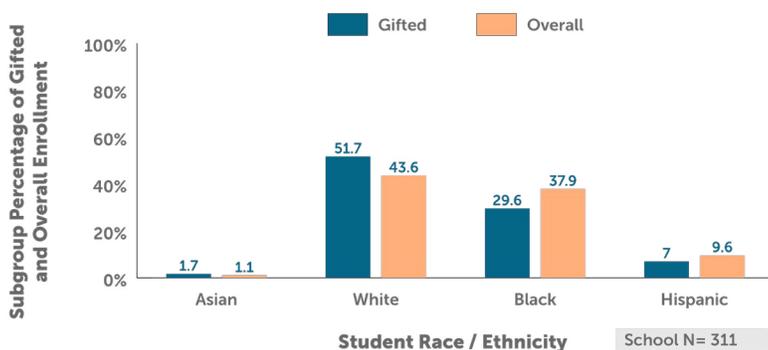


GIFTED REPRESENTATION BY RACE

In Ohio, only 4.2 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Ohio’s high-poverty schools.

Asian students constitute 1.1 percent of the overall student population and 1.7 percent of students enrolled in gifted education in these schools. Black students constitute 37.9 percent of the student population and 29.6 percent of students enrolled in gifted education. Hispanic students constitute 9.6 percent of the student population and 7.0 percent of students enrolled in gifted education. Finally, white students constitute 43.6 percent of the student population and 51.7 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Ohio) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

OKLAHOMA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Oklahoma's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Sooner State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,204 urban, suburban, and rural elementary and middle schools in our Oklahoma sample, 461 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 150 very small schools in Oklahoma with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

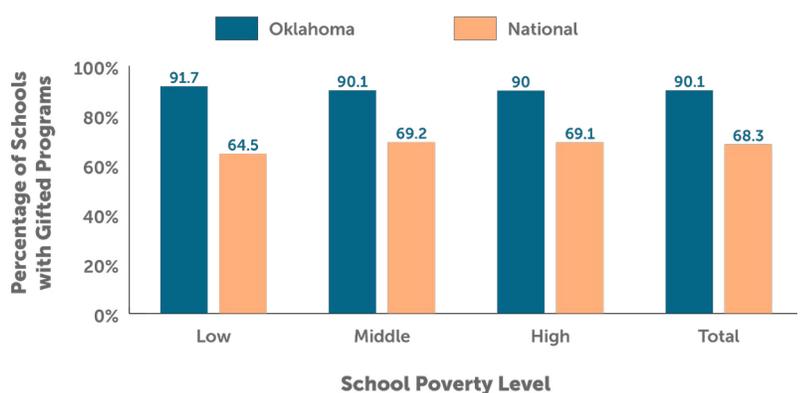
GIFTED PROGRAMS

In Oklahoma, 90.1 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in Oklahoma are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

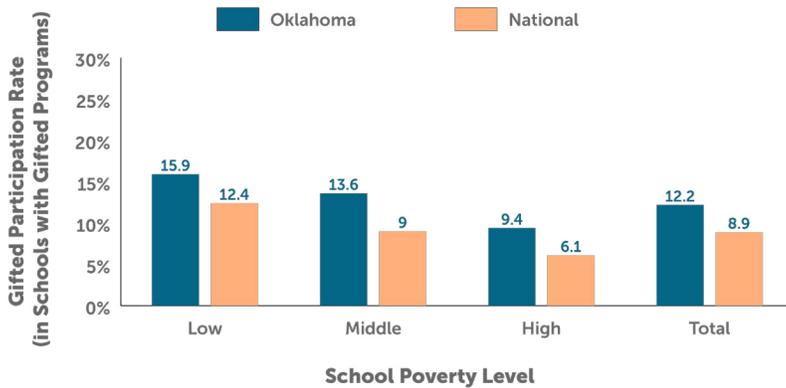
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Oklahoma who attend schools with gifted programs, 12.2 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Sooner State enroll students at a somewhat higher rate than the national average, and high-poverty schools in the state enroll students at a much higher rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

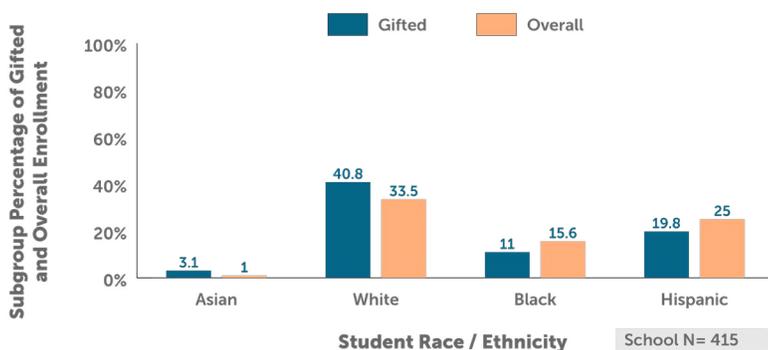


GIFTED REPRESENTATION BY RACE

In Oklahoma, 9.4 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Oklahoma’s high-poverty schools.

Asian students constitute 1.0 percent of the overall student population and 3.1 percent of students enrolled in gifted education in these schools. Black students constitute 15.6 percent of the student population and 11.0 percent of students enrolled in gifted education. Hispanic students constitute 25.0 percent of the student population and 19.8 percent of students enrolled in gifted education. Finally, white students constitute 33.5 percent of the student population and 40.8 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data. Note that the NCES data files only include students for these four racial/ethnic categories, but Oklahoma has a large percentage of students who are Native American, Pacific Islander, or are of two or more racial/ethnic backgrounds.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Oklahoma) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

OREGON

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow’s leaders to reflect the diversity of our country, today’s elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Oregon’s gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Beaver State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 847 urban, suburban, and rural elementary and middle schools in our Oregon sample, 185 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 37 very small schools in Oregon with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Oregon, 87.3 percent of schools have a gifted program. Low-poverty schools are somewhat more likely to have gifted programs than high-poverty schools. Schools in Oregon are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Oregon who attend schools with gifted programs, 6.5 percent participate in those programs. Students in low-poverty schools are more than three times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Beaver State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state also enroll students at a somewhat lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

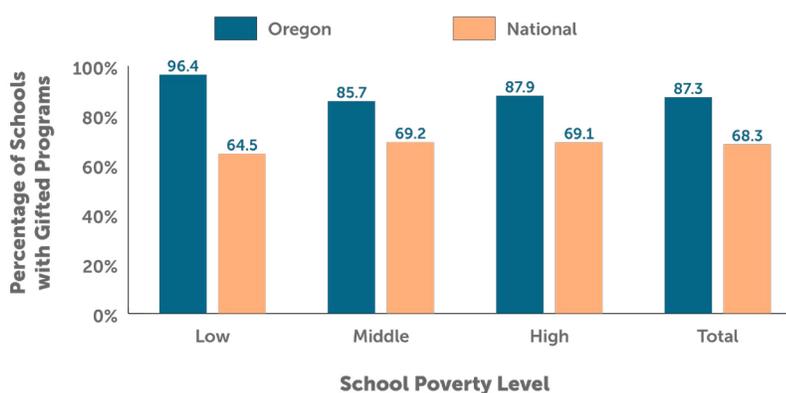
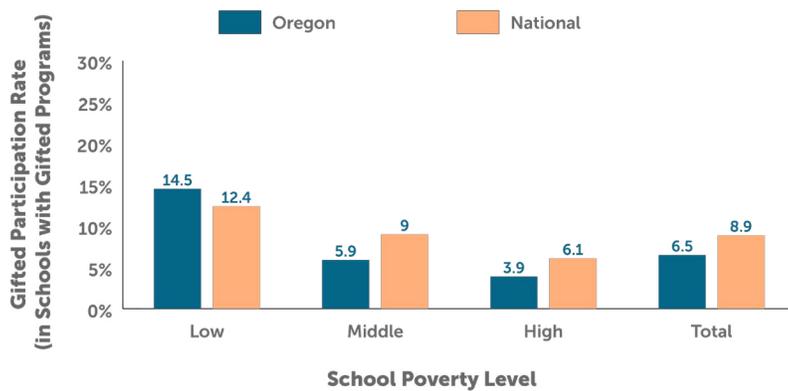


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

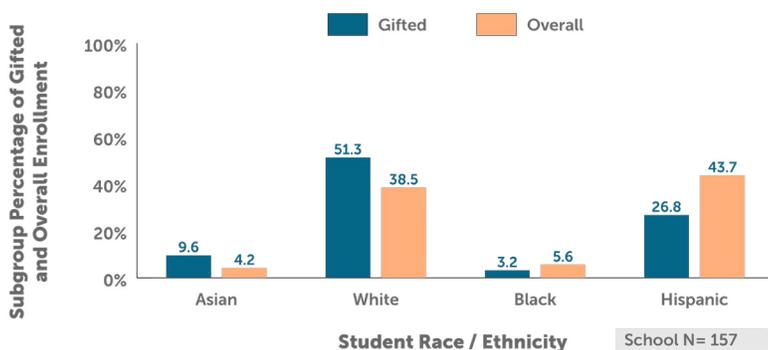


GIFTED REPRESENTATION BY RACE

In Oregon, only 3.9 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Oregon’s high-poverty schools.

Asian students constitute 4.2 percent of the overall student population and 9.6 percent of students enrolled in gifted education in these schools. Black students constitute 5.6 percent of the student population and 3.2 percent of students enrolled in gifted education. Hispanic students constitute 43.7 percent of the student population and 26.8 percent of students enrolled in gifted education. Finally, white students constitute 38.5 percent of the student population and 51.3 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Oregon) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

PENNSYLVANIA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Pennsylvania's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Keystone State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 2,104 urban, suburban, and rural elementary and middle schools in our Pennsylvania sample, 363 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 24 very small schools in Pennsylvania with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

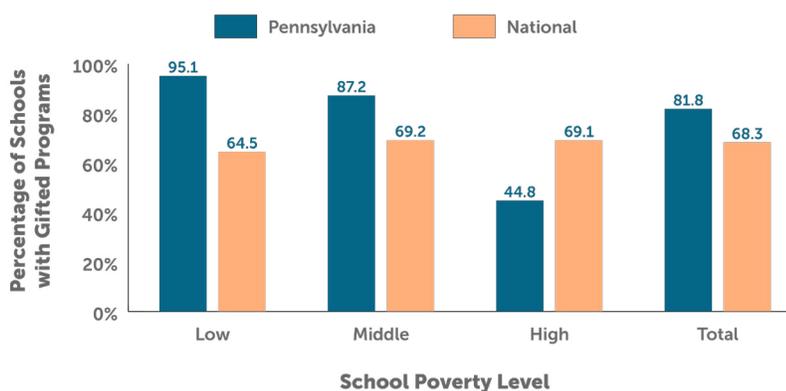
GIFTED PROGRAMS

In Pennsylvania, 81.8 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Pennsylvania are much more likely to have gifted programs than the national average, and high-poverty schools in the state are much less likely to have gifted programs than the national average (Figure 1).

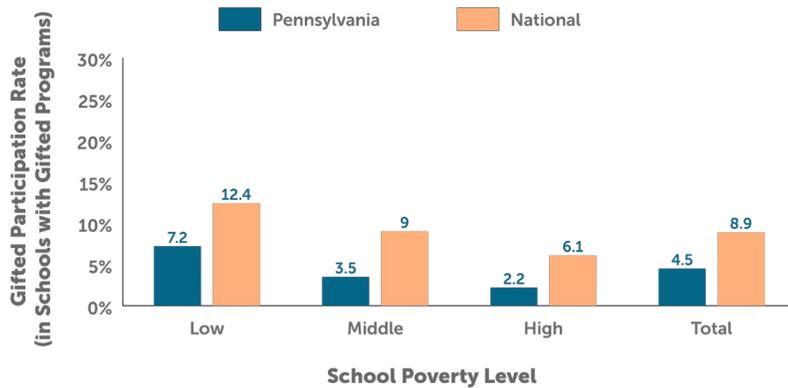
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Pennsylvania who attend schools with gifted programs, 4.5 percent participate in those programs. Students in low-poverty schools are more than three times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Keystone State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state enroll students at a much lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

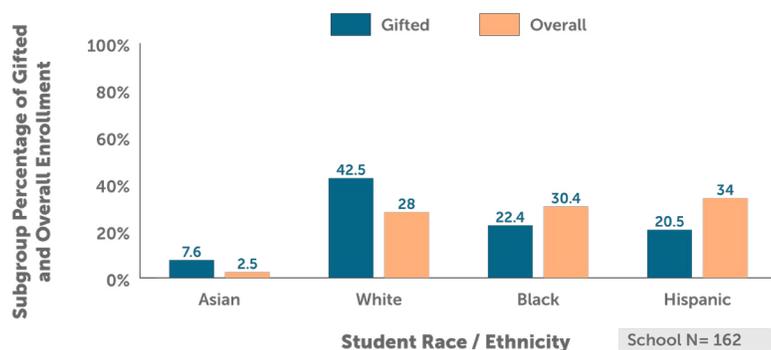


GIFTED REPRESENTATION BY RACE

In Pennsylvania, only 2.2 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Pennsylvania’s high-poverty schools.

Asian students constitute 2.5 percent of the overall student population and 7.6 percent of students enrolled in gifted education in these schools. Black students constitute 30.4 percent of the student population and 22.4 percent of students enrolled in gifted education. Hispanic students constitute 34.0 percent of the student population and 20.5 percent of students enrolled in gifted education. Finally, white students constitute 28.0 percent of the student population and 42.5 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Pennsylvania) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

SOUTH CAROLINA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

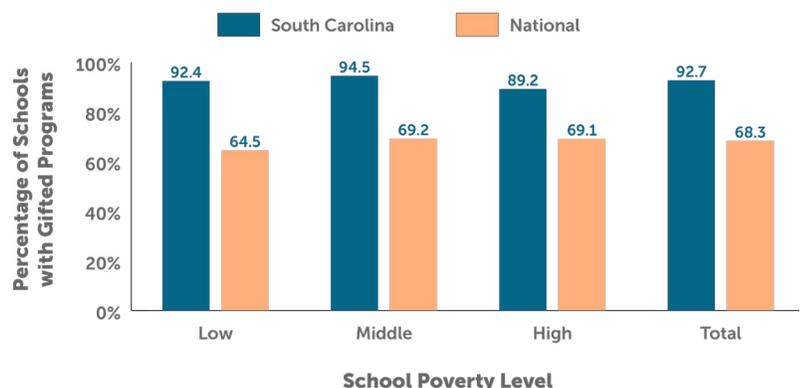
This profile of South Carolina's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Palmetto State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 910 urban, suburban, and rural elementary and middle schools in our South Carolina sample, 287 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 20 very small schools in South Carolina with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In South Carolina, 92.7 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in South Carolina are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

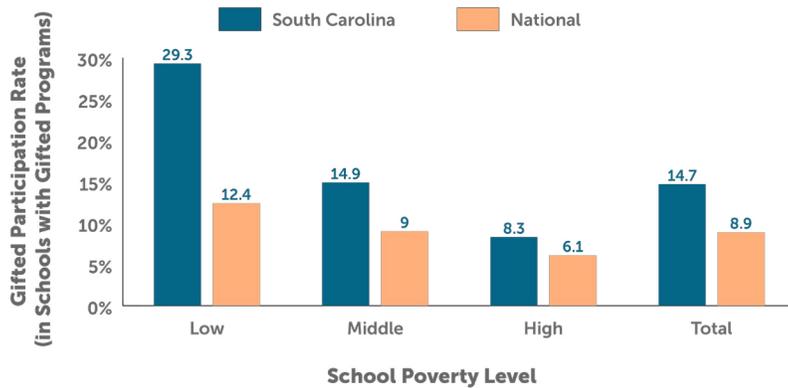
FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in South Carolina who attend schools with gifted programs, 14.7 percent participate in those programs. Students in low-poverty schools are more than three times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Palmetto State enroll students at a much higher rate than the national average, and high-poverty schools in the state enroll students at a somewhat higher rate than the national average (Figure 2).

FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

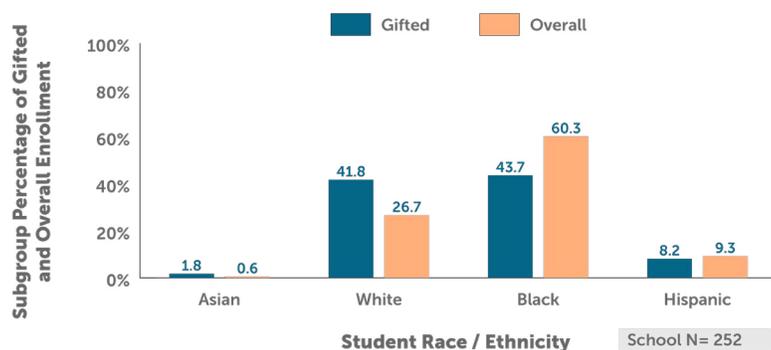


GIFTED REPRESENTATION BY RACE

In South Carolina, 8.3 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in South Carolina’s high-poverty schools.

Asian students constitute 0.6 percent of the overall student population and 1.8 percent of students enrolled in gifted education in these schools. Black students constitute 60.3 percent of the student population and 43.7 percent of students enrolled in gifted education. Hispanic students constitute 9.3 percent of the student population and 8.2 percent of students enrolled in gifted education. Finally, white students constitute 26.7 percent of the student population and 41.8 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to South Carolina) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

SOUTH DAKOTA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of South Dakota's gifted programming describes student participation in gifted programs using school-level data. **Because of the low number of high-poverty schools with gifted programs in the Mount Rushmore State, this profile includes schools of all poverty levels, unless otherwise specified. Therefore the descriptions below should not be compared with other state profiles that focus on high-poverty schools.**

There are 459 urban, suburban, and rural elementary and middle schools in our South Dakota sample. So that we do not distort the analysis by including schools that serve very few students, we exclude the 213 very small schools in South Dakota with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

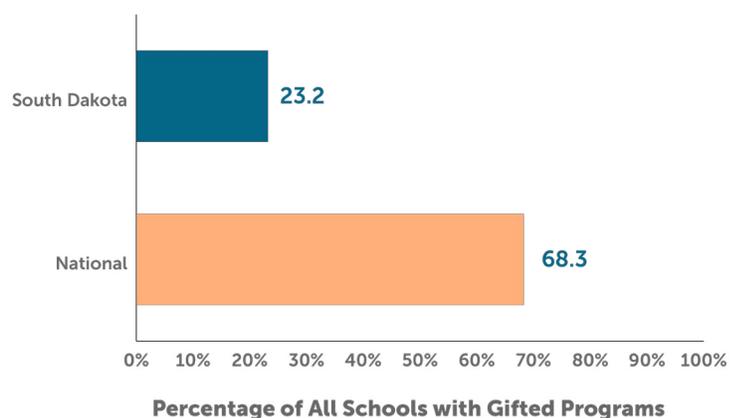
GIFTED PROGRAMS

In South Dakota, 23.2 percent of schools have a gifted program. Schools in South Dakota are much less likely to have gifted programs than the national average (Figure 1).

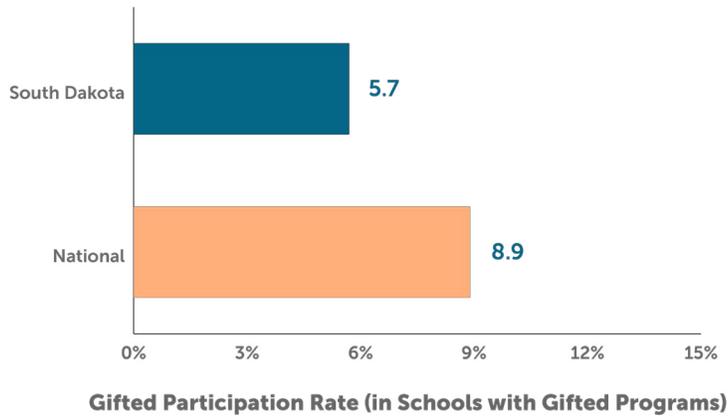
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in South Dakota who attend schools with gifted programs, 5.7 percent participate in those programs. Schools with gifted programs in the Mount Rushmore State enroll students at a somewhat lower rate than the national average (Figure 2).

**FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING**



**FIGURE 2:
GIFTED PARTICIPATION**

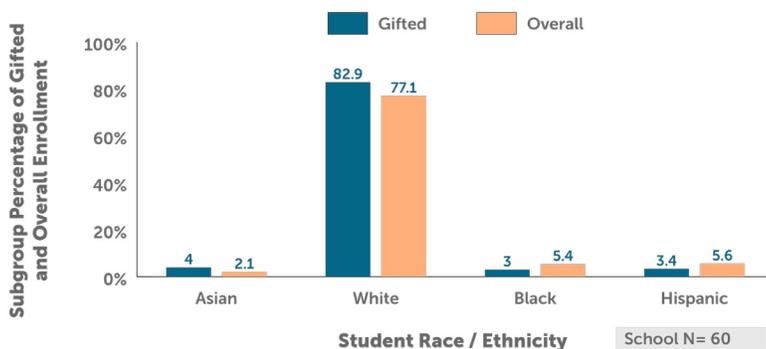


GIFTED REPRESENTATION BY RACE

In South Dakota, only 5.7 percent of students at schools with gifted programs participate in gifted education, and there are minor differences in enrollment across racial groups in South Dakota’s schools.

Asian students constitute 2.1 percent of the overall student population and 4.0 percent of students enrolled in gifted education in these schools. Black students constitute 5.4 percent of the student population and 3.0 percent of students enrolled in gifted education. Hispanic students constitute 5.6 percent of the student population and 3.4 percent of students enrolled in gifted education. Finally, white students constitute 77.1 percent of the student population and 82.9 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN ALL SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data. Note that the NCES data files only include students for these four racial/ethnic categories, but South Dakota has a large percentage of students who are Native American, Pacific Islander, or are of two or more racial/ethnic backgrounds.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to South Dakota) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

TEXAS

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Texas's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Lone Star State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 5,928 urban, suburban, and rural elementary and middle schools in our Texas sample, 2,417 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 141 very small schools in Texas with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Texas, 90.4 percent of schools have a gifted program. Low-poverty schools are much more likely to have gifted programs than high-poverty schools. Schools in Texas are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Texas who attend schools with gifted programs, 7.8 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Lone Star State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state enroll students at a similar rate to the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

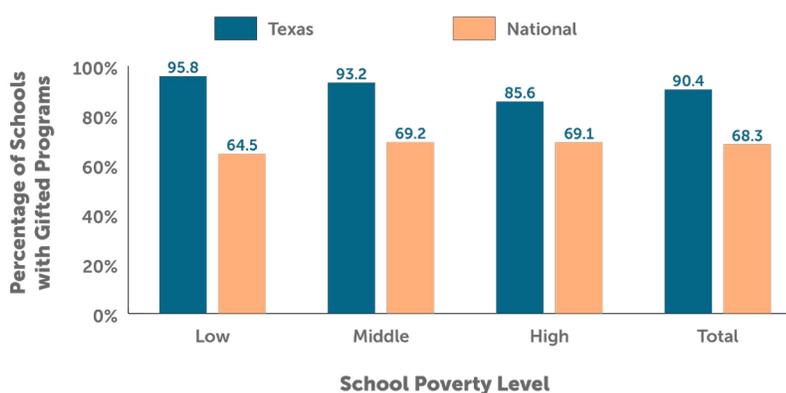
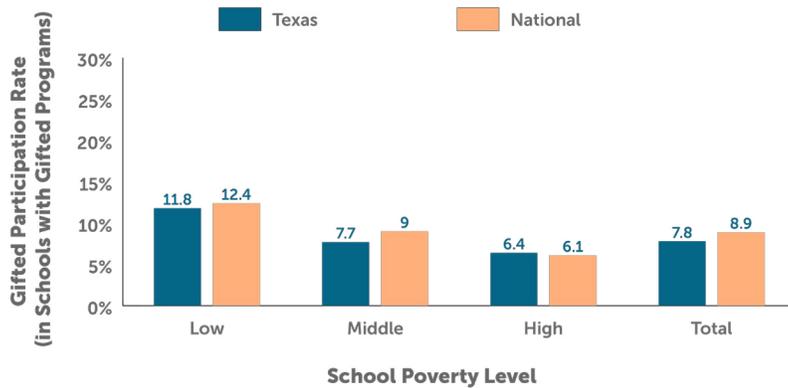


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

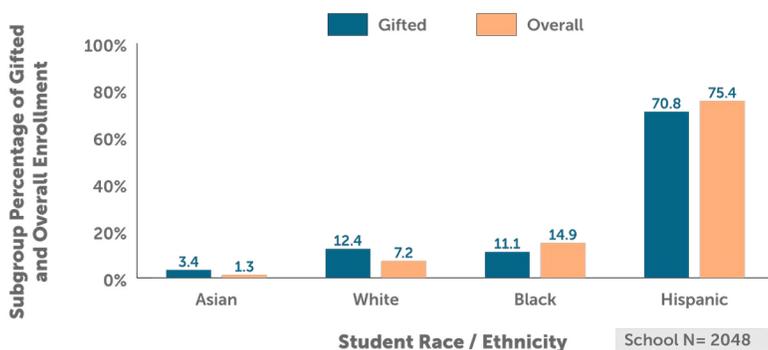


GIFTED REPRESENTATION BY RACE

In Texas, 6.4 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Texas’s high-poverty schools.

Asian students constitute 1.3 percent of the overall student population and 3.4 percent of students enrolled in gifted education in these schools. Black students constitute 14.9 percent of the student population and 11.1 percent of students enrolled in gifted education. Hispanic students constitute 75.4 percent of the student population and 70.8 percent of students enrolled in gifted education. Finally, white students constitute 7.2 percent of the student population and 12.4 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Texas) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

UTAH

OVERVIEW OF GIFTED EDUCATION

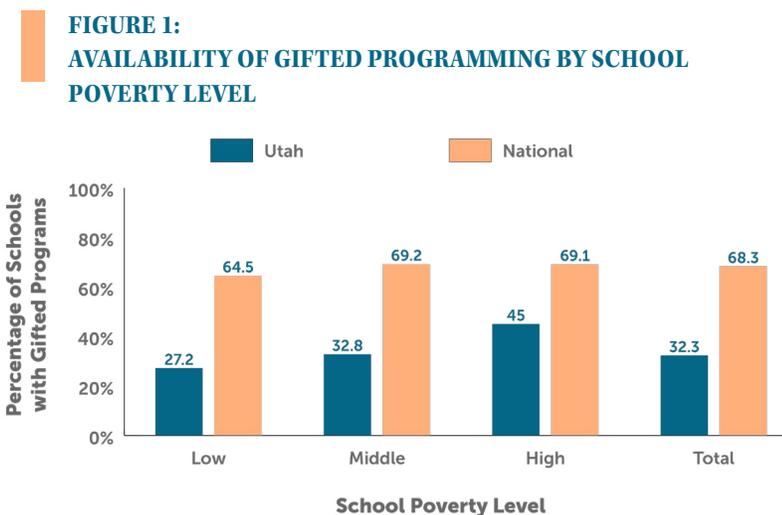
Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Utah's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Beehive State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 654 urban, suburban, and rural elementary and middle schools in our Utah sample, 72 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 40 very small schools in Utah with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

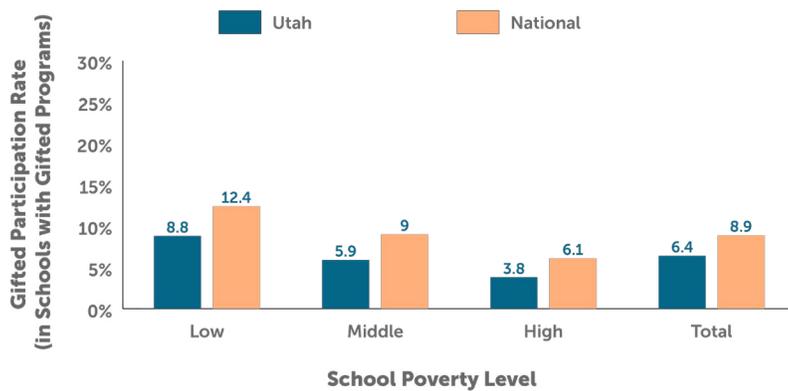
In Utah, 32.3 percent of schools have a gifted program. Low-poverty schools are much less likely to have gifted programs than high-poverty schools. Schools in Utah are much less likely to have gifted programs than the national average, and high-poverty schools in the state are also much less likely to have gifted programs than the national average (Figure 1).



GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Utah who attend schools with gifted programs, 6.4 percent participate in those programs. Students in low-poverty schools are more than twice as likely to participate in gifted programs as students in high-poverty schools. Schools with gifted programs in the Beehive State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state also enroll students at a somewhat lower rate than the national average (Figure 2).

**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

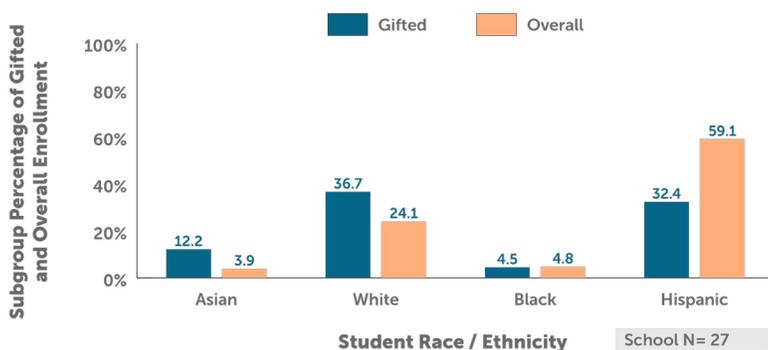


GIFTED REPRESENTATION BY RACE

In Utah, only 3.8 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Utah’s high-poverty schools.

Asian students constitute 3.9 percent of the overall student population and 12.2 percent of students enrolled in gifted education in these schools. Black students constitute 4.8 percent of the student population and 4.5 percent of students enrolled in gifted education. Hispanic students constitute 59.1 percent of the student population and 32.4 percent of students enrolled in gifted education. Finally, white students constitute 24.1 percent of the student population and 36.7 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Utah) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

VIRGINIA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Virginia's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Old Dominion State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,478 urban, suburban, and rural elementary and middle schools in our Virginia sample, 200 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 21 very small schools in Virginia with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

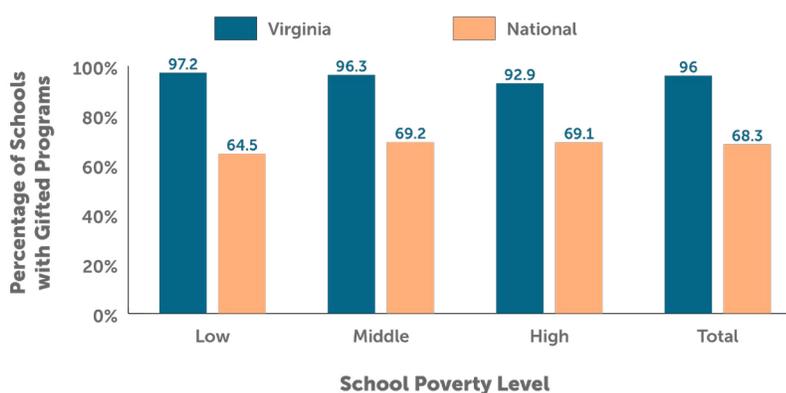
GIFTED PROGRAMS

In Virginia, 96.0 percent of schools have a gifted program. Low-poverty schools are somewhat more likely to have gifted programs than high-poverty schools. Schools in Virginia are much more likely to have gifted programs than the national average, and high-poverty schools in the state are also much more likely to have gifted programs than the national average (Figure 1).

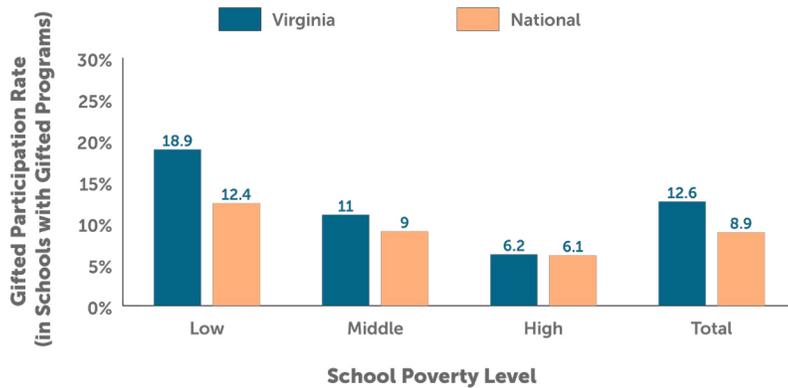
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Virginia who attend schools with gifted programs, 12.6 percent participate in those programs. Students in low-poverty schools are more than three times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Old Dominion State enroll students at a much higher rate than the national average, and high-poverty schools in the state enroll students at a similar rate to the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

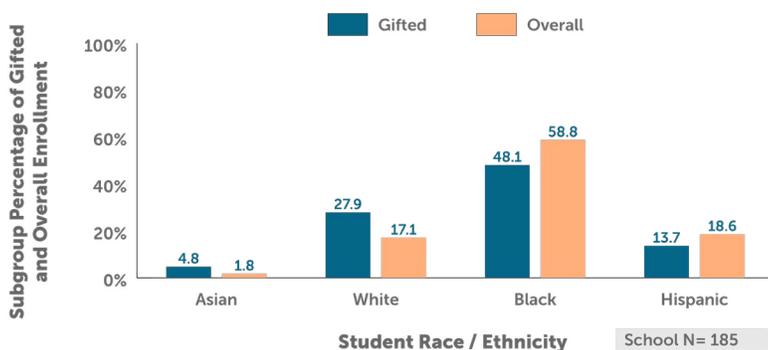


GIFTED REPRESENTATION BY RACE

In Virginia, 6.2 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Virginia’s high-poverty schools.

Asian students constitute 1.8 percent of the overall student population and 4.8 percent of students enrolled in gifted education in these schools. Black students constitute 58.8 percent of the student population and 48.1 percent of students enrolled in gifted education. Hispanic students constitute 18.6 percent of the student population and 13.7 percent of students enrolled in gifted education. Finally, white students constitute 17.1 percent of the student population and 27.9 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Virginia) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

WASHINGTON

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Washington's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Evergreen State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,475 urban, suburban, and rural elementary and middle schools in our Washington sample, 248 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 103 very small schools in Washington with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

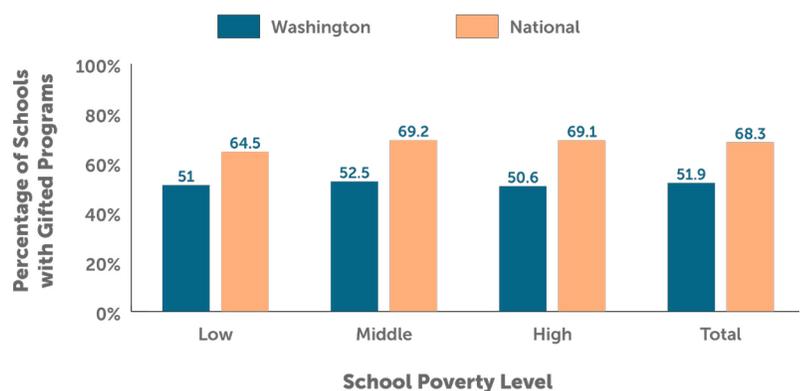
GIFTED PROGRAMS

In Washington, 51.9 percent of schools have a gifted program. Low-poverty schools are approximately equally likely to have gifted programs as high-poverty schools. Schools in Washington are much less likely to have gifted programs than the national average, and high-poverty schools in the state are also much less likely to have gifted programs than the national average (Figure 1).

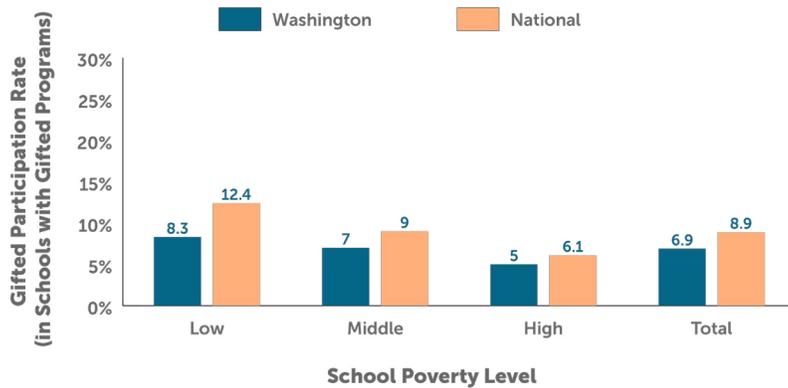
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Washington who attend schools with gifted programs, 6.9 percent participate in those programs. Students in low-poverty schools are much more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Evergreen State enroll students at a somewhat lower rate than the national average, and high-poverty schools in the state also enroll students at a somewhat lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL



**FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL**

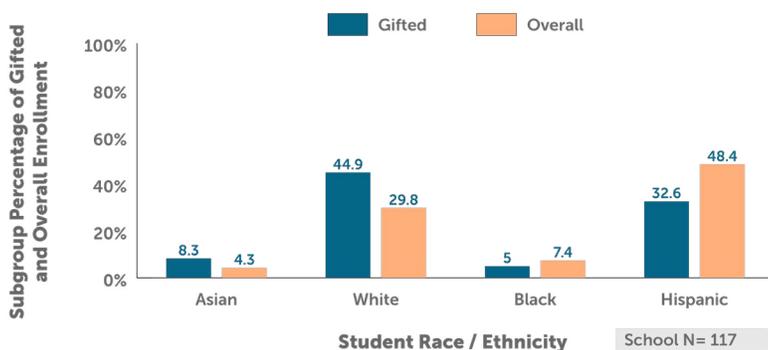


GIFTED REPRESENTATION BY RACE

In Washington, only 5.0 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are substantial differences in enrollment across racial groups in Washington’s high-poverty schools.

Asian students constitute 4.3 percent of the overall student population and 8.3 percent of students enrolled in gifted education in these schools. Black students constitute 7.4 percent of the student population and 5.0 percent of students enrolled in gifted education. Hispanic students constitute 48.4 percent of the student population and 32.6 percent of students enrolled in gifted education. Finally, white students constitute 29.8 percent of the student population and 44.9 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Washington) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

WEST VIRGINIA

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of West Virginia's gifted programming describes student participation in gifted programs using school-level data. **Because of the low number of high-poverty schools with gifted programs in the Mountain State, this profile includes schools of all poverty levels, unless otherwise specified. Therefore the descriptions below should not be compared with other state profiles that focus on high-poverty schools.**

There are 224 urban, suburban, and rural elementary and middle schools in our West Virginia sample. So that we do not distort the analysis by including schools that serve very few students, we exclude the 17 very small schools in West Virginia with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

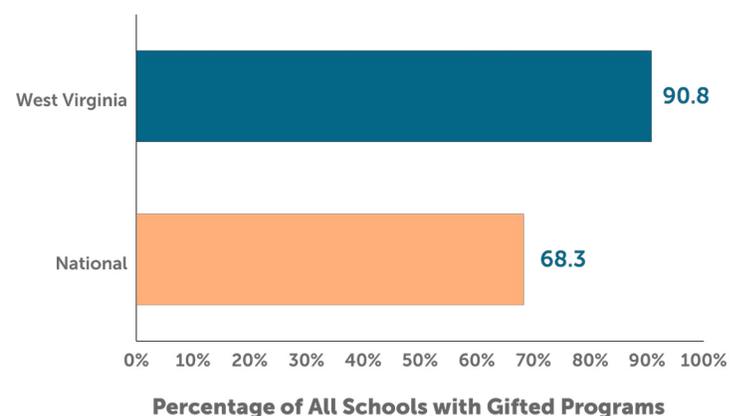
GIFTED PROGRAMS

In West Virginia, 90.8 percent of schools have a gifted program. Schools in West Virginia are much more likely to have gifted programs than the national average (Figure 1).

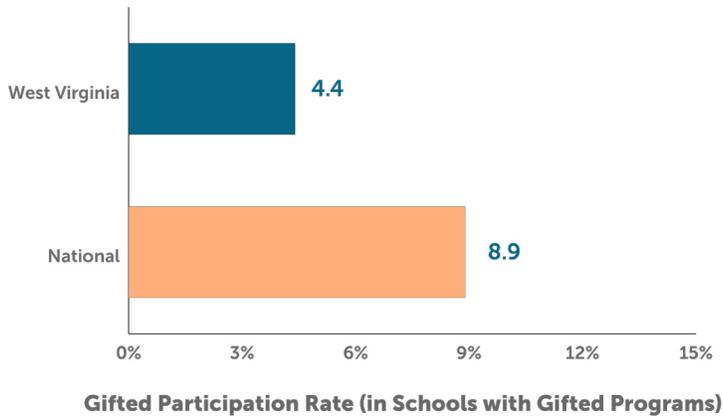
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in West Virginia who attend schools with gifted programs, 4.4 percent participate in those programs. Schools with gifted programs in the Mountain State enroll students at a much lower rate than the national average (Figure 2).

**FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING**



**FIGURE 2:
GIFTED PARTICIPATION**

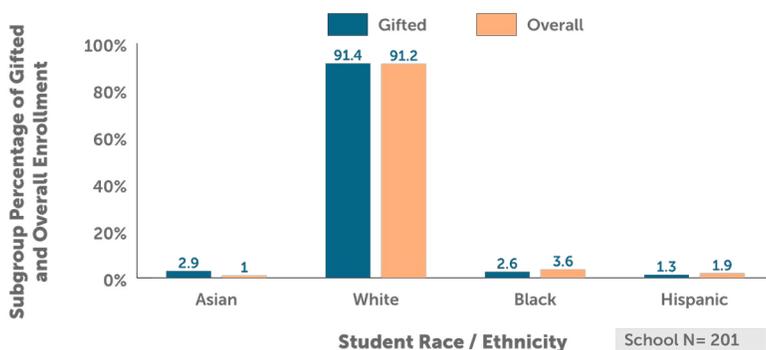


GIFTED REPRESENTATION BY RACE

In West Virginia, only 4.4 percent of students at schools with gifted programs participate in gifted education, and there are minor differences in enrollment across racial groups in West Virginia’s schools.

Asian students constitute 1.0 percent of the overall student population and 2.9 percent of students enrolled in gifted education in these schools. Black students constitute 3.6 percent of the student population and 2.6 percent of students enrolled in gifted education. Hispanic students constitute 1.9 percent of the student population and 1.3 percent of students enrolled in gifted education. Finally, white students constitute 91.2 percent of the student population and 91.4 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN ALL SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to West Virginia) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

WISCONSIN

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Wisconsin's gifted programming describes student participation in gifted programs using school-level data. Although we provide information on all elementary and middle schools in the Badger State, we focus on high-poverty schools, showing the extent to which they offer gifted services and enroll students of different racial/ethnic groups.

There are 1,586 urban, suburban, and rural elementary and middle schools in our Wisconsin sample, 178 of which are considered high-poverty schools because 75 percent or more of their pupils are eligible for free or reduced-price lunches. So that we do not distort the analysis by including schools that serve very few students, we exclude the 120 very small schools in Wisconsin with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

GIFTED PROGRAMS

In Wisconsin, 57.1 percent of schools have a gifted program. Low-poverty schools are somewhat more likely to have gifted programs than high-poverty schools. Schools in Wisconsin are much less likely to have gifted programs than the national average, and high-poverty schools in the state are also much less likely to have gifted programs than the national average (Figure 1).

GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Wisconsin who attend schools with gifted programs, 8.4 percent participate in those programs. Students in low-poverty schools are more than three times more likely to participate in gifted programs than students in high-poverty schools. Schools with gifted programs in the Badger State enroll students at a similar rate to the national average, and high-poverty schools in the state enroll students at a much lower rate than the national average (Figure 2).

FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING BY SCHOOL POVERTY LEVEL

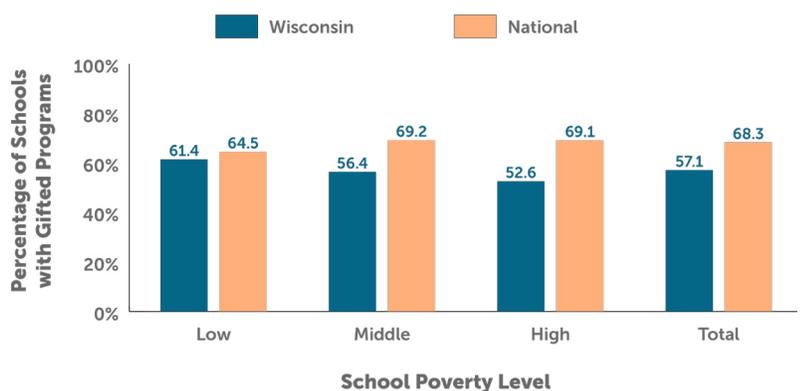
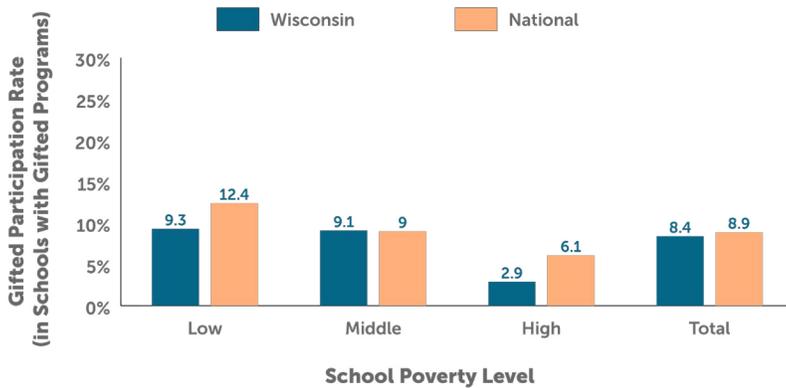


FIGURE 2:
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

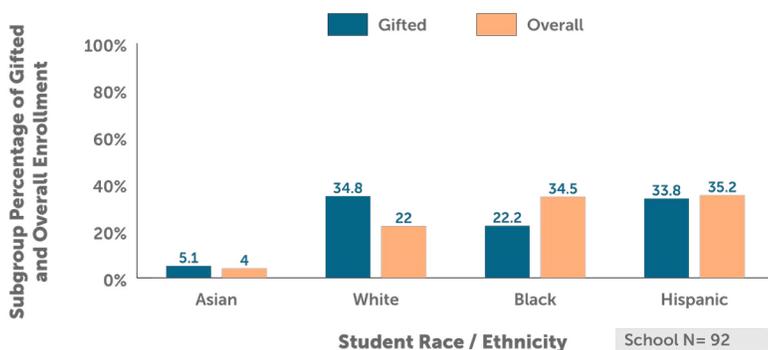


GIFTED REPRESENTATION BY RACE

In Wisconsin, only 2.9 percent of students at high-poverty schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Wisconsin’s high-poverty schools.

Asian students constitute 4.0 percent of the overall student population and 5.1 percent of students enrolled in gifted education in these schools. Black students constitute 34.5 percent of the student population and 22.2 percent of students enrolled in gifted education. Hispanic students constitute 35.2 percent of the student population and 33.8 percent of students enrolled in gifted education. Finally, white students constitute 22.0 percent of the student population and 34.8 percent of students enrolled in gifted education (Figure 3).

FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE IN HIGH-POVERTY SCHOOLS WITH GIFTED PROGRAMS



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Wisconsin) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.

WYOMING

OVERVIEW OF GIFTED EDUCATION

Gifted programs are a key source of enriched and accelerated learning opportunities for students identified as high-achieving. When high-achieving youngsters from poor and minority backgrounds have less access to such programs than do their white or more prosperous peers, gifted education is more likely to exacerbate existing inequalities. For tomorrow's leaders to reflect the diversity of our country, today's elementary and middle schools must cultivate high-ability students from diverse backgrounds. Increasing participation of qualified yet underrepresented students in gifted programming in elementary and middle schools would help to narrow persistent achievement gaps across racial groups and level the playing field.

This profile of Wyoming's gifted programming describes student participation in gifted programs using school-level data. **Because of the low number of high-poverty schools with gifted programs in the Equality State, this profile includes schools of all poverty levels, unless otherwise specified. Therefore the descriptions below should not be compared with other state profiles that focus on high-poverty schools.**

There are 235 urban, suburban, and rural elementary and middle schools in our Wyoming sample. So that we do not distort the analysis by including schools that serve very few students, we exclude the 53 very small schools in Wyoming with less than an average of 20 students per grade when calculating the percentage of schools with gifted programs.

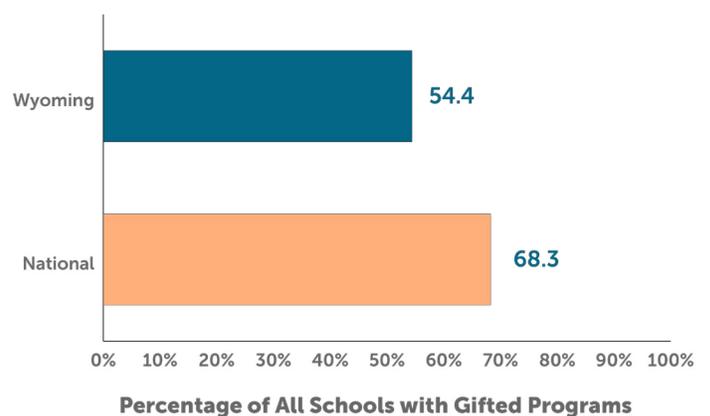
GIFTED PROGRAMS

In Wyoming, 54.4 percent of schools have a gifted program. Schools in Wyoming are much less likely to have gifted programs than the national average (Figure 1).

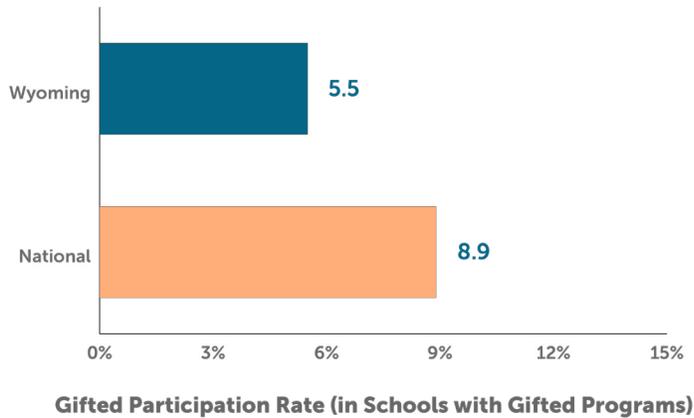
GIFTED PARTICIPATION BY SCHOOL POVERTY LEVEL

Of students in Wyoming who attend schools with gifted programs, 5.5 percent participate in those programs. Schools with gifted programs in the Equality State enroll students at a somewhat lower rate than the national average (Figure 2).

**FIGURE 1:
AVAILABILITY OF GIFTED PROGRAMMING**



**FIGURE 2:
GIFTED PARTICIPATION**

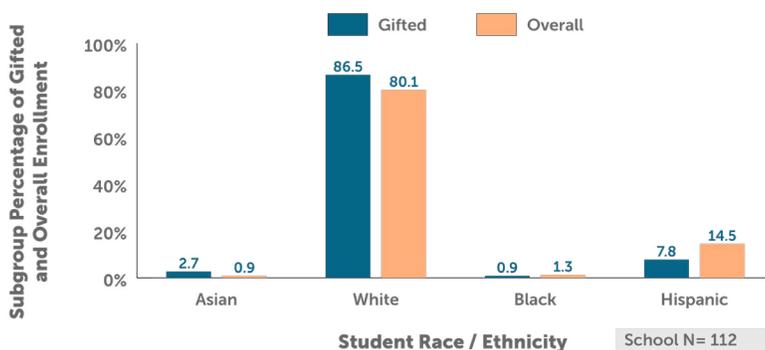


GIFTED REPRESENTATION BY RACE

In Wyoming, only 5.5 percent of students at schools with gifted programs participate in gifted education, and there are some differences in enrollment across racial groups in Wyoming’s schools.

Asian students constitute 0.9 percent of the overall student population and 2.7 percent of students enrolled in gifted education in these schools. Black students constitute 1.3 percent of the student population and 0.9 percent of students enrolled in gifted education. Hispanic students constitute 14.5 percent of the student population and 7.8 percent of students enrolled in gifted education. Finally, white students constitute 80.1 percent of the student population and 86.5 percent of students enrolled in gifted education (Figure 3).

**FIGURE 3:
SCHOOL COMPOSITION AND GIFTED PARTICIPATION BY RACE
IN ALL SCHOOLS WITH GIFTED PROGRAMS**



Sources for all figures: 2014–15 NCES and 2013–14 OCR data.

POLICY RECOMMENDATIONS

We offer three general policy recommendations (not specific to Wyoming) for states wishing to boost participation of students who participate in gifted programs at below-average rates.

1. Consider universal screening and other ways to streamline identification processes.

Schools could improve participation rates by optimizing policies for identifying students and implementing universal screening. A universal screening policy assesses all students to determine which are eligible for gifted services and is one of the best ways to boost participation of underrepresented minority students, as well as less affluent students, English language learners, and female students.

2. Identify students for gifted programs using local norms.

Districts should consider identifying the highest achievers at each school as opposed to across the district. Although students at different schools will meet different standards for inclusion, this identification process is likely to yield greater socioeconomic and ethnic diversity in the district’s gifted programs.

3. Counter bias in identifying and serving minority gifted students.

To the extent that bias plays a role in the underrepresentation of black and Hispanic students in these programs, employing a more diverse teacher force and deploying interventions shown to counter unconscious bias and help teachers recognize giftedness among all students could lead to greater representation for underrepresented students.